Learning Objectives:
1. Students will gain an introductory understanding of the social, political, historical background of the Immigration and Reform Act of 1965 and its impact on Filipino migration to the U.S.
2. Students will familiarize themselves with common issues faced by Filipino immigrants and Filipino American families
3. Students will be able to distinguish commonly held myths about Asian Americans from the real experiences and social issues that Filipino American communities face

Procedure:
I. Warm-Up (10~15 min)
   - Exchanging Name Stories (from edchange.org – link under “resources”)
   - Have students write about their names and ask them the following questions to guide their free-write (encourage them to be creative, can be a poem or funny anecdote):
     - Who gave your name and why?
     - What is the ethnic origin of your name?
     - What are your nicknames?
     - What do you prefer to be called?
   - The instructor should share and model their name-stories first. If instructors model vulnerability first, students will feel more comfortable about sharing and this activity will be all the more effective
   - Have students share what they wrote in pairs
   - Reflect on this experience by asking the following questions. Overall, the point of this warm-up was to recognize and value everyone’s identity and experiences, to share connections we may have not realized, and to build community in the classroom. As a transition to the topic of this module, remind students that having one’s experiences and background recognized when stepping into the classroom usually affects how we learn and engage in the course content.
     - How did you feel about sharing your story?
     - What did you learn from this experience?
     - Why is sharing name-stories important?

II. Introduction
   - This exercise is part of “Dreams for the Future: The Immigrant Act of 1965” lesson from the PEP sourcebook – see under “resources”
   - Have students share in diads what their dreams for the future are. They can also share their parents’ or family’s dreams. If their parents were immigrants, have them share why their parents moved to the U.S.
   - As a whole class, write down some of these dreams and see if some are similar. Write down the reasons why people immigrate to the U.S. and you will most likely recognize a similarity. Ask students if they notice a pattern or similarity

III. Presentation
   - Show the “Filipino American” section of the DVD
   - Have students jot notes on the types of issues Filipino students face

IV. Activity 1 - Video debrief:
   - Have students discuss in small groups the following:
     - What are the issues that Southeast Asian students face?
     - What about Southeast Asian history was surprising or new information for you?
     - How has the model minority myth affected the educational experience of this group of students?
   - Share-out in a whole class what was discussed in small groups

V. Activity 2 - “Dreams for the Future: The Immigrant Act of 1965”
   - Explain that today’s lesson will go over the Immigration and Reform Act of 1965 and its impact on the Filipino American community. Many Filipino immigrants who came after 1965 came with hopes and dreams for a better future, not only for themselves, but also for their children.
   - Students will collaboratively write short fictional narratives about Filipinos who came to the U.S. after 1965. The narrative will address the following:
     - What led them to come to the U.S. (context)
The immigration preference used to enter
The impact of immigration and settlement on their lives

• Lecture on the background of the Immigration and Reform Act of 1965 (may have to research a little online)
  o Go over the context of the Act, the implementation, and the impact
  o Have students take notes on the worksheet

• Assign the 7 preferences for entry to 7 students. Divide the rest of the class into groups of 2-3 students. However many groups there are create the same number of characters associated with the seven preferences. (See reference to INA 1965 under “Resources”)
  o Examples:
    ▪ Josephine is 18, single, and her father is a U.S. citizen
    ▪ Fred is a refugee
    ▪ Teresa’s sister is a U.S. citizen
    ▪ Salvador is an engineer

• The seven students who represent the 7 preferences must find all the characters that fit their preference. For example, the student who represents Preference 1 must find Josephine. Some preferences will have more groups, depending on the number of students in your class.

• Now each group can write a short story based on their character. If the student representing a preference has two or more characters, that student must choose one character/group to join for this activity.

• The stories should include:
  o What led the character to come to the U.S.
  o The immigration preference they implemented to enter the U.S.
  o The impact of immigration and settlement in the U.S.
  o Have them refer to the lecture, the DVD module, and any other sources to help guide their writing. Encourage them to reference their own experiences or their families’ experiences

• Have students share their narratives in creative ways. Some suggestions are:
  o Read the story out loud
  o Have a narrator and actors
  o Turn the story into a skit
  o Create a comic
  o Create a children’s book

VI. Assessment:
• Ask students how the narratives created represented the experiences of Filipino immigrants
• Ask what impact the Immigration Act had on the Filipino American community overall
• Ask what impact immigration can have on the experiences of Filipino American college students

VII. Resources:
  o Websites:
    ▪ Exchanging Stories – Names: http://www.edchange.org/multicultural/activities/name.html
  • INA 1965 was the amendment to create a 7 preference category system and to abolish the national origin formula to determine immigration limits.
    The preference categories are:
    1. Unmarried Children of US Citizens
    2. The Spouse and Unmarried Children of A Resident Alien
    3. Persons with Exceptional Ability
    4. Professionals
    5. Other Relatives of US Citizens and Permanent Residents
    6. Needed Workers
    7. Refugees.
    United States Immigration Law by Jeffrey A. Helewitz
    http://en.wikipedia.org/wiki/Immigration...

  • Books:
    o Pin@y Educational Partnerships: A Filipino American Studies Sourcebook Series, by Allyson Tintiangco-Cubales