

Senate Bill 462 Testimony.pdf

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Position: FAV



The AAPI Democratic Club of Prince George's County is writing in support of Maryland Senate Bill 462 for an expanded and inclusive American history in Maryland Social Studies Curriculum for our public schools.

The Asian American Pacific Democratic Club of Prince George's County ("AAPIDCPGC") is a political advocacy club chartered to promote, support, and advance the interests of the Asian American Pacific Islander community in Prince George's County and the State of Maryland. Our mission is to ensure the inclusion of Asian American and Pacific Islander's interests and leadership in all aspects of the political process.

An Expanded American History curriculum is important for many reasons, however, here are the main reasons that we support Senate Bill 462:

"For all students, the ability to learn about the experiences and viewpoints of people of color and America's legacy of racism is critical to feeling connected and equally valued in a participatory society." [A Response to the Attacks on Social Studies Education in State Legislatures and Local Boards of Education | Social Studies](#)

- All students have the right to learn and benefit from the accurate representation of historical events.
- History is taught as a means to learn. When we have the opportunity to learn our full history, we also have the opportunity to learn from our full history. Expanded history curriculum provides the foundation to prevent the mistakes of our history from being repeated.
- Recognizing and learning about the roles that different communities have had as an important part of the American fabric throughout U.S. history is of utmost importance as it helps to spread awareness, foster compassion and empathy, and humanize each other's stories.
- Diversity benefits everyone. When we learn about others, whether it is their cultures, their history, or their stories, we humanize people and groups of people who have been historically othered. In learning about African American, Hispanic American, American Indian, or Women's history, we are provided the tools and opportunity to bridge divides even within diverse communities that are typically lumped together.
 - Learning about others is an essential tool to combat hate and racial bias.
 - Learning about others can help to dispel stereotypes and common misconceptions about others.
- History can provide an example of what to do. The study of historical figures who have had a positive impact on our communities should be acknowledged, studied, and celebrated.
- Providing expanded American history prepares our students to think broadly because American history does not exist in a vacuum independent of the world.
- **Representation Matters. All students deserve to see themselves in our history books. Our history books must reflect the full history of the students reading them.**

Specific to the Asian American history aspect of Expanded American History Curriculum, it is important to our organization because:



DEMOCRATIC CLUB OF
PRINCE GEORGE'S COUNTY

- Including Asian Americans in our American History will dispel the perpetual foreigner myth which continues to plague our communities to this day. Asian Americans have been part of the U.S. History from the late 1700's and yet we continue to see incidents where Asian Americans are told to "go back to where you came from";
- Asian American history will dispel the myth that our communities are the "model minority" community. Asian Americans are not a monolith. A proper recount of our histories in the United States will provide opportunity to see the vast diversity of these communities that are too often lumped into one bucket. It is important to note the socio-economic diversity and ethnically heterogeneous communities that fall under AAPI should include Asian Americans, Native Hawaiians, and Pacific Islanders.
- Learning about Asian American history is important in chipping away harmful stereotypes about our communities and will help to combat the rise in anti-Asian Hate that we have seen increase across our country today.
- While not always easy to digest, our full American history must be part of our social studies curriculum to prevent a repetition of these awful events in our history. In the context of the Asian American experience, starting in the late 1870's through the Chinese Exclusion Act of 1882 and beyond, there has been a history of mob violence & slaughter, expulsions, and government discrimination against Asian Americans. In 1942, a whole class of humans were incarcerated for simply being Japanese American. We must not allow mistakes in our American history to be repeated.
- A more robust and inclusive American history curriculum will help all communities to learn more about each other, fostering intercommunity empathy and understanding among groups of people that potentially carry with them generations of historical tensions, trauma, stereotypes, and misunderstandings.

As we have seen the rise in hate and violence in minority communities, the continued dismissal of under-represented communities' issues, and the systemic oppression of communities of color and marginalized groups, it is of utmost importance that our students are provided a full, expanded, inclusive, and restorative history curriculum. This will equip them with the proper tools to bridge divides between communities, to build compassion and empathy for others, and to ensure that the painful aspects of our history are not repeated. We can fight and combat hate together and in solidarity with one another.

We hope you will stand in solidarity with our organization and find a favorable outcome for Senate Bill 462.

AAPI Democratic Club of Prince George's County

Lincoln park letterhead.sb462.pdf

Uploaded by: Anita Powell

Position: FAV



LINCOLN PARK HISTORICAL FOUNDATION, INC.

Post Office Box 1884

ROCKVILLE, MARYLAND 20849

Email: lincolnparkhist@aol.com

Phone/Text: 301-828-5756

February 15, 2022

**SENATE BILL 462 – Public Schools – Expanded American History –
Development of Content Standards and Implementation
POSITION: Support**

Dear Chairperson Pinsky, Vice Chairperson Kagan, and Members of the Education, Health and Environmental Affairs Committee:

The Lincoln Park Historical Foundation is a nonprofit organization and has a strong sense of community pride by working jointly with communities and organizations throughout Montgomery County and the State of Maryland. The foundation offers public service in the areas of research, education, training, community outreach, economic and community development, family history, cultural diversity and historic preservation.

Senate Bill 462 mandates the State Board of Education, in collaboration with local school systems, to develop the same content standards for expanded American history to be included in the State standards and frameworks in social studies. This bill requires each county board of education to develop and implement age-appropriate curriculum guides and shall include instructions of the history and contributions of the following groups, African Americans, Asian Americans & Pacific Islanders, Latinos, Native Americans, Women, and other designated topics by the State Board of Education. This bill would expand our educational curriculum in public schools and the American history. Beginning in the 2023-2024 school year each Maryland public school in the State shall include expanded American history in the Social Studies curriculum.

The Lincoln Park Historical Foundation supports SB 462 because it is important to be inclusive of all racial and ethnic groups and women as part of the expanded American history. Our students deserve a well-rounded education that prepares them to work in our diverse world. Part of education is knowing the lived experiences of others. I know there is a lot to chatter about Critical Race Theory and the argument that they do not want their White children to feel like the oppressors and people of color to believe they are victims. As a state, we need to ask why they would assume that their children would automatically connect with the oppressor and not John Brown, Juliette Morgan, and Andrew Goodman, all of who are White and worked to support racial equality.

There is an information gap that our schools need to fill. This gap can be filled by ensuring that every county in the state provides every student with a history education that encompasses the struggles, conflicts, injustices, and the beauty of our countries story and those who worked to make us a more perfect union. We could ensure that students in the state of Maryland have exposure to these stories by identity learning outcomes mandated by the state that each of the county public school implement and develop into their curriculum and accountability measure that monitors that our students are being taught through the lens of expanded American history.

We respectfully request that you consider this information and vote in favor of SB 462.

Thank you for time, attention and consideration. We look forward to working with you in the future.

Sincerely yours,

Anita Neal Powell
President

Maryland Senate house Bill Letter support.pdf

Uploaded by: Bakhshish Singh

Position: FAV



Date: February 12th 2022

To: The Maryland State Senate

Sikh International Council fully supports bill SB 462. This bill will allow for the expansion of our educational curriculum in our public schools to further broaden the history of African Americans, Asian Americans, Pacific Islanders, Latinos, Native Americans, Women and other minorities. At a time when our nation is suffering from misunderstandings and hate, we need our children to understand the importance of these people in our history. These groups are underrepresented and many of their contributions are not reflected in our books, online resources, and curriculums. We are fully aware of the increase of hate crimes towards many Asian American communities. We hope a more diverse and multi- perspective curriculum will educate our future generations and stop the misinformation that is spreading. Racism has become more and more common amongst Americans and it is rooted in the lack of information and education

As you can see by just looking at the Maryland state senate, there is a wide range of ethnicities and backgrounds coming together to work on common goals. The only way these goals can be achieved is if all parties have a sense of open-mindedness to be able to come to compromises through discussion. Open mindedness has been shown to create a sense of compassion amongst peers or in this case, students. With compassion, both people come together in an argument and make a sincere effort to understand how the other person feels, the importance of the other person's beliefs/goals, and to empathize with one another. If both people are showing compassion for one another, then both people will be able to resolve a disagreement and creates a more open-minded conversation that can include new talking points and outside ideas that might not have come about when people are arguing out of anger. This all starts from a child's education and carries on to their adult life. Expanding our school curriculums to be more inclusive will only have positive effects on society as a whole. History would be incomplete without the inclusion of minorities. We hope for bill SB 462 to pass and thus enabling the expansion of the social studies curriculum for all students.

Regards,

A handwritten signature in black ink, appearing to read "B Singh", with a stylized flourish at the end.

Bakhshish Singh
Director

OCA-DC ORAL Testimony Support for SB 462.pdf

Uploaded by: Christine Lee

Position: FAV



Senator Paul G. Pinsky, Chair
Senator Cheryl C. Kagan, Vice-Chair
Senate Education, Health, and Environmental Affairs Committee

OCA-APA Advocates
Greater Washington DC Chapter
P.O. Box 10433
Rockville, Maryland 20850

Wednesday February 16, 2022

Support of Senate Bill 462 - Public Schools - Expanded American History - Development of Content Standards and Implementation

Good afternoon

I am Dr. Christine Lee, co-President of OCA-DC and mother to a beautiful ten-year-old boy. My son is so fortunate to grow and learn in an environment that cares so much about his education but also provides him an opportunity to understand the richness of diversity.

I remember that as a little girl growing up, I was bullied because I was different, my food was different, and my culture was different. Also, I didn't have any role models to look up to. The only Asian women I saw in the public eye were also portrayed as submissive, foreign, and often sexualized.

Unfortunately, my personal experiences were not isolated events. There has been a stark rise in anti-Asian hate incidents by nearly 150% nationally since the beginning of the COVID-19 pandemic. The roots of anti-Asian hate are systemic and deeply embedded, yet the Asian Pacific Islander American (APA) experience has long been invisible in school curriculums. Nearly 13%, (12.6%) of incidents were reported from school age youth suggesting that anti-Asian racism may begin at earlier ages. Bullying of APA students can lead to significant impacts on psychological health, well-being, self-esteem, and development

It has been well documented that talking and teaching children about acceptance and looking beyond the differences in others can only help in the bigger conversation of prevention. When kids appreciate the benefit that stems from learning and living in a diverse community, there is less interest in labeling what might be different or calling it out to others. It's in that place that prevention occurs, and schools stay safe and bullying mitigated

Approximately 7% of Maryland's population self-identifies as Asian-American, Native Hawaiian, or Pacific Islander, and the nation's overall population is the fastest growing minority and expected to increase from 22.6 million to over 46 million by 2060

The integration of greater diversity into the education system would reflect the diversity of students in Maryland. Within a broader diversity framework, this Senate Bill 462 - Public Schools - Expanded American History - Development of Content Standards and Implementation would offer an opportunity to create greater sensitivity to the APA experience, give children an opportunity to have positive role models that look like them, reduce stereotyping, school bullying, and ultimately hate incidents in the longer term .

There have been many positive contributions of APAs to the United States, highlighting their love and commitment to their country, including political leaders such as Vice President Kamala Harris, arts, sciences such as Dr. Chien-Shiung Wu, an early advocate for women in STEM, and the building of infrastructure such as the Transcontinental Railroad. Through both oral and written historical sources, the story of the APA community's vibrancy, civic engagement,



OCA GREATER WASHINGTON, DC – Asian Pacific American Advocates
EMBRACING THE HOPES AND ASPIRATIONS OF ASIAN PACIFIC AMERICANS

resiliency, and hopes for a brighter future emerge and provide opportunities to teach about helping to build the very fabric of America.

Without specific inclusion in the curriculum, these experiences and contributions have been largely unknown, which contributes to the othering of the APA community as perpetual foreigners, when in fact there is an over 400 year history of the Asian American community in the US as well as a long rich history of the Pacific Islander community

In closing, as leaders and advocates in OCA-APA Advocates, Greater Washington DC Chapter, we are in strong support of Maryland Senate Bill 462 - Public Schools - Expanded American History - Development of Content Standards and Implementation. An expanded American History content standards to include the history of contributions of multiple communities in the US, including the APA community, would be a positive benefit to reflect the diversity of communities living in Maryland and create greater sensitivity to diverse experiences from a young age, which may lead to longer term positive impacts such as reductions in stereotyping, bullying, and hate incidents. Therefore, we urge the committee to pass Maryland Senate Bill 462 - Public Schools - Expanded American History - Development of Content Standards and Implementation.

Since I was little girl I have always believed in creating a better future for the next generation and I'm honored to be able to share my testimony today.

OCA-APA Advocates
Greater Washington DC Chapter
P.O. Box 10433
Rockville, Maryland 20850

OCA-DC Written Testimony Support for SB 462.pdf

Uploaded by: Christine Lee

Position: FAV



Senator Paul G. Pinsky, Chair
Senator Cheryl C. Kagan, Vice-Chair
Senate Education, Health, and Environmental Affairs Committee

OCA-APA Advocates
Greater Washington DC Chapter
P.O. Box 10433
Rockville, Maryland 20850

Wednesday February 16, 2022

Support of Senate Bill 462 - Public Schools - Expanded American History - Development of Content Standards and Implementation

As leaders and advocates in OCA-APA Advocates, Greater Washington DC Chapter, we are in strong support of Maryland *Senate Bill 462 - Public Schools - Expanded American History - Development of Content Standards and Implementation*. This bill would allow for content standards for an expanded American History curriculum to include the history and contributions of multiple diverse communities such as the experiences of Asian Americans and Pacific Islanders.

Approximately 7% of Maryland's population self-identifies as Asian-American, Native Hawaiian, or Pacific Islander, and the nation's overall population is the fastest growing minority and expected to increase from 22.6 million to over 46 million by 2060. Simultaneously, there has been a stark rise in anti-Asian hate incidents by nearly 150% nationally since the beginning of the COVID-19 pandemic. The roots of anti-Asian hate are systemic and deeply embedded, yet the Asian Pacific Islander American (APA) experience has long been invisible in school curriculums. Nearly 13%, (12.6%) of incidents were reported from school age youth suggesting that anti-Asian racism may begin at earlier ages. In particular, bullying of APA students can lead to significant impacts on psychological health, well-being, self-esteem, and development.

It has been well documented that talking and teaching children about acceptance and looking beyond the differences in others can only help in the bigger conversation of prevention. When kids appreciate the benefit that stems from learning and living in a diverse community, there is less interest in labeling what might be different or calling it out to others. It's in that place that prevention occurs and schools stay safe and bullying mitigated.

The integration of greater diversity into the education system would reflect the diversity of students in Maryland. Within a broader diversity framework, this bill would offer an opportunity to create greater sensitivity to the APA experience, reduce stereotyping, school bullying, and ultimately hate incidents in the longer term. There have been many positive contributions of APAs to the United States including as political leaders such as Vice President Kamala Harris, arts, sciences such as Dr. Chien-Shiung Wu, an early advocate for women in STEM, and the building of infrastructure such as the Transcontinental Railroad. Through both oral and written historical sources, the story of the APA community's vibrancy, civic engagement, resiliency, and hopes for a brighter future emerge and provide opportunities to teach about helping to build the very fabric of America. Without specific inclusion in the curriculum, these experiences and contributions have been largely unknown, which contributes to the othering of the APA community as perpetual foreigners, when in fact there is an over 400 year history of the Asian American community in the US as well as a long rich history of the Pacific Islander community.

Through efforts to increase the visibility of APA contributions to the United States by highlighting contributions made through leadership, scientific advancement highlighting their commitment and love for their country, we are able to educate our children not only of the strength and diversity and richness of the United's states history but also inspire the youth and provide role models for the next generation.

In closing, an expanded American History content standards to include the history of contributions of multiple communities in the US, including the APA community, would be a positive benefit to reflect the diversity of communities living in Maryland and create greater sensitivity to diverse experiences from a young age, which may lead to longer term positive impacts such as reductions in stereotyping, bullying, and hate incidents. Therefore, we urge the committee to pass Maryland *Senate Bill 462 - Public Schools - Expanded American History - Development of Content Standards and*



OCA GREATER WASHINGTON, DC – Asian Pacific American Advocates
EMBRACING THE HOPES AND ASPIRATIONS OF ASIAN PACIFIC AMERICANS

Sincerely,

Adrienne Poon
OCA-DC Co-President

Christine Lee
OCA-DC Co-President

Stan Lou
Past President OCA-DC

Hank Hoang
OCA-DC VP Economic Development

Kathryn Ratanavanich & Wei Gan
OCA-DC Board Members

SB462.MarylandNOW.pdf

Uploaded by: Crystal Peters

Position: FAV



Maryland National Organization for Women

P.O. Box 7716 • Silver Spring, MD 20907

info@marylandnow.org • (301) 347-1455

www.MarylandNOW.org

RE: SB 462

Education, Health and Environmental Affairs Committee,

I am writing on behalf of Maryland National Organization of Women (NOW) in support of Senator Lee's bill SB 462 – Expanded American History – Development of Content Standards and Implementation.

The National Organization of Women believes in uplifting all voices in the spirit of intersectionality. This means that women are not “just” women, but also of all races, creeds and ethnicities that shape our unique experiences in the world. Expanding American history to include specific contributions by women and all people of color enriches students' curriculum to include facts and stories about women who are just like us.

For example, I am of Mexican American descent and a woman. Including history about Mexican Americans and women would speak to me and my history. Including history about all races only enhances our understanding of American history and will touch other students who are of other descents, races, etc. It also allows students to see a mirror of themselves in our rich and diverse US history. As we know, representation matters.

In this vein, Maryland NOW supports SB 462 and hopes to see a favorable report from this committee.

In Solidarity,

Crystal Peters
Action Vice President
Maryland National Organization of Women

MCCR. Expand.American History.SB462.2022.pdf

Uploaded by: Glendora Hughes

Position: FAV

State of Maryland Commission on Civil Rights

“Our vision is to have a State that is free from any trace of unlawful discrimination.”



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Jeff Rosen
Gina McKnight-Smith, PharmD, MBA

February 16, 2022

Senate Bill 462 – Public Schools – Expanded American History- Development of Content Standards and Implementation POSITION: Support

Dear Chairperson Pinsky, Vice Chairperson Kagan, and Members of the Education, Health, and Environmental Affairs Committee:

The Maryland Commission on Civil Rights (“MCCR”; “The Commission”) is the State agency responsible for the enforcement of laws prohibiting discrimination in employment, housing, public accommodations, health services and state contracts based upon race, color, religion, sex, age, national origin, marital status, familial status, sexual orientation, gender identity, genetic information, physical and mental disability, and source of income.

Senate Bill 462 mandates that the State Board of Education adopt uniform content standards for all Maryland public schools for the history and contributions of African Americans, American Indians, Asian Americans and Pacific Islanders, Hispanic Americans, Women, and other groups determined by the State Board. Counties are charged with developing and implementing age-appropriate curriculum guides for teaching beginning in the 2023-2024 school year.

The Maryland Commission on Civil Rights supports SB 462 because it is important for every student in Maryland to receive a holistic education that provides a comprehensive analysis of the past and present situation of diverse marginalized people in the United States. It is MCCR’s belief that teaching significant historical events for all diverse groups of people in American history will not only assist students with better understanding today’s challenges but will also better equip them to address these challenges in their communities.

For these reasons, MCCR strongly encourages a favorable vote on SB 462. Thank you for your time and consideration of the information contained in this letter. The Maryland Commission on Civil Rights looks forward to the continued opportunity to work with you to improve and promote civil rights in Maryland.

William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, Maryland 21202-1631
Phone: 410-767-8600 · Toll Free: 1-800-637-6247 · Maryland Relay: 711 · Fax: 410-333-1841
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SB0462 - FAV - Public Schools.pdf

Uploaded by: Holly Syrrakos

Position: FAV

Remembering is Resistance
MoCoLMP
Montgomery County Lynching Memorial Project

Senate Bill 0462 – SUPPORT
Public Schools - Expanded American History -
Development of Content Standards and Implementation
Education, Health, and Environmental Affairs Committee — Feb. 16, 2022 at 1pm

Dear Chair Pinsky, Vice Chair Kagen, and Members of the Senate Education, Health, and Environmental Affairs Committee:

We are the Steering Committee of the Montgomery County Lynching Memorial Project, a coalition member of the Maryland Lynching Memorial Project and a sanctioned Community Remembrance partner of the Equal Justice Initiative of Montgomery, Alabama. **We write in SUPPORT of SB0462.**

This bill will require development and implementation of curriculum guides to broaden and expand the teaching of American history in public schools. In particular, it will include the stories of populations often excluded: African Americans, American Indians, Asian Americans and Pacific Islanders, Hispanic American, women, and others.

Through our work memorializing Black victims of lynching and racial terror in Montgomery County, we have become aware of the depth of ignorance about this subject and about the contributions of African Americans in our county. As we work towards racial reconciliation, we believe it is important to understand our collective history in the most inclusive way possible. Our position is summed up in the Equal Justice Initiative statement, “We are haunted by our history of racial injustice in America because we don’t talk about it. ...Achieving equality, justice, and fairness for all Americans starts with learning and sharing the truth about our past.”

This February, at the Rockville library, MoCoLMP is presenting our photography exhibit, “It Happened in Rockville: Remembering Two Lynchings.” One of the viewers cut to the heart of the matter, expressing his/her opinion, “Thank you to the MoCoLMP. I have been raised and schooled in Montgomery County and only now at age 49, am learning about these stories. It is important to know as these are linked to other stories and how our system is today. Truth can lead us to freedom at last.”

We agree with Del. C.T. Wilson, sponsor of the companion House bill, who stated that, “There’s an emergency in this country—we’re failing to teach facts.” The fact is that our history is made through the blood, sweat and tears of many—many who have been written out of history. SB0462 makes a good start in correcting those long-standing omissions.

Remembering is Resistance
MoCoLMP
Montgomery County Lynching Memorial Project

We ask for your support for SB0462 and strongly urge a favorable Committee report.

Thank you.

Beth Baker, bethbaker@rcn.com

Anthony Cohen, menarefoundation@aol.com

Deborah DeMille-Wagman, djdw8578@gmail.com

Alexa Fraser, AHF@iobst.com

Holly Syrrakos, hollyrockus@gmail.com, 301-312-2525

Lesley Younge, lesleyyounge@gmail.com

MCMDNOW_Testimony_SB462.pdf

Uploaded by: Jacob Barron

Position: FAV



Testimony in Support of Senate Bill 462 | House Bill 47: Public Schools – Expanded American History – Development of Content Standards and Implementation

My name is Jacob Barron and I'm a member of the Montgomery County, Maryland, Chapter of the National Organization for Women. I offer this testimony on behalf of MCMDNOW and myself personally in support of Maryland Senate Bill 462, which would expand the State's education curriculum to include the history of African Americans, American Indians, Asian Americans and Pacific Islanders, Hispanic Americans, Women and other Groups as determined by the State Board.

In addition to being a NOW member, a resident of Montgomery County and a product of Maryland public schools myself, I'm also the father of two young children, a boy and a girl. My son will be entering the public school system later this year and his immediate educational future is the primary reason why I support this bill.

I joined my local chapter of NOW last year because I was disturbed by the number of different social and political developments that struck at the dignity of women and their right to independence and self-determination. These are things I've always taken for granted, and have never been forced to contemplate losing, given my position as a cisgender heterosexual White male.

I want my son and daughter to grow up aware of these challenges—the historical threats women have always faced to their safety, agency and bodily autonomy—and suitably awed by the efforts and successes of women to overcome them and continue to push this country toward a more equitable future.

That's why I support this bill, not merely for its inclusion of women as one of the groups that should receive more attention from the state's educational curriculum, but for its inclusion of all the marginalized groups who have made enormous contributions to the cause of American progress. The more different experiences and perspectives my children can be exposed to, the more likely they will grow up to be allies and advocates for that same cause—progress, not just for groups to which they belong, but for every group.

As I see it, the ultimate goal of Senate Bill 462 is to help build a new generation of Marylanders who are committed to the values of diversity, equity and community—future citizens who see themselves as one in the part of a greater whole, and who use their awareness of other people's experiences to move through society more thoughtfully and more generously than if they had been taught otherwise.

In the ongoing project of increasing equity and ending discrimination, I can think of no better place to start than in the classroom. That's why my NOW chapter and I support Senate Bill 462.

Thank you for your consideration of this testimony, and we ask you to vote in support of this bill.

Contacts: Jeannette Feldner, President, president@mcmdnow.org
Jacob Barron, MCMDNOW member, jacobandrewbarron@gmail.com

SB 462 Support_Janelle_Wong.pdf

Uploaded by: Janelle Wong

Position: FAV

Education, Health, and Environmental Affairs Committee

SB0462 - Public Schools - Expanded American History - Development of Content Standards and Implementation

Testimony from Janelle Wong (Bethesda, MD)

Montgomery County Progressive Asian American Network (402 King Farm Blvd, Ste 125-150 Rockville, MD 20850 United States)

I submit this testimony as a state resident on behalf of the Montgomery County Progressive Asian American Network (MoCoPAAN), for which I serve as a board member. **This testimony is in SUPPORT of SB 462**

The proposed legislation would expand American History standards in our public schools to help students to better understand our nation's history and culture from diverse perspectives, including attention to the experiences and perspectives of a range of racial and ethnic groups.

Sustained exposure to high quality curriculum that adopts an inclusive perspective toward historically marginalized groups like that proposed in this bill is associated with positive learning outcomes in the K-12 public school context.

I did not have a chance to take courses with enhanced content on non-white groups myself until I attended college. And it was not until then that I learned my own history and that of so many other groups. I learned that during the Chinese Exclusion Era, Chinese Americans were the first to be deemed "illegal immigrants" in the U.S. I learned that a mass lynching of Chinese took place in Los Angeles in 1871 and that Mexican Americans in the Southwest were subject to mob violence from that same period into the 20th century. I learned that U.S. courts have defined who is "White" inconsistently and illogically over time. These courses also helped me to understand the origins and persistent effects of residential and educational segregation. Learning about the rich history of the United States is the mark of an excellent education. This bill invests in students to expand state standards to ensure our students receive an accurate and informed education.

This bill encourages students to think more deeply about their own identities and histories in relation with others, and to consider more seriously how we are all connected.

MoCoPAAN's values include:

That Asian Americans and Pacific Islanders should be seen and heard, as well as engaged and supported.

MoCoPAAN believes in equitable and inclusive policies that provide opportunities for people of all backgrounds.

MoCoPAAN believes that Asian Americans and Pacific Islanders must actively speak out and fight against racism and discrimination.

MoCoPAAN believes that acknowledging and confronting Anti-Blackness and Systemic Racism must be foregrounded in our collective work.

As such, SB 462 is consistent with our values and we strongly support its passage.

Support SB0462 (2022).pdf

Uploaded by: Jennifer Sell

Position: FAV

To the members of the Education, Health, and Environmental Affairs Committee,

I am a resident of District 33 and a member of Showing Up for Racial Justice Annapolis and Anne Arundel County. I am testifying in support of SB462 Public Schools – Expanded American History – Development of Content Standards and Implementation.

Our children deserve to learn and our teachers deserve to teach a more robust, comprehensive, accurate, and expanded history of America. We should not allow our education system to teach a one-sided, whitewashed, and narrow version of history. An expanded American History curriculum would go a long way toward giving all of Maryland's students a comprehensive look at our one shared history, while not ignoring the facts or rewriting the ugly and bad parts of our country's history. We need an expanded American History curriculum that recognizes the full contributions of all people, including Black, Indigenous, People of Color, and people from the LGBTQIA+ community, and gives all students an integral part in shaping current events. One way to rectify this is by ensuring that students learn our true and accurate history through an expanded American History curriculum.

Gallagher (1996), in her guide to teachers on teaching history, states that highly selective nationalistic history teaching can create feelings of superiority and “prejudices of all kinds, including stereotypical views of others and even hatred and violence leading to the oppression of others.” p.17 (Source [here](#)).

These are the choices we are presented with.

- 1) Double down on one narrative of American history that expects children to learn and regurgitate a “body of knowledge” shown to be narrow and often mythic, which will convey a notion of white cultural superiority and exceptionalism. With that scenario all students will be harmed. White students will not be prepared for the society they will be entering. Students of color and LGBTQIA+ students will note that people like them are treated as invisible or powerless in US history. As a result, they may be treated as invisible, except for when they are bullied or harassed. None of the students will have learned what is needed to become better informed citizens of a democracy. One wonders if that is the motivation behind wanting to constrict the teaching of history at this moment of time in our nation.
- 2) Redefine school history as learning how to use and interpret evidence. Challenge students to derive their own views by studying multiple perspectives and historical narratives. Teach them to think critically. Share evidence and perspectives that show that the quilt of America has been made with many strands and many hands. This will not only allow students of color and LGBTQIA+ students to see the roles people like them have had in American history, but it will teach all students that all people have value and make contributions. It will also prepare all students for the world they will enter and the democracy that will one day (hopefully) be theirs to preserve.

It's time we choose the path that will make for a better future for all students and for all Marylanders.

It is for these reasons that I am encouraging you to vote in support of SB462.

Thank you for your time, service, and consideration.

Sincerely,

Jennifer Sell

Severna Park, MD

MDSB462Statement 20220216.pdf

Uploaded by: Jeremy Wu

Position: FAV



Statement Submitted by

Steven Pei, Ph.D.

Vincent Wang

Jeremy Wu, Ph.D.

Co-organizers, The Asian Pacific American (APA) Justice Task Force

for The Hearing of SB 462

Public Schools - Expanded American History - Development of Content Standards and Implementation

Maryland Senate Education, Health, and Environmental Affairs Committee

February 16, 2022

The APA Justice Task Force¹ submits this statement in strong support of Maryland Senate Bill 462 to develop and implement an expanded American history curriculum in public schools. Formed in the Fall of 2015, APA Justice is a non-partisan platform to build a sustainable ecosystem to address racial profiling issues and to facilitate, inform, and advocate on selected issues related to justice and fairness for the Asian American community.

We firmly believe studying history allows us to learn from the past and understand the present, from which we can strive to build a better future. Other than Native Americans, Native Hawaiians, and Pacific Islanders, we are a nation of immigrants. We came and continue to come from all corners of the world with different cultures and backgrounds. Some came earlier than others, and some came more willing than others. While some may seek to divide us, we must understand that our diversity is our strength, not our weakness. In fact, unique among the world's nations, America's strength comes from our diversity. While other countries are bound by ethnicity, Americans are bound together by a shared set of principles and ideals. In each of our own ways, we have contributed to the creation and the growth of this nation, fresh with purpose and ideals, as well as with fear and sacrifice. In order to empower our young people to be leaders in tomorrow's world, they must understand the history of all Americans.

¹ For more information about APA Justice, see: <https://www.apajustice.org/>. Mailing address: P.O. Box 257 McLean, VA 22101-0257. Email: contact@apajustice.org

Since the arrival of first the Chinese, then the Japanese, and then others from Asia in the nineteenth century, Asian Americans built the Transcontinental Railroad, fought in the Civil War and World War II, advanced the civil rights movement, and made contributions to every segment of the American society including government, the arts, sciences, health care, economics, and politics.² And yet, their achievements and sacrifices are frequently missing in American history.

Unfortunately, America has a long and complex history with race, and this includes racial discrimination and profiling people of Asian ethnicity. For more than a century, Asian Americans have been portrayed and attacked as “perpetual foreigners,” no matter how many generations they have made this nation their home.³ The Chinese Exclusion Act of 1882 expressly restricted Chinese people from entering for more than 60 years. During World War II, about 120,000 persons of Japanese descent, two-thirds of them U.S. citizens, were incarcerated solely based on their ethnicity due to fears about their loyalties.⁴ It is important to note that such draconian measures did not advance American interests; according to the National Park Service, “no person of Japanese ancestry living in the United States was ever convicted of any serious act of espionage or sabotage during the war.”⁵

From the “Red Scare” after World War II to the modern-day U.S. Department of Justice “China Initiative,” Chinese American scientists, scholars, and students pose “whole-of-society”⁶ threats to fellow Americans. In the hysteria of McCarthyism, Dr. Qian Xuesen,⁷ an ethnically Chinese rocket scientist and a founder of the Jet Propulsion Laboratory, was collateral damage. He was accused without any evidence of being a Communist, and U.S. government officials acknowledged the mistake.⁸ Then, in the late 1990’s, Dr. Wen Ho Lee, a Chinese American physicist, was wrongfully accused of being a spy. A federal judge later apologized, and

² For more information about the contributions of Chinese Americans, see: “From Foundations to Frontiers: Chinese American Contributions to the Fabric of America,” *The Economist*, <https://contributingacrossamerica.economist.com/>

³ Laura Mariko Cheifetz, “Opinion: Being Asian American Means Living in a Country That Treats You as a Perpetual Foreigner. That Has to Change,” *CNN*, March 20, 2021, <https://www.cnn.com/2021/03/20/opinions/asian-american-racism-violence-wellness/index.html>

⁴ “Japanese American Incarceration,” *National World War II Museum New Orleans*, <https://www.nationalww2museum.org/war/articles/japanese-american-incarceration>

⁵ “A Brief History of Japanese American Relocation During World War II,” *National Park Service*, <https://www.nps.gov/articles/historyinternment.htm>

⁶ Elizabeth Redden, “The Chinese Student Threat?” *Inside Higher Ed*, February 15, 2018, <https://www.insidehighered.com/news/2018/02/15/fbi-director-testifies-chinese-students-and-intelligence-threats>

⁷ “Qian Xuesen: The man the US deported - who then helped China into space,” *BBC*, October 27, 2020, <https://www.bbc.com/news/stories-54695598>

⁸ Evan Osnos, “The Two Lives of Qian Xuesen,” *The New Yorker*, November 3, 2009, <https://www.newyorker.com/news/evan-osnos/the-two-lives-of-qian-xuesen>

President Bill Clinton found Lee’s case “disturbing.”⁹ In 2016, the FBI raided Professor Xiaoxing Xi’s house and pointed guns at his wife and two young daughters.¹⁰ Within months, the government dropped all charges after they realized the technology they accused him of stealing and sending to partners in China was actually easily accessible on the internet. Today, the “China Initiative” has racially targeted Chinese Americans in overzealous prosecutions which have resulted in numerous dismissals.¹¹ This history is important not only to law enforcement but for young future leaders of America that Maryland educates. Without an understanding of the history and contributions of groups such as Asian Americans and Pacific Islanders, our country is bound to make the same mistakes that have roots in racial discrimination.

In the last two years, there has been a dramatic and alarming spike in anti-Asian hate crimes and violence exacerbated by the coronavirus. Each time former President Trump and other U.S. officials referred to the coronavirus as the “Chinese virus,” “Kung Flu,” and other hateful ways, it correlated with an increase in harassment and hateful speech against Asian Americans online.¹² Inevitably this has led to physical hate crimes attacks against Asian Americans as well. The FBI reported that such anti-Asian hate crimes rose 73% in 2020. This is five-fold higher than the general increase in hate crimes (13%).¹³ Words matter. How people see others matters. Thus far, our society has failed to adequately support marginalized communities like the Asian American community.

This racial profiling and targeting of Asian Americans stems in part from fear and ignorance of people who look “different.” A way to address this fear is through education. Educating tomorrow’s leaders about the history and contributions of marginalized groups is a belated and necessary first step toward creating long-term change.

While the United States is not a perfect nation, through our representative government we have the capacity to learn and improve from successes and mistakes. Our continuing success starts by educating our young people. We must ensure that like our government and our society,

⁹ Michael Kirkland, “Clinton calls U.S. handling of Lee case 'disturbing',” *United Press International*, September 14, 2000, <https://www.upi.com/Archives/2000/09/14/Clinton-calls-US-handling-of-Lee-case-disturbing/1325968904000/>

¹⁰ “ACLU Joins Professor’s Lawsuit Against FBI For Baseless Arrest And Illegal Spying,” *American Civil Liberties Union*, October 31, 2017, <https://www.aclu.org/press-releases/aclu-joins-professors-lawsuit-against-fbi-baseless-arrest-and-illegal-spying>

¹¹ For more information about the Department of Justice’s “China Initiative” see: “End the China Initiative,” *APA Justice*, <https://www.apajustice.org/end-the-china-initiative.html>

¹² Kevin Shalvey, “A new study has linked the rise in anti-Asian online hate speech with President Donald Trump's COVID-19 rhetoric,” *Business Insider*, March 27, 2021, <https://www.businessinsider.com/anti-defamation-league-study-donald-trump-anti-asian-hate-speech-2021-3>

¹³ Sakshi Venkatraman, “Anti-Asian hate crimes rose 73% last year, updated FBI data says,” *NBC News*, October 25, 2021, <https://www.nbcnews.com/news/asian-america/anti-asian-hate-crimes-rose-73-last-year-updated-fbi-data-says-rcna3741>

our history books are representative. They should represent the rich experiences of all Americans. We hope that as students learn this history, they create a kinder and more understanding classroom. We hope they see just how special it is that their classmates look different and have different backgrounds and are able to put this into historical context.

This is where our better future lies.

We hope that this bill receives bipartisan support. President Ronald Reagan understood the importance of this vital American quality when he said,

“You can go to live in France, but you cannot become a Frenchman. You can go to live in Germany or Turkey or Japan, but you cannot become a German, a Turk, or a Japanese. But anyone, from any corner of the Earth, can come to live in America and become an American.” – President Ronald Reagan¹⁴

Let us go forth and teach the history of all Americans and understand the richness of all of our American histories.

¹⁴ Ronald Reagan, “Remarks at the Presentation Ceremony for the Presidential Medal of Freedom,” *The White House*, Washington D.C., January 19, 1989, <https://www.reaganlibrary.gov/archives/speech/remarks-presentation-ceremony-presidential-medal-freedom-5>

WDC Testimony HB0462-2022_FINAL.pdf

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MONTGOMERY COUNTY, MARYLAND
WOMEN'S DEMOCRATIC CLUB

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Senate Bill 462
Public Schools - Expanded American History -
Development of Content Standards and Implementation
Education, Health, and Environmental Affairs - Feb. 16, 2022
SUPPORT

Dear Chair Pinsky, Vice Chair Kagan and Members of the Education, Health, and Environmental Affairs Committee:

Thank you for this opportunity to submit testimony concerning an important priority of the **Montgomery County Women's Democratic Club (WDC)** for the 2022 legislative session. WDC is one of the largest and most active Democratic Clubs in our County with hundreds of politically active women and men, including many elected officials.

WDC is in full support of SB0462. The bill requires the State Board of Education, in collaboration with local school systems, to develop, by December 1, 2022, content standards for expanded American history. This would require the Maryland State Board of Education to develop content standards for American history courses to include the history of African Americans, American Indians, Asian Americans and Pacific Islanders, Hispanic Americans, as well as women and other groups to be determined by the state board. Each local board of education would then develop curriculum guides.

The Maryland student population is a diverse one. According to MSDE 2021 Pre-K - 12 enrollment data¹, white students now account for 34.47% of the population, yet we have not adjusted our curriculum to account for this diversity. Many students do not see themselves in the current curriculum² and feel it is imperative to learn about history that pertains to their own family's lived experience. Armed with more complete knowledge of our history, the next generation of leaders will be empowered to lead to a more just, inclusive society.

Therefore, we urge a favorable report for SB0462.

Respectfully,

Leslie Milano
President

¹ <https://reportcard.msde.maryland.gov/Graphs/#/Demographics/Enrollment/3/17/6/99/XXXX/2021>

² https://www.washingtonpost.com/local/education/high-schoolers-across-the-country-are-banding-together-to-demand-their-schools-teach-more-black-history-and-read-more-black-authors/2020/08/15/a42e6d12-dbef-11ea-809e-b8be57ba616e_story.html

SB0462_AAJC_fav.pdf

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**Testimony of John C. Yang
President and Executive Director
Asian Americans Advancing Justice | AAJC**

**Maryland Senate
Education, Health, and Environmental Affairs Committee**

**In (Favorable) Support of SB 462
“Expanded American History –
Development of Content Standards and Implementation”**

February 16, 2022

In the wake of George Floyd’s murder, the rise in hate incidents toward Asian Americans since the pandemic began, and the March 2021 mass shooting in Atlanta, there is now increased willingness in the nation to learn about and combat systemic racism.¹ Americans are open to learning about systemic racism’s impact on communities of color, including Asian Americans.

Historically, Asian Americans have suffered from systemic racism in the U.S. The Chinese Exclusion Act of 1882 was the first law that barred a specific ethnic group of people from entering the country and becoming citizens based specifically on their race. Chinese Americans were barred from enrolling in public schools with White Americans. Japanese Americans were incarcerated in camps purely based on their ethnicity. Whenever tensions arise with an Asian country abroad, Asian Americans here get blamed, and even charged, as seen in the legal cases of several Chinese American scientists. During the Vietnam War, Asian Americans were viewed as the enemy. Post-9/11 policies and executive orders banning Muslims have affected South Asian and Arab communities alike. And school bullying has become commonplace for students of Asian descent.²

Addressing bias and prejudice is important in addressing root causes of racism. Many in our nation still view Asian Americans as perpetual foreigners who will never be fully American, regardless of how long they or their ancestors have been in the United States. Often, these behaviors and attitudes are learned early, and without education to counter stereotypes and learned biases in the environments of children and students, these harmful behaviors and attitudes are given fertile ground to flourish. Myopic narratives about Asian Americans—as perpetual foreigners *and* as the model minority—need to change, and the most vital place to

¹ Scientific American, *Teaching about Racism Is Essential for Education* (February 2022), <https://www.scientificamerican.com/article/teaching-about-racism-is-essential-for-education/>.

² Annie Le, Rose Anne E. Gutierrez, Robert T. Teranishi, *Anti-Asian Bullying and Harassment: Symptoms of Racism in K-12 Schools During COVID-19*, THE EDUCATION TRUST–WEST (August 2021), <https://west.edtrust.org/resource/studies-identify-steps-to-support-asian-and-asian-american-students-amid-current-forms-of-anti-asian-racism-and-xenophobia/>.

present this narrative change is within the school system. Education provides an effective way to disrupt baseless stereotypes because of the personal and intellectual growth that can be fostered within individuals, students, and teachers through the knowledge exchanged in the classroom.

We are writing in support of SB 462, which seeks to include expanded history in social studies curricula in schools across Maryland. Such education will help break down the image of Asian Americans as “perpetual foreigners” and help our students better understand that Asian Americans are just as much part of America as any other community. Long term, we need to educate Americans about the history of Asian Americans and other communities of color in the United States and provide education about these communities’ contributions to the U.S. and the challenges that they have faced. Including comprehensive K-12 curricula on the histories of Asian Americans, as well as other communities of color, is important in dispelling myths and developing a greater understanding of the diverse communities that comprise the fabric of American society. By showing that Asian Americans are part of all aspects of America, we can break down stereotypes that lead to misinformation, disinformation, bias, prejudice, and—ultimately—violence.

Organizational Background

Asian Americans Advancing Justice | AAJC (Advancing Justice | AAJC) is a national nonprofit, non-partisan organization founded in 1991. Based in Washington, DC, Advancing Justice | AAJC works to advance the civil and human rights of Asian Americans and to build and promote a fair and equitable society for all. Advancing Justice | AAJC is one of the nation’s leading experts on civil rights issues of importance to the Asian American community, including: immigration and immigrants’ rights; voting rights; census; and anti-Asian hate. Along with our Advancing Justice affiliates in Los Angeles, San Francisco, Chicago, and Atlanta, Advancing Justice | AAJC works to promote justice and bring national and local constituencies together through community outreach, public policy advocacy, and litigation. In the area of education policy, Advancing Justice | AAJC is engaged in ensuring equitable access in education, promoting Asian American studies to be included in K-12 curricula, and inoculating our communities against misinformation and harmful narratives about inclusive education.

Support for SB 462: “Expanded American History”

We firmly support SB 462 given its potential to bring about systemic and transformative change to the state of Maryland and its future generations. SB 462 establishes our ability to tell the whole histories of Asian American, Pacific Islander, Black American, Indigenous, and Latino communities, as well as women and other marginalized groups, in our schools so that we can build a more inclusive future for all Americans. The proposed bill will allow students across Maryland to learn our history truthfully and have honest discussions about diversity, racism, and sexism. Our students deserve to learn truthful histories of this country so that they can become responsible members and leaders of an increasingly diversifying society.

Centuries of Anti-Asian Hate

Racist sentiment towards Asian Americans is not a passing trend but a continuing reality, fueled in recent years by a growing xenophobic and racist backlash against immigrants, which is part of a rising tide of white nationalism. Numerous hate crimes have been directed against Asian

Americans either because of their minority group status or because they are perceived as unwanted immigrants. With the onset of the COVID-19 pandemic, hate incidents targeting Asian Americans rose sharply, many of whom have been wrongly blamed for the pandemic. More generally, anti-Asian racism and xenophobia are part of the deep structural racism that has resulted in disparities faced by many communities of color. Despite the long history many of our communities have in the U.S., Asian Americans are often still viewed as foreign, as not fully American. This racism has manifested itself at many points throughout U.S. history, including with the “yellow peril” and the Chinese Exclusion Act of 1882, the incarceration of over 120,000 Japanese Americans during World War II, and the scapegoating and violence directed against the Arab, Middle Eastern, Muslim, and South Asian communities after 9/11, including profiling and discrimination by the federal government that culminated in the Muslim ban enacted by President Trump via Executive Order in 2017. At the same time, Asian Americans have been inaccurately described as the “model minority” and used as a wedge against other communities of color. The Asian American community remains highly diverse, with notable within-group disparities by income, education, and language proficiency. Asian Americans have long stood in solidarity with other communities of color to address our shared challenges and advance the civil rights of all of our communities. Such histories, which have fundamentally transformed our nation’s history, ought to be taught in schools for all students to learn from, as we build a more inclusive society.

Asian American History as American History

We understand Asian American history *as* American history. Asian American history curricula are designed to engage American students around the evolving identity, contributions, and challenges experienced by Asian Americans, who have over 150 years of history in this country. Specific to Maryland, we know that Asian Americans have a long history in this state dating back to the 19th century with the arrival of Chinese Americans. Learning about Asian American history as an integral part of American history allows everyone to see the impact Asian Americans have had in building our country, from constructing the transcontinental railroad, to mobilizing the farm labor movement, to defining what citizenship looks like in the U.S. Asian Americans have shaped and continue to shape our nation—through science, arts and culture, and sports. Asian Americans fought in the courts for rights to citizenship and equal access to education. Even as some Japanese Americans fought against the violation of their constitutional rights when they were incarcerated in camps during World War II, others sacrificed their lives alongside other Americans on the battlefield. Asian Americans championed federal laws that advanced the rights of girls and women, and stood alongside African Americans for civil rights. Today, Asian Americans continue to fight against the erasure, hatred, and exclusion of their communities, building upon the legacy of activists like Fred Korematsu, Larry Itliong, and Yuri Kochiyama who have defined pivotal moments in American history.

Leading Change with Inclusive History

All children deserve to see themselves and their stories represented in our history. Being able to fully learn about Asian American history and tell our stories will also help diverse Asian American communities to learn more about each other, fostering intercommunity empathy and understanding among groups of people that are often treated as a monolith, yet carry with them generations of tensions and convergences of history and culture. Indeed, all Americans benefit from greater cultural understanding.

Future generations of Americans should learn the lessons of the discrimination and violence communities of color have experienced and still face today, including the rise in anti-Asian hate that Asian American communities are facing in the COVID-19 pandemic. Similarly, today's youth deserve to learn the truth about colonialism, slavery, racial segregation, and other historical injustices such as the Trail of Tears, the Chinese Exclusion Act, and Japanese American incarceration. If we are to heal and move forward as a country, we need a society that respects diverse cultural backgrounds, fosters equitable opportunities for everyone, and does not shy away from the truthful telling of our history. Together, we can build intercommunity solidarity and a more inclusive future.

Across the country, youth, parents, educators, and advocates are calling for diverse histories and experiences to be included in the curriculum—including Asian American studies. The TEAACH Act made Illinois the first state in the country to mandate the teaching of Asian American history in public schools,³ with New Jersey following suit.⁴ Other states, including California,⁵ Oregon,⁶ and Nevada,⁷ have mandated the inclusion of ethnic studies in K-12 curricula so that students can learn a more holistic picture of American history. These laws represent pivotal first steps in ensuring that American history books reflect the diversity of the students who read them. By passing SB 462, Maryland would be among the first states in bringing about this momentous change in heralding inclusive education for all.

Conclusion

Recent spikes in violence against immigrants and people of color have re-ignited conversations around race, discrimination, and history in the United States. Addressing acts of violence and the pervasive climate of fear requires a systemic and long-term approach in order to create a welcoming and inclusive society for all communities in our nation. Educating the future generation with an honest and truthful retelling of our past, which includes histories of discrimination, oppression, and violence towards communities of color, as well as their achievements and contributions, is central to ensuring that we learn from our past and collectively move forward as a nation towards creating an equitable society for all. We support SB 462 given its significance in expanding the history curriculum taught in schools across Maryland to include the histories of Asian Americans, Pacific Islanders, Black Americans, Native Americans, Latinos, and women. These histories *are* American history, and our children deserve to see their histories reflected in the classroom. In addition, it is through education that we can systematically address prejudices, stereotypes, and biases. It is critical that future leaders of our society recognize Asian Americans, and all Americans, as equally integral to American history and American society.

³ Asian Americans Advancing Justice | Chicago, *TEAACH Act*, <https://www.advancingjustice-chicago.org/teach/>.

⁴ Katie Reilly, *How the Pandemic and Anti-Asian Violence Spurred 2 States to Change History Lessons*, TIME (January 24, 2022), <https://time.com/6141059/asian-american-history-education-schools/>.

⁵ Associated Press, *California makes ethnic studies a high school requirement*, WTOP (October 8, 2021), <https://wtop.com/education/2021/10/california-makes-ethnic-studies-a-high-school-requirement/>.

⁶ Sophia June, *Oregon is Now the Only State to Have Required Ethnic Studies Curriculum for K-12 Students*, WILLAMETTE WEEK (July 1, 2017), <https://www.wweek.com/news/state/2017/07/01/oregon-is-now-the-only-state-to-have-required-ethnic-studies-curriculum-for-k-12-students/>.

⁷ Kimberly Cuevas, *Nevada Passes Act to Establish Standards of Content and Performance for Ethnic and Diversity Studies in High School (SB107)*, NCTE (January 29, 2018), <https://ncte.org/report/nevada-passes-act-establish-standards-content-performance-ethnic-diversity-studies-high-school-sb107/>.

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THE EPISCOPAL DIOCESE OF MARYLAND

SUPPORT

SB462

Education, Health and Environmental Affairs

2/16/2022

Testimony presented by Finley Slenker

Chairman Pinsky, Vice Chair Kagan and Members of the Committee, my name is Finley Slenker, I am 15 years old, and I am a freshman attending Annapolis High School. Today I am representing the Episcopal Diocese of Maryland and the Diocese strongly supports SB 462.

The History of our country and how it was built has been so deviated from reality. The history of our country was interpreted as the result of the hardships and the will of the white man. The history for so many has been pushed aside in the education system to make learning history more comfortable and appealing to the white population. We need to create change and improve the curriculum for U.S. history in schools.

As some of you know, last year this bill was HB 11 and it focused solely on the expansion of African American history in Maryland curriculum. This year as it is now SB 462, focuses on not only those of the African American community, but it has expanded to include many other racial and ethnic groups throughout our history. SB 462 will now include the history of Native Americans, Asian Americans, Pacific Islanders, Hispanic Americans, Women, as well as African Americans and any other groups as determined by the state board.

As a student who is actively involved in learning and interested in history, I have noticed a repeated pattern of the missing parts of our history that leave loops holes in the timeline of other races and ethnic groups in America to focus on the white perspective of our history. I believe that all of those who have struggled and faced discrimination to get to the point of where they are now, are significantly unrepresented in the education system and legislature around the nation.

I strongly urge you all to please vote in favor of SB 462 to help us all understand each other and create a stronger America. Thank you all for allowing me to speak on behalf of SB 462 and all of those who will benefit by this bill. We encourage a favorable report.

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THE EPISCOPAL DIOCESE OF MARYLAND

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THE EPISCOPAL DIOCESE OF MARYLAND

TESTIMONY IN SUPPORT OF SB 0462:

Public Schools – Expanded American History – Development of Content Standards and Implementation

****FAVORABLE****

February 16, 2022

TO: Hon. Paul J. Pinsky, Chair, Hon. Cheryl Kagan, Vice Chair and the members of the Education, Health and Environmental Affairs Committee

FROM: Rev. Kenneth O. Phelps, Jr., Co-Chair, Maryland Episcopal Public Policy Network, Diocese of Maryland

DATE: February 16, 2022

In 2006, the General convention of the Episcopal Church, USA passed Resolution 2006 – A127 which stated in part;

“[t]hat in the spirit of inclusion, dioceses also be invited to determine whether their call is to conduct truth and reconciliation processes in regard to other histories and legacies of racial discrimination and oppression that may be applicable in their geographic area, while not diminishing the strong call to focus on the history and legacy of slavery;”

In addition, resolution 2006 – C011, stated in part; the General Convention “urge[d] the Church at every level to call upon Congress and the American people to support legislation initiating study of and dialogue about the history and legacy of slavery in the United States...”

The Episcopal Church has acknowledged its complicity in creating and sustaining the institution of slavery, and by its resolutions has underscored the importance of telling this story as part of the larger story of the African experience in America, and how this truth-telling is vital to our work of reconciliation.

In convention in November of 2021, the Episcopal Diocese of Maryland overwhelmingly passed a resolution in support of HB 0047. We support this resolution because it is about truth, without which there can be no reconciliation and without which we can never be set free from the insidious grip of our past.



THE EPISCOPAL DIOCESE OF MARYLAND

And that is a truth which begs to be heard in the form of the sacred stories of so many who were participants in our history and whose legacies have been denied. Including, I might add, Frederick Douglass, who in spite of his relentless pressure on Lincoln and the influence that he and others like Harriet Tubman exerted on the President's policies concerning slavery, does not appear in Steven Spielberg's biographical film, *Lincoln*, which speaks volumes about the way African-American contributions to history are still being ignored.

Personally, I am ashamed to admit that I did not learn about the Tulsa Massacre until I was in my forties – and I was a US History major in college. Or that I never knew the stories of activist Claudette Colvin, or aviator Bessie Coleman, or that I might have spent my childhood pretending that I was Bass Reeves, one of the greatest lawmen the wild west ever knew.

I do not want that to be my grandson's regret. I want him to celebrate the fullness of who we are as a people - the triumphs and the horrors – because History without truth is a fairytale at best, and propaganda at its worst. And as is the case with all sin, too many have suffered at the hands of those who have owned our past to the benefit of too few and the oppression of far too many.

The Diocese of Maryland urges the passage of this bill, and the development of an inclusive curriculum for history and social studies in our schools.

FSPTA Testimony SB0462 .pdf

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Senate Bill SB462
Public Schools - Expanded American History -
Development of Content Standards and Implementation
Education, Health, and Environmental Affairs - Feb. 16, 2022 - SUPPORT

Dear Chair Pinsky, Vice Chair Kagan and Members of the Education, Health, and Environmental Affairs Committee:

Free State PTA represents over 34,000 volunteer members and families in over 500 public schools. Free State PTA is comprised of families, students, teachers, administrators, and business as well as community leaders devoted to the educational success of children and family engagement in Maryland. As the state's premier and largest child advocacy organization, Free State PTA is a powerful voice for all children, a relevant resource for families, schools and communities and a strong advocate for public education.

Free State is in full support of SB462, requiring the State Board of Education, in collaboration with local school systems, to develop, by December 1, 2022, content standards for expanded American history. This would require the Maryland State Board of Education to develop content standards for American history courses to include the history of African Americans, American Indians, Asian Americans and Pacific Islanders, Hispanic Americans, as well as women and other groups to be determined by the state board. Each local board of education would then develop curriculum guides. This bill aligns with Free State PTA's principle that all children have a right to an excellent education and National PTA's statement on Inclusive Curriculum in K-12 Schools¹ which states that "the history of all students—including but not limited to African American, Latino(a), Native American, Asian and LGBTQ groups—is accurately represented and taught."

The Maryland student population is a diverse one. According to MSDE 2021 Pre-K - 12 enrollment data², white students now account for 34.47% of the population, yet we have not adjusted our curriculum to account for this diversity. Many students do not see themselves in the current curriculum³ and feel it is imperative to learn about history that pertains to their own family's lived experience. FSPTA believes that all students should be represented in the history curricula and a review is needed so that all students feel seen and valued by the public school system.

Therefore, we urge a favorable report for SB462.

Respectfully,

Marla Posey-Moss

Marla Posey-Moss, President
Free State Parent Teacher Association
president.fsptamd@gmail.com

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<https://www.pta.org/home/advocacy/ptas-positions/Individual-Position-Statements/position-statement-inclusive-curricula-in-k-12-education>

2 <https://reportcard.msde.maryland.gov/Graphs/#/Demographics/Enrollment/3/17/6/99/XXXX/2021>

3

https://www.washingtonpost.com/local/education/high-schoolers-across-the-country-are-banding-together-to-demand-their-schools-teach-more-black-history-and-read-more-black-authors/2020/08/15/a42e6d12-dbef-11ea-809e-b8be57ba616e_story.html

Support SB462 Public Schools - Expanded American H

Uploaded by: Linnie Girdner

Position: FAV

To the members of the Education, Health, and Environmental Affairs Committee,

I am a resident of District 21 and a member of Showing Up for Racial Justice Annapolis and Anne Arundel County. I am an anthropologist who understands the value of studying diverse people as well as one's own group. And I am a retired therapist, who has seen the psychological impact of prejudice and bias. I am testifying **in support of SB462 Public Schools – Expanded American History – Development of Content Standards and Implementation.**

Our children deserve to learn and our teachers deserve to teach a more robust, comprehensive, accurate, and expanded history of America. We should not allow our education system to teach a one-sided, whitewashed, and narrow version of history. An expanded American History curriculum would go a long way toward giving all of Maryland's students a comprehensive look at our one shared history, while not ignoring the facts or rewriting the grim parts of our country's history. We need an expanded American History curriculum that recognizes the full contributions of all people, including Black, Indigenous, People of Color, and people from the LGBTQIA+ community, and gives all students an integral part in shaping current events. One way to rectify this is by ensuring that students learn our true and accurate history through an expanded American History curriculum.

Gallagher (1996), in her guide to teachers on teaching history, states that highly selective nationalistic history teaching can create feelings of superiority and “prejudices of all kinds, including stereotypical views of others and even hatred and violence leading to the oppression of others.” p.17 (Source [here](#)).

These are the choices we are presented with.

- 1) Double down on one narrative of American history that expects children to learn and regurgitate a “body of knowledge” shown to be narrow and often mythic, which will convey a notion of white cultural superiority and exceptionalism. With that scenario all students will be harmed. White students will not be prepared for the society they will be entering. Students of color and LGBTQIA+ students will note that people like them are treated as invisible or powerless in US history. As a result, they may be treated as invisible, except for when they are bullied or harassed. None of the students will have learned what is needed to become better informed citizens of a democracy. One wonders if that is the motivation behind wanting to constrict the teaching of history at this moment of time in our nation.
Or
- 2) Redefine school history as learning how to use and interpret evidence. Challenge students to derive their own views by studying multiple perspectives and historical narratives. Teach them to think critically. Share evidence and perspectives that show that the quilt of America has been made with many strands and many hands. This will not only allow students of color, LGBTQIA+, and white students to see the various roles people like them have had in American history, but it will teach all students that all people have value and make contributions. It will also prepare all students for the world they will enter and the democracy that will one day (hopefully) be theirs to preserve.

It's time we choose the path that will make for a better future for all students and for all Marylanders. It is for these reasons that I am encouraging you to vote **in support of SB462.**

Thank you for your time, service, and consideration.

Sincerely,
Linda K. Girdner, Ph.D.
941 Fall Ridge Way
Gambrills, MD 21054

SB 462 - MoCo_Elrich_FAV (GA 22).pdf

Uploaded by: Marc Elrich

Position: FAV



OFFICE OF THE COUNTY EXECUTIVE

Marc Elrich
County Executive

February 16, 2022

TO: The Honorable Paul G. Pinsky
Chair, Education, Health, and Environmental Affairs Committee

FROM: Marc Elrich
County Executive

RE: Senate Bill 462 – *Public Schools - Expanded American History - Development of Content Standards and Implementation* – Support

I am writing to express my strong support for Senate Bill 462, *Public Schools - Expanded American History - Development of Content Standards and Implementation*, which requires that the content standards for American history established by the State Board of Education include instruction on the history and contributions of African Americans, American Indians, Asian Americans and Pacific Islanders, Hispanic Americans, women, and other groups as determined by the Board. It is essential that students in our public schools learn about the histories, struggles, cultures, contributions, and breadth of experience of these core groups of Americans so that all students can see themselves reflected in our shared history and better understand historical perspectives regarding marginalized groups.

Our nation as a whole is at a critical stage in reckoning with a multitude of inequities that are deeply ingrained in American history and still present throughout our society today. The inclusive curriculum envisioned by this bill is necessary to ensure that our students are provided with an opportunity to develop a complete understanding of the richness of our shared heritage and the consequences of historical inequities and marginalization. Our students need this kind of deep understanding to become the leaders our State and nation desperately need to address the challenges we face in becoming a more inclusive and just society.

I respectfully request the Senate Education, Health, and Environmental Affairs Committee give this bill a favorable report.

cc: Members of the Education, Health, and Environmental Affairs Committee

2022-02-14 Nash - SB 462 - Expanded American Hist

Uploaded by: Philip Tajitsu Nash

Position: FAV

University of Maryland Asian American Studies Program (AAST)
2117 Susquehanna Hall, College Park, MD 20742
301-405-0996; aast@umd.edu

Testimony in **SUPPORT of Senate Bill 462**
Public Schools – Expanded American History –
Development of Content Standards and Implementation

Senate Education, Health and Environmental Affairs Committee
February 16, 2022
1:00 PM ET

Presented to: Paul G. Pinsky, Chairman

By: **Phil Tajitsu Nash**, AAST Co-Founder and Adjunct Lecturer, former Smithsonian Curator,
and Co-President of the Asian American Legal Defense and Education Fund (AALDEF)

FAVORABLE

As a Co-founder and Member of the faculty of the Asian American Studies Program (AAST) as well as an Affiliate faculty member of the Latin American Studies Center (LASC) and the Harriet Tubman Department of Women, Gender and Sexuality Studies (WGSS) at the University of Maryland, **I urge a favorable report on SB 462.** This Bill would require the State Board of Education to work with local school systems to develop (by December 1, 2022) content standards for expanding the K-12 social studies curriculum to include the histories and contributions of African Americans, American Indians, Asian Americans and Pacific Islanders (AAPI), Hispanic Americans, Women, and other groups as determined by the State Board. By making a state-wide commitment to teaching this history, Maryland will be taking a nationally-recognized stand for inclusion and understanding -- and against the bigotry, hatred and violence that has been found too often in the history of our wonderful nation.

I am speaking here on behalf of the Asian American Legal Defense and Education Fund, which strongly supports this bill, but not officially on behalf of AAST, LASC or WGSS.

I have taught Asian American History for 38 years at City College of New York, Yale University, and, for the last 26 years, at AAST here in College Park. I also have taught Study Abroad classes to bring college students to the Brazilian Amazon to learn about Indigenous communities, participated in the development of La Escuela Fratney (a two-way whole language Elementary School in Milwaukee), co-taught classes that looked at AAPI and African American histories side-by-side, and taught enrichment courses to Hispanic Americans at Aspira (a Hispanic American service and education group in New Jersey). As a Staff Attorney, Board Member and now Co-President of the Asian American Legal Defense and Education Fund (AALDEF), I have spent over 40 years participating in Asian American History

through projects such as the historic movement to redress Japanese Americans wrongfully interned behind barbed wire during World War II. As the Curator of the Asian Pacific American Program at the 2010 Smithsonian Folklife Festival, I led one of the nation's largest celebrations of Asian American History – with 1200 members of the local Asian American community entertaining millions of visitors on the National Mall and online during ten days of music, dance, storytelling, cooking, and other activities. As a community advocate, I have given thousands of speeches, trainings, classroom presentations, and informal talks to K-12, university, corporate, non-profit, military, and governmental audiences on many aspects of Asian American History.

Through these decades of activity, I have come to see the importance of education to build pride, counter misinformation, and combat stereotypes. This new curriculum mandated by **SB 462** should start by celebrating the successes of African Americans, American Indians, Asian Americans and Pacific Islanders (AAPI), Hispanic Americans, and Women. However, the full story of American History also includes two other parts: barriers that have held us back, and stories of those who overcame those barriers and, in the process, vindicated rights that are enjoyed today by people of all backgrounds.

Presenting American History in this three-part format will show us as human beings who have taken charge of our own lives and who are bettering society as a whole by standing up for our rights. It also shows history as a process that each of us can shape by our actions, not a one-dimensional snapshot that perpetuates stereotypes and misunderstandings.

By ensuring that this expanded American History is taught at least once during elementary, middle and high school, **SB 462** will go a long way toward vaccinating our state's children against the scourge of racial intolerance, and help them to grow up with the Cultural Competence Toolkit they need to be productive and effective participants in an increasingly interconnected world. Instead of walking on eggshells, Maryland children of every background will develop the confidence that comes from understanding those around them and working with them to build a sustainable world of peace, justice and understanding.

In sum, I want to thank you for your consideration, and **strongly urge a favorable report on SB 462.**

2022.2.13 Senator Susan C Lee SB 462.pdf

Uploaded by: Steve Lee

Position: FAV



워싱턴지구한인연합회
The Korean American Association of
Washington Metropolitan Area

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[Via Email to Susan.lee@senate.state.md.us and mlore@senate.state.md.us](mailto:Susan.lee@senate.state.md.us)

February 10, 2022

Senator Susan C. Lee
Senate Majority Whip
Maryland State Senate

Re: Formal endorsement of SB462

Dear Senator Susan C. Lee,

On behalf of the Korean American Association of Washington Metropolitan Area and its serving members, **we formally support** Senate bill SB 462 expanding the education curriculum to include the history of Asian Americans & Pacific Islanders, Blacks, Latinos, Native Americans, Women, and other groups, as the history of America is incomplete without including the history of people of all backgrounds who help build America.

America has become the superpower of the global community. America is built, maintained, and improved by every and all immigrants who became Americans. United States of America is the perfect example of immigration success story. All of us and future generations will continue to keep America the best place to live, love, and learn. It is essential and fundamental requirement to learn history of all and everyone's backgrounds who help build America. By approving SB462, our kids will be able to learn history of immigrants, learn from mistakes, and not to make such mistakes moving forward.

An approval of this bill has been long overdue. An approval of this bill will contribute to reducing Asian hate crimes. We appreciate your hard work in bringing equality in our society and request that you support adopting this bill.

Respectfully Submitted,

/s/

Steve S Lee
President

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SB462_FAV_Lee_2022_ml.pdf

Uploaded by: Susan Lee

Position: FAV

SUSAN C. LEE
Legislative District 16
Montgomery County

MAJORITY WHIP

Judicial Proceedings Committee

Joint Committee on
Cybersecurity, Information Technology,
and Biotechnology

Chair Emeritus
Maryland Legislative Asian American
and Pacific Islander Caucus

President Emeritus
Women Legislators of the
Maryland General Assembly, Inc.



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Susan.Lee@senate.state.md.us

THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

February 16, 2022

Senate Education Health and Environmental Affairs Committee
SB 462 – Favorable – Expanded American History

The history of America is incomplete without including the story of African Americans, Native Americans, Asian Americans & Pacific Islanders, Latinos, and Women who have made major contributions to building America, but are underrepresented or not fully depicted in our history books. Their sterling achievements, talent, dedication, and hard work, helped make our country a global leader in business, science, medicine, technology, education, sports, the arts, and just about every field, because of the diversity of experience and thought that they bring to the collective table of the United States of America. Our melting pot and immigrant communities not only are a part of our history, they truly define it.

Disease decimated indigenous communities to the point where entire cultures and civilizations perished before there was a European historian present to record their accomplishments. Much of what was recorded was the modern day equivalent of capturing their society in the aftermath of a zombie apocalypse. African Americans were not only brought to America by boat from Africa, but in Maryland they were harvested like crops to sell to the southern states where conditions were too harsh for families to grow as easily in the more seasonal tobacco harvesting. Slaves were illegal to import, but not trade domestically for many decades. Asian Americans not only experienced the Chinese Exclusion Act, but also Japanese Americans were subjected to internment camps as recently as World War II. In Maryland, when we became a state, you had to be a large property owner, who happened to be a white man with the protestant faith (even in a Catholic Colony) to run for the state legislature.

These are all lessons that either are or should be taught in schools. This legislation is not about mandating what they teach. Rather, the charge is merely to cover the groups of populations that are a part of the American fabric, but might need some fabric softener from all the

wrinkling over time. This is not about a whitewash of history, it is about making sure our colors don't fade.

Our American history is a collection of stories and achievements of individuals and groups striving for the pursuit of happiness in a nation derived on ideals of liberty and equality under law. However, those who read history fully know, it has taken a long time to live up to our founding ideals, and that struggle continues into the present. Without a solid and full grasp of history, we are doomed to repeat the mistakes of our past. That is why codifying the education about these neglected groups in our history should be a priority in Maryland law.

The murder of George Floyd, the recent 155% surge in hate crimes and violence against Asian Americans & Pacific Islanders, and the disparagement of women, immigrants, and people of color fueled by the toxic rhetoric by some of those in the highest office and trust have highlighted the importance of expanding the curriculum to include and better understand their experiences and to counter misinformation and stereotypes. This was the first bill I requested to be drafted, and after some consideration, we decided the appropriate groups to cover would include those for which Maryland has connections to directly in our legislative caucuses. We have a Women's caucus, Black, Latino, AAPI but we couldn't leave out Native Americans, or American Indians as they are referred to in the Education Article.

SB 462, which is cross filed with HB 47 sponsored by Delegate T.C. Wilson, simply and broadly provides that the State Board of Education develop content standards and frameworks in social studies to include "African Americans, American Indians, Asian Americans and Pacific Islanders, Hispanic Americans, Women and other Groups determined by the SBE." Each county board, in collaboration with local school boards and school systems would develop and implement age appropriate curriculum guides for expanded American history. This process is now more inclusive than as was drafted in last year's HB11, so local school systems and educators should have more say and of course parents are encouraged to be involved as well, but the curriculum itself is not mandated or micro-managed, we are simply proposing broad outlines, that are consistent with existing social studies standards. Codifying this is more important now than ever because school districts are under pressure and out of state money is being used to scare and intimidate against teaching broad history curriculum to account for neglected groups.

SB 462 is neither about critical race theory, nor telling students how to think, but rather about providing students with an understanding and history of people whose invaluable accomplishments have been marginalized or never told. Anyone who references CRT in opposition either hasn't read the bill or is trying to gaslight the state into submission. This law will provide educators and the school boards the cover they need to focus on the task at hand, educating our children with a fulsome view of our nation's history.

This legislation will not only help integrate their history into the mainstream, but also enable students, particularly girls and those from communities of color, to build pride and identity. In addition, as they will be our next generation leaders, SB 462 will provide our students with an accurate and more complete record of our nation's experiences to enable them to make

decisions on how to move forward. We need to flip the script on book banning, and hateful rhetoric. E Pluribus Unum – out of many one, but to understand the one, we must also understand the many groups that had to fight to get equal rights under law. That struggle and the accomplishments of the groups listed are models of American exceptionalism.

I would like to share my own personal experiences as a 3rd generation American women of Chinese descent born in San Antonio, Texas and raised most of life in Maryland. I was frequently made to feel like a foreigner in my own country, being the target of racial epithets, and told to go back to China. When I was in a young child in Texas, history classes rarely, if ever, included the significant contributions made by Latinos, Native Americans, Asian Americans and Pacific Islanders, but mostly highlighted the story of the defenders of the Alamo. There was also no mention of Juneteenth—a celebration of the day enslaved people in Texas learned they were free. When we moved to Maryland, there was little or no mention of the accomplishments of women or people of color in our history classes.

It was only until I was in college when I took elective courses did I learned about the tremendous part Chinese Americans played in building the railroads, the thousands of Chinese Americans, who served in the US Armed Forces during WWII despite facing overwhelming discrimination and the Chinese Exclusion Act- including my father who was born in San Antonio and served in the US Navy on the perilous Atlantic and Pacific; the 442th Regiment, one the most decorated in US Military history, composed of Japanese Americans whose families were interned in camps because of their race; and Dr. Chien-Shiung Wu, who was the First Lady of Physics. Our students would benefit from expanding their knowledge by learning about those individuals whose talent, sacrifices, and work changed the world, such as American and Maryland hero Harriet Tubman, Reverend Dr. Martin Luther, Jr., Rosa Parks, Congressman Elijah Cummings, Congressman John Lewis, and Wilma Mankiller; the courageous Tuskegee Airmen who defended freedom and the Navajo Code Talkers who created an unbreakable code during World War II; Dr. Charles Drew whose pioneer research in blood preservation saved countless lives; Dr. Steven Chu who received a Nobel Prize in Physics; Min Chueh Chang, who was the co-inventor of the combined oral contraceptive pill; Dennis Hong who revolutionize the robotics field; Fazlur Rahman Khan who was the father of the tubular design for high rises; Benjamin Banneker who was an astronomer, mathematician, and Almanac publisher and George Washington Carver who made advancements in agriculture; Jesse Owens, Jackie Robinson and Jim Thorpe who paved the way in integrating sports; Cesar Chavez and Delores Huerta who helped uplift the lives of farmworkers; and others who worked to fulfil the promise of America.

SB 462 will enrich our students' knowledge about America as a country that is unique and strong because of its rich diversity and all those things we share in common as Americans, particularly our love of freedom, justice, and country. Our collective history must include the history of groups that have been historically marginalized from our history itself.

For the reasons set forth, I respectfully request my colleagues vote favorably on HB 462.

SB462_MSEA_Lamb_FWA.pdf

Uploaded by: Lauren Lamb

Position: FWA

**Testimony in Support with Amendments to Senate Bill 462
Public Schools – Expanded American History – Development of Content
Standards and Implementation**

**Education, Health, and Environmental Affairs
Wednesday, February 16th, 2022
1:00 p.m.**

**Lauren Lamb
Government Relations**

The Maryland State Education Association supports, with amendments, Senate Bill 462. This legislation would require the State Board of Education and county boards of education to develop social studies content standards and curriculum for expanded American history, including instruction on the history and contributions of African American, Hispanic, Indigenous, Asian American, and Pacific Islander communities, as well as the contributions of women and other groups as determined by the State Board.

MSEA represents 76,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students for the careers and jobs of the future. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

Students deserve a truthful and honest education through curriculum and programs that are inclusive, historically accurate, and value dignity for all. This legislation brings necessary attention to the contributions and histories of groups that have for far too long been obscured or omitted in American History curricula.

Comprehensive, multicultural educational curricula are essential to developing students who are aware of, appreciate and respect the history and contributions of all people. MSEA believes that curricula should be intentional in ensuring that all students see themselves represented, and that local jurisdictions should take deliberate steps to incorporate the history and culture of African American, Hispanic,



Indigenous, Asian American, and Pacific Islander communities and women into curricula and programming.

MSEA believes that teachers should be involved as professionals in all steps of the design, implementation, and decision-making process related to curriculum and professional development. Therefore, we propose removing lines 16-18: "Beginning in the 2023-2024 school year, each public school in the state shall include expanded American History in the social studies curriculum." Rather, local jurisdictions should follow the standards of curriculum development provided by the State Board and county boards of education to empower educators with the necessary instructional resources and curriculum guidance to assist in this effort.

It is essential that students receive an accurate and complete account of American history, and that educators are empowered with the resources to teach it effectively.

We ask the committee to issue a Favorable Report, including the above referenced considerations, on Senate Bill 462.

SB 462.Expanded American History Standards and Imp

Uploaded by: John Woolums

Position: UNF



621 Ridgely Avenue, Suite 300, Annapolis, Maryland 21401
410-841-5414 · 800-841-8197 · Fax: 410-841-6580 · MABE.org

BILL: Senate Bill 462
TITLE: Public Schools – Expanded American History – Development of Content Standards and Implementation
DATE: February 16, 2022
POSITION: OPPOSE
COMMITTEE: Education, Health and Environmental Affairs
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) opposes Senate Bill 462, which would require that the State Board of Education and local boards develop and implement new Social Studies content standards and curriculum.

As this committee knows, MABE opposes efforts by the General Assembly to legislate curriculum, firmly believing that this role belongs to local boards of education in conjunction with the State Board. MABE maintains a strong preference for the adoption of State standards and the local discretion to achieve those standards through locally adopted curriculum and instructional tools and practices.

Again, MABE's opposition to this bill does not rest on an evaluation of the merits of teaching any specified subject matter, certainly not well-rounded and inclusive Social Studies content standards, but rather on the association's opposition to statutorily mandating the teaching of any one concept or content item.

For these reasons, MABE requests an unfavorable report on Senate Bill 462.

SB 462 - LOI - Public Schools – Expanded American

Uploaded by: Ary Amerikaner

Position: INFO



Mohammed Choudhury
State Superintendent of Schools

BILL: Senate Bill 462 **DATE:** February 16, 2022
SUBJECT: Public Schools – Expanded American History – Development of Content Standards and Implementation **COMMITTEE:** Education, Health, and Environmental Affairs
POSITION: Letter of Information
CONTACT: Ary Amerikaner
410-767-0090
ary.amerikaner@maryland.gov

EXPLANATION:

The Maryland State Department of Education (MSDE) respectfully submits this information regarding **Senate Bill 462 – Public Schools – Expanded American History – Development of Content Standards and Implementation**, which would require the State Board of Education to develop expanded content and curricular standards for American History to be implemented in all public schools by the 2023-2024 school year.

MSDE is supportive of ensuring that the contributions and histories of the traditionally marginalized groups identified in this legislation are included in the ongoing redevelopment and expansion of Social Studies curriculum in the State of Maryland. The Department agrees that the concepts explored in SB 462 must be reflected in the fundamental premise of any Social Studies curriculum.

With requirements in the Blueprint for Maryland’s Future that MSDE and the State Board develop new curricular standards and resources for every grade level designed to be used by local school systems to meet college and career ready standards for students by the end of 10th grade, MSDE registers concerns that unaligned processes and timelines for the completion of such similar and simultaneous work could be counterproductive both to MSDE and to local school systems.

As local school systems continue to update their curriculum in accordance with the revised standards and frameworks and look to make future changes to curricular standards as a result of the Blueprint, additional legislatively prescribed curricular mandates at this time could create implementation-based inefficiencies due to the nearly complete revision of curriculum already charged within the Blueprint.

We respectfully request that you consider this information as you deliberate **Senate Bill 462**. Please contact Ary Amerikaner, at 410-767-0090, or ary.amerikaner@maryland.gov, for any additional information.