

MAY

ASIAN  
AMERICAN  
AND PACIFIC  
ISLANDER

HERITAGE MONTH

**FPES**

FLORIDA PRESS  
EDUCATIONAL SERVICES INC.

[FPESNIE.ORG](http://FPESNIE.ORG)



Tampa Bay  
**Times**  
**NIE**  
newspaper in education  
[tampabay.com/nie](http://tampabay.com/nie)

## **Civic education and your newspaper**

**By Jodi Pushkin, *President Florida Press Educational Services (FPES)***

According to the Louis Frey Institute, research shows when students engage in simulated civic actions, they are prone to develop a positive political efficacy that contributes to lifelong engagement.

The local newspaper is a great teaching tool to engage your students in civics education. Did you know that more than 60 percent of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of critical readers, engaged citizens and consumers. John F. Kennedy said, “Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.” The goal of NIE is to engage and develop that resource.

The newspaper is both a primary and secondary source for informational text. According to Scholastic magazine, “Informational text is a type of nonfiction — a very important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of literature that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features, and format.”

The newspaper meets these specific characteristics of informational text. It is a logical resource for information about the natural, social and political world. The newspaper conveys information about the natural or social world. The articles are written from someone who knows information to someone who doesn’t. The newspaper has specialized features such as headings and technical vocabulary.

Join FPES in promoting civics education by using some of the activities and lessons in this packet. If you have other lessons to share or would like to provide feedback, please email [jpushkin@tampabay.com](mailto:jpushkin@tampabay.com).

To learn more about Florida’s NIE programs, visit the Florida Press Educational Services (FPES) Web site at [www.fpesnie.org](http://www.fpesnie.org).

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# Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: [cpalms.org](http://cpalms.org).

The activities in this packet applies to the following Florida Standards for grades four through twelve.

**Social Studies:** SS.412.A.1.1; SS.912.A.4.8; SS.912.A.5.7; SS.912.W.8.7; SS.912.A.3.7  
**Language Arts:** LAFS.412.RI.1.1; LAFS.412.RI.1.2; LAFS.412.RI.1.3; LAFS.412.RI.2.4; LAFS.412.RI.2.5; LAFS.412.RI.2.6; LAFS.412.RI.3.7; LAFS.412.SL.1.1; LAFS.412.SL.1.2; LAFS.412.SL.1.3; LAFS.412.SL.2.4; LAFS.412.SL.2.5; LAFS.412.SL.2.6; LAFS.412.W.1.1; LAFS.412.W.1.2; LAFS.412.W.1.3; LAFS.412.W.2.4; LAFS.412.W.2.5; LAFS.412.W.2.6; LAFS.412.W.3.7; LAFS.412.W.3.8  
**B.E.S.T:** ELA.412.EE.5.1; ELA.412.EE.6.1; ELA.412.R.2.1; ELA.412.R.2.2; ELA.412.R.2.3; ELA.412.R.2.4; ELA.412.R.3.2; ELA.412.R.3.4; ELA.412.C.1.3 ; ELA.412.C.1.4; ELA.412.C.2.1; ELA.412.C.4.1; ELA.412.V.1.1; ELA.412.V.1.3

## Newspaper in Education

The Newspaper in Education (NIE) program is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. For more information about FPES, visit [fpesnie.org](http://fpesnie.org), or email [ktower@flpress.com](mailto:ktower@flpress.com) or [jpushkin@tampabay.com](mailto:jpushkin@tampabay.com). Follow us on Twitter at [Twitter.com/nie\\_fpes](https://twitter.com/nie_fpes).

## **Famous Asian-American Pacific Islander People**

1. Select any two people listed on the CAPE #IAM series -- <https://www.youtube.com/CAPE> -- and compare their lives and accomplishments.
2. Create a crossword puzzle using key vocabulary words from each profile. Consider using the crossword puzzle student interactive tool available free online at <https://www.readwritethink.org/classroom-resources/student-interactives/crossword-puzzles>
3. Write an feature article for each.
4. Write a classified ad for each profile. The classified could be a help wanted ad, an item for sale ad, or perhaps a lost and found notice. Use your imagination and have fun!
5. Write a journal entry from each personality's perspective regarding the challenge(s) each faced during his/her lifetime.
6. Using various sources, including the Internet, try to find primary documents relating to each individual.
7. Check your library for an autobiography or biography about one of these people and read an extensive account of his/her life. Write a book report using appropriate organizational strategies and make an oral presentation to the class.

## **Florida Press Education Services activity: Exploring history**

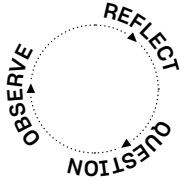
### **Asian American and Native Hawaiian / Pacific Islander Heritage Month**

Asian Americans, Native Hawaiians, and Pacific Islanders have a rich heritage thousands of years old and have both shaped the history of the United States and had their lives dramatically influenced by moments in its history. Every May during Asian American and Native Hawaiian/Pacific Islander Heritage Month and throughout the year, the National Park Service and our partners share those histories and the continuing culture thriving in parks and communities today on the National Parks website -

<https://www.nps.gov/subjects/npscelebrates/asian-american-pacific-islander-heritage-month.htm>

Have your teacher break up the class into small groups, so each group watches one story. Choose one of the featured video stories to watch. Put yourself in the role of a reporter and identify the main components of the story: Who, what, where, when, why and how. Using these points, write a newspaper article about this story. Use the articles in the newspaper as models for your story. Share your story with your classmates.

## NAME:



## REFLECT

## QUESTION

**ADDITIONAL NOTES:**

## Graphic Organizer: KWL Chart

**Directions:** Before you read or listen, fill out the KNOW column with what you already know about the topic. As you read fill in what you've LEARNED in the center column. After you have finished reading fill in the WANT column with what you *want* to know more about.

KNOW	LEARN	WANT TO KNOW

**Follow-Up:** Conduct research to answer your questions.

## Graphic Organizer: Cause and Effect

**Directions:** Select one or more news stories that focus on issues of equality and justice. Identify causes and effects.

**Story Headline:**

Cause	→	Effect
Cause	→	Effect
Cause	→	Effect

**Follow-Up:** Which effects represent positive and which, negative results, for the people involved?



## Florida Press Education Services activity: Do the research

Doing research is a great way to learn about a topic or person. The process of doing the research – finding credible websites, reading the information, looking at photos, and understanding the information – will increase your knowledge in a fun way. For this research assignment, you will take on the role of being a detective to learn more about a notable Floridian. The first step is to choose one of the notable Floridians listed and learn more about him or her. You can work by yourself or with a partner.

Yo-Yo Ma  
Bruce Lee  
Yao Ming  
Jackie Chan  
Kamala Harris  
Eric Yuan  
Steven Chen  
Jim Lee  
Vera Wang  
Tyrus Wong  
Connie Chung  
Tiger Woods  
Michelle Kwan  
Jack “The Throwin’ Samoan” Thompson  
Kristi Yamaguchi  
Dr. Sanjay Gupta  
Dwayne “The Rock” Johnson  
Bruno Mars  
George Takei  
Lucy Liu  
Nancy Kwan  
Ang Lee  
Anna May Wong  
Dr. Chien-Shiung Wu  
Duke Kahanamoku  
Grace Lee Boggs  
Kalpana Chawla  
Philip Vera Cruz  
Tammy Duckworth  
I.M Pei  
Maya Lin

1. When you are doing research, it is important to use credible websites. Websites such as Wikipedia and personal blogs are not always credible since some of the information presented as fact may be opinion or plagiarized from another source. Be sure to keep a list of your sources.
2. Research the person you chose. Write down the important facts, including:
  - Who is this person?
  - What is his or her background?
  - Where was this person born and where did he or she live?
  - When did this person live?
  - Why is this person notable and/or important?
  - How is this person a role model?

3. Create your own set of lesson plans about the person you chose. Using one of the worksheets from this packet as a model, create your own vocabulary list, reading comprehension questions and newspaper tie-in activities.
4. Next, compare the person you chose to one of the other individuals you have read about during your exploration.
5. Create an oral presentation about what you have learned and discovered.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Asian American and Pacific Islander Perspectives & Experiences

**CQ: *How have Asian Americans and Pacific Islanders engaged civically and contributed to U.S. culture?***

**Directions.** Working with the sources provided and what you uncover during your inquiry, construct a response in a form of your choosing to the CQ. Use the space below to organize your reflections, ideas, questions, and research.

**Key terms:** civics, culture, diaspora, immigration, migration, nationality

**SQ #1: What do we know about AAPI accomplishments and contributions in U.S. history and culture?**



*Analyze a map as you consider the significance of geography in connection to how we imagine the world as being Atlantic or Pacific centered.*

*Investigate topics included and overlooked in the teaching of AAPI history to generate questions for further inquiry. Consider the following topics:*

- *Angel Island*
- *Bainbridge Island*
- *Port Townsend*
- *Labor used to mine for gold and construct railroads*
- *Chinese Exclusion Act (1882)*
- *United States v. Wong Kim Ark (1898)*
- *Hawaii becomes a state (August, 1959)*
- *American Samoa, Guam, North Mariana Islands*
- *Filipino Grape Workers (1965)*

## Part II

**SQ#2: How have AAPI individuals and organizations engaged as civic actors in U.S. history?**

- (1) Analyze the March 29, 1898 article from the *Kansas City Journal* entitled "[Citizens if born here](#)" and **design inquiry questions** to learn more about what is presented. Consider topics such as citizenship, nationality, and anything else you deem related to a more complete telling of the causes and effects of the history of AAPI individuals discussed in the news article.



- (2) Use the inquiry questions you created to construct a digital timeline that focuses on a specific topic that preceded or came after the news article. Use the space below to sketch your timeline and the multiple perspectives you will look to include. *Your teacher will provide recommendations for timeline platforms to use.*
-

### Part III

*Who designed the Vietnam War Memorial (Washington, D.C.), La Pyramide du Louvre (Paris, France), the Rock and Roll Hall of Fame (Cleveland, OH), and the Civil Rights Memorial (Montgomery, AL)?*

*How does the answer to the above question connect with the opening reflection activity on what and where we imagine when we think about AAPI history and culture?*

**SQ #3: How do art and literature provide windows, mirrors, and sliding doors to AAPI perspectives and experiences?**

*What aspects of AAPI culture, arts, and/or entertainment are you interested in learning more about?*

*What questions will you investigate to learn more and to gather evidence in order to answer the CQ? Record those questions and your research notes here:*

Question	Information	New question(s)

### **Summative Creation:**

Based on your research and initial responses to the above mentioned compelling questions, create a digital artifact that answers the compelling question for this lesson: **How have Asian Americans and Pacific Islanders engaged civically and contributed to U.S. culture?** Your digital artifact can take on one of the following forms:

(1) **Digital map.** Construct a map that marks the life journey of a person you have focused on and that identifies who, what, and/or where influenced their work. For example, the art Yun Gee's created in San Francisco focuses on different topics and reveals different influences than those of the work he produced in Paris and New York City. Map his journey and annotate the map with art, primary sources, and digital media to tell his story in relation to the CQ.

(2) **Digital storyboard.** Use digital storyboard software to put together a narrative that includes audio, visual, and textual artifacts that illustrate your response to the CQ. Craft an introduction and address how the person or topic was influenced and the extent to which the person or topic have been influential in U.S. history or culture.

(3) **Digital media.** Write an interactive blog, illustrate a comic strip, record a podcast, curate a digital art exhibit, create a digital book, or produce a vlog on the topic you have focused your inquiry and research on to answer the compelling question. Your creation will incorporate multiple perspectives, analysis of significance and influence, and an evaluation of the short and long term contributions or consequences.

# Going Beyond the Text

## Human rights

The second bullet point of the preamble to the Charter of the United Nations is “to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.” Think about what these words mean in connection to the second sentence of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Analyze political, economic and social concerns that emerged at the end of the 20th century and into the 21st century. What significance do these words have in connection with those concerns? How do human rights play a factor in these concerns?

Analyze the newspaper for a week and look at the current event stories on a local, national and international level. Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). What do these issues have to do with human rights? Right a blog or journal post about this. Share your thoughts with your class.

## Civil Rights

What does the term Civil Rights mean? Research this term with your class. At the same time black Americans were struggling to achieve civil rights in America, Mexican American farmworkers started movements to secure their rights as laborers. Japanese- Americans also struggled to find their place. A key community in this movement was the Yamato Colony. Research this Florida community. Throughout the agricultural regions of the U.S., many minority groups including Japanese and Mexican American families worked long hours harvesting crops for inadequate wages and no protection from poor working conditions. Learn about the United Farm Workers (UFW) at [ufw.org](http://ufw.org). Research the UFW. Compare the struggles of Mexican Americans to Japanese Americans. Find a current issue regarding Asian Americans and or Mexican Americans in your newspaper. Add the current information you find to your research and create a graphic organizer or infographic to show your comparison. Share what you have learned with your class.

Source: History Channel and Washington Times Newspaper in Education program

## People are people

Throughout history, many different groups have been treated poorly. Typically, those persecuted have done nothing wrong to prompt the actions taken by their aggressors. Most often, these groups are singled out for characteristics that are not harmful. Look in the newspaper for examples of people or groups of people being treated unfairly. You can look at articles, photos or cartoons. Write down the points you see that identify unfair conditions or treatment. Once you have done that, write down some ways that this unfair treatment can be changed. Write a fully developed paragraph outlining the issues presented in the article, photo or cartoon and how changes can be made to improve the situation presented. Be sure to use specific examples from your sources to support your idea. Share your information with your classmates.

## Leadership in the news

The goal of an activist is to bring about political or social change. Who are some current Asian and/or Pacific Island American activists in our society? You don’t have to look further than the daily newspaper to find them. Look through the newspaper for an example of a citizen who is standing up for his or her rights. Summarize the information in the article and find a sentence in the article that best describes this person or his or her challenge. Share your thoughts with your class.

# Going Beyond the Text

## "Asian American" & Civil Rights

Since 1990, the U.S. government has designated the month of May as Asian American and Pacific Islander Heritage Month, celebrating the achievements and contributions of Asian Americans and Pacific Islanders (AAPI) in the United States. The month of May was chosen to mark the arrival of the first Japanese immigrant to the United States on May 7, 1843, as well as the anniversary of the completion of the transcontinental railroad on May 10, 1869. Read about Asian Americans, Civil Rights, Vincent Chin and Pacific Islanders on then National Endowment for Human Rights website - <https://edsitement.neh.gov/teachers-guides/asian-american-and-pacific-islander-heritage-and-history-us>. In a small group, respond to the Guiding Questions. Look for articles in the archives of your newspaper to enhance your knowledge. Share what you learn with your class.

## Asian American Film Series

Asian Americans is a five-hour film series, from Public Broadcasting System, that delivers a bold, fresh perspective on a history that matters today, more than ever. As America becomes more diverse, and more divided, while facing unimaginable challenges, how do we move forward together? Told through intimate and personal lives, the series will cast a new lens on U.S. history and the ongoing role that Asian Americans have played in shaping the nation's story. There are thirty lesson plans based on the Asian American series. You'll find this collection to include the stories behind the Chinese Exclusion Act, the incarceration of Japanese Americans during World War II, Southeast Asian refugees after the Vietnam War, Filipino American Farmworkers, the fight for civil rights and much more. Teachers may utilize these lesson plans which are drawn from the series to explore the ways that Asian Americans have shaped our nation's history. Go to <https://florida.pbslearningmedia.org/collection/asian-americans-pbs/> for more information.

## Asian American Interactive Gallery

Have your students explore the PBS interactive gallery at <https://www.pbs.org/weta/asian-americans/interactive-gallery/>.

Have the students research one of the subjects highlighted to learn more information. Using the articles in the newspaper as models, have students write a news article about the subject. Students can share what they have discovered with their classmates.



# Fun Facts:

## Asian American and Pacific Islander Heritage Month

### TEACHING GUIDE

#### About Fun Facts

Fun Facts are student-friendly handouts that tie statistics from the U.S. Census Bureau to holidays, anniversaries, and other observances. These fact sheets, although originally created for teachers to use in classrooms, are easily adapted for use at home to keep kids entertained and learning. They are designed to be used at varying grade levels and across different subjects.



#### Using Asian American Pacific Islander Heritage Month Fun Facts in the Classroom or at Home

Give student(s) time to read and digest the information in the handout. Below is a list of ideas for using the fact sheet with students at any grade level.

#### Any Grade Level

**Discussion.** Potential discussion builders include:

- What section(s) of the handout interest you the most and why?
- List at least two questions that come to mind when you were reviewing the data.

**Lunar New Year.** Did you know that the Lunar New Year is celebrated in China, Korea, Vietnam, Indonesia, Taiwan, and Malaysia? Japan adopted the Gregorian calendar in 1783. Have students check out the Lunar New Year interactive graphic and explore data for the U.S. Asian population by selected groups that celebrate the Lunar New Year at [www.census.gov/library/visualizations/interactive/lunar-new-year-2021.html](https://www.census.gov/library/visualizations/interactive/lunar-new-year-2021.html).

**American Samoa.** This colorful map illustrates census data about American Samoa for students in grades K-12. It will help students better understand the American Samoan population and their community by showing data on population density, median age, and more at [www.census.gov/programs-surveys/sis/2020census/2020-resources/island-areas/american-samoa/understanding-the-pop-guam.html](https://www.census.gov/programs-surveys/sis/2020census/2020-resources/island-areas/american-samoa/understanding-the-pop-guam.html).

**Guam.** This map contains census data about Guam for students in grades K-12 that can help better understand the Guam population and their community. You can find it at <[www.census.gov/programs-surveys/sis/2020census/2020-resources/island-areas/guam/understanding-the-pop-guam.html](http://www.census.gov/programs-surveys/sis/2020census/2020-resources/island-areas/guam/understanding-the-pop-guam.html)>

## Elementary School Level

**Writing exercise.** As the Fun Facts handout note, Asian American and Pacific Islanders have made significant contributions to our nation. Students can pick one of the celebrities in this community to research and write five facts they learn about them that they can then read aloud to a partner.

**Who's my age?** According to the handout, the median age of Asian Americans in 2019 was 35, and the median age of Pacific Islanders in the United States was 29. Using the Census Bureau's State Facts for Students tool at <[www.census.gov/schools/facts/](http://www.census.gov/schools/facts/)>, students can research the number of boys and girls in their state who were ages 8 to 14 when the stats were collected – and compare their state's data with that of neighboring states.

**Comparing data in a bar chart.** We suggest you discuss bar charts and why they're used with your students – and have them check out the following bar chart at <[www.census.gov/library/visualizations/2020/demo/aian-population.html](http://www.census.gov/library/visualizations/2020/demo/aian-population.html)> to share what they learn about the Asian American and Other Native Pacific Islander population. Students can compare the Asian and Native Hawaiian populations in the United States.

## Middle School Level

**News report.** Have students use information from the fact sheets to pretend they are news anchors sharing information about Asian American and Pacific Islander Heritage Month. Students can conduct more research to draft their news reports and read them to a partner.

**Population by gender.** Students can research and record their state's Asian and other Pacific Islander male and female population totals between 2010 and 2019 using the table "Annual Estimates of the Resident Population by Sex, Race, and Hispanic Origin: April 1, 2020 to July 1, 2019" at <[www.census.gov/data/tables/time-series/demo/popest/2010s-state-detail.html](http://www.census.gov/data/tables/time-series/demo/popest/2010s-state-detail.html)>. They can use the data they collect to plot a line graph to show the nine-year trend.

## High School Level

**Sports fans.** Students can learn more about the famous Asian American and Other Pacific Islander athletes listed on the handout by conducting more research and listing five to ten facts about them on flashcards. They can then take turns quizzing a parent or fellow student on what they learned.

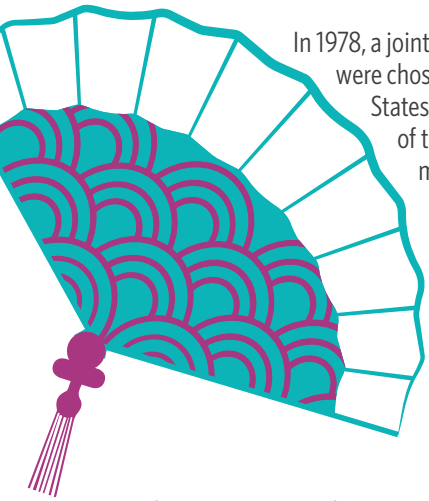
**Advertising activity.** As noted in the Fun Facts handout, Congress in 1992 expanded this observance what is now known as Asian American and Pacific Islander Heritage Month. Have students work with a partner to develop an advertising campaign to celebrate the month and then share their ideas and discuss the role and importance of advertising.

**SIS High School Map:** Diversity in the United States. This map highlights U.S. diversity data for high school students. It provides demographic breakdowns by age, sex, and race. The map also highlights data on the nation's foreign-born population and educational attainment. You can find it at <[www.census.gov/programs-surveys/sis/2020census/2020-resources/2020-maps/diversity-in-us.html](http://www.census.gov/programs-surveys/sis/2020census/2020-resources/2020-maps/diversity-in-us.html)>.

# Fun Facts: Asian American and Pacific Islander Heritage Month

## The Start of Asian American and Pacific Islander Heritage Month

In 1978, a joint congressional resolution established Asian/Pacific American Heritage Week. The first 10 days of May were chosen to coincide with two important milestones in Asian/Pacific American history: the arrival in the United States of the first Japanese immigrants (May 7, 1843) and contributions of Chinese workers to the building of the transcontinental railroad, completed May 10, 1869. In 1992, Congress expanded the observance to a monthlong celebration that is now known as Asian American and Pacific Islander Heritage Month.



### What's the Age?

**Roughly 35** – Median age of the Asian population in 2019.

### Asian-Owned Businesses

**555,262 or (9.9%) or About 1 out of 10** – The estimated number of Asian-owned businesses in the United States. (This number only represents employer businesses.)

## Total Asian Population

**About 7% or 22 million** – The number of Asians in the United States in 2019. These states have among the highest and lowest percentages of Asian residents:

**17%**

**California**

had the largest Asian population.



**2%**

**Wyoming**

had the lowest Asian population.



## Educational Attainment

Of Asians 25 years and older, approximately...

- **About 1 out of 10** (12%) have less than a high school diploma.
- **About 2 out of 10** (15%) are high school graduates. (includes equivalency)
- **About 2 out of 10** (19%) have some college or associate's degree.
- **About 3 out of 10** (23%) have a bachelor's degree.
- **About 2 out of 10** (24%) have a graduate or professional degree.



## Occupations

Held by the Asian population 16 years and older:

- **About 5 out of 10** (54%) work in management, business, science, and arts occupations.
- **About 2 out of 10** (17%) work in sales and office occupations.
- **About 2 out of 10** (17%) work in service occupations.
- **About 1 out of 10** (10%) work in production, transportation, and material moving occupations.
- **About 1 out of 10** (3%) work in natural resources, construction, and maintenance occupations.



## Birthplace Populations of Famous Asian Americans

- **Lucy Liu** – Queens, New York (Pop. – **2,253,858**)  
Award winning TV and film actress of Chinese descent.
- **Bruce Lee** – San Francisco, California (Pop. – **881,549**)  
Famous martial artist, actor, and producer of Chinese descent.
- **Michelle Kwan** – Torrance, California (Pop. – **143,589**)  
Professional U.S. women's figure skater and two-time Olympic medalist of Chinese descent.
- **Mindy Kaling** – Cambridge, Massachusetts (Pop. – **118,925**)  
Actress, comedian, writer, producer, and director of Asian Indian American descent.
- **Patsy Mink** – Paia, Hawaii (Pop. – **2,249**)  
First Asian American woman of Japanese descent elected to the U.S. Congress in 1964 and to seek the Democratic presidential nomination in 1972.
- **Ellison Onizuka** – Kealahou, Kona, Hawaii (Pop. – **1,923**)  
First Asian American of Japanese descent to fly in space.

Notes: All of the data on this page, except the business data and birthplace populations, is for Asian alone or in combination with other races. Data is rounded for educational attainment and occupations and may not equal 100%.

Sources: Census Bureau QuickFacts; 2019 ACS 1-Year Estimates; 2016 Annual Survey of Entrepreneurs; <https://www.biography.com/>; <https://www.britannica.com/>; National Aeronautics and Space Administration; <https://brucelee.com/>; and the U.S. House of Representatives.

# Fun Facts: Asian American and Pacific Islander Heritage Month



## Native Hawaiian and Other Pacific Islander (NHPI) Facts

### Total NHPI Population

**Less than one percent or 1.4 million** – The number of NHPI residents in the United States in 2019.

These states have among the highest and lowest percentages of NHPI residents:

**25% Hawaii**  
had the largest NHPI population.

**0.1% Vermont**  
had the lowest NHPI population.

## Educational Attainment

Of NHPI 25 years and older, approximately...

- About 1 out of 10** (11%) have less than a high school diploma.
- About 3 out of 10** (31%) are high school graduates. (includes equivalency)
- About 3 out of 10** (34%) have some college or associate's degree.
- About 2 out of 10** (16%) have a bachelor's degree.
- About 1 out of 10** (7%) have a graduate or professional degree.



## Birthplace Populations of Famous NHPI Americans

- Daniel Kahikina Akaka** – Honolulu, Hawaii (Pop. – **974,563**)  
First U.S. Senator of Native Hawaiian ancestry.
- Duke Paoa Kahanamoku** – Honolulu, Hawaii (Pop. – **974,563**)  
Olympic swimmer of Native Hawaiian descent.
- Dwayne "The Rock" Johnson** – Hayward, California (Pop. – **159,202**)  
Actor and first ever 8-time WWE World Heavyweight Champion of Samoan and African American descent.
- Leilani Münter** – Rochester, Minnesota (Pop. – **118,924**)  
Professional race car driver and environmental activist of Japanese, Hawaiian, and German descent.
- Jordan Ta'amu** – Pearl City, Hawaii (Pop. – **45,605**)  
NFL quarterback of Samoan descent.
- Joe Duarte** – Dedo, Guam - (Pop. – **44,943**)  
Retired Mixed Martial Artist of native Chamorro descent.

## What's the Age?

**Roughly 29** – Median age of the NHPI population in 2019.

## NHPI-Owned Businesses

**5,157 or 0.1% or About 1 out of 100** – The estimated number of NHPI-owned businesses in the United States.  
(This number only represents employer businesses.)

## Occupations

Held by the NHPI population 16 years and older:

- About 3 out of 10** (32%) work in management, business, science, and arts occupations.
- About 2 out of 10** (23%) work in sales and office occupations.
- About 2 out of 10** (22%) work in service occupations.
- About 2 out of 10** (15%) work in production, transportation, and material moving occupations.
- About 1 out of 10** (8%) work in natural resources, construction, and maintenance occupations.



Note: All of the data on this page, except the business data and birthplace populations, is for NHPI alone or in combination with other races. Data is rounded for educational attainment and occupations and may not equal 100%.  
Sources: Census Bureau QuickFacts; 2019 ACS 1-Year Estimates; 2016 Annual Survey of Entrepreneurs; 2010 Census Guam; www.britannica.com; www.leilani.green/bio; www.espn.com; www.dukeswaikiki.com/duke/; and the U.S. House of Representatives.

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