



**WITH COVER ART &  
COMICS BY JESSICA  
JIANG, & POEMS & ART  
BY THE STUDENTS OF  
826 VALENCIA, CAA &  
SFUSD**

# **LANGUAGE IS A SUPERPOWER**

**A ZINE BY CHINESE FOR  
AFFIRMATIVE ACTION (CAA)**

## **IN 2024, CHINESE FOR AFFIRMATIVE ACTION (CAA) IS CELEBRATING THE 50TH ANNIVERSARY OF THE LANDMARK SUPREME COURT CASE LAU V. NICHOLS...**

...which expanded rights for students with limited English proficiency and established their right to bilingual education. By ruling that English-only instruction to Chinese-speaking students violated the prohibition against national origin discrimination enshrined in Title VI of the Civil Rights Act of 1964, the Court established language access as a civil rights issue both inside and outside of schools. CAA staff represented the original student plaintiffs in this case and has remained active on issues of desegregation, multilingual education, and language justice in the decades since.

So often, the narrative of Lau v. Nichols and other major legal victories fail to center the community members and ordinary people who fought to make it happen. With this zine, we present to you a community-centered narrative of the story behind Lau v. Nichols in addition to the voices of multilingual learners in the San Francisco Unified School District today. In our illustrated narrative, you will see what Chinatown was like in the 1960s, how teacher activists fought for their students' rights, and how the fight for a bilingual education continues today. Following the illustration, the zine includes artistic works by multilingual students.

When we think of developing the critical consciousness for young people, it means that young people can understand how systems of oppression work and plan for actions against those systems, as Paulo Freire names in *Pedagogy of the Oppressed*. Artmaking can allow students to develop their critical consciousness. According to abolitionist educator Dr. Bettina Love, students use the creative process to not only create their physical artworks but to “freedom dream,” to reflect on our world, envision alternatives, and take steps toward creating a world free of oppression. For our multilingual learners, we wanted to use the medium of a zine that incorporates various types of art - visual, poetry, prose, etc. - as a way for them to “dream” and express themselves without the restraints of the English language. Through this zine, we hope that multilingual learners can use artwork to celebrate themselves and dream of a world beyond the limits of language.

Multilingual learners continue to face many barriers to education: misclassification during enrollment and registration, ineffective evaluation and classroom placement, lack of curriculum resources or qualified staff, and failure to provide appropriate services for English learner students with disabilities. Moreover, additional language assistance to limited English proficient families is lacking, stifling their ability to meaningfully participate in their child's schooling. It is crucial to look at history to see how far we have come when it comes to multilingual students' rights and to see how far we still need to go.

## 在2024年，華人權益促進會 (CAA) 將慶祝最高法院具有里程碑意義的 LAU V. NICHOLS (劉訴尼古拉斯) 案50周年紀念，

該案的裁決擴大了英語水平有限學生的權利，並確立了他們接受雙語教育的權利。通過裁定對講華語的學生只提供純英語教學違反了1964年《民權法案》第六章中禁止對原國籍歧視的規定，法院將語言便利確立為校內外的民權問題。華促會的職員在本案中代表了最初的學生原告，並在此後的幾十年裡一直積極致力於消除種族隔離，多語言教育和語言正義等問題。

很多時候，對 *Lau v. Nichols* (劉訴尼古拉斯) 案和其他重大法律勝利的論述，均未能做到將為實現這一目標而奮鬥的社區成員和普通人作為中心。通過這本小雜誌，我們向您展現一個以社區為中心有關 *Lau v. Nichols* (劉訴尼古拉斯) 案背後故事的論述，以及當今三藩市聯合學區多語言學習生的心聲。在我們圖文並茂的論述中，您將看到1960年代的華埠是什麼樣子，教師活躍份子如何為學生的權利而奮戰，以及爭取雙語教育的鬥爭如何持續到今天。在插圖之後，這本小雜誌還收錄了多語言學生的藝術作品。

當我們想到培養年輕人的批判意識時，這意味著年輕人可以理解壓迫制度是如何運作的，並計劃採取反對這些制度的行動，正如保羅·弗萊雷 (Paulo Freire) 在《被壓迫者教育學》一書中所指出的那樣。藝術創作可以讓學生發展他們的批判意識。根據廢奴主義教育家貝蒂娜·洛夫 (Bettina Love) 博士的說法，學生們不僅使用創作過程來製作他們的實體藝術品，還會做“自由之夢”去反思我們的世界、設想替代方案，並採取步驟走向創建一個沒有壓迫的世界。對於我們的多語言學習生來說，我們希望以小雜誌為媒介，將視覺、詩歌、散文等各種類型的藝術形式結合起來，以作為他們“夢想”和表達自己的一種方式，而不受限於英語。我們希望通過這本小雜誌，讓多語言學習生可以用藝術作品來肯定自己，並夢想一個超越語言限制的世界。

多語言學習生繼續面對許多教育障礙：入學和註冊過程中將他們錯誤分類、無效的評估和編班安排、缺乏課程資源或合格的教職員工，以及未能為患有殘障的英語學習生提供適當的服務。此外，對英語水平有限的家庭也缺乏額外的語言幫助，這扼殺了他們有意義地參與子女學校教育的能力。回顧歷史，看看我們在多語言學習生權利方面已經走了多遠，以及看看我們還需要走多遠，這一點至關重要。

## EN 2024, CHINESE FOR AFFIRMATIVE ACTION (CAA) CELEBRA EL 50 ANIVERSARIO DEL EMBLEMÁTICO CASO ANTE LA CORTE SUPREMA LAU VS. NICHOLS...

...el cual expandió los derechos de los estudiantes con dominio limitado del inglés y estableció su derecho a recibir una educación bilingüe. Al pronunciar que la instrucción impartida solo en inglés a estudiantes que hablaban chino violaba la prohibición contra la discriminación por origen nacional consagrada en el Título VII de la Ley de Derechos Civiles de 1964, la Corte estableció el acceso lingüístico como una cuestión de derechos civiles, tanto dentro de las escuelas como fuera de ellas. El personal de CAA representó a los estudiantes que fueron los demandantes originales de este caso y se ha mantenido activo en temas de desegregación, educación multilingüe y justicia del lenguaje durante las décadas transcurridas desde entonces.

A menudo, la narrativa de *Lau vs. Nichols*, al igual que la de otras victorias legales importantes, no centran a la gente de la comunidad y a otras personas comunes que lucharon para hacer esto posible. Con esta revista (zine), te presentamos una narración de la historia tras *Lau vs. Nichols* centrada en la comunidad y en las voces de estudiantes multilingües actuales del Distrito Escolar Unificado de San Francisco. En nuestra narración ilustrada, verás cómo era Chinatown en los años sesenta, cómo los profesores activistas lucharon por los derechos de sus estudiantes y cómo la lucha por la educación bilingüe continúa hoy. Después de la ilustración, esta revista (zine) incluye las obras artísticas de estudiantes multilingües.

Quando pensamos en desarrollar la conciencia crítica de las personas jóvenes, lo que pretendemos es que la juventud pueda entender cómo funcionan los sistemas de opresión y planear acciones contra esos sistemas, tal como menciona Paulo Freire en *Pedagogía de los Oprimidos*. Crear arte les puede permitir a los estudiantes desarrollar la conciencia crítica. De acuerdo a la Dra. Bettina Love, educadora abolicionista, los estudiantes usan el proceso creativo no solo para crear obras de arte físicas sino también para “soñar en la libertad”, reflexionar sobre el mundo, imaginar alternativas y tomar pasos hacia la creación de un mundo libre de opresión. En el caso de nuestros estudiantes multilingües, deseábamos usar el medio de una zine que incorporara varios tipos de arte: visual, poesía, prosa, etc., como una manera de que ellos “soñaran” y se expresaran a sí mismos sin las ataduras del idioma inglés. Con esta zine, deseamos que los estudiantes multilingües puedan usar el arte para celebrarse a sí mismos y soñar en un mundo que supere los límites del lenguaje.

Los estudiantes multilingües continúan enfrentando muchas barreras a la educación: clasificación incorrecta durante su matriculación y registro, evaluaciones y colocaciones ineficaces, falta de recursos en sus planes de estudio o falta de personal calificado, y no brindarles los servicios adecuados a los estudiantes aprendices de inglés con discapacidades. Aún más, falta asistencia lingüística adicional a las familias con dominio limitado del inglés, lo que limita su capacidad de participar de forma significativa en la educación de sus hijos. Es de suma importancia analizar la historia para ver lo lejos que hemos llegado en cuestión de los derechos de los estudiantes multilingües y lo mucho que aún nos falta por recorrer.



# LAU v. NICHOLS THE FIGHT FOR BILINGUAL ED

Following the 1965 Hart-Celler Act, San Francisco's Chinatown became a majority newcomer neighborhood.

However, a lack of language access, few job opportunities, and heavy policing pushed Chinese youth out of school and into gangs.

Language access took two main approaches:

Bilingual education taught students in both English and their home language,

while ESL focused on transitioning students to English-only education.

But because SFUSD teachers were discouraged from speaking Chinese in class, bilingual education in Chinatown was only happening on a small scale.

Bilingual education became a rallying point for the Chinatown community.

¡El lenguaje es un derecho humano!

Chinese and Hispanic community groups had unsuccessfully pushed the district for comprehensive bilingual education for years.

Unlike ESL, bilingual education offered students immediate access to education, and ensured they didn't fall behind.

The Third World Liberation Front, who had organized the nation's largest student strike in 1968, were also advocates for self-determination and language rights.

The Association of Chinese Teachers (TACT) was another key player.

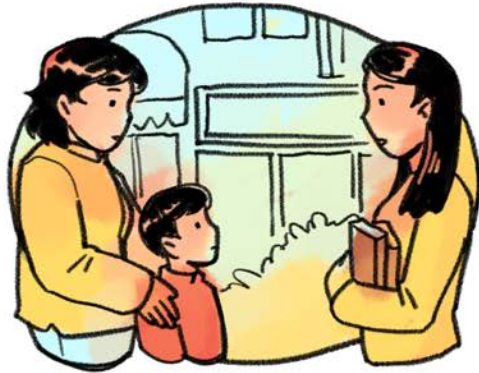
Though in support of bilingual education, some teachers worried it would lead to layoffs for Chinese ESL teachers.



In 1970, the Chinatown community mounted a class action lawsuit against SFUSD.



The first plaintiff was Kinney Lau, then 8 years old at Jean Parker Elementary.



Kinney's mother had asked teacher Lucinda Lee to teach Kinney after school in Cantonese so he wouldn't fall behind.



The twelve other plaintiffs were other Chinese children, from non-English-speaking families across the city.

Lau v. Nichols charged that the district was denying non-English-speaking pupils their civil rights as Americans because it did not offer them a program for learning English.



SFUSD required English proficiency as a requirement for graduation.

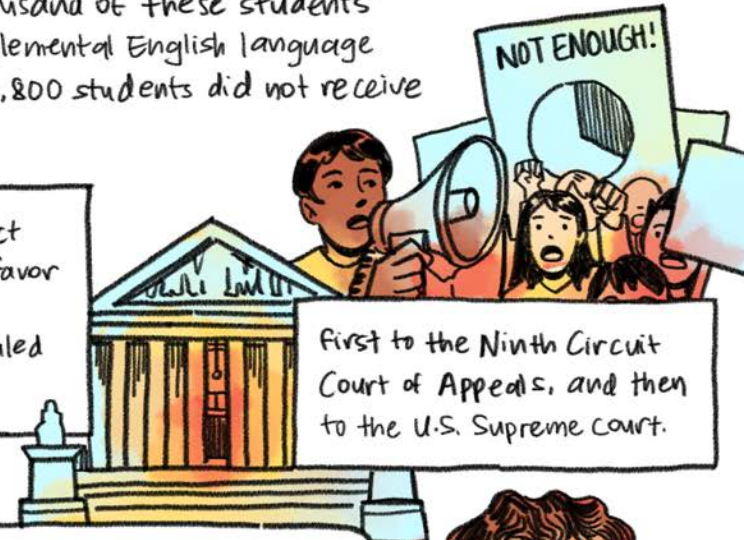


But there were about 2,800 students of Chinese ancestry in the district who did not speak English.



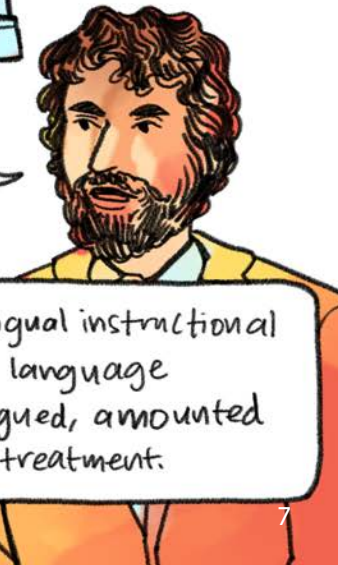
While one thousand of these students received supplemental English language instruction, 1,800 students did not receive any support.

When the district court ruled in favor of SFUSD, the community appealed the decision...



First to the Ninth Circuit Court of Appeals, and then to the U.S. Supreme court.

There, Lau's attorneys argued that since the SFUSD received federal funding, it was forbidden by law to discriminate based on, among other factors, race, color, or national origin.



Not providing bilingual instructional support to English language learners, they argued, amounted to discriminatory treatment.





In 1974, the Supreme Court decided unanimously in favor of Lau,



ruling that the failure to provide supplemental English instruction violated the Civil Rights Act of 1964.

Writing for the majority, Justice William Douglas differentiated between equal treatment and fair practices.



Treating non-English speakers the same as native-born students was unjust, they said, placing the former group at a distinct disadvantage.

Because non-English-speaking students were "effectively foreclosed from any meaningful education," the court established the importance of equity over equality.

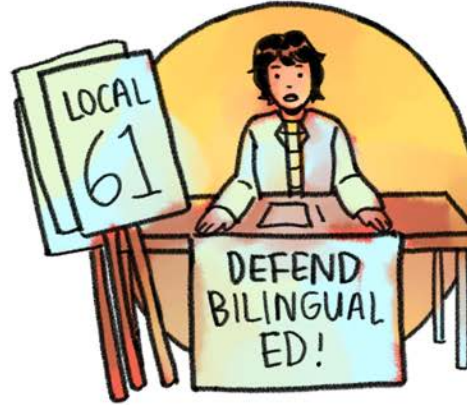


TACT remained a key player throughout the fight for language rights, both in court and through its implementation.

They worked to educate the Chinese community about the merits of bilingual education and culturally specific curricula,



while standing up to their own union and the district.



The district had hired Chinese and Black teachers to support with implementing desegregation and bilingual education, but the SFUSD teachers' union worried that under standard seniority rules, these teachers would be the first to be laid off.

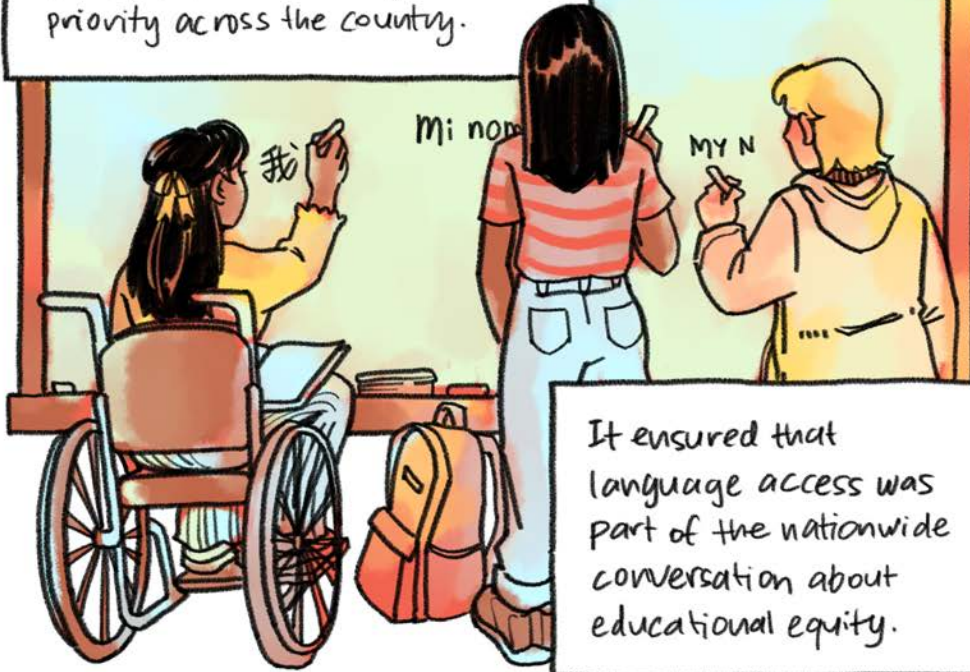


TACT worked alongside the Ethnic Minority Educators, a coalition of mostly Black educators, and successfully fought against layoffs while reiterating the need for both integration and language rights.





Lau v. Nichols was a landmark case, establishing bilingual education as a civil right and a priority across the country.

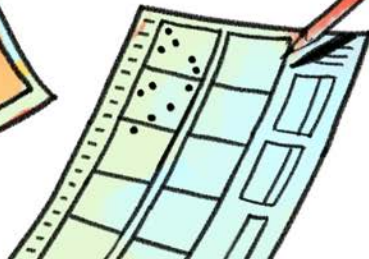


It ensured that language access was part of the nationwide conversation about educational equity.

But the fight wasn't over. Because the ruling left implementation up to individual school districts, SFUSD language programs were often inadequate.

...al program offered by the school district, the district must take affirmative steps to rectify the language deficit in order to open its in...

Later developments, like Prop 227 in California, rejected the bilingual model in favor of ESL.



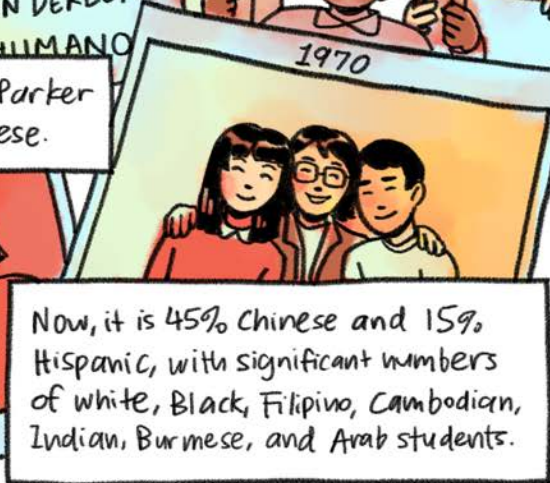
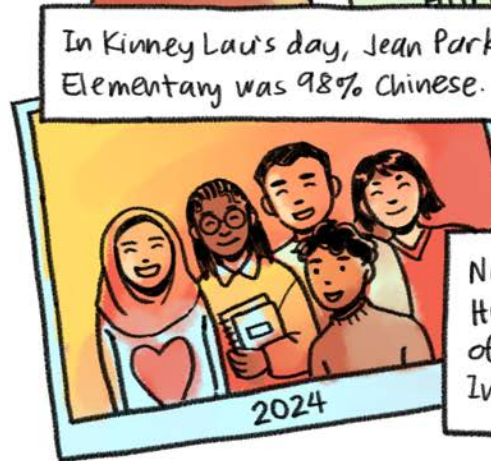
Standardized testing has also continued to erode bilingual education.



Prop 227 was repealed in 2016 by voters, but English learner students are still underserved.



In Kinney Lau's day, Jean Parker Elementary was 98% Chinese.



Now, it is 45% Chinese and 15% Hispanic, with significant numbers of white, Black, Filipino, Cambodian, Indian, Burmese, and Arab students.

The Lau case has been around forever, but court cases are just a piece of paper. They're not self-executing.

says Edward Steinman, the lawyer who defended the plaintiffs before the Supreme Court.

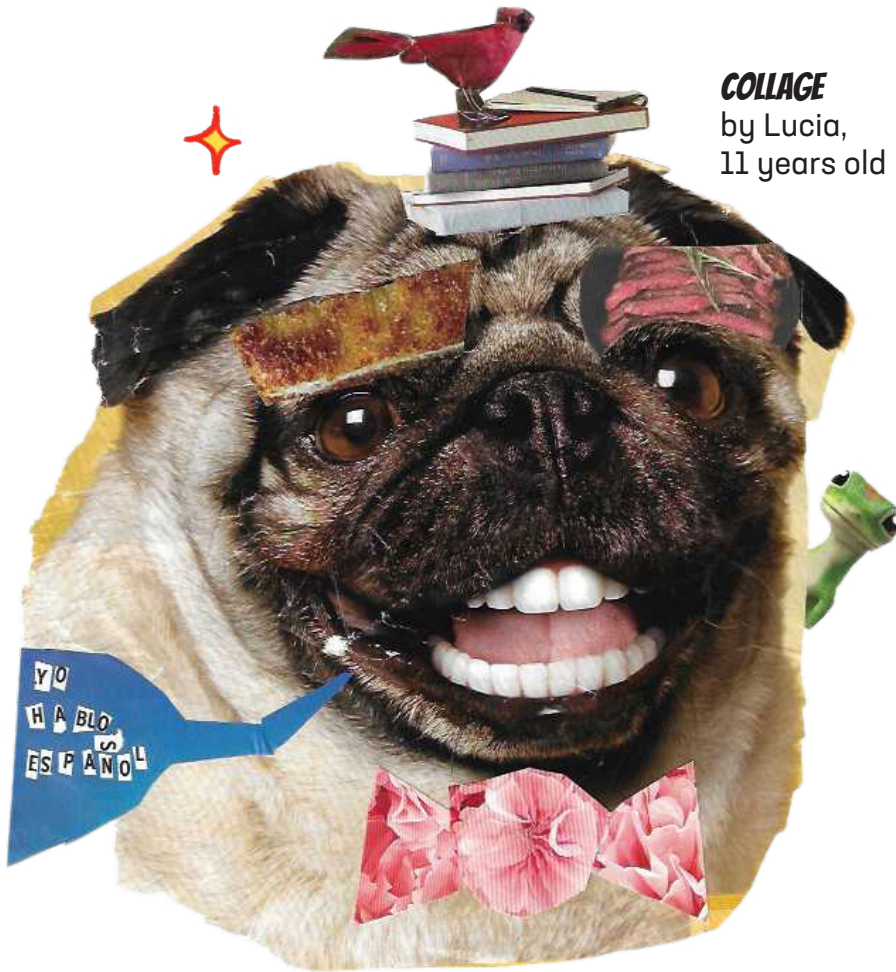


Fifty years after Lau v. Nichols, the fight for bilingual education remains more relevant than ever.





## CHAPTER TWO...



### COLLAGE

by Lucia,  
11 years old

ART, POEMS, AND MORE CREATED BY

## SAN FRANCISCO STUDENTS

FROM THE BRET HARTE ELEMENTARY, MARINA MIDDLE, GORDON J. LAU ELEMENTARY,  
MALCOLM X ACADEMY ELEMENTARY, AND SAN FRANCISCO COMMUNITY  
ALTERNATIVE SCHOOLS!

## MY TIPOS DE PERSONAS

by Bryanna, 4th grade

To understand me  
I could be very nice and very mad  
but I talk two languages at the same time.  
When I speak Spanish I feel special.  
I feel like I am part of my country and don't feel lonely  
It reminds me of my Spanish people and my country  
Honduras.  
I don't know speaking another language that I don't know  
I just feel I am in another world that I don't belong to.  
I wonder if my people like their language and not to be  
embarrassed  
because your language is you life and your life you world  
because being bilingual is a ¡super power!

## BECAUSE I SPEAK SAMOAN

by Trinity, 4th grade

Because I speak Samoan, I can talk to my family members  
and understand them better. Because I speak Samoan, I  
could dance for my culture. I can talk to my friends and  
teach them how to say things like talofa and fa.

And someday, I can keep my culture alive.

To understand me, talk to my friends because they will  
understand me more. When I speak Samoan, I say talofa,  
or fa.



# ME AND I

A wordsearch by Lydia.

L Q Z X M B F E D L Y D  
 G D I A N X I N G A D I  
 N R E C C O S M O O I A  
 A G J V K M C L V E M A  
 L H C N A E C O E F S X  
 I L U E X I N U C V U Z  
 A Y L I I H D B I Y M W  
 H F T R C R V Y Y Q U V  
 V E U N A I T S L W U R  
 V Y R J H K V M I B T Z  
 L W E N H U A D M Z O Z  
 F G X P Q S R L X L B Z

Can you find these Chinese words (#1-5) and their English (#6-10) meanings?

- |            |            |
|------------|------------|
| 1. hailang | 6. ocean   |
| 2. zuqiu   | 7. soccer  |
| 3. dianxin | 8. dimsum  |
| 4. wenhua  | 9. culture |
| 5. HuiCi   | 10. Lydia  |

ANSWERS ON  
PAGE 17!



## VISIONBOARD

by Haylin, 4th grade

## SAMOAN CULTURE

by Rudy, 5th grade

Because I speak Samoan  
 I can talk to my family in Samoa and dance.  
 I can say taofi  
 Because I speak English  
 I can learn science at school and I can talk to my friends  
 Because I am bilingual  
 I can translate for my cousin Fouvale. When someone speaks Samoan to me, I can speak Samoan back. I can say talofa and hi.  
 And someday,  
 Because I speak two languages I can represent in both Samoan and English.





## DIVINE

Blackout poetry and illustration by Runying Doris, 12 years old.

Text by Joanna Ho, author of *Say My Name*.

## BECAUSE I SPEAK...

by Lydia

Because I speak Mandarin, I can go to Taiwan and not feel so awkward. I can listen to the Chinese ladies gossiping. I can translate for people who need help. I can learn about my roots. Say 家，愛， and 你好。

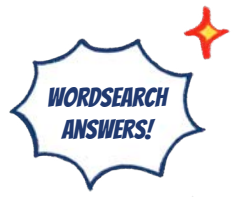
Because I speak English, I can talk to my friends at school. I can learn how to read and write. I can order fast food without trouble.

Because I am bilingual, I can talk to my 朋友， my friends. Interact with my 爷爷奶奶， my grandparents. I can order 点心 without technical difficulties. And have double the fun.

And some day, because I speak two languages, I can teach people to speak Mandarin. I can work at a library to help other people. And be able to do twice as good.

Because I speak, because I am bilingual, I will be able to do double the fun.

L	Q	Z	X	M	B	F	E	D	L	Y	D
G	D	I	A	N	X	I	N	G	A	D	I
N	R	E	C	C	O	S	M	O	O	I	A
A	G	J	V	K	M	C	L	V	E	M	A
L	H	C	N	A	E	C	O	E	F	S	X
I	L	V	E	X	I	N	U	C	V	U	Z
A	Y	L	I	H	D	B	I	Y	M	W	
H	F	T	R	C	R	V	Y	Y	Q	U	V
V	E	U	N	A	I	T	S	L	W	U	R
V	Y	R	J	H	K	V	M	I	B	T	Z
L	W	E	N	H	U	A	D	M	Z	O	Z
F	G	X	P	Q	S	R	L	X	L	B	Z





# BECAUSE I SPEAK...

By Clarita, 5th grade

Because I speak Spanish I can listen to what my mom says and say mamá, familia, papá.

Because I speak English, I can understand what people are talking about me and say I love my home.

Because I am bilingual, I can talk Spanish and English and play games, juegos, and I can play with my friends, jugar con mis amigas.

And someday, because I speak two languages, I'm able to speak two languages and I'm happy to do that.



# PEACE FOREVER

by Stefany, 4th grade

Because I speak "Español" I can help people "en su tarea." I can learn "escribir mucho." I can have fun with my "amigos."

Because I speak English I can introduce the Spanish people to the "ingles" people. I can speak to my teacher, friend, and other people.

Because I am bilingual I can speak two languages "español" y "english." I can learn and "escribir."

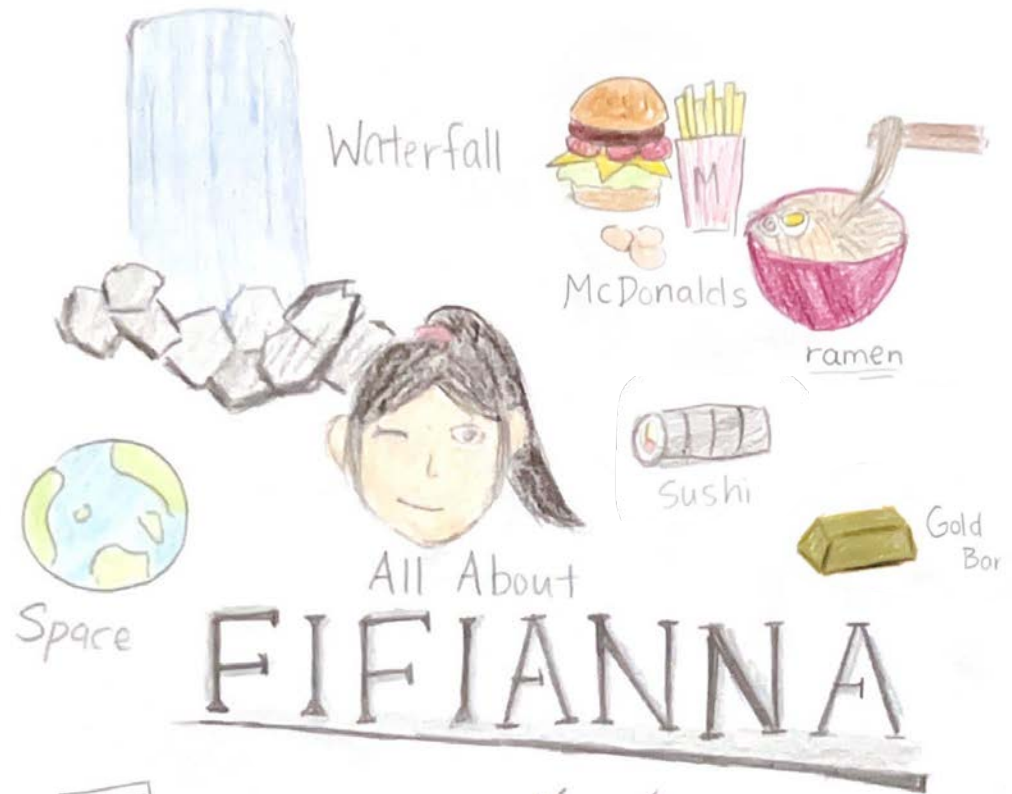
And someday, Because I speak two languages the world can be nice to each other and have peace forever.



Whale Shark



books reading



# All About FIFIANNA



# IDENTITY MAP

by Fifianna, 10 years old



## BEING BILINGÜE

by Jalia, 5th grade



Because I speak Spanish, I can translate para mi padre so he can understand.

Because I speak English, I can translate for people that can hablar en ingles.

Because I am bilingual, I can talk to personas in both languages.

And someday, because I speak two languages, people can hire me for a trabajo easily.

## MY DIFFERENT LANGUAGES

by Elizabeth C., 3rd grade

Because I speak French, I can listen to music from France. When I speak French, it reminds me of my aunt, French songs that she teaches. Because I am bilingual, I can translate French songs.

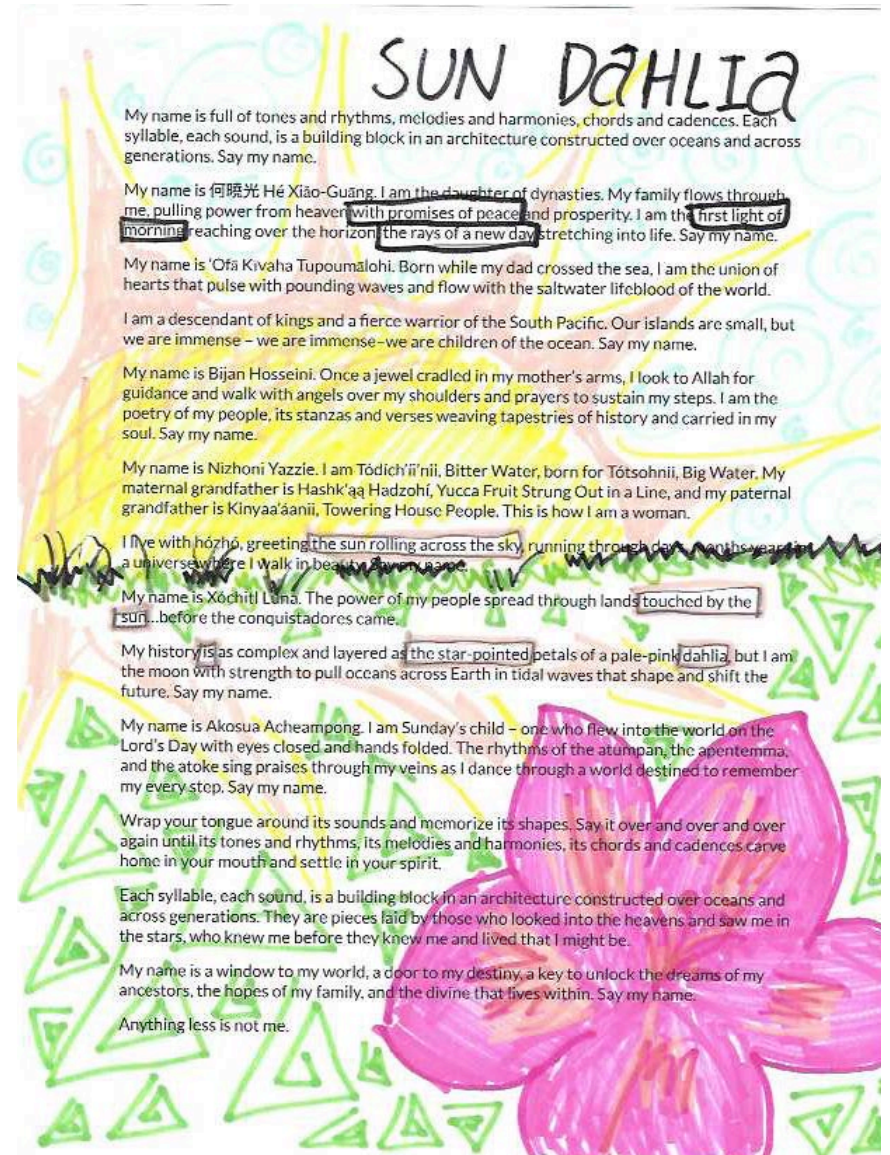
I wonder if I can try to learn more.

## SOMEDAY...

By Amazing, 4th grade



Because I speak Samoan I can talk to my family. Because I speak Samoan I can dance for my culture. Because I am bilingual I can talk to my friends. And someday, because I speak two languages, I can keep my culture alive.

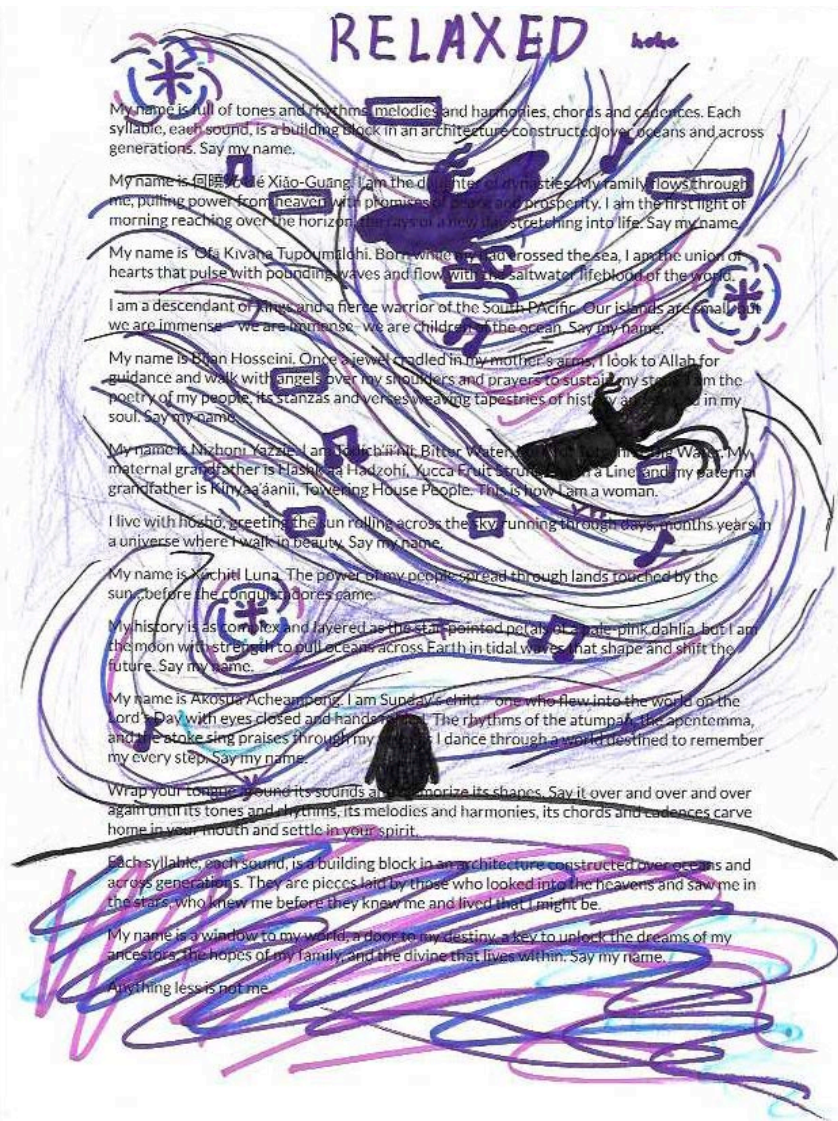


## SUN DAHLIA

Blackout poetry and illustration by Runying Doris, 12 years old.

Text by Joanna Ho, author of *Say My Name*.





## RELAXED

Blackout poetry and illustration by Fiona.

Text by Joanna Ho, author of *Say My Name*.

## TWO LANGUAGES DIFERENTES

by Elizabeth L., 5th grade

To understand me, you would have to know that I come from the outside.

When I speak English and Spanish, it reminds me of how long it took me to know English.

I don't know if people who don't know Spanish could understand me, but I am happy that I also can talk English.

I wonder if when I was small, all of our traditions are the same.

## ALL ABOUT ME

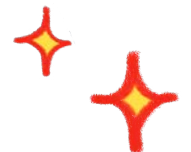
by Antonio, 4th grade

To understand me, you have to play soccer and video games and love family.

When I speak Spanish, it reminds me of when I went to Guatemala.

I don't know how to remember the words, in Spanish and English, sometimes.

I wonder if I will lose my Spanish.







## ***I AM MULTILINGUAL***

by Maddie

Because I am Cantonese, I can speak with my family and learn the first language of my heritage. Because I can speak Mandarin, I can speak to my friends in China and communicate with my teacher and feature in the theater.

Because I can speak English, I can help people in need. I can help the homeless in need. I can help the elders cross streets. I can help translate questions from English to Chinese.

I am proud to be multilingual for I can support, help, engage, and become an Activist.

## ***BECAUSE I SPEAK...***



By Allinson, 3rd grade

Because I speak Spanish, yo puedo hablar con mi familia

Because I speak English, yo puedo hablar en ingles con mis amigos

Because I am bilingual, yo puedo ser fuerte

And someday, because I speak two languages, yo puedo en señarte a mi papi en ingles

## ***I AM FROM...***

By Fiona

I am from my home  
I am from school BORING random old  
dude's name on the wall  
I am from piano lessons

I am from white rice  
I am from chicken (with the chicken  
seasoning packets)  
I am from fish (steamed)

I am from 去练习钢琴!  
I am from 去写作业!  
I am from 快点睡觉! Hurry go to bed. NO!

I am from family  
I am from friends (my victims)  
I am from me myself and I





NOW IT'S  
YOUR TURN!

WRITE YOUR OWN  
"I AM FROM"  
POEM

FIRST, ON A PIECE OF  
PAPER, WRITE DOWN  
THREE...

- FAMILIAR PLACES
- FOODS YOU EAT WITH YOUR FAMILY
- SAYINGS OR EXPRESSIONS YOU HEAR AT HOME
- PEOPLE YOU LOVE!

TRY TO INCLUDE TWO  
DIFFERENT LANGUAGES.

NOW ADD "I AM FROM"  
IN FRONT OF EACH  
LINE, AND PUT IT ALL  
TOGETHER!

WE WANT TO SEE YOUR  
WORK! TAG US ON IG  
@CAASANFRANCISCO

## I AM FROM...

By Kerin, 4th grade

I am from Guatemala  
I am from my home  
I am from escuela  
I am from pizza  
I am from spaghetti  
I am from papitas  
I am from "limpia tu cuarto"  
I am from help people who speak español  
I am from my familia  
I am from my mom.  
I am from my dad.  
I am from my hermanas and hermanos.

## I AM FROM...

By Jelsy, 4th grade

I am from Honduras  
I am from my mom  
I am from my dad  
I am from my grandma  
I am from my tía Dania  
I am from my hermano  
I am from my cat  
I am from my family  
I am from my house  
I am from ríos  
I am from the trees around in Honduras  
I am from the pandas

## I AM FROM...

By Yessenia, 4th grade

I am from Bret Harte  
I am from Honduras  
I am from San Francisco  
I am from pizza  
I am from pepitas  
I am from hamburguesas  
I am from mi mamá dice que cuide a mi hermano  
I am from "Can you go outside with your baby brother?"  
I am from mi mamá me dice que le ayude en el aseo  
I am from mi mamá/my mom  
I am from mi hermano/my brother  
I am from mi papá/my dad

## I AM FROM...

By Gary, 10 years old

I am from school  
I am from the park with a lot of grass  
I am from home in Chinatown  
I am from egg fried rice  
I am from noodle

I am from Chinese  
I am from dodgeball

I am from my family, my little sister, my dad, my mom 媽媽  
I am from my friend 朋友







## ACKNOWLEDGEMENTS

Thanks to everyone who made this zine possible: staff at Chinese for Affirmative Action (CAA) (Alice Cheng, Grace Li, Sally Chen), staff at 826 Valencia (Emily Lam, Abby Sandoval, and Alex Ortiz), students at Bret Harte Elementary School and in Chinatown, Jess Jiang, and Professor Patricia Morita-Mullaney. Thank you to Joanna Ho for the children's book *Say My Name*, which we used in our poetry activities (pg 16). For more information about Chinese for Affirmative Action, you can find us at [caasf.org](http://caasf.org) or reach out to [info@caasf.org](mailto:info@caasf.org).



感謝所有使這本小雜誌能夠成事的人：華人權益促進會 (CAA) 的職員們 (Alice Cheng, Grace Li, Sally Chen) ; 826 Valencia 的職員們 (Emily Lam, Abby Sandoval 和 Alex Ortiz) ; 布雷特哈特 (Bret Harte) 小學的學生和華埠的學生 ; Jess Jiang 和 Patricia Morita-Mullaney 教授。感謝 Joanna Ho 提供兒童讀物《說我的名字》(《Say My Name》)，我們在詩歌活動中使用了這本書 (pg 16)。想知道更多華人權益促進會的資訊，您可以在以下網址找到我們：[caasf.org](http://caasf.org)，或發信聯絡我們：[info@caasf.org](mailto:info@caasf.org)。

Gracias a todas las personas que hicieron esta zine posible: el personal de CAA (Alice Cheng, Grace Li y Sally Chen), el personal de 826 Valencia (Emily Lam, Abby Sandoval y Alex Ortiz), los estudiantes de la escuela primaria Bret Harte y, en Chinatown, Jess Jiang y la profesora Patricia Morita-Mullaney. Gracias a Joanna Ho por el libro de niños *Di mi nombre* (*Say My Name*), el cual usamos en nuestras actividades de poesía (pg 16). Para más detalles sobre Chinese for Affirmative Action, puedes encontrarnos en [caasf.org](http://caasf.org) o comunicarte a [info@caasf.org](mailto:info@caasf.org).



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華人權益

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