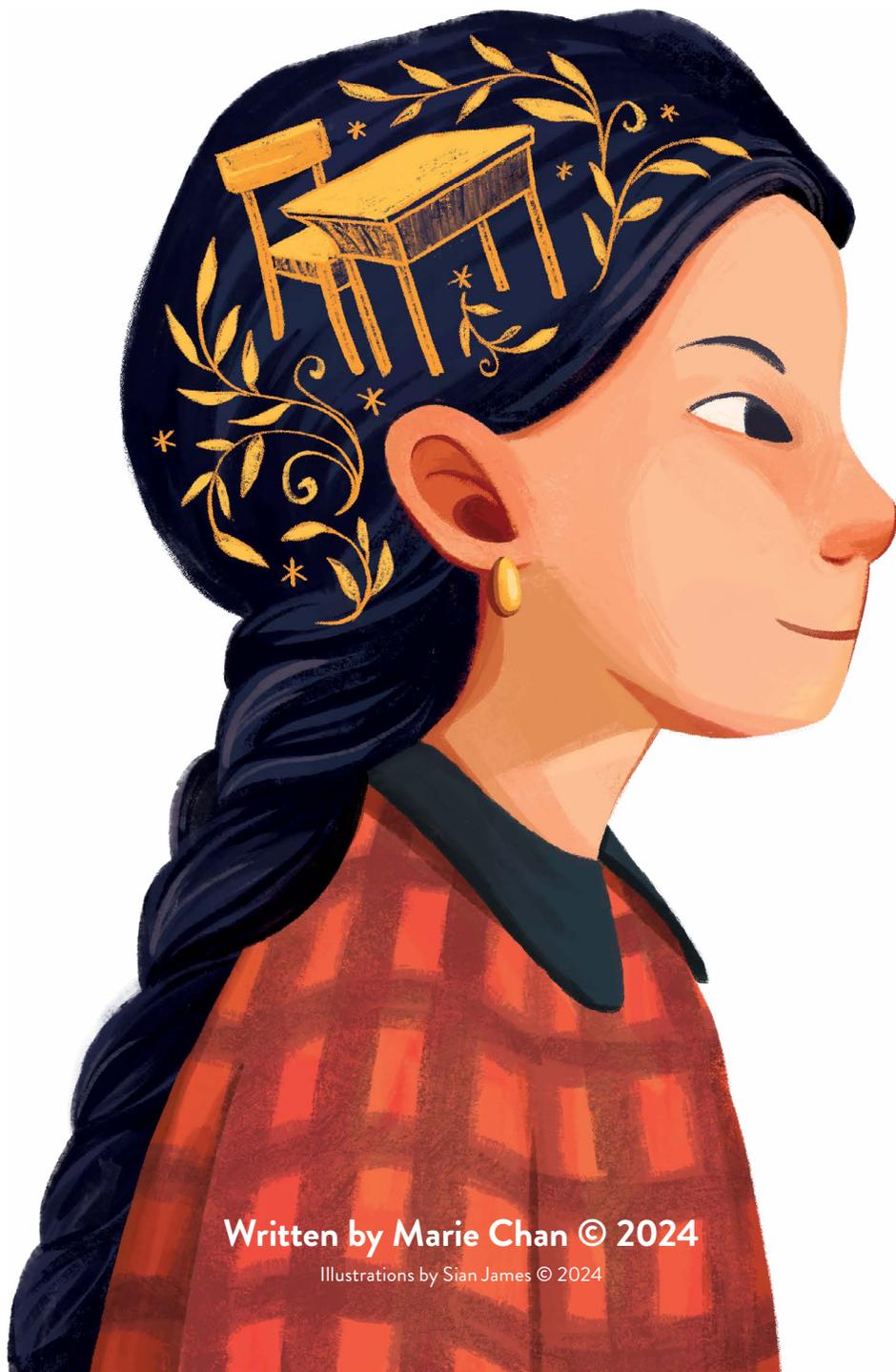


MAMIE TAKES A STAND

PARENT & EDUCATOR GUIDE



Written by Marie Chan © 2024

Illustrations by Sian James © 2024

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BOOK SUMMARY

FROM THE PUBLISHER

Middle-grade readers will learn the little-known story of Mamie Tape, an eight-year-old Chinese American girl whose desire for knowledge and belonging led her family to fight for her right to attend public school in San Francisco.

In the fall of 1884 in San Francisco, California, Mamie excitedly arrived for her first day at an American public school, only to find the principal blocking her way. Why? Because Mamie was Chinese.

Thus began the Tape family's yearlong struggle to secure Mamie's right to attend public school. In the spring of 1885, Mamie's case reached the California Supreme Court, who reaffirmed a lower court's ruling that public schools should be open to children of all races.

Young readers will be introduced to this largely unknown tale from American history and learn to treat others with empathy and respect.

Mamie Takes a Stand © 2024 Ten Peaks Press

ISBN: 978-07369-8732-5

Ages 8-12

ABOUT THE AUTHOR

Marie Chan shares stories that inspire love for all. Being the daughter of Taiwanese immigrants fueled her passion to write children's books that amplify underrepresented voices, highlight hidden figures in Asian American history, and build cross-cultural awareness. As a former California public school teacher, she holds Mamie Tape's story in her heart because she would not have been allowed to teach or study in California if Mamie had not fought against racial discrimination and won her case. Marie lives in California with her husband, two children with a third in heaven, and her giant rabbit, Sunshine. Learn more at mariechan.com and on Instagram @mariechanbooks.

ABOUT THE ILLUSTRATOR

Sian James' vibrant and imaginative illustrations have appeared in projects for several prominent clients, including HarperCollins and Penguin Random House. A native of Hong Kong, Sian currently resides in Cambridge, England, with her husband, her daughter, and their two affectionate cats, Miso and Mochi.

THEMES

acceptance, belonging, citizenship, civil rights, community, courage, cultural heritage, determination, diversity, education, equality, family, justice, perseverance, resilience

TOPICS

Asian Americans, California history, Chinese Americans, discrimination, immigration, prejudice, racism, school integration, segregation, United States history



VOCABULARY WORDS

in MAMIE TAKES A STAND

Discuss the meanings of the vocabulary words listed below and write them on a K-W-L Chart. Write the words you “Know” under the letter K and words you “Want” to know under the letter W, including any questions you have about Mamie Tape. After you finish the book, fill out column “L” and write what you “Learned” and how Mamie Tape’s story gave you a deeper understanding of these vocabulary words. Use a dictionary, the internet, and context clues to define these new words.

ANCESTRY
ASSEMBLY
BILL
CALIFORNIA SUPERIOR COURT
CALIFORNIA SUPREME COURT
CASE
CHINESE EXCLUSION ACT
CITIZEN

CIVIL RIGHTS
COURT
FOREIGNER
FOURTEENTH AMENDMENT
IMMIGRANT
INTEGRATED
LAWYER
PREJUDICE

RACE
RACISM
SCHOOL BOARD
SEGREGATION
SEPARATE
SUPERINTENDENT
TRANSCONTINENTAL RAILROAD
US CONSTITUTION

Words I K NOW

Words I W ANT to know

Words I L EARNED

CROSSWORD PUZZLE

and Clues for **MAMIE TAKES A STAND**

Use the clues to find the missing words in the puzzle. The highlighted letters spell a secret message!

CLUES

1. Mamie wanted to go to Spring Valley _____.
2. Mamie's last name was _____.
3. Mamie was born in _____.
4. Mamie's parents were immigrants from _____.
5. The Chinese called San Francisco, Gum Saan, or _____ Mountain.
6. Mamie's case went all the way up to the California Supreme _____.
7. Spring Valley was a _____ school.
8. Mamie's family had to _____ for her right to go to school.
9. Mamie wanted to go to the school that was closest to her _____.
10. The _____ represented and helped Mamie in her court case.
11. Mamie's mother, Mrs. Mary Tape, _____ a letter to the board of education.
12. Mamie had both _____ and English names.
13. Mamie showed _____ when she fought for her right to go to school.
14. The San Francisco school board voted on whether Chinese children could be _____ to the public schools.
15. Mamie's _____ was first heard by Judge Maguire in the California Superior Court.
16. Mamie experienced _____ when the principal would not let her enter Spring Valley School.
17. Mamie was _____ years old when she began her fight for the right to go to school.
18. Mamie made friends with the children in her _____.
19. The _____ Amendment protects the rights of citizens.
20. Mamie was looking for a _____ that was greater than gold.

WORD SEARCH

with important words from Mamie Takes A Stand

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

ANCESTRY

ASSEMBLY

BILL

CALIFORNIA SUPERIOR COURT

CALIFORNIA SUPREME COURT

CASE

CHINESE EXCLUSION ACT

CITIZEN

CIVIL RIGHTS

COURT

FOREIGNER

FOURTEENTH AMENDMENT

IMMIGRANT

INTEGRATED

LAWYER

PREJUDICE

RACE

RACISM

SCHOOL BOARD

SEGREGATION

SEPARATE

SUPERINTENDENT

TRANSCONTINENTAL RAILROAD

US CONSTITUTION

DISCUSSION QUESTIONS *and* STORY ELEMENTS

Discussion questions are available in the back matter of *Mamie Takes a Stand*. These are additional questions to lead to deeper understanding and connections.

BEFORE READING

1. Look at the title and subtitle. What do these words mean, “take a stand” and “fight for school rights”? Do you interpret them literally or figuratively?
2. Look at the front cover, back cover, and end papers. Make a prediction of what you think will happen to Mamie in the story and how she might respond.
3. Is the story fiction or non-fiction? How do you know? What is a biography?
4. Who are other heroes in history that fought for equality and school rights?



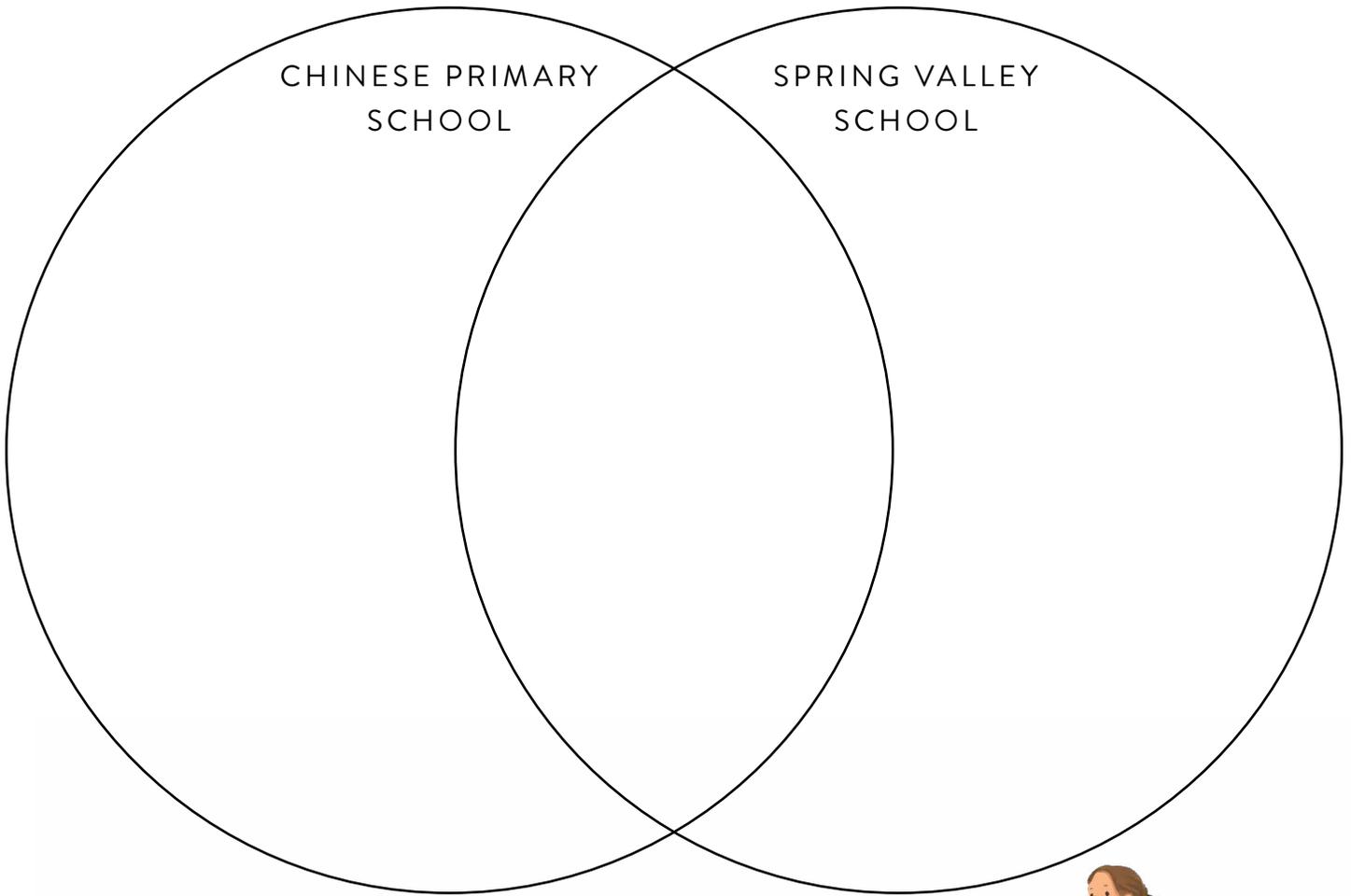
DURING READING

5. What does Mamie want? What actions does she take to reach her goal?
6. Write the names of the characters in *Mamie Takes a Stand* that support Mamie going to Spring Valley School under "FOR." List reasons why they want to help Mamie and why she should be allowed to attend Spring Valley School. Write the names of the characters who do not want Mamie to go to Spring Valley School under "AGAINST." List reasons why they do not want Mamie to go to Spring Valley School.

FOR	AGAINST
-----	---------



7. Compare and contrast the Chinese Primary School and Spring Valley School on a Venn diagram or T-chart.



8. Compare and contrast Chinatown and Cow Hollow on a T-chart.

CHINATOWN	COW HOLLOW
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9. Analyze the text for how the author used literary devices and symbolism to tell Mamie’s story.
- Find examples of similes—phrases that use “like” or “as” to compare two things:
e.g., “Now that door slammed shut in her face **like a locked treasure chest**” (p.11).
 - Find examples of alliteration—words that have the same beginning sound in a phrase:
e.g., “Mamie **h**ear**h**ow **h**heartbroken **h**er parents were at the school board’s response” (p. 18).
 - Find examples of rhyming words, both auditory and visual:
e.g., “The **hustle** and **bustle** [exact rhyme] of Chinatown was much louder than Mamie’s quiet neighborhood of **Cow Hollow** [visual/sight/eye rhyme]” (p. 34).
 - Find examples of imagery and sensory description (what can you see, taste, smell, touch, and hear).
 - Find examples of symbolism (e.g., treasure, Gold Mountain, and redwood trees).
10. How do these literary devices help the reader understand the setting of the story better?

STORY MAP

for MAMIE TAKES A STAND

Use the story map below to write the story elements and list the main events in the story in chronological order: setting, characters, plot, conflict/problem, and story arc (Mamie’s attempts to overcome the obstacles that prevent her from reaching her goal). Then draw emojis in the second column to express how Mamie was feeling during each event in the story. How does Mamie change from the beginning to the end of the story?

TITLE:

Author:

Illustrator:

Genre:

CHARACTERS:

Family members:

Government officials:

People in Mamie’s community:

SETTING:

Location (city, state):

Description of schools and neighborhoods:

Time period:

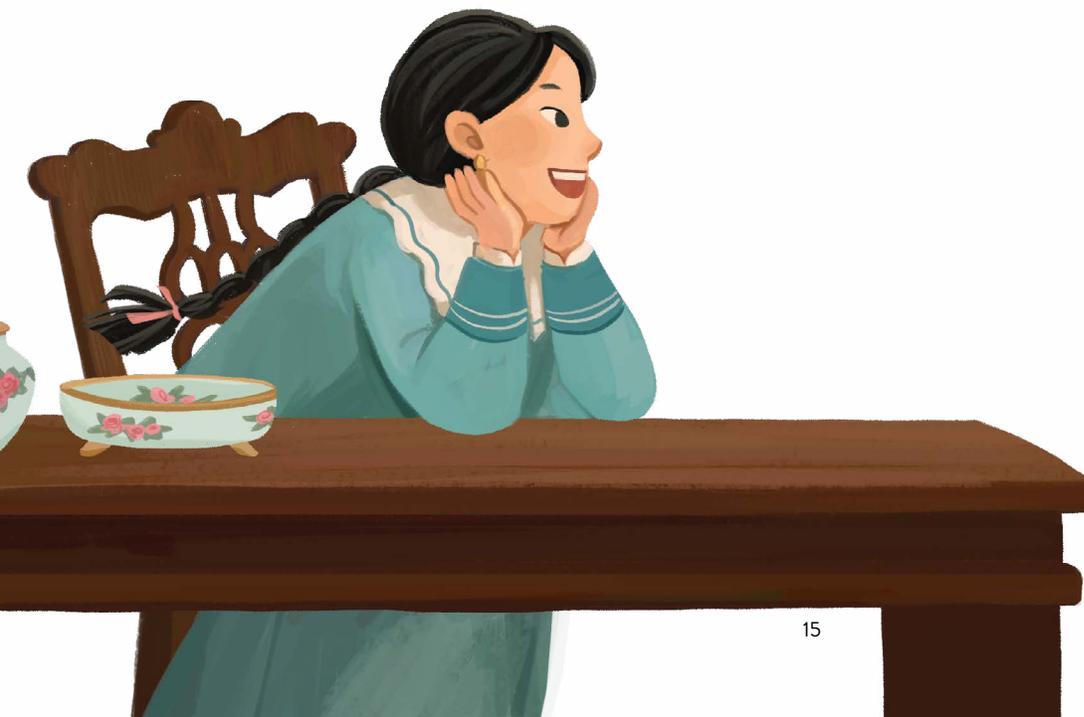
Significant world events or legislation passed during this time:

Important dates in Mamie’s life:

BEGINNING (EXPOSITION)	Draw an emoji or write a word to describe how Mamie feels during each event in the story.
Problem (Conflict):	
Obstacles Mamie faces in the story (RISING ACTION):	
First attempt to solve the problem:	
Second attempt to solve the problem:	
Third attempt to solve the problem:	
MIDDLE (CLIMAX)	
Fourth attempt to solve the problem:	
FALLING ACTION	
Fifth attempt to solve the problem:	
Sixth attempt to solve the problem:	
Seventh attempt to solve the problem:	
END (RESOLUTION)	
Solution:	

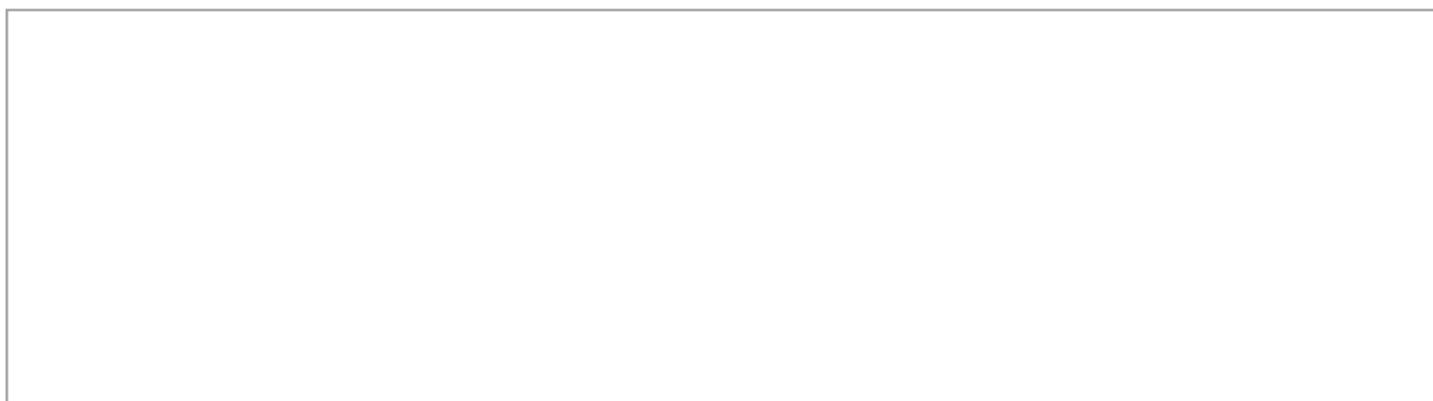
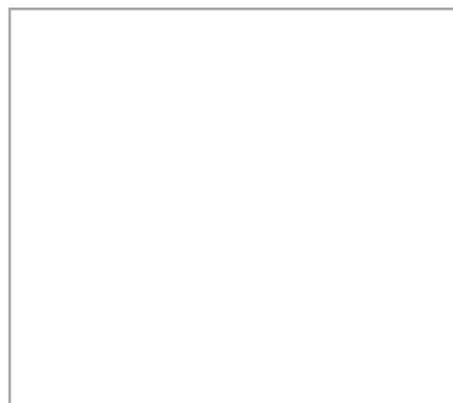
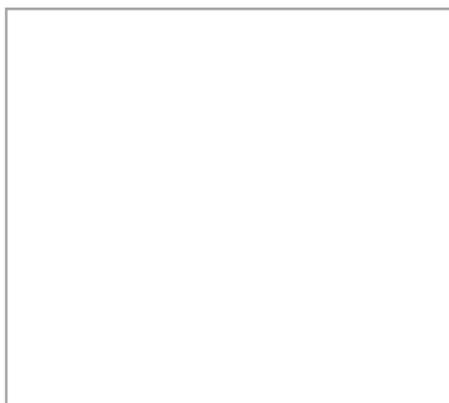
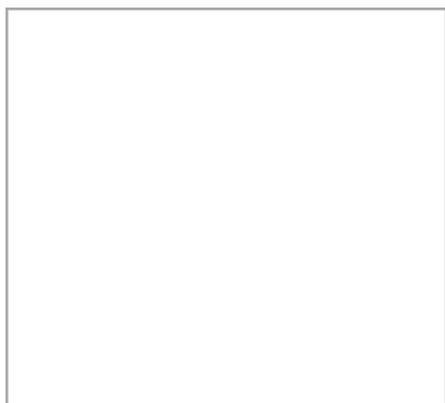
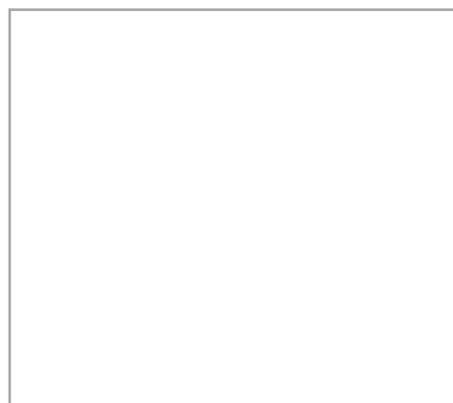
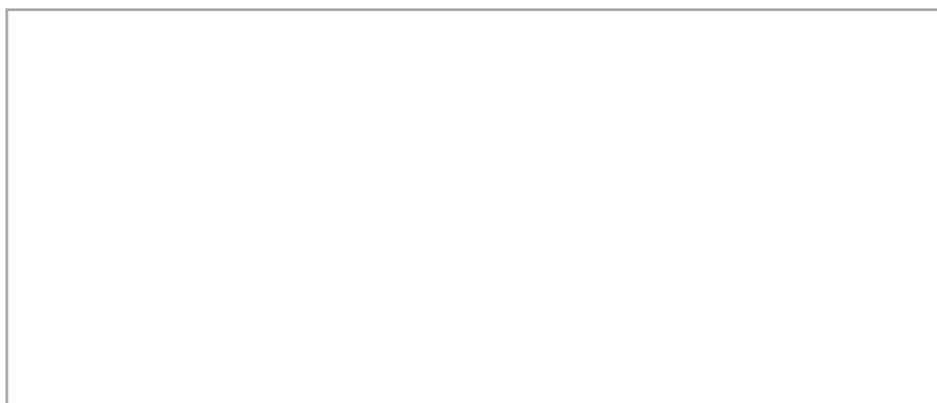
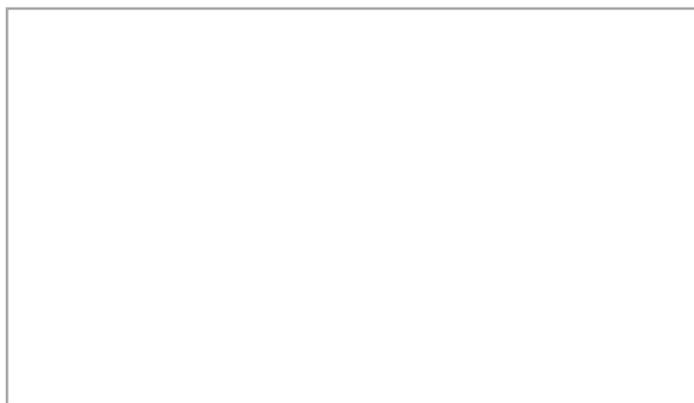
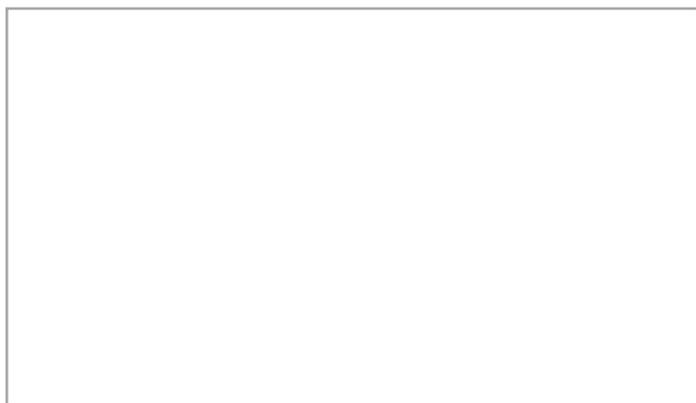
THEMES AND LESSONS LEARNED

1. How does Mamie change from the beginning to the end of the story?
2. How does Mamie's story connect to my life today?
3. Have you ever felt like Mamie did in the story? Would you have felt the same or different if you were not allowed to go to your local public school?
4. Do you know someone who may have experienced prejudice and discrimination in your school or community? How can you offer empathy and support?



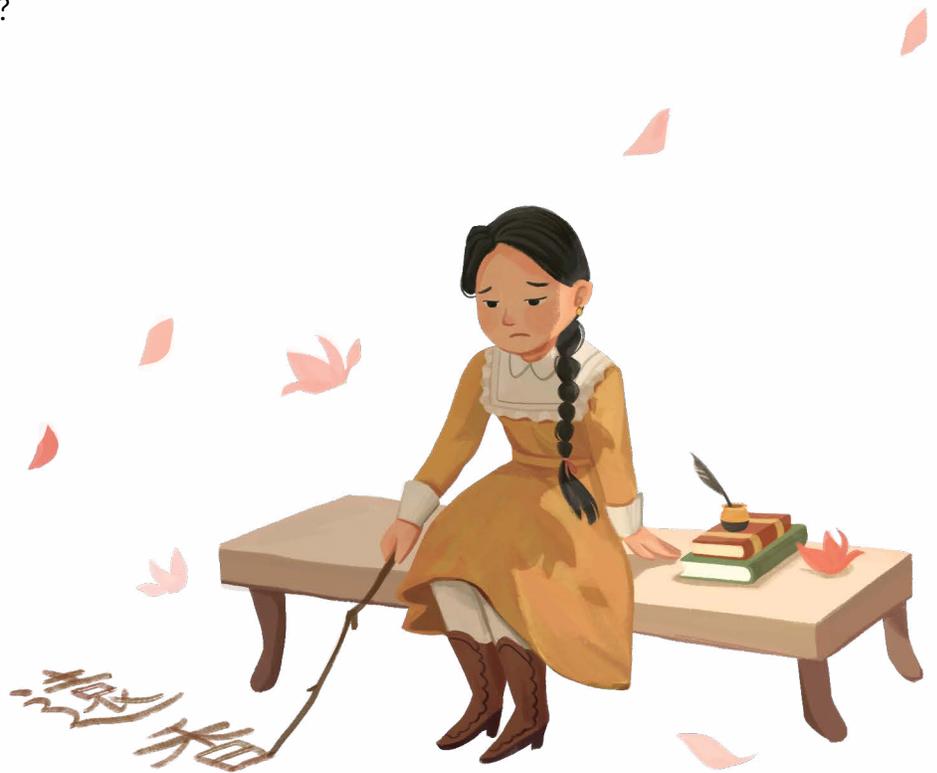
EXTENSION ACTIVITY

Use the story map to draw a one-page comic about the main events of the story.



AFTER READING

1. Why was Mamie's case important? List the cause and effect and far-reaching effect then and today.
2. Read the back matter: afterword, historic note, author's note about the research, timeline, notes on Chinese pronunciation, important words to know, and source notes. Does Mamie's story inspire you because you know it's a true story? How do you know it is true? (author's note, primary sources, photographs, artifacts, interviews, etc.). Does it make a difference that this book is nonfiction? Why?
3. How was Mamie's life affected by the Chinese Exclusion Act of 1882?
4. Read the author's note on the pronunciation of Chinese names in *Mamie Takes a Stand*. Although Chinese is written using the same characters (simplified or traditional), there are many different dialects of Chinese (Cantonese, Mandarin, *Hoisan-wa/Toisanese*, etc.); therefore, Chinese characters are pronounced differently depending on the dialect. Mamie had both a Chinese and an English name. How do Mamie's names represent what she did and the impact she had? How was her name symbolic?



ART and LANGUAGE

Chinese calligraphy is written using a paintbrush and black sumi ink. Trace Mamie’s Chinese name using black ink or washable black tempera paint and a brush using the example below that has the stroke order.

WRITING CHINESE CALLIGRAPHY

Follow the stroke order to write Mamie Tape’s name, 遠香, “Yuen Heung” in Cantonese and “Yuǎn Xiāng” in Mandarin), translated “distant fragrance”* in Chinese characters. Trace each stroke with a black marker, crayon, or paintbrush dipped in sumi ink or washable tempera paint. You can use the outlined Chinese characters to practice. Then try writing the Chinese words on your own.



*Reference: Chinese words and pronunciations drawn from Mae Ngai, *The Lucky Ones: One Family and the Extraordinary Invention of Chinese America* (New York: Houghton Mifflin Harcourt, 2010).

CHARACTER TRAITS

MAMIE TAKES A STAND MINI-BOOK

1. Use the boxes on the next page to create a mini-book (8-page zine).
2. Fold one piece of 8 ½ x 11-inch paper once vertically (like a hot dog). Open up the paper. Fold the paper twice horizontally (like a hamburger) on the dotted lines to create eight equal rectangular boxes.
3. Open up the paper. Fold in half horizontally (like a hamburger) and cut on the solid line..
4. Open up the paper. Fold in half vertically (like a hot dog). Open the center hole outward so that the center folds to create a cross shape. Alternative method: Use your hands to push in the sides toward the center to create a cross shape.
5. Press down the other pages and you have a mini-book!
6. Draw Mamie Tape's picture on the cover.
7. Then choose seven characters from the book to describe and sketch a picture of each character: Joseph Tape, Mrs. Mary Tape, Frederick Bee, Andrew Moulder (school superintendent), Miss Jennie Hurley, Rev. Otis Gibson, William Gibson, and Judge James Maguire.
8. Write the character's name, job, skills and character traits, and actions (How did this person help or hinder Mamie from going to Spring Valley School?) on each page.
9. Share your book with a classmate, friend, neighbor, or family member.



Actions/ Traits:

Actions/ Traits:

Actions/ Traits:

Skills:

Skills:

Skills:

Job:

Job:

Job:

Name:

Name:

Name:

Name:

Name:

Name:

Name:

Job:

Job:

Job:

Job:

Skills:

Skills:

Skills:

Skills:

Actions/ Traits:

Actions/ Traits:

Actions/ Traits:

Actions/ Traits:

READING

PRIMARY SOURCES

MRS. MARY TAPE'S LETTER TO THE SCHOOL BOARD

What is a primary source? List examples.

What is a secondary source? List examples.

Why is it important to read primary sources when researching a biography or historical event?

Look at the source notes in the back matter of *Mamie Takes a Stand*. Which citations are primary sources?

Which references are secondary sources?

Read Mrs. Mary Tape's letter that she wrote to the San Francisco Board of Education in 1885.

Mary Tape, "A Chinese Mother's Letter," *Daily Alta California*, Volume 38, Number 12786, April 16, 1885, California Digital Newspaper Collection, Center for Bibliographic Studies and Research, University of California, Riverside, <https://cdnc.ucr.edu/?a=d&d=DAC18850416.2.3>

How is reading this letter, a primary source, different from other articles (secondary sources) that are just written about the Tape family and the case of *Tape v. Hurley*? Does it give a more accurate view of the Tape family's experience?



WRITING PROMPTS

1. Use a first-person point of view to write a journal entry or friendly letter that shows how Mamie might have felt about her first day going to Spring Valley School.
2. Pretend you are Mrs. Tape. What would you write to the school board to protest their mistreatment of Mamie?
3. Use tea bags to make antique paper and write your letter on it. (See sample letters and directions below.)

ANTIQUÉ LETTER WRITING

Make your own antique parchment paper.

1. Heat a cup of hot water in a mug for about 1 minute in the microwave. You can also use a tea kettle or boil a cup of water in a small pot. (Caution: Children should only use the stove or microwave with adult supervision.)
2. Turn off the stove. Remove hot water from heat.
3. Pour water into a 9 x 13 or 8 x 8-inch baking pan or glass casserole dish.
4. Place 1 tea bag in the pan or dish and steep for about 3 minutes.
5. Allow the water to cool.
6. Gently crumple a piece of 8½ x 11-inch cardstock paper into a ball (do not use regular copy or construction paper; they are too thin and will tear).
7. Unfold the paper and immerse the flattened paper in the water that has been steeped with a tea bag for about 30 seconds to 1 minute. (Caution: make sure the water is cool.)
8. Lay flat on a plate or wire rack to dry. Preferred method: use a blow dryer to dry the paper more quickly.
9. Now you have a piece of antique paper that looks like the vintage paper from the 1800s that Mamie or Mrs. Mary Tape might have used to write.
10. Once the paper is completely dry, if you have a pointed pen with a steel nib and ink, you can use calligraphy or fancy cursive handwriting to write your letter. (See the sample letters below.)



READING

PRIMARY SOURCES

FOURTEENTH AMENDMENT TO THE US CONSTITUTION

<https://www.archives.gov/milestone-documents/14th-amendment>

1. What rights did the Fourteenth Amendment protect?
2. How was citizenship defined according to the Fourteenth Amendment?
3. How did the Fourteenth Amendment apply to Mamie's case?



READING

PRIMARY SOURCES

FREDERICK BEE'S LETTER TO THE SCHOOL SUPERINTENDENT

In *Mamie Takes a Stand*, Joseph Tape asks Frederick Bee, the Chinese Consul in San Francisco, for help. Frederick Bee was an American lawyer and advised Chinese immigrants on legal matters, especially in cases concerning prejudice and racial discrimination. Mr. Bee advocated for Chinese immigrants living in the US when unfair city laws were made against them.

Read Mr. Bee's letter to the school superintendent, dated October 4, 1884 that was published in "The School Board. Question of Admitting Chinese Pupils Causes a Debate," *San Francisco Evening Bulletin* on October 22, 1884, Volume 59, Number 13, after Mamie was denied entrance to Spring Valley Primary School.

IMPERIAL CHINESE CONSULATE GENERAL,
SAN FRANCISCO, October 4, 1884.

SIR: I have the honor to inform you that the attention of this Consulate has been called to the following: That application was made to you by one Joseph Tape, a native of China, residing in this city now and for fifteen years past, to admit as a pupil to the public schools of this city and county, his daughter, a child eight years old, and that his application was denied. The reasons given by you, if correctly reported through the press, are so inconsistent with the treaties, constitution, and laws of the United States, especially so in this case, as the child is native-born, that I consider it my duty to renew the request to admit the child, and all other Chinese children resident here who desire, to enter the public schools under your charge. An early consideration of this request will greatly oblige. I have the honor to be, with much respect, your obedient servant,

F.A. Bee,
His Imperial Majesty's Consul

What reasons does Frederick Bee give for why the school superintendent should allow Mamie to go to Spring Valley School?

How was Mr. Bee's letter an example of allyship?

Find out who your local and state representatives are. Write a letter to your representative about an injustice in your community that you care about and what you think could help solve the problem. Also, write to your local newspaper and explain what you are concerned about and what you think should be done.



READING

PRIMARY SOURCES

TAPE V. HURLEY, CALIFORNIA SUPREME COURT DECISION & OPINION

Read the opinion of the California Supreme Court about *Tape v. Hurley*, written by Justice Sharpstein.

<https://www.asianamericanlegal.com/historical-cases/tape-v-hurley/>

Was the decision unanimous?

What state law did the court refer to in their opinion that supported their ruling and decision?



PHOTO ANALYSIS *of* PRIMARY SOURCES



The Tape Family, c. 1884-1885. Courtesy of Alisa J. Kim.

PHOTOGRAPHS TAKEN BY MRS. MARY TAPE

This article written a few years after Mamie's court case, describes Mrs. Mary Tape's skills as a photographer.

“What a Chinese Girl Did: An Expert Photographer and Telegrapher,”
San Francisco Call, Volume 72, Number 176, 23 November 1892,
<https://cdnc.ucr.edu/?a=d&d=SFC18921123.1.12&e=-----en--20-DAC-1--txt-txIN-ma-mie+tape-----1>

Take a close look at the photographs Mrs. Mary Tape took during the 1800s and other Tape family photographs.

- What do you see in each photo?
 - What is the setting of each photo?
 - Who is in the photograph?
 - What are the people doing?
 - How do Mrs. Tape's photographs show examples of integration?
- (Note: Gertrude Tape is Mamie's youngest sister that was born after Emily Tape.)



Mamie Tape playing with her neighbor and her youngest sister, Gertrude, c. 1890s. Photo by Mary Tape. Courtesy of Alisa J. Kim.

MABEL MARRIOT AND GERTRUDE TAPE



Mamie's youngest sister, Gertrude Tape, playing with her African American neighbor, Mabel Marriot (sideview) in San Francisco's Chinatown, c. 1890s. Photo by Mary Tape. Courtesy of Alisa J. Kim.

MABEL MARRIOT AND GERTRUDE TAPE



Mamie's youngest sister, Gertrude Tape, playing with her African American neighbor, Mabel Marriot (holding a doll), in San Francisco's Chinatown, c. 1890s. Photo by Mary Tape. Courtesy of Alisa J. Kim.

GERTRUDE TAPE AND FRIEND AT CHINESE PRESBYTERIAN CHURCH



Mamie's youngest sister, Gertrude Tape, and a friend at the Chinese Presbyterian Church, Chinatown, San Francisco, 1894.
Photo by Mary Tape. Courtesy of Alisa J. Kim.

One of the unjust requirements during the era of the Chinese Exclusion Act was that anyone of Chinese descent (even if they were born in the US) had to carry a certificate of identity or risk deportation. Government officials could demand to see this certificate of identity at any time. Here is a copy of Mamie Tape's (Lowe) Certificate of Identity from 1916.

MAMIE TAPE'S CERTIFICATE OF IDENTITY



DESCRIPTION

Name: Mamie Hunter Lowe
Age: 40 Height: 5 11 3 in
Occupation: Housewife
Admitted as Citizen Portland, Oregon
Physical marks and peculiarities: Wale right neck; faint brown spots under right temple; long scars first and third fingers left hand
Issued at the port of Seattle, Washington
this 23d day of August 1916
Henry M. White
Immigration Officer in Charge
239/5 5017/562
PORTLAND, ORE.

No. 23143 ORIGINAL

THE UNITED STATES OF AMERICA
CERTIFICATE OF IDENTITY

ISSUED IN CONFORMITY WITH RULE 19 OF THE CHINESE RULES OF THE BUREAU OF IMMIGRATION, DEPARTMENT OF LABOR.

This is to certify that the person named and described on the reverse side hereof has been regularly admitted to the United States, as of the status indicated, whereof satisfactory proof has been submitted. This certificate is not transferable, and is granted solely for the identification and protection of said Chinese person so long as his status remains unchanged; to insure the attainment of which object an accurate description of said person is written on the reverse side hereof, and his photograph and likeness is attached, with his name written partly across, and the official seal of the United States Immigration officer signing this certificate, impressed partly over said photograph.

Mamie [Tape] Lowe, Certificate of Identity, 1916. Courtesy of Linda Doler.

ADDITIONAL TAPE FAMILY PHOTOS

MAMIE TAPE WITH HER TWO YOUNGER SISTERS



Mamie as a teenager, with her younger sisters, Emily and Gertrude Tape, Berkeley, c. 1895. Courtesy of Alisa J. Kim.

Joseph and Mary Tape enjoyed traveling to different places.

JOSEPH AND MARY TAPE, 1922



Mary and Joseph Tape, 1922. Courtesy of Mitchell Kim.

FRANK, JOSEPH, AND RUBY TAPE



Frank Tape, Joseph Tape, and Ruby Kim Tape (Frank's wife) enjoying the outdoors, 1922. Courtesy of Mitchell Kim.

Joseph Tape owned his own delivery and express business and knew how to drive a horse and wagon. Here is a fun picture of Joseph Tape taking a photo with a wagon and an ostrich on a trip to Los Angeles, California.

MARY AND JOSEPH TAPE WITH OSTRICH, LOS ANGELES, LINCOLN PARK 1923

(Ruby Kim Tape, their daughter-in-law and Frank Tape's wife, is standing next to them.)



Joseph Tape, Mary Tape, and Frank Tape's wife, Ruby Kim Tape, with an ostrich in Los Angeles, California, 1923. Courtesy of Mitchell Kim.

ANALYZING ARTIFACTS

Although Mamie Tape was denied entrance to Spring Valley School, Mary Tape had the opportunity to participate in painting and ceramic classes at the Mechanics' Institute in San Francisco (a library and cultural center that provided art classes, vocational, and technical training), where she earned her diploma in ceramic art. Her paintings and porcelain dishes were displayed in the Industrial Exhibition of the Mechanics' Institute the same year that Mamie's case went to the California Supreme Court in 1885. It is significant that Mary Tape was allowed to take classes at the Mechanics' Institute regardless of her race or ethnic background.

Look at the photographs below of Mary Tape's chrysanthemum painting (1901) and her porcelain dishes. Can you find illustrations of her artwork in *Mamie Takes a Stand*? How did the illustrator, Sian James, refer to these artifacts to make the illustrations more historically accurate?

MRS. MARY TAPE'S CHRYSANTHEMUM PAINTING



Chrysanthemums painted by Mrs. Mary Tape, 1901. Courtesy of Linda Doler.

MRS. MARY TAPE'S PORCELAIN DISHES



Porcelain cup and ceramic dishes painted by Mrs. Mary Tape. Courtesy of Linda Doler.



GLOBAL *and* SOCIAL STUDIES

GEOGRAPHY: MAPPING MAMIE'S NEIGHBORHOOD

Look at a map of San Francisco to find Mamie's home on Green Street. Spring Valley School is at the intersection of Union Street and Franklin Street (now the site of Sherman Elementary School), near Green Street. Then look up the original site of the Chinese Primary School on Stone Street near Jackson Street and Powell Street. Use a map scale and ruler or online map to find the distance from Mamie's home to Spring Valley School and Mamie's home to the Chinese Primary School. Compare the difference in distance between the schools.

Was it fair that Mamie had to go to a school that was much farther away because she was Chinese?

PHYSICAL EDUCATION: WALKING THE DISTANCE

Walk the length (about 0.1 mile) from Mamie's home on Green Street to Spring Valley School in Cow Hollow. Walk the length (about 1.2 miles) from Mamie's home to the Chinese Primary School in Chinatown (you may need to make multiple laps if you can't go the exact distance). Compare the difference in distance between the schools.

How do you think Mamie felt about traveling a longer distance to go to school?

How does this compare to how far you go to school or how far your local public school is from your home?



CARTOGRAPHY (MAP MAKING): DRAWING MAMIE'S SCHOOL ROUTE

On a posterboard, draw a map of Mamie's neighborhood and Chinatown. Draw a map key with a scale (for example, 1 inch = 1 mile) and see how far the distance is. Use modeling clay to make a figure of Mamie to reenact her walking the distance from home to Spring Valley School and how far she traveled from home to Chinatown on your map.

SOCIAL STUDIES: LEARNING ABOUT COUNTRIES AND CULTURAL TRADITIONS

Joseph and Mary Tape were born in China and lived in Asia before immigrating to the US. The United States consists of immigrants who come from many different countries and cultures. Research and learn about another country and culture. Make a slide deck of interesting facts about the languages spoken and cultural traditions celebrated there, and share this country's history with others.

What do you appreciate about these different cultures?



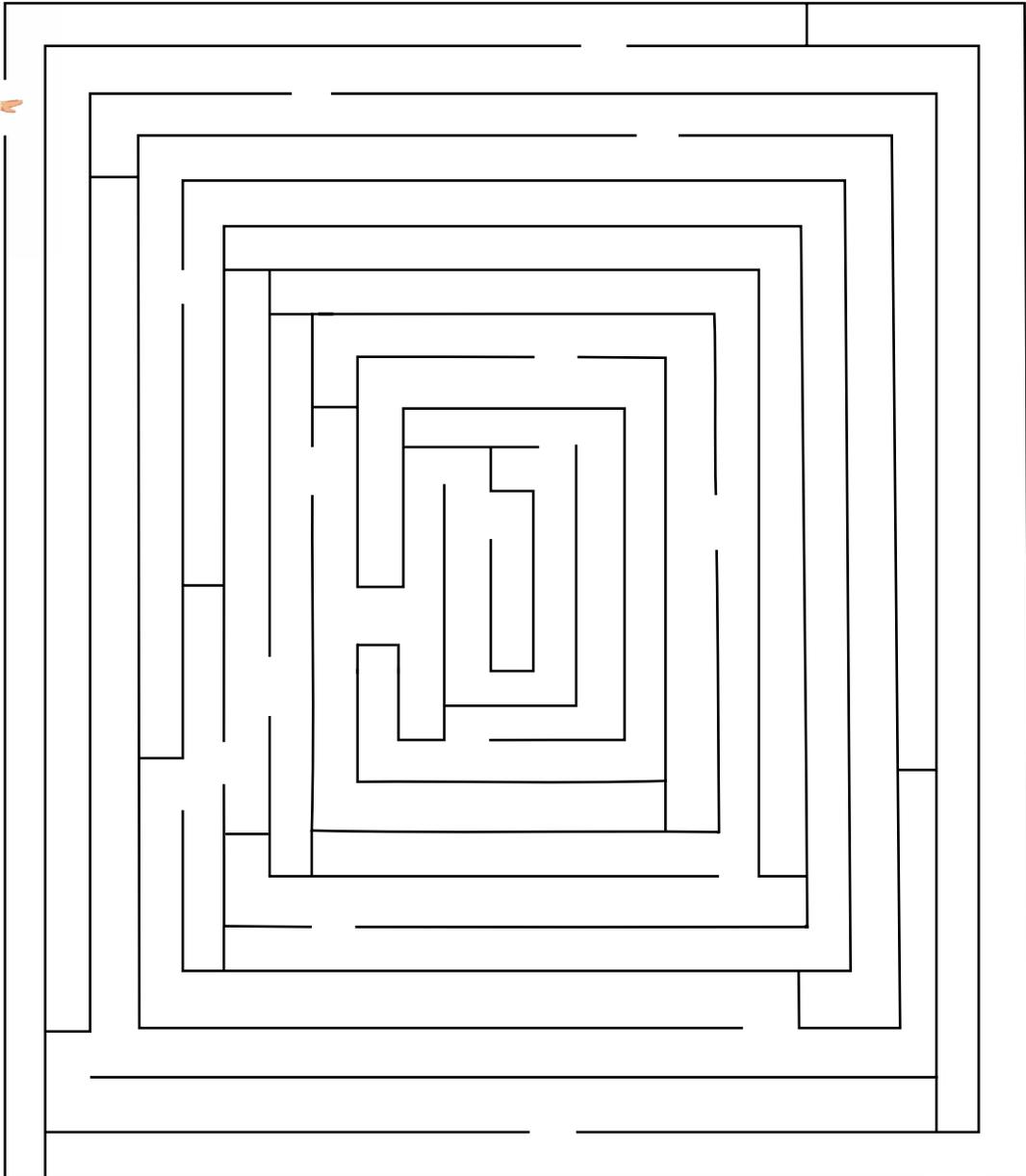
JUST *for* FUN

MAMIE'S MAZE

Help Mamie Tape find her treasure and her way to school.



START



FINISH

COOKING

In *Mamie Takes a Stand*, Mamie enjoyed eating chow mein. She also remembered Chinese friends giving her family bok choy. Try cooking some of the Chinese and American dishes mentioned in the book and other favorite foods that Mamie liked to eat. Here are some recipes to make these Chinese dishes.

Note: Children should only use the stove and sharp cooking utensils/tools with adult supervision.



BOK CHOY STIR-FRY

(This is the author's family recipe)

YIELD: 5 to 6 servings

INGREDIENTS

- 1 lb. green baby bok choy (about 5 small bundles)
- 2 cloves of fresh minced garlic (about 1 tsp)
- Salt to taste
- 1 tbsp. cooking oil

DIRECTIONS

1. Trim and discard the bottom of each bok choy bundle.
2. Separate the bok choy leaves. Wash thoroughly in a large bowl and drain in a colander.
3. Chop the bok choy. (Some people prefer to cook the whole stem of bok choy or slice it in half or quarters, but to make it easier for children to chew, I chop the bok choy into smaller pieces.)
4. Peel the garlic cloves. Press the garlic. Chop and mince the garlic cloves finely or use a garlic press.
5. Heat frying pan or wok on medium high heat.
6. Add 1 to 2 tablespoons of oil. Test to see if the oil is hot enough and put just one piece of garlic in it and see if it sizzles. Then add the rest of the minced garlic. Sauté in the pan briefly and make sure the garlic doesn't burn.
7. Add bok choy. Stir-fry until tender. Sprinkle salt to taste.
Optional: Instead of salt, drizzle 1 tablespoon of oyster sauce and stir fry with bok choy for added flavor.

CHOW MEIN

(This is the author's family recipe)

YIELD: 4 to 6 servings

INGREDIENTS

- | | |
|---|--|
| 1 lb. fresh chow mein/lo mein noodles.
(Note: These are not dry noodles and not the fresh, thin, crispy egg noodles that are a different version of chow mein.) You can buy fresh chow mein noodles at an Asian grocery store in the refrigerated section. | 5 cups napa cabbage (about 7 leaves) |
| 1 cup carrots (about 2 to 3 medium-sized carrots) peeled and sliced into circles | 1 tbsp. minced garlic (about 3 cloves) |
| ¼ cup scallions, chopped finely | 1 lb. boneless, skinless chicken breasts |
| 1 cup chopped onion (about ½ onion) | 1 tbsp. sesame oil |
| 4 eggs | 3 tbsp. soy sauce, divided |
| | ½ cup chicken broth |
| | 1 ½ tbsp. corn starch |
| | 1 tsp. baking soda |
| | salt to taste |
| | cooking oil |

DIRECTIONS

1. Peel and mince 3 cloves of fresh garlic and set aside.
2. Wash, peel, and slice 2 to 3 medium-size carrots into circles.
3. Chop ½ of an onion (about 1 cup).
4. Finely chop 2 to 3 scallions.
5. Wash about 5 to 7 leaves of napa cabbage. Slice each leaf in half. Then chop the leaves into smaller pieces.
6. Cut and slice 2 chicken breasts (1 lb.) into smaller pieces and place in a medium-sized bowl.
7. Add 2 tbsp. soy sauce and 1 tbsp. sesame oil to the chicken. Mix well.
8. Sprinkle 1 ½ tbsp. corn starch over the chicken and mix well.
9. Add 1 tsp. baking soda to the chicken to tenderize the meat.
10. Marinate chicken for 15 minutes while prepping and cooking the other ingredients.
11. Break four eggs into a bowl and mix with a wire whisk or fork.
12. Add 1 tbsp. oil and heat a large frying pan or wok to medium high heat. Add eggs and scramble until eggs are thoroughly cooked. Set eggs aside.
13. Add 1 tbsp. oil and sauté garlic and onions. Add the chicken and stir-fry until chicken is cooked thoroughly. Set chicken aside.
14. Add 1 tbsp. oil and stir-fry the carrots and napa cabbage. Add ½ cup of chicken broth to add more flavor and soften the vegetables.
15. Gently separate the fresh chow mein noodles and rinse briefly in a colander and drain.
16. Stir-fry the noodles with the vegetables. If the noodles are stuck together, you may add some sesame oil to separate them.
17. Drizzle soy sauce over the noodles to add more flavor.
18. Combine chicken and eggs with noodles and vegetables.
19. Stir-fry until most of the liquid has been absorbed by the noodles and add scallions.
20. Sprinkle salt to taste.



Alternative cooking method: The Tape family enjoyed pan-frying these chow mein noodles until they were crisp and brown. This requires frying the noodles in about ¼ cup of oil in a frying pan or wok for about 5 to 10 minutes on each side making them crispier than the version above and omitting the step of adding the chicken broth.

FURTHER READING *and* RESOURCES

COMPARING SCHOOL RIGHTS' COURT CASES

Read one of the biographies below about other children who fought for school rights.

Bridges, Ruby. *I Am Ruby Bridges*. Illus. Nikkolas Smith. New York: Orchard Books, an imprint of Scholastic, 2022.

Bridges, Ruby and Grace Maccarone. *Let's Read About . . . Ruby Bridges*. Illus. Cornelius Van Wright and Ying-Hwa Hu. New York: Scholastic, 2003.

Coles, Robert. *The Story of Ruby Bridges*. Illus. George Ford. New York: Scholastic, 1995.

Conkling, Winifred. *Sylvia and Aki*. New York: Tricycle, an imprint of Random House, 2011.

Note: This is historical fiction but gives some insight into Sylvia Mendez's life and her family's friendship with a Japanese American family during the time of the Mendez et al v. Westminster et al case.

Goodman, Susan E. *The First Step: How One Girl Put Segregation on Trial*. Illus. E.B. Lewis, New York: Bloomsbury, 2016.

Hale, Christy. *All Equal: The Ballad of Lemon Grove*. New York: Children's Book Press, an imprint of Lee & Low Books Inc., 2019.

Munemitsu, Janice. Foreword by Sylvia Mendez. *The Kindness of Color: The Story of Two Families and Mendez et al v. Westminster, The 1947 Desegregation of California Public Schools*, 2021.

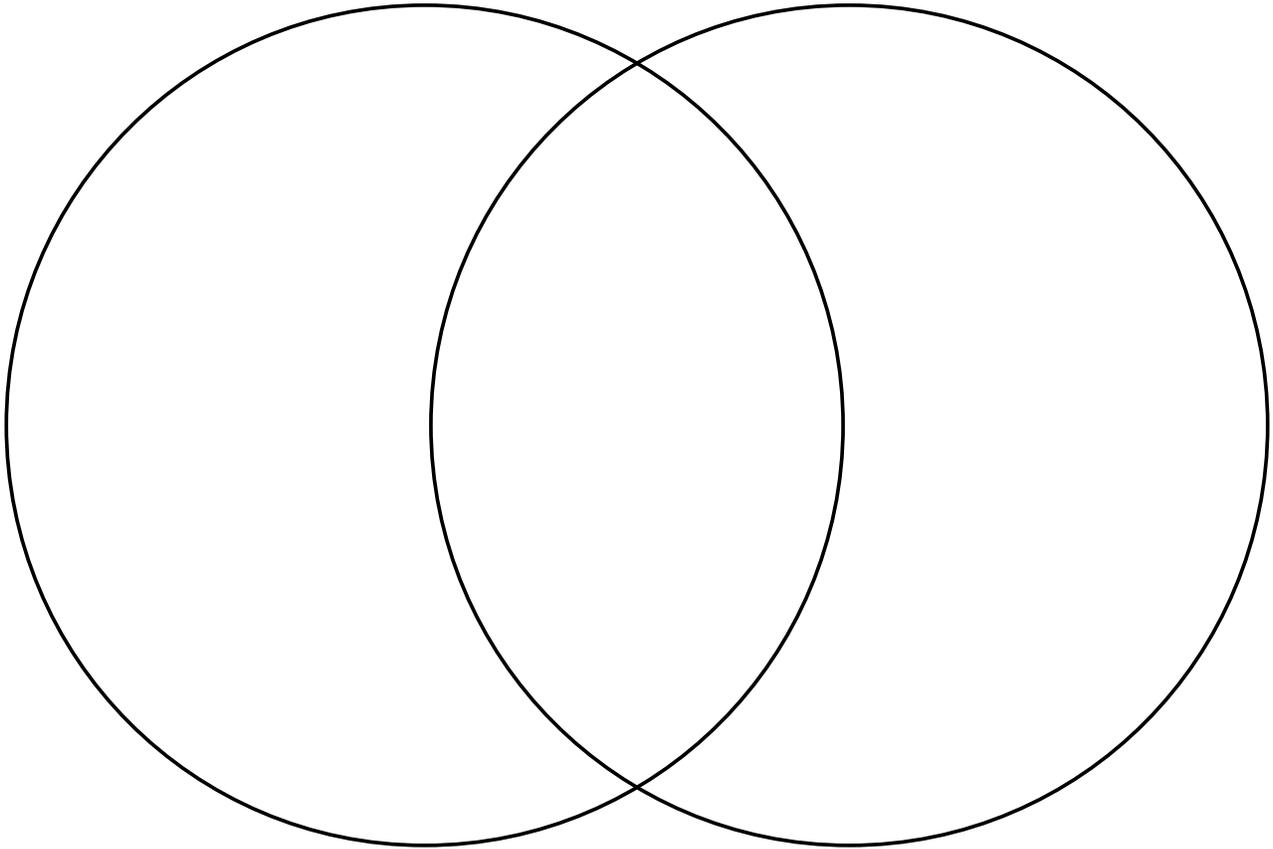
Note: This is a non-fiction biography written for high school students/young adults and adults, but it provides a unique and valuable perspective on the intersection of how a Japanese American family and Sylvia Mendez's family helped one another during the case of Mendez et al v. Westminster et al during World War II.

Tonatiuh, Duncan. *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*. New York: Abrams Books for Young Readers, an imprint of Abrams, 2014.



COMPARING SCHOOL RIGHTS' COURT CASES

Use a Venn diagram to compare Mamie's court case with another case. List how the experiences of these children are similar, where the two circles overlap, and how they are different, under each heading in the semi-circles.



Reenact or write a reader's theater of what Mamie Tape, Ruby Bridges, Sylvia Mendez, and Linda Brown might say to each other at a tea party. Dress up like the different characters.

LEARNING ABOUT POINT OF VIEW

Read another biography about Mamie Tape, such as *Mamie Tape Fights to Go to School: Based on a True Story* by Traci Huahn and illustrated by Michelle Chan (Crown Books for Young Readers, 2024). Traci Huahn chose to narrate the story from a first-person point of view and states that the dialogue is imagined and that though the story is based on actual events, it is historical fiction.

How is this book the same or different from *Mamie Takes a Stand: The True Story of Mamie Tape, a Chinese American Girl's Fight for School Rights*, by Marie Chan and illustrated by Sian James (Ten Peaks Press, 2024), which is written from a third-person point of view? How does reading Mamie's story from two different points of view help you understand Mamie Tape's life and court case better?

Compare and contrast the illustrations from each of these books. How are they similar? How are they different in what aspects of Mamie's life each illustrator chose to highlight in their artwork? How did each illustrator make the artwork historically accurate? Or do some of the illustrations show more symbolism than a literal representation or interpretation of the setting?

DOCUMENTARY VIDEOS

Ding, Loni. *Mamie Tape: The Fight for Equality in Education (1885-1995)*. The Center for Educational Telecommunications (CET) Films, 2000.

"The Fight Against School Segregation." *Asian Americans*. PBS Film Series. WETA, Washington DC and CAAM (Video), 2020. <https://ca.pbslearningmedia.org/resource/fight-against-school-segregation-video/asian-americans-video/>

Wong, Winnie. *AAPI Civil Rights Heroes - Mamie Tape*. Asian Americans Advancing Justice Asian Law Caucus, 2013. <https://vimeo.com/93335569>.



ANSWER KEY: CROSSWORD PUZZLE

- | | | |
|---------------|--------------|------------------|
| 1. School | 8. fight | 15. case |
| 2. Tape | 9. home | 16. prejudice |
| 3. California | 10. lawyers | 17. eight |
| 4. China | 11. wrote | 18. neighborhood |
| 5. Gold | 12. Chinese | 19. Fourteenth |
| 6. Court | 13. courage | 20. treasure |
| 7. public | 14. admitted | |

SECRET MESSAGE: S T A N D U P F O R W H A T ' S R I G H T

ANSWER KEY: WORD SEARCH WITH IMPORTANT WORDS TO KNOW FROM MAMIE TAKES A STAND

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

