

Daily Instructional Lesson Plan Day 1

Content Area(s)/Course/Grade: English Language Arts 11/12	Unit: Recognizing Hate Crimes Against Minorities
Lesson Topic: Hate Crimes in Contemporary Society	Date: Optional
Teacher: ELA 11/12	School: Various
<p>Common Core Standard(s): <u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.2</u> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	
<p>Student Outcome(s): Students will recognize central themes of various texts that illustrate/depict institutional racism reflecting historical episodes of this to compose a synthesis essay that relates historical events to current hate against the AAPI community.</p>	
<p>Context for Learning</p>	
<p>The current climate of hate against the AAPI community is shocking. To understand the complexity of this issue, students must recognize that it is part of a larger trend of institutional and systemic episodes of hate crimes and race brutality. These events are not new...in fact, they reflect a larger and more deeply rooted plague in our society. We can see connections between the African American Community and the AAPI community. In doing so, we can build community understanding and address these concerns with an informed knowledge base. The cliché platitude stands. If we do not learn from history, we are doomed to repeat it. This learning sequence engages students with multiple sources around institutional and systemic attacks on minorities. The end goal is</p>	

for students to create a synthesis writing task that asks students to make a formal argument.

Instructional Delivery

Anticipatory Set: Students will be handed the children's story of Vanessa and Oscar. Students are to read it silently and note areas that concern racism, stereotyping and misunderstanding. (10-15 minutes)

Ignite Activity: Teacher will hand out cards that either say "Vanessa" or "Oscar". After, students will be given an opportunity to journal about their "character". They are to write without stopping about how they felt, their motivations, their concerns, their learning, and how they see the world. After about 10 minutes of writing the teacher will stop the writing. The teacher will then pair the "Vanessas" with the "Oscars". First, they will exchange writings and each will silently read what is written down (3 mins). Then, they will share moments from the writing in discussion to begin to understand each other (2 Mins).

Reflection of Ignite Activity: Teacher will lead students through reflecting about the task. Intentional questions:

1. How did this make you feel gaining the persona/perspective of someone else?
2. What was it like reading someone else's perspective?
3. How does this reflect or could encourage understanding between two people that perhaps do not understand each other?

Focus Texts: Teacher will hand out the following focus texts:

http://www.aasc.ucla.edu/resources/untoldstories/UCRS_Joseph_Ileto.pdf

The teacher will read and pause after each section having students annotate the article using the frames for Language support:

This section was about _____.

This part discusses _____.

After the reading, the teacher will divide students into small groups. The students will select one piece of media to inquire about from:

<https://www.vincentwhofilm.com/interviews/>

They will then discuss the video and create a digital Venn Diagram (http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf) making connections between the media and the reading. (be more specific)

Resources:

1. Media: <https://www.vincentwhofilm.com/interviews/>
2. Venn Diagram: http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf

Assessment/Evaluation (Formative/Summative)

Teachers will collect (if in person or hard copy) the venn diagrams from the groups and review for understanding and provide commentary/feedback to students for the next day.

Daily Instructional Lesson Plan Day 2

Content Area(s)/Course/Grade:
English Language Arts 11/12

Unit:

	Recognizing Hate Crimes Against Minorities
Lesson Topic: Hate Crimes in Contemporary Society	Date: Optional
Teacher: Various	School: Various
<p>Common Core Standard(s): <u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.2</u> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	
<p>Student Outcome(s): Students will recognize central themes of various texts that illustrate/depict institutional racism reflecting historical episodes of this to compose a synthesis essay that relates historical events to current hate against the AAPI community.</p>	
Context for Learning	
<p>The current climate of hate against the AAPI community is shocking. To understand the complexity of this issue, students must recognize that it is part of a larger trend of institutional and systemic episodes of hate crimes and race brutality. These events are not new...in fact, they reflect a larger and more deeply rooted plague in our society. We can see connections between the African American Community and the AAPI community. In doing so, we can build community understanding and address these concerns with an informed knowledge base. The cliché platitudes stand. If we do not learn from history, we are doomed to repeat it. This learning sequence engages students with multiple sources around institutional and systemic attacks on minorities. The end goal is</p>	

for students to create a synthesis writing task the asks students to make a formal argument.

Instructional Delivery

Opening Activities/Motivation:

Anticipatory Set: Pose the following question to students to journal (or use a blog format on Learning Management System): Oscar uses social media to create an account that harasses Vanessa racially. What is the impact of social media use in this way? How have you seen this in your own experiences or on the news?

Ignite: Students will watch the Ted Talk presentation: [Issues of Race and Social Media](#). Then, in pairs students will do a think, write, pair, share with the following level questions:

Factual: What was one key point from the video that resonated with you?

Conceptual: How does the video illustrate stereotypes in relation to racism?

Procedural: How does using a stereotype on social media contribute to the proliferation of racism?

Metacognitive: What stereotypes do you know? How do you intervene when someone perpetuates a stereotype that could lead to further harm?

Recall: Students will take out their articles from yesterday.

(https://advancingjustice-la.org/sites/default/files/ELAMICRO%20Asian_American_Hate_Crimes_Lives_of_Vincent_Chin_Joseph_Ileto_articles.pdf)

Teacher guide students through reviewing some of the major points from the Day 1 learning sequence. Intentional questions:

1. What was one major point from each article?

Language Stem: The first article notes that _____.

Language Stem: The second article asserts that _____.

2. What is the connection between the two articles?

Language Stem: The two articles discuss _____.

Language Stem: One critical connection between the texts is _____.

Bridging: (Brief Discussion and Connection) How does news change over time? How does our understanding of events alter over time? (5 Minutes)

Focus Texts: (Text 1): https://advancingjustice-la.org/sites/default/files/ELAMICRO%20What_We_All_Assume_article.pdf

(Text 2): https://advancingjustice-la.org/sites/default/files/ELAMICRO%20Detroit_News_Columnist_Trivializes.pdf

Paired Reading/Jigsaw Activity: In pairs, students will each read one of the two focus texts. "Reader A" will read [What we all assume about Vincent Chin May Not Be So](#) and "Reader B" will read ["Detroit News Columnist Trivializes Vincent Chin's Murder and Its Legacy"](#). Both readers will complete the [GIST Protocol](#) to capture major points from the articles. After reading and completing the protocol (15 Minutes) Students will share uninterrupted with their peer reader. "Reader A" will share their protocol for 3 minutes, then "Reader B" will share their protocol for three minutes.

Resources

1. Ted Talk: <https://www.youtube.com/watch?v=y45X7Y6okKs>
2. Day 1 Resource: https://advancingjustice-la.org/sites/default/files/ELAMICRO%20Asian_American_Hate_Crimes_Lives_of_Vincent_Chin_Joseph_Ileto_articles.pdf
3. Focus Texts Day 2: (Text 1): https://advancingjustice-la.org/sites/default/files/ELAMICRO%20What_We_All_Assume_article.pdf
(Text 2): https://advancingjustice-la.org/sites/default/files/ELAMICRO%20Detroit_News_Columnist_Trivializes.pdf
4. GIST Protocol: <http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html?tab=3#tabs>
5. GIST Organizer: http://www.readwritethink.org/files/resources/lesson_images/lesson290/Template.pdf
6. Comparing Texts Graphic Organizers: http://www.paterson.k12.nj.us/11_departments/language-arts-docs/resources/Reading%20Resources/Text%20Structures/Compare%20and%20Contrast/Compare%20and%20Contrast.pdf

Assessment/Evaluation (Formative/Summative)

For the day's evaluation students (the paired readers) will complete one of the organizers to demonstrate their understanding of the focus texts. Use one of the [Comparing Texts Graphic Organizers](#). The teacher will collect the task and

then respond to the pairs with written feedback. This can be done digitally or on hard copy.

Daily Instructional Lesson Plan Day 3

Content Area(s)/Course/Grade: English Language Arts 11/12	Unit: Recognizing Hate Crimes in Against Minorities
Lesson Topic: Hate Crimes in Contemporary Society	Date: Optional
Teacher: Various	School: Various
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for students to create a synthesis writing task the asks students to make a formal argument.

Instructional Delivery

Opening Activities/Motivation:

Anticipatory Set: The article " Detroit News Column Trivializes Vincent Chin's Murder and Its Legacy" notes that, "Momentous periods in our history should be subject to re-examination...since historical accuracy is critical to who we are as Americans". *What does this quote suggest? What is meant by "re-examination"? How can we apply this quote to current events or current news?*

Bridging: Teacher will explain that the performance task will be a synthesis/argumentative writing task. To complete this task, students will need to understand, analyze and integrate the texts used throughout this learning sequence into their multi-paragraph analysis.

Primary Activity (Expert Group Sources Analysis): Teacher will place four posters around the room and divide the class into four groups. These will be known as the "expert" groups for each source. Each group will be assigned one text from the previous two days of learning.

Group 1: ["Vincent Chin/Lily Chin: The Courage to Speak Out"](#)

Group 2: ["A Family Educates to Prevent Hate Crimes: The Case of Joseph Ileteo"](#)

Group 3: ["What we all assume about the Vincent Chin case probably isn't so"](#)

Group 4: ["Detroit Columnist Trivializes Vincent Chin's Murder and its Legacy"](#)

In the expert the group, the students will collaboratively complete the following on the poster:

1. A main idea statement that uses one of the following language stems:
 - a. This text argues that _____.
 - b. The central idea of this text is _____.
 - c. The author of this text asserts that _____.
2. Three quotes that the students believe are particularly salient or powerful.

The teacher will explain that this will be a useful tool for students to draw evidence from for students to use as they will in their synthesis/argumentative writing task. After about 20-30 minutes each group will present their content to the class. This can be done in a Gallery Walk fashion or the group can come to the front of the class to present their information.

Assessment/Evaluation (Formative/Summative)

At the end of the class the teacher will present the writing prompt and students will begin to draft a thesis statement that will be used for their writing task:

Prompt: Hate crimes against minorities are becoming more visible in the United States (although their presence has been part of the fabric of the United States for many years). In a well-written, multi-paragraph synthesis/argumentative essay, address the importance of understanding hate crimes historically and presently.

Language Frames:

- a. Understanding hate crimes historically and presently is essential to _____.
- b. Addressing, intervening and stopping hate crimes are paramount to the development of equality in the United States because _____.
- c. Historical and present hate crimes are more visible and must be addressed to ensure _____.

Performance Task (Description)

After completing the learning sequence above, students will compose a multi-paragraph synthesis/argumentative writing task that addressed the prompt below:

Prompt: Hate crimes against minorities are becoming more visible in the United States (although their presence has been part of the fabric of the United States for many years). In a well-written, multi-paragraph synthesis/argumentative essay, address the importance of understanding hate crimes historically and presently.

Sources: Students are to include the following sources at **a minimum**. However, you are highly encouraged to include additional resources to bolster the strength of your writing task.

Source 1: ["Vincent Chin/Lily Chin: The Courage to Speak Out"](#)

Source 2: ["A Family Educates to Prevent Hate Crimes: The Case of Joseph Ileteo"](#)

Source 3: ["What we all assume about the Vincent Chin case probably isn't so"](#)

Source 4: ["Detroit Columnist Trivializes Vincent Chin's Murder and its Legacy"](#)

Resources:

1. [Writing a Synthesis/Argumentative Writing Task](#)
2. [The Synthesis Essay](#)
3. [MLA Format](#)

Standards Based Rubric:

RI.11-12.1 - Reading: Informational Text Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Struggled to identify evidence in the text. Unable to understand explicit meaning AND/OR inferences in the text.	Identified evidence in the text, but did not explain how it is the strongest evidence. Understood some of the explicit meaning in the text AND/OR struggled to understand inferences in the text. Identified some basic matters in the text that were left uncertain.	Identified evidence that most strongly showed understanding of both explicit meaning and major inferences. Determined where the text leaves matters uncertain.	Identified the evidence that most strongly and thoroughly supports the explicit meanings as well as major and subtle meanings in the text. Determined where the text leaves matters uncertain and proposed ideas about why these were left uncertain.
RI.11-12.2 - Reading: Informational Text Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	With help, interpreted a central idea from the text and explained how it developed over the course of the text. Summarized the text with help.	Interpreted a central idea from the text and explained how it developed over the course of the text, including specific details. Summarized the text but included personal opinions.	Interpreted two or more central ideas in the text and explained how they developed over the course of the text. Explained how the ideas interact and build on one another. Summarized the text without opinions or judgments.	Interpreted two or more meaningful and/or subtle central ideas in the text and evaluated how they developed over the course of the text. Evaluated how the ideas interact, build on, and impact one another. Clearly summarized the text without opinions or judgments.
RI.11-12.3 - Reading: Informational Text Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	With help, identified examples of where specific individuals, ideas, or events interacted and developed in the text.	Identified examples of where specific individuals, ideas, or events interacted and developed in the text.	Explained how specific individuals, ideas, or events interacted and developed over the course of the text.	Explained how specific individuals, ideas, or events interacted and developed over the course of the text. Evaluated the impact this had on the overall text.

General Rubric:

Name _____ Essay _____ Date _____ Period _____

Synthesis Essay Rubric

	4 Advanced	3 Proficient	2 Basic	1 Below Basic
Content: 4 papers must have 4's in each area	clearly synthesizes the content from several sources dealing with a single issue, paraphrasing the ideas and connecting them to other sources and related topics to demonstrate comprehension.	synthesizes content from several sources dealing with a single issue, paraphrasing the ideas and connecting them to other sources and related topics to demonstrate comprehension.	synthesizes some of the content from several sources dealing with a single issue, but paraphrasing demonstrates limited comprehension	demonstrates minimal synthesis of information
	demonstrates a thorough comprehensive grasp of the text.	demonstrates a comprehensive grasp of the text.	demonstrates a limited grasp of the text	demonstrates minimal grasp of the text
	accurately and coherently provides specific textual details and examples to support the thesis and main ideas from two or more sources.	accurately and coherently provides general textual details and examples to support the thesis and main ideas from one or more sources.	provides few if any textual details and examples to support the thesis and main ideas from at least one source	provides no textual details or examples to support the thesis and main ideas
	thoughtfully anticipates and addresses the reader's potential misunderstandings, biases, and expectations.	anticipates and addresses the reader's potential misunderstandings, biases, and expectations.	may address the reader's potential misunderstandings, biases, and expectations, but in a limited manner	does not address the reader's potential misunderstandings, biases, and expectations.
Style	provides a variety of sentence types and uses precise, descriptive language.	provides a variety of sentence types and uses some descriptive language.	provides few, if any, types of sentences and uses predictable language.	provides no sentence variety and uses limited vocabulary.
	contains few, if any, errors in the conventions of the English language. Errors are first draft in nature.	may contain some errors in the conventions of the English language. Errors do not impede understanding.	contains few, if any, errors in the conventions of the English language. Errors may impede understanding.	contains serious errors in the conventions of the English language. Errors impede understanding.

Comments: _____
