| **UCLA Anti-Asian Hate Lesson 1: Myths and Misconceptions** ||
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| **Content Area(s)/Course/Grade: 6<sup>th</sup>-8<sup>th</sup> ELA** | **Unit:**<br>**1.    Reading Informational Text** |
| **Lesson Topic: Anti-Asian Hate Awareness: Myths and Misconceptions** | **Date:** |
| **Teacher:** | **School:** |

**CCSS Literacy Standards: Reading Informational Text**

CCSS.ELA-LITERACY

RI.6.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.
RI.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.

RI.6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.7.9 - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.8.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

| Student Outcome(s): |
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| Students will examine the myths and misconceptions about Asian Americans and how these misconceptions have stereotyped this subgroup as perpetual foreigners. Through this lesson, students will recognize the misconceptions and develop their own voice in correcting these misconceptions. |

| Context for Learning |
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| Myths and misconceptions of the Asian American subgroup have caused the members of this community to be seen as "Perpetual foreigners"; which stereotype Asians as foreigners of the U.S. no matter the duration of time living in this country or whether they were American-born. Throughout U.S. history, these misconceptions have also branded Asian Americans as the cause of the country's various problems and catastrophes including economic despair, wars, terrorism, and coronavirus pandemic. |

| Instructional Delivery |
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| **Opening Activities/Motivation:**

**Video: Episode 1: Breaking Ground (54:11 min)**

Journal Entry and Partner Discussion:

1.      How have Asian-Americans been stereotyped in the past?

2.      What are the similarities to how they're stereotyped now?

3.      How might seeing positive or negative images of a group affect you; especially if you are part of the group being portrayed? |
| **Activities:**

**Activity 1:**

Read: Vanessa Chin Story
MIP – Most Important Point

Small Group Discussion Questions:

DOK L1:
1.      What celebration was Vanessa's family going to miss that made her so sad?
2.      What celebration was Vanessa looking forward to?
3.      What happened to Vanessa that made her so sad?
4.      What happened at the end of the story that turned everything around? |

DOK L2:

1.    What can you tell me about Vanessa's family and background that made her so unique?
2.    What are the similarities between Vanessa and Gilda's experience with stereotyping?
3.    Oftentimes, bullies decide to target and bully others because of the hurt they feel inside. Why do you think Oscar decided to target Vanessa in the IG post?

DOK L3:

1.    Do you think that Oscar's behavior towards Vanessa is merited? Explain your answer.
2.    What could Oscar have done differently to make himself feel better?
3.    If the girls hadn't posted the IG picture with them at the rally, what could they have done to change the situation with Oscar?

**Activity 2:**

Read: Breaking Stereotypes: [Five Common Misconceptions About Asians](#)

EQ: What are the misconceptions people have of Asians? How can we break these stereotypes? What can we do as allies of the Asian American community to conquer this issue?
Activity: 6 Word Memoir

Discussion: [Socratic Seminar](#), [Concentric Circles](#)

**Final Activity:** [Make a Protest Poster](#)

Pretend that you will be participating in an Anti-Asian Hate rally. You and your friends have read and seen reports of violent acts being perpetrated onto members of the Asian community. What message would you like people to hear? What do you want to say at this rally? Come up with a brief statement that summarizes your point of view and what you'd like others to do to stop Anti-Asian Hate?

**Extension Activities:**

**Activity 1:** How does perpetual foreigner stereotyping used by sectors of society lead to systemic racism?
Ask students to read this article ["What Hollywood's treatment of 'Minari' says about the Asian American Dream"](#); then have Small Group Discussions.

•    How has the perpetual foreigner stereotype affected members of the film industry?

•    Lee Issac Chung argues that Minari is an "American story". What are the examples of why he believes Minari is an American story?

**Activity 2:**

The Consequence of Stereotyping

What are the consequences of perpetual foreigner stereotyping on Asian Americans?

- What happened to the Japanese Americans during World War II?
- What happened to Asian Americans when the U.S. automobile industry lagged behind fuel efficient Japanese cars in the 1980s?
- What happened to Asian Americans during the 2020 coronavirus pandemic?

**Assessment/Evaluation (Formative/Summative)**

Hold discussions in small groups

**Closure:**

Exit Ticket:

1.    What does the word stereotype mean to you now?
2.    How have the articles and the Vanessa story you read in this lesson shaped your thoughts about stereotyping?