

UCLA Anti-Asian Hate Lesson 2: How to Become an Ally

**Content Area(s)/Course/Grade: 6th-8th
Grade ELA**

Unit:
1. Reading Informational Text
2. Writing Informational/Explanatory Text

Lesson Topic: How to Become an Ally for Anti-Asian Hate

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.

CCSS Writing Standards:

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Student Outcome(s):

Students will expand their understanding of how the Coronavirus pandemic is increasing racism against people who are of Chinese or Asian descent, and how they can become an ally to fight against it.

Context for Learning

With the increase in coronavirus cases comes an increase of reported hate crimes and racist acts against Asian Americans. Reports of Asian-Americans being yelled at, spat on and physically assaulted have become prevalent since the start of the pandemic, and statistics show that violent incidents against members of this group have risen exponentially. Russell Jeung, a professor at San Francisco State University, found a 50 percent rise in the number of articles mentioning anti-Asian discrimination and the coronavirus.

Asian-Americans, past and present have faced challenges of being singled out and used as scapegoats for societal issues. In 1992, the Asian-American community was targeted and victimized as the LA Riots raged through greater Los Angeles communities, and particularly Koreatown. Here, Korean American merchants were terrorized and reminded of the fact that no efforts or success will guarantee their place here in America.

Instructional Delivery

Opening Activities/Motivation:

[How Coronavirus Racism Infected My High School | NYT Opinion Video](#) (3:42 min)

Journal Entry:

Start by reflecting on what you already know about the coronavirus. You can look at the [timeline of the virus](#) for help. Then, reflect on the following questions in a journal response.

How to Combat Stereotyping

- A. What is so bad or wrong about stereotyping? Why does it need to stop?
- B. What do you think a person can do to help reduce stereotyping?
- C. What do you think society can do to stop stereotyping?

TOPIC/BACKGROUND: [Los Angeles Riots of 1992](#)

Procedures:

Activity 1:

Journal Entry: Your own experience with stereotyping

Write a personal narrative: Choose 2-3 questions to respond to in a narrative of your experience in the past.

- Have you ever experienced stereotyping?
- What difficulties have emerged when others view you differently than you view yourself?
- What difficulties have emerged when you view others differently than they view themselves?
- Have you heard of the term self-stereotyping?
- How do you think stereotypes might impact the way you see yourself?
- Have you ever experienced other people constantly saying things such as, “you are lousy at math,” and you end up believing it?
- This constant message/point of view that you may not be good at something, or that you are a certain way, might lead you to believe in something that may not be true. How do you overcome that?

Activity 2:

Read: [Los Angeles Riots of 1992](#)

Review Vocabulary:

- **Activism:** Taking action against the wrongs in society with the goal of bringing about change
- **Brutality:** Unjust use of violence; a lack of compassion
- **Civil unrest:** Disruption to the social order, usually with a political goal; for example, people rioting or fighting
- **Coalition:** a religion mainly practiced by people of South Asian descent that is not related to Islam. Practicing Sikh men and women may wear a turban. Turbans are valued because it shows their belief in equality, and that people of all faiths worship one Divine Being who created this world and lives within it.
- **Commission:** A group of people who have been given the official job of finding information about something or controlling something
- **Inter-ethnic:** Between groups of people from different countries or cultures
- **Riot:** A crowd of people disturbing the peace in a public place
- **Taskforce:** A group of people who deal with a specific problem

Discuss:

Socratic Seminar

DISCUSSION QUESTIONS

1. Why is it important to learn about the history of the 1992 Los Angeles civil unrest? How does this connect with events today?
2. What connections can you see between this part of U.S. history and the present?
3. How did the Peace Rally in Koreatown change the relationship of Korean Americans with other communities?
4. Why is it important to build solidarity with other communities?
5. What does a just and peaceful society look like to you?

Assessment/Evaluation (Formative/Summative)

Activity 3:

Read and review materials from: [How to Report a Hate Crime](#)

Create a “How to Become an Ally” booklet that includes information on how middle school students can help put a stop to these crimes when they see it happening. Include information on where to report crimes, steps on how to get help, where to go for safety, etc. Check out the [“How to Report a Hate Crime” booklets created by Esther Lim](#) for information and references on how you may create yours.

Include:

1. Purpose/Reason Why the information in y
2. Cover/Title
3. our booklet is important for students; “Why Be an Ally?” ([6th-8th Informative Writing Rubric](#))
4. Table of Contents
5. What students can do to be an ally of Anti-Asian Hate
6. Community Support Information
7. Other Pertinent Information that Students can use to become an Ally of Anti-Asian Hate
8. Be Creative!

Extension Activities:

Link: [Stand Against Hatred](#)

Closure: Present your “How to Become an Ally” booklet to small group or class.