

UCLA Anti-Asian Hate Lesson Plan

Content Area(s)/Course/Grade:

ELA (4th/5th)

Unit:

Lesson Topics:

Awareness of Anti-Asian Racism/Hate

How to be an Ally

Date:

Teacher:

School:

Standards:

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Student Outcome(s):

- i. I can provide text evidence when explaining what the text says and when making inferences.
- ii. I can determine the theme of the selection based on details from the text.

- iii. I can build on others' ideas and express my own ideas clearly.
- iv. I can respond to specific questions by making comments that contribute to the discussion and elaborates on what has been said.

Context for Learning

In light of the anti-Asian hate crimes featured on the news, the teacher will use the selected text to engage the students in reading, writing, and discussion activities so that their awareness of past and current anti-Asian hate sentiment is broadened. In addition to improving their close reading, writing, and discussion skills, students will learn how to be a better ally towards peers who may be experiencing racial discrimination/prejudice and/or learn how to better stand up for themselves if being subjected to racial discrimination/prejudice.

Instructional Delivery

Opening Activities/Motivation: Choose an Emoji, Small Fires, Think-Pair-Share

- a) Show headlines of recent anti-Asian hate crimes in the news. Use *"Choose an Emoji"* activity (under Inclusion Activities) to express their feelings and thoughts about these headlines. Students will choose an Emoji and elaborate on why that Emoji was chosen.
- b) Ask about a time when you, a classmate, and/or a family member felt uncomfortable or unsafe due to someone making fun of you/him/her or being mean due to one's race. Use the Adaptive Schools strategy, *"Small Fires"* (also under Inclusion Activities) in order to describe how you felt, and what you did. Or how your classmate or family member felt, and what he/she did?
- c) Use *"Think-Pair-Share"* to begin brainstorming what students know and what questions they might have about past or current anti-Asian hate incidences.

Close Reading:

a) 1st Read: Students read independently

- i) Who are the main characters?
- ii) Where does the story take place?
- iii) When does it take place?
- iv) What happened in the beginning, middle, and end of the story?
- v) What is the problem and solution?

Focus Question: What surprised you from the selection (annotated with an exclamation mark)?

1) First Discussion: Think-Pair-Share

I was surprised by...

2) *Second Discussion: Whole Group*

Ask students what words/ideas were unfamiliar or unclear to them and how they attempted to resolve them.

b) *2nd Read: Teacher-led Shared Reading & Think Aloud*

3) *Third Discussion: Think-Ink-Pair-Share*

Focus Question: Think about what it means to stand up for others—to be an ally (friend) during challenging times. How did the author convey to the reader that being an ally can come in different forms? Find evidence from the text to support your response.

Focus Question: What can you infer about how Vanessa's feelings changed from the beginning of the story to how she felt when her friend, Gilda stood up for her and at the end of the story? How do you know? Give at least 3 examples from the text.

c) *3rd Read: Students reread certain sections of the text.*

4) *Fourth Discussion: Written prompt and/or extended discussion*

Focus Questions:

a) What message did you take away from reading the text? Why?

b) Which part of the selection would you consider the most significant or important? Why?

d) *Write and Respond:*

The author chose to have the teacher read Dr. Seuss' *Horton Hears a Who!* How is the theme of Horton Hears a Who similar and/or different from the message of this selection? Provide textual evidence from both stories to support your response.

Text Dependent Questions:

- The author has given you information about Vanessa's two sets of grandparents. What do you know about her grandparents? What can you infer about Vanessa?

- How did Vanessa feel immediately after receiving the Instagram post? What words/phrases from the selection support why you think Vanessa was feeling a certain way?
- In the text it states, "Vanessa got sadder and angrier the more she thought about the Instagram post." What thoughts might she be having that would make her sad and angry? Explain why you think that way.
- In the text it states, "It's not Chinese people's fault that the virus started there. It's no one's fault. But some people want to place blame, even if it's not fair." What other events have you or others experienced in which you or they have been blamed for something they had nothing to do with? How do you feel or how did they feel? Why is it not fair?
- What is significant about Vincent Chin's death? Why is this event important to the plot in the story?
- In the text it states, "Vanessa remembered walking to the store with her gentle and kind Uncle Dwayne and noticing women approaching them clutch their purses to their sides and look suspiciously at him." What can you infer from the women's actions?
- What's similar and/or different about what happened to Vincent Chin, Rodney King, and George Floyd?
- Why did Gilda tell Oscar to stop calling her Dora the Explorer?
- Gilda mentioned that she has been taught to stand up for herself. What are some examples in the story in which individuals stood up for themselves?
- How did the small group session help Oscar think differently about how people get the COVID virus?
- One of the signs says, "Love, Unity, Solidarity" What did the author mean by this?
- In the story a number of signs were prepared for the anti-Asian hate protest/rally. How do you think Vanessa and Gilda felt creating signs for and participating in the protest/rally? Why do you think so?

Extensions: Focusing on How to be an Ally

- 1) Students will create a comic strip in which they feature a conversation between themselves, Vanessa, Gilda, and Oscar that occurs soon after the end of the story. If you were to see Oscar at school, what would you say to him? What do you think Vanessa and Gilda would say to him? What would Oscar say?

- 2) Students will role play in partnerships in one of the following different scenarios. How would you respond if...? What would you say and/or do?
- a) You came across an Instagram post that did not depict your friend in a respectful way.
 - b) You need to defend a classmate after hearing comments similar to Oscar's on the playground.
 - c) You heard another classmate say, "She needs to go back where she came from. Take the Chinese virus with you."
 - d) You are asked to participate in creating signs and participating in an anti-Asian hate rally.
- 3) On Flip Grid, students can share how they would be an ally to a classmate who is experiencing racial discrimination/prejudice. What would they say and do to stand up for and/or support this classmate? They can then comment on at least 3 other classmates' comments.
- 4) For additional resources and follow-up lessons, check the following links:
<https://newsela.com/lesson-sparks/ckmfvz1wz00013g5yyt6dihb9/>
(NEWSELA Lesson Guide: Asian and Asian American Allyship)
<https://www.leeandlow.com/cultures/asian-asian-american-interest>
(Asian/Asian-American Children's Books)
<https://asianamericanedu.org/hatred.html>
(Stand Against Hatred Lessons featured on the Asian American Education Project)

Assessment/Evaluation (Formative/Summative)

Teacher Reflection:

- 1) How did students respond?
- 2) What was the level of understanding?
- 3) What are your next steps in the process?

Closure/Art Activity:

Research upcoming anti-Asian hate rallies/marches. Think about a sign that you might create that you would carry during this rally/march. What message would you like to communicate?

- A) Students will write a journal entry explaining their message and why it is pertinent.
- B) Students will create a colorful poster with this message.
- C) Students will engage in a gallery walk to read classmates' journal entries and take a look at their posters.
- D) Students will do 2 Stars and a Wish on at least 3 classmates' contributions.