



# Ethnic Studies Lesson 5L: Asian American Civil Rights Effectiveness

**TOPIC:**

ASIAN AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

**Themes:**

2. History and Movement
4. Social Movements and Equity

**Values and Principles:**

2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

**English Language Arts Standards (11th and 12th Grade):****Reading—Informational Text (RI.11-12)**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RI.11-12.6)

**Writing—(W.11-12)**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2)

**Social Sciences Standards (11th and 12th Grade):****History-Social Science Content Standards—(Grades 9-12)**

Analyze the impact of social movements and reforms on changing societal norms and policies. (11.10)

Analyze the impact of landmark Supreme Court cases and legislation on the advancement of civil rights and liberties. (12.5)

## Lesson Purpose

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Students will investigate Asian American cases, people, organizations, and events to determine what aspects of American democracy have been used to further Asian American civil rights, as well as their effectiveness.

## Essential Questions

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*How did Asian Americans use the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, and other rights guaranteed in a democratic society to improve their civil rights, and how effective have these measures been?*

*How has life changed for Asian Americans over the last 150 years?*

## Materials

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[Retro Report: The Crime That Fueled an Asian American Civil Rights Movement](#)

[FBI Hate Crimes Database](#)

[Department of Justice: State Data](#)

[Unit 5 KWL Chart](#)

## Vocabulary

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hate crime

Hate Crime Statistics Act of 1990

## Lesson Steps

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### Step 1:

- As a class, ask students what aspects of democratic culture have already been discussed that can lead to the improvement of civil rights over time. Help students remember that the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, etc., have all been discussed in class. Have students watch [Retro Report: The Crime That Fueled an Asian American Civil Rights Movement](#) (video 10 minutes, 12 seconds). As students watch, have them take notes on what aspects of a democratic culture were used after the pandemic to respond to an increase in hate crimes against Asian Americans.
- When students have finished watching, have students share their notes with another student. As a class, have the student pairs share their notes. Ask students what other events in US history, besides the pandemic, have sparked xenophobia or an increase in hatred towards a certain ethnicity. Remind students of economic depressions, times of plague or other diseases, wars, 9/11, etc.

### Step 2:

- Let students know that they will be reviewing the [FBI Hate Crimes Database](#) as well as the [Department of Justice: State Data](#). Both databases use the most recently reported year of 2022. As a

class, ask students what questions they might have about hate crimes in the state of Arizona. Show students how to use the Case Studies tab on the Department of Justice site and the clickable map on the FBI site in order to scroll down and look at racial hate crimes by ethnicity. For Arizona, ask if crimes have gone up or down over the last three years and what category of hate crime is most reported (by race). Break students into pairs to pick a state and answer their own specific questions.

- When the class has completed their research, as a class, have the pairs share their questions and their research findings. What do they think about prosecuting crimes as hate crimes? What do they think about collecting this data? Why is this data important?

### **Step 3:**

- As a class, remind students that they will be writing an essay as their end-of-unit project. Remind students of the question, “How has life changed for Asian Americans over the last 150 years?” Have the pairs work together to review the KWL chart, timeline, and other class homework assignments to remind themselves of how Asian Americans have used the tools of a democratic society to improve their civil rights over time.

### **Step 4:**

- As a class, ask students this lesson’s questions, “How did Asian Americans use the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, and other rights guaranteed in a democratic society to improve their civil rights, and how effective have these measures been?” Also ask this unit’s question, “How has life changed for Asian Americans over the last 150 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

## **Essential Question Assessment, Application, Action, and Reflection**

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Ask students to write an essay (five paragraph or longer) summarizing their learning of “How has life changed for Asian Americans over the last 150 years?” All students should have access to the KWL chart for this unit, and all students should cite the sources of their information accurately.

## **Additional Readings and Resources**

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Bernstein, David E. *Classified: The Untold Story of Racial Classification in America*. Bombardier, 2022.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 133-179.

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

**Ethnic Studies 5A: KWL Chart**

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**KNOW**

**WONDER**

**LEARNED**

<p><i>What do we think we already know about this topic?</i></p>	<p><i>What do we wonder about this topic? Write your questions below.</i></p>	<p><i>After the research is completed, what did we learn? Make sure to cite your source.</i></p>