

Unit Title:

Coalitions Between AAPI and Black Community

Unit Description:

This unit helps to dismantle myths and bias by revealing the joy and power of unlikely coalitions and friendships in minoritized communities. This unit celebrates those advancements and connections, and seeks to make their stories more visible, so that students can learn from the valuable lessons and stride towards justice that these coalitions committed to.

Essential Question:

How do unlikely coalitions or friendships deconstruct bias to create more cohesive classrooms?

Learning Objective:

Analyze and evaluate what it means to create coalitions and friendships that are connected through activism and equity. How did these unlikely duos work together? What myths do their friendships dismantle?

Materials/Instructional Resources:

- [Primary Source List](#)
- [Secondary Source List](#)
- [Poetry List](#)
- [Activating Prior Knowledge Presentation](#)

Instructional Strategies & Learning Tasks

Activating Prior Knowledge Phase

Checking your bias

- Dismantling the model minority myth

Visual Introduction of Coalitions

- Highlighting parallels between the depiction of Asian people and Black Americans throughout U.S history
- Modern murals created together by AAPI and Black artists/activists

History Inquiry Based Learning	<p>Introduction of primary sources</p> <ul style="list-style-type: none"> → What are they? → How do we use them? → Defining credible research <p>Treasure Hunt for Primary Sources</p> <ul style="list-style-type: none"> → Divide students into small groups; Each group will have an envelope containing artifacts and sources relating to Yuri Kochiyamai, Grace Lee Boggs, or Cathy Park Hong. <ul style="list-style-type: none"> ◆ You could also include the male perspective with people such as George Takei or Bruce Lee → Students will read and examine the artifacts, primary sources, and secondary in the envelope. → Students will identify which items are primary sources, choosing 2 primary and 1 secondary source to use. 	<p>Illinois Learning Standards</p> <p>9-10 R.I.7 CC.9-10.R.I.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>SS.CV.5.9-12. Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.</p> <p>SS.H.7.9-12. Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.</p>
History Group Activity	<p>Flash Fiction</p> <ul style="list-style-type: none"> → In the same groups from the previous phase, students will craft a flash memoir of the person they explored (100-300 words total). 	<p>Illinois Learning Standards</p> <p>K-12 W.R.3 CC.K-12.W.R.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
History Presentation Phase	<ul style="list-style-type: none"> → Students will create a presentation based on their flash memoirs and sources to share what they learned about the person to the rest of the class. 	<p>Illinois Learning Standards</p> <p>9-10 W.HST.9 CC.9-10.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.</p>
ELA Activating Prior Knowledge Phase	<p>Introduction of Poetic Devices</p> <ul style="list-style-type: none"> → What are they? 	<p>Illinois Learning Standards</p>

	<ul style="list-style-type: none"> → How do we use them? → How do we center voices in creative writing? 	
<p>ELA Enrichment Based Learning Phase</p>	<p>Textual Mining for Poetic Devices</p> <ul style="list-style-type: none"> → Each group will be given two poems, one by an Asian American poet and another by a Black poet → The poems will be accompanied by background information about the poet → Students will read and identify the poetic devices used in the poems <ul style="list-style-type: none"> ◆ This activity continues building knowledge and adds literacy learning. ◆ Students can consider the poetry of Cathy Park Hong, poems from Angel Island, and other minoritized poets (both historical and contemporary). 	<p>Illinois Learning Standards</p> <p>K-12 R R.6 CC.K-12.R.R.6 Craft and Structure: Assess how point of view or purpose shapes the content and style of a text</p>
<p>ELA Group Activity Phase</p>	<p>Patchwork Poetry</p> <ul style="list-style-type: none"> → In the same groups from the previous phase students will synthesize similar themes from the two poems by crafting a new cohesive poem using lines from each poem 	<p>Illinois Learning Standards</p> <p>K-12 R R.9 CC.K-12.R.R.9 Integration of Knowledge and Ideas Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>9-10 R.H.6 CC.9-10.R.H.6 Craft and Structure: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
<p>ELA Presentation Phase</p>	<ul style="list-style-type: none"> → Students will create a presentation to introducing the other students to the individual poets, their shared themes, and the group's new poem 	<p>Illinois Learning Standards</p> <p>9-10 W.HST.9 CC.9-10.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support</p>

		analysis, reflection, and research.
Final Product Phase	<p>For their final project students will work in pairs to answer the following essay prompt:</p> <p>Imagine how two individuals we have learned about in class from the AAPI and Black community respectively would work together to address a modern social issue (ex. affirmative action, immigration, voting rights, etc.). To support your ideas use a minimum of three sources (artifacts, primary sources, secondary sources, poems).</p>	<p>Illinois Learning Standards</p> <p>9-10 W 1 CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>K-12 SL R.1 CC.K-12.SL.1 Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

<p>Expression Strategies</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> → Students will craft a flash memoir of the person they explored (100-300 words total) → Students will synthesize similar themes from the two poems by crafting a new cohesive poem using lines from each poem <p>Summative Assessment:</p> <p>Students will work in pairs to answer the following essay prompt: Imagine how two individuals we have learned about in class from the AAPI and Black community respectively would work together to address a modern social issue (ex. affirmative action, immigration, voting rights, etc.). To support your ideas use a minimum of three sources (artifacts, primary sources, secondary sources, poems).</p>
--