

Teaching the TEAACH Act:  
Connecting the Histories of Japanese Internment and the Muslim Ban

Unit Plan  
Grades 6-12  
History/ Social Studies

## Lesson 1

### **Essential Question**

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What role do race and racism play in the history of laws and policies in the United States?

### **Enduring Understanding**

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Critical Race Theory can be used to understand the historical impact of race on the experiences of people of color in the United States.

### **Learning Outcomes**

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*Students will know:*

- Racism is a system of advantages and disadvantages based on race.
- Critical Race Theory posits that race is a social construct, and that racism is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies.

*Students will be able to:*

- Define and identify the tenets of critical race theory (CRT)
- Use CRT as a lens to analyze historical events

### **Standards**

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#### **Middle School**

- **ISBE.SS.CV.2.6-8:** Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
- Social Justice: DI 6-8.8: I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
- Social Justice: DI 6-8.10: I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

#### **High School**

- **CCSS.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **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.

## Vocabulary

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- Critical Race Theory
- Endemic
- Social construction
- Interest convergence
- Counterstorytelling
- Intersectionality

## Time

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50- 60 minutes

## Materials

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- Opener [Video](#)
- Tenets of CRT [slide deck](#)
- Task [Cards](#)

## Activities

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- Opener (5):
  - Introduce the Washington Post [video](#) about the controversy around CRT.
- Mini-Lesson (10):
  - Introduce the history and tenets of CRT using the Lesson One [Presentation](#).
- Activity: [Task Cards](#) + Graphic [Organizer](#) (25)
  - Students will work on applying the principles of CRT to political events in U.S. History. This slide deck has images and brief captions for students to analyze. Teachers can choose to display these images on the wall and have students rotate around the room (like a gallery walk) or provide a set of copies to each pair or group of students.
  - Students will work in partners or small groups to analyze each image. Encourage students to assign roles in their groups to divide responsibility and encourage accountability.
  - Using the questions as a guide, students should discuss and fill out the graphic organizer as they apply the principles of CRT in their analysis of each image.
- Whole-Class Discussion (10 min)
  - Have students reflect on the images and guiding questions. The teacher can clarify misunderstandings and bring up the key talking points that did not come up in their small group discussions.
  - For a more structured discussion format, consider a [socratic seminar](#) or [Harkness discussion](#) to encourage student-led conversations and engagement.
- Closing (5 min): Exit ticket: What are the benefits and drawbacks of using CRT to analyze political events?

## Lesson 2

### Essential Question

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How does CRT help us understand who belongs/ does not in American society?

### Enduring Understanding

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CRT is a way to understand the informal and formal practices associated with citizenship and belonging in American society.

### Learning Outcomes

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*Students will know:*

- America has relied on otherizing particular (black/ brown) communities to maintain social and economic power throughout history.
- CRT is a way of understanding how American citizenship has been constructed formally through laws and policies, as well as informally through social-cultural understanding and experiences
- US policies have historically excluded people of color from society both formally and informally by denying citizenship or providing second class citizenship.

*Students will be able to:*

- Students will be able to use CRT to understand the politics of citizenship in America.
- Identify how laws and policies are used to define citizenship
- Explain how social norms and practices shape a sense of belonging

### Standards

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#### Middle School

- **ISBE.SS.CV.2.6-8:** Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
- Social Justice: DI 6-8.8: I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
- Social Justice: DI 6-8.10:I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

#### High School

- **CCSS.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades

9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **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.
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## Vocabulary

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- Internment/ Incarceration Camps
- 1907 Asiatic Exclusion League.
- 1907 Gentleman's Agreement.
- 1913 California Alien Land Law.
- Immigration Act of 1924.

## Time

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50- 60 minutes

## Materials

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- Mini-Lesson [Video](#) (Ugly History: Japanese American incarceration camps - Densho)
- Lesson 2 slide deck ([High School](#)/ Middle School)
- Policies Handouts (PDF, [Google Doc](#))

## Activities

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- Opener (5 min):
  - What does it mean to be American? Who belongs in America?
  - Teachers: Use students' responses to create a collective digital word cloud (try using Mentimeter, PollEverywhere, etc.). For a non-digital option, have students write their answers on post-it notes and place them on anchor chart paper/ designated whiteboard space to create a "parking lot."
- Mini-Lesson (10 min):
  - Introduce that this unit (and lesson, in particular) will help us understand the history of Japanese internment with this [video](#).
  - Introduce the following quote from 1942, by Henry McLenore, a sports columnist for the Hearst Newspaper in San Francisco: "I am for the immediate removal of every Japanese on the West Coast to a point deep in the interior. I don't mean a nice part of the interior either. Herd'em up, pack'em off and give'em the inside room in the badlands... Personally, I hate the Japanese. And that goes for all of them."

- Ask students: *How do you think Henry McLenore's quote reflected/ influenced public sentiment about the laws/policies that impacted the lives of Japanese Americans like Aki Kurose?*
- Explain to students that 'belonging' in the United States is created through both formal and informal ideas of citizenship. As they begin the activity, they will see how policies and public sentiment work together to determine who is considered 'American.'
- Activity (25 min):
  - Divide students into 4 groups to discuss each of the [policies](#) that contributed to anti-Asian sentiment in the early 1900s. To accommodate larger class sizes, teachers can make more groups and assign the same passage to two or more groups.
  - Have students read their assigned policy while focusing on the question: *How did these laws/policies encourage or support the public sentiment associated with Henry McLenore's quote?*
    - Having the CRT guiding questions available for students to refer back to, either as an anchor chart or a [handout](#), would provide additional support for students as they work through each policy.
  - Alternatively, teachers can paste each passage onto a blank sheet of chart paper and have students interact with each passage through a gallery walk and respond in the format of a [Big Paper/ Silent Discussion](#).
- Discussion (10 min)
  - Bring the class back together for a whole group discussion around the central question. Allow students to share key takeaways and use this time to address any misconceptions or misinformation.
  - Introduce the quote from Trump ([link](#)).
    - Sept. 17, 2015: At a campaign town hall in New Hampshire, a man in the audience shouted out: "We have a problem in this country; it's called Muslims. We know our current president is one." The man mentioned Muslim "training camps" and asked: "When can we get rid of them?" Trump responded: "We're going to be looking at a lot of different things. You know, a lot of people are saying that, and a lot of people are saying that bad things are happening out there. We're going to be looking at that and plenty of other things."
    - Jan. 27, 2017: Within a week of becoming president, Trump signed an executive order blocking Syrian refugees and banning citizens of seven predominantly Muslim countries from entering the United States for 90 days. This order went into effect immediately, prompting mass chaos at airports, protests, and legal challenges. Rudolph W. Giuliani, a close adviser to the president, later said on Fox News: "So when [Trump] first announced it, he said, 'Muslim ban.' He called me up. He said, 'Put a commission together. Show me the right way to do it legally.'"

- Give students a few minutes to Think-Pair-Share their thoughts about this quote and how it connects to the activity they just completed.
  - Have students share out their thoughts as a whole class.
- Closing (5 min):
  - Exit ticket: How can using CRT help us understand who is considered a citizen (who belongs) at various times throughout American history?

## Lesson 3

### Essential Question

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How can laws and policies be used to reinforce discrimination and racism?

### Enduring Understanding

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Political events (like the bombing of Pearl Harbor) and their subsequent rhetoric lead to increased fears, discriminatory rhetoric, and unconstitutional policies (like Executive Order 9066) that reinforce racism.

### Learning Outcomes

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*Students will know:*

- America has relied on racialized surveillance of suspect communities under the guise of national security throughout its history.
- Political events (like 9/11 and the bombing of Pearl Harbor) and their subsequent rhetoric have led to increased fears, surveillance, and unconstitutional policies (like Executive Order 9066 and the Muslim Ban) that reinforce racism.
- America's anti-Muslim and anti-Asian sentiment did not start with 9/11 or the bombing of Pearl Harbor, rather the United State's historical practice of otherizing particular communities created the circumstances wherein racist policies like the Muslim Ban or Japanese Internment can be enacted.

*Students will be able to:*

- Explain the policies and events leading up to Executive Order 9066 and its impact on the JA community
- Examine the ways laws/ policies as well as rhetoric influence ideas of citizenship and belonging in American society.

### Standards

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#### Middle School

- **ISBE.SS.CV.2.6-8:** Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
- Social Justice: DI 6-8.8: I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.

- Social Justice: DI 6-8.10:I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

### High School

- **CCSS.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **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.
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### Vocabulary

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- Executive Order 9066
- California Gold Rush
- Chinese Exclusion Act
- World War II
- Japanese Incarceration/ Internment Camps
- Heart Cellar Act
- SARS

### Time

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50- 60 minutes

### Materials

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- Timeline Opener Activity ([Jamboard](#))
- Lesson 3 slide deck ([High School](#)/ Middle School)
- Mini-Lesson [Video](#) (The Roots of Anti-Asian Racism)
- K-W-L [Organizer](#)
- Small Group Text (Of Spies and G-Men, Densho)
  - Advanced Readers [Text](#)
  - Emerging Readers [Text](#)

### Activities

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- Opener (5 min):
  - As a whole class, create a running timeline of key dates, policies, and events that have shaped the experience of Asian Americans. Review the events of the previous lesson to start off the timeline. Have students create a key using different colors or arrows to map out the impact of various policies and events.

- This can be done digitally (using [Jamboard](#), Google Slides, etc.) or on a whiteboard with post-its. This can also be done individually or in small groups if needed as a formative assessment.
- Mini-Lesson (10 min):
  - Introduce the Lesson 3 slide deck about the history of Japanese Incarceration and Executive Order 9066.
  - Introduce this [video](#) that charts the history of anti-Asian racism in the United States. As students watch, have them take note of important dates, policies, and events that stick out to them using this graphic organizer.
  - Take a few minutes to discuss and add new events to the timeline.
- Activity (25 min):
  - K-W-L [organizer](#): Have students fill out what they already know about Japanese Internment and what they would want to know (questions they still have).
  - Then, introduce the [text](#) for students to read and analyze. This can be done individually or in small groups, depending on student needs.
  - As they read, have students focus on the following discussion questions:
    - What factors led to the roundup of Issei community leaders in the 1940s?
    - What was the role of rhetoric in the surveillance, discrimination, and incarceration of Japanese Americans?
    - How and why did the FBI surveil members of the Japanese American community?
    - How did different members of the Japanese community respond to government surveillance? What was its impact?
    - What connections does the author make between the surveillance of the Japanese community and other marginalized groups in American history?
- Discussion (10 min): Bring the class back together for a whole group discussion around the text. Allow students to share key takeaways and use this time to address any misconceptions or misinformation.
- Closing (5 min):
  - Have students add the key events and policies from the text to their timeline.
  - Exit Ticket: What role did race and racism play in the events leading up to, and the aftermath of, Japanese Internment?

## Lesson 4

### Essential Question

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What's the impact of institutional and individual racism on marginalized communities?

### Enduring Understanding

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Anti-Muslim and anti-Asian racism has social, economic, and emotional consequences for the communities.

### Learning Outcomes

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*Students will know:*

- The experiences of these communities are diverse and varies depending on race, class, citizenship, and background.
- US domestic and foreign policies have historically been used to advance and reinforce anti-Asian and anti-Muslim racism.

*Students will be able to:*

- Students will be able to explain the impact of anti-Asian racism on the daily lives of Asian Americans.
- Discuss how the intersectionality of race, class, gender, and citizenship impact the experiences of the AAPI community.

### Standards

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#### Middle School

- **ISBE.SS.CV.2.6-8:** Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
- Social Justice: DI 6-8.8: I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
- Social Justice: DI 6-8.10: I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

#### High School

- **CCSS.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades

9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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## Vocabulary

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- Media
- AAPI

## Time

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50- 60 minutes

## Materials

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- Opener [poem](#)
- Media Graphic [Organizer](#)
- Media Pieces:
  - [Spoken Word](#): What Kind of Asian Are You?
  - [Poetry](#): Crowdsourced Poem, Kwame Alexander
  - [Song](#): Where you From - Riz Ahmed (?)
  - [Comic](#): American Born Chinese (Quote 2)

## Activities

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- Opener:
  - Read the poem with the whole class.
    - [Things we carry on the sea](#)
  - Share this excerpt of an oral history [segment](#) from a Japanese incarcerated.
  - Think-Pair-Share. Ask students, How does this poet try to explain their experience of being an immigrant/ AAPI? What connections can you make to the oral history segment?
- Activity (25 min):
  - Introduce Media Jigsaw. Explain to students that each group will receive a piece of media by an AAPI artist, which they will analyze and then teach to their classmates. Students in each group should become experts on their piece and be prepared for a Jigsaw. After they have completed the graphic organizer, students will regroup in

order to teach their classmates about the piece they read. Divide students into four groups. Each group will receive a piece to analyze.

- Ideally, groups should be no more than four students. To accommodate larger class sizes, consider running two simultaneous rotations of eight groups (with two groups working on each piece). Teachers can choose to group students randomly or strategically based on reading level/ability.
  - Media:
    - [Spoken Word](#): What Kind of Asian Are You?
    - [Poetry](#): Crowdsourced Poem, Kwame Alexander
    - [Song](#): Where you From - Riz Ahmed (?)
    - [Comic](#): American Born Chinese (Quote 2)
  - Have students track their thinking and organize their thoughts using a [graphic organizer](#) or the CRT discussion questions.
  - Discussion questions:
    - What experiences have shaped the narrator's worldview?
    - How would the narrator define racism?
    - What connections can you make (from your own life, other texts, or world events) to the narrator's message?
    - Given what you have learned, how would you respond to the narrator's message?
  - Jigsaw: Regroup students into groups of four so that each student in the new group has studied a different piece. Encourage students to discuss what they have learned using their graphic organizers or discussion questions.
- Discussion
  - Teacher should reflect on the content of the discussion, highlighting important points that students brought up. The teacher should also bring up the key talking points that did not come up in jigsaw discussions and whole class discussions.
- Closing:
  - Exit Ticket: What has been the impact of anti-Asian racism on the daily lives of the AAPI community in the United States?

## Lesson 5

### Essential Question

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What's the impact of institutional and individual racism on marginalized communities?

### Enduring Understanding

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Anti-Muslim and anti-Asian racism has social, economic, and emotional consequences for the communities.

### Learning Outcomes

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*Students will know:*

- Primary sources like oral histories provide critical first-hand narratives of historical events on impacted communities.
- Resistance efforts both from the targeted communities and allies are necessary to protect the rights of marginalized communities.
- US domestic and foreign policies have historically been used to advance and reinforce anti-Asian and anti-Muslim racism.
- Every day, Muslims are subjected to racial profiling at airports, in daily policing, and in prisons. These institutional and individual practices sustain anti-Muslim racism.
- America has relied on racialized surveillance of suspect communities under the guise of national security throughout history.

*Students will be able to:*

- Explain the history of anti-Muslim racism in America
- Apply CRT as a lens to analyze racist policies that impact the experiences of marginalized communities in America.
- Create connections between the histories of orientalism, colonialism, and anti-blackness as they impact marginalized communities in America.

### Standards

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#### Middle School

- **ISBE.SS.CV.2.6-8:** Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.

- Social Justice: DI 6-8.8: I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
- Social Justice: DI 6-8.10: I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

### High School

- **CCSS.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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### Vocabulary

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- Orientalism
- Islamophobia
- Anti-Muslim Racism
- Anti-Blackness
- Colonialism

### Time

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50- 60 minutes

### Materials

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- Opener [video](#)
- Small Group Articles:
  - Vox article, [Islamophobia as Racism](#)
  - *Boston Globe* article, [Ferguson Must Force Us to Face Anti-Blackness](#)
  - *Teen Vogue* article, [Colonialism, Explained](#)
- Large paper for collaborative concept maps (can also be done digitally on Jamboard)

### Activities

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- Opener
  - Show [video on Orientalism](#) by *Al Jazeera English* to students.
    - Discussion: What is Orientalism? How does it connect back to our ideas of citizenship and belonging (addressed in Lesson 2)?
- Jigsaw

- Divide class into groups of 3-5 students. For the first round of the jigsaw, students will read and annotate their group's article together. During the second round of the jigsaw, new groups will be formed so that each article is represented in the group. Students will then discuss the main points in their article and work together to create a concept map. Remember to explain that they will read the article and annotate as needed to prepare for a small-group jigsaw discussion, whole class discussion, and a creative group project afterwards. To help facilitate fruitful discussions of the articles, encourage students to create a graphic organizer to help organize their thinking.
  - Distribute the Vox article, [Islamophobia as Racism](#), to groups.
  - Distribute the *Boston Globe* article, [Ferguson Must Force Us to Face Anti-Blackness](#), to groups.
  - Distribute *Teen Vogue* article, [Colonialism, Explained](#), to groups.
- **Collaborative Creative Concept Maps**
  - For the second jigsaw groups, provide large anchor chart paper for students to work together to create concepts maps collaboratively that answer/speak to the essential question for the lesson: *How do the histories of Orientalism, anti-Blackness, and colonialism fuel the controlling narratives that support anti-Muslim racism today?*
- **Share out:** Encourage groups to share their work and present their understanding of these interconnected histories to the class. This activity aims to help students draw connections between the histories of Orientalism, anti-Blackness, and colonization as well as give students opportunities to share their own thinking with their peers.
- **Group Discussion** (time permitting): Teacher leads group discussion on histories that have led to these myths/forms of institutional racism.
- **Closing: Reflection 1-2-3**
  - Explain one way that the histories of Orientalism, anti-Blackness, and colonialism continue to reinforce anti-Muslim racism in your own community (community being as broad or as specific as you choose to define it).
  - Name two things that people in your community are doing to fight against anti-Blackness, Orientalism/anti-Muslim racism, and/or colonialism.
  - Think of a person in your life who is difficult to confront. Think of at least three strategies you could use to educate them on Orientalism, anti-Blackness, and colonialism.

## Lesson 6

### Essential Question

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How do US foreign and domestic policies advance and reinforce anti-Muslim racism and sentiments?

### Enduring Understanding

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US policies like racial profiling, community surveillance, and targeted policing reinforce anti-Muslim racism.

### Learning Outcomes

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*Students will know:*

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- US domestic and foreign policies advance and reinforce anti-Muslim racism.
- Every day, Muslims are subjected to racial profiling at airports, in daily policing, and in prisons. These institutional and individual practices sustain anti-Muslim racism.
- The global war on terror and its subsequent rhetoric has led to increased fears and unconstitutional policies (like the Muslim Ban) that reinforce anti-Muslim racism.

*Students will be able to:*

- Students will be able to explain the impact of anti-Muslim racism in America.
- Apply CRT as a lens to analyze racist policies that impact the contemporary experiences of Muslims in America.

### Standards

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#### Middle School

- **ISBE.SS.CV.2.6-8:** Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
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- Social Justice: DI 6-8.10: I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

#### High School

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9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **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.
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## Vocabulary

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- Profiling
- CVE (Countering Violent Extremism)
- Watchlists
- Due process
- Anti-Sharia legislation
- NSEERS (National Security Entry-Exit Registration System)

## Time

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50- 60 minutes

## Materials

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- Opener poem
  - Emerging: "[My Name is Zainab, and I am NOT a Terrorist](#)" / "[Muslim Ban](#)"
  - Advanced: "[A Brief History of Parking Disputes](#)"
- ACLU [Article](#) for Jigsaw

## Activities

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- Opener:
  - Present one of the following poems
    - Emerging: "[My Name is Zainab, and I am NOT a Terrorist](#)" / "[Muslim Ban](#)"
    - Advanced: "[A Brief History of Parking Disputes](#)"
  - Think-Pair-Share: What groups have experienced discriminatory policies throughout US history? What evidence do we have? Based on what you heard, how does the government enact policies that disproportionately affect minority groups?
- Activity: Jigsaw (25)
  - Prepare students for a Jigsaw. Use the ACLU [article](#), Anti-Muslim Discrimination, which examines anti-Muslim policies in the United States. Number students from 1 to 6. Allow students to group together and assign each group one portion of the text in addition to the related materials on their topic (see Appendix). Each group should annotate and analyze their policy and related materials and be prepared to explain it to their classmates. Regroup students into mixed groups to allow each group member to explain the policy they studied.
    - Alternatively, teachers may also choose to have expert groups present their

information to the whole class, or use the Stay and Stray method in small groups

- Whole-Class Discussion (10 min)
  - Have students reflect on the article and guiding questions. the teacher can clarify misunderstandings and bring up the key talking points that did not come up in their small group discussions.
  - For a more structured discussion format, consider a [socratic seminar](#) or [Harkness discussion](#) to encourage student-led conversations and engagement.
- Closing (5 min): Exit ticket
  - What connections can be drawn between the history of racism experienced by Muslim Americans and Asian Americans?

## Lesson 7.1: Introduction to Unit Assessment

### Essential Question

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How have communities responded to institutional and individual forms of racism?  
What are the lessons from these histories of resistance?

### Enduring Understanding

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Oral histories are important counterstories to the dominant narrative.

### Learning Outcomes

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*Students will know:*

- Primary sources like oral histories provide critical first-hand narratives of historical events on impacted communities.
- Resistance efforts both from the targeted communities and allies are necessary to protect the rights of marginalized communities.

*Students will be able to:*

- Students will be able to explain the resistance of Muslim and Asian communities in America today.

### Standards

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#### Middle School

- **ISBE.SS.CV.2.6-8:** Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
- Social Justice: DI 6-8.8: I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
- Social Justice: DI 6-8.10: I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

#### High School

- **CCSS.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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## Vocabulary

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- Anti-Asian sentiment
- Resistance
- Hate crimes
- Alien

## Time

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50- 60 minutes

## Materials

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- Opener Local Resistance [slide deck](#)
- Graphic [Organizer](#)

## Activities

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- 1. Opener:** What local issues & resistance movements do you know about?
  - a. Provide examples of what students have done to respond to these issues, such as teach-ins, drives, and walkouts. The [slide deck](#) provides an overview of a few local efforts.
  - b. Explain to students how impacted communities responded to the issues raised in the PowerPoint the situation (e.g., the surveillance of Somali youth, privatized school lunch, the gang database, the funding of a new police academy).
  - c. Think-Pair-Share: What is the importance of resistance efforts from impacted communities?
- 2. Model the use of the graphic organizer**
  - a. Using the first link in the graphic organizer, watch the video with the whole class. As students watch, remind them to notice how and why the communities demonstrate resistance. Model how to use the [graphic organizer](#) as a guide for the first video.
- 3. Have students work in pairs to fill out another row of the graphic organizer** to analyze how different communities resisted unjust laws and policies.

4. **Whole class “Parking Lot” and discussion:** As a whole class, ask students: Why is it important for communities to resist? Have students write their answers on a post-it and place it on an anchor chart to collect their answers. This can also be done digitally, using Jamboard.
5. **Explain to students that resistance is a key part of creating a safe and just world for all people. That resistance begins by listening to and making room for the voices of people most impacted by these injustices.**
  - a. Explain to students that they saw a few examples of how local movements have led to movements resulting in real change. Think about how we learn more about the issues that impact our local communities- the AAPI and Muslim American communities, in particular. What can we learn from listening to first hand- accounts of impacted communities?
6. **Introduce this issue as the basis for their end-of-unit assessment.** Students can work individually or in small groups (depending on teacher discretion).
  - a. Students will conduct an oral history of a person in the AAPI and/or Muslim community.

## Unit Assessment

### Objectives:

- Students will be able to define and apply the rules of conducting an oral history.
- Students will be able to use CRT as a lens to analyze issues that impact them and their communities.

Read the following excerpt from [Densho](#) and watch the corresponding video.

- “Exiled Japanese Americans were sent first to short-term detention facilities euphemistically called “assembly centers.” Most exiled West Coast Japanese Americans were first sent to short-term detention facilities run by the army that were euphemistically called “assembly centers.” The “assembly centers” utilized existing facilities such as fairgrounds and horse racing tracks located near the areas where Japanese Americans were being removed. In the largest of these facilities—Santa Anita in Southern California, Tanforan in Northern California, and Puyallup south of Seattle, Washington—many inmates lived in recently vacated horse stalls and slept on straw mattresses... Inmates lived in blocks of barracks with communal bathrooms, laundry facilities, and dining halls. Many cited extreme weather, dust storms, the lack of privacy, and inadequate food as among the many travails of living behind barbed wire.”
- This corresponding [video](#) utilizes oral histories from Masao Watanabe and Helen Harano Christ.

### Think-Pair-Share:

- Why do you think oral history is important? How does it add to historical accounts? Do you understand the facts differently after listening to the oral history account?

Oral histories can be a more humanizing way of learning about historical events because they give voice to the people that actually experienced it. Use this [slide deck](#) to learn more about how to conduct an oral history.

With a partner, find an issue in your local community and conduct an oral history from a member of the community (or more) to analyze how this issue affects the community.