



## Coalitions Between AAPI and Black Community (Grades 6-12)

**Considering your Positionality:** Have you considered your own positionality (lens)? How have you considered bias and gaps in your knowledge? What are they and how will you address them before implementing this lesson? What gaps in understanding or information might you have related to the upcoming lesson? Use this space to reflect and self-examine.

Use this space to answer the above questions regarding positionality.

**Lesson Objective(s) & Resources:** State your objectives clearly, ensuring you have considered all aspects of the un/HUSH framework. What resources or materials do you need to implement the lesson?

### Learning Objectives

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 or tropes do their friendships dismantle?

### Resources & Materials

- Slide deck:  
[https://docs.google.com/presentation/d/1CBxhegybb7Ig-jVzaBOnqk73KJEJ0h8RLEyKf1mrBYk/edit?slide=id.g73423fc9039e9aff\\_18#slide=id.g73423fc9039e9aff\\_18](https://docs.google.com/presentation/d/1CBxhegybb7Ig-jVzaBOnqk73KJEJ0h8RLEyKf1mrBYk/edit?slide=id.g73423fc9039e9aff_18#slide=id.g73423fc9039e9aff_18)
- List of patchwork poetry:  
<https://docs.google.com/document/d/1gbvOOzh63DNofeBAKVCvHRAh2VzhQQh7jhJ41X2PhQ0/edit?tab=t.0>

**Essential Questions:** What essential questions align with your lesson objectives?

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

**Standard(s)/Benchmark(s):** How are you aligning your lesson with state or district standards?

- 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.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Draw evidence from informational texts to support analysis, reflection, and research.
- Assess how point of view or purpose shapes the content and style of a text
- 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.
- 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.

**Anticipatory Set:** How are you going to engage your students...review prior knowledge...introduce your topic...organize your lesson for students... help make content relevant?

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

Introduction of Poetic Devices

- What are they? How do we use them? How do we center voices in creative writing?
- Identify and analyze the poetic devices of a poem together as a class to practice these skills

**Elevating Histories:** How does your lesson elevate histories, stories, and underrepresented histories?

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.

Introduction of primary sources

- What are they? How do we use them? Defining credible research

Treasure Hunt for Primary Sources

- Divide students into small groups; Each group will have an envelope containing artifacts and sources relating to Yuri Kochiyama, Grace Lee Boggs, or Cathy Park Hong.
  - 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 sources in the envelope.
- Students will identify which items are primary sources, choosing 2 primary and 1 secondary source to use later.

#### Textual Mining for Poetic Devices

- 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 the poems and identify the poetic devices used in them
  - Students can consider the poetry of Cathy Park Hong, poems from Angel Island, and other minoritized poets (both historical and contemporary).
  - This activity continues building knowledge and adds literacy learning.

**Representation & Perspective Taking:** How does the content meet the needs of all students? Does your lesson provide opportunities for perspective taking and allow students to see themselves?

#### Flash Fiction

- In the same groups from the previous phase, students will craft a flash biography/memoir of the person they explored (100-300 words total).
- This activity provides an opportunity for students to practice planning and editing a narrative, as well as utilize their imagery and description skills.
- 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.

#### Patchwork Poetry

- Students may choose to either work independently or in groups
- In groups students will synthesize similar themes from the two poems by crafting a new cohesive poem using lines from each poem
  - This activity is an opportunity for students to practice cohesive writing as well as build upon their understanding of coalitions in a creative way.
- Independently students will write a modified cento poem of 50 lines
  - A cento poem is a patchwork poem comprised of 100 lines borrowed from other poems/poets
  - This activity exposes students to a diverse spectrum of poets, forms, devices,

themes, etc.

- Students that worked in groups will create a presentation to introduce the poets, their shared themes, and the group's new poem to the rest of the class
- Students that worked independently will create a visual presentation of their Cento poem and share the themes they encountered when writing with the rest of the class

**Engagement:** How does the lesson provide multiple pathways for students to learn the material? For example, will you offer opportunities for small group learning, discussion, focused practice with precise feedback, or independent work?

- This lesson offers students individual work, small group activity, and whole group presentation
- There are a variety of layered texts (primary sources, secondary sources, and poetry)
- For ELL students the lesson can be scaled with AI to help with translation
- For gifted students, they may complete a flash memoir about themselves centered around themes from the lesson

**Expression:** How will students demonstrate what they have learned? The creation of many paths is important, as is creativity. Tiered assignments, oral exams, building a model, making a video, using portfolio assessment, etc. are some examples of the varied demonstration of learning.

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**Assessment:** How will you assess what students have learned? How can you ensure that your assessment and evaluation are equitable and aligned with the various ways students demonstrate what they have learned?

For their final project 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).