

RESOURCES for EDUCATORS

TEACHING about ANTI-ASIAN VIOLENCE

In the United States

[Secondary Grades] (Click [HERE](#) for Elementary Level)

To decrease bullying and prevent incidents of anti-Asian violence, educators can play a critical role in helping young people understand the history and context for anti-Asian violence and racism in the United States and around the world that has flared up due to COVID-19 originating in China. Here are some resources and ideas for lesson plans:

History & Context on Anti-Asian Violence:

The following materials can be assigned for reading and viewing for students to understand the context and history relevant to hate crimes happening today. It's important for students to see these incidents as part of a long history of how racism plays out to understand what is systematic, and thus actionable. Some of them are used at the college level, so can be broken down during a Zoom session and assigned in pieces. Some content about violence may be more appropriate for upper grades.

[Anti-Asian Hate: Vincent Chin to Today / 40-Minute Video "Vincent Who?"](#)
about the **Vincent Chin** Case & How It Grew the Asian American Movement

Possible Reflection Questions:

- Why did the white auto workers blame Vincent Chin for the loss of jobs? What are other examples of scapegoating?
- How have Asian Americans experienced racism differently or similarly to other groups? What's similar then and now?
- Did Vincent's family get justice in his case? What would you recommend for a better solution?
- Why did this case lead to the growth of the Asian American movement?

[Video Lecture](#) [*Graphic Content, Upper Grades Only*]

by UC Berkeley Professor Harvey Dong on **Anti-Asian Racism & Violence**

Potential Discussion/Assignment Questions:

- What are the protected identity categories of federal hate crimes?
 - Which protected category is most reported across the United States?
- What are the root causes of anti-Asian violence?
- How does white supremacy impact Asian Americans in different or similar ways compared with other groups?
- Why do you think many hate crimes are not reported?

Article: [Racial Microaggressions & the Asian American Experience](#)

Assignment Idea: Have students review the 9 themes of microaggressions that Asian Americans experience on pages 93-96 [or use the excerpt [here](#)], and have them identify which themes are resonating in the incidents happening in response to fears around the novel Coronavirus.

- How are youth especially affected by bullying and microaggressions based on race?
- What are the mental health and emotional impacts of these experiences?
- How can we be allies and upstanders for people when it happens?

[5-Minute Video](#) about Rise of **Hate Crimes Against Muslims** in the U.S.

Also: [Trump Era Timeline of Anti-Muslim & Anti-Immigrant Incidents](#) [*Upper Grades*]

Also: [SAALT Report](#) on South Asian & Middle Eastern Hate Crimes with Map & Charts

Possible Questions for Discussion/Assignment:

- Who was targeted in these incidents, and why?
- What do you know about Muslim communities in Oakland?
- Have you witnessed bullying of or “jokes” about Muslims here? What can be the impacts of these incidents on the people involved?
- How were the 9/11 attacks a turning point for how Muslims, Arabs and people who

look like they are treated in this country? How was the response of President Bush different from President Trump, and what was the impact?

- What do you believe are the root causes of animosity toward Muslim communities in the U.S.?
- What should accountability look like for those who discriminate and cause harm? What would be justice for the people harmed?

Exploring the History of Anti-Chinese Sentiment in the U.S.

The Chinese Exclusion Act Documentary

OUSD teachers worked together to develop [curriculum](#) on the **Chinese Exclusion Act of 1882**, which was brought to national light in the groundbreaking [2018 PBS documentary](#).

Here's a good [10-minute summary](#) of the documentary to use as well. Use the lesson plans to explore how similar sentiments are repeating during the Coronavirus crisis and since the 2016 presidential election.

***Massacred For Gold* [15-Minute Video](#)**

About the Hells Canyon, Oregon Massacre

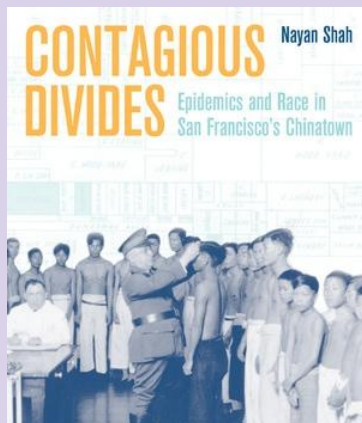
This video tells the story of one of the many forgotten and covered-up massacres of Chinese Americans during the Gold Rush and the anti-Chinese movement that led to the 1882 Chinese Exclusion Act in effect for over 60 years.

Ideas for Discussion Questions:

- Why were white miners so antagonistic to Chinese miners during the Gold Rush?
- Why do you think these kinds of stories were buried for so long?
- How does the outcome of the trial reflect on the justice system in place at that time? How is this similar or different to our current U.S. justice system?

Background Books on the Anti-Chinese Movement 1840s-1940s:

[Driven Out](#): The Forgotten War Against Chinese Americans



Contagious Divides: Epidemics and Race in San Francisco's Chinatown

Covers the stereotype of disease and Chinese & Asian Americans.

The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America

Exploring the Current Wave of Anti-Asian Hatred:

Assignment Idea: Have students choose an article/podcast below to review & reflect on critical questions:

- Why do you think aggressors blame and lash out at Asian Americans? What forces shape and lead up to these kinds of incidents?
- *Debate Both Sides:* Do you believe that politicians should take responsibility for framing and blaming in these cases?
- What do you think officials can do better to help prevent these hate crimes? What can we do as a community to prevent discriminatory incidents?
- Why did the World Health Organization recommend in 2015 to stop naming viruses after geographic regions?

25-Minute NPR Podcast: "[When Xenophobia Spreads Like a Virus](#)"
[See [Facing History Reflection Guide](#)]

KQED 12-Minute Podcast: [Tracking the Latest Chapter of Anti-Asian Racism in America](#)

New York Times Article on the Rise of Anti-Asian Incidents:
["Chinese-Americans Fear for Their Safety"](#) [GoogleDoc version [here](#)]

Los Angeles Times Opinion Piece:

[“Trump’s racist comments are fueling hate crimes against Asian Americans.”](#)

Other Ideas for Assignments:

- Assign students to participate in the [Athletes for Impact Social Media Campaign](#) to make their own video about building racial solidarity.
- Have students write an essay comparing and contrasting the Vincent Chin murder to the current incidents happening against Asians to blame them for the virus, such as the [Texas stabbing](#) of an Asian American family. [*Upper Grades Recommended*]
- Students can review **Andrew Yang’s controversial [opinion piece](#)** in the Washington Piece, and then *write their own response* to Yang. Here’s an [example](#).
- Assign students to create a **video, podcast, or visual art piece** connecting the history of anti-Asian violence during the Gold Rush to the current wave of hate crimes.
 - For upper grades, students can choose a [case of anti-Asian violence between 1982-2000](#) before more recent waves after 9/11 and the novel Coronavirus, and do more research to create a presentation such as a Prezi or Google Slides back to the class. [*Graphic Descriptions of Violence, Upper Grades Only*]
 - For science classes or students interested in food, students can do a research project relating to [this article](#) making the case that China’s food practices are not that different from the rest of the world.

Please share your lesson plans or ideas to add by e-mailing lailan.huen@ousd.org!

Resources to Encourage Upstanders & Facilitate Conversations About Race

Center for Teaching Social Responsibility Lesson Plans About the Coronavirus Pandemic:



www.ousd.org/apisa



[Scapegoating](#) / [Bias](#) / [Empathy](#)

[Hollaback!](#) + [Advancing Justice](#) Bystander Intervention Training & Resources

[Teaching Tolerance Speak Up At School Guide](#)

[Teaching Tolerance Let's Talk Guide: Facilitating Critical Conversations With Students](#)

[Teaching Tolerance Guide for School Staff: Responding to Hate and Bias at School](#)

Resources to Share with Students

[#StopAAPIHate Reporting Forms](#): Students can report incidents so that officials and advocates can track, link people to resources, and develop a community response.

Students impacted by bullying needing immediate support can contact the [Crisis Text Line](#), and Asian American students can get culturally responsive *free counseling* through [IWAY: Improving Wellness for Asian Youth](#).

More Tools & Background Learning

[OCA COVID-19 Toolkit on Strategies to Defeat Asian American Racial Profiling and Xenophobia](#)

SAALT's [In the Face of Xenophobia Toolkit](#) has great definitions, tools & activities!

[Interview with UC Riverside Professor Dylan Rodriguez on Anti-Asian Violence](#)

[Teaching Tolerance Article on Speaking Up Against Coronavirus Racism](#)

[Global Call for Racial Solidarity Under COVID-19 Pandemic](#)



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TRAININGS & WEBINARS

There are a few opportunities to learn more about how to respond to incidents, how to prepare your students to respond, and how to build solidarity between communities during this time:

Bystander Intervention [Virtual Trainings](#) Hosted by Hollaback! & Advancing Justice

Resources from Hollaback!

- [Show Up, Your Guide to Bystander Intervention](#)
- [Responding to Online Harassment](#)

IMPACT Bay Area Training: Free online classes to empower the community during the pandemic, including "Facing AAPI Race-Based Harassment" - [Register here](#)

Additional Resources:

Two-Part [Intercultural Panel Series](#) Hosted by ING:
Solidarity in a Time of Crisis: Standing with Asian Americans

*Thank you to UC Berkeley Ethnic Studies & Asian American Studies
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