

LOST LA

CURRICULUM PROJECT

HISTORICAL INQUIRY QUESTION

What opportunities for solidarity did Asian Americans and African Americans find in post-war America?

LOST LA EPISODE

From Little Tokyo to Crenshaw



USC Libraries



What opportunities for solidarity did Asian Americans and African Americans find in post-war America?

Author of Lesson

Miguel Sandoval, Ethnic Studies Teacher, Animo Pat Brown Charter High
Los Angeles, CA

Content Standards

11.8: Students analyze the economic boom and social transformation of post–World War II America

11.11: Students analyze the major social problems and domestic policy issues in contemporary American society.

Guiding Values and Principles of Ethnic Studies

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 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.

CCSS Standards

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

SL.9-10.1.A Come to discussions prepared, having read and researched material under

study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lost LA Episode

In the episode "[From Little Tokyo to Crenshaw](#)" we see many opportunities for solidarity that Japanese Americans and African Americans encountered in the post-war period. From building community at a bowling alley to protesting for civil rights, we see that solidarity is built through a shared vision and through shared geography. While the episode gathers local examples of solidarity, we want students to think broadly and make connections to themselves, their communities, and our current context.

Overview of Lesson

This lesson makes use of videos that present primary sources and voices highlighting moments of solidarity among African Americans and Asian Americans. The graphic organizer pushes students to decide which moments and issues matter to them. The goal of this lesson is to give students real historical examples of solidarity while building hope that solidarity may also be a path forward today.

Sources

- A. [Lost LA "From Little Tokyo to Crenshaw" Season 5 Episode 5](#)
- B. [Solidarity Is Our Future': May 19th Project Amplifies the Power of Working Together](#),
Jeff Chang, Kana Hammon, Renee Tajima-Pena, KCET

Procedures

**Note: This lesson was created for a Block Period (100-minute class). You may need to modify it to fit your own schedule and classroom needs.*

**Please access this [Google Slide Deck](#) and [Graphic Organizer](#) that accompany this lesson plan.*

1. Do-Now (7 Minutes)

- A. Show Slide 1: Using your do-now/warm-up routine, pose the following prompt:
“Come up with at least 3 reasons that it is important for diverse groups [People of Color →P.O.C.] to support one another in America.”
- B. After 4 minutes, ask students to share out with their pair/groups. Give them an order (oldest to youngest) and ask them to write down the answers they hear. I don't recommend a whole-class share-out here because this is just to prime them for the lesson.

2. Vocabulary Chart (8 minutes)

- A. Show Slide 2: Instruct students to copy the vocabulary chart (the boxes AND words) into their notebooks **OR print it out on a half-sheet for them. Make sure that you print a chart on BOTH sides as students will be doing this twice**, once in the beginning and once as the closure for the lesson.
- B. Show Slide 3: Point out the keyword and ask students to write it in the middle of their chart. Break down the pronunciation and ask students to repeat the word out loud. Read the definition out loud and tell students their goal is to rewrite it in their own words in the first box. If students are unsure, allow them to use the bolded words to create a sentence that explains the word. For the visual representation, you may want to do a google image search and add it to your slide but I find it better to ask them to use their imaginations based on the bolded words. For the Example and Connections portions, be okay with struggle or lack of ideas, tell them today's lesson will give them examples and connections.

3. Inquiry Question + Agenda (5 minutes)

- A. Show Slide 4: Go over the question of the day. Tell students they will be watching videos and collecting evidence and examples to answer this question. Their goal is to find at least 5 examples of Solidarity among these two groups.

4. Watch Lost LA Episode + Graphic Organizer (30 minutes)

- A. Show Slide 5: **Print or make a digital copy (on your student-facing classroom portal) of this [Graphic Organizer](#) for students.** I find that students do well typing online while watching videos but you can print it for students who work better on paper. Go over each box on the chart. They will need to stop and

collect 3 examples on this chart during the episode. The instructions tell students there is no word minimum but they **MUST BE SPECIFIC**, this is key and will lead to better understanding.

- B. Next, go over the “Provide evidence/reasons” column with students. Read the sentence starters and explain they have to prove their example shows solidarity *using the definition*. For example, I know this moment is an example of solidarity because both groups show a **feeling of unity** by bowling and eating together at the Holiday Bowl. OR Hugh Macbeth's **actions** during WWII show solidarity because he took legal action and wrote articles to fight for the freedom of Japanese Americans.

Note: *It is recommended that students watch the videos individually. I find that allows them to stop and collect evidence they find important. If you have enough devices, try this option. If not, simply show the episode whole class. The episode is 26 minutes and students will need time to stop and write/type in their chart. I allowed students to stop after minute 21 but many students decided to watch the entire episode.*

Examples: The episode includes many examples of solidarity such as:

- Hugh MacBeth's legal and political actions to fight against Japanese Incarceration during WWII.
- Fighting back against racialized policing.
- Shared elementary and high school experiences.
- Shared experience with segregation due to racial covenants where both Japanese Americans and African Americans were denied home loans in many Los Angeles neighborhoods.
- Food + Culture
- Leisure (Holiday Bowl)
- Black Panthers' influence and support of the Yellow Brotherhood.
- Shared views on the draft, Vietnam War, and violence both in Vietnam and protests in the U.S.
- Shared need for youth programs and community services.

5. Group Share-Out 1 (5 minutes)

Show Slide 6: When the timer goes off, ask students to stop what they are doing. Bring the class's attention to the share-out slide. Ask students to identify one row from their graphic organizer to share with their group/pair. Group members may write down one of their group member's issues/moments if they did not fill out all 3 themselves. Ask for 3 volunteers to share one moment/issue to the whole class that stood out to them or their group.

6. (Optional) Break (5 minutes)

Show Slide 7: I normally like to build in a break about halfway through work time in my class. If this routine works for you, use it. If not, skip.

7. May 19th Project Videos (20 minutes)

- A. Show Slide 8: Instruct Students to click the link in the Graphic Organizer. Then tell them they will need to choose 2 videos from this video playlist. For each video, students will need to fill out the same graphic organizer they used for the Lost LA episode.
- B. Student choice is important, allow them to choose but if students do not know which to choose, recommend these top 3 recommendations: Yuri and Malcolm, Grace Lee Boggs, or Education is Solidarity.

Note: If you are showing the videos for the whole class, I recommend you show the recommended videos but feel free to choose any of the videos.

8. Group Share-Out 2 (5 minutes) ← *Only if you have time!*

- A. Show Slide 9: When the timer goes off, ask students to stop what they are doing. Bring the class's attention to the share-out slide. Ask students to identify one row from their graphic organizer to share with their group/pair. Group members may write down one of their group member's issues/moments if they did not fill out all 3 themselves. Ask for 3 volunteers to share one moment/issue with the whole class that stood out to them or their group.

9. Closure/Vocabulary Chart (10 minutes)

- A. Show Slide 10: **Ask students to return to their first Vocabulary Chart and flip it over** OR create a new chart in their notebook. Tell them that their assessment will be to fill out this chart and include specific examples and connections they made throughout the class. Push students to come up with an entirely new set of definitions, visual representations, examples, and connections. The point is for students to have a more robust understanding of the term solidarity.

10. **Extension Activity:** Students complete an **eleven-sentence paragraph** answering the inquiry question: *What opportunities for solidarity did Asian Americans and African Americans find in post-war America?* The graphic organizer could be used as a starting point for the paragraph. See the handout at end of the lesson for a guide to the eleven-sentence paragraph.

Assessment

You may choose to simply collect/check their final vocabulary sheet as an assessment of their understanding. Their last definition, example, visual representation, and connection to class/life can be an assessment of their understanding of the term solidarity. If you choose

the extension activity, the eleven-sentence paragraph is an excellent assessment. Students should show a robust understanding by being able to provide 2 specific examples of solidarity between the two groups and a connection to the class/life.

Bibliography

- “Lost LA.” 2022. KCET. <https://www.pbs.org/video/from-little-tokyo-to-crenshaw-kyeqgt/>.
- Chang, Jeff. 2022. “‘Solidarity Is Our Future’: May 19th Project Amplifies the Power of Working Together.” KCET. <https://www.kcet.org/news-community/may-19th-project/may-19th-project-amplifies-the-power-of-working-together>.

HANDOUT 1: VOCABULARY CHART

In your own words	Visual Representation
Example	Connections to Class/Life

Key Word:
Solidarity

In your own words	Visual Representation
Example	Connections to Class/Life

Key Word:
Solidarity

In your own words	Visual Representation
Example	Connections to Class/Life

Key Word:
Solidarity

In your own words	Visual Representation
Example	Connections to Class/Life

Key Word:
Solidarity

HANDOUT 1: SOLIDARITY GRAPHIC ORGANIZER

Name: _____ Date: _____ Period: ____

Directions: This is a chance for you to learn about the shared experiences between Asian Americans and African Americans after WWII. Please note that the experiences of these communities are not exactly alike - they are only to help us realize that all communities of color suffer similar (but NOT exactly the same) issues. As you watch each video, fill out each box accordingly. There is no word length minimum or maximum - just be sure that your answers are specific.

	Source Title + Link	Describe specific moments/issues that brought both communities together: - One moment that brought African Americans and Asian Americans together was...	Provide evidence/reasons that proves this was Solidarity! - I know this moment is an example of solidarity because... - _____'s experience shows how African Americans and Japanese Americans...	What connections can you make to this moment/issue: - This relates to our unit... - This relates to a current issue... - This relates to my own experience...
1	Lost LA Episode: <u>"From Little Tokyo to Crenshaw"</u> Choose a first moment/issue			
2	Lost LA Episode: <u>"From Little Tokyo to Crenshaw"</u> Choose a second moment/issue			

	Source Title + Link	Describe specific moments/issues that brought both communities together: - One moment that brought African Americans and Asian Americans together was...	Provide evidence/reasons that proves this was Solidarity! - I know this moment is an example of solidarity because... - _____'s experience shows how African Americans and Japanese Americans...	What connections can you make to this moment/issue: - This relates to our unit... - This relates to a current issue... - This relates to my own experience...
3	Lost LA Episode: <u>"From Little Tokyo to Crenshaw"</u> Choose a third moment/issue			
4	<u>May 19th Project Playlist</u> : Choose a first video to watch			
5	<u>May 19th Project Playlist</u> : Choose a second video to watch			

HANDOUT 2: THE 11 SENTENCE PARAGRAPH FORMAT

There must be thorough “commentary” (explanation/analysis) of your “concrete detail” (textual support/evidence) that relates back to the main points or topic sentence of the whole paragraph.

1. Thesis: state the topic of your paragraph and the main point you want to make about the topic.
2. Introduce the first reason or example that supports your main point (concrete detail).
3. Provide a quote or specific example as **evidence** or support.
4. Explain how the quote or example supports your main point (**commentary**).
5. Transition to another reason or example that supports your main point (concrete detail).
6. Provide a quote or specific example as **evidence** or support.
7. Explain how the quote or example supports your main point (**commentary**).
8. Transition to how this question relates to this class/your community/experiences you have had (specific example).
9. Provide a quote or specific example as **evidence** or support.
10. Explain how the quote or example supports your main point (commentary).
11. Write a concluding sentence that explains why this matters/is important to know OR how the examples above support your thesis.

