

## Resources to Support Discussions on Increases in Anti-Asian Bias, Racism, and Hate Crimes

**Note:** For an accessible version of this resource, visit the Word file of this [Resources to Support Discussions on Increases in Anti-Asian Bias, Racism, and Hate Crimes](#) guide.

Over the past year there has been an alarming increase in racist incidents directed towards Asian American and Pacific Islanders nationally and locally. According to Stop AAPI Hate there were 2,800 self-reported hate incidents from March to December 2020 alone. Educators must do our part to respond to these incidents by helping to develop greater awareness of this problem and facilitating discussions about how communities should respond to the larger influence of systemic racism in the United States that is a significant factor in causing these incidents. Just as importantly, we must help our communities effectively avoid further acts of violence and hate. The NYCDOE Social Studies and Civics for All team has created this resource guide to help educators address Anti-Asian bias, discrimination, and hate. Resources are also included to support the necessary inclusion of Asian-American history as part of NYCDOE's emphasis on culturally responsive and sustaining education.

### Teacher Facing Resources

Resource	Summary
<a href="#">New York City Department of Education, <i>Passport to Social Studies</i></a>	<p>Social studies lesson plans available to NYCDOE teachers by logging in to <a href="#">WeTeachNYC.org</a>*:</p> <ul style="list-style-type: none"> <li>• Grade 8 Unit 2 Lesson 5 <i>Immigrant Experience</i></li> <li>• Grade 8 Unit 2 Lesson 8 <i>The Chinese Exclusion Act</i></li> <li>• Grade 8 Unit 2 Lesson 9 <i>Immigration Political Cartoons</i></li> <li>• Grade 8 Unit 3 Lesson Lesson 5 <i>Alaska and Hawaii</i></li> <li>• Grade 8 Unit 5 Lesson 5 <i>Japanese Internment Camps</i></li> <li>• Grade 11 Unit 3, Day 17 <i>Contributions of and Opposition to Chinese Immigration</i></li> <li>• Grade 11 Unit 2 Day 18 <i>Immigration Trends</i></li> </ul> <p>*There are lessons in the Passport to Social Studies and Civics for All curriculum that teach about Asian and Asian American and Pacific Island history that are not on the list above. The lessons identified above provide deep context for the recent rise in racist incidents directed at Asian Americans and Pacific Islanders.</p>

<p><a href="#"><u>New York City Department of Education, <i>Hidden Voices: Untold Stories of New York City History</i> and <i>Hidden Voices: LGBTQ+ Stories in United States History</i></u></a></p>	<p>A teacher-facing resource guide aligned to the <i>Passport to Social Studies</i> curriculum to help teachers facilitate and explore inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups. Alongside guidance for teachers on authentically incorporating diverse perspectives are profiles of selected lesser-known figures who have had an impact on history. Each profile includes discussion questions and document analysis questions for each grade band as well as explicit connections to <i>Passport to Social Studies</i> units and lessons.</p> <p>Profiles include:  Ah Ming (Hidden Voices LGBTQ+)  Martin Wong (Hidden Voices LGBTQ+)  Wong Chin Foo (Hidden Voices NYC)</p>
<p><a href="#"><u>Learning for Justice (Revised in Spring 2020 for NYCDOE), <i>#USvsHate: Anti-Hate, Bias, and Inequality Resources</i></u></a></p>	<p>The #USvsHate project, created by Learning for Justice, is a nationwide anti-bias initiative to amplify student voice and push back against messages of bias, bigotry, and hate. Working with organizations including the American Federation of Teachers, Facing History and Ourselves, Teaching for Change, Rethinking Schools and others, #USvsHate offers an extensive curated collection of lessons, allowing students to strengthen their capacity to thrive in an increasingly diverse democracy. Educators will find resources for working with students to build an inclusive school community and to understand—and push back against—various forms of hate. Those looking specifically for lessons on topics like racism, antisemitism, homophobia, transphobia and more will find a wide variety of lessons for students at all grade levels.</p>
<p><a href="#"><u>Anti-Defamation League, <i>Coronavirus and Infectious Racism</i></u></a></p>	<p>This middle and high school lesson plan expands student understanding of how the COVID-19 pandemic is increasing anti-AAPI racism, and what they can do about it.</p>
<p><a href="#"><u>Asian American Pacific Islanders for Civic Empowerment, <i>Asian American Racial Justice Toolkit</i></u></a></p>	<p>This toolkit represents the work and thinking of 15 grassroots organizations with Asian American bases living in the most precarious margins of power: low-income tenants, youth, undocumented immigrants, low-wage workers, refugees, women and girls, and queer and trans people. It reflects their experiences with criminalization, deportation, homophobia, xenophobia and Islamo-racism, war, gender violence, poverty, and worker exploitation. All of the modules are designed to begin with people’s lived experiences, and to build structural awareness of why those experiences are happening, and how they are tied to the oppression</p>

	<p>of others. By highlighting the role of people's resistance both past and present, the toolkit also seeks to build hope and a commitment to political struggle. In these perilous times, it is an intervention by today's Asian American activists to restore our collective humanity across our differences through a practice of deep democracy, by looking first to history and then to one another to build a vigilant and expansive love for the people.</p>
<p><a href="#"><u>Immigration History. <i>Thind v. United States (1923)</i></u></a></p>	<p>Part of the larger <a href="#"><u>Immigration History</u></a> website which is a project of the Immigration and Ethnic History Society housed at the University Of Texas. Teachers will find resources at this website including background, timeline, lesson plans, and a glossary concerning Asian and Pacific Islander immigration, including specific information on the landmark case of Thind v. U.S..</p>
<p><a href="#"><u>Learning for Justice. <i>How to Respond to Coronavirus Racism</i></u></a></p>	<p>An article providing strategies for teachers and students to use to fight racist rhetoric. While the article uses examples of how to speak up against racism related to the coronavirus pandemic the strategies are universally applicable.</p>
<p><a href="#"><u>Learning for Justice. <i>Speaking Up Against Racism Around the Coronavirus</i></u></a></p>	<p>An article that explores misinformation and speech that contribute to anti-AAPI racism during the COVID-19 pandemic, provides historical context, suggestions for action for students and collaborators, as well as other resources to support instruction on anti-AAPI racism.</p>
<p><a href="#"><u>Museum of Chinese in America. <i>Family Journeys: a Classroom Companion Guide</i></u></a></p>	<p>Resource for grades 3-8 from the Museum of Chinese in America that promotes reflection on the value of diversity and the Chinese-American immigration experience.</p>
<p><a href="#"><u>Museum of the Chinese in America. <i>Response to Racism Against AAPIs</i></u></a></p>	<p>The Museum of Chinese in America is accepting stories, videos, recordings, reflections, conversations, photos, social media posts, art, and music from the public to be considered for inclusion in an upcoming exhibition.</p>
<p><a href="#"><u>Museum of Chinese in America. <i>Where Do Stereotypes Come from? Classroom Companion Guide</i></u></a></p>	<p>Resource from the Museum of Chinese in America for grades 8-12. This guide includes document based exercises to support learning the origins of stereotypes and social fears, such as xenophobia and racism.</p>
<p><a href="#"><u>NAPABA. <i>Hate Crime Resources</i></u></a></p>	<p>A list of resources curated by the National Asian Pacific American Bar Association defining hate crime and explaining the difference between a hate crime and a bias incident, as well as providing ways to follow up such incidents. Resources include the white paper, <i>A Rising Tide of Hate and Violence against Asian Americans in</i></p>

	<i>New York During COVID-19: Impact, Causes, Solutions.</i>
<a href="#"><u>NBC, Anti-racism Resources to Support Asian American, Pacific Islander community</u></a>	Resources, guidance, tools and more curated by NBC News.
<a href="#"><u>National Veterans Network and Smithsonian Asian Pacific American Center, Resources for Educators &amp; Researchers</u></a>	An elementary and middle school curriculum, as well as additional resources, for learning about the Japanese American World War II experience. Learn more about the project from the article, <a href="#"><u>We Still Haven't Learned From This</u></a> , from Learning for Justice.
<a href="#"><u>NYC Human Rights, Stop Asian Hate</u></a>	A toolkit for addressing anti-Asian and Pacific Islander bias, discrimination, and hate created by the City of New York. This resource provides videos, articles, poster campaigns, and opportunities to take action.
<a href="#"><u>New-York Historical Society: Chinese American: Exclusion/Inclusion</u></a>	<i>Chinese American: Exclusion/Inclusion</i> chronicles the complex history of the Chinese in America; New-York Historical Society's companion website to their landmark 2015 exhibit; the challenges of immigration, citizenship, and belonging that shaped both the Chinese American experience and the development of the United States as a nation. Contains digital resources and full curriculum guide for classroom use.
<a href="#"><u>New York Times, Lesson of the Day: A Rise in Attacks on Asian-Americans</u></a>	A lesson in which students learn about racism against Asian-Americans and consider what they can do to stop it in their school or community.
<a href="#"><u>PBS, Asian Americans</u></a>	The three-part series telling the history of identity, contributions, and challenges experienced by Asian Americans. For resources connected to the documentary click <a href="#"><u>here</u></a> .
<a href="#"><u>PBS, Roots in the Sand</u></a>	Jayasri Majumdar Hart's <i>Roots in the Sand</i> is a multi-generational portrait of pioneering Punjabi-Mexican families who settled, a century ago, in Southern California's Imperial Valley. Through the use of found footage, archival and family photographs, personal and public documents, Hart tells the touching and inspirational story of a community that grew out of a struggle for economic survival in the face of prejudice. This website supports and augments the history that is revealed in the film. The site includes information about <a href="#"><u>Bhagat Singh Thind</u></a> , who was involved in the historic Supreme Court case: <a href="#"><u>United States vs. Bhagat Singh Thind (261 US 204)</u></a> .

<p><a href="#"><u>PBS NewsHour Extra, <i>Daily News Lesson: Asian Americans Face a Wave of Discrimination During the Pandemic</i></u></a></p>	<p>A recent string of attacks on elderly Asian Americans has brought attention to the rise of violence and harassment of Asian Americans. Just since the pandemic began, more than 3,000 anti-Asian “hate incidents” have been reported in the U.S., according to the group Stop AAPI Hate.</p>
<p><a href="#"><u>September 11 Digital Archive, <i>Ground One:Voices from Post-911 Chinatown</i></u></a></p>	<p>Presenting more than two dozen oral history interviews with Chinese Americans (available in both Chinese and English), this site explores how the events of September 11, 2001 indelibly changed one famous lower Manhattan neighborhood.</p>
<p><a href="#"><u>Smithsonian Asian Pacific American Center, <i>Addressing Anti-Asian Racism With Students</i></u></a></p>	<p>An interview with Liz Kleinrock, an anti-bias educator and consultant based in Los Angeles, California. Topics in the interview include how to address Anti-Asian racism in the classroom as well as how ignoring racism directed at Asian Americans and Pacific Islanders in our classrooms and communities can negatively impact student learning. Liz Kleinrock also delivered the important TED Talk, <a href="#"><u>How to Teach Kids about Taboo Topics</u></a>.</p>
<p><a href="#"><u>STOP AAPI HATE</u></a></p>	<p>This initiative, which emerged as a response to AAPI hate crimes during COVID-19 pandemic, is the product of the Asian Pacific Planning and Policy Council (A3PCON), Chinese for Affirmative Action (CAA), and the Asian American Studies Department of San Francisco State University. The center tracks and responds to incidents of hate, violence, harassment, discrimination, shunning, and child bullying against Asian Americans and Pacific Islanders in the United States. This site serves as the leading aggregator of anti-Asian hate incidents, provides multilingual resources for impacted community members, and advocates for local, state, and national policies that reinforces human rights and civil rights protections.</p>
<p><a href="#"><u>Yale National Initiative, <i>“Boxing” Asian American History</i></u></a></p>	<p>In teaching American history, students are often “boxed in” with ideas from antiquated textbooks featuring Presidents, heroes, dates and facts. Teachers understand the urgent needs to repair how social studies is taught with innovations. This K to 8th grade unit is designed with an easy-to-use “boxing” framework to include primary sources from Asian American history to challenge students to “historicize” our past and present. Students will discuss “hard history” and discrimination relating to hair, race, gender, hate, and the misinformed discourses of “America’s minority problems.”</p>

## Student Facing Resources (with supporting focus and discussion questions)

### [Asia Society, The Rise of 'Dehumanizing' Anti-Asian Racism in the U.S.](#)

*Description:* In this short clip, Dr. Russell Jeung, a co-founder of Stop AAPI Hate, speaks about the reports his group has received about verbal harassment, physical attacks, and bullying against Asians and Asian Americans from across the United States.

*Focus Question for The Rise of 'Dehumanizing' Anti-Asian Racism in the U.S.:* How can we best respond to the dire situation created by acts of Anti-Asian American and Pacific Islander racism and hate?

#### *Discussion Questions:*

- Why does Russell Jeung state that the situation here in the United States is dire?
- What does it mean to dehumanize someone? Why do you think that these attacks on Asian Americans and Pacific Islanders often attempt to dehumanize them?
- How should we respond to this dire situation? How can we ensure that the people and the government address this situation?

### [Learning for Justice, Min Jee's Lunch](#)

*Description:* A short story for young students that can be used to begin conversations about stereotypes and the value of speaking up.

*Focus Questions for Min Jee's Lunch:* What is a stereotype? Why is it important for us to be aware of stereotypes? How should we respond when we see or hear someone use a stereotype?

#### *Discussion Questions (from [Learning for Justice](#)):*

- Why was Min Jee extra excited for lunch at the beginning of the story?
- How did Audrey's comments make Min Jee feel? Why?
- Why is it wrong to make assumptions about people or groups like the ones Audrey made about Asian people?
- Ella and Gabriel wished they had stood up for Min Lee. When is a time you have stood up for a friend, someone has stood up for you, or you have seen someone stand up for someone else?

### [Gothamist/WNYC, Demonstrators, Elected Officials Rally After Surge In Anti-Asian Hate And Violence](#)

*Description:* This article describes a Rise Up Against Asian Hate rally that took place on February 27th, 2021 at Federal Plaza in Lower Manhattan, and highlights the response of community activists to the recent waves of anti-Asian attacks.

*Focus Question for Demonstrators, Elected Officials Rally After Surge in Anti-Asian Hate and Violence:* How do coalitions come together to organize for change and to protect a community?

*Discussion Questions:*

- Who are some of the groups and individuals at the rally against Anti-Asian hate and violence, and what were their reasons for speaking out?
- What do the groups and individuals who attended the rally agree on? What are some of the differences in their perspectives?
- What are some of the emotions that people who attended the rally expressed? What are some of their ideas for how to respond to anti-Asian bias and violence? How are emotion and activism connected?
- Select a sentence from the article that stands out to you. The sentence can be informative, interesting, notable, or elicits an emotional response. Share the sentence with your class and explain what it means to you.

[PBS, Asian Americans, The Fight for Ethnic Studies](#)

*Description:* A video depicting the student-led efforts that resulted in the 1969 launch of the first Department of Ethnic Studies at UC Berkeley, and later San Francisco State.

*Focus Question for The Fight for Ethnic Studies:* Why did students in the late 1960s at San Francisco State fight for Ethnic Studies? How did that fight build coalitions between Asian American students and other student groups?

*Discussion Questions:*

- How did the civil rights movement and fight for Black Studies at San Francisco State influence the activism of Asian American students at the college? What other circumstances do you think influenced the protests of Asian American students at the college?
- In what ways did different groups at San Francisco State find common ground in their protests?
- What was the Third World Liberation Front? What were its goals?

[PBS, Asian Americans, The Impact of the Vincent Chin Case](#)

*Description:* A video on the 1982 murder of Vincent Chin, a pivotal moment in civil rights history. It is the first time that federal hate crime laws are used in a case involving an Asian American victim.

*Focus Question for The Impact of the Vincent Chin Case:* Why was the Vincent Chin case a pivotal moment in civil rights history?

*Discussion Questions:*

- How were the results of the trials of Ronald Ebens and Michael Nitz in the killing of Vincent Chin a catalyst for protest in the Asian American and Pacific Islander community?
- How were the results of the trials of Ronald Ebens and Michael Nitz representative of anti-Asian and Asian American racism and violence in United States history?
- How did the Asian American community in the Detroit area respond to the Vincent Chin case? How did their initial response grow?

- What did Jesse Jackson mean when he stated, “We have been drawn here together by death, an unplanned family reunion”? How is Jackson’s response similar to some people’s response to anti-Asian American racism at present?
- What is the legacy of the Vincent Chin case?

[PBS, Asian Americans, Women Advancing Equality](#)

*Description:* A video about Asian American Congresswoman Patsy Mink, who co-authored Title IX, a law to ensure that no one will be discriminated against in education and federally-funded activities based on gender, and supported civil rights legislation.

*Focus Question for Women Advancing Equality:* How did Patsy Mink fight to advance equality for everyone in the United States?

*Discussion Questions:*

- Who was Patsy Mink? What obstacles did Patsy Mink face in running for Congress?
- How did Patsy Mink advocate for the passage of civil rights legislation?
- What was Patsy Mink’s impact on advancing equality for all Americans?

[PBS NewsHour, Asian Americans Face a Wave of Discrimination During the Pandemic](#)

*Description:* PBS NewsHour correspondent Amna Nawaz interviews Asian American and Pacific Islander activist Helen Zia and Rise founder Amanda Nguyen to discuss the recent surge in Anti-Asian violence and racism.

*Focus Question for Asian Americans Face a Wave of Discrimination During the Pandemic:* What has led to the rise in Anti-Asian violence and racism? What can we do about it?

*Discussion Questions:*

- What has led to the recent surge in racism and violence directed towards Asian and Asian Americans? How are these occurrences linked to events in the past?
- According to Helen Zia, how is Anti-Asian American and Pacific Islander violence the result of systemic racism and white supremacy?
- How are these attacks affecting people as they also respond to the COVID pandemic?
- What should be done in response to this wave of discrimination as well as the larger aspects that connect to issues of systemic racism?

[PBS NewsHour, ‘The Problem with Apu’ and the American Immigrants Stories that Aren’t Being Told](#)

*Description:* An interview with comedian Hari Kondabolu on exclusion and stereotyping in American media, with a particular focus on the character of Apu from “The Simpsons.”

*Focus Question for ‘The Problem with Apu’ and the American Immigrants Stories that Aren’t Being Told:* How have South Asian immigrants been portrayed in the media?



- What is Hari Kondabolu's position on the character of Apu from The Simpsons?
- Hari Kondabolu says that stereotypical impressions of a group of people are a way of silencing that group of people. What do you think he means by that?
- Hari Kondabolu states that we should work harder to tell the real stories of people, including immigrants, because it helps to humanize them. What does it mean to humanize a group of people?
- How might stereotypical caricatures lead to the mistreatment of people? What should we do about it?
- Can you think of other examples of stereotypes from popular movies or tv that are accepted by the mainstream? What can we do about them?

[American Social History Project, A Chinese Immigrant Recalls the Dangers of Railroad Work · SHEC: Resources for Teachers](#)

*Description:* A book excerpt detailing the extreme danger taken on by thousands of Chinese immigrants who worked in railroad construction in the West from the 1860s to the 1880s.

*Focus Question for A Chinese Immigrant Recalls the Dangers of Railroad Work:* How does the work experience of Chinese workers give a window into the lives of Asian immigrants 150 years ago?

*Discussion Questions:*

- What were some of the dangers that Chinese workers faced while working on the Railroad?
- Why do you think the workers agreed to work under such dangerous conditions?
- What impact did building the Transcontinental Railroad have on the environment?
- There are few written records left by Chinese immigrants who worked on the railroad from the 1860s to the 1880s. What sources of information can we use to learn about the lives and work of Chinese workers in the 19th Century?
- How can we connect the experiences of Chinese workers in railroad construction to contemporary examples of Anti-Asian American racism? What does this tell us about structural racism and inequality?