

Inquiry Design Model (IDM) Blueprint™

Compelling Question	How should we combat anti-Asian American racism?		
Standards and Practices	<p>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p> <p>D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.</p>		
Staging the Question	<p>(This IDM is situated in the Pacific NW but could be adapted by changing out resources in the Staging and Supporting Questions #2 and #4).</p> <p>“Has anyone seen any local news about Asian Americans recently?”</p> <p>“Asian Americans have a long history in our local region. They have experienced racism and discrimination but have often resisted and fought back. Today, we are going to do a gallery walk to explore some of that history. I want you to write down your reactions, questions and connections..”</p> <p>Engage students in a gallery walk with statistics and photographs of recent and historical anti-Asian racism and resistance, regionally and nationally. Students circulate quietly, adding a post-it note with their questions, reactions, and ideas, including in response to other students’ work.</p> <p>The following images could be used for a Gallery Walk -: image 1; image 2; image 3; images of Camp Minidoka; images of first US “evacuation” on Bainbridge Island, WA and others from Japanese American incarceration from Library of Congress Collection. *Consider also including short letters from 7th grade incarcerated students in Pak (2002), Images from Erika Lee (2016) book pp. ix-xi; pp. 92-93, if available.</p> <p>Follow the gallery walk with a debrief including identifying questions the images brought up for the students. and the following 4 min video including current stats here. Ask students for connections between the images and video.</p> <p>Next, read the following newsela article here (Free account required) together as a class. Point out the different ideas the authors have for what we all can do to fight back against anti-Asian American racism. Begin a Butcher Paper “Parking Lot” where the class identifies some initial ideas about what they could do to combat anti-Asian American racism. The class will return to this parking lot to add ideas after each of the following lessons adding new ideas they have formulated about how to combat anti-Asian American violence.</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did anti-Asian racism develop in U.S. history?	How were different groups of Asian Americans impacted by anti-Asian racism throughout history in the Salish Sea region?	Who gained unfairly from anti-Asian American racism in history and who does today?	How have Asian Americans and allies resisted anti-Asian racism in the Salish Sea Region?
Formative	Formative	Formative	Formative

Performance Task	Performance Task	Performance Task	Performance Task
<p>After/during analysis of the resources below, begin a large classroom wall timeline that identifies events related to Anti-Asian American racism and Asian American resistance, including local and broader events impacting AAPI communities in the Salish Sea. Individually or in groups, students will write post-it notes or index cards of events they find to add to the timeline.</p>	<p>Create a map series or flip book of one neighborhood showing when different Asian ethnic groups were excluded. Include at least two different Asian ethnic groups over three or more decades.</p> <p>Before viewing sources, have students select a neighborhood. While students watch the film, they should note events impacting their area. Meanwhile, teachers can print neighborhood outlines for copying/tracing next.</p>	<p>Using the featured sources, students complete the following chart in groups or as a whole class. They should use 3 specific examples from the source to fill out the chart.</p> <p>Mapping the Effects of Racism Graphic Organizer</p>	<p>In small groups, students will look at 2-3 different organizations' efforts to challenge anti-Asian racism locally and/or nationally. For each organization, students will complete a row in this table, then share their learning at the end of class.</p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Use the following sources above to clarify historical and contemporary relationships between racism, immigration policy, and citizenship - either as a whole class, jigsaw, or another strategy. Sources will require some vocabulary scaffolding.</p> <p>Naturalization Act of 1790 (excerpt) Ch. 3, sect. 1, sentences 1-2</p> <p>Chinese Exclusion Act of 1882: (excerpt) sect. 1 and 14</p> <p>Exclusion Order Posting (may need to highlight key details)</p> <p>A Different Asian American Timeline (e.g. 1763, 1840, 1852, 1854, 1871...)</p> <p>Asian American History 101 podcast #54 (16:38-21:35) connects WA anti-Chinese violence in 1885 with other states. *While listening, show map locations and pause to</p>	<p>A Family Affair (19 min film) moves from 1800s anti-Chinese ethnic cleansing campaigns to Japanese internment and Filipinx trade-unionism</p> <p>Racial restrictive covenants against specific Asian ethnicities (and others) from 1920 to present</p> <p>DENSHO's Sites of Shame interactive map illustrates movements of Japanese American incarceration nationwide, showing specific families' journeys</p>	<p>Use the slideshow in this article with captions for information about specific acts of racism and their effects on various stakeholders.</p>	<p>List of AAPI advocacy groups' websites in the Seattle area here</p> <p>Asian American Racial Justice Toolkit lists national AAPI organizations' efforts for racial justice on p. 5, then gives detail from pp.221-284</p>

explain vocabulary like “indicted” as needed.			
Summative Performance Task	Argument	Individually write a short, persuasive speech taking a stance on the best or most needed approach for combating anti-Asian racism locally, citing historical and other evidence for support. Create a powerpoint, poster, or slideshow with text and images that support your approach.	
	Extension	Create a list of questions to ask a local AAPI advocacy group related to this chosen approach. The teacher could work to combine similar questions and collaborate with a local AAPI advocacy group to share some answers.	
Taking Informed Action	<p>UNDERSTAND: Students will engage in informal interviews to learn what local Asian American advocacy groups (NGOs, faith communities, families and PTOs at the school, etc.) are already doing to combat anti-Asian racism, and initiatives underway, deepening their understanding from question 4 above.</p> <p>ASSESS: share out as a group in a jigsaw (each member representing different advocacy groups) or whole class</p> <p>ACT: Form action groups to partner with local AAPI advocacy groups to support their efforts combating anti-Asian racism locally and/or more broadly.</p> <ul style="list-style-type: none"> ● Imagine: Write a group mission statement or goal that connects to one of the advocacy groups’ ongoing work. ● Plan: Develop a Plan of Action to partner or support their efforts. How can students best be involved, and what pre-work needs to happen for trust and relationship-building? How else can students educate themselves on the experiences of the communities the organization represents? ● Act: Carry out their plan of action in partnership with the chosen advocacy group. 		