



# LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

## Building an AAPI Abolitionist Future

Time: ~7 days

Grade Level: 11-12

### **Purpose (What will students learn from this lesson?):**

Students will learn about how the modern day carceral state harms all of our communities, explore the idea of transformative justice and abolition, examine the connections between anti-Blackness in the reporting of anti-Asian violence, and collectively imagine an abolitionist future.

### **Unit Enduring Understandings Alignment:**

- Students will examine the concept of intertwined liberation and reflect upon what it means to be in solidarity with other communities when organizing for abolition

### **Lesson Guiding Questions:**

- Essential Question: How can abolition guide Asian American, Pacific Islander, and Arab American communities towards a future of solidarity and collective liberation?
  - **Critical concepts sub-questions**
    - How do carceral systems shape the gendered and/or racialized violence that Asian communities face?
    - Do police keep our communities safe?
  - **Community collaboration sub-question**
    - Why is abolition necessary for Black-Asian solidarity?
  - **Conclusive dialogue sub-question**
    - What alternative, anti-carceral visions for collective liberation and community well-being does modern-day abolition provide for us?

### **Essential Skills:**

- Engaging in liberatory re-imagination
- Close-reading skills, reading comprehension
- Chart/data analysis, critical media literacy

**Cultural Wealth (Yosso, p. 78):**

- Navigational capital
- Resistant capital

**Ethnic Studies Principles Alignment:**

- Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.
- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.
- Conceptualize, imagine, and build new possibilities for post-imperial life that promotes *collective narratives of* transformative resistance, critical hope, and radical healing.

**Standards Alignment:**

- **Language 12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **Language 12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Reading 12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- **Reading 12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event

**Materials:**

<ul style="list-style-type: none"><li>● <b>Teacher will need:</b><ul style="list-style-type: none"><li>○ Projector with sound</li><li>○ Reading print-outs</li></ul></li></ul>	
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**Modifications, Accommodations, Resources for Multilingual Students :**

<p>Additional curated lists for abolition resources including videos (can watch with closed captions)</p> <ul style="list-style-type: none"><li>● <a href="#">Abolition journal study guide</a></li><li>● <a href="#">Scalawag Magazine Abolition reading materials list</a></li><li>● <a href="#">Prison abolition resource guide</a></li></ul>	
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**Critical Vocabulary:**

<b>CRITICAL VOCABULARY</b>	<b>Definition and Rationale for choosing this word, phrase, or concept</b>	<b>Idea for pre-teaching or front-loading the concept.</b>
<b>Carceral state</b>	<p>“...the reach of carcerality extends far beyond formal incarceration itself, which includes but is not limited to state and federal prisons, local jails, immigrant and juvenile detention centers, military prisons, and carceral programs of probation and parole. The concept of carcerality captures the many ways in which the carceral state <b>shapes and organizes society and culture through policies and logic of control, surveillance, criminalization, and un-freedom.</b></p> <p>The carceral state...operates in highly discriminatory ways and have both produced and reinforced massive inequalities along lines of race, class, gender, sexuality, and other identity categories. But carcerality is also everywhere, a central organizing principle of our society and culture, and therefore affects and diminishes us all.”</p> <p><u><a href="#">Ruby Tapia, U-M Professor of English and Women's Studies</a></u></p>	<p>Students can do a think-pair-share to do a close-read of this definition</p> <p>Time permitting, students can explore Ruby Tapia’s StoryMaps link which has more resources about the carceral state</p>
<b>Criminalization</b>	<p>“to make an activity illegal or to treat someone as a criminal;</p> <p>In the context of civil rights and racial justice, researchers, advocates and justice system leaders have described both the criminalization of poverty and the criminalization of people of color as interactive dynamics that perpetuate negative societal stereotypes and perceptions such that being Black, or being poor, is itself viewed as criminal. Criminalization is at the root of the simultaneous and sustained over-policing of targeted individuals and communities and under-policing of others, as well as the disparate outcomes that result from that policing, such as harassment, expulsion from school, use of force, asset forfeiture, questionable searches and seizures, fines, detention, and incarceration”</p> <p><u><a href="#">source: YWCA</a></u></p>	<p>Activity 3: Jamboard</p>
<b>Surveillance</b>	<p>Surveillance is a rapidly proliferating set of practices that permits authorities and private citizens to collect, analyze, and disseminate information through rapidly developing technological means</p>	

	source: <a href="#">Social Justice Centre</a>	
<b>Confinement (imprisonment, incarceration)</b>	the act of imprisoning someone or the state of being imprisoned	
<b>Deportation</b>	the expulsion of a person or group of people from a place or country	
<b>Abolition</b>	<p>the action or an act of abolishing a system, practice, or institution</p> <p>abolition is a <b>political vision</b> with the <b>goal</b> of eliminating imprisonment, policing, and surveillance and <b>creating lasting alternatives to punishment and imprisonment</b></p> <p>source: <a href="#">Critical resistance</a></p>	Activity 5: Tracing the lineage of abolition

## C1: Cultural Ritual and/or Energizer

**Title of Cultural Ritual/Energizer:** What is Safety?

**Description:** Before engaging in the lesson, students will engage in the idea of “safety.” What makes a community “safe”? What does “safety” look like? This is to activate prior knowledge and get a gauge for what students think “safety” entails—this lesson will fundamentally challenge traditional notions of “safety” (which really criminalize the poor and communities of color) and reimagine it.

STEP	DESCRIPTION	TIME
Step 1	<p><b>Land Acknowledgement</b></p> <p><b>Slide 5:</b> With the students, research what sacred native lands you reside on using <a href="#">native-land.ca</a>; native communities also face disproportionate policing and over-criminalization. As you conduct this lesson, reference or draw throughlines to how other communities are also affected by the carceral state.</p>	5 min
Step 2	<p><b>Ancestor Acknowledgement</b></p> <p><b>Slide 6:</b> Yang Song was a massage parlor worker who died during a NYPD police raid in 2017. Read more about her at the following links before introducing her to the class. Take care to treat Yang Song’s story and life with dignity and humanization especially considering the stigma around sex workers:</p> <ul style="list-style-type: none"> <li>• <a href="#">Paper mag: Red canary song interview</a></li> <li>• <a href="#">Red Canary Song website</a></li> <li>• <a href="#">The Nation: Red Canary Song interview</a></li> <li>• <a href="#">Survived and Punished: Response to Hate Crime Charges</a></li> </ul>	5 min
Step 3	<b>Slide 9:</b> Instruct the students to create a poem about safety	20-30 min

	using the provided sentence starters. They may create it individually and share out loud with their group or they may create it collectively with the class.	
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## C2: Critical Concepts

**Title of Lecture, Slidedeck/Presentation, and/or Activity:** Carceral State and Abolition

**Description:** In this section students will learn what the carceral state is and how it affects various communities under the AAPI umbrella. They will also learn about what abolition looked like throughout time.

STEP	DESCRIPTION	TIME
Slide 13	<p><b>Activity 2: Carceral State</b> Introduce the concept of the “carceral state” using Ruby Tapia’s quote.</p> <p style="text-align: center;">Time permitting, you may explore the <a href="#">ArcGIS StoryMaps link</a> with the class.</p>	5 min
Slide 14-21	Show students the provided images and have them identify in groups how each image displays the carceral state.	15 min
Slide 22	<p><b>Activity 3: Vocab Primer</b> Students will use a <a href="#">Jamboard/Frayer model</a> to learn the following vocab words: criminalization, surveillance, confinement, and deportation</p>	20-30 min
Slide 23-26	<p><b>Activity 4: Carceral State Readings</b></p> <ol style="list-style-type: none"> <li>1. Put students in groups of 4 and assign each student one of the <a href="#">provided readings</a>. They will read their assigned reading individually and complete the accompanying reading comprehension questions.</li> <li>2. Using the provided <a href="#">worksheet</a>, have students identify a triangle, square, and circle quote in preparation to share with their groups.</li> <li>3. Using the provided worksheet, have students share their quotes and summarize their readings to their group members (who will be taking notes).</li> </ol>	60 min
Slide 26-28	<p><b>Activity 5: Tracing the Lineage of Abolition</b></p> <ol style="list-style-type: none"> <li>1. Depending on student familiarity with the subject, assign students an abolitionist provided on the list</li> <li>2. Instruct students to conduct brief research using the provided <a href="#">worksheet</a> to identify what issues each abolitionist was facing and what solutions they envisioned.</li> </ol>	20 min

	a. *the purpose of this activity is to intentionally acknowledge the historical lineage of Black radical abolitionists who came before us	
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## C3: Community Collaboration and/or Critical Cultural Production

**Title of Main Activity(ies):** Transformative Justice

**Description:**

STEP	DESCRIPTION	TIME
<b>Slide 32-36</b>	<p><b>Activity 6: Exploring Transformative Justice</b></p> <p>Assign <a href="#">quotes</a> to students in groups of 3 and have them engage with these questions:</p> <ol style="list-style-type: none"> <li>1. How does this individual define transformative justice?</li> <li>2. What similar themes are there among the quotes?</li> </ol> <p>Instruct students to chose someone in from their group to share out to the large group</p> <p>As a class, create a definition for transformative justice together.</p>	<b>15-20 min</b>
<b>Slide 37-40</b>	<p><b>Activity 7: Addressing Anti-Asian Violence AND Anti-Blackness</b></p> <p>Give students the <a href="#">digital</a> anticipation guide or <a href="#">physical</a> anticipation guide to complete individually. Be prepared to anticipate expressed racist ideas as students may have internalized messages from misleading media discourse.</p>	<b>10 min</b>
<b>Slide 39</b>	<p>Provide students with these <a href="#">charts</a> to analyze either in groups, pairs, or individually.</p> <p>Instruct them to engage in the following questions:</p> <ul style="list-style-type: none"> <li>● What statistics surprised you and why? Did any statistics challenge your previous ideas about anti-Asian incidents?</li> <li>● What role do you think media/news representation plays in spreading information/misinformation about anti-Asian incidents?</li> <li>● What questions or wonderings do you still have?</li> </ul>	<b>15-20 min</b>
<b>Slide</b>	1. Put students in groups of 4 and assign each student	<b>60 min</b>

<b>41-43</b>	<p>one of the <a href="#">provided readings</a>. They will read their assigned reading individually and complete the accompanying reading comprehension questions.</p> <ol style="list-style-type: none"> <li>2. Using the provided <a href="#">worksheet</a>, have students identify a triangle, square, and circle quote in preparation to share with their groups.</li> <li>3. Using the provided worksheet, have students share their quotes and summarize their readings to their group members (who will be taking notes).</li> </ol>	
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## C4: Conclusive Dialogue/Critical Circular Exchange

<p><b>Connection:</b> How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	<p><b>Activity 8: Organizing for Abolition</b> Slide 47-48</p> <p>Provide students with this <a href="#">digital poster template</a> and allow them to choose one of the provided organizations to research. The goal of this activity is for students to see how contemporary activists and organizers are engaging in abolition in their various communities and social contexts.</p>
<p><b>Assessment:</b> How will the students be assessed?</p>	<p><b>Activity 9: Abolitionist Recipe for Communities of Care</b> Slide 49-50</p> <p>Provide students with this <a href="#">recipe template</a> to create a recipe for abolition using all that they have learned from these lessons.</p>
<p><b>Evaluation:</b> How will the effectiveness of this lesson plan be evaluated?</p>	<p>This lesson will have been effective if students have a complex, nuanced, thoughtful, and creative answer for the essential question as well as the following sub questions:</p> <p><b>How can abolition guide Asian American, Pacific Islander, and Arab American communities towards a future of solidarity and collective liberation?</b></p> <ul style="list-style-type: none"> <li>● What systems of carcerality are we complicit in, participate in, benefit from?</li> <li>● What systems of anti-Blackness do we need to divest from, dismantle?</li> <li>● What visions of collective liberation can you build towards?</li> </ul>

Furthermore, this lesson will have been effective if students leave with:

- a more critical understanding of the social construct of “safety” and “criminality”
- the burgeoning ability to begin imagining an abolitionist future
- A clear analysis of throughlines in different communities affected by over-criminalization and over-policing
- A research-based understanding and justification for Black-Asian solidarity through an abolitionist framework

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## RESOURCES AND NOTES

- **Resources**

- [Paper mag: Red canary song interview](#)
- [Red Canary Song website](#)
- [The Nation: Red Canary Song interview](#)
- [Survived and Punished: Response to Hate Crime Charges](#)
- [Technologies for liberation: Towards abolitionist futures report](#)

- **Notes**

This lesson engages in difficult concepts and readings; it is recommended for older students who have somewhat of a foundation in Ethnic Studies or at least a basic understanding of social justice.

- **Worksheets and Handouts: Include links here.**

- Activity 2: [ArcGIS StoryMaps link](#)
- Activity 3: [Jamboard/Frayer model](#)
- Activity 4: [home/expert group carceral state readings](#) and [worksheet](#)
- Activity 5: [worksheet](#)
- Activity 6: [quotes](#)
- Activity 7: [digital](#) anticipation guide or [physical](#) anticipation guide; [charts](#), [home/expert group abolition readings](#), and [worksheet](#)
- Activity 8: [digital poster template](#)
- Activity 9: [recipe template](#)