



TITLE

EXPLORING CLASSROOM IDENTITIES AND INTERSECTIONALITY THROUGH AN ASIAN JEWISH LENS

GRADE LEVEL: 6TH THROUGH 8TH GRADE CLASSROOMS

DISCIPLINE: Social Studies/ History (General Education)

TOPIC: Poetic and literary analysis on Native Hawaiian poetry but content is related to intersectionality of Jewish and Asian identities

STANDARDS: CCSS.ELA-LITERACY.R.1.6.2 | CCSS.ELA-LITERACY.R.1.6.6 | CCSS.ELA-LITERACY.R.1.6.7 | CCSS.ELA-LITERACY.R.1.7.2 | CCSS.ELA-LITERACY.R.1.7.6 | CCSS.ELA-LITERACY.R.1.7.7 | CCSS.ELA-LITERACY.R.1.7.9 | CCSS.ELA-LITERACY.R.1.8.2 | CCSS.ELA-LITERACY.R.1.8.6 | CCSS.ELA-LITERACY.RH.6-8.7 |

OBJECTIVES:

- Explain intersectionality and apply it to examples and their lives.
- Explain the meanings of different identities.
- Explore Asian and Jewish identities, as well as the intersectionality of Asian Jewish identities.

ESSENTIAL QUESTIONS:

- What is intersectionality?
- What comprises an intersectional identity?
- What are Asian identity and Jewish identity, and what do those identities have to do with intersectionality?
- How do Jewish Asian people experience identity and intersectionality?
- What are our own identities, and how are they influenced by intersectionality?

MATERIALS NEEDED:

Student device to access internet and online workbook.

KIT INCLUDES:

- Explanation and Guide for Activities
- Background Reading for Educator
- PowerPoint Slides
- Video Links
- Educator Answer Key

CLASSROOM HOURS NEEDED:

Total Instructional Minutes: 85-100

FINAL ASSESSMENT TYPE:

Independent student worksheet, student reflection and partner interviews.

CREDIT AUTHOR AND CONTACT:

Gabby Le
glee@diversifyournarrative.com
Rose Clubok
roluboke@diversifyournarrative.com

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LESSON OBJECTIVES:

- Explain intersectionality and apply it to examples and their lives.
- Explain the meanings of different identities.
- Explore Asian and Jewish identities, as well as the intersectionality of Asian Jewish identities.

EDUCATOR RESOURCES:

[Click here](#) to access our digital workbook slides for your students. These can be presented by you or copied and pushed out to students through any digital platform (Google Classroom, Schoology, Canvas, etc.). This lesson's interactive slides include questions for each student to answer. Teachers have the option to make the lesson self-paced for students.

INTRODUCTION:

Often, people have an incomplete idea of the nature of different identities, such as Asian and Jewish identities. In this lesson plan, students will explore identity and intersectionality and apply it to Asian Jewish experiences and their own lives. Through videos, discussions, worksheets, and a project, students will gain a greater understanding of what it means to hold multiple identities.

Setting Classroom Norms:

Establish classroom norms that include accountability, understanding, and compassion. Utilize listening circles (optional) or restorative justice in order to create a welcome, inclusive environment.

ACTIVITY OUTLINE:

See "Interactive Slides" for more detailed explanations and activities. Students should each receive a copy of the Interactive Slides so that they can complete the activities. If students are receiving the slides, make sure to delete the "Educator Resources" on slides 27-29.

Intersectionality Video and Discussion:

- Introduce the topic of intersectionality to students through the video on slide 3 of the student workbook. Guide students through the discussion on slide 4. For more background about intersectionality, see "Educator Resources" on slide 27.



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Gabby Le
glee@diversifyournarrative.com
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roluboke@diversifyournarrative.com

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ACTIVITY OUTLINE:

Identities Activity and Discussion:

- Instruct students to list every possible identity they can think of (like race, religion, ethnicity, nationality, etc.)
- Direct students to the student workbook or present slides 6-14 to explore the definitions of identifiers that will be referred to throughout the lesson. If these terms were not already on the student-generated list, add them.
- On slide 15, instruct students to refer to their list and choose identifiers that make up Asian identity and guide students through discussion questions.
- On slide 16, instruct students to read individually about Asian identity or present to the class
- Repeat the last two steps for slides 17-18 about Jewish identity.

Media Comprehension and Analysis:

- After briefing students on intersectionality and both Asian and Jewish identities, instructors will lead students through analysis of two types of media that share personal perspectives about being Asian Jews.
- LUNAR Video: Presents a collection of speakers who talk about different aspects of their Asian Jewish identity. LUNAR Videos is a Jewish-Asian Film Project, created by Asian Jews aiming to educate and draw awareness to the experiences of this community.
- Primary Source Text: "Kimchee on the Seder Plate" by Angela Warnick Buchdahl. Buchdahl, the first Asian American to be ordained as a rabbi in North America, reflects on childhood memories of her Asian Jewish identity.

ACTIVITY OUTLINE CONT:

Media Comprehension and Analysis Instructional Steps:

Prepare students to watch the LUNAR Video introducing the Asian Jewish community. Instruct students to pay attention to the speakers' relationship with their identity, taking special note of the kind of emotions and perspectives that different speakers share with the audience.

Access link to the video is located on slide 19. [Or access it here.](#)

After watching the video, set up students to read "Kimchee on the Seder Plate" Access link to the article is located on the slide 20. Or access it here. Share important vocabulary information with students. (Found on slides 20-22)

Instruct students to answer "Guided Questions: Lunar Video + Kimchee on a Seder Plate" as they read through the text. (Found on slides 23-24)

Answers for instructor assessment can be found on slides 31-33.



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ACTIVITY OUTLINE CONT:

Media Comprehension and Analysis Discussion:

Guide students through discussion on slides 25 and 26.

Emphasize the importance of understanding identities fully and the multitude of ways people can connect to them.

Identity Web Activity (Optional Wrap-Up Activity/ Take Home Assignment)

Introduce and instruct students to follow directions for the Identity Web Activity (slides 27-28).

Allow 10-15 minutes for students to fill out their identity webs. Ensure that student work is comprehensive. (slide 29)

Option: Have students journal/write down meaningful experiences or information about their 5 most significant/impactful identities.

Student Interviews:

After students complete their webs, partner students, together or create small groups and guide them through Identity Web Debrief on slide 30.



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