



TITLE

DECONSTRUCTING AND ANALYZING THE MODEL MINORITY MYTH IN THE US:

GRADE LEVEL: 6TH GRADE- 8TH GRADE

DISCIPLINE: Social Studies (History)

TOPIC: The Model Minority Myth: it's origin and impact

STANDARDS: CCSS.ELA-LITERACY.RH.6-8.1, CCSS.ELA | LITERACY.RH.6-8.4 | CCSS.ELA-LITERACY.RH.6-8.7
CCSS.ELA-LITERACY.R.1.8.1 | CCSS.ELA-LITERACY.RH.6-8.8 | CCSS. ELA-LITERACY.R1.8.6
Learning for Justice's Social Justice Standards 11, 12, 13, 16, 17

OBJECTIVES:

- Understand the definition of the model minority myth through case study and analyzation
- Differentiate a myth from a stereotype.
- Hone analytical skills from a topic through collaborative thinking, writing, and discussion activities.
- Strengthen personal voice in writing activities after reading personal narratives from Asian American Students to make text-to-self, text-to-text, or text-to-world connections.igration to the U.S. in the 19th and 20th centuries.

ESSENTIAL QUESTIONS:

- What is the difference between a myth and a stereotype?
- What was the Model Minority Myth aimed to do?
- How does the Model Minority Myth affect different Asian Americans today?
- From where did the model minority myth originate?
- What is the difference between a myth and a stereotype?
- Why can the model minority myth be harmful to the AANHPI community as well as other marginalized groups?

MATERIALS NEEDED:

Projector, printer for handouts (devices like iPads or Chromebooks can also be used if accessible).

CLASSROOM HOURS NEEDED:

60 min

FINAL ASSESSMENT TYPE:

Exit Ticket

KIT INCLUDES:

[Presentation](#)
[Glossary of Terms](#)
[Testimonies](#)
[Activity Sheet](#)
[Exit Ticket](#)

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ADDITIONAL BACKGROUND:

<https://www.nationalgeographic.com/history/article/the-bloody-history-of-anti-asian-violence-in-the-west>
<https://www.learningforjustice.org/magazine/what-is-the-model-minority-myth>
<https://pacificasiamuseum.usc.edu/exhibitions/online-exhibitions/debunking-the-model-minority-myth/>

INTRODUCTION:

Thousands upon thousands of Asian Americans today face the stereotype and social expectations set forth by the model minority myth, a stereotype that Asian Americans are a polite, law-abiding group who have achieved a higher level of success than the general population through some combination of innate talent and an immigrant striving work ethic.

This myth also has a history of masking the historical oppression of Asian Americans as well as affecting mental health, contributing to a higher than average suicide rate among Asian Americans today. Through case studies, analysis, and connection, students will understand these nuances of the Model Minority Myth so that they may be more socially aware on the subject. The activity should take approximately 10 minutes.

THIS LESSON PLAN FOCUSES

PART 1:

Students will analyze student testimonies on the Model Minority Myth from various college students.

Click on this [document](#) to see the various testimonies to send to students/ cut into slips and hand out.

Each of the testimonies has their own set of questions on this [activity sheet](#) to exercise the skills of this lesson.

PART 2:

Using the rest of the slideshow presentation, have the groups share their responses with the rest of the class. All groups should be engaged in order to deepen their understanding of the concepts. Then use the class questions on the slideshow to reinforce the ideas behind this activity.

The [exit ticket](#) linked can be completed either the day of the lesson as an exit ticket or as a reinforcement the next day, and students can thoughtfully and respectfully discuss answers.