

NOTE: BEFORE THIS UNIT EVEN BEGINS: Students will be going to Angel Island for Lesson 5 (or viewing the film “Carved in Silence”, available through www.naatanet.org). You should prepare the necessary school documents, make an appointment with the park rangers at Angel Island (they give free tours, but buses and lunch cost money, so please inform the students of costs), and arrange transportation (see Lesson 5 for complete details). Phone # for Angel Island: (415) 435-3522 * (415) 435-2950 (fax) Park information (415) 435-1915 Website: www.angelisland.org E-mail: Ellen.Loring@angelisland.org You will also need to purchase 2-3 copies of Sucheng Chan’s book, *Bittersweet Soil*, for Lesson 9. Copies are available for low prices at www.bn.com, www.amazon.com, www.half.com, and www.strandbooks.com. Please make sure you have signed up for the computer lab in advance for the following lessons: 9, 15, 16, 22, 23, 25, 26, 27, 29.

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 1 – There Is More To Asian America
What causes conflict between peoples?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors’ use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends.
 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
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MATERIALS

Ancestors in the Americas, film

Class set of the novel *Donald Duk* (If you cannot obtain this book you can use the alternative reading, excerpt from *The Chinaman Pacific and Frisco RR Co.: Eight Short Stories*, by Frank Chin, in the *Readings* section)

Asian American Challenge – Student Page

Asian Map – Student Page



Sample Field Trip Permission Form – Appendix of Additional Materials
World Atlases

Sucheng Chan, *Asian Americans: An Interpretive History* (Ch. 1) – Teacher Reading that you must purchase
Lane Ryo Hirabayashi, ed. *Teaching Asian America: Diversity and The Problem of Community* – Teacher
Reading that you must borrow or purchase

LESSON OBJECTIVES FOR THE WEEK

- To teach students how to look at Asian America by centering, or giving “agency” to, Asian American experiences and voices
 - To teach students to look at media more critically and to analyze the depth of their miseducation regarding Asians and Asian Americans
 - To start to make connections between Asian American, African American, and Latino/Latina histories; to also teach students to recognize important differences
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EXPLANATION OF LESSON

Today’s lesson is focused on raising students’ consciousness of their own mis-education in regards to Asians and Asian Americans in the United States. Students will go through a survey that will probably raise both subtle and more blatant stereotypes about Asian Americans. You will need to make copies of **Asian American Challenge**, **Asian Map**, and a **Sample Field Trip Permission Form** for each student prior to class. You can find the first two pages in the Student Pages section of this unit. A **Sample Field Trip Permission Form** can be found in the *Appendix of Additional Materials* section of our web site. You can use the sample form to create a form for your particular field trip. You will also need to obtain a class set of the book, *Donald Duk*, by Frank Chin. If you cannot obtain copies of the book, please make copies of the following reading found in the *Readings* section of this unit: Frank Chin, *The Chinaman Pacific and Frisco RR Co.: Eight Short Stories* excerpts. Then create your quizzes according to what the students have read. You will also need to make copies of **Asian Map** and **Asian American Challenge** for each student. You can find copies of both in the *Student Pages* or you can download the map from <http://geography.about.com/library/blank/blxasia/.htm> (a great site for any maps you may need). Be sure you take the **Asian American Challenge** prior to class and read Steps 4 and 5 in the *Activities* section below.

For each of the lessons in this unit, there may be teacher readings as preparation for the historical content presented. If you have already read them, please use them as the basis of your lecture and the direction for the discussions and activities you facilitate for your students. If you have not read them, you should pick up a copy from your library or purchase them. They will always be listed in the materials section and labeled accordingly. For this week, please borrow or purchase Lane Ryo Hirabayashi, ed. *Teaching Asian America: Diversity and the Problem of Community*. Please also read Sucheng Chan’s *Asian Americans: An Interpretive History* Chapter 1. This book is generally recommended for any teacher unfamiliar with Asian American history; if this is you, please focus on the first chapter for this particular lesson.

The central question for this unit is, “*What causes conflict between peoples?*” Be sure to refer to it frequently, bringing the students’ attention back to their thoughts about how the material may or may not answer that question. Allow them to form their opinions and thesis statements regarding the question.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today’s word: oriental, orientalism

- 1) **Agenda** – Have the students copy the agenda you have posted. Just as in previous units, they will place the agenda at the front of their folder.
- 2) **Vocabulary** and Discussion – Put the word on the board, discuss the definitions that you provide. Have students write down the word, the definition, and then a half-page paragraph using the word in a short story/writing. Remember, “oriental” is a really offensive word! Treat with care. “Orientalism” is the word indicating those who “orientalize” or treat Asians as exotic, “Other” than whiteness, etc. Talk about the white craze over yoga, tai chi, feng shui, *The Joy Luck Club*, Asian porn, Chinese letters on baseball caps,

Crouching Tiger, Hidden Dragon, etc. It isn't so much that these items are purely white constructions (although certainly some, e.g. the porn thing, are.) Rather, it is that white culture has appropriated and exoticized Asian people and Asian cultural experiences for their own needs, thus stripping these of their actual intent and use in Asian cultures.

Tell the students they will be placing this paragraph somewhere on their map later in this lesson. So they should think about where it belongs geographically, and not just ideologically.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Groups and Directions – Assign students to groups of at least 4. Direct them to sit with their groups, and tell them we will be beginning Asian American history – so we are going to start with a quick game to see how much they know.
2. Group Challenge – Pass out **Asian American Challenge**.
3. Group Work – Tell students they have 10 minutes to figure out the answers working together in their groups. They should bubble in the circle next to the most likely answer. The whole group must agree. The group that gets the most correct answers will get 2 extra credit points. At the end of 10 minutes, call time.
4. Discussion – Go over the answers together as a class, talking about why certain ideas get rooted in the popular imagination. The purpose of the challenge is twofold: first, to introduce the students to ideas they commonly hold, or tap into popular knowledge that they have some clue about and second, to talk about where these frameworks come from and what historical ideas and events they draw from. (Explain the “inside” jokes in each of the questions; for example, question #18 is actually a mix of Ronald Takaki’s extremely popular *Strangers from a Different Shore* and Sucheng Chan’s *Asian Americans: An Interpretive History*. Chan and Takaki don’t get along. The fortune-cookie joke is a little more obvious. If you as a teacher do not know the inside jokes, you should begin by reading Ronald Takaki or Sucheng Chan’s books as listed above. You should then understand the academic jokes. Asian American students in your class can help you decipher some of the others. You as the teacher need not pose as an expert on Asian America; most likely, you are not one anyway and it would be false to pose as one.)
5. Debrief/Discuss with your students the challenge in the same manner you would take the time to look at your own assumptions, as stated below.

It is really important that you the teacher take some time to educate yourself. Do not assume you know everything – take the time to surf the web, ask friends and other faculty members, etc. *ahead of time*. The first step to really teaching this material well is to acknowledge that you may have some conscious and unconscious assumptions about Asian Americans yourself. Some of the worst and most racist comments may be your own! Therefore, be especially careful to consider the images you bring to the table about Asian Americans and Asian American history. It is sometimes the case that the teacher is even more mis-educated than the students; take this time to educate yourself. We highly recommend that you begin reading Gary Okiihiro’s *Margins and Mainstreams* (a simple start).

6. Map Work – Pass out copies of **Asian Map**. Write United States, Hawaii, China, Korea, Japan, Vietnam, Cambodia, Laos, Thailand, and Indonesia on the board. Hand out World Atlases. Give students ten minutes to figure out where each of the nations listed belongs on their map, and then fill in the names accordingly. For the rest of the period, they will be working individually.
7. Discussion – Now, talk about Hong Kong and Taiwan. Ask students if they think they should add these areas to the map. Briefly explain the history of the Opium Wars, and of British expansion in the world, particularly in China. If you don’t know this history yourself, read Sucheng Chan’s first chapter in *Asian Americans: An Interpretive History* (found in the *Readings* section of this unit). Don’t take too long to explain this part, as students will be studying it in their sophomore year.

8. Story Directions – Then, explain to students that they will be completing their map as a Story. The map should not be simply a litany of names; it should be a chronicle of the journeys that Asians took in the 19th century, especially in their migrations to and from the United States and Hawaii. Students should be adding pictures, descriptions, arrows, statistics, etc. to make the map complete, using the information they gather from the film they are about to watch, and from their paragraphs about orientalism. Students should be using information gleaned from the film to do this. What should a map about Asia say about migrations and about the development of “orientalism?” Have students place their paragraph (glue it on or rewrite it) onto their maps.
 9. Film – Watch the first 15 minutes of *Ancestors in the Americas*. Stop the film and ask students if they have any locations or information that they feel they should add to their map. Have them write it on the map. Continue showing the film in 15-minute segments, pausing periodically to give students time to add to their maps. Do NOT allow any discussion during the brief pauses; explain that students should simply write and draw, as many things as they can remember from the film for each country.
 10. Homework Review – Five minutes before the end of the period, have students stop and write down their homework. Hand out field trip forms (a sample field trip form can be found in the *Appendix of Additional Materials* portion of our site). Students will be going to Angel Island for Lesson 5. So you should also prepare the necessary school documents, make an appointment with the park rangers at Angel Island (they give free tours), and arrange transportation. Remind students that if they do not get their field trip form signed by Lesson 4, they will not be allowed to go on the field trip.
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HOMEWORK

- 1) Hand out copies of *Donald Duk*. Instruct students to read the first 80 pages and prepare for a quiz tomorrow. (Don't worry, it's really easy reading!) If your school cannot afford to purchase class sets of this book, use the following reading: Frank Chin, *The Chinaman Pacific and Frisco RR Co.: Eight Short Stories* excerpts found in the *Readings* section of this unit. The teacher will create the quiz for whichever readings she chooses to use.
 - 2) Make a list of the main ideas from the reading.
 - 3) Get field trip permission form signed.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Personal Coat of Arms Image
Interpretation Essay #1
Final Coat of Arms Image
Interpretation Essay #2
History 1 Unit 1 Final Exam

Unit 2

Unit 3

Map