

NOTE: Today is a computer lab day. Please make sure you have signed up for the lab in advance.

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 16 – Recent Anti-Asian Movements
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.
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.

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.

NETS for Students – 1, 2, 3, 4, 5, 6

MATERIALS

Ice Cube’s “Black Korea” and/or recording of the same – Reading
Interpreter of Maladies selection – Reading
Conducting Internet Research – Teacher Page
Most Recent Anti-Asian Hate Crimes – Student Page
Internet Access

Benedict Anderson’s *Imagined Communities* (Teacher Reading, not included)

Sau Ling Wong’s article, “Denationalization Reconsidered” (Teacher Reading, not included)

LESSON OBJECTIVES FOR THE WEEK

- To teach students to think in more complicated terms about Asian American experiences: new immigrants participating in transnational identities, other minority communities (e.g., African American ones), and mixed identities (transnational adoptions, mixed races.)
 - To demonstrate understanding of how to interpret statistics
 - To demonstrate understanding of text
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EXPLANATION OF LESSON

In today's lesson, students will be talking about modern-day hate crimes, and they will be investigating the connections between hate crimes and transnationalism. You should prepare a quiz based on last night's reading and the graphs students created in class yesterday in response to the data in Table 1 of their reading. You should write the quiz questions based on the reading and based on the graphs students made from the reading. They should vary from simple questions such as: "Which is the largest ethnic group within Asian America in 1990?" to more complicated questions such as, "Which law most affected Vietnamese immigrants, and why?" You should make the quiz as long or as short as you like, depending upon both the students' reading ability, and upon how much time you have to grade these quizzes. You will also need to make copies of the worksheet **Most Recent Anti-Asian American Hate Crimes** (Student Page), Ice Cube's *Black Koreans* (Reading), and *Interpreter of Maladies*, Thumpa Lahiri excerpt (Reading) for each student.

Students will be sifting through information from a website <http://www.aaldef.org/> run by the AALDEF (Asian American Legal Defense Fund.) You should print out enough copies of the pertinent information on the site (this is the page on hate crimes in pdf format) for your class to use if you cannot go to the computer lab. Otherwise, schedule time in the computer lab and take them there for web searching. This will require more time, and you will need to teach students how to use a search engine (see **Conducting Internet Research** in the *Teacher Pages* section of this unit in order to teach students how to use a search engine).

In preparation for this class, you may want to read Sau Ling Wong's article, "Denationalization Reconsidered" and Benedict Anderson's book, *Imagined Communities*, if you are unfamiliar with this material. Both readings are not provided by ESubjects but can be found at your local library or you can purchase them at any bookstore.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: hate crime

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded assignments and have students place them in their folders.
 - 2) **Agenda** – Have students copy the agenda you posted.
 - 3) **Vocabulary** – Post today's words on the board. Ask students to add it to their list of vocabulary words. Have them look up the definition in the dictionary and write it next to the word. Then ask them to put the definition in their own words, that is, the words of a teen. Give them no more than five minutes for this.
 - 4) If you have chosen to have students meet you in the computer lab in order to save time, be sure to remind them not to turn on the computers until you say so.
 - 5) Computer Protocol – Remind students of appropriate computer lab etiquette and the consequences you have established for any misbehavior.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Quiz 4 – Hand out quizzes you have created from last night's reading. Allow students to use their readings and graphs when taking the quiz, but limit their time to 15 minutes.
2. Collect quizzes, readings, and graphs.
3. Lecture: Internet Research – If you go to the computer lab, deliver your short lecture using **Conducting Internet Research**. Make sure students are taking notes so that you do not have to explain how to use the Internet to them a million times.
4. Paired Internet Research – When you have finished, place the students in the same pairs as Lesson 15. Pass out **Most Recent Anti-Asian American Hate Crimes** and review the directions. Ask if there are any questions. Post the website <http://www.aaldef.org/> Tell students to open their browser to this site and begin their research. Have students surf the Internet and complete the **Most Recent Anti-Asian American Hate Crimes** worksheet. Tell them they will have 20 minutes only to complete the worksheet. They should start their search on the AALDEF site, locating 5 hate crimes from that site. However, the rest of their hate crimes should come from their own search and a different web site, if possible.

5. Discussion – At the end of 20 minutes, call time. Have students turn over their papers (or shut down their computers) whether they have finished or not. Ask them to keep their worksheets out and turn to face you. Talk with students about their discoveries. Which hate crimes surprised them the most? The least? Give students the official (legal) definition of a hate crime:

(taken from http://www.stopbias.org/hate_crime.cfm#Legal%20Definition.)

Because hate crimes are criminal offenses, legal definitions vary according to the specific criminal law that is violated or applied. Hate crimes can, in some instances, be prosecuted under certain Federal laws. Some local municipalities have enacted local hate crime laws or ordinances. Most prosecution of hate crimes, however, is done using State hate crimes laws. These laws are referred to with names such as “hate crimes statutes,” “ethnic intimidation laws,” or “bias crimes statutes.” Not every state has a hate crime law. State hate crime laws vary from State to State. For example, almost every State hate crime law addresses crimes motivated by bias toward a victim’s race, religion or ethnicity. Bias toward a victim’s gender, disability or sexual orientation, on the other hand, is addressed by some State statutes, but not others. State hate crime laws usually work this way:

- a. The law lists certain crimes that are already a part of that State’s criminal laws. Usually these crimes include both violent crimes against people (like murder, assault, sexual offenses, and kidnapping) and also certain crimes against property (like arson or vandalism). These crimes are usually referred to as “underlying offenses.”
- b. The hate crime law identifies certain characteristics of people such as race, religion or national origin.
- c. The hate crime law creates a new and separate criminal offense that can be charged when two things happen:

1. One of the “underlying offense” crimes listed in the law occurs, AND
2. The motivation for that crime was a bias (or hatred) on the part of the offender toward the victim because the victim had one of the characteristics listed in the law

For example, if someone criminally assaults (beats up) a Jewish person because of a hatred or bias against the Jewish religion of the victim, the offender may face two separate charges – one for criminal assault, and one for the hate crime offense.

What is the penalty faced by someone charged with a hate crime?

In most cases, the penalty depends on the nature of the “underlying offense” crime that was committed. Crimes are “graded,” based on their severity. For example, a “First Degree Misdemeanor” is one grade higher than a “Second Degree Misdemeanor” and so it carries a penalty that can be twice as severe. The penalty for a hate crime in many State hate crimes laws is one grade higher than the penalty for the “underlying offense.” For this reason, these kinds of hate crime laws are sometimes referred to as “penalty enhancement statutes.”

Some State hate crime laws also allow victims to pursue “civil remedies” from the offender such as monetary damages for emotional distress; punitive monetary damages; and attorney fees and costs. When these civil remedies are sought, the standard for convicting the offender is “preponderance of the evidence.” Criminal penalties, like fines and jail time, require conviction in a criminal court where “beyond a reasonable doubt” is a much more difficult standard to prove in order to convict an offender.

6. Song Lyrics – Play Ice Cube’s song, “Black Korea” (album: *Death Certificate*). It may be a good idea to send home a letter of permission prior to using this song. This lies within your prerogative as a teacher; use good judgment and think carefully about how you will prepare your students both before and after allowing them to read this text. You may also want to pass out copies of the lyrics. Ask students to point out anti-Asian violence in the lyrics. Ask students the following: Can lyrics and music be violent? What is the difference between a violently anti-Asian song and a hate crime? (Is there any?) There are no clear answers here, but it is important that you ensure both the safety of your African and Asian American students during this conversation. Be clear about setting tone—what is unacceptable and acceptable language? What types of comments are permissible/impermissible?
7. Lecture – Introduce the idea of transnationalism. (Read Wong, “Denationalization Reconsidered” if you are unfamiliar with this material.) Asian Americans are no longer simply national identities. Furthermore, the term

“Asian American” encompasses a wider variety of Asians than stereotypically thought of—that is, Indians, Pakistanis, Filipinos/Filipinas, Arabs, Middle Easterners are as Asian as Chinese, Japanese, or Koreans – these people may also claim Asian American identity. Migration has sped up, and some people cannot clearly claim a national identity. (Ethnic identity is also frequently up for grabs.) Therefore, the term “Asian American” becomes increasingly muddled (a *good* thing!). If you find this topic interesting, you may choose to pick up a copy of Benedict Anderson’s *Imagined Communities*, in which the idea of nationalism is considered from an international standpoint. This book has been a groundbreaking work in this field of history.

8. Discussion – The idea of transnationalism is deeply connected with modern-day hate crimes. Ask students what connections they can make between the two. Take as many volunteers as possible.
 9. **Journal 5** – Then, have them write a journal answering the questions: “What is a hate crime? How do you think transnationalism might affect hate crimes in the US?” Remind students that the legal definition is still not completely federal, and that some debate still goes on both in terms of society’s definition and a legal definition. Tell them to think carefully about what they think *should* constitute a “hate crime,” both legally and socially.
 10. **Journal Read Around** – Give students 10 minutes to write, and then ask students to share their journals in groups of three. They should assume the following group roles: (these roles are rotating) Please remind the students of their roles.
 - a. Reader –The reader reads her journal.
 - b. Questioner – The questioner asks a specific question about the journal.
 - c. Assessor – The assessor gives one positive feedback and one constructive criticism, not of the writing, but of the content and of the ideas presented. This student will then share what she/he thinks were the most important ideas with the rest of the class.
 11. Present – Ask assessors from each group to recap main ideas from their group. Ask students to refrain from responding to each other until the very end, when they can ask each other questions. They may issue a statement of opinion, but they must also ask a question; please make these directions explicit. The reason for this format is that students should practice challenging each other interactively, rather than simply taking a position and staying there.
 12. Collect **Most Recent Anti-Asian American Hate Crimes** worksheet and Journal 5.
 13. Homework Review – Introduce the reading for homework. Students will be reading from the Pulitzer Prize winning collection of short stories by Jhumpa Lahiri entitled, *Interpreter of Maladies*. Tell students you expect them to read the story through all the way, simply enjoying the story – and then they should go back and highlight any and all sections they found to be indicators of transnational identity. They should then write a paragraph explaining why they highlighted the sections they did, and how those sections reveal transnationalism.
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HOMEWORK

- 1) Read and **highlight** selection from *Interpreter of Maladies*.
 - 2) Write paragraph explaining why you highlighted the sections you did, and how those sections reveal transnationalism.
 - 3) Study vocabulary words.
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GROUP ROLES

Reader – The reader reads her journal.

Questioner – The questioner asks a specific question about the journal.

Assessor – The assessor gives one positive feedback and one constructive criticism, not of the writing, but of the content and of the ideas presented. The assessor then reports back to the class.

Community
What causes conflict between peoples?

1:3:16:Recent Anti-Asian Movements

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
timeline
Did you know...Poster Project
Slaying the Dragon Artistic
Response