

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 18 – Sweatshop Laborers
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.
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.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

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.
 6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.
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MATERIALS

Bitter Fruit excerpt – Reading

Sewing Woman – Film

Asian Americans: An Interpretive History, Sucheng Chan (Chapter 9) – Teacher Reading

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.)
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EXPLANATION OF LESSON

Students will be trying to figure out who the different interest groups are in sweatshop labor, and they will be discussing the formation and maintenance of third world labor in the US. Prior to class, you will need to make copies of the *Bitter Fruit* excerpt. You will also need to pick up a copy of the film, *Sewing Woman*. You can find copies of this film for purchase from <http://www.naatanet.org/>. You will need to contact Kevin at NAATA (415) 552-9550 to purchase a copy of the film. It is \$75, not including taxes, shipping, and handling. When you call, you will need a Purchase Order from your school site or district and the school address. Or you may wish to borrow the film from the San Francisco Public Library (Civic Center branch). Please preview the film prior to showing it in class.

In preparation for today’s lesson, you will need to read Sucheng Chan’s excerpt from *Asian Americans: An Interpretive History* (chapter 9). You can find this reading in the *Readings* section of this unit.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today’s word: third world

- 1) **Agenda** – Have students copy the agenda you posted.
- 2) **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, in the words of a teen. Give them no more than five minutes for this.
- 3) **Homework Check** – Collect homework (**highlighted and annotated** Louie reading.)

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Discuss** – Ask students: What is the third world, according to Louie? What measures were these immigrant Asian women taking to try to protect their rights? What measures do you think would succeed? Not succeed? Take as many answers as students volunteer.
2. **Now, draw a huge graph on the board** (see below). Remind students that they should be taking notes, and that you will be collecting them at the end of the period. Ask students to start thinking about some problems and their potential solutions. How do they affect others? One example is listed in pink in the chart below; you may brainstorm very different problems and solutions with your students.

	Lower-class Asian Immigrants	Middle-class Asian Americans	Middle-class African Americans	Middle-class Latinos & Latinas
Problem	Low wages	No problem! Provides cheap goods that Asian Americans want to buy.	No problem! Provides cheap goods that African Americans want to buy.	No problem! Provides cheap goods that Latinos/Latinas want to buy.
Solution	Go on strike together until employer agrees to raise wages	Problem → who will provide the needed goods and services?	Problem → who will provide the needed goods and services?	Problem → who will provide the needed goods and services?

3. **Keep erasing as you go**, making sure students are copying down all the different versions as you go along. You should try changing the categories. An example follows:

	Lower-class Asian Immigrants	Lower-class African Americans	Local Politicians	Lower-class White Americans
Problem				
Solution				

4. **Decide with the students** which interest groups you think would be affected, and then see how the chart evolves. The point of this exercise is to get students to start thinking about class more than race or ethnicity. This is the whole point of the Louie article, and one that students should consider (whether or not they ultimately disagree with it.)
5. **Film** – Show the film, *Sewing Woman*. This film is available through www.naatnet.org or through San Francisco public Library (Civic Center branch).
6. **Discussion** – Ask students: “Whose interests are served by the model minority myth?” Ask them to think again about the film, *Slaying the Dragon*, from Lesson 12. You may choose to have students write a journal, or if you

are short on time, you may simply choose to discuss this question broadly with the students at least 5 minutes before class ends.

7. Homework Review – Emphasize to students that their homework tonight is **CRITICAL** to their work in class tomorrow. They will be doing a scenario tomorrow, and they will be unable to do so if they do not know the background. Collect their notes from class.
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HOMEWORK

- 1) Read, **highlight, and annotate** *Bitter Fruit* excerpt.
 - 2) Study your vocabulary.
 - 3) Organize your folders. Due Lesson 20.
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GROUP ROLES

None; you will be working at the board, and students will be taking notes and contributing on an *individual* basis.

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