

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 19 – Small Shop Owners  
*What causes conflict between peoples?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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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.
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.
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MATERIALS

*Home is Where the Han Is* – Reading  
**Korean American and African American** – Student Page  
a large sheet of butcher paper  
markers

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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 learn that compromise can sometimes benefit all players more than continued conflict
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EXPLANATION OF LESSON

Students will be attempting to deal with the crisis of culture clashes in today's cities. In particular, they will be attempting to forge some sort of consensus between Korean Americans and African Americans in a fictive

setting, using readings from the New York City conflicts as a base. Because this activity has the potential to be explosive (it brings up stereotypical judgments, bigotry, etc.), you will want to set guidelines for negotiating. Remind students that good negotiations are based on respect. You will need to photocopy the worksheet **Korean Americans and African Americans** (Student Page) prior to class. Also, you will need Kim's *Home is Where the Han Is* for each student.

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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

**Today's words: consensus, compromise**

- 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** – Stamp homework. (check to see the readings are highlighted and annotated.)
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Assign Groups** – Have the students count off by two's (one, two). Have them remember their number. Have all the one's meet on one side of the room and all of the two's meet on the other side of the room. Or you can simply draw an imaginary line down the middle of the room, splitting the class in half. Tell group #1 they are going to pretend to be African Americans today. Tell group #2, they are going to pretend to be Korean Americans today.
2. **Directions** – Tell them they are two interest groups living in Oakland, and that they have very similar (in fact, identical!) problems to those of the Korean Americans and African Americans in New York City. (Of course, this is not true; remind students that they are doing this so that they can play out problems between Korean Americans and African Americans in New York City and see for themselves the parallels between racial strife there and in Oakland. The students need to decide as a group how they are going to resolve these problems. Remind the students that the worksheet will help them figure this out, and they will not be simply extrapolating information from their current stereotypes. They will have half of the class period to plan on their own, and the other half to negotiate together. The first half of the period they should spend filling out the **Korean Americans and African Americans** worksheet together in their respective groups from the perspective of the group they have been assigned. The second half they will have to negotiate with each other to come to some sort of compromise.
3. **Assign Group Roles** – Remind students to think carefully about who profits if Korean Americans and African Americans cannot ultimately resolve their differences. Does either party benefit? It is highly unlikely...Ask each group to appoint group roles before they start (see *Group Roles* below).
4. **Hand out the worksheet, **Korean Americans and African Americans****. Tell students that although they are working together in their groups to agree upon the answers to the worksheets, each member of the group must write down all of the answers in order to fill in the entire sheet.
5. **Group Work** – Give students the first half of the period to work on their worksheets. During this time, they should not be talking to the other group at all.
6. **Walk around and make sure all students are participating, and make sure students know what they are doing!** Monitor them.
7. **Give students periodic five minute warnings, and then stop them when time is up (half the period.)**
8. **Fishbowl** – Rearrange the chairs into a fishbowl. (Smaller inner circle with 5-6 chairs, larger outer circle with the rest of the chairs.) Explain to the class that negotiations will proceed as follows: students are to send 3 emissaries each to the inner circle. There, they will negotiate with the other side to come to some sort of compromise agreement. The inner circle has twenty minutes to reach a series of four agreements that both sides

can agree to, and that will solve the most important problems of each interest group. They need to write up the four agreements, and all six emissaries need to sign the piece of paper. (You may simply have a blank piece of paper in the center circle ready for them.) The way fishbowls work is, anyone on the outer circle can walk up to an inner circle member after at least 2 minutes and “tap” them out. (They can take their place.) Students are strongly encouraged to tap each other out; the goal is to keep negotiations afloat when it seems as if they are stuck and there is no solution. Remind students that successful negotiations occur when respect is present, whether they agree or disagree with each other. Have all members of the outside circle taking notes on what is going on inside the circle. Tell them their notes should consist of what they might say if they were inside the circle, solutions they think of that people inside the circle might not be talking about. In this way, if they choose to tap someone out, they will have their ideas prepared. It also helps to keep them focused. Tell them that college students do this all the time to keep themselves focused on the task at hand. So do working people. You may also wish to take notes so that when you debrief with them, you will remember important dynamics to point out.

9. Give students time to negotiate.
  10. Debrief – Near the end of the period, stop them (when time is up.) Make sure you have everyone’s attention. Ask them if they were able to reach a consensus. Be sure you ask the students why or why not. Take a few responses. Then tell students you would like everyone to really think about what happened in today’s negotiations. What helped the negotiations and what hindered them.
  11. **Journal 6** – Ask each student to take out a piece of paper and answer the following questions in journal format:  

Were they able to reach a consensus, or not? Why or why not? (must be at least one page long).

If they do not finish the journal in class, it is homework tonight.
  12. Homework Review – Tonight, they will be reading a selection from Elaine Kim (film producer of *Sa-i-gu*, a movie about the LA Riots, and English professor at UC Berkeley.) Introduce the reading; this is what happens when consensus is not attempted, or when consensus is not reached.
  13. Collect last night’s reading homework and grade for highlighting and annotation.
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#### HOMEWORK

- 1) Read, **highlight, and annotate** Kim’s, *Home is where the Han is*
  - 2) Study vocabulary. Quiz tomorrow, Lesson 20.
  - 3) Organize folder. Due tomorrow.
  - 4) Finish Journal, if you did not finish in class.
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#### GROUP ROLES

Leader – This person’s role is to make sure everyone participates equally.

Writer – This person’s role is to take notes for the group (which group members can subsequently borrow to make individual, hand-written copies.)

Proofreader – This person’s role is to read through all the notes at the end and make sure they truly reflect the work of the group.

Process observer – This person’s role is to carefully watch how group members are interacting with each other. At the end of the discussion, this observer should give three positive comments and three suggestions for improvement, based on how well students negotiate with each other in positive and productive ways. These suggestions should be added to the back of the worksheet.

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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