

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 2 – Frank Chin vs. Amy Tan
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

The Joy Luck Club – film
Copies of *Donald Duk* or alternative *Chinamen* excerpt – Reading

Hagedorn, Jessica: *Asian Women in Film: No Joy, No Luck* – Teacher Reading (not provided by ESubjects)
Asian American Authenticity: Frank Chin's 1991 Criticism of Maxine Hong Kingston in 1975 – Teacher Reading found at <http://www.dartmouth.edu/~hist32/History/S08 - Maxine Hong Kingston - Frank Chin Debate.htm>

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 teaching students about the different ways more recent Asian American writers have grappled with the problem of Asian and Asian American history. You will need a class set of Frank Chin's *Donald Duk*. If you cannot obtain a class set, use the *Chinamen* excerpt found in the *Readings* section.

You will need to create a five question quiz based on the reading for last night's homework (see *Activities Section Step 1* below for details). Please read Hagedorn, Jessica: *Asian Women in Film: No Joy, No Luck* (you will need to purchase or borrow a copy) and *Asian American Authenticity: Frank Chin's 1991 Criticism of Maxine Hong Kingston in 1975* as teacher preparation for this lesson (found in the *Readings* section of this unit).

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: spurious

- 1) Homework Check – Collect the reading homework from last night. Collect any signed field trip permission forms. Remind students that they must return them to you by Lesson 4 or they may not go.
 - 2) **Agenda** – Have students copy the agenda you post.
 - 3) **Vocabulary** – Post today's word on the board. Ask students to add it to the list of vocabulary words they started yesterday. 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) At the end of five minutes, call time. Ask students to put everything on their desk away, but a pen or pencil.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Quiz 1** – Pass out quiz on the first half of *Donald Duk* (or on the alternative readings you assigned as homework for last night). The entire quiz is not prepared for you, as it will force you to review the reading yourself by constructing a simple 5-question quiz. ☺ The first question should be, "Why does Frank Chin choose to name his protagonist 'Donald Duk?' What is Frank Chin's intent?" Remember, a good quiz has both interpretive questions and basic, fact-checking ones. The purpose of this quiz is to make sure students read the first half of the book.
2. Collect quizzes.
3. *Donald Duk* Part 2 – Hand out the second half of the book (or different reading excerpts as explained in Lesson 1, if you were unable to acquire class sets of the novel); students will be finishing the novel for homework tonight.
4. **Film Clip** – Ask students: "How many of you have seen, *The Joy Luck Club*?" Show a short clip from the film. Some particularly good clips to show are: a.) the scene in which the anal Chinese husband fights with his wife about the cat's fleas, and then the mother "liberates" her daughter like a tiger crouching in the darkness or some other such nonsense; and b) the scene between An Mei and her mother in China, when An Mei discovers her mother's secret past. During the first clip, tell students they must close their eyes and just LISTEN to the music the director used, and listen to the ways in which the director tries to set the tone. Then show the clips again, allowing students to watch the screen.
5. **Journal 1** – Now, explain to students that Amy Tan's book actually received strong condemnation from a lot of the Asian American community. Why do they think the film might have made people angry? Why do they think Americans in general might have really liked and appreciated the film? Remind students again of the word from yesterday. (Orientalism.) Give students 5 minutes to write on the following questions: "What did you like or dislike about the film version of Amy Tan's *The Joy Luck Club*? What parts of the clip do you think might be classified as 'orientalism'?" Tell students they will be sharing these journals with each other. Also, tell students they should write one full page. Big handwriting = two full pages.

6. **Journal Read Around** – Assign students to groups of two or three. Have them read their journals to out loud to each other.
7. **Discussion** – When students are finished, tell them a little bit about the debate between Frank Chin and Amy Tan/Maxine Hong Kingston. (If you don't know about this debate, please read up on it. You may want to read the following to students: "Chin writes, '[Maxine Hong] Kingston, [David Henry] Hwang, and [Amy] Tan are the first writers of any race, and certainly the first writers of Asian Ancestry, to so **boldly fake** the best-known works from the most universally known body of Asian literature and lore in history. And, to legitimize their faking, they have to fake all of Asian American history and literature, and argue that the immigrants who settled and established Chinese America lost touch with Chinese culture, and that faulty memory combined with new experience produced new versions of these traditional stories. This version of history is their contribution to the stereotype.' Chin is one of the major figures who have attacked Amy Tan and the success of *The Joy Luck Club*. He claims that she has re-written and exoticized Chinese American history in an attempt to cater to white readers." The entire text titled *Asian American Authenticity: Frank Chin's 1991 Criticism of Maxine Hong Kingston in 1975* can be found at <http://www.dartmouth.edu/~hist32/History/S08 - Maxine Hong Kingston - Frank Chin Debate.htm> Please read it in preparation for this discussion with students, if you have not done so already. If you choose to read the entire piece to the students, ask them what he is trying to say. Then ask students if they agree or disagree.
8. **Class Chart** – Whether you choose to read this to them or not, you should have students take out a piece of paper and make a rudimentary chart outlining some of the major differences between these two ways of thinking. Students should write on their paper while you write on the board: Amy Tan/Maxine Hong Kingston, and Frank Chin. (Do not write what is written below; the chart below is partially filled in to help you. You should now work with your students to come up with your own "filling.")

Amy Tan/Maxine Hong Kingston	Frank Chin
1. female inclusion	1. reassertion of masculinity to Asian males
2. recreating/reinventing mythic Asian past	2. more authentic, research-based Asian past
3.	

Wayne Wang, the director of the film, is also an interesting figure to talk about; if you have enough time, you may want to include him in your discussion. You should consult the web to read brief biographies of Wang. The search engine, www.google.com, should take you to some good sites. Ask students (if you choose to include Wayne Wang) where he might fall in the chart you just made.

9. **Add to the Chart** – Finally, introduce students to the idea of the emasculated Asian male. (This is the idea that Asian males have been robbed of their manliness by white racist notions of domination.) Add this to your Amy Tan/Frank Chin chart. Tell them they will be studying this more when we get to the history of the anti-Chinese movement, but they should definitely note the tensions between Amy Tan and Frank Chin's images of Asian men.
10. **Homework Review** – Explain to students their homework (see below).

HOMEWORK

- 1) Hand out copies of the second half of *Donald Duk*. Instruct students to read the rest of the novel and prepare for another quiz tomorrow (or assign the alternative readings from yesterday and prepare a short quiz for them).
- 2) List the main points from the reading.

GROUP ROLES

No group roles; they will just be reading their journals aloud to each other.

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