

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 20 – Rioting and Madness
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.
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.
-

MATERIALS

Spike Lee's *Do the Right Thing* – Film
The Scapegoat – Student Page
Old magazines, any collection of cut-out images
Scissors
Glue
Coloring pencils/crayons/markers
Large white paper (11" by 17"), butcher paper, or construction paper

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.)

EXPLANATION OF LESSON

Students will be looking at a fictional interpretation of the conflicts between races in New York City in Spike Lee's film, *Do The Right Thing*. They will be building an image of The Scapegoat, which captures some of these tensions and conflicts. Remember that you will need to create a five-word vocabulary quiz for today. Again, students who are tardy (unexcused) will simply miss the quiz and cannot make it up. It should be some incentive for them to get to class on time. Don't forget to rent the movie, *Do the Right Thing* (Spike Lee). You will need to make copies of **The Scapegoat** worksheet found in the *Student Pages*. Please note that the Rubric for The Scapegoat is found at the very end of **The Scapegoat** worksheet. So you will need to scroll down to see it.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's words: scapegoat

- 1) **Agenda** – Have students copy the agenda you have 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, the words of a teen. Give them no more than five minutes for this.
 - 3) **Vocabulary Quiz #3** – At the end of five minutes, call time. Tell students to put all of their belongings away. They should have on the desk a sheet of paper and a pen or pencil. Ask them to title this Vocabulary Quiz 3.
 - 4) Administer Vocabulary Quiz #3. Tell students you will read the sentence twice. They should write the vocabulary word that best fits in the blank portion of the sentence. Remind them that spelling counts.
 - 5) When you have finished, collect all quizzes.
-

ACTIVITIES – INDIVIDUAL AND GROUP

1. Homework Check – Hand back graded *Bitter Fruit* excerpts. Collect *Home is where the Han is* homework from last night. Collect student folders now so that students do not work on them during the movie.
2. The Scapegoat – Hand out **The Scapegoat** worksheets. Give them five minutes to answer steps 1-3, and then ask students to share what they wrote.
3. Introduction – Tell them that today they will be watching the film, *Do the Right Thing* (Spike Lee).
NOTE: students are only going to be watching two long excerpts. You should begin the movie and stop it when the characters come out one by one, yelling racial epithets straight at the camera. You should then pick up the movie again near the end, beginning just shortly before the riot in the pizza parlor. You may, of course, choose to watch the whole film, in which case this lesson needs to be extended across two days.
Explain that they are going to be creating a collage that represents the scapegoat at the end of the film. They should draw upon all the characters they see in the film in order to create an image that they think epitomizes The Scapegoat (a.k.a. The Supposed Cause of Conflict between Peoples). They may draw images or text for their image. And they may use any magazines you have provided to cut out images or text they would like to use to convey the ideas behind who the scapegoat represents.
NOTE: Suggest to students that they not think literally; they need not draw a human form with a plain face, clothes, etc. Instead, think of how they can make a sort of collage of ideas and images that capture who The Scapegoat is in the inner city. The one requirement, however, is that the final collage or image be contained within the outlines of a human form—something like a police chalk drawing, with their own content inside the lines.
4. Directions – Explain to students that they are going to be making a list of ideas and images while they watch the film. They are NOT to begin sketching their final piece until the film is over; they should have a nice long list (at least one full page) by the time the film clips are finished. Give them an example of a good note to take. For example, you might say: "Is writing down 'white person' a good note?" (No, not really.) "What about writing down 'liquor store'?" (That's more useful.) Go over what makes an image or idea *symbolic* of a larger issue, and what makes an image or idea not useful to this exercise.

5. Film Clip – Show the excerpts from the Spike Lee film, *Do the Right Thing*. This film is easily accessible at any major video rental store.
 6. Discuss – Stop the film periodically to either discuss some of Spike Lee’s intentions (and whether or not students agree with his message). You may also want to pause the film periodically and *not* discuss, but rather give students time to jot down some ideas on their worksheet (Step 4). Either way, the film should not be simply viewed without discussion and commentary interjected.
 7. Assign Groups – Put students into groups of three. Ask them to assign the following roles:

Director – lead the group, make sure everyone participates equally
Critic – make suggestions, point out problems
Applauder – applaud good points, point out excellent ideas

Give them 5 minutes to complete Step 5 (announce the time limit.) Tell students they will go back to complete Steps 1-3 for homework tonight.
 8. Image Work – Have students help you pass out materials (11 by 17 paper, coloring pencils, magazines, markers, etc.). Tell students to remain in their groups; now that they have a complete list of ideas and symbolic images, they are going to begin working on their image. Give students time to begin their images. You may also want to set out supplies for them to use, such as old magazines, scissors, crayons, etc. If students don’t finish, they may take their images home to work on them. These images are not due until Lesson 23. So students should take their time with them and include ideas they may have from class discussions and/or readings, too. They will be going into their portfolio, and students will have one day (Lesson 22) to work on them in class, as well. So remind them to do a good job, be thoughtful about what they place in their image, and be prepared to explain thoroughly why they chose the images and text they used.
-

HOMEWORK

- 1) Work on The Scapegoat image.
 - 2) Complete Steps 1-3 of the **Scapegoat** worksheet.
 - 3) Study your vocabulary.
-

GROUP ROLES

- Director – lead the group, make sure everyone participates equally
- Critic – make suggestions, point out problems
- Applauder –applaud good points, point out excellent ideas
-

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