

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 5 – Angel Island
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

Signed Field Trip Permission Forms
First Aid Kit
Lunch for yourself and your students (whether the school will provide a bag lunch or you are asking students to bring their own)
Grade book for grading memorized poems
pens or pencils
Chaperones

LESSON OBJECTIVES FOR THE WEEK

- To teach students how to look at Asian America by centering 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 is a field trip to Angel Island. Make sure that you have created an attendance list for all of the students who have turned in permission forms. Use the list to take attendance prior to departing school, on the boat to Angel Island and on the way home. This will help you to keep track of students and it will help them to know that they must be accountable to you for their whereabouts for the entire field trip. Then you can use your list to distribute to other teachers who may have your students so that they are not marked absent in their classes. Make sure you take permission forms with you in case of emergency!!!

Angel Island charges a fee for students and adults. You may get that fee waived by calling the Angel Island Association at 415-435-3522; ask to schedule a tour and tell them you need a fee waiver packet. THE AIA REQUIRES AT LEAST A 2-WEEK ADVANCE BOOKING, and BART TICKETS TAKE AT LEAST 3 WEEKS. So be sure you book your trip well in advance. Students should pay for their transportation to Angel Island. Keep in mind that BART and Muni both have discounts for groups. The cost of the transportation depends upon where your school is located. For help arranging transportation, check out <http://www.angelisland.org/faq2.html> and look under "Transportation Options." All ferry services with schedules and fees are listed there. Again, they provide some group rates. You may need to call to check into those. If students need to take BART at any leg of the journey, your school can purchase BART red tickets at student fare (75% off). Print the form from <http://www.bart.gov/docs/groupSales.htm>, and then send it in to BART with a letter including:

- Date of trip
- Name of BART origin and destination stations
- Number of students
- Check or school purchase order payable to BART
- Include payment for adults at full-fare (or adults can purchase tickets in station at time of trip)
- Include street address; P.O. Box # is not acceptable

Mail to:
BART Group Sales
Customers Services Department
800 Madison St. (LMA-4)
Oakland, CA 94607
510 464-6964

Your group can travel either by using individually encoded tickets or a Letter of Authorization. BART needs 18 working days to process encoded tickets and 12 working days to issue a letter of authorization.

Chaperones are the most important part of your field trip. Your school probably has a policy about how many chaperones must attend your field trip based on the number of students attending. Check with your school administrator. If there is no policy, in order to cover yourself and your students, plan to bring at least one chaperone for every ten students. Also, the Angel Island park and the cruise line that takes you out to the park may have an adult stipulation. Be sure to ask. The best chaperones to have are parents (see *Activities* section Step 2 Item I below for helpful hints).

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: (none) Field trip!

- 1) Behavior – Remind students of appropriate field trip behavior and any consequences for misbehavior.
 - 2) Stay Together – Remind students that they are to stay together as a group for the entire field trip.
 - 3) Dismissal – Tell them where and when they will be dismissed. If students have asked to be dismissed early, to cover yourself, you may want to require a note from a parent.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Recite Poems – Enjoy the activities the park ranger has planned for you. Either before or after the tour, have students stand up and recite their poems. Give check pluses, checks, or check minuses in response to their performance. (No precise rubric for this exercise, as you will be busy enough without having to deal with filling out rubric forms!)
 2. Some things to remember on a field trip:
 - a) Lunch! Lunch is not provided by the park. There are concession stands in the place the boat docks, but you will not be staying there. You will be hiking to the other side of the Island. The hike is fairly rigorous. So you should have your students bring a sack lunch.
 - b) Lag time. At the end of the Park Rangers presentation, there is approximately 2 hours time before your boat departs. Half an hour can be spent eating lunch. Another half an hour, can be spent reciting their poems. Allow for half an hour to walk back to the boat. That leaves approximately half an hour of time with nothing to do. Plan something fun for that time!!! You could do trust falls with your class. You could divide the class up into two groups. Each group stands in a circle. Everyone in the group must take the hand of the person standing across from them. Then with their free hand grab the hand of someone else in their circle. Everyone should be holding hands with someone else in their circle. Then tell them they must figure out a way to undo their knot without letting go of hands. The first group to do this without letting go wins. You can time them. This is a class building, team building activity. It definitely involves issues of trust. You know your class best. If you feel that your class can not handle it, do something else! This is only a suggestion.
 - c) Field trip forms. Make sure you have them with you at all times in case of an emergency!
 - d) Students who are not coming with you. See previous lesson notes.
 - e) Arranging transportation.
 - f) First aid kit. Bring it!
 - g) Reminding students to dress appropriately. Always check the weather for the time of year that you will be going to the island. Students should wear layers. They should also wear comfortable hiking shoes that they are not afraid to get dirty.
 - h) Taking attendance. See *Explanation of Lesson* section above.
 - i) CHAPERONES – The best chaperones to take are always the parents of your students. First, students are usually on their best behavior in front of parents. Second, the best kind of discipline comes from the parents. Third, it allows parents an opportunity to see firsthand what their child is learning. Fourth, although teenagers in particular protest, they are proud to have their parents with them. Finally, because parents are attending, it creates a link between your classroom and the community that is invaluable with regards to creating support for your curriculum. So get on the phone to parents. Do not solely rely on your students to ask their parents.
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HOMEWORK

None

GROUP ROLES

None

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