

NOTE: Library & Lab day. Arrange with the librarian ahead of time so that she/he can give a brief introduction to researching in the library. Only allow students to research on the web if your school library has limited resources and the lab is located inside the library.

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 9 – Poster Research
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.
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MATERIALS

Factories in the Fields (ch. 5 and 7) – Reading
Bittersweet Soil by Sucheng Chan (2 or 3 copies of the whole novel)

LESSON OBJECTIVES FOR THE WEEK

- To teach students how Asians and Asian Americans are incorporated into the development of the nation, and to NOT isolate Asian American history to two instances of railroad work and internment during World War II

- To learn how to contextualize multicultural history (instead of studying it as the development of race awareness or identity history.)
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EXPLANATION OF LESSON

Today, students will be researching the history of one produce item in California. They will be studying the relationship of capital with labor, and immigrants with agricultural economy and state growth. Prior to class, you may want to give the librarian the topics the students have to study so that she can come prepared to help them locate the best information. Be sure you have copies of the *Factories in the Fields* excerpt (Reading). You will also need 2 or 3 copies of the book *Bittersweet Soil* by Sucheng Chan. You should purchase or borrow these copies prior to class (see Step 7 in the Activities section below for more information).

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: proactive

- 1) Homework Check – Collect homework. Pass back all graded assignments. Ask students to place them in the appropriate section of their folders.
 - 2) **Agenda** – Have students copy the agenda you have posted.
 - 3) **Vocabulary** – Post today's word 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.
 - 4) At the end of five minutes, call time. Tell students to study all of their vocabulary words, as they will be quizzed on them in Lesson 10.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Library Protocol – Review appropriate behavior with students; you will be taking them down to the library. They should know that they are not allowed to chew gum, eat, talk loudly, etc. They are not allowed to leave the library without permission from you. Make sure to explain consequences for delinquent behavior.
2. Directions – Ask students to take out the **Did you know that...Poster Project Directions** sheet. Tell students they will be working on Steps 3, 4, and 5. They will be divided into three research stations; one will be with the librarian, the second with the *Bittersweet Soil* reading, the third with the *Factories in the Fields* readings (ch. 4, 5, 7). Each group will have a chance to work with all three, so the order does not matter. Any work they do not finish in class they will have to finish for homework; finding group time is their responsibility. So if they do not want to sit together after school to work on this, they will need to be very efficient and get it done in class! In any case, they *must* complete the research portion of their project *in class*, as today is the only day they will be in the library. Remind students that research means any reading they do that helps them to answer the questions in their **Did You Know That...Poster Project Directions** worksheet. So yes, it includes their homework readings. Ask if there are any questions about the steps they are to work on today.
3. Group Roles – Explain group roles and have each group assign their group roles (see *Group Roles* below).
4. Library – Now, take students down to the library. Once you get down to the library, have the librarian explain briefly how the library works, and how students might proceed with their research. Allow students to ask the librarian general questions they may have about how to get started and where to look for the information they need to find.
5. Group Work – You should divide students into different parts of the library. Two or three groups should follow the librarian around as she/he teaches them how to use the card catalog system hands-on, one-on-one. Two more groups should sit with the two copies (one copy for each group, of course) of *Bittersweet Soil*. The remaining groups should sift through their Carey McWilliams readings (both their homework chapter and the remaining chapters which you can hand out to them now.) You should closely monitor the *Bittersweet Soil* and Carey McWilliams groups. After approximately 20 minutes, you should rotate the groups; you should rotate

two times in the entire class period. This way, all students have had time to sift through the *Bittersweet Soil*, the Carey McWilliams chapters, and they will have had a chance to look at (and even check out) resources they may need from the library.

Tell students they will only have today to research; they need to work quickly and efficiently. Group members should divvy up the work so that they can finish on time. Give them the rest of the period to work. Be sure to stop them every 20 minutes and have them rotate their stations.

6. *Bittersweet Soil* – Some students will begin with Sucheng Chan’s book, *Bittersweet Soil*. This is a fantastic book. It is not available at chain bookstores, but it is available at used bookstores or online at used bookstores. Some sites to check are: www.bn.com (the used section), www.half.com, or <http://www.strandbooks.com/>. We recommend that your library or your history department purchase at least two copies, or if you have the funds to purchase a few copies, be sure to pick them up for your students.
 7. Homework Review – Five minutes before the end of the class, remind them of their homework.
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HOMEWORK

- 1) Re-read chapters 5 and 7 from Carey McWilliams’ *Factories in the Field* excerpt.
 - 2) Highlight and annotate the reading.
 - 3) Study your vocabulary words for the quiz tomorrow.
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GROUP ROLES

Scribe – Your job is to write down all that your group members say so that you can keep an accurate page of notes on your “Do you know” worksheet. Group mates will then copy your notes before rotations (remember, every 20 minutes is a rotation!)

Timekeeper – Your job is very important – you need to keep your group on task, since you only have 20 minutes per rotation!

Group leader –Your job is to make sure everyone is doing an equal amount of work. If your group is reading, for example, make sure everyone has an equal amount to read; distribute work as fairly as you can.

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