

Education Professions Supplemental Curriculum Lesson Plan

DIVERSITY

Title of Lesson: Asian American History

Developed By: Materials developed by the Anti-Defamation League and Teaching Tolerance, Inc., incorporated here by Julie Stockwell (with permission)

Objective:

The students will gain a working understanding of Asian American history, including discrimination against this group and thoughtfully answer questions regarding Asian American teenagers' reflections on the biased treatment they often feel they receive in school and in society.

Essential Question: How does a teacher's lack of background information prevent him/her from teaching without bias?

Activities:

1. Begin the mini unit by showing the YouTube video (if you have classroom access to YouTube), "The Perpetual Foreigner." <http://www.youtube.com/watch?v=VIm-g7TjMz8>
2. Discuss what stereotypes were present in the video and in what ways they were demonstrated and in what ways the video showed some tolerance.
3. Next, students will participate in a structured simulation by using an interview of Asian American students by Teaching Tolerance. This article was compiled from interviews with 10 Asian-American students in the Fall of 1995. It is designed to be read aloud by students and discussed in class. The day before the simulation, you'll need to choose 10 volunteers, 8 girls, 2 guys. Have the background paper that identifies their past for them to read out loud today and the script of the interview ready to pass out to all of them to read that night to get ready for their participation the next day. You can be the moderator or you can choose a volunteer for that part as well, depending on how many volunteers you get.

Give students the following set for the activity: Asian Americans are not a single ethnic group but include many diverse peoples. The students, too, represent a variety of backgrounds and experiences. They express varying attitudes about their identity, about how others perceive them, and about what it means to be "American." While common themes emerge from their words, it's also important to recognize the individual behind each response. Young people, regardless of background, may find echoes of their own thoughts and feelings in what these students say. The article offered here is meant to spark classroom discussion about the conflicts, opportunities and ambiguities that confront people of mixed cultural heritage and to extend the discussion about America's diversity.
4. At the beginning of the next class, have student readers sit facing the rest of the class. Place name tents on their desks showing the names of the Asian-American students. Tell the other students who are listening that they will be hearing the words of real students interviewed by Teaching Tolerance magazine, and encourage them to jot down questions for discussion afterward. Remind the panelists to stay "in character" to help with discussion later. Have the moderator read the introductory paragraph

of the accompanying article to the class and introduce the Asian-American panelists. The moderator begins the panel discussion by reading the text in bold type, and the panelists respond by reading their parts.

5. After the first three sections have been presented, pause for questions, reactions and discussion. Continue reading and stop again after two or three sections for further discussion. Use the following questions for guidance.

- What are some of the mistaken assumptions that non-Asian people make about Asians?
- What stereotypes do these Asian-American students describe about Asians and others?
- Have you ever made some of these assumptions or held these stereotypes in your own mind?
- In what ways do some of these students have trouble "fitting in" among their non-Asian peers?
- Why do some express difficulty in relating to others of their own ethnic background?
- What experiences, if any, are common to all of these Asian-American students?
- What are some of their regrets?
- What are some things students can do to ease the transition for new immigrants?
- How does the importance of adapting to life in the U.S. conflict with the students' need to maintain cultural identity?

6. To wrap up, evaluate the activity, by asking the students the following questions:

- In what ways are the panelists' feelings and experiences different from your own? In what ways are they similar?
- Is it appropriate to draw general conclusions about all Asian Americans from the remarks of these 10 students?
- What can we learn from these students?
- What questions are raised but not answered by this activity?
- What can we do to search for answers to those questions?

Follow up these insights with the historical information contained in the Asian American History presentation, found at the following link: <http://prezi.com/a8-o8fg0urfu/>

You can also use the Anti-Defamation League's "Pyramid of Hate," which you can access at the following link, http://www.adl.org/education/curriculum_connections/summer_2008/ to talk about levels of discrimination observed in any of the mini units contained in the diversity unit.

7. Have students write a reflection that identifies a behavior they've observed or learned about that fits into each category on the pyramid of hate. Additionally, have them explain what actions could mitigate the behaviors at the first three levels to prevent a society from reaching the top two levels.

8. Students will compile a presentation or poster of examples they found online, in conversations, in the community, or through pictures or video of continuing levels of bigotry AND examples of a reduction in bigotry.

Technology Integration Ideas:

Have students write a reflection blog that identifies a behavior they've observed or learned about that fits into each category on the pyramid of hate (#7 under activities). Additionally, have them explain

what actions could mitigate the behaviors at the first three levels to prevent a society from reaching the top two levels. The blogs can be contained on a school website developed by the teacher and/or students for the class.

Materials:

“Perpetual Foreigner” YouTube video (#1 under activities)
Asian American Dialogue (Included in Asian American lesson plan folder)
Who We Are (Included in Asian American lesson plan folder)
<http://prezi.com/a8-o8fg0urfu/> (#6 under activities)
“Pyramid of Hate” (#6 under activities)
Reflection rubric (Included in Asian American lesson plan folder)

Assessment:

Reflection/blog (#7 under activities)
Bigotry presentation (#8 under activities)

Time: 2-3 days

Arizona Educational Technology Standard

Strand 1: Concept 4: PO 2: Use digital collaborative tools to synthesize information, produce original works, and express ideas.

Standards:

8.0 EXPLAIN THE ISSUES RELATING TO DIVERSITY AND ITS IMPACT ON TEACHING AND LEARNING

8.1 Identify the characteristics, the challenges, and the opportunities for learning in a diverse classroom
8.4 Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group

Sources:

Anti-Defamation League and Teaching Tolerance, Inc.