

Learning English

This is America

Two Articles on Chinese Americans:
Don't Call Us a 'Model Minority'
and

Discrimination Still a Problem, but Improving

<http://learningenglish.voanews.com/archive/learningenglish-programs-radio-this-is-america/latest/1580/1580.html>

Lesson Plan

by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany two of VOA Learning English's *This is America* stories on Chinese Americans.

This lesson should be planned to cover more than one class period to allow students time to read and analyze the articles.

The approach used in this lesson is based on the CALLA approach. See the end of the lesson for more information and resources on teaching with the CALLA approach.

Lesson Elements

Prepare

Present

Practice

Self-Evaluate

Expand

Prepare

Introduce the topic of the story: “We are reading about Chinese Americans today. As you know, there have been many immigrants from China to the United States. What do you know already about immigrants from China in our country?” Allow students time to share what they know about Chinese immigrants.

"For this lesson, we will read two articles. The first article gives us some background on the history of Chinese immigrants in the United States.

The second article tells us about the present situation for Chinese immigrants.

Let's look at some of the key words in the first article."

Vocabulary

competitors – *n.* one selling goods or services in the same market as another

laundries – *n.* a business where clothes, towels, sheets, etc., are washed and dried

stereotypes – *n.* often unfair and untrue beliefs that many people have about all people with a particular characteristic

perceived – *v.* regarded as being such

endure – *v.* to deal with something unpleasant

Present (1)

Explain “Today we’re going to use the strategy **classify**. This strategy helps us *sort out the information* in something we read or hear. Classifying can help us to understand the story. In this story you will hear both **facts** and **opinions**. Let’s classify them to think more about what the story says.”

Pass out sheets of paper or ask students to take out their notebooks.

“Let’s start by making a chart. Draw a box and divide it into two rows and two columns. At the top of the first column, write ‘Fact.’ For the next column, write ‘Opinion.’”

Show students the graphic on the next slide and point out the definitions of 'fact' and 'opinion.'

Chinese Immigrants

Facts	Opinions

Fact: something that truly exists or happens : something that has actual existence

Opinion: a belief, judgment, or way of thinking about something : what someone thinks about a particular thing

"We're going to listen to some of the story now. As I listen, I am going to make note of facts and opinions I hear."

Play the story to "Mr. Wei says the American public did not believe Chinese immigrants could ever be part of their society."

"What facts did we hear? Did you notice any opinions? Let's **classify** them and write them on our chart."

Let students guide you as you fill in the chart with the facts and opinions from this section of the article.

Chinese Immigrants

Facts	Opinions
Chinese immigrants came in the middle 1800s. They built railroads and worked on farms	However, most Americans saw the Chinese as competitors.
They had to live together in poor neighborhoods, or do hard work in laundries and restaurants that did not pay very much.	He says Chinese immigrants were not treated well.
	Mr. Wei says the American public did not believe Chinese immigrants could ever be part of their society.

Practice

Say, "Now it's your turn. Let's listen to and read the next section. Think about what you hear - is it a fact or an opinion? Then **classify** the sentence by writing it in the right column on your chart."

Play the story to "He says white Americans may also blame other minorities for not being as successful as the Chinese."

Next, ask students to share with their neighbor what they wrote in their chart.

Chinese Immigrants

Facts	Opinions
Chinese immigrants came in the middle 1800s. They built railroads and worked on farms	However, most Americans saw the Chinese as competitors.
They had to live together in poor neighborhoods, or do hard work in laundries and restaurants that did not pay very much.	He says Chinese immigrants were not treated well.
	Mr. Wei says the American public did not believe Chinese immigrants could ever be part of their society.
In fact, in 1882 the US Congress approved and the president signed the Chinese Exclusion Act. The US government cancelled the ban during the 1940s...in 1965, the government ended the system restricting Chinese immigration.	Mr. Wu says many Chinese Americans are pleased the American public considers them smart, good citizens who fit well into the country.
The Chinese people who were able to immigrate were talented, they were students on scholarships,	the history of Chinese immigrants in the United States helps explain why so many Chinese
Look what we did to the Chinese. We discriminated against them, committed violence against them, excluded them from our country, yet they still have achieved.	Therefore, if your minority has not succeeded in our land of opportunity, it is clearly your fault.” ... such thinking leads people to think victims are responsible for their abuse.
all Chinese Americans are not good in school.	One who does not succeed as easily may feel he or she does not really belong.
Mr. Wu says the United States includes people of many races,	and one race should not be considered better.

Say, “Let’s read the rest of the story. Classify the information as facts or opinions.”

Play to the end of the story.

Repeat the procedure in which students fill in the chart as they classify information.

Self-Evaluation

Ask students, “Do you think **classifying** helped you understand and remember the story? Use the chart you filled in and give your *own* opinion on the facts that you learned to your neighbor.”

Ask students to turn to their neighbor and comment on the facts in their own words. If time allows, ask a couple of students to share their opinions with the class.

Expand

Wrap up the lesson by asking students to think of other times they can use **classifying**. Possible answers are ‘listening to the news, studying a textbook, or preparing for a test.

Encourage students to go home and **classify** with a reading assignment; or when listening in another class.

For the next class, use this strategy with the second story in this series, Chinese Americans: Discrimination Still a Problem, but Improving. The following slides refer to this second story.

Prepare (2)

Introduce the topic of the story:
“We are reading about Chinese Americans again today. In the first story we read, we learned about the stereotypes they face. What do you remember about that?” Allow students time to share what they remember from the previous lesson.

Vocabulary

assume - *v.* to think that something is true, or probably true, without knowing that it is true

discrimination - *n.* unfair treatment or consideration based on opinions about a whole group, instead of on the qualities of an individual

harm - *v.* to injure, to damage; *n.* damage, hurt

resolve - *v.* to find an answer or solution to something

unintended - *adj.* not planned as a purpose or goal; not intended

Present (2)

Explain “Today we’re going to practice using the strategy **classify** again. This strategy helps us *sort out the information* in something we read or hear. **Classifying** can help us to understand the story. In this story you will hear things that refer to **Chinese Americans** and to the country of **China**. Let’s **classify** them to think more about what the story says.”

Pass out sheets of paper or ask students to take out their notebooks.

“Let’s start by making a chart. Draw a box and divide it into two rows and two columns. At the top of the first column, write ‘China.’ For the next column, write ‘Chinese Americans.’”

Show students the graphic on the next slide.

Chinese Immigrants

China	Chinese Americans

"We're going to listen to some of the story now. As I listen, I am going to make note of what I hear about China and Chinese Americans."

Play story up to "They are called communists," he says, with secret loyalties to China."

"What did you hear about China? What did you hear about Chinese Americans? Let's **classify** these and write them on our chart."

Let students guide you as you fill in the chart with the information from this section of the article.

Classifying Information

China	Chinese Americans
Frank H. Wu is the son of parents who immigrated to the United States from <u>China</u>	He says the question can make him and other <u>Chinese Americans</u> feel hurt.
They are called “communists,” he says, with secret loyalties to <u>China</u> .	He notes that some Americans say they do not trust <u>Chinese Americans</u> .

Practice

Say, "Now it's your turn. Let's listen to and read the next section. Think about what you hear - does it refer to China or to Chinese Americans? Then **classify** the sentence by writing it in the right column on your chart."

Play the story to "The Obama campaign denied violating such laws."

Next, ask students to share with their neighbor what they wrote in their chart.

Say, “Let’s read the rest of the story. Classify the information by whether it refers to China or to Chinese Americans.”

Play to the end of the story.

Repeat the procedure in which students fill in the chart as they classify information.

Classifying Information

China	Chinese Americans
Frank H. Wu is the son of parents who immigrated to the United States from <u>China</u>	He says the question can make him and other <u>Chinese Americans</u> feel hurt.
They are called "communists," he says, with secret loyalties to <u>China</u> .	He notes that some Americans say they do not trust <u>Chinese Americans</u> .
Helen Zia says such complaints are like thinking of <u>Chinese</u> imports as evil.	about one-fourth of those questioned believed Chinese Americans would support China over the United States in a dispute between the countries
Ms. Zia says the American public also criticizes US politicians for developing close relationships with <u>China</u> .	Another survey found that 72 percent of Chinese Americans said discrimination against their community was a problem.
Whenever US- <u>China</u> relations get chilly, Chinese Americans get pneumonia	political problems between the two countries affect Chinese Americans personally
Trade between <u>China</u> and the United States is one example. Some American industries say <u>Chinese</u> businesses import products at prices that are too low	Whenever US-China relations get chilly, <u>Chinese Americans</u> get pneumonia
For example, in 2012, critics of President Barack Obama said he had violated election laws by accepting cash donations from <u>China</u> .	

Say, “Let’s read the rest of the story. Classify the information as referring to China or Chinese Americans.”

Play to the end of the story.

Lead a discussion on how Americans' opinions about China affect their opinions about Chinese Americans, and whether students think it is fair.

Self-Evaluation

Ask students, “Do you think **classifying** helped you understand the story? Use the chart you filled in and give your *own* opinion to your neighbor on how what is happening with China affects the lives of Chinese Americans.”

Ask students to turn to their neighbor and comment on the story in their own words. If time allows, ask a couple of students to share their opinions with the class.

Expand

Wrap up the lesson by asking students to think of other times they can use **classifying**. Possible answers are 'listening to the news, studying a textbook, or preparing for a test.

Encourage students to go home and **classify** with a reading assignment; or when listening in another class.

About the CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.

See a list of language learning strategies here: <http://calla.ws/strategies/>