

Bach Tong
 Reading, Writing, Rising Up – C band
 Ms. Rami
 11-06-11

Q1 Benchmark: Rethinking History

Purpose: Since the benchmark was to rethink history, this curriculum encourages students to examine the missing narrative in talking about impacts and military base. This could be taught in conjunction with topics about wars, US international relation, and immigration.

Material: Movie (<http://www.leftbytheship.com/home.html>), screen, projector, newsprint, markers

*Note: the curriculum is developed based on presumption of SLA’s learning structure.

Day	Purpose	Student Activity	Facilitator’s instruction	Homework
Day 1	<ul style="list-style-type: none"> - To get students begin to think about war and its impacts. - 	<ul style="list-style-type: none"> - Open with a journal prompt: “Name all of the US wars on Asia. What do you know about them? What are the impacts of war that you know of?” (15 mins) - Post the journal answer on class’ discussion forum, or a class blog. - Discussion about what students wrote (15 mins) - Break into small groups (4-6 students/group) to define the following terms: “war”, “human casualty”, “US base”, “sex worker”, “discrimination”, “hegemony”. 	<ul style="list-style-type: none"> - Start a class blog [if there isn’t one already in place]. - Keep time - Make sure the discussions stay on topic - Questions to consider for class discussion about the journal prompt: <ol style="list-style-type: none"> a. What are the US wars on Asian countries? b. What are some impacts of these wars? - Questions to consider for the report back: 	<ul style="list-style-type: none"> - To interview at least one person about what do they know about the after mass of US war on foreign soil? - Or to research about it. <p>Home work question: “Choose one US wars/US military base on foreign soils and find an article or interview a person on the impact of the war/US military base? Put your thoughts on the war and its impact.”</p>

		(20 mins) - Come back as a larger group to present (10 mins)	a. What is your group definition? b. What are the connections between these words and conflicts/ wars?	- Post it on the class blog
Day 2	- To see the movie with some foundational understanding of war, and what people think of it.	- Class discussion on the homework (15 mins) - Movie screening (45 mins) - Knew, new, hmm worksheet. (Knew: What did the movie mention that you already knew? New: What's news to you? Hmm: What sounds questionable?)	- Buy movie in advance [http://www.leftbytheship.com/home.html] - Give this movie's blog link to the students for their preference: [http://left-by-the-ship.blogspot.com/] - Suggestive questions for discussion: a. What was the war that you researched about? b. What were the impacts you found? *Note: encourage students to respond to each other's answer.	- To research on definition/ data of Amerasian. - What is unique about the Amerasian children in the movie? [Answer: they were born to sex worker, which leads to social hardship as they grow up.] Suggestive questions: - Who is an Amerasian? - Children born of which countries are recognized as amerasian? - What is unique about the Amerasian children we saw in the movie? - Why was there a US military base in Philippines?

Day 3	- To complete the movie	<ul style="list-style-type: none"> - Class discussion on the homework (15 mins) - Movie Screening (40 mins) - “Knew, new, hmm” worksheet - Discussion about “Knew, new, hmm” worksheet. (10 mins) 	<ul style="list-style-type: none"> - Keep the class staying on time and topic. - To collect the “knew, new, hmm” worksheets. Suggestive questions for discussion of “Knew new hmm”: a. What the movie mentioned that you have prior knowledge about? b. What were new to you? c. What sounded questionable? d. What did you think the movie leave out? 	<ul style="list-style-type: none"> - To write a reflection paragraph on the movie and post it on class blog. Use SLA’s form of: I noticed, I wonder, What if
Day 4	- To reflect on the movie about Amerasians’ experiences.	<ul style="list-style-type: none"> - Journal prompt: Based on the movie “Left by the Ship”, what is your view on wars, and US military base? (10 mins) - Class discussion on the journal prompt. (10 mins) - Break into small groups of 4-6 people/group to discuss these questions: <ul style="list-style-type: none"> a. Why do you think the movie named “Left by the Ship”? b. What is the role of women in war, or military in general both in the frontlines and back home? Why does this happen? c. Recalled the vocabularies we talked about the in the beginning, what are the 	<ul style="list-style-type: none"> - To keep class staying on topic and time. - To facilitate the conversation. Use Wordle.net to make a words cloud based on students’ answer for question “d”. Print it out, if possible, and post on classroom’s wall. Name: “Left by the Ship”. 	<ul style="list-style-type: none"> To read this article: http://newsinfo.inquirer.net/inquirerheadlines/regions/view/20110111-313894/Amerasians-still-yeam-for-recognition and post responses/reactions to the class blog.

		connections between them and movie? d. List 10 vocabularies you would use to describe the movie. (25 mins) - Come back as a class and have discussion. (20 mins)		
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Resources to be familiar with before the unit:

- The movie "Left by The Ship"
- The definition of Amerasian [<http://en.wikipedia.org/wiki/Amerasian>]
- The recent article about Amerasian [<http://newsinfo.inquirer.net/inquirerheadlines/regions/view/20110111-313894/Amerasians-still-yearn-for-recognition>]
- Class lawsuit for Filipino Amerasian children's rights to assistance by PREDA foundation in 1993 [<http://www.preda.org/main/work/child%20rescue/jreport/fsctestiatdc.html>]
- Petition for citizenship recognition [<http://www.petitiononline.com/usa4us/petition.html>]