

Unit 4: Kick it Up! Make History

Lesson 2: Comparing Filipino American History to Today

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Background

Connections to NCSS Standards

Culture: The students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

Time, Continuity, and Change: The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

People, Places, and Environments: The students relate their personal experiences to happenings in other environmental contexts. They use data and apply skills in analyzing human behavior in relation to its physical and cultural environment.

Individuals, Groups, and Institutions: The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

Power, Authority, and Governance: The students apply their awareness of rights and responsibilities in more complex contexts with emphasis on new applications.

Production, Distribution, and Consumption: The students expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the fundamental economic questions.

Science, Technology, and Society: The students explore the complex relationships among technology, human values, and behavior.

Global Connections: The students examine policy alternatives that have both national and global implications.

Civic Ideals and Practices: The students expand their ability to analyze and evaluate the relationships between ideals and practice.

Lesson Objectives

The students will be able to:

- compare and contrast early Filipino American experiences in America with present day Filipino Americans
- appreciate the struggles and successes of Filipino Americans in the past, so that Filipino Americans may enjoy the freedoms they have today
- contribute to improving the life of Filipino Americans today and for the future

Time: three 1-hour sessions

Materials

- access to the internet for researching
- copy of the “Venn Diagram”

Procedure

A. Opening: Foundations of a Society

1. Introduce the following terms:
 - a. Economic – labor for financial security
 - b. Social – living in an organized community
 - c. Cultural – heritage of a people, a way of preserving the past
 - d. Education – learning
 - e. Political – engaged in government

2. In small groups, have the students look for the above words in today's newspaper, and see how they are being used in the articles they find them in.
3. When all the groups are done, have them share a sentence using each word in relation to their article.
4. As each group shares their sentences out loud, ask the audience to share key words they heard relating to the focused terms.
5. After all have shared, revisit the class definitions and allow for them to modify and clarify their meanings.
6. Tell the students that these are significant concepts to a society. Changes in any one of them can help to improve or impede the growth of a society.
7. In their own words, have the students write what they know about society today in relation to each of these terms.

B. Foundations of Filipinos as Americans

1. In the same groups, have the students research the individuals highlighted on this Filipino American Curriculum Project website (Unit 3 & 4) and categorize them under the concepts: Economic, Social, Cultural, Educational, or Political Influences.
2. Have the students discuss the reasons why each person is listed under a particular category, as well as, share the struggles and successes they experienced along the way.
3. Remind the students of the prejudice, racism, and discrimination the first Filipinos in America experienced.
4. Ask, "How may have these experiences affected their efforts to improving the life for other Filipino Americans? To contributing to American society?"

C. Filipino Americans Today

1. Pose the following question: Do you know of any Filipino Americans in our society or community today that has made significant contributions in the Filipino American community or to American society?
2. Create a class list as the students share.
3. Tell the students that they will be using a Venn Diagram to compare the successes and struggles of Filipino Americans of the past to those of present day society.
4. In their research groups, assign a contemporary Filipino American for them to research on. Remind the groups to decide what societal "influence" they would best represent.
5. When the groups have collected substantial information on their person, have them create a Venn Diagram, with the first circle highlighting a Filipino American of the past, as discussed in class, and the second circle highlighting a Filipino American identified in society today.
6. Tell the students that through a Venn Diagram, they can Compare and Contrast both individuals – with contrasting experiences – struggles and successes in their individual circles, and how they are similar in the shared space where the circles overlap.
7. Challenge the students by asking: How has life for Filipino Americans changed over the years?

Suggested Assessment

Write an essay articulating the following question: Have things changed from Filipino Americans to present day Filipino Americans? Encourage the students to use the collective information shared from the Venn Diagrams.

1. If yes, how much has it changed?
2. If no, why haven't we changed?

Enrich/Extend

Challenge the students: What more can be done to improve life for Filipino Americans today and for the future? Have them research Filipino Americans who are doing just that, and ask what can they do as part of the Filipino American community?

Resources

Famous Filipino Americans from Unit 3 & 4