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Afro-Asian Formations of Race
Prof. Daniel HoSang
Due 8 May 2020

Introduction

Two summers ago, I went to Rosedale, Mississippi to work at the Rosedale Freedom Project, an afterschool and summer program for youth in this small Delta town that is loosely based on the Freedom Summer of 1964. During the summer program, students come for educational enrichment based in social justice—they garden, take art and film, and do civil rights themed field trips at the end of the summer. I taught incoming ninth graders basic statistics through an analysis of school segregation and also assisted with a course around the novel *The Hate U Give*. My experiences in Rosedale completely changed how I saw the world, and it actually wasn't until I took Asian American History with Mary Lui that I realized its deep connection to Asian American history in Lum v. Rice. Rosedale also has one of the few surviving Chinese-run groceries in the Delta, Chow's. Many of the students that I taught knew little about Asians in their community or about the overall intertwined histories of Chinese and black people in the Delta. Today the small Chinese population sends students to segregation academies founded in the late 1960s. Their school district, West Bolivar County, is around 97% black. When I started rethinking my project, I realize that this was a discussion I would have wanted to have with my students. Part of the goal of the Freedom Project is to teach in a way that connects students to the abstract content they learn in school and actually engages with their daily lives, and I think this could be a really interesting way to introduce Asian American history. I just tweaked the template for lesson plans that I used to use and am hoping to guest conduct a remote lesson with some of the students this summer (if they are able to get everyone computers and internet) because the camp likely won't be happening in person. This is definitely still a rough draft. I would also really like to incorporate some more broader concepts of the class but found it difficult to make decisions about what felt accessible to 12-15 year-olds and what did not. I think attaching relationality to a concrete history lesson made the most sense for what I was trying to accomplish, but I am hoping this could also be adapted for different settings, although I am not sure if it is any good or if it covers enough. So much of what made this class so wonderful for me was getting to learn histories I had never been exposed to and realizing there is so much we don't realize about how our histories are tied together, and I want to give that feeling to younger students too.

Lesson Plan-Asian American History in the Delta: Lum v. Rice

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Connection to Vision- Unknown Histories in the Delta

Link to Google Slides:

https://docs.google.com/presentation/d/1IEDT65YM2ru_TXeEq1CPP9ZAxSAwNqjHA1ZXmzFWaFA/edit?usp=sharing

WHAT What is the culminating objective of this lesson?	Students will be able to critically reflect on the importance of relationality between black and Asian communities as part of their larger understanding of freedom and oppression in the Mississippi Delta.
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<p>WHAT</p> <p>What is the daily objective of this lesson (What will students be able to accomplish at the end of this lesson?)</p>	<p>SWBAT analyze the shared history of the Chinese and black populations of the Mississippi Delta</p> <p>SWBAT identify the Lum v. Rice case and its importance to histories of segregation in the American South</p> <p>SWBAT do a final activity focused on reimagining Lum v. Rice and Black and Asian solidarity in the South</p>
<p>HOW</p> <p>How will the teacher ensure students master the objective for the day?</p> <p>1. What skills must students obtain in order to master this objective?</p> <p>2. What pieces of knowledge must students obtain in order to master this objective?</p>	<ul style="list-style-type: none"> ○ Students will use text and media to learn about a specific group and period in history. They will use their own reasoning and analytical skills to place this history within the larger context of race and social movements. ○ Students will gain a larger grasp of Asian American history within the Delta that tied directly to the community engagement projects and research projects they often conduct about Mississippi. ○ Students will engage in a creativity activity designed to make them imagine a different path that this story make have taken
<p>Do Now/Warm-Up [20 min]</p> <p>What are your students doing as they enter your classroom?</p> <p>How are you engaging students?</p> <p>How does your Do Now connect to the lesson being taught?</p>	<ul style="list-style-type: none"> • 2 min Warm-Up Question: When you think about Southern culture, what are some of the first things that come to mind for you? • 10 minutes: Watch the Al Jazeera video “The Untold Story of America’s Southern Chinese” https://www.youtube.com/watch?v=2NMrqGHR5zE <p>8 min Video Discussion: What surprised you about the stories shown in this video? Was some of it familiar to you? Why do you think the video is titled “the untold story?” What did you think about this community’s perspective on growing up in the Delta in the 1940s and 50s?</p>

**The “Meaty”
Part [30
minutes]**

How will the daily objective be taught to your students?

What methods (or activities) will you implement in class to convey knowledge and skills to your students?

How will you ensure that students are on task, engaged, and understanding the material?

How long will each activity take?

What are student expectations?

- (15 min) “Today, as you may have already realized, we are going to be discussing Asian American history in the Mississippi Delta, mostly through the lens of a specific event that took place in Rosedale in the late 1920s. It was definitely clear from the video we just watched that Chinese populations have had a significant influence within the South, especially within black communities”
- Today are going to read about the US Supreme Court case Lum v. Rice in Mississippi, which actually started here in Rosedale.
 - Popcorn read
 - Article Link- <https://time.com/4533476/lum-v-rice-water-tossing-boulders/>
- “Some of the terms and events in the article may be new or unfamiliar-let’s throw them up on the board-you can shout anything out that was confusing, but I will also start with some” (Have a short discussion about each term, segueing into an extremely abbreviated history of Chinese labor migration/refresher on Brown v Board and civil rights history)
 - “Coolie”
 - Chinese Exclusion Act of 1882
 - US Supreme Court
 - Brown v. Board of Education
- More Discussion (15 min)
 - Start with general reactions to the article, the court case
 - Why is this particular case against segregation complicated and even problematic? Look to the end of the article.
 - Think about the video we watched earlier. What were the roles that Chinese people were mostly playing in the larger community? Where do they fit in to the system of race in America? How were they being perceived by white people?
 - In the final Supreme Court decision, the judges used Plessy v. Ferguson which argued that facilities like schools could be “separate but equal” in order to make the case that the choice to make Martha Lum attend the “colored school” was fair. After all of these attempts to separate Chinese people from “colored” people, they ended up being subject to the same discriminatory laws. What does that show us about race in America?
 - What do you think is the impact of Lum v. Rice on the way we think about the relationship between black Americans and Asian Americans today?

ACTIVITY

With a partner, imagine you are watching this case play out in 1927. How might he have gone about the case differently in a way that encouraged solidarity between groups who were forced into schools with fewer resources and opportunities because of their race? Either: 1) Pretend you are Earl Brewer and try to make an argument for Martha Lum that does not continue segregation of black students (about 1 paragraph), or 2) Make a plan for an underground community meeting with Chinese and Black parents to organize for better school conditions and desegregation. How would you make sure both everyone’s concerns are heard and come to shared goals? What are some of the things you could do to organize together? (1 paragraph)

<p>Reflection [5 min]</p> <p>How will you conclude your lesson? How is this a culmination of your work throughout the day?</p> <p>How will you measure student understanding at the end of your lesson?</p> <p>What will students be asked to do to show mastery?</p>	<p>5 minutes:</p> <ul style="list-style-type: none"> • So now, we are going to conclude class with a Daily Focus Question which relates the reading to some of the concepts we have been talking about in class. I want you all to think about the discussions we have had today in class and write a few sentences as an answer to this question: <ul style="list-style-type: none"> ◦ How has discussing this history changed your views about relationships between black and Asian people in your community? Have they stayed the same?
<p>End of Class Rituals [2 min]</p> <p>How will you end your class on a positive note?</p> <p>How will you make sure that your students are organized and ready to switch to a new activity?</p> <p>How will you help your students to show Action and Discipline as they leave the classroom?</p>	<ul style="list-style-type: none"> • The students will make sure the area they were in is clean. • All of the materials that were used should be placed in the center of the table. • To end the class, we will introduce the ending quote for the day, “Speak up, speak out, and get in good trouble” (I just kept this from my old class; I miss hearing this every day)