**NEH Unit Planning, intended for 7th Grade ELA and Social Studies Block by Carol Gnojewski**

**HOMOSOCIAL GROUPS**

**RESOURCES CONSIDERED:**

<https://www.filcommsea.org/>

<https://www.jcccw.org/about-us>

<https://www.facebook.com/pg/FilipinoCommSeattle/about/?ref=page_internal>

*Hotel on the Corner of Bitter and Sweet* by Jamie Ford

<https://digitalcollections.lib.washington.edu/digital/collection/imlswingluke/id/54/rec/1>

<https://depts.washington.edu/civilr/organizations.htm>

# Investing in Democracy: Engaging Citizens in Collaborative Governance by Carmen Sirianni

<http://www.loc.gov/teachers/primary-source-analysis-tool/>

Asian American Pacific Resource Guide for Washington State K-12 Schools Community Section

**STANDARDS:**

Geography 3.2.3 Understands the role of immigration in shaping societies in the past or present.

History 4.2.2 Understands and analyzes how cultures and cultural groups have shaped Washington State or world history

**UNIT GOALS**

To provide a counter narrative to the negative portrayal of homosocial groups (benevolent associations) as mentioned in the novel *Hotel on the Corner of Bitter and Sweet* by Jamie Ford.

**ESSENTIAL QUESTIONS**

How were homosocial groups necessary to and vital within the Asian American communities in the Seattle area?

**INSTRUCTIONAL STRATEGIES**

**Hook/Anticipatory Set**

In whole group, show students this photograph of the Chong Wa Benevolent Association and ask them to unpack it using a primary source worksheet from the Library of Congress that focuses on making observations, reflecting upon them, and writing down any questions that they have about what they are seeing. Discuss and report out about what they’ve written.

<https://digitalcollections.lib.washington.edu/digital/collection/imlswingluke/id/54/rec/1>

**Instructional Steps and Activities**

1. Ask students to reread pages 30,55, 67, 87, 251, and 263 in the book *Hotel on the Corner of Bitter and Sweet* and develop a definition of what a benevolent association is from these book passages. With elbow partners, have them discuss their ideas and then write this book related working definition in complete sentences on the class whiteboard.
2. Then divide the class into three table groups. One group will read about International District Seattle and Bainbridge Island homosocial groups in the Chinese American Community, a second will read about homosocial groups in the Japanese American Community, and a third will read about homosocial groups in the Filipino American Community. They will list their missions and philosophies, who can join, and which activities they engage in and sponsor. Table groups will report their findings in whole group.
3. Students will then work with their table partners to expand their definition of homosocial groups like benevolent associations and add this to a second section of the class whiteboard.
4. Still in table groups, students will be given a timeline and the following cause and effect chart:

**Naturalization Act 1790**--Restricted citizenship only to free white men who had been in the USA for two years

**Tacoma Method 1885**--Chinese Americans driven out of Tacoma with homes burned

**Anti Chinese Riots in Seattle 1886**--Chinese expelled from Seattle

**Chinese Exclusion Act of 1882**--Chinese banned from migrating to the USA

**Gentlemen’s Agreement 1907**--Restricted the amount of Japanese laborers migrating to the USA

**Johnson Reed Act 1924**--Barred Asians from migrating to the USA. Imposed a literacy test. Included an Immigration Act preventing all Asian from becoming naturalized citizens. Established a quota system for immigrants per country.

**Tydings McDuffie Act 1934**--Filipinos were no longer colonists or US nationals and migration was restricted to 50 Filipinos a year.

They will add these dates to the timeline along with significant dates from the readings about their specific homosocial group. They will answer and discuss the following questions: What patterns do you see emerging from these acts and events? and Why might Asian ethnic groups have wanted to belong to these benevolent associations based on this timeline?

1. Groups will then develop a more definitive definition of homosocial groups like benevolent associations and add this to the third section of the whiteboard. Discuss in whole group.
2. In whole group, students will then brainstorm to identify groups within our school and community that provide similar benefits to them. Students will be asked to consider who benefits most from these groups, who makes decisions within these groups, and whose voices are left out.
3. Individually, in pairs, or in small groups, students will be tasked to create their own social groups with their own association name, a group philosophy and mission statement, who can join, who is in charge, activities, and symbols and decor representative of their group. They can create a poster, a website, a video, or a Powerpoint presentation about their group.

 **ASSESSMENT(s)**

* Exit ticket answering, Explain two important similarities among the different ethnic homosocial groups from group readings.
* Essay answering why Henry’s father might have joined benevolent associations or why Henry might not have wanted to join one that includes an expanded definition of benevolent associations
* Peer assessment of the social groups that students create based on an analysis of the need it fills, who makes decisions within the group, who benefits most, and who is left out.

Notes to consider:

High Cap--create a relevant space in our old cafeteria that meets the needs of the different groups at our school.