C4 LESSON PLAN TITLE: 10*B. Asian American Critical Performance Pedagogy and Media Literacy*

Guiding Question: How do we use the arts (film, theater, and poetry) in teaching Asian American Studies?

Purpose/Aim:
1. To introduce the concept of media literacy as a critical tool to analyze the representation of Asian Americans in society
2. To introduce performance as a learning tool that can engage students in the process of analyzing existing representation, develop problem-solving strategies, and build community around said strategies.
3.

Materials:

Readings by J. Xing (film), A. Tintiangco-Cubales (Critical Performance Pedagogy, Final Project Runway), J. Lee (Theater), and B. Huang (Poetry).	

Main Concepts:

CRITICAL VOCABULARY	**Definition and Rationale for choosing this word, phrase, or concept**	**Idea for pre-teaching or front-loading the concept.**
REPRESENTATION	How are the lives, concerns, and imaginations of Asian Americans portrayed or expressed in a cultural work?	
PERFORMATIVITY	What are the results/impacts of an activity or cultural work?	
ENGAGEMENT	How can Asian Americans involve themselves in the active process of shaping the process of self-representation?	

Pre-requisites: What are some of the skills and prior knowledge that students need to have to fully participate in this lesson plan?

1) Completed the readings

2) Have some exposure to theater works, literature (prose and poetry), and film both mainstream and by Asian American artists

Modifications: What types of modifications are necessary to insure that students with varying learning needs can participate in this lesson plan and learn the main concepts and skills?

If students don't have exposure they will be provided sets of examples to experience before the class session.

PART 1: CULTURAL ENERGIZER

How will you engage the students? This energizer contributes to setting the "culture" of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests.

Title: Rhythm exercise

STEP	DESCRIPTION	TIME
Step 1	Divide in three groups using counting method	1 min
Step 2	Four count clapping – All groups clap on every beat	1 min
Step 3	two part clapping – Group 1 on every beat, Groups 2 and 3 on two and four	1 min
Step 4	Group 1 on every beat, Group 2 on two and four, Group 3 will be given a syncopated part	2 min
Step 5		

PART 2: CRITICAL CONCEPTS

How will you present the critical concepts to the students

Title of Lecture or Keynote/PPT Presentation:

STEP	DESCRIPTION	TIME
Slide/	Xing, Jun "Teaching the Asian American Experience through Film"	4 min

Step 1	"Three related ways in which stereotyping functioned as a means of social control: justification of the status quo; internalization of dominant values by racial minorities; and the development of cognitive associations between race and aethetics" (220.3)	
Slide/ Step 2	from Lee, Josephine *Critical Strategies for Reading Asian American Drama* The imagined common ground of Asian America…is not located solely in a resistance to racist stereotypes. Nor does it necessarily reside in the similar historical experiences of immigration, racism, or assimilation, or in a shared background. Instead, these plays presume a more complex imagining of how "Asian American" is performed, individually and collectively" (19.1) .	4 min
Slide/ Step 3	from Titiangco-Cubales, Allyson "Open the light: Performing Filipina/o American Literature "Through their performative acts they can challenge essentialized notions of their culture and identity, provide political commentary on social issues or history, and even use art as therapy and activism." (101.5)	4 min
Slide/ Step 4	From Titiangco-Cubales, Allyson "Final Project Runway" Final Project Runway The Final Project Runway was more than a show to the students, and for some it was more than a service-learning experience; many felt it was an expression of their experiences, their epistemologies, and their engagement in the community. (37.4)	4 min
Slide/ Step 5	from Huang, Benjamin "Teaching Texts": Teaching Asian American Poetry My students had gotten the idea that poetry was not a static collection of texts… but a living act, a howl, a cry, a celebration. To my delight, my class was noisy - loud, profane, rambunctious, tearful, sexy - to use Whitman's phrase, a "body electric." I had begun thinking I was teaching Asian American poetry - by the end of the class, I realized that I was teaching Asian American poets. (92.3)	4 min
Slide/ Step 6		
Slide/ Step 7		
Slide/ Step 8		
Slide/ Step 9		
Slide/ Step 10		

PART 3: COMMUNITY COLLABORATION AND CULTURAL PRODUCTION

How will the students learn the main concepts while also learning to create community in their classroom and participate in cultural production? *This may include interactive/multimedia lectures, activities, group interaction, writing, performing, presenting, project-based work, etc…*

Title: Representing Teaching Philosophy

STEP	DESCRIPTION	TIME
Step 1	Divide into four groups using counting method	1 min
Step 2	Each group will determine a teaching value to represent	5 min
Step 3	Write a maximum 140 character representing that teaching value	5 min
Step 4	Create a movement phrase to express that teaching value	5 min
Step 5	Create a 1 minute performance integrating the text and movement phrases	5 min
Step 6	Four groups perform	5 min
Step 7		
Step 8		
Step 9		
Step 10		

PART 4: CONCLUSIVE DIALOGUE/CRITICAL CIRCULAR EXCHANGE

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the problem statement in the unit purpose?

Writing Assignment: Write one paragraph statement summarizing lessons from the session on the relationship between representation and engagement.

Assessment: How will the students be assessed?

Evaluation: How will the effectiveness of this lesson plan be evaluated?

RESOURCES AND NOTES

- **Resources**

- **Notes**

Include Hard or Digital Copies of Background Information, Project Instructions, Tests, Handouts, Worksheets, and Images.