

**AAVED TEACHER PROFESSIONAL DEVELOPMENT
LESSON PLAN TEMPLATE: TEACHING HISTORY FROM DIVERSE PERSPECTIVES**

LESSON TITLE: Mamie Tape Goes to School - Firsthand and Secondhand Account

GRADE LEVEL(S): 4

LESSON AUTHOR(S): Kristen Janssen

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LESSON RATIONALE/TRANSDISCIPLINARY CONNECTION/BIG IDEA: In fourth grade, students are expected to compare and contrast firsthand and secondhand accounts. This lesson is designed as an introduction to this concept using an inductive approach. In order to be culturally and community responsive, we will use Mamie Tape as our centering example.

SUBJECT AREAS AND STATE PERFORMANCE STANDARDS ADDRESSED:

4th Grade Language Arts

ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

IB FRAMEWORK CONNECTION (optional): Mamie Tape and her family were risk-takers and principled.

K-12 ASIAN AMERICAN FRAMEWORK EMPHASIS (optional): power and oppression, community and solidarity

GLOBAL CONNECTION (optional):

INSTRUCTIONAL TIME OR CLASS SESSIONS REQUIRED: one 45-minute class period

CONTENT BACKGROUND: Mary Tape, Mamie’s mom, immigrated to the United States in 1868. In 1882, in response to economic competition from Chinese workers, who were blamed for declining employment and wages for white workers, Congress passed the Chinese Exclusion Act, restricting Chinese immigration to the U.S. Racist attitudes around the belief that Chinese immigrants couldn’t assimilate with U.S. culture resulted in widespread discrimination against Chinese immigrants. When Mamie Tape’s parents tried to enroll her at school in 1884, she was turned away because of her Chinese ancestry. The Tapes brought a lawsuit against the Board of Education. The Superior

Court of California ruled in favor of the Tapes, stating that refusal of allowing Mamie to attend school violated the 14th amendment. However, the school board responded by creating “separate but equal” schools for Chinese students. Ultimately, Mamie had to attend one of these schools, despite her mom’s resistance. In 1954, the Supreme Court finally ruled that these schools were unconstitutional.

ACTIVITIES/LESSON OUTLINE:

1. Begin with a quick-write: How do you know if you are not welcome somewhere? How would you feel?
2. Have a 4-corner discussion with the following prompts:
 - Countries can decide who is allowed to enter and can make rules prohibiting immigration.
 - It is okay to treat people differently based on their ancestry.
 - People learn more from people who are different from them.
 - How a story is told depends on whether a person was there or not.
3. Students rotate among the stations, analyzing the letters, photos, and excerpts with their group. For each station, they complete the chart noting the focus, point of view, background information, and thoughts and feelings shared.
4. The teacher reveals which examples are firsthand accounts (1,2,4), and which are second hand accounts (3,5). Students analyze their charts and look for patterns. They collaborate to write generalization statements about firsthand and secondhand accounts.
5. Groups share and the teacher records statements. The class refines them.

We want students to understand that;

- Firsthand accounts are written by someone who experiences the event. They are written in first person point of view, and include thoughts and feelings.
 - Secondhand accounts are written by someone who learned about an event. They use research and background information and are written using third person point of view.
6. IB Connection: which IB trait do you think the Tape family most embodies and why?
 7. Exit Ticket (3-2-1)

3- Write 3 things you know about Mamie Tape.

2- Write 2 sentences comparing and contrasting firsthand and secondhand accounts.

1- Write one thing you are wondering.

**INSTRUCTIONAL SUGGESTIONS AND RESOURCES TO LINK TO STUDENT EXPERIENCES/
PRESENT DAY:**

Extend the lesson by asking students to write a firsthand account of something they experienced, and a secondhand account about something they learned about. As a class, use the findings from today's lesson to cocreate a rubric to grade each writing assignment.

OPTIONAL: ASSESSMENT OF STUDENT PERFORMANCE:

3-2-1 exit ticket (see above)

3- Write 3 things you know about Mamie Tape.

Teacher Note- print the examples to put in stations. Alternatively, you could post them online and ask students to work digitally –

Example 1- Cut off the introduction and provide students with just the letter

Example 4- This is an AI-generated text of what a firsthand account may have looked like. It is very difficult to find an actual firsthand account from Mamie Tape.