

ONE PAGER TEMPLATE

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

GRADE LEVEL(S): 4

LESSON AUTHOR(S): Kristen Janssen

AUTHOR AFFILIATION (SCHOOL): International Community School

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 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 attended one of these schools, despite

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her mom's resistance. In 1954, the Supreme Court finally ruled that these schools were unconstitutional.

ACTIVITIES/LESSON OUTLINE: (Provide a description of how the lesson will be implemented.)

Engage: Quickwrite and 4-corner discussion

Learn: .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.

Discuss: The teacher reveals which examples are firsthand accounts, and which are second hand accounts. Students analyze their charts and look for patterns. They collaborate to write generalization statements about firsthand and secondhand accounts.

Assess: Exit Ticket

Objective: Students can define and compare firsthand and secondhand accounts.

Materials: linked examples printed out, chart