



“But I’m Not…” Combating Stereotypes in the ESL Classroom

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This curriculum unit is recommended for:
English Language Development 11-12; English 3-4

Keywords: ESL, Language Arts, Identity, Stereotypes, Empowerment, Implicit Bias, Immigrants, Digital Stories, Writing

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit addresses the way immigrant English Language Learners feel in an American classroom. It will allow my students to explore their own identities and any stereotypes that they believe go along with those identities. Throughout the curriculum unit, we will explore our identities, interact with different examples of stereotypes and how people react to them, our own implicit biases, and why some of these stereotypes are/are not true about our own identities. We will be doing this through a variety of readings as well as a set of videos on a YouTube channel. Our culminating activity will be to create our own “But I’m Not…” videos in which we explore stereotypes about our identities and then say why those stereotypes do not apply to us. We will be recording these videos on FlipGrid, but students have the option to share publicly if they would like.

I plan to teach this unit during the coming year to 15 students in grade 11 ESL English.

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“But I’m Not...” Combating Stereotypes in the ESL classroom

Rebecca Lintz

Introduction

Stereotypes and overgeneralizations are unfortunately just a way of life for most people. When you look at most news stories today, you can see examples of these stereotypes and overgeneralizations everywhere. We have all, myself included, been guilty of believing something to be true about someone based on the stereotypes in our society. One example of this in my own life was the surprise I felt when I met all of the young, female, math teachers at my school. I think it is fantastic that we have so many young women in the STEM field, but it was unexpected because of the stereotype that men typically make up the majority of this field. This was a stereotype I did not even realize I held until I was discussing my surprise with a friend. She, thankfully, called me out for my stereotype and made me realize the hurtful generalization I was making.

In teaching ESL, I have discovered that many immigrants have stereotypes about other immigrants. Sometimes it can even cause a bit of tension in my classroom. I always try to show students how hurtful their stereotypes can be, but sometimes they do not realize their beliefs are stereotypes. For example, when my students from Asia call my Hispanic students all Mexican, and my Hispanic students call all of my Asian students Chinese, both groups are offended. My Hispanic students want you to know which country they are from, and my Asian students want you to know they are not all Chinese. I try to point out how those are equally hurtful, and we should try to learn where each other are really from, yet they still do this regularly. Many of my students also come from families and cultures with many gender stereotypes. Before I married, they could not fathom why I did not live with my parents, or at least in the same state as them. As a single woman, I should not be living hundreds of miles away from my family. Now that I am married, they are shocked to learn that my husband does most of the cooking in our home. They are not afraid to tell me they think I should have kids and stay home with them while my husband works. It is important to note that these are all stereotypes that some white Americans believe as well.

During this curriculum unit, myself as well as my students will each look at our individual identity, think about the stereotypes we hear about ourselves, and write about how those may or may not be true for us personally. In doing this we will learn and gain a new respect not only about ourselves, but also about each other.

Student and School Demographics

I teach grades 9-11 ESL English at East Mecklenburg High School. East Meck is a majority-minority school, meaning most of our students are considered minorities. My class sizes average around 15 students.

Of the approximately 2200 students at East Meck, 186 of them are English Learners. There are approximately 25 different languages spoken at East Meck, but most of the ESL students speak Spanish with 131 of these students being native Spanish speakers. We also have 14 native Nepali speakers, 7 native Chinese speakers, and 6 native Tigrinya speakers, among many others. My classes are typically reflect the makeup of the school and are mostly Spanish speakers, but I also have students who speak many other languages. The class in which I plan to teach this unit has 14 students- 9 of which speak Spanish, 1 French, 2 Burmese, 1 Nepali, and 1 Somali. These students are also diverse in their religious beliefs. Most of my students are Christian with my Nepali student being Hindi and Somali student being Muslim.

The students at East Meck and in my classroom are not only diverse in the languages they speak but also in many other parts of their background. I have students who are in the United States on refugee status as well as students who are undocumented. I also have many SIFE (Students with Interrupted Formal Education) students in my class. CMS defines SIFE as, “a designation used for immigrant students who may have been unable to attend schools in their home countries because of political unrest, poverty or other circumstances.”¹ Many times ESL students come to the United States at a high school age with only an elementary school formal education. These students have gaps in their education that make it harder for them to achieve at the same level as their peers. My classroom is also diverse in socio-economic status. Most of my students come from economically disadvantaged households.

Rationale

Many times, my students tell me they are uncomfortable in their standard level classes. The ESL class may be the only class in which they feel comfortable to speak up and ask questions. I always ask why, and they have two main reasons. 1. They are afraid students will make fun of their accent. 2. They usually have some sort of racial bias that they tell me about the people in their class. I always try to assure them that no one will make fun of their accent and let them know why their beliefs about the people in their class is wrong, but they do not usually believe me. I hope that by studying stereotypes and looking at why they are not true about every individual, my students will realize that about the other students in their classes and feel more comfortable speaking up in class.

Besides the academic benefits that examining our biases and stereotypes may have on my students, I also believe this will have social and emotional benefits. The United States is in a time of awakening that I have never experienced before. Many people are working diligently to overcome their own biases. If we as a nation keep working towards this, it would benefit my students to be working towards this as well. I think that people often perceive themselves in a way that others perceive them (or perhaps in ways that they believe others perceive them) whether or not it is true. It will be helpful for my students to explore these stereotypes about themselves and to see that maybe these beliefs do not actually define them. This will also be beneficial for them to explain to others that these stereotypes do not define them, they are harmful, and why.

¹ “Education Lingo,” Charlotte-Mecklenburg Schools, accessed November 16, 2020, <https://www.cms.k12.nc.us/families/Ombudsman/Pages/Education-Lingo.aspx>.

I plan to teach this unit with my ESL English 3 class during second semester. I plan to teach my juniors because they are a little older and more mature, and I think that makes them more prepared to understand the content in this unit and approach it in a respectful manner. I will wait until second semester (I have the same students both semesters) because this curriculum unit will require some vulnerability from the students, so I think it will be best to wait until we've had some time together and feel a bit more comfortable together before we explore these topics as a class.

As mentioned before, many of my students have beliefs about each other that are not always true. They think it is OK to have these beliefs about others, but are offended when someone has these beliefs about them. I think it will help us all to examine our biases and understand each other and the world around us a little better.

Unit Goals

I have three major goals of this unit. My first goal is for students to explore their own identity. I am American, Caucasian, cis gendered woman, millennial, heterosexual, wife, friend. The list of categories in which I identify could go on. Some parts of our identity may be more important to us than other parts. We may identify in ways in which our bodies do not look. It is important for my students to explore this about themselves and, hopefully, learn about and respect others along the way as well.

My second goal is for students to explore their biases. Try as we might, we all have implicit biases. It is a part of our human nature. We should evaluate and become aware of these biases in order to make any sort of progress towards defeating them. It's uncomfortable and is going to take a lot of trust in the classroom. Trust both in me as a teacher, and each other. I plan to work towards this goal by being very vulnerable throughout the unit myself. Building trust and showing vulnerability are two things I think I thrive at in the classroom, so I feel confident in our ability to work through this as a class.

The third and final goal of this unit is for students to find power in embracing their identity and pushing back against the stereotypes that go along with their identity. My students should be proud that they are immigrants. They should be proud of their past, and the experiences that have shaped them today. They should not fear what others think of them because of the ways in which they are different. We should all embrace our differences and the beauty that comes with them. My biggest hope as a teacher is for my students to come away from my class feeling positive about themselves.

Content Research

Studying Muslim narratives seems to me like a natural progression to stereotypes. Many Americans have stereotypes about Muslims—who they are, what they believe, the way they live their lives. The stereotypes that we have about Muslims are not always negative. I have always had the belief that Muslims are devoutly religious and almost never sin, which is not necessarily a negative belief to have about a group of people. However, when they do commit a sin, I would think that they were “bad” Muslims. When I saw Christians committing the same sins, I never

thought of them as “bad” Christians. I always thought they were human and humans make mistakes, so that is OK. Even though my initial stereotype about Muslims was not a negative stereotype, when Muslims did not fit into the stereotype I had of them, I then had negative views of them. Throughout my research and time in my seminar, I have come to realize my unconscious bias. The beliefs I held were not something I was fully aware of before. Now I realize that Muslims are people who make mistakes. They are not perfect. During our seminar, we studied some examples of self-proclaimed “bad” Muslims that helped me realize how hypocritical I was being.

Stereotypes of Immigrants in the Media

When watching the news, scrolling social media, watching movies or TV shows, and listening to elected officials speak, you may notice most of the stories about immigrants show them in a negative light. Immigrants are often stereotyped as lazy, freeloading, coming to take our jobs, terrorists, etc. Can you imagine fleeing a country to seek asylum in a country that views you in such a negative way? That would be so harmful to ones self-esteem, especially at a young and impressionable age like a teenager. Besides being so hurtful to see, these negative stories about immigrants also shape hurtful policies and beliefs in people, “Studies have also shown that the way media frames immigrants and refugees not only impact public perception of those communities but it also influences politics and policy making about those issues.”²

Our current political administration has not been shy about their beliefs in the stereotypes about immigrants. Reference the table below to see some of the harmful themes about immigrants in the U.S. media:³

Table 1
Frames identified in the U.S. right media’s coverage of Muslim Immigrants

Theme	Example
Muslim Immigrants a Security Threat	“Six of the eight countries included in Trump’s travel ban have either sponsored Islamic terrorism in the past or have major issues with terrorism.”
Europe regrets its mistake of resettling refugees	“Pew: Even if Migration Ended, Europe’s Muslim Population Will Continue to Surge — Sweden 1/3 Muslim by 2050”
Muslim Immigrants a Threat to Community Well-Being	“Thank you, Refugee Resettlement Program, for increasing prostitution and undoubtedly the STD rate in our community.”
Muslims Refuse to Integrate in Host Countries	“Austria enacted an integration law to promote Austrian culture among asylum seekers and refugees, but Muslims are furious about the religious restrictions it imposes.”

² Faizullah Jan and Sayyed Fawad Ali Shah, “Invaders’: U.S. Right Wing Media’s Framing of Muslim Immigrants,” *FWU Journal of Social Sciences* 14, no. 2 (2020): pp. 36-46.

³ Jan and Shah, “Invaders’: U.S. Right Wing Media’s Framing of Muslim Immigrants,” 41.

President Trump has also said things specifically about immigrants. He has called Mexicans “rapists” and “criminals.” My students have heard all of these things being said about them. They know that people in the United States have these negative and perhaps even dangerous perceptions of them.

An interesting study by Rene Flores at the University of Chicago shows that “elites’ immigration-related statements have the power to shape public attitudes toward immigrants.” Flores goes on to identify three traits of the effects of these public attitudes, “First, these effects do not seem to be author-dependent. Second, they are circumscribed to negative statements, as positive ones are not consequential. Third, they are ephemeral.” This shows that these negative views of immigrants in the media are unlikely to change any time soon, and unlikely to change the minds of the viewers any time soon.⁴

Why do we have these beliefs and stereotypes about people who are different from us? Edward Said’s idea of Orientalism touches on this in many ways. He wonders why we have beliefs about entire groups of people (he mainly talks about Muslims, but the ideas are relevant to many groups), many of whom we have never visited their culture or even met people from their culture. Why does the media focus on these negative aspects of life in these other cultures instead of the positive things they are doing? It becomes an Us vs. Them mentality.

Said argues that we use these beliefs to justify some of the things we have and do in our own lives. One example he uses is the US military. Seeing Muslims as a terrorist threat justifies the amount of spending on our military to keep us safe. This same belief is also portrayed in popular culture and the media. Many times the “bad guys” in movies (even children’s movies!) are Arab or people from another culture. The “good guys” who save the day are usually white, specifically American or European. These stereotypes exist as a way of making the Americans feel like the heroes at the expense of the evil “other.”⁵

The Impact of Stereotypes

Many of my students do not feel comfortable participating in classes with American students. They fear the other students will make fun of them for having an accent or speaking in broken English, so they do not participate or ask questions. This is a conversation I have with my students every year. I try to convince them to advocate for themselves and ask questions in class; they tell me they are too scared to speak in English in front of American students. It is heartbreaking to see the fear and know that it may actually be valid. Many times this fear also keeps them from achieving at the level where they would be if they were more comfortable advocating for themselves.

In his book, *Keeping It Halal*, John O’Brien explores these same ideas in a chapter titled “On Being a Muslim in Public.” In this chapter, O’Brien speaks with some Muslim boys about how they navigate being Muslim in public. The boys are all proud of their Muslim identity, but they

⁴ Rene Flores, “Can Elites Shape Public Attitudes Toward Immigrants?: Evidence from the 2016 US Presidential Election,” *Social Forces* 96, no. 4 (June 2018): pp. 1649-1690.

⁵ Edward Said, *Orientalism* (London, England: Broadway House, 1978).

are happy to pass as “normal” kids as well. When they are picked on for being Muslim (or anything, really), they fight back despite the wishes of the mosque leaders. In fighting back—at times verbally, at times physically—they assert that they are not someone to be messed with.

My students exhibit the same qualities at school. They are quiet in their classes because they can pass as American. If they can stay quiet, maybe they will be perceived as “normal.” Or maybe they will just disappear into the background and will not be noticed at all. If you ask any of my students, they will tell you that they are proud of their country. They love to tell me about the traditions in their culture, but they still have this fear of being different amongst the other students.

It is important to note that the desire to pass as a “normal” student without an accent is not shared by all of my students. Some of my students are not afraid to speak up in classes, just as in O’Brien’s chapter the boys spoke about some of the other students who wear the traditional Muslim clothing to school. Through these responses—fight back or pass as “normal”—we see the constant struggle that students perceived as “different” face in everyday life.⁶

How do we Combat these Stereotypes

Next, comes the million-dollar question: how do we combat our implicit biases? How do we as a nation learn to see and treat immigrants the way they deserve to be treated?

An article in *Education Week* by Sarah Sparks seeks to answer some of these questions. Her article, “Hidden Biases Tough For Schools to Erase,” follows one school district in their plight to help the staff and students to see past their biases. Some of the ways in which they are doing this is to offer diversity training, have guest speakers who are successful people of color and immigrants, give staff and students books to read about successful people of color in history, and teachers are writing positive referrals for the principal to read to students and their parents instead of negative referrals.⁷

Is this the way that we erase our implicit biases? Probably not for all of us, but it seems to be working out pretty well for the school district in the article. Giving positive referrals to the students not only boosts their self-esteem, but it also boosts what the teachers and administrators believe about the students. If we hear a teacher talk about the positive things a student is doing in their class, we may begin to look at those students through those positive experiences. If we are aware of our biases, and why they are hurtful, we can be more aware when we are being biased and try to stop ourselves.

Another way to combat these stereotypes is through the idea of “affective insurgency” by Sylvia Chan-Malik. In this idea, Chan-Malik suggests that we can reject the societal norms in

⁶ John O’Brien, *Keeping It Halal: the Everyday Lives of Muslim American Teenage Boys* (Princeton, NJ: Princeton University Press, 2019).

⁷ Sarah Sparks, “Hidden Biases Tough for Schools to Erase,” *Education Week* 35, no. 4 (September 16, 2015): pp. 1-13.

order to gain a sense of power.⁸ In other words, Chan-Malik is saying that rather than assimilate, we should own and celebrate the ways we are different. Celebrating our differences in how we dress, talk, sound, etc., is, in itself, an act of resistance against a culture of racism, xenophobia, misogyny, etc. Through my students writing their “But I’m Not…” videos, I hope they will feel this sense of affective insurgency—ownership and empowerment. Some of the stereotypes about our identities may be true about us, and that is OK! In taking these stereotypes and saying, “yes, this is true about me, and here is why,” we are using them as a form of empowerment and resistance against the stereotypical beliefs against ourselves.

My hope is that through writing our own “But I’m Not…” videos, my students will gain this sense of affective insurgency. I hope they will feel empowered by reflecting upon the stereotypes that are and are not true for them.

Teaching Strategies

We try to focus on practicing reading, writing, speaking, and listening every day in an ESL classroom. This curriculum unit will incorporate activities in each of these four domains. Our district EL department has adopted the beliefs from QTEL (Quality Teaching for English Learners) trainings and focuses on lessons in three parts- Prepare the learner, Interact with the text, Extend your understanding (PIE). I plan to have PIE lessons for this entire curriculum unit as well.

All of the PIE strategies will incorporate all four of the ESL domains. Students will be reading short stories and essays, writing responses and reflections, speaking to each other and sharing out in the class, and listening to the videos and share-outs from other students as we go throughout the unit. Some lessons may be more focused on one or two domains, but we will touch on each of the domains every day, and the focus should be even when spread throughout the entire curriculum unit.

Students will read a variety of short stories and essays based around a variety of stereotypes. We will watch and listen to a YouTube channel with videos of people debunking stereotypes about themselves. Students will write their own “But I’m not…” phrases about themselves, and will create a short video about themselves.

Preparing the Learner

Some of the Prepare the learner strategies that will be used are a T-Chart, quick-write, and secret envelope. Each of these strategies will have a share out time at the end. All three of these strategies are meant to prepare students and get them in the correct mindset for the lesson ahead. Students will be answering questions about and reflecting on their identities as well as their own beliefs in order to have their minds opened and prepared for the lesson ahead. We will sometimes facilitate our share-out as a whole group, and other times in small group settings depending on the activity.

⁸ Sylvia Chan-Malik, *Being Muslim: a Cultural History of Women of Color in American Islam* (New York, NY: New York University Press, 2018).

Interacting with the Text

In order to interact with the text we will use strategies such as power sentences, jigsaw, and double entry journal. These strategies will be used for different texts within the unit. For example, students will use a jigsaw to read the parts of the New York Times article. Each group will read a different section of the article and then come back and share the information from their section. We will use a double entry journal to record our thoughts while watching the YouTube videos. We will analyze a power sentence in Amy Tan's "Fish Cheeks" after reading as well. The power sentence would be the most important sentence to understanding the short story. We will analyze that one sentence after reading the entire story.

Extending your Understanding

To extend our understanding we will be doing some reflective writing and creating videos of our own. Students will use graphic organizers to respond to and reflect upon the readings that we have interacted with throughout the unit. They will also do some writing in a similar style to the YouTube channel in order to create their own "But I'm not..." videos. I will provide sentence starters and examples for students who struggle with writing.

Classroom Lessons

Lesson One- "Fish Cheeks" by Amy Tan

See Appendix 2 for examples of the activities.

Prepare the Learner: Students will complete a quick-write activity answering the prompt, "Write about a time when you felt ashamed of something. What were you ashamed of? Why did you feel the shame?" Share out and discuss with a partner, then bring back to whole group for share-out.

Interact with the Text: We will read Fish Cheeks by Amy Tan all the way through as a class. Next, we will study the power sentences from the short story. The power sentences are the sentences identified as the main point of the entire story—if you understand what these power sentences are saying, you understand the gist of the entire story. This story is powerful in telling of Amy Tan's shame in her Chinese culture in front of the American boy she has a crush on.

Extending Understanding: Collaborative Mind Mirror- Students will create a Mind Mirror poster of one of the characters from Fish Cheeks. The poster should show what is happening in the mind of the character they choose. Students will be in groups of 4. Each student will have a different color marker. Only one student can use each other. If they want something on the poster to be a certain color, the person with that marker must draw or write that part of the poster. This is to keep one student from taking over and doing the entire poster while others sit back and watch.

The Mind Mirror should include: 2 quotes from the text, 2 original phrases to describe what this person is feeling, 2 images, and 2 symbols.

Lesson Two: 9 People Reveal a Time They Racially Stereotyped a Stranger

See Appendix 3 for example activities.

Prepare the Learner: Students will take turns answering the secret envelope questions in a small group (3 students). One student will pull a question out of the envelope. Then everyone in the group will answer. Next, another student will pull out a question and everyone will answer. We will go around in as many rounds as we can in the 10 minutes allotted. Share out and discuss as whole class.

Interact with the Text: We will Jigsaw the New York Times article in the same groups.⁹ I will model how to fill in the graphic organizer with the first section of the article. Since my class sizes are small, I will assign 2 sections to each group for the remaining sections. After we finish, we will move to new “expert” groups with one person from each original group. Then students will share out and fill in the rest of the graphic organizer with their new group. Students should verbally share out with their “expert” groups instead of just copying the paper. We will discuss as a whole class after everyone has completed the graphic organizer.

Extending Understanding: Self Reflection—Students will write about a time they were stereotyped and how that made them feel. They will also write about a time they stereotyped someone else and how they think that may have made that person feel.

Lesson Three: But I’m Not...

See Appendix 4 for examples activities

Prepare the Learner: I will make a T-Chart on the board with “American” and “Immigrant” written over each side. Students will replicate the T-Chart in their notebook and spend 5-10 minutes individually describing each group of people. Next students will share with a partner, and finally we will share as a whole class. After we share with the whole class, we will go through the list, circle the things written that are true about us, and cross out those that are not true.

Interact with the Text: We will view 3 videos in the YouTube series “...But I’m Not” and complete the Double Entry Journal. We will view “I’m an Immigrant, but I’m Not...,” “I’m a Latino, but I’m Not...,” and “I’m an Asian, but I’m Not...” as a whole class. Students will watch a 4th video of their choosing on their own to complete the final section of the double entry journal.¹⁰

Extending Understanding: Students will answer the Exit Ticket questions about stereotypes about themselves and things they would like for people to know about them. They will turn in at the end of class.

⁹ Nicole Phillip, “9 People Reveal a Time They Racially Stereotyped a Stranger,” The New York Times (The New York Times, May 25, 2018), <https://www.nytimes.com/2018/05/25/reader-center/racial-stereotypes.html>.

¹⁰ <https://www.youtube.com/watch?v=JMQjyRc7eiY&list=PL0PtUxA4JeEIXemUqaDdy7ClfsknyyZCW&index=13>

Lesson Four: My Self Identity

See Appendix 5 for example activities

Prepare the Learner: We will brainstorm the ways in which we identify ourselves. I will model with some of my identities: woman, teacher, adult, American, etc. Students will take 5-10 minutes to think about the ways in which they identify, and then we will share out as a class.

Interact with the Text: Students will brainstorm the stereotypes they see based on their identity. We will model a few on the board together (for example woman- cook and clean). They will decide whether those are true about themselves. They can revisit the YouTube channel to help with brainstorming as needed.

Extend Understanding: Students will create a Flipgrid video of themselves reading their own “But I’m Not” statements about the stereotypes they see about themselves. They will follow the same format as the YouTube videos and include some affirming statements at the end. I will provide sentence frames when needed.

Assessments

I will assess students in a variety of ways both formally and informally. The Mind Mirror and the Flipgrid video assignments will be formal assessments using the rubrics found in Appendix 2 and Appendix 5. The double entry journal, jigsaw, and reflections will be informal assessments to check that the assignments were completed accurately.

Appendix 1: Implementing Teaching Standards

My ESL English classes explore the same standards as the mainstream English classes; however, the work that we do is adapted to meet them at their level according to their “Can Do” descriptors based on their ACCESS or W-APT scores from the previous year. These descriptors are rather self-explanatory—they tell me what my students can do in each of the four domains (reading, writing, speaking, listening) based on how they scored in each of these domains on their most recent tests.

We will be using these NC Common Core standards as they fit into what my students “Can Do” according to their scores from the 2019/2020 ACCESS test:

Under the Writing Strand:

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4 Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

-Students will be writing about their own identities and experiences with stereotypes. They will also be creating a digital version of their own “But I’m Not…” video.

Under the Language Strand:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

-Students will demonstrate command of English in writing and speaking activities throughout the unit.

Under the Reading Strand:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

-Students will be analyzing the readings we do and the videos we watch.

Appendix 2

Power Sentence:

POWER SENTENCE

After all the guests had gone, my mother said to me, "You want be same like American girls on the outside. But inside, you must always be Chinese. You must be proud you different. You only shame is be ashame."

What does "You only shame is be ashame" mean? _____

Do you agree with Amy's mom? Why or why not? _____

What is one thing that is unique about you that you are proud of? _____

Mind Mirror instructions slide:



The slide features a dark blue background with a central graphic of a black silhouette of a woman's head in profile, facing left. Inside the head are several colorful gears and symbols in red, green, blue, yellow, and pink. To the left of the head is a light blue square containing the text "Mind Mirror" in bold black font. Below this square is a yellow square with the text "What was in the mind of the people in Fish Cheeks?". To the right of the head is a light blue square containing the text "Things to include:". Below this square are three yellow squares: the top one says "2 drawings that are relevant to the person you choose", the middle one says "2 symbols to represent the person you choose", and the bottom one says "2 original phrases about the person you choose". A fourth yellow square, containing the text "-2 quotes from the story which show how the person feels", is positioned above the middle and bottom squares.

Mind Mirror

What was in the mind of the people in Fish Cheeks?

Things to include:

- 2 drawings that are relevant to the person you choose
- 2 symbols to represent the person you choose
- 2 original phrases about the person you choose
- 2 quotes from the story which show how the person feels

Mind Mirror Rubric:

Criteria	10 pts Outstanding	5 pts Passing	0 pts Needs Revision
Contents	Poster includes: -2 symbols, 2 drawings, 2 quotes, 2 original phrases all relevant to Amy Tan's Fish Cheeks and that strongly reflect the point of view.	Poster lacks one or more of the following: 2 symbols, 2 drawings, 2 quotes, 2 original phrases OR does not show strong relevance or point of view of Amy Tan	Poster lacks one or more of the following: 2 symbols, 2 drawings, 2 quotes, 2 original phrases AND the elements above do not reflect the point of view of the speaker of the poem.
Presentation	Poster uses creative design to amplify the summary. -Poster is neat.	Poster design does not detract from the summary. -Poster is neat.	Poster design detracts from the summary. - Poster is not neat.
Collaboration	During planning the poster, each student is actively involved and contributes ideas. All 4 marker colors are present on final poster.	During planning, each group member pays attention and contributes. Poster lacks 1 marker color.	During planning, one or more group members fails to pay attention or contribute. 2 or more marker colors are missing.

Appendix 3

Secret Envelope Questions (Print out, cut into strips, and place in envelope for each group)

<p>What can you tell about a person based on their appearance?</p>
<p>Tell about a time when you felt uncomfortable around someone who looks different from you.</p>
<p>Tell about a time someone believed something about you that was not true. How did it make you feel?</p>
<p>Do you think it's OK to make assumptions about people based on how they look? Why or why not?</p>
<p>What is something you wish people knew about you?</p>

Jigsaw Graphic Organizer

Title of Section	What happened?	Explain how this makes you feel:
"I confronted the young man"		
"My brain went, "Black kid in phone booth= drugs"		
"A group of young black men approached us dressed in durags, baggy pants and dreads"		
"I noticed that a black man had started to walk down the steps behind me"		
"I had my cordless phone in my hand to dial 911 if anything went wrong"		
"There was nowhere to go, no place to duck out, and I froze"		
"I called the police tip line and told them that I'd seen someone running"		
"One of the men started following me"		
"Wondered if she was part of the hotel cleaning staff"		

Appendix 4

Double Entry Journal for “But I’m Not…” videos.

Double Entry Journal

I'm an Immigrant, but I'm not...	
What they said in the video	My Response

I'm Latino, but I'm not...	
What they said in the video	My Response

Exit Ticket Slide:

Exit Ticket

- What is something people believe to be true about you?
- What is something you wish people knew about you?
- Do you think stereotypes are good or bad? Why?

Appendix 5

Writing and brainstorming for the FlipGrid

Who are you?

Brainstorm ways in which you identify:

Brainstorm ways in which you do NOT identify:

Using these sentence frames, write 5 sentences about yourself:

I'm a(n) _____, but I'm not _____

Using these sentence frames, write 5 sentences about yourself:

I'm a(n) _____, and I _____

Rubric for FlipGrid Video

Criteria	10 pts Outstanding	5 pts Passing	0 pts Needs Revision
Content	Video includes 5 sentences following the "But I'm Not..." sentence frames AND 5 sentences following the "And I..." sentence frames.	Video is missing 1 sentence in the "But I'm Not..." OR "And I..." sentence frames.	Video does not follow the correct format or is missing one of the sentence frames.
Length	Video is 2-3 minutes in length	Video is 1.5-2 minutes in length	Video is less than 1.5 minutes
Grammatical Accuracy	Very accurate- 2-3 mistakes	Mostly accurate- 4-7 mistakes	8 or more mistakes in grammar
Fluency	Speaker is fluent, content flows without vocalized pauses (umm, you know, etc.)	Speaker is mostly fluent, content flows with few vocalized pauses (umm, you know, etc.)	Speaker is not fluent, content flows with distracting vocalized pauses (umm, you know, etc.)

Materials for Classroom Use

Chromebook computers—Our school has provided every student with their own Chromebook to use in the classroom as well as at home.

Headphones/earbuds—Most students have their own, but I also have a set of some headphones for those who do not. These will be used while watching some of the “But I’m Not…” YouTube videos on our own.

Copies of the worksheets included in the appendices.

Poster board and markers—This will be used when completing the Mind Mirror. Students should each have a different color marker.

Envelopes—To place the Secret Envelope strips in. Students will pull out one strip at a time and answer the question on it.

Paper—To answer the Exit Ticket questions. I keep a basket of scrap paper for activities such as this.

Student Resources

Fish Cheeks by Amy Tan—This can be found in the Edge Reading, Writing & Language Level A books provided for High School ESL classes in CMS.

This YouTube channel:

<https://www.youtube.com/watch?v=JMQjyRc7eiY&list=PL0PtUxA4JeElxemUqaDdy7ClfsknyyZCW&index=13>—Students will watch videos as a class as well as on their own. They will model their videos after these.

This New York Times article for students to Jigsaw and interact with:
<https://www.nytimes.com/2018/05/25/reader-center/racial-stereotypes.html>

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