

American Born Chinese: Stereotypes in Popular Culture

Grade/class: Freshman Seminar (9th grade)/Cultural Sensitivity and Diversity Unit (1 Day in Library)

Essential Question: How do stereotypes affect our social interactions?

Standards:

[CCSS.ELA-Literacy.RL.9-10.1, 9-10.2, 9-10.3](#)

Cite textual evidence, determine a theme or central idea, describe how a plot unfolds, analyze how particular elements of the story interact; analyze how particular lines of dialogue or incidents of a text reveal aspects of a character or provoke a decision; and analyze a particular point of view or cultural experience from outside the United States.

[CCSS.ELA-LITERACY.RL.9-10.10](#)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-LITERACY.L.9-10.3](#)

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.

[CCSS.ELA-LITERACY.SL.9-10.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.W.9-10.3](#)

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

Objectives:

- Students will be able to define what it means to *stereotype*, and what a *stereotype* is.
- Students will critically examine and reflect on the ramifications of stereotyping on social and cultural interactions in their daily lives.

Materials and Technology:

- *American Born Chinese*, by Gene Luen Yang
- Handouts of Ohio University's STARS campaign 2011-2013/ Projection of images from the STARS Poster Campaign on whiteboard

Procedures:

1. Introduce class objectives and essential question.
2. Define *stereotype*.
 - a. *Oxford English Dictionary* : n. A preconceived and oversimplified idea of the characteristics which typify a person, situation, etc.; an attitude based on such a preconception. Also, a person who appears to conform closely to the idea of a type.
3. Read pages 109-120 of *American Born Chinese*. Look for evidence of stereotypes.
4. Examine images from STARS Poster Campaign (handouts or projection).
5. Think, pair, share/class discussion. The following bulleted prompts will be projected on whiteboard for students to read:

Discuss at least TWO of the following bulleted questions in small groups or pairs before whole class discussion:

- Compare and contrast the white students' reactions to Chin-Kee versus Danny's reaction to Chin-Kee. Are there differences? Should there be differences?
 - Have you seen stereotypes like the ones depicted in the STARS posters before? Where? Why do you think these stereotypes persist today?
 - Is Chin-Kee's character offensive? Are the images in the STARS campaign offensive? Why or why not?
 - How does that graphic novel format tell Chin-Kee and Danny's story? What visual or textual clues from this excerpt help you understand their relationship?
 - What cultures, religions, groups of people are most often stereotyped? Have you ever been stereotyped? How did it make you feel?
6. Closing discussion/summation of essential question and homework assignment (see assessment).

Assessment:

Students will complete the following as homework, or as permitted during work time by Freshman Seminar teacher:

- Using Gene Luen Yang's *American Born Chinese* as inspiration, create a short comic (minimum of one standard page/ three panels) about ONE stereotype witnessed or experienced at school.
- Complete a one paragraph reflection about the text (if any), images, and composition of comic, and how the story and art elements reflect the class discussion and personal experience.

Reflection: Teacher will reflect on success of lesson. Did students answer the EQ thoroughly and thoughtfully?

Works Cited

Jaffee, Meryl. "Using Graphic Novels in Education: American Born Chinese." *Comic Book Legal Defense Fund*. Comic Book Legal Defense Fund, 31 July 2013. Web. 14 July 2015.

"Poster Campaign." *STARS: Ohio University's Students Teaching About Racism in Society*. Ohio University, 2013. Web. 14 July 2015.

Yang, Gene Luen and Lark Pien. *American Born Chinese*. New York: Square Fish, 2006. Print.