

# Lesson Plan

## *Breadfruit and Open Spaces*

### Grade Level

High School

### State Standard

SS.12G.4.2 – Assess the impact of human migration on physical and human systems (e.g. effects on eco-systems; resource use; economic development; effects on population characteristics such as religion and average age.)

### Time

120 minutes

### Subject

Social Science/History



### Purpose/Rationale

1. To encourage the teaching and understanding of Pacific Islanders as a significant population of academic instructions and study.
2. To spur discussion about growing ethnic tensions between migrant communities and the larger host population in Guam, Hawai'i and the greater United States which often stereotypes them.
3. To encourage students and educators to frame the current mobility of FSM residents within larger political relationships; consider the economics of housing and land development; address regional topics involving urbanization and diaspora.

### Materials

- DVD of *Breadfruit and Open Spaces* (dir./prod. Lola Quan Bautista, 2013)
- video player
- world map (preferably a Pacific Ocean-centered map)
- 2 application forms in a foreign language
  - [California's on-line voter registration application in a variety of languages—Spanish, Chinese, Hindi, Tagalog, Korean](http://registertovote.ca.gov/) (http://registertovote.ca.gov/)
- breadfruit (if in season)

### Key Terms/New Vocabulary (5 minutes)

- migrant
- diaspora
- breadfruit
- Federated States of Micronesia (FSM) identify islands and location on world map
- likoutang
- Compact of Free Association of 1986 (COFA)

## Lesson Objective

1. For students to identify issues (problems and conflicts), social, cultural and political, with migrant groups (Chuukese and Yapese) within their host country (Gill-Baza, Guam).
2. To bring awareness to the students of the issues (problems and conflicts) encountered by migrant groups, social, cultural and political within a host country – specifically the Chuukese and Yapese of Gill-Baza, Guam.
3. For Students, as members of a host country, to think of ways they may address migrant group issues.

## Lesson Introduction Activity

### Cultural Diversity (15 minutes)

Teacher will begin the discussion with defining for the students what a time capsule is. The students will then be instructed to write for five minutes on no less than five things that they would include in their “cultural capsule”. Students will share what they have written with their classmates.

**Note:** This exercise will have students thinking about cultural diversity that will lead them into the lesson.

### Geography (10 minutes)

Show map (preferably, a Pacific Ocean-centered map); locate Micronesia, FSM, the Chuuk Lagoon; trace the migration of Chuukese and other Micronesians from their homelands to the larger diaspora (e.g., Guam, Hawai‘i, Arkansas).

**Note:** This geography section can stimulate further discussions that draw contrasts and comparisons on the social, political, and cultural experience of migrants across physical and cultural spaces.



### Canoe Foods (10 minutes)

Breadfruit is a canoe food/plant. Pass around the breadfruit and discuss the complement of canoe plants that people of the Pacific carried with them on their ancient migration from the western Pacific. Discuss the nutritional value of the breadfruit (‘ulu)—this will take some minimal research by the teacher. Ask students to think about the significance of the breadfruit for the Chuukese community in the video they will be watching.

[Sam Choy \(local chef\) preparing ‘ulu](https://www.youtube.com/watch?v=cgr3eF_-TKc) (https://www.youtube.com/watch?v=cgr3eF\_-TKc)

**Note:** I have fried breadfruit chips, and cooked breadfruit chunks in coconut milk and taken them in for students to try; they all loved it. Be careful to ask students who have allergies to refrain from tasting.

### Show Video (30 minutes)

Before showing *Breadfruit and Open Spaces* (Dir./Prod. Lola Quan Bautista, 2013), introduce the Key Terms/New Vocabulary and ask students to be mindful that these terms will be covered in the video; e.g. likoutang, Federated States of Micronesia (FSM), Compact of Free Association of 1896 (COFA). Students should know they will be quizzed on these terms at the end of the lesson.

**Note:** The video may not cover these terms as deeply as you would like so you may want to give a historical prefacing prior to showing the video.

### Content Expansion (45 minutes)

After watching the video, the teacher will engage students in a discussion to identify issues (social, cultural, political) facing the Chuukese and Yapese migrant group living in Gill-Baza, Guam.

## Notes to facilitate/stimulate discussion

### Difficulty in communication due language barrier. This can lead to a host of issues:

- inability to assimilate into the host culture (individual isolation)
- very limited opportunities for employment
- unable to fill out forms/applications (employment, DMV, medical forms, etc.)
- on path to life of entitlement: Food Stamps, Welfare, Medi-care, WIC, Section 8 housing
- inability to contribute for the betterment of their community, society and their host country.

### Activity:

Hand out to students the application form (turned over so they cannot see the content) in a language foreign to students. Then ask them to turn it over and to fill out the form. Observe their reaction/comments.

### Political Issues:

- lack of voice in government
- discrimination (community, school, workplace) due to lack of teaching and understanding of migrant group within host country/community.
- both the above can lead to economic hardship of migrant group which can further lead to:
  - low income housing
  - poor living conditions
  - lack of government assistance in providing needed help in areas of health, welfare, education and employment



### Students brainstorm ways to assist migrant group issues:

- Discuss with students different ways they think they may be able to address migrant groups (who also may be their peers in school, neighbors, worship together) as members of a host country.

## Check for Understanding

Teacher will ask probing question to assess students' understanding.

## Assess Learning Objectives

The teacher can choose a method in which to do the assessment; e.g., short answers, fill in blank map, multiple choice, etc. Small group discussion and presentation is highly recommended.

- When asked to locate and identify the islands of the Federated States of Micronesia on a world map, the student will be able to with 80% accuracy.
- When asked to explain the Compact of Free Association of 1986, the student will be able to with 80% accuracy.
- When asked to identify and discuss an issue encountered by the Chuukese and Yapese of Gill-Baza, Guam, the student will be able to with 80% accuracy.
- When asked to identify and discuss a political issue encountered by the Chuukese and Yapese of Gill-Baza, Guam, the student will be able to with 80% accuracy.

## Closure (15 minutes)

Get written feedback from Students on the lesson and how it may have changed/affected their perspectives/views of migrant groups as members of a host country. This feedback can be done in class or can be assigned as homework. Ask Students about ways this lesson could have been better presented.