



LEARNING ACTIVITIES

Speaking of Firsts...Governor Gary Locke

Subjects: Civics, American History, World History, Language Arts

Objective:

Students will explore the leadership qualities and the role of ethnicity in political leadership

Activity

Divide students into small groups. Distribute one sheet of chart paper and marker to each group. Have students elect a recorder who will note group thoughts on the essence of leadership. Students can consider the following questions to spur their thoughts:

- What qualities should someone have to be a leader?
- What do voters look for in someone when considering him or her for a political office? (qualities, characteristics, platform, activities, etc.)
- What deters people from voting for certain people?
- Should a political leader's ethnicity influence a voter's selection? Explain.
- What do you view as important leadership qualities?
- If you were voting for a political leader, or even a student leader, how would ethnicity play a role in your decision? Or, would it? Explain.

Invite each recorder to share its group reflections. Chart and synthesize all findings to identify common themes and beliefs.

Have students discuss Governor Gary Locke in terms of ethnicity and political leadership, referring to the film segment. Some discussion questions to pose include:

- Has Gary Locke's status as an Asian American influenced the way voters view him?
- Do voters see him first as an Asian American or as an effective public official?
- How does Gary Locke characterize himself?
- On what basis did voters choose Gary Locke?
- As an Asian American politician, does Gary Locke have to present himself differently than his colleagues? Explain.
- Why did people eventually vote for Locke as governor?

Instruct students conduct research on Gary Locke, noting particularly how he has presented himself—especially through speeches—in various settings. Ask students whether they think Gary Locke would run for president.

Have them write a speech in his voice that supports his presidential candidacy, incorporating his status and value as an Asian American; leadership qualities and capabilities; and personal background that would propel a majority of voters, regardless of ethnicity, to vote for him. Students should read their speeches, which the class will review and analyze to determine how the ideas build on the concepts and whether the speech is compelling enough to gain voter support.

Extended activities

Students can:

- Follow and document Gary Locke’s career to determine whether he will reenter politics
- Research other Asian American “firsts” across professions
- Create a profile of a successful political leader, beginning with his or her childhood. What events and activities ultimately make for a quality political leader?
- Conduct a school or community poll/survey determine whether Americans would elect a person of color—or more specifically, an Asian American—as U.S. president.
- Identify and create an annotated directory of Asian American political leaders in their respective states.

Online Resources

Searching for Asian America

<http://www.naatanet.org/apatv/upcoming/searching.html>

National Governors Association: Governor Gary Locke of Washington

http://www.nga.org/governors/1,1169,C_GOVERNOR_INFO%5ED_166,00.html

Will Gary Locke be the First AA President?

<http://goldsea.com/Air/Issues/Locke/locke.html>

Q&A with Gary Locke

http://seattlepi.nwsourc.com/local/131856_lockeqanda22.html

Army Museum Opens Shinseki Exhibit

http://modelminority.com/modules.php?name=News&new_topic=9

Insights for Tomorrow's Asian American Leaders

<http://modelminority.com/article263.html>

Distinguished Asian American Political and Governmental Leaders
<http://www.sscnet.ucla.edu/aasc/change/donbookwu.html>

Asian American Action Fund
<http://www.aaa-fund.org/aspdata/statedata.asp>

Settling in...A Story of Two Doctors

Subjects: American History, World History

Objective: Students will examine the cultural, professional, and personal issues with which immigrants to the United States contend

Activity

Ask students to imagine that they will soon relocate to a new community, perhaps in another state. Instruct them to reflect on and jot down their immediate reactions to this scenario. Ask them to now imagine that they have actually moved and are in a place with which they are unfamiliar. Again, have them jot down their reactions, feelings, likely interactions with others, etc. Invite students to share their reflections.

Add to the scenario that the students are from another country, immigrants to the United States. Probe and discuss with students the challenges immigrants would face, incorporating them into the ones students noted earlier. What might immigrants encounter and experience?

Facilitate student discussion about Jeffrey Lim and Martin Bautista. Have them first explore their challenges as immigrants to the United States, especially as medical professionals. And then have them more closely examine their experience in Guymon, Oklahoma. Discussion questions include:

- How might challenges immigrants typically face be exacerbated in such a place?
- What experiences did Lim and Bautista have as they built their professional and personal presence in the community?
- What were people's initial reactions to them as doctors?
- What is different about the way Lim and Bautista view their status as Filipino Americans? (For example, Lim has established himself as an American and sees staying in the United States permanently; Bautista views his stay as temporary, contending that his final destination will be to the Phillipines, his homeland.)

Ask students to create a list of the various people who have important roles in Lim's and Bautista's lives, such as: local residents, patients, wives, family, friends, etc. Divide students into enough small groups (or pairs) that assume one of the roles.

Instruct students to write before and after monologues focused on their perceptions of and interactions with either or both Lim and Bautista. For example, a local resident might first discuss his or her initial reactions to having a Filipino as a neighbor or as a doctor—perhaps not wanting a “minority” in the community or having a non-American doctor treat ailments. A follow-up monologue would reflect later feelings, having got to know Lim and/or Bautista.

Have the students share their pieces and come to consensus about what is important on a community level in welcoming and accepting immigrants as viable friends, neighbors, and professionals. Also have students discuss what immigrants might do to productively and settle into a community that at first might not welcome them.

Extended activities

Students can:

- Interview new immigrants in their community to learn about their experiences coming to and living in the United States
- Conduct research to identify immigrant groups living in their community
- Establish a Filipino Heritage month in their school to honor Filipino contributions to the United States (events can include panels or roundtables, cultural activities, promotional materials highlighting outstanding Filipino Americans, etc.)

Online Resources

Searching for Asian America

<http://www.naatanet.org/apatv/upcoming/searching.html>

Filipino Americans

<http://www.filipinoamericans.net/articles.shtml>

Notable Filipino Americans

<http://www.filipino-americans.com/notable.html>

Phillippines: Islands Under Siege

<http://www.pbs.org/frontlineworld/stories/philippines/index.html>

Filipino American links

http://directory.google.com/Top/Society/Ethnicity/Asian/Southeastern/Filipino/Filipino_American/

Filipinos packing up

<http://www.wvsumedaa.com/rgarcia/adose64.shtml>

Comic Commentary

Subjects: Language Arts, Visual Arts

Objective: Students analyze the emotionally and politically expressive value of comics

Activity

Ask students whether they read comic books or strips and to describe them. Why do they read them? What do they learn from them? In what ways do they connect to the characters? Based on the Lela Lee comics, *Angry Little Asian Girl* and *Angry Little Girls*, probe with students the value of comics beyond entertainment, such as personal expression and political commentary.

Divide students into small groups. Instruct them to jot down and discuss the various themes present in Lee's work. For example, Lee focuses on discrimination, Asian American stereotypes, gender issues, the balance between traditional and American values, and the struggles of just growing up. For each theme identified, students can give an example from the film segment of how Lela addresses the topics. Invite each group to share its findings and have the class come to consensus on the key themes.

Have students consider what Lee hopes to accomplish with her comic strip. Does she want readers to take action? Is she creating awareness among readers of the Asian American community and/or the general population? What have the students learned from Lee's cartoon commentary?

Instruct each student to identify one topic or issue—personal, global, community, school—that is pertinent to him or her. List the topics and tell the students to select one that would be the basis of a comic they will create.

After the students finish their comics, have them display them in the classroom, each accompanied by a legal pad and pen. Allow time for the students to read and review all the comics, writing down on the legal pads what they believe the themes are and whether related messages are clearly delivered. Each student can review his or her work's notes and then present the essence of the cartoon strip to the class.

Students can compile their cartoons for publication and/or choose to continue writing them on a weekly basis for a school newspaper.

Extended activities

Students can:

- Compare various socio-political comic strips and/or cartoons
- Create a cartoon or comic that reflects a controversial community or school issue

- Research and construct a visual chronology of the history of comics as political and social commentary
- Establish a virtual cartoon or comic exchange with students from other countries

Online Resources

Searching for Asian America

<http://www.naatanet.org/apatv/upcoming/searching.html>

Angry Little Girls

<http://angrylittlegirls.com/>

Angry Little Asian Girl Offers Outlet For Underdogs, Asian or Otherwise

<http://www.dailycal.org/article.php?id=6045>

Move Over 'South Park'

<http://www.asianweek.com/121098/art.html>

Lela Lee: cartoonist, filmmaker

<http://talentdevelop.com/Page1021.html>

Lela Lee, creator of "Angry Little Asian Girl"

<http://www.angrylittleasiangirl.com>

Andy's Early Comics Archive

<http://bugpowder.com/andy/early.comics.text.html>

Cartoon Commentary

<http://www.pbs.org/art21/education/abstraction/lesson2.html>