Lesson Plan

Title: Migration and Immigration

Amount of time to complete the lesson: 4 days (4 - 1 hour and 45 minute periods).

Lesson Objective: Students will utilize information presented in primary and secondary sources, as well as in their textbooks, in order to analyze and evaluate Chinese immigration and migration during the period between 1890 and 1924.

- Standard: Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and the world.

- Benchmarks:
  - H-1A-H1 applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity.
  - H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context;
  - H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources;
  - H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues;
  - H-1A-H5 conducting research in efforts to analyze historical questions and issues.
  - H-1A-H6 analyzing cause-effect relationships;
  - H-1B-H7 describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted;

- GLE's:
  - 3. Contrast past and present events or ideas in US history, demonstrating an awareness of differing political, social or economic contexts.
  - 6. Analyze the point of view of an historical figure or group in U.S. history.
  - 7. Analyze or interpret a given historical event, idea, or issue in U.S. history.
  - 9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues.
  - 14. Interpret a political cartoon depicting an historical event, issue, or perspective.
  - 17. Conduct historical research using a variety of resources to answer historical questions related to U.S. history and present that research in appropriate formats.
  - 24. Explain the impact of legislation, federal Indian and land policies, technological developments, and economic policies on established social and migratory groups in the settlement of the
western United States (Chinese Exclusion Act).

Essential Questions:

1. How did Chinese Immigrants assimilate into American Culture?
2. What were the struggles that Immigrants faced as they tried to assimilate or become Americanized?
3. How visible is the Chinese Culture in the United States today? Has it disappeared to some extent or has the same customs and values from long ago readily visible in business, education and architecture and from a social standpoint?

Materials Required:

* Photocopies of primary and secondary sources.
  - Chinese detainees, Angel Island: www.sunsite, Berkeley.edu/cgi-bin/flipomatic/cic
  - Angel Island Fire: www.angelisland.org
  - Chinese detainees, Angel Island: www.angelisland.org
  - Ariel view of immigration station: www.angelisland.org
  - The Great Fear of the Period, that Uncle Sam will be swallowed by foreigners: www.loc.gov
  - A business district, Chinatown, San Francisco, Calif.: www.sunsite.berkeley.edu
  - Harper’s Weekly: www.sunsite.berkeley.edu
  - Chinese Telephone Exchange, Chinatown: www.sunsite.berkeley.edu
  - Immigration Restriction Act, 1921 and 1924: www.us-hist.html/pages
  - U.S. Citizenship and Immigration Services: www.uscis.gov/graphics/aboutus/history/segchi.htm
  - Three Chinese Girls with U.S. Flag and Chinese Flag: www.memory.loc.gov

* Library/computer access
* Textbook
* Chart paper
* Markers
* Scissors

Instructional Strategies Used:

* Peer grouping
* Questions and answers
* Small group and whole group class discussion
* Small group presentations
* Individual reading and writing
* Guided practice

Directions for the lesson:

* Day 1 (1 hour and 45 minutes)
  - Discussion and history of why Chinese Immigrated to the United States.
  - Discussion of Exclusion Act, Immigration Act of 1921, Immigration Act of 1924 and their purposes.
  - Students will be shown the primary source which is a picture of detainees from Angel Island.
  - Students break up into small groups and discuss questions about the picture from the board.
  - Students are asked to analyze picture and share their opinions with the whole class.
  - Students are given a writing assignment as homework, detailing all they know about why Chinese Immigrants were detained at Angel Island.
  - Present students with the Essential Questions.
- Day 2 (1 hour and 45 minutes)
  - Begin class by reviewing the various laws imposed on Chinese Immigrants, labor laws imposed on Chinese and the use and purpose of Angel Island.
  - Collect Essays
    - Students are broken into their small learning communities.
    - Presentation on 'The great fear of the Period'
    - Discuss with class the background of the railroad some details about Irish Immigration
    - Discuss types of jobs Chinese Immigrants held during this period.
    - While students in their small learning communities, analyze the picture, each group given a certain part of the cartoon to discuss and present to class.
    - Writing assignment, students discuss labor laws and determine whether or not they are fair and who were these laws directed to.
    - As homework assignment students write about the what it meant for the Chinese Immigrants during this period of time, what types of racial inequalities did they face and compare to African American race struggles.

- Day 3 (1 hour and 45 minutes)
  - Begin class by reviewing the labor laws, Immigration Acts, and Exclusion Acts.
  - Allow students to present their essays in brief.
  - Students are presented with the 3rd primary source on overhead of the 3 Chinese girls holding flags.
  - Discussion of deportation practices and what the Chinese did to overcome some of their struggles, and how many were able to remain in this country. What are Paper daughters and sons.
  - Students get into learning communities and analyze the picture and tell whether or not the Chinese fit into the American society at this time. Students are allowed to use the computers in library or in classroom to research the Chinese Culture.
  - Each group construct an item from the Chinese Culture or present something from their religious or cultural practices.

- Day 4 (1 hour and 45 minutes)
  - Begin class by reviewing everything discussed from previous days.
  - Discuss the development and rise and purpose for Chinatowns in America.
  - Whole group discussion on purpose and significance of Chinatowns.
  - Students present their constructed items from Chinese Culture and religious practices.
  - Class as a whole discuss and answer essential questions given at the beginning of the week.
  - Each group given markers and poster board to construct time line of laws instituted to slow down Chinese Immigration and Migration.

Assessment:
- Essay
- Multiple Choice Questions