

American Exclusivity

The Chinese Exclusion Act

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Grade Level	11th Grade	**Time Frame**	1-2 class period(s)
Subject	Social Studies	**Duration**	100 minutes
Course	U.S. History		

Essential Question

How did the Chinese Exclusion Act impact Asian Americans?

Summary

In this lesson, students explore factors leading up to the passage of the 1882 Chinese Exclusion Act and reflect on the impact it had on Asian Americans. Students work in pairs to analyze a document packet and complete a H-chart that synthesizes the documents to answer an overall essential question.

Snapshot

Engage

Students participate in a classroom discussion regarding push/pull factors for immigration.

Explore

Students complete a Stop and Jot activity paired with a timeline reading.

Explain

Students work in pairs to summarize a document set and complete a H-Chart.

Extend

Students analyze a response piece and complete the S-I-T strategy.

Evaluate

Students finalize the H-Chart.

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.1.3B: Analyze the creation of federal immigration policies including the Chinese Exclusion Act, the Gentlemen's Agreement, federal court decisions, the Supreme Court's application of the 14thAmendment and the Immigration Act of 1924.

Attachments

- A Chinese View of the Statue of Liberty—American Exclusivity - Spanish.docx
- A Chinese View of the Statue of Liberty—American Exclusivity - Spanish.pdf
- A Chinese View of the Statue of Liberty—American Exclusivity.docx
- A Chinese View of the Statue of Liberty—American Exclusivity.pdf
- Document Analysis Packet—American Exclusivity - Spanish.docx
- Document Analysis Packet—American Exclusivity - Spanish.pdf
- Document Analysis Packet—American Exclusivity.docx
- Document Analysis Packet—American Exclusivity.pdf
- H-Chart—American Exclusivity.docx
- H-Chart—American Exclusivity.pdf
- H-Chart—American-Exclusivity - Spanish.docx
- H-Chart—American-Exclusivity - Spanish.pdf
- Lesson Slides—American Exclusivity.pptx
- Timeline of the Chinese Exclusion Act—American Exclusivity.docx
- Timeline of the Chinese Exclusion Act—American Exclusivity.pdf
- Timeline of the Chinese Exclusion Act—American-Exclusivity - Spanish.docx
- Timeline of the Chinese Exclusion Act—American-Exclusivity - Spanish.pdf

Materials

- Lesson Slides (attached)
- Timeline of the Chinese Exclusion Act handout (attached, one per student or pair)
- H-chart handout (attached, one per student)
- Document Analysis Packet (attached, one per student)
- A Chinese View of the Statue of Liberty handout (attached, one per student)
- Pencil/Pen
- Highlighters
- Large easel pad

10 minutes

Engage

Teacher's Note: Context and Preparation

This lesson is meant to be taught when students are familiar with the historical events, such as the reasons for immigration, the immigrant experience in America, and the impact of Nativism.

Use the attached **Lesson Slides** to guide the lesson. **Slides 2-3** include the lesson title and objectives to share prior to beginning the lesson. Begin the lesson by displaying **slide 4.** Tell students to think about some *push* and *pull* factors that contributed to immigration into the United States during the settlement of the American West. Remind students that they should consider factors already discussed in class and factors that they know from common knowledge.

Teacher's Note: Push and Pull Factors

Consider refreshing students on the terms if needed.

- ***Pull* Factor:** a reason contributing to immigration to the desired location.
- ***Push* Factor:** a reason contributing to individuals leaving their homeland to migrate to a desired location.

Start with the *push* factors. Have students share out their response to *"What are some push factors that contribute to immigration?"* Write down the reasons as students share them out. Once they have wrapped up *push* factors, move onto *pull* factors by asking a similar question, *"What are some pull factors that contribute to immigration?"* Follow the same step and write down the responses.

Teacher's Note: Push/Pull Factors

Complete this portion the way that fits the classroom best. Students can either create a T-Chart on note paper or share *push* and *pull* examples aloud while the teacher writes student examples either on the board or on a large post-it easel pad.

Teacher's Note: Sample student responses

Pull factors: Job opportunities, economic reasons, land options, religious freedom, political freedom, family, health care, education opportunities and other new opportunities.

Push factors: Religious persecution, political oppression, lack of resources, reunification, lack of economic opportunities, overpopulation, natural disasters, famine, drought and political instability.

Once reasons for immigration have been discussed, move to the essential question found on **slide 5.**

Explain to students that in this lesson they will look at the reasons Chinese citizens emigrated to America prior to the Chinese Exclusion Act and examine how implementation of the Act impacted Asian Americans.

15 minutes

Explore

Teacher's Note: Chinese Exclusion Act Timeline

Determine whether or not you want to distribute individual copies of the Chinese Exclusion Act Timeline or one copy per team. Make copies ahead of time.

After lesson objectives and the essential question have been introduced, explain to students that they will analyze the timeline of the events leading up to the Chinese Exclusion Act, events that followed, and the effects the act had on America and Americans.

Begin by having students move into pairs. Distribute attached **Chinese Exclusion Act Timeline** handout**.**

Instruct students to read the events on the timeline and explain that as they work through the timeline there will be places on the handout where they complete the Stop and Jot strategy, the instructions can be found on **slide 6.** When they reach a Stop and Jot placeholder on the timeline, have students summarize in the handout what they have read so far.

After students have finished reading through the timeline and have completed their Stop and Jots, invite students to share their summaries with the class. Students may continue to fill in their notes if there is something they have missed as students share out. Use this time to answer any questions students have so far regarding the law and any misconceptions that might have already formed.

Transition by telling them they are now going to examine the Chinese Exclusion Act further by looking at historical personal perspectives regarding the law.

Teacher's Note:

If you wish to include more information prior to moving on, consider showing the following Ted-Ed video, The Dark History of The Chinese Exclusion Act. The video describes the impact the Act had on Chinese immigrants and how it affected their paths to citizenship.

For a first-person point of view of life as a Chinese immigrant, you may also want to share a link to the article, "The Life of a Chinese Immigrant" written by Lew Chew in 1903. http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=40

To further examine the effects of the Chinese Exclusion Act on Asian immigrants, share the article The Legacy of Chinese Exclusion with students.

30 minutes

Explain

Have students remain in their pairs for the next portion to analyze a set of documents.

Distribute the attached **Document Analysis Packet** and the **H-Chart** handout to the pairs, each student should have their own copy of the Document Analysis Packet and H-Chart handout. **Partner One** will read and analyze **Documents A** and **B** and **Partner Two** will read and analyze **Documents C** and **D**.

Ask students to use the Why-Lighting strategy to highlight in their documents answers to the question *"What factors contributed to the Chinese Exclusion Act?"* Display **slide 7** with the question from the Why-Lighting activity for students to refer back to. Once both students have analyzed their two documents, have them explain what they highlighted to their partner and how this information answers the question.

Once students have discussed their annotations among themselves, instruct them to move that information to their H-Chart.

- **Left side of H-Chart:** Have students summarize with their partner what they believe answers the question posed based on documents A and B on the left side of the H-Chart.
- **Right side of H-Chart**: Repeat that step for documents C and D on the right side of the H-Chart.

Once students have completed both sides of the H-Chart, invite a few groups to share their summaries.

Teacher's Note

Have students keep the H-Chart in order to complete the middle section at the end of the lesson.

20 minutes

Extend

Now that students have completed the annotation of the Document Analysis Packet set, pass out the handout, **A Chinese View of the Statue of Liberty.** Provide time for students to read the independently while staying in pairs.

Display **slide 8**. Ask students to use the S-I-T strategy as they read the article. Explain that each student is to write down one idea that was ***surprising***, one idea that was ***interesting***, and one idea that was ***troubling***.

Teacher's Note: S-I-T

Students can complete the S-I-T responses by highlighting/underling their statements and identifying each one on the handout, or, if it is preferred to keep the handouts for reusing as a class set, have students write down their S-I-T responses on the back of the H-chart or in a class notebook.

Once students have identified their S-I-T statements, have them turn to their partners, discuss their findings, and explain their reasoning. Ask pairs to share one of their statements to the class. Once pairs have discussed their statements, invite them to choose one of the statements they identified along with their reasoning and share with the whole class. Ask a few groups to share out with the whole class.

Once the S-I-T discussion has concluded, ask the class one final question.

Show **slide 9**: *Why does Saum Song Bo feel both honored and insulted by the call for contributions?*

Give students time to discuss their answers with their Elbow Partner and to discuss among themselves before moving the conversation to the whole class. Once students have discussed with each other, invite a few to share out their thoughts with the class. Instruct them to keep this question and the discussion in mind when completing the next portion of the lesson.

10 minutes

Evaluate

Ask students to independently return to their H-Chart handouts to complete the middle section. Ask them to write a response that blends or synthesizes all four documents in the Document Analysis Packet.

Display **slide 10.** Ask students to respond to the question, "*How did the Chinese Exclusion Act impact Asian Americans*?" Encourage students to use all the documents they have analyzed during the lesson to write their responses. Ask students to write at least one paragraph in response.

If desired, ask for volunteers to share their responses. Collect the completed Stop and Jot handout and H-Chart handout to assess student understanding of the lesson content.

Resources

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- Nast, T. (n.d.) A figure of justice protects the Chinese immigrant. [Digital Image]. SHEC: Resources for teachers: Social history for every classroom. *https://shec.ashp.cuny.edu/items/show/637*
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- Statue of Liberty-Ellis Island Foundation. (n.d.). Overview + history. https://www.statueofliberty.org/statue-of-liberty/overview-history/
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