

MH - American Exclusivity

Research Project

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Grade Level	11th Grade	**Time Frame**	90 Minutes
Subject	Social Studies	**Duration**	2 Periods
Course	U.S. History		

Essential Question

How did the Chinese Exclusion Act impact Asian-Americans?

Summary

This lesson examines the significance of the Chinese Exclusion Act and how it affected the lives of Asian-Americans within the United States.

Snapshot

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

- H-Chart—American-Exclusivity - Spanish.docx
- H-Chart—American-Exclusivity - Spanish.pdf
- H-Chart—American-Exclusivity.docx
- H-Chart—American-Exclusivity.pdf
- MH A Chinese View of the Statue of Liberty—American Exclusivity - Spanish.docx
- MH A Chinese View of the Statue of Liberty—American Exclusivity - Spanish.pdf
- MH A Chinese View of the Statue of Liberty—American Exclusivity.docx
- MH A Chinese View of the Statue of Liberty—American Exclusivity.pdf
- MH Document Analysis Packet—American Exclusivity.docx
- MH Document Analysis Packet—American Exclusivity.pdf
- MH-Document Analysis Packet—American Exclusivity - Spanish.docx
- MH-Document Analysis Packet—American Exclusivity - Spanish.pdf
- MH-Lesson-Slides-American-Exclusivity.pptx
- Timeline-2—American Exclusivity - Spanish.docx
- Timeline-2—American Exclusivity - Spanish.pdf
- Timeline-2—American Exclusivity.docx
- Timeline-2—American Exclusivity.pdf

Materials

Materials

- Lesson Slides (attached)
- American Exclusivity Timeline handout (attached)
- H-Chart American Exclusivity handout (attached)
- Document Analysis Packet handout (attached)
- A Chinese View of the Statue of Liberty handout (attached)

2 minutes

Purpose

Teacher's Note: Importance of Time

It is imperative that this lesson is completed within two class periods AND that adequate time is given for the surveys that are to be completed at the end of each day.

Use the attached Lesson Slides to guide the lesson. Review the purpose of this lesson on **slide 3:** *Students explain why the Chinese Exclusion Act was passed and the effects in had on America.* This is your opportunity to tell them why you are teaching this lesson and what you want them to be able to take away from this experience as a result.

10 minutes

Anticipatory Set

Instruct the students to take out a sheet of note paper. Move to **slide 4** and have students think about why people move from one place to another. Have students make a T-Chart on their note paper and ask them to write examples of push and pull factors in the two separate columns. This should be completed independently. Remind students that they should consider factors already discussed in class as well as factors that they come up with from their common knowledge. If time permits, then you can call on a few students to share some of their responses to quickly check for understanding.

Teacher's Note: Push/Pull Factors

Consider refreshing students on these terms if needed.

Push Factor: A reason contributing to an individual's leaving their homeland to migrate to another location.

Pull Factor: A reason contributing to immigration to the desired location.

Possible Student Responses

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

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

2 minutes

Essential Question

Advance to **slide 5,** and examine the Essential Question of this lesson: *How did the Chinese Exclusion Act impact Asian-Americans?* Be sure to explain to students that they should keep this question in mind throughout each aspect of the lesson.

5 minutes

Input

Move to **slide 6** when you are ready to begin with instruction. Pass out a copy of the **Chinese Exclusion Timeline** handout to each student. Introduce students to the Stop and Jot strategy. Have students read through the timeline and summarize the events that led to the creation of this law. Additionally, ask students to summarize the major effects of the Chinese Exclusion Act in America. This should be completed independently.

15 minutes

Modeling

Proceed to **slide 7**. Next, pass out a copy of the **Document Analysis Packet** and the **H-Chart handout** to each student. As a class, have them analyze documents A & B and complete the left-hand side of the H-Chart using the Paired Texts H-Chart strategy. Use the questions in Documents A & B to guide your discussion. Begin by looking at Document A as a class and posing the following question to the class: *What factors led to the Chinese Exclusion Act?*

Invite students to share out their responses based on what they see in the image. As students are sharing out, address any misconceptions or incorrect information. As a class, come up with a final response for the question, and add the response(s) to the left-hand column of the H-Chart.

Move to Document B and read it aloud, having students follow along with their handout. As you read, students should consider the following question again: *What factors led to the Chinese Exclusion Act?*

Once you have read Document B, discuss the question as a class, and come up with a final response(s) to add to the left-hand column of the H-Chart.

Once you have completed this, stop here and tell students they will complete the rest of the chart independently using Documents C & D the following day doing what they just did as a class.

10 minutes

Day One Survey

Display **slide 8,** and play the video for students that explains the survey. Then move to **slide 9,** and have students take the survey on personal devices using the link or QR code.

5 minutes

Check for Understanding

As students enter the classroom, pass out the materials that students used during Day One of this lesson. Resume the lesson slides on **slide 10,** and ask students to respond to the questions on the slide.

- Why did the Chinese Exclusion Act happen?
- What were some of the conditions in the United States that led to the creation of this law?

Students can respond orally when called upon or voluntarily share out their ideas.

15 minutes

Guided Practice

Go to **slide 11,** and ask students to resume working on their H-Charts. Instruct students to work independently to summarize documents C & D in the appropriate columns on their charts using the notes and annotations from Day One. Students will work independently and use their summaries to answer the question that is located in the middle of the H-Chart.

5 minutes

Independent Practice

Advance to **slide 12,** and pass out a copy of "**A Chinese View of the Statue of Liberty."** Using the S-I-T strategy, have students write down one item from the passage that they found *surprising*, one item they found *interesting*, and one item they found *troubling*.

5 minutes

Closure

After students have completed the S-I-T activity, go to **slide 13,** and ask students to consider the reflection question, which you will find on **slide 14**:

Why does Saum Song Bo feel both honored and insulted by the call for contributions to the Statue of Liberty?

15 minutes

Day Two Survey

Display **slide 15,** and play the video for students that explains the survey. Then move to **slide 16,** and have students take the survey on personal devices using the link or QR code.

Resources

- K20 Center. (2020, September 16). Paired texts H-chart. Strategies. https://learn.k20center.ou.edu/strategy/132
- K20 Center. (2021, February 12). S-I-T (Surprising, interesting, troubling). Strategies. https://learn.k20center ou.edu/strategy/926
- K20 Center. (2020, September 16). Stop and jot. Strategies. https://learn.k20center.ou.edu/strategy/168
- K20 Center. (2020, September 16). T-Chart. Strategies. https://learn.k20center.ou.edu/strategy/86