

Immigration and the Asian American Experience

Teaching With Technology

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Grade Level	11th Grade	**Time Frame**	60 minutes
Subject	Social Studies	**Duration**	1-2 class period(s)
Course	U.S. History		

Essential Question

What happens when cultures collide? Why do people move or immigrate?

Summary

This lesson encourages students to analyze immigration patterns and policies in the United States and explore some of the experiences of Asian immigrants. Students will analyze statements about immigration and decide whether they are always, sometimes, or never true, delve into the history of immigration to the United States, and then explore specific challenges faced by immigrants from Asia. After participating in a virtual field trip via Google Expeditions, students will assume the role of an Asian American immigrant and write a letter home detailing the experience.

Snapshot

Engage

Students participate in an Always, Sometimes, or Never True activity to access their prior knowledge about immigration.

Explore

Students watch a video simulation of American immigration over time.

Explain

Students participate in a Google Expeditions virtual field trip.

Extend

Students assume the role of a new immigrant to the United States and write letters home detailing their experiences.

Evaluate

Students revise their Always, Sometimes, or Never True statements and turn in their letters.

Standards

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

USH.1.3A: Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at immigrant processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization.
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.
USH.5.1C: Examine President Franklin Roosevelt's "Day Which Will Live in Infamy" speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent,and the treatment of Americans of German, and Italian descent, including the Korematsu v. United States decision.

Attachments

- Always, Sometimes, or Never True—Immigration and the Asian American Experience - Spanish.docx
- Always, Sometimes, or Never True—Immigration and the Asian American Experience - Spanish.pdf
- Always, Sometimes, or Never True—Immigration and the Asian American Experience.docx
- Always, Sometimes, or Never True—Immigration and the Asian American Experience.pdf
- Google Expeditions Quick Start Guide—Immigration and the Asian American Experience - Spanish.docx
- Google Expeditions Quick Start Guide—Immigration and the Asian American Experience - Spanish.pdf
- Google Expeditions Quick Start Guide—Immigration and the Asian American Experience.docx
- Google Expeditions Quick Start Guide—Immigration and the Asian American Experience.pdf
- Lesson Slides—Immigration and the Asian American Experience.pptx
- Letter-Writing Rubric—Immigration and the Asian American Experience - Spanish.docx
- Letter-Writing Rubric—Immigration and the Asian American Experience - Spanish.pdf
- Letter-Writing Rubric—Immigration and the Asian American Experience.docx
- Letter-Writing Rubric—Immigration and the Asian American Experience.pdf

Materials

- Lesson Slides (attached)
- Letter-Writing Rubric (attached, one per student)
- Always, Sometimes, or Never True handouts (attached, one per student)
- Google Expeditions Quick Start Guide (attached)
- Google Expeditions VR classroom kit
- Internet access
- Paper
- Pens/pencils

Engage

Teacher's Note: Google Expeditions Prep

Prior to starting this lesson, download the Google Expeditions tour titled "The History of Asian American Oppression" to your teacher tablet. For more information, refer to the attachment Google Expeditions Quick Start Guide.

Using the attached **Lesson Slides**, begin by showing **slides 2–3** to share the lesson objectives and essential questions with students.

Go to **slide 4**. Tell students that they are going to participate in an Always, Sometimes, or Never True activity that addresses some statements about immigration.

Pass out the attached **Always, Sometimes, or Never True** handout to students. Ask them to mark each statement as always, sometimes, or never true, and then write a short reasoning for their decision.

Once students have labeled and justified each statement, have them discuss their reasoning with an Elbow Partner.

After students have shared with a partner, ask for 2–3 volunteers to share out their thoughts for each statement.

Explore

Ask students if they know how many immigrants have come to the United States and from where they originated. Ask a few students to share out their answers.

Ask students if they are familiar with the history of Asian immigration in the United States, and allow students to share what they know.

Explain to students that they will be viewing a short video about the history of all immigration to the United States. Display **slide 5**. While they watch the video, students will complete a 3-2-1 activity on the back of their Always, Sometimes, or Never True handouts. Ask them to write down three observations about immigration to the United States, two questions they have, and one trend they see related to immigration.

The video is linked on **slide 6**: "Animated Map Shows History of Immigration to the U.S."

Embedded video
https://www.youtube.com/watch?v=Fe79i1mu-mc

Explain

Students will now engage in a virtual field trip using Google Expeditions. Students will need to turn on the student devices in the Google Expeditions viewers, open the Expeditions app, and connect to the tour that you have started on the teacher tablet. Refer to the attached **Google Expeditions Quick Start Guide** for additional information.

Teacher's Note: Device Connectivity

In order for the tour to work properly, the student devices must be connected to the same Wi-Fi network as the teacher tablet.

Once students have connected to the tour, use the teacher tablet to move the students through the separate scenes of the tour. In each scene, you can tap through to different parts of the scene/slide and use the text in the lower-right portion of the panel to provide students with information and context about what they are seeing.

Teacher's Note: Setting the Scene

Consider letting students have 1–2 minutes to just "look" at each scene prior to reading the information about it. Students will be more receptive to the information because the initial novelty and excitement will have subsided.

Ask students what they are seeing and what might be significant about what they see.

Extend

Once students have participated in the virtual field trip, briefly review the information about the Chinese Exclusion Act (**slide 8**), targeted immigration (**slide 9**), professions (**slide 10**), interrogation (**slide 11**), and expansion (**slide 12**).

Display **slide 13**. Ask students to get out a blank sheet of paper and prepare to take on the role of an Asian immigrant to the United States. In this role, they will each write a letter to family explaining their experiences as an immigrant in a new country and the immigration policies that affect them.

Possible Guiding Questions to Ask Students

Consider asking students to refer back to the statements from the Always, Sometimes, or Never True activity. Has it been a challenge for them to be accepted in their new country? Have they experienced any personal or professional hardships since coming to the U.S.?

Evaluate

Display **slide 14**. Ask students to return to their Always, Sometimes, or Never True handouts from the beginning of the lesson.

Tell students to review their original selections and, based on what they know now, make any changes that they deem necessary to the selections or their reasoning. When they're finished, allow students to share out their changes to the class.

Have students turn in their letters as an assessment.

Optional: Sharing Letters

If time allows, consider having students share their letters with an Elbow Partner and talk about the policies and experiences they have described.

Resources

- Business Insider. (2016, October 19). Animated map shows history of immigration to the US [Video]. YouTube. https://www.youtube.com/watch?time_continue=6&v=Fe79i1mu-mc&feature=emb_logo
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5059a7b
- K20 Center. (n.d.). Always, sometimes, or never true. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f50685d2
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/ccc07ea2d6099763c2dbc9d05b00c4b4