

China and the World Curriculum Project - Imperialism in China and Chinese Immigration to the U.S.

- 1. Rationale for proposed Unit** - In World History students learn about U.S./European imperialism in different areas of the world. Students often learn about this subject through the lens of the imperialists. In this unit, students will learn about the topic through the lens of the colonized. In U.S. history or Ethnic Studies, students learn about how immigrant labor helped this country develop. This unit will cover the experiences of those immigrant laborers, their contributions to the United States and the treatment they received in exchange. Students need to have some writing skills. Students should know how to cite evidence from historical sources and explain how their evidence is relevant to the overall question the prompt is asking. Also, students must know how to summarize the main points of their paragraphs in one sentence. The content students should know prior to this unit is about the power of U.S. and European imperialist countries and their need to develop.
- 2. Skill and content objectives-** Students will be learning about imperialism which is covered in California content standard 10.4 and about Chinese immigration which could be relevant to California content standards 11.3 and 11.4.

3. Detailed Lesson Plan -

Day 1: Introduction to China

50 minute Class

<p>1. Warm up - K.W.L. about China (10 minutes)</p>	<ul style="list-style-type: none">● Students will complete a K-W-L activity.● In notebooks/documents students will answer the following questions<ul style="list-style-type: none">○ What do you Know about China?○ What do you Want to learn about China?● Students should get about 5 minutes to answer the question● Afterwards, the teacher will cold call students to share their answers and discuss.
<p>2. Where in the world are we? & Quickwrite (25 minutes)</p>	<ul style="list-style-type: none">● Teacher will introduce topic (Imperialism in China during the 1800's)● Before discussing history, students should know where in the world we are and what this country looks like today.● Teacher will distribute this article titled Countries of the World: China from Newsela. The reading level can be adjusted for higher level or lower level readers● Teacher will distribute a Quickwrite template.● Student instructions:<ul style="list-style-type: none">○ Read, highlight and write notes as you read the article○ After you have read and annotated the article, complete the quickwrite template.○ The first box of the quickwrite template should include a summary of the article in 25 words or less○ The second box of the quickwrite template is for you to pick 4-5 words or phrases that you felt were important for the

	<p>reading. Explain why you chose each word or phrase</p> <ul style="list-style-type: none"> ○ The last box in the quickwrite should include 2 things you read that were interesting, shocking, surprising, caused you to think about something else, etc.
3. Quick write discussion (15)	<ul style="list-style-type: none"> ● Teacher will lead students in a discussion about their quickwrite. ● Teacher can cold call students to share what they wrote on their quickwrite template or ask for student volunteers

Day 2: Push Factors
50 minute Class

1. Vocabulary - Say, Mean, Memory Clue (10 minutes)	<ul style="list-style-type: none"> ● Students will complete a vocabulary sheet on Imperialism in China by: <ul style="list-style-type: none"> ○ Copying the definition of each term (say) ○ restating the definition of each vocabulary word in their own words (mean) ○ drawing a visual that will help students remember the meaning of each vocabulary word (memory clue)
2. Imperialism in China slides and guided notes (35 minutes)	<ul style="list-style-type: none"> ● Teacher will deliver a slides presentation lecture on the U.S. and European Imperialism in China during the 1800's. ● While teacher lecture, students can take guided notes ● The following topics will be discussed: <ul style="list-style-type: none"> ○ The Decline of the Qing Dynasty ○ The Opium Wars. → Show students a clip of the history channel's Mankind the Story of Us (Season 1, Episode 9, Revolution Transforms the Globe) 28:00 - 34:00. ○ Taiping Rebellion ○ Imperialists Advance ○ Boxer Rebellion ● Teachers can use speaker notes under each slide to prepare for lecture.
3. Exit Ticket: Bubble Map on The Taiping Rebellion & Boxer Rebellions (5 minutes)	<ul style="list-style-type: none"> ● On their notes or a separate piece of paper, students will complete a double bubble map comparing the Taiping Rebellion and Boxer Rebellion as shown on the last slide of the presentation. ● Students can use this reading to help them complete the double bubble map. ● If they do not finish, students can finish for homework.

Day 3: Pull Factors
50 minutes

1. Warm up: Push and Pull Factors (15 minutes)	<ul style="list-style-type: none"> ● Teacher will pose the following warm up questions/prompt. <ul style="list-style-type: none"> ○ We talked last class about all of the problems China was facing in the 1800's. What were some push factors that were causing Chinese people to flee the country? What do you think are some pull factors that were drawing Chinese people into the United States? ● Afterwards, the teacher will either cold call or ask for volunteers to share their answers.
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<p>2. Presentation & Notes on Chinese Immigration, the Gold Rush and the Railroad (15 minutes)</p>	<ul style="list-style-type: none"> ● Teacher will give a brief presentation on Chinese Immigration to the United States, the Gold Rush and the Railroad. ● Students will be asked to take notes and follow along in the presentation using this document. ● Students will watch the PBS clip of Asian Americans Episode 1: Breaking Ground (09:00-16:00) which shows the building of the transcontinental railroad.
<p>3. Webquest Chinese Railroad (20 minutes)</p>	<ul style="list-style-type: none"> ● Students will be instructed to complete a webquest activity about the building of the transcontinental railroad using the same document they took notes on. ● Students are to complete the section titled “Chinese Immigrant Railroad Workers Web–quest” ● Students can research their own information about Chinese Railroad Workers or they can use the list of websites/resources provided by the teacher. ● Whatever students do not finish can be done for homework. ● This activity can be done individually, in pairs or in groups.

Day 4: Reaction to Chinese Immigrants in the United States
50 minutes

<p>1. Review Webquest (5 minutes)</p>	<ul style="list-style-type: none"> ● Teacher will cold call students or ask for volunteers to share their chinese immigrant railroad workers web quest findings.
<p>2. Transcontinental Railroad Image Analysis (15 minutes)</p>	<ul style="list-style-type: none"> ● Students will complete the Transcontinental Railroad Image Analysis section of the same document they were working on. ● Students will compare and contrast 2 images. One image is of the completion of the Transcontinental Railroad which excluded Chinese workers. The other image is of the descendants of Chinese immigrant railroad workers recreating the original photograph. ● Students will be instructed to analyze both images, talk about their observations with their desk partners and then answer the questions ● Afterwards, the teacher will lead students in a brief discussion about the images by asking students to share their findings.
<p>3. PBS Asian Americans (15 minutes)</p>	<ul style="list-style-type: none"> ● Students will watch the PBS Asian Americans Episode 1: Breaking Ground (16:00 - 30:00) and will be instructed to take notes while they are watching the documentary ● Students should take notes about: How did American authorities react to Chinese immigration in the late 1800's?
<p>4. Anti Chinese Sentiment Source Analysis (15 minutes)</p>	<ul style="list-style-type: none"> ● Students will complete a primary source analysis based on Anti-Chinese Sentiment during the 1800's and 1900's. ● Teacher should inform students that Anti-Chinese sentiment eventually led to the passage of the Chinese Exclusion Act. ● Whatever students do not finish will be completed for homework.

4. A plan for assessing student achievement-

Day 5: Assessment - Essay on Chinese

50 minutes

1. Review Anti Chinese Sentiment Source Analysis (5 minutes)	<ul style="list-style-type: none">• Students will share their findings and thoughts about the Anti-Chinese Sentiment Source Analysis
2. Written Prompt Assessment (5 minutes)	<ul style="list-style-type: none">• Teacher will explain instructions for unit assessment.• Students will be asked to write two paragraphs about Imperialism in China and Chinese Immigration to the U.S. during the 18 and 1900's
3. Writing Workshop (40 minutes)	<ul style="list-style-type: none">• Students will work on their written prompt assessment while the teacher walks around and helps students.