

Family Separation Then/Now in Contemporary China

What historical impact has seeking employment had on families throughout the years up to contemporary China?

Overview of Lesson

In this lesson students will analyze a variety of primary and secondary sources that discuss the experiences of Chinese workers and the separation of families in the 1800's to Contemporary China. Chinese workers faced many challenges and have endured discrimination and misconceptions that were supported by exclusionary laws and stronghold stereotypes. Through discussion, students will compare and contrast the separation of families and the employment challenges facing China with other current events. Students will explore the many sacrifices and contributions made in this country and the resiliency of individuals who have experienced being dislocated from their home country and the impacts of these decisions made. After thoroughly investigating sources in this lesson, students will respond to the compelling question with an argumentative claim with relevant evidence with multiple examples of supporting evidence.

Materials

Chromebook

Paper

Pencil

CCSS Standards:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-LITERACY.W.6.1.B

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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Day 1 54 Minutes

1. Warm-up
The teacher will begin a class discussion about China accessing background information about what students know or what they may have heard about the country. The teacher will select students who would like to share with the class. The teacher will keep the discussion going for students to share questions they might have and would like answered before the lesson concludes.
2. Introduce the students to the compelling question **What historical impact has seeking employment had on families throughout the years up to contemporary China?** Ask students if they might infer what we are referring to. Allow for students to share with their table partners.
3. Explain to students that before we start investigating the compelling question we will complete a Nearpod activity together titled [Exploring China](#) Virtual Reality (VR) Field Trip. In this lesson, students will be able to: Experience China through VR; Learn Facts About China; and Compare and Contrast China With Our Own Country
4. The teacher and students complete the Nearpod activity together. Students will participate in a series of activities, virtually visit four parts of China and jot down observations and any questions they may have. Students will learn facts about China and reflect on their learning. Finally, at the end of the unit students will take a poll about their level of knowledge they obtained by working on the Nearpod.

Assessment

Students will complete formative assessments throughout the Nearpod activity.

Resources

[Exploring China](#) Virtual Reality (VR) Field Trip

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Day 2: 54 Minutes

1. Warm-up
The teacher will look back on what we learned the day before and look ahead at what students will work on. The teacher will revisit the compelling question of **What historical impact has seeking employment had on families throughout the years up to contemporary China?** The teacher will welcome comments or questions from students pertaining to the lesson from the day before.
2. Teacher will lead discussions with the following questions and suggestions: The teacher will access the students' prior knowledge about what students know about why some people leave their country. Have we heard about this recently? How are these people treated? What are some of the consequences for the workers and the workers' countries of origin? The teacher will select students to respond to the topics with table partners and with the class as a whole.
3. The teacher will introduce the two resources you will be reading from for students to reference. Have the pages photocopied so each student has the relevant materials to reference in class. Ask students to take out a sheet of paper and write down the compelling question at the top. Then ask students to write down any questions they might have about that topic under the compelling question.
4. The teacher will play the video [Chinese Separated from Family in Kenya](#). Students will take notes and document evidence that answers the compelling question.
5. The teacher will tell the students to follow along while the passages are being read and record evidence to answer the compelling question. The teacher will read aloud the passages from Ghosts of Gold Mountain. Then the teacher will read aloud the passages from Land Without Ghosts. Students should write down direct quotes and then rewrite them in their own words.
6. The teacher will provide sentence stems as a scaffold for students who need assistance with writing their answers to the compelling question.
7. The teacher will ask students if they see any relationships between current events and what the Chinese experienced. Students will give evidence and explain their evidence.

Assessment

Based on classroom discussion, the teacher will know if students are understanding the assigned tasks. Also, by reviewing the notes taken from the primary and secondary sources the teacher will be able to provide immediate feedback during progress monitoring.

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Day 3: 54 Minutes

1. Warm-up
The teacher will look back on what we learned the day before and look ahead at what students will work on. The teacher will revisit the compelling question of **What historical impact has seeking employment had on families throughout the years up to contemporary China?** The teacher will welcome comments or questions from students pertaining to the lesson from the day before.
2. Teacher will advise students that we will work on a letter that answers the compelling questions from the perspective of one of the Chinese workers. Students must include the impact of family separation but also the importance of finding work to support their families.
3. The teacher will give general information about a narrative and explain to students that the words I, me, my, myself, we, and us are words that are used when writing narratives. Also, that their letter must have a beginning, middle, and end.
4. Students must use evidence from the resources for their letters. Students will understand that these letters are historical artifacts for people to understand the past from a primary source and the importance of primary sources to document the past.
5. Students will write their letters in class which may carry over into the next class period. This may be necessary for students to revise and edit their papers.
6. Once completed, select students will present their papers in front of the class.

Assessment

Using the sources that the students have analyzed/engaged with and after classroom discussions, students will write a letter from the perspective of a Chinese worker who must leave family and country behind to work.

Resources: Exploring China Virtual Reality (VR) Field Trip

[Chinese Separated from Family in Kenya](#)

Land Without Ghosts: Chinese Impressions of America from the Mid-Nineteenth Century to the Present by R. David Arkush

Ghosts of Gold Mountain: The Epic Story of the Chinese Who Built the Transcontinental Railroad by Gordon H. Chang