**Immigration from Asia 3-Day Unit Plan**

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**Rationale:**

When studying the history of Immigration to the United States, a large emphasis is placed on immigration from parts of Europe through Ellis Island. A somewhat forgotten history is that of immigrants coming from Asia through San Francisco’s port and subsequently through Angel Island. The Chinese were instrumental in the advancement of our railroad construction and were encouraged to come to the United States as they proved to be efficient and cost-effective laborers. Once here, the Gold Rush boomed and they served as cheap agricultural laborers willing to perform jobs that native Californians refused or demanded higher wages to perform. Soon, a resentment towards the Chinese laborers that were “taking jobs and lowering wages” formed. This resentment pressured the United States to make one of its most racist laws, the Chinese Exclusion Act, as well as creating a base off the shore of San Francisco called Angel Island to detain them. As residents of California with a huge and booming Chinese population, it is imperative for students to know the history of resilience by the Chinese, and the actions taken by the United States. The events and themes of the 19th century have direct correlations to the current immigration debate regarding residents south of the border.

**Skill and Content Objectives:**

**1. Students will be able to explain Chinese immigrant history to California and the methods used to limit that immigration.**

**2. Students will be able to take a stand on the Chinese Exclusion Act and determine whether it was just treatment or not.**

**3. Students will be able to critically analyze the past action of the United States government and connect that to the actions the government is taking today regarding immigration.**

**Detailed Lesson Plan:**

**Day 1: Chinese Immigration History**

Introductory Activity: K-W-L Chart

*Students will be asked to complete a three-column chart in which they write what they KNOW about Chinese Immigration to the United States, what they WANT to know about Chinese Immigration to the United States and at the end of the unit, will complete the third column stating what they have LEARNED. Teachers should ask students to keep the unfinished chart in their binders until the end of the unit.*

Direct Instruction: Powerpoint

*Students will trace the history of Chinese Immigration through construction of the railroads, the Gold Rush, and their use as cheap labor.*

Group Activity: Brainstorm

*Students will be asked to brainstorm answers to the question, “Why circumstances can lead to someone wanting to leave their country permanently?” Students will share their responses with the class and the teacher will provide historical background to some of the responses.*

Assessment: Exit Ticket

*Students will be asked to write 2 things they learned and one thing they would like to know more about. They will turn it in on their way out of class.*

**Day 2: Chinese Exclusion Act and Angel Island**

Introductory Activity: Quote Reflection

*Students will be asked to reflect on the following quote and explain what implications this might have towards U.S. foreign policy towards other countries.*

"[We belong] to the excellent white race—whose power and privilege it is to Christianize and civilize, to command and to be obeyed, to conquer and to reign. I admit to an equality with me the white man - my blood and race, whether he be a Saxon of England or the Celtic of Ireland. But I do not admit as my equals either the red man of America, the yellow man of Asia or the black man of Africa.” -Caleb Cushing, a U.S. commissioner to China in the 1840s

Direct Instruction: Powerpoint

*Students will discuss the Chinese Exclusion Act and its implications for Chinese Immigrants. They will also be introduced to Angel Island and the various Immigrant experiences there.*

Group Activity: Poems

*Students will read the following poem:*

Poem #32

Imprisoned in the wooden building day after day,

My freedom withheld; how can I bear to talk about it?

I look to see who is happy but they only sit quietly.

I am anxious and depressed and cannot fall asleep.

The days are long and the bottle constantly empty;

my sad mood, even so, is not dispelled.

Nights are long and the pillow cold; who can pity my loneliness? After experiencing such loneliness and sorrow,

Why not just return home and learn to plow the fields?

*Students will be asked to circle the most important line and explain why to their group.*

Guided Reading Activity: Chinese Exclusion Act Text

*Students will be given the text of the Chinese Exclusion Act (*[*http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm*](http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm)*). They will be asked to annotate and define key words as the class reads the document together. Teacher will highlight key concepts and terms.*

Assessment: Reflection

*Was the Chinese Exclusion Act fair? Was the way Angel Island operated a just way to treat immigrants to the United States? Explain your answers.*

**Day 3: Research and Writing Assignment**

Introductory Activity: K-W-L Chart

*Students will be asked to complete the remaining column in their chart detailing what they have learned throughout the unit.*

Assignment: News Article

*Students will be assigned a research article project. Students are to research on the web various stories from Angel Island and the treatment of the Chinese Immigrants. They are to write a news article as if they were writing it in the late 19th century. They are to take a stand on the issue—celebrate the Exclusion Act and Angel Island or condemn its unfair treatment of the Chinese. They will include the 5 W’s giving context to their story and then provide their justification for their stance using research found on the web. The article should be one page in length-typed. The research will be done in class and students will complete a graphic organizer in which they layout the research they have found and identify how they will use it in their article, the article will be written at home.*

**Plan for assessing student achievement:**

Each day there is an assessment, both formal and informal. The major assessment is the article written.