

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 3 – Labor Recruitment and Asian Migrations  
*What causes conflict between peoples?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends.
  2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
  3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
  4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
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MATERIALS

Jeffrey Paul Chan, *The Big Aiiieeee!* excerpt – Reading  
*Major Themes and Influences of the Poems at Angel Island* By Karen L. Polster, University of California, Riverside which can be found at: [http://www.english.uiuc.edu/maps/poets/a\\_f/angel/polster.htm](http://www.english.uiuc.edu/maps/poets/a_f/angel/polster.htm) – Reading  
Overhead projector, overhead sheets (blank), overhead pens  
**East Meets West** – Student Page  
**Teacher Lecture Notes Lesson 3** – Teacher Page

Lecture notes prepared by you from readings, Ronald Takaki's *Strangers from a Different Shore*, chapters 1-3 and/or Sucheng Chan's *Asian America*, chapters 1 and 2. (See **Teacher Lecture Notes Lesson 3** in the *Teacher Pages*)

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LESSON OBJECTIVES FOR THE WEEK

- To teach students how to look at Asian America by centering Asian American experiences and voices

- To teach students to look at media more critically and to analyze the depth of their miseducation regarding Asians and Asian Americans
  - To start to make connections between Asian American, African American, and Latino/Latina histories; to also teach students to recognize important differences
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#### EXPLANATION OF LESSON

Today's lesson will be focused on the international forces behind migration to Hawaii and California, focusing in particular on Chinese immigration. You will be delivering a lecture on Asian Migration. Make sure you have prepared your lecture prior to class (see steps 5-7 in the *Activities* section below for details). Note that you will need to read Ronald Takaki's *Strangers from a Different Shore* (ch. 1-3) and Sucheng Chan's, *Asian America* (ch. 1) in order to prepare your lecture. These readings are not provided by ESubjects, but are crucial to understanding Asian American History and worth your purchase. Prepare all materials (see *Materials* section) prior to class.

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#### FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

##### Today's word: coolie labor

- 1) Homework Check – Collect the reading homework from last night. Collect any signed field trip permission forms. Remind students that tomorrow is the last day to turn in their field trip permission forms or they may not go to Angel Island.
  - 2) **Agenda** – Have students copy the agenda you posted.
  - 3) **Vocabulary** – Post today's word on the board. Ask students to add it to the list of vocabulary words they started yesterday. Have them look up the definition in the dictionary and write it next to the word. Then ask them to put the definition in their own words, that is the words of a teen. Give them no more than five minutes for this.
  - 4) At the end of five minutes, call time. Ask students to put everything on their desk away, but a pen or pencil.
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#### ACTIVITIES – INDIVIDUAL AND GROUP

1. **Quiz 2** – Hand out and administer the quiz you wrote for the second half of *Donald Duk* (or the alternative readings, if you chose to assign them instead). One of the questions should be: "What single historical event most obsesses Frank Chin, and why do you think he is so concerned about it?" (Answer: Promontory Point)
2. Quiz 2 Discussion – Collect and discuss answers.
3. Image – Put the image, **East Meets West** photo taken May 10, 1869 by Andrew J. Russell (NPS Photo), on the board either by an overhead projector or through a web projection. The image is available in the *Student Pages* portion of this section.
4. Today, they will be listening to the history that made this historical moment in 1869 possible.
5. Lecture – You should prepare this lecture using either Ronald Takaki's *Strangers from a Different Shore*, chapters 1-3 and/or Sucheng Chan's *Asian America*, chapters 1 and 2. We really prefer Chan's book, and highly recommend that you purchase this book for your own reading if you do not already own it. ([www.half.com](http://www.half.com) should have a number of cheap, used copies available.) Chan's book is considered a core text in Asian American history programs for most major universities. Takaki is easier to read, but much more intellectually flabby.

Your lecture should really be structured around the following questions:

- a. When did Asians first start coming to Hawaii and the United States?
- b. Why did they come?
- c. Where did they go?
- d. What impact did they have on local and national economies?

Please see **Teacher Lecture Notes Lesson 3** in the *Teacher Pages* for the full outline for your lecture.

6. Model **Notetaking** and Lecture – Teach students how to take notes during a lecture by placing the outline on an overhead projector, and then taking notes as you talk. For example, you might say: “Okay, today we are going to talk about the ways in which Chinese men first started coming to the United States. Who knows what we should write on our piece of paper when I say something like that? Good – *Ch. men* → *USA*. Now do you think we should underline this? Is this a heading for something I’m going to talk about, or a small fact/detail that does not need to be underlined? Yes, good. This should be underlined.” This lecture will have to go a bit slowly, but it is worth the time to really teach students how to take notes!
  7. Discussion – Ask students if they see any parallels between Asians, Africans, and Latinos/Latinas in terms of why they came, where they went, and what impact they had. Make a short list of these on the board, and have students copy them into the bottom of their lecture notes.
  8. Grading – At the end of class, collect notes. Look over them tonight and give a check plus, check, or check minus, putting only three key comments per paper. (For example, the three things you should pay attention to are: first, abbreviate more! Second, use bullets to organize and don’t use paragraphs. Third, underline big ideas.) Do not overwhelm students with too many comments.
  9. Homework Review – Hand out copies of Jeffrey Paul Chan’s *The Big Aiiiiiiii!* excerpt and *Major Themes and Influences of the Poems at Angel Island* By Karen L. Polster, University of California, Riverside which can also be found at [http://www.english.uiuc.edu/maps/poets/a\\_f/angel/polster.htm](http://www.english.uiuc.edu/maps/poets/a_f/angel/polster.htm). Review with students their homework.
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#### HOMEWORK

- 1) Read both articles and the poems.
  - 2) **Highlight and annotate** them.
  - 3) Choose one poem and be prepared to recite one by memory Friday.
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#### GROUP ROLES

None

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#### DOCUMENTATION FOR PORTFOLIO

##### Unit 1

Personal Coat of Arms Image  
Interpretation Essay #1  
Final Coat of Arms Image  
Interpretation Essay #2  
History 1 Unit 1 Final Exam

##### Unit 2

##### Unit 3

Map