

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 4 – Immigration Laws and Anti-Chinese Movements
What causes conflict between peoples?

TIME ESTIMATE FOR THIS LESSON

One class period

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.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

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

Prepare station readings:

STATION 1: Philip Foner, *A History of the Labor Movement* excerpt

STATION 2: Immigration Laws

STATION 3: Alexander Saxton, *Indispensable Enemy* excerpt

STATION 4: Sucheng Chan, *Bittersweet Soil* excerpt

STATION 5: Images of the anti-Chinese movement in California

Copies of **Anti-Immigrant Laws and the Anti-Chinese Movement in CA** worksheet – Student Page
Immigration Laws Supplement – Teacher Page

The Power of Culture, Lisa Lowe – Teacher Reading from:

http://www.press.jhu.edu/demo/journal_of_asian_american_studies/1.1lowe.html.

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 development of anti-immigrant legislation in response to the growing white labor movement in California. It is impossible to study immigration laws without looking at what Chinese workers in particular were doing from the 1840s through the 1880s, and how Japanese, Korean, Indian, and Filipino workers came to replace them as a result of white "native" and white immigrant (mostly Irish) labor agitations. (You should have read Lisa Lowe's groundbreaking article on transnationalism, *The Power of Culture*. You can find a modified version of this article at: http://www.press.jhu.edu/demo/journal_of_asian_american_studies/1.1lowe.html. This reading is important for you, since it will help you know more about the transnational movement in Asian American history that is currently occurring.) Please be sure that you have also read the **Immigration Laws Supplement** found in the *Teacher Pages* of this unit. You will need to photocopy the station readings (see Materials section) and set up the station work. Also, please photocopy the **Anti Immigrant Laws and the Anti Chinese Movement in CA** worksheet (Student Page).

Also, do not forget that tomorrow is the field trip to Angel Island. Make sure you have collected all of the field trip permission forms today and that you have given directions to students who will not be attending. You should have prepared for them an alternative assignment for tomorrow and given them instructions on where to go for the class period. Check in with your principal or assistant principal for the school policy on what to do with students who do not attend field trips. If there is no policy, you may want to ask another teacher if your students can attend their class with an assignment they must complete for you. Make sure you leave the teacher with a copy of the assignment and the names of the students who should be attending their class. In order to cut down on her time spent on your students, leave her with a sign in sheet so that she does not have to take attendance for you.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: nativism

- 1) Homework Check – Collect any signed field trip permission forms. Remind students that today is the last day to turn in their field trip permission forms or they may not go tomorrow. Also, remind them that they must memorize one of the poems they read for homework by tomorrow. Tell them they will be reciting it on the field trip. So they should come prepared.
 - 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.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Directions – Explain to students that they will be working in stations today in preparation for their trip to Angel Island. Prior to working in their stations, they will be writing a **journal**. Ask them to take out a sheet of paper and prepare to write.
2. **Journal 2** – Ask students to write a one-page journal on the following question: "What creates nationalism?" Before they start writing, ask them the following questions and post them underneath their journal question:

- a) Why do you think Chinese workers were excluded from the idea of the American nation?
- b) Think about how ‘true Americans’ rejected Irish people when they first immigrated; how did these same Irish people come to be identified as Americans?
- c) Think about the ways in which immigrants have been used or abused to create a sense of nationalism. Who benefits when working-class people identify with the nation and reject immigrants?

Tell students they will have ten minutes to write, including answers to the questions listed above in their journal response. At the end of ten minutes, collect their journals. You will use them next week.

3. **Station Set Up** – Put students into groups of three or four (preferably three.) Prepare the stations ahead of time. You may need to have two or three sets of these five stations, depending on your class size.
STATION 1: Philip Foner, *A History of the Labor Movement* excerpt
STATION 2: Immigration Laws
STATION 3: Alexander Saxton, *Indispensable Enemy* excerpt
STATION 4: Sucheng Chan, *Bittersweet Soil* excerpt
STATION 5: Images of the anti-Chinese movement in California
 4. **Group Roles** – Have group roles written on the chalkboard (see *Group Roles* below). Tell students they are to choose their roles now.
 5. **Station Directions** – Pass out **Anti-Immigrant Laws and the Anti-Chinese Movement in CA** worksheet. Tell students they must finish the worksheet before leaving class today. Tell them they will move from station to station and fill in the corresponding task on the worksheet they have been given at each station. Remind them that almost all of the stations have reading materials. So they should move quickly and get right to work. They should spend 10 minutes at each station. You be the timekeeper. Have them go to their first station. Tell them they will move clockwise around the room or instruct students how you would like them to move as a group. Tell them you will call time at the end of ten minutes and they must move on to the next station whether they are finished or not. So it is important for them to work as quickly as possible to complete the assignment in the time they are allotted. Before they start, have them assign group roles (see *Group Roles* below) and write them on their worksheet.
 6. **Wrap Up** – It is very important that you wrap up this group work today; so make sure to save time. In the last five minutes of class, ask students to come up with a simple ___- versus _____ phrase to explain the conflicts they read about. Most likely they will come up with “labor vs. Asian immigrants” or “whites vs. Asians” or something along those lines. Explain to them that sometimes it may appear as though the lower orders/poorer people are fighting each other for scraps, but really the real conflict may be something larger or more systemic than that. Ask students to think about Big Picture explanations for why poor laborers are fighting poor Chinese immigrants. Take as many answers as you can from volunteers in time remaining.
 7. **Homework Review** – Collect worksheets and grade. Remind students to dress warmly for the field trip tomorrow, wrap up any administrative details regarding the field trip. Remind students who will not be going on the trip where they should attend class and what is expected of them.
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HOMEWORK

- 1) Memorize your poem.
 - 2) Practice reciting it for the Angel Island trip tomorrow.
 - 3) Study your vocabulary words.
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GROUP ROLES

Director – Keeps time and makes sure everyone has the same thing written on all their papers. (Each person needs to complete a worksheet, but all info should be exactly the same for each group member.)

Materials Manager – Collects and distributes materials from the packets; makes sure all pieces of the station are neatly organized after using them.

Scribe – Writes the group’s answers first while they’re brainstorming; group mates then copy from the scribe’s page before leaving the station.

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