

Teaching American History Grant: Learning Experience 2008-2009
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Topic Title: 19th Century Chinese Immigration

Grade Level: US H & G 11th and PIG 12th

Overview of the Learning Experience:

1. Students will be able to identify the push and pull factors that led to Chinese emigration to the US.
2. Students will be able to identify the myth verse the reality of life in the US as a Chinese immigrant and compare it to consumer advertising principles.

NY State Social Studies Learning Standards:

III. ADJUSTING SOCIETY TO INDUSTRIALISM: AMERICAN PEOPLE AND PLACES

B. Immigration, 1850-1924

1. New sources: Asia—the “new ethnicity”
2. Impulses abroad
 - a. Case studies: Chinese immigration (1850-1924, West to East migration)
3. Attractions here

C. Reactions to the “new” immigration

2. Nativist reactions: stereotyping and prejudice
4. “Yellow Peril,” West Coast restrictions

Essential Question(s):

What is a myth versus a reality?

What is the myth versus the reality of an immigrant’s experience?

What do immigrants have a right to expect when emigrating?

What conflicts between American ideals and reality are illustrated in a study of immigration laws such as the Chinese Exclusion Act of 1882, 1892?

Time Allotment (classroom time): 2 full class periods of 48 minutes (subject to teacher discretion)

Vocabulary (key terms): push and pull factors, legislation, coolie, nativist, consumer, buying power, marketing, competition, myth, reality, emigrant (to be covered in both class notes, discussion and power point)

Materials/Resources:

Materials/resources needed by students

1. immigrant poll
2. notebook

3. immigrant stories
4. newspapers and magazines

Materials/resources needed by teachers

1. Computer with PowerPoint capabilities
2. Television/Screen Projection for PowerPoint

Sources Used-Websites:

1. PBS Immigration Myths & Reality Poll

<http://www.pbs.org/independentlens/newamericans/quiz.html>

2. Dr. Seuss Cartoons

<http://www.pbs.org/independentlens/politicaldrseuss/seuss fla.html>

3. Chin Lin Sou Reading

<http://www.coloradohistory.org/kids/Chin%20Lin%20Sou.pdf>

4. Upfront Article: Smuggled to America-Deng's Story

http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f041607_China_Kid

5. PBS Teen Immigrant Stories

http://www.pbs.org/inthemix/shows/transcript_teen_immigrants.html

Procedure:

Homework Prior to Day One: Written Assignment: Who is an immigrant in your mind? Why do immigrants come to the US? What impact have immigrants had on our nation and history?

Day One

Essential Question: What motivates an immigrant to leave their country? *identify push and pull factors

1. Review homework and discuss student answers to the homework questions.
2. Distribute a copy of the PBS Immigration Quiz and allow students to answer the questions. Review answers.

<http://www.pbs.org/independentlens/newamericans/quiz.html>

3. Discussion questions:

- If less than 2% of the world's immigrants emigrate to the US, what does that tell us about immigration in the US?
- Why do so few choose to come to the US?
- What are the push and pull factors affecting immigrants to leave their native country and emigrate to the US?

4. Teacher will provide background notes (power point or lecture) on **push and pull factors affecting the decision of Chinese to leave China in the 19th Century**. (Definitions will be provided for immigrant, emigrate, push and pull factors)

Homework: Primary Source Reading and Questions: each student will read Chin Lin Sou's immigrant experience.

Day Two

Essential Question: What do immigrants expect when emigrating to the US?
What is the myth vs. reality of immigration to the US?

1. Review homework with focus on expectations and experience of the immigrant in the homework stories.
2. Class reading of Deng Cheng's immigrant experience.
3. Post reading class discussion. Questions:
 - a. How is Deng Cheng's story similar or different to Chin Lin Sou's story?
 - b. What should an immigrant like Deng Cheng expect when immigrating to the US?
4. Application and assessment: in what ways do we as consumers today experience similar choices when faced with buying consumer goods? What is the myth about the product verses the reality? How does marketing affect our buying habits? (Teacher will identify advertisement by example taken from magazine. *Used was a miracle whip advertisement quoting, "a sandwich isn't a sandwich without miracle whip")

Homework: Location of an advertisement and question sheet

Assessment:

- Students will locate an advertisement in a newspaper or magazine for a product/service and answer the questions on the worksheet.

Consumer Advertisement Assignment

Name:

Directions: locate a current advertisement in either a newspaper or magazine. Based on the advertisement that you find answer the following questions. *Be sure to attach the advertisement to this worksheet!

1. What source did you use to find this advertisement?
2. Is this advertisement for a product or service and identify what type.
3. Is this advertisement something you would need? Or want? Explain why or why not.
4. What would interest a consumer to pay attention to this advertisement?
5. Explain how the advertisers are trying to convince the consumer that possessing this particular item or service would be beneficial. Explain whether or not you agree with the advertisers and why.

Immigrant Experience: Primary Source Reading

Name:

Directions: read the story you were assigned and answer the following questions.

1. Identify the immigrant in the story:
2. Explain why the immigrant came to the US.
3. Explain how the immigrant adjusted to living in the US.
4. Explain whether or not you think the immigrant was successful in adjusting to life in the US.
5. Explain in your opinion if you think the immigrant's expectations of life in the US were fair or unfair and WHY.