

Teaching American History Grant: Learning Experience 2008-2009
Linda Burke – Wappingers Central School District

Topic Title: Anti-Chinese Movement and the Chinese Exclusion Act

Grade Level: 8th Grade

New York State Learning Standards:

Standard #1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United State and New York.

Standard #5: Civics, Citizenship and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civil values of American constitutional democracy; and the role, rights and responsibilities of citizenship, including avenues of participation.

Essential Questions:

1. Why do immigrants experience racism and discrimination?
2. How can government policy encourage racism and discrimination?

Learning Objectives:

1. Students will gain a further understanding of the Chinese immigration experience.
2. Students will analyze United States government policy toward the Chinese.
3. Students will compose a letter to the President expressing their views on the treatment of Chinese immigrants.

Time Allotment: 2 class periods (40 minutes each)

Vocabulary (key terms):

1. Discrimination
2. Racism
3. Prejudice
4. Stereotype
5. Controversy
6. Exclusion
7. Nationality
8. Scapegoat
9. Overt
10. Ire
11. Chinese Exclusion Act

Materials for Students:

- Article: “Anti-Chinese Movement and Chinese Exclusion”
- Worksheet with questions relating to the article
- Copies of political cartoons
- Pen, pencil, lined paper

Materials for Teacher:

- Smartboard or projector to show political cartoons
- Article: “Anti-Chinese Movement and Chinese Exclusion” from <http://memory.loc.gov/ammem/award99/cubhtml/theme9.html>
- Political cartoons from www.csub.edu/~gsantos/cat15.html
- Rubric for grading letters to the president

Procedure:*Teacher will:*

- Introduce topic
- Explain the vocabulary terms
- Distribute article and read aloud with class
- Break students into groups to analyze the political cartoons and discuss the treatment of Chinese immigrants

Students will:

- Read the article and participate in class discussion
- Answer questions based on the article
- Work in groups to discuss the documents and their views on how the Chinese were treated
- Compose a letter to the president expressing their views on the Chinese Exclusion Act and the treatment of Chinese immigrants.

Assessment:

- Observing and interacting with students during activities.
- Students’ worksheets will be collected and graded.
- Students’ letters to the president will be collected and graded.

Name _____

Date _____

Article: Anti-Chinese Movement and Chinese Exclusion

Answer the following questions in complete sentences based on the article:

1. What problems did the Chinese experience when they arrived in the United States?

2. What early laws were passed against Chinese immigrants in California?

3. How did the economic downturn in the 1870s affect Chinese workers?

4. What law was passed by the United States government in 1882?

5. How did the Chinese Exclusion Act affect Chinese immigration to the United States?

6. How did the Chinese Exclusion Act affect Chinese immigrants who were already in the United States?

7. When was the Chinese Exclusion Act repealed?

8. Do you think that United States policy toward the Chinese immigrants was fair?

9. Do you think that one race or group of immigrants should be treated differently than another?

Rubric for Letters

Score of 4:

- Topic sentence is clearly stated
- Four or more supporting statements are included
- All ideas are logically connected
- No errors in spelling, punctuation, or grammar
- Letter writing specifications are complete

Score of 3:

- Topic sentence is included
- At least three supporting statements are included
- Many ideas are logically connected
- A few errors in spelling, punctuation, or grammar
- Most letter writing specifications are met

Score of 2:

- Topic sentence is unclear
- Few supporting statements are included
- Few ideas are logically connected
- 4-6 errors in spelling, punctuation, or grammar
- Some letter writing specifications are met

Score of 1:

- No topic sentence
- Few or no supporting statements are included
- No ideas are logically connected
- More than 6 errors in spelling, punctuation, and grammar
- Letter writing specifications are not met