

Teaching American History Grant: Learning Experience 2008-2009
Elaine Arvidson Kingston City Schools

Topic Title: The Chinese Experience in America

DATE: 7/14/08

Grade Level: 8th

Overview of the Learning Experience:

- This lesson will take place while studying the unit on Westward Expansion and the Chinese involvement in the construction of the Rail Road.

Learning Objectives:

- Students will identify why Chinese laborers immigrated to America during this time period.
- Students will identify reasons that Chinese experienced discriminated.
- 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 States and New York.

Essential Question:

- What Creates Suspicion of Immigrants?
- Why is there discrimination against immigrants?

Time Allotment (classroom time): Two 40 minute periods.

Vocabulary: Immigrant, Emigrant, Discrimination, Homestead Act, Pacific Railroad Act, Opium, Coolie, Chinese Exclusion Act

Materials/Resources:

What materials/resources are needed by students?

- Photo analysis worksheet.
- Document analysis worksheet.
- Rubric for the final essay.
- What materials/resources are needed by teachers?
 - Excellent resource for political cartoons; *Coming Man, 19th Century American Perceptions of the Chinese*, written by Philip P. Choy, Lorraine Dong, & Marlon K. Hom.
 - Projector to be able to project images.
 - Suggested sites: Americanheritage.com, Authentichistory.com, Chineseimmigration.weebly.com, www.pbs.org and Cartoonstock.com

Procedure:

Day one; split students into groups, Group I Types of jobs, Group II Labor issues, Group III Political issues, Group IV Natives attitudes, Group V Treatment of the Chinese. Hand out photos and documents along with analysis worksheets. Have students work together to analyze photos and documents.

Day two; project images and have students explain their analysis; discuss the connection to the essential question.

Assessment:

Students will write an essay referencing at least one document from each group answering the question: Why did the Chinese laborers come to America and why did they eventually face severe discrimination.