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
- 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.
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