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Title: China, the Gold Rush, and Life Afterwards
Grade 8 – Westward Expansion

Purpose: To help students discover reasons for Chinese immigration to the U.S., contributions made by the Chinese, and resulting discrimination.

Essential Questions: Why do people move from one place to another?
How does this migration impact both the mover and the people in the new place?
Why do people treat others differently?

State Standards/Benchmarks:

Benchmark:

History: Interpret relationships between events shown on multiple-tier time lines

Benchmark:

People in Societies: Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

Indicators:

Interaction #2 Describe and explain the social, economic and political effects of:
Stereotyping and prejudice
Racism and discrimination

Benchmark:

Social Studies Skills - & Methods Analyze different perspectives on a topic obtained from a variety of resources

Indicators:

Thinking and Organizing #1 Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values
Comparing information #2 Compare multiple viewpoints and frames of reference related to important events in world history
Obtaining information #1 Compare accuracy and point of view of fiction and nonfiction resources about a particular era or event

Learning Goals/Objectives:

- Students will be able to identify reasons for Chinese immigration to the United States in the 1800's
- Students will be able to describe several effects of Chinese immigration to the United States including The Chinese Exclusionary Act and discriminatory practices against the immigrants
- Students will be able to compare/contrast the treatment of the Chinese immigrants to that of other minority groups in the United States, including Native Americans, women, African Americans, Latinos

Materials: **Timeline of American History in 1800's**
Map of China about 1840
"Ng Poon Chew and Lee Chew: Gold Mountain Boys"
<http://cpr.org/Museum/Chinese.html>
7 Readings from "The Learning Page" & the Sfmuseum page
<http://lweb2.loc.gov/learn/features/timeline/riseind/chinimms/chinimms.html>
(probably would not use the Holton reading)
<http://www.sfmuseum.org/hist6/chinhate.html>
Web site about Angel Island – immigration point for Asians
<http://www.angelisland.org/immigr02.html>

Pictures/cartoons from

<http://www.druglibrary.org/schaffer/History/1870/chincradle.htm>
<http://academic.brooklyn.cuny.edu/core9/phalsall/images/sf-race.gif>
<http://www.militaryphotos.net/forums/archive/index.php/t-13716.html>
<http://www.authentichistory.com/postcivilwar/cartoons/anti-chinese.html>

Resources: Hoose, Phillip M. We Were There Too! "Ng Poon Chew and Lee Chew: Gold Mountain Boys" New York: Melanie Kroupa Books, 2001.
<http://cpr.org/Museum/Chinese.html>
<http://bancroft.berkeley.edu/collections/chineseinca/industry.html>
http://sun.menloschool.org/~mbrody/ushistory/angel/exclusion_act/
<http://www.asianamericanmedia.org/separatelivesbrokendreams/exclusion.html>
http://www.cetel.org/viewer_guide2.html
<http://memory.loc.gov/ammem/award99/cubhtml/cichome.html>
<http://lweb2.loc.gov/learn/features/timeline/riseind/chinimms/chinimms.html>
Columbus Dispatch article on Angel Island – Travel Section April 5, 2009

Activities:

Day 1: Informal Assessment: What do you remember from 7th grade about China?

Notes: Brief history of China 1830-1850 A.D./refer to map
Relate to timeline of U.S. history during westward expansion (1800's)
Discussion of European contact with Chinese in China -
mindset of Europeans (colonization)

Review push/pull factors

What would a trip be like for these Chinese?

Where might it start? end? Why?

Connect to construction of Transcontinental Railroad

Homework: Read "Ng Poon Chew and Lee Chow. . ."

Day 2: Discussion/Notes

Arrival in California - Who's already there? Why?

Treatment of immigrants

"Chinatowns" set up

Discussion of reading selection

Skills/knowledge brought – if don't remember from last year,
do lesson on Chinese inventions/science/etc.

How used in California, etc.? Adaptations

Informal Assessment – exit slip Ask students to respond to following:

What was the most interesting piece of information that you learned? What one question do you have or one item about which you are confused?

Homework: Read assigned primary source (one of 7 readings from “The Learning Page” or the reading from San Francisco museum page (<http://www.sfmuseum.org/hist6/chinhate.html>))

Day 3: Group activity on Discrimination -

Students divided into groups of 3 based on reading given for homework

Students will discuss their reading and prepare to present to class

After students present their information, discussion about treatment of Chinese and how it relates to treatment of other minority groups throughout American history

Day 4: Finish discussion from day before

Show some of the political cartoons and discuss them

Chinese Exclusionary Act - Ramifications of this act today?

Angel Island – location? Purpose? Today?

Contributions of Chinese to American Society?

Extension: One result of The Chinese Exclusionary Act was that more Japanese immigrated to the United States. When Pearl Harbor was bombed and America entered World War II, there was a large population of Japanese Americans who were victims of Roosevelt’s Executive Order placing them in internment camps. Continues conversation about immigration and discrimination.

Assessment:

Informal See above

Formal Write an essay that compares the Chinese experience of discrimination to that of any group prior to 1850. Some suggestions would be Native Americans, African Americans, Latinos, women, etc.