

**TEACHING ABOUT EAST ASIA**

**Submitted by Judy Szewczak**

**6/27/05**

### **School Profile**

Bowsher High School is a part of the Toledo Public School district. It encompasses grades 9-12 and hosts about 1200 students. It has an ethnically diverse population but the majority of the students are white. The school is racially and culturally sensitive to all student groups. The students perform well on standardized tests, with scores equivalent to the surrounding suburban schools. It offers the greatest amount of A.P. and post-secondary option courses of any of the Toledo public schools. There is a great variety of languages offered at Bowsher including Japanese and Latin. We host many foreign exchange students including those from our sister city, Toyohashi in Japan. Bowsher is the strongest performer of the Toledo public high schools.

### **Personal Profile**

I have been teaching for TPS for 23 years. I teach social studies including A.P. and average history courses. Even though I received a master's degree in history in 1987 from UT, I continue my education on a regular basis. I have been Department Chair for five years. We host many activities throughout the school year including Polish Culture Day, Quiz Bowl Exhibition Match and Social Studies Activity Day, both of which raise money donated to charity. Students visit the Toledo Art Museum and Fort Meigs along with other field trips each year. I am certified to teach any social studies class with a permanent certificate and for the past few years I have taught American and European history.

**CHINESE, JAPANESE, & KOREAN IMMIGRATION TO  
THE U.S.**

**SUGGESTED LESSON PLANS**

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## **Rationale/Overview**

These lesson plans are designed to accompany and enhance the portion of the curriculum that deals with Asian immigration to the U.S. Many textbooks put a major emphasis on immigration from Europe but there is less about Asian immigration. These lesson plans could be utilized as a supplement to the text when teachers would like to expand the student's knowledge of the Asians who immigrated to the west coast. It can fill in some of the learning gaps that may exist.

## **Ohio State Standards**

### **People in Societies**

Benchmark B: Analyze the consequences of oppression, discrimination and conflict between cultures.

Indicator: Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19<sup>th</sup> century.

Benchmark C: Analyze the ways that contacts between people of different cultures result in the exchanges of cultural practices.

Indicator: Explain the effects of immigration on society in the U.S:

- a. housing patterns
- b. political affiliation
- c. educational system
- d. language
- e. labor practices
- f. religion

### **Social Studies Skills and Methods**

Benchmark B: Use data and evidence to support or refute a thesis.

Indicator: Analyze one or more issues and present a persuasive argument to defend a position.

## Activities

### Activity One-Map Work

**Students need to visualize Asian immigration from a global perspective. Students, many who are geographically illiterate, need to become familiar with the geography of E. Asia.**

**Materials Needed: Atlas, outline maps 1) world 2) E. Asia**

World Map-find the following places and label them on the map.

1. All continents
2. All oceans
3. China
4. Japan
5. Korea
6. U.S.
7. California

E.Asia Map-find the following places and label them on the map.

1. China
2. N. Korea
3. S. Korea
4. Japan—Kyushu, Honshu, Hokkaido, Shikoku,
5. Yellow Sea
6. E. China Sea
7. Sea of Japan
8. Seoul
9. Pyongyang
10. Beijing
11. Tokyo
12. Shanghai
13. Guangdong
14. Taiwan
15. Mongolia

## **Activity Two-Events and Issues**

### **Part A-Organizing Information**

During the period of immigration, there were a number of laws, resolutions, and incidents that decided the course of history. Using the organizational chart, write when the following occurred, what happened, and how it influenced the course of Asian immigration in the U.S.

**Materials Needed: Organizational Chart**

### **Part B-Research Topics**

A number of movements, revelations, and organizations changed the course of Asian immigration to the U.S. In this activity, research one of the following topics. Then write an essay or letter to the editor of a newspaper of that period, describing your opinion of the topic assigned.

Angel Island

National Origins Act 1924

Literacy test 1897

Emergency Quota Act/Quota system

Dennis Kearney

Immigration Restriction League

“not a Chinaman’s chance”

“coolies”

Chinatowns

“golden mountain” “Gam Saan”

Tong

“yellow peril”

Root-Takahira agreement

“picture brides”

“Issei”

“Nissei”

### **Activity 3-Primary Sources**

**Students can establish their own interpretation of history by readings and analyzing primary sources dealing with E. Asian immigration.**

**Materials: Primary Sources (listed below)  
Document or Photo Analysis Worksheets**

- 1. Divide the class into groups. Give each group one or two primary sources and give each student document and photo analysis worksheets. Have them evaluate their handouts.**
- 2. Each group then presents their findings to the class. They will do this by writing a short textbook account of what really happened in the immigration process by incorporating their document.**

**OR**

**The group may create a news bulletin like the ones seen on T.V. during the news describing Asian immigration. Each bulletin must include: who, what, where, why, and how.**

### **Suggested Primary Sources**

**Chinese Exclusion Act**

**Island: Poetry and History of Chinese Immigrants on Angel Island, 1910-1940 . Him Mark Lai, Genny Lim, Judy Yung. 1980**

**Poetry**

**Photos**

**Oral Histories**

**[www.washington.edu/uwired/outreach/cspn/curaaw/main.html](http://www.washington.edu/uwired/outreach/cspn/curaaw/main.html)**

**Personal Histories**

**Instructions for Immigration Officials**

**Application for returning to the U.S.**

**Special Report Relating to the Employment of White Labor**

**Advertisement for the “Iron Chink”**

### **Activity 4-Video “Picture Bride”**

**Between 1907 and 1921, more than 20,000 Japanese, Okinawan, and Korean women came to Hawaii to become the wives of men they knew only through photos and letters. They were called picture brides. This film is based on their stories.**

### **Materials: Video “Picture Bride”**

**Ohio Graduation Test (OGT) style questions that follow are to be answered by the students after viewing the movie.**

1. Describe Riyo’s and Matsugi’s domestic routine after they got off work. Give two specific examples of their tasks.
2. What were the most common occupations for Japanese immigrants? Discuss the types of labor required in the fields. Give four specific examples.
3. Was there racial tension among the different ethnic groups? Name at least two of those groups and describe two examples of prejudice.
4. Compare and contrast the way the Japanese immigrants lived to the way the white people lived. Give four specific examples.
5. What did the Japanese immigrants do for entertainment? Describe at least two activities.
6. Did you think religion was an important element of Japanese culture. Give at least two examples of religion that played a part in their lives.
7. The movie led the viewer to believe a labor strike would be dangerous and costly. Give at least two reasons why you think that would be true.
8. The Japanese immigrants seemed to miss their homeland very much. Why do you think that very few of them actually returned? Give at least two reasons.

### **Enrichment Activities**

1. Complete a book review of “1000 Pieces of Gold”, a biographical novel of a Chinese immigrant at the turn of the 19<sup>th</sup> century by Ruthanne Lum McCunn.
2. Create and compile a timeline of events, laws, incidents, etc. from activity 2.