

PROJECT TITLE: The Chinese Exclusion Act: Closing the West to the World	
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CLASSROOM PRACTICE

1. The passage of the Chinese Exclusion Act is important because it was the first time that the United States restricted immigration from a particular nation. Students, through an in-depth analysis of primary sources including treaties, political cartoons and speeches, will gain an understanding of how economic and social factors led the US government to pass the Chinese Exclusion Act of 1882. Perhaps even more importantly, students will gain an understanding of how the Chinese Exclusion Act connects to other pivotal events in US history and to present-day immigration debate. Spending extra time analyzing the passage and the impact of the act will build a knowledge base for students so that they can better understand the Immigrant Exclusion Act, the role of labor unions, the discrimination of the Jim Crow Era and the prejudice that led to the internment of Japanese-Americans during World War II.
2. The Lessons are designed for 11th grade students in a sheltered ESOL US history class; however, the lessons are easily adapted to any high school US history class. The lessons provide 180 minutes of instruction and can be broken down into smaller units.
3. This lesson will challenge students to engage in higher-level thinking and to analyze the events surrounding one single piece of legislation. With the pressure of high-stakes testing, it is tempting to rush through events like the Chinese Exclusion Act that, at most, may show up on a standardized test once. Dedicating time to deep examination of this one event, however, will provide students with tools to understand other events in American history more fully and to engage in their own analysis. For English language learners (ELLs), this lesson also provides literacy skill building. Fact-base lectures do not engage ELLs in a way that allows them to build literacy skills that transfer to other lessons.

Virginia Standard of Learning 8a

- Mounting resentment led Congress to limit immigration through the Chinese Exclusion Act of 1882 and the Immigration Restriction Act of 1921. These laws effectively cut off most immigration to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to American society.

OAH National History Standards

Era 6, Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

OAH Historical Inquiry Skills

Historical Analysis and Interpretation

- Students will read and interpret primary source documents related to the immigration of Chinese nationals to the United States and the political climate that lead to the restriction of Chinese

immigration. They will analyze the sources to analyze the level of discrimination demonstrated. They will analyze other primary document sources to determine whether international factors pushed or pulled Chinese to immigrate to the American West.

Historical Comprehension

- Students will analyze political cartoons from the era of the Chinese Exclusion Act and determine how different constituents would have perceived the cartoon.

4. Technology

- Lesson 1 *Discrimination Rating* is presented through PowerPoint

5. Modifications, Differentiation, and Extensions

Lesson 1

- An optional organizer, *Immigrant Groups to the US*, is included to help review and to activate prior knowledge for English language learners and other students who may need additional support.
- Two versions of the *Discrimination Rating* handout are available. One version provides an explanation of the text presented in the primary sources to scaffold instruction for English language learners and others that need additional support.

Lesson 2

- Students with great literacy skills could select one cartoon and write letters to the editor from the four different perspectives.

6. Lesson Overview

Immigration and Its Aftermath	
Guiding Questions	1. Why did the Chinese immigrate to the Western US? 2. How much discrimination did the Chinese immigrants face? 3. In what ways were the Chinese discriminated against? 4. What factors led to the passage of the Chinese Exclusion Act?
Objectives	• Students will activate prior knowledge about immigration so that they will be able to connect the Chinese Exclusion Act to immigration history of the US. • Students will be able to identify how world events encouraged Chinese immigration. • Through an analysis of primary documents, students will be able to discuss how and why discrimination against Chinese immigrants changed over time. • Students will be able to describe the events that led to the Chinese Exclusion Act.
Assessment	• Pre-assessment—Anticipation Guide • Assessment—Student packet with “Push or Pull?” organizer and “Discrimination Rating” organizer
Activities to support objectives and assessment	• Prior knowledge building activities include the optional organizer on immigrant groups, the Anticipation Guide and the free-write on immigration. • The “Push or Pull?” activity asks students to analyze primary documents to determine what events pushed the Chinese to leave China and what events pulled the Chinese to migrate to the Pacific Coast of the US. • In the “Documents of Chinese Exclusion”, students will analyze primary documents that chronicle the events leading up to the passage of the Chinese Exclusion Act. These events are presented chronologically allowing students to assess the change over time. Students will make ratings based on how much discrimination each contains. The events are presented through powerpoint; students will rate the level of discrimination and explain their ratings in a student handout.

The Chinese Exclusion Act through Political Cartoons	
Guiding Questions	1. Was the restriction on Chinese immigration universally supported in the US? 2. What were the multiple perspectives on this piece of legislation?
Objectives	• Through political cartoon analysis, students will be able to identify the various opinions about the Chinese Exclusion Act and to determine how universal the support for the legislation truly was. • Students will be able to determine which groups favored legislation to restrict immigration and which groups did not favor this legislation. • Students will be able to identify elements in a political cartoon that provide clues to the author's opinion.
Assessment	1. Political Cartoon Analysis: Students will independently analyze a political cartoon using their resource packet. 2. Anticipation Guide Corrections: Students will complete the Anticipation Guide. Using their resource packet, students will explain why the false statements are untrue.
Activities to support objectives and assessment	• Group Jigsaw Activity: Students will analyze political cartoons. Each jigsaw group member will analyze the cartoons from a different perspective: ○ Chinese immigrant, ○ Californian labor union member, ○ East Coast labor union member, and ○ Political candidate. • Political Cartoon Analysis: Students will then independently analyze a political cartoon, using their Student Handout packet as reference material. • Anticipation Guide: Students will complete the same Anticipation Guide, this time with the background information to answer rather than predict answers. They will explain why false statements are incorrect.

7. Related Materials and Resources:

Supplemental Documents

- *Immigrant Groups to the US*, optional handout
- Student Handout Packet, which contains:
 - *Anticipation Guide: Immigration*, handout
 - *Immigration Free-Write*, handout
 - *Push or Pull?*, handout
 - *Amount of Discrimination against the Chinese*, handout to be used during power-point
 - *Amount of Discrimination against the Chinese*, handout with explanations designed for English Language learners
- Jigsaw Cartoon Packet, which contains:
 - Three political cartoons
 - *Political Cartoon Analysis Worksheet*, handout prepared by the National Archives, http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf
 - *Jigsaw Group*, handout

- Assessment Packet, which contains
 - One political cartoon
 - *Political Cartoon Analysis Worksheet*, handout prepared by the National Archives,
http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf
 - *Anticipation Guide: Assessment*, handout