

Title: Immigration and Its Aftermath

Key Words: push factors, pull factors, immigration

Grade Level: 11th Grade, English Language Learners

Time Allotted: 90 minutes; with optional activities, this lesson will take longer

Lesson Overview	Students will build prior knowledge about immigration by participating in a Think-Pair-Share about a current day political cartoon and by completing a free-write exercise and an Anticipation Guide. Students will analyze primary source documents to evaluate the events that brought an increase in Chinese immigration to the US and will determine if each event was a “push” factor or a “pull” factor. Students will then analyze a series of primary documents that chronicle the lead-up to the Chinese Exclusion Act. Students will evaluate the level of discrimination contained in each event.
Guiding Question(s)	Why did the Chinese immigrate to the Western US? How much discrimination did the Chinese face? In what ways were the Chinese discriminated against? What factors led to the passage of the Chinese Exclusion Act of 1882?

Learning Objectives (SWBAT – Students Will Be Able to)

- Students will be able to differentiate between “push” and “pull” factors in the Chinese immigration to the United States.
- Students will be able to assess the level of discrimination contained in the various events that led to the Chinese Exclusion Act.

Standards of Learning

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 Skills Taught:

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.

Assessment Tool(s) – See Independent Practice Below

Materials/Resources

- Student handout packet
- Chinese discrimination Powerpoint

Modifications (to meet needs of diverse learners)

- 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.

Instructional Procedures/Process (How will you guide your students through this activity)

1. Hook Activity: Students complete a Think-Pair-Share using the *Immigration Debate: Think, Pair and Share* handout. For the class sharing:
 1. Where does this scene take place? *The US-Mexican border*
 2. Why is the wall being built? *To stop the flow of undocumented immigrants from Mexico and Central America.*
 3. Who does the labor boss want to hire to build the wall? *Immigrants (possibly undocumented from Mexico and Central America.*
 4. Why is Uncle Sam present in this cartoon? *The US government sets immigration policy.*
 5. What is Uncle Sam's opinion about the wall? *Uncle Sam appears perplexed. The nation needs workers to fill many difficult, low-salaried jobs; yet, constituents clamor for restrictions on the immigrants that fill these jobs.*
 6. What is the labor boss's opinion about the wall? *He is most concerned about getting the wall built for the least amount of money. He hopes to hire immigrants who are willing to work for low wages.*
 7. What is your own opinion? *Answers will vary.*
2. Anticipation Guide: Students complete this handout independently to activate prior knowledge. They will complete the same document after the lesson as an assessment. If they want to know answers to any questions, let them know that they should learn the answers during the lessons.
3. Free-Write: Set a timer for ten minutes. Tell students that they will write for a full ten minutes to answer the following questions. Encourage them to write without stopping and without worrying too much about grammar or spelling.

America on the World Stage
Teacher Scholars Program

- Why did you or your family immigrate to the United States? Tell everything you know. If you don't know, make guesses based on what you have learned in US history.
- What was your family's life like once they arrived in the United States? Tell everything you know. If you don't know, make guesses based on what you have learned in US history.

4. Discuss Free Write Response

- What kind of factors make people decide to leave their country? List answers so that they are visible for the next activity.
 - Expected or possible answers: war or violence, natural disasters, lack of economic opportunities elsewhere, political oppression, lack of educational opportunities. Some students may have ancestors that did not choose to immigrate, but were forced to immigrate. Other students may have ancestors that lived in the Americas prior to European colonization.
- What kind of factors make people decide to immigrate to the United States? List answers so that they are visible for the next activity.
 - Expected or possible answers: perceived safety, natural disasters, economic opportunities, political freedom, educational opportunities, curiosity or sense of adventure
- What kinds of discrimination do immigrants face? List answers so that they will be visible for the activity in #6.
 - Expected or possible answers: low paying jobs, poverty, racism, inability to attend college without proper documents, inability to become a citizen without proper documents
- Do some immigrants face more discrimination than others? Why?
 - Expected or possible answers: Immigrants of color, immigrants who practice a religion other than Christianity, immigrants who adhere to their culture norms and immigrants that have not yet mastered English tend to report high levels of discrimination.
- Over time, has there been a change in which immigrants face discrimination?
 - Expected or possible answers: Southern and Eastern Europeans tended to face higher levels of discrimination than Northern and Western immigrants. Immigrants that practiced a religion other than Protestant Christianity faced discrimination during the early 1900s. Italians, Irish and Slavs have all reported high levels of discrimination. Today, Latin-American and Middle Eastern immigrants tend to face and perceive high levels of discrimination.
- Why is there discrimination against immigrants?
 - Expected or possible answers: Ever since the Chinese-Exclusion Act, job security has been cited as a reason for restricting immigration. Immigrant groups facing high level of discrimination, like the Chinese in California in the late 1800s, have been accused of being unable to assimilate to the American culture.
- Should the US restrict immigration?
 - Expected or possible answers: American-born students and immigrant students are very likely to have divergent answers. American-born students might cite security and job security as reasons to limit immigration; while, immigrant students are likely to advocate for an easier pathway to citizenship and full political participation.

America on the World Stage

Teacher Scholars Program

5. Refer to the lists of factors leading to immigration from #3. Explain how some factors “push” people out of a country, and how other factors encourage, or “pull” people to immigrate to the United States. Label the factors listed “push” or “pull.” Now, we will look at the factors the “push” and “pull” factors that led to a large number of Chinese immigrating to the United States. Working independently or with a partner, students should complete *Push or Pull?*
6. Discuss *Push or Pull?* handout.
 - What was the strongest “push” factor for the Chinese?
 - What was the strongest “pull” factor for the Chinese?
 - As a whole, were the “push” or the “pull” factors stronger?
 - Looking at the pull factors, to where in the United States would you predict that most Chinese immigrated?
 - Are the “push” and “pull” factors the same or different for the immigrants of today?
7. *Amount of Discrimination against the Chinese.* Now, we will look at some ways that the Chinese Immigrants in the 1870s and 1880s were discriminated against. The whole class will view primary documents through a powerpoint presentation (*Chinese Discrimination*, powerpoint). Students independently complete *Amount of Discrimination against the Chinese*.
 - *Slide 2 Emerson Quote:* Some students may not know that Ralph Waldo Emerson was a prominent essayist and philosopher of the Transcendentalist movement. While some vocabulary may be unfamiliar to ESOL and other students, the tenor of Emerson’s writing should be easily identified as bigoted. For his time, Emerson was not particularly racist. He advocated fair treatment of Native Americans and he was familiar with and supportive of the Confucist philosophy. This quote points to widespread racism.
 - Possible Questions—
 - o Why might have Emerson held these opinions? *Racism was the norm for the time.*
 - o In 1824, is this opinion likely due to a lot of contact with Chinese immigrants? *Chinese immigration, especially to the East Coast where Emerson lived, was almost non-existent, so he did not have the opportunity to live among Chinese nationals and learn to appreciate their culture.*
 - *Slide 3 Burlingame Treaty:* While this treaty provided for unrestricted immigration from China, it did not give Chinese immigrants the right to become citizens.
 - Possible Questions—
 - o What are some reasons that the United States might have wanted to create amicable relations with China? *The United States hoped to establish friendly relations with the Chinese so that the US would be allowed access to trade over other nations.*
 - o What was happening in the United States in 1868 that might explain a need for an increased workforce? *At the end of the Civil War, the labor force in the South was disrupted. African-Americans, especially during the Reconstruction Era, had new opportunities. Many workers had died during the Civil War.*
 - *Slide 4 Uncle Sam’s Thanksgiving:* This Thomas Nast cartoon epitomizes that idealist feelings that many held during the Reconstruction Era. The political analysis worksheet may be used here for a more in-depth analysis of the cartoon. A completed worksheet is included as a sample.
 - Possible Questions—
 - o Who is seated around the table? *Men and women of all races and nationalities, including Native American, African, Chinese, Spanish, German*

America on the World Stage

Teacher Scholars Program

- o Whose portraits look over the group? *Abraham Lincoln, George Washington and Ulysses S. Grant*
- o What words are written? *Come once come all, Welcome, Universal Suffrage, Free and Equal*
- o Who is carving the turkey? *Uncle Sam*
- o What was happening in the United States at this time that might have contributed to the sentiments conveyed in this cartoon? *The Reconstruction Era promoted ideas of equality and expanded participation in democracy.*
- *Slide 5 Labor Quote:* This quote by a president of a labor union represents the prevailing opinion of many labor union members from outside of the Pacific Coast. Labor unions were strenuously opposed to any kind of contracted or “coolie” labor from China because these contracted workers received low wages and were often taken from China unwillingly and transported in conditions not unlike the Middle Passage. The “coolie” trade was not responsible for much immigration to the US, but labor remained worried that employers might bring coolie labor to the US. Many labor union members were immigrants themselves and tended to support unrestricted immigration as long as it was voluntary.
 - Possible Questions—
 - o How would contracted workers hurt current labor members? *Workers who signed labor contracts before arriving in the United States would have worked for lower wages, forcing industry wages down.*
 - o Why might labor union members support immigration as long as new immigrants worked for the same wages as everyone else? *Many, many laborers were themselves immigrants or the children of immigrants. They typically had family members in their home countries that might also want to immigrate to the United States; therefore, most labor union members supported open immigration.*
- *Slide 6 Dennis Kearney:* Denis Kearney, himself an immigrant, was one of the most outspoken Anti-Chinese orators. He traveled around the US leading rallies. His rallies initially attracted a lot of attention, partly because of the entertainment value, but he rapidly lost support of the common person. Politicians never realized that his rhetoric lost appeal.
 - Possible Questions—
 - o Why does this speaker call the Chinese worker a “parasite?” *The speaker suggests that the Chinese will only harm the US without giving anything back.*
 - o Who in the US would agree with his message? Who in the US would disagree with his message? *This message mostly appealed to workers in the West Coast who felt more personally threatened by increasing numbers of Chinese immigrants who could possibly take jobs or lower wages. Most other workers preferred open immigration and would have disagreed with this statement.*
- *Slide 7 Fifteen Passenger Bill:* The Fifteen Passenger Bill would have restricted the number of Chinese immigrants to 15 per ship entering the US. The Bill passed both Houses of Congress but was vetoed by President Hayes. When delivering his veto message, Hayes made clear that his veto was based only on the fact that the bill violated the Burlingame Treaty. He did not agree with restrictions on Chinese immigration.
 - Possible Questions—

America on the World Stage

Teacher Scholars Program

- o What is significant about this bill? *This bill was the first attempt to restrict immigration from China. It gave legitimacy to the idea that immigrants from a single country could be singled out.*
- o Would this bill have successfully limited immigration from China? *Had this bill been enacted, it would have been fairly easy to get around the intent of the law. Immigrants could have sailed for Canada or Mexico and simply crossed the borders into the US.*
- o Why did the president veto the bill? *The president worried that the bill violated the Burlingame Treaty.*
- o Did his veto hurt or help the Chinese? *The veto hurt the Chinese because in his veto message, the president never said that prohibiting Chinese immigration was wrong; in fact, he endorsed the idea of limiting Chinese immigrants as long as the treaty was not violated.*
- *Slide 8 Democratic Party Platform:* During the Election of 1880, Chinese immigration became an important issue. Both parties hoped to garner support from the Pacific Coast states. Election margins were extremely narrow during this era, and the Chinese issue was seen as a way to grab electoral votes from the West without losing votes from the rest of the country.
 - Possible Questions—
 - o Over 80% of Chinese immigrants lived in the three Pacific Coast states. Why did Chinese immigration become an issue in a national election? *The electoral college votes of California were eyed by both parties. Election margins were razor-thin during this era. California did not yet have many electoral college votes, but it had enough that candidates eagerly pursued this electoral plum.*
- *Slide 9 Republican Party Platform:* Despite advocating for rights for freed slaves, the Republican Party also endorsed anti-Chinese legislation in order to get votes; in fact, Senator Blaine, one of the most vocal supporters of restrictions on Chinese immigration, had once championed voting rights for African-Americans.
 - Possible Questions—
 - o Does this conflict with any issues that the Republican Party had championed earlier in its history? *The Republican Party, which was formed to oppose the spread of slavery into new states, championed rights of former slaves during the Reconstruction Era and advocated for equal treatment. Senator Blaine, the leading proponent for Chinese Restriction was also an ardent supporter of rights for African-Americans.*
- *Slide 10 Newspaper editorial:* This editorial succinctly summarizes the lack of a national desire to limit immigration of the Chinese.
 - Possible Questions—
 - o Why was there not a national consensus on Chinese immigration? *Nearly all of the Chinese immigrants were concentrated in a few Pacific Coast states. Chinese immigration was a non-issue for the majority of Americans.*
 - o If it wasn't a national issue, why did political parties include immigration restrictions in their platforms. *The issue of Chinese immigration restriction had the potential to win electoral votes from the West without losing votes from the rest of the nation. The supporters of restriction were much, much more ardent than the opponents.*

America on the World Stage
Teacher Scholars Program

- *Slide 11 Morey letter:* This letter mysteriously appeared on the desk of Morey, a newspaper publisher. It was signed by James Garfield, but Garfield was never sure if he had really written the letter. Eventually, he handwrote a denial that was published side-by-side with the Morey letter enabling voters to compare the handwriting. Garfield went on to win the election by a narrow margin. His slow response to the letter hurt him in the Western states.

Possible Questions—

- Who do you think really wrote the letter? *The letter was almost certainly written by someone trying to harm Garfield's chances for election.*
 - How would a candidate not know if he had written a letter? *This was well before it was possible to electronically copy documents. Writing letters was the primary form of communication for most people, and Garfield was likely to have written hundreds, if not thousands, of letters.*
 - How important was the Chinese immigration issue in the election? *This letter hurt Garfield, but he still won the election. He was hurt mostly in California but not nationally. This suggests that the issue was not that important.*
- *Slide 12 Angell Treaty:* The Angell Treaty allowed for severe restrictions to Chinese immigration among the labor classes. It was negotiated at a time when China faced tensions with both Russia and Japan and sought friendly relations with the United States.

Possible Questions—

- How does this treaty differ from the Burlingame Treaty? *This treaty allows immigration restrictions; the Burlingame Treaty did not.*
 - Why would the treaty only limit the immigrants in the labor class? *This limitation appeased labor union members. It demonstrated that classism and racism were factors in immigration restrictions.*
- *Slide 13:* The Chinese Exclusion Act was renewed three times and led to the restriction of other nationalities.

Possible Questions—

- Who would have supported this law? *Californian labor union members*
- Who would have opposed this law? *Businesses that wanted to have a large supply of labor; proponents of equality.*
- What impact do you think this law had on future immigration? *This law provided the impetus for future restrictions on immigration based on nationality.*
- Why do you think the Chinese were the first immigrant group to be restricted? *Perhaps because the Chinese were of a different, race, religion and culture. The Chinese also were in the position to be scapegoated. They arrived in large numbers at a time when the US economy weakened and they could be targeted for political gain.*

8. Discussion of level of discrimination: Give two stickers to each student and ask them to pick the two most discriminatory events and mark them with the stickers (or they can simply star them with pen or pencil). Possible discussion questions:

- *What events did you mark?*
- *Is one person's racist opinion more or less discriminatory than a political party platform that uses a particular group of gain?*
- *Were the most discriminatory events earlier or later in time?*
- *Which event had the biggest impact on the lives of Chinese immigrants?*

Closure (Activity/Procedure that brings the lesson back to the guiding question)

Exit Slip Question: You have learned the reasons many Chinese immigrants came to the US. You have seen types of discrimination that faced once they were here. Imagine you were living in China in 1868 and you had all of this information. Would you immigrate to the US? Why or why not?

Assess the student work based on the following:

- Provided at least two “push” or “pull” factors,
- Addressed the problem of discrimination in the US with a specific example.