

Title: Chinese Exclusion Act through Political Cartoons

Key Words: push factors, pull factors, immigration

Grade Level: 11th Grade, English Language Learners

Time Allotted: 90 minutes

Lesson Overview	Students will analyze political cartoons related to the Chinese Exclusion Act in a Jigsaw Group. Students will then analyze a political cartoon independently as an assessment. Students will reevaluate the Anticipation Guide and explain why the false answers are incorrect. Students will participate in a class discussion of the lessons and how the Chinese Exclusion Act connects to later events in the history of the US.
Guiding Question(s)	Was Chinese restriction universally supported in the US? What were the multiple perspectives on this piece of legislation?

Learning Objectives (SWBAT – Students Will Be Able to)

- 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.
- 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.

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:

Historical Comprehension

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

Assessment Tool(s)

- Assessment Packet

Materials/Resources

- Jigsaw Cartoon Packet
- Assessment Packet

Modifications (to meet needs of diverse learners)

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

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

1. Divide students into groups of four. Groups should assign roles to each member

- Chinese immigrant,
- Californian labor union member,
- East Coast labor union member,
- Political candidate.

Students then break into working groups. Give each group an envelope with three political cartoons, three political cartoon analysis worksheets and the *Jigsaw Group* handout. All of these documents are contained in the *Jigsaw Group Packet*. After the working groups analyze the cartoons and fill out the handout just for their group, they return to their jigsaw groups to share their opinions and to complete the handout.

2. Assessment: All documents for this final activity are located in the *Assessment Packet* document.

- Students analyze the final political cartoon independently with their *Student Handout Packet* as a reference.
- Students complete the *Anticipation Guide: Assessment* handout, fixing any false statements.

3. Final Discussion

Possible Questions:

- What did you learn these past two days? *Answers will vary.*
- What was the most surprising thing you learned? *Answers will vary. Students may be surprised that Chinese immigrants were restricted first and that the first undocumented immigrants came from Mexico, but they were not Mexican.*
- We will learn how other immigrant groups were restricted. What other groups do you think will be excluded? How does the Chinese Exclusion Act connect to these later exclusions? *Answers will vary but should include the idea that groups that have cultures, languages and religions that are more different will be likely to suffer more discrimination. They should answer that the Chinese Exclusion Act gave legitimacy to excluding specific groups of immigrants.*

America on the World Stage

Teacher Scholars Program

- We will learn how African-Americans faced staggering amounts of discrimination. How does the Chinese Exclusion Act connect to this discrimination? *The Act gave legitimacy to discrimination by singling out a particular immigrant group for exclusion.*
- We will learn how Japanese-American citizens were forced to leave their homes and live in camps during WWII? How does the Chinese Exclusion Act connect to this discrimination? *The Act gave legitimacy to discrimination by singling out a particular immigrant group for exclusion, and the first group to be singled out was another Asian nationality.*
- We will learn how labor unions grew stronger during a time called the Progressive Era. How does the Chinese Exclusion Act connect to the power of labor unions? *Politicians paid attention to what they thought labor unions wanted. They saw labor unions as an important voting block.*
- We know that many US citizens want to restrict immigration today. How does the Chinese Exclusion Act connect to these feelings? *The Act gave legitimacy to discrimination by singling out a particular immigrant group for exclusion, and promoted the idea that protecting US workers from competition is an important policy goal.*

Closure

The assessment activities and class discussion serve as the closure activity.