

## Lesson Plans/Resources on the Chinese Exclusion Acts

*Most of the following contain full lesson plans. Those that don't are excellent resources that lend themselves easily to create plans. All focus on students' use of primary sources, a major emphasis in all the curricula. Listed Alphabetically.*

### **Angel Island Immigration Station Foundation: Angel Island Immigrant Journeys:**

<http://www.aiisf.org/education/resources/curriculum-guide>

Level: 3-12. Guide contains lessons, student worksheets, primary source documents from the National Archives, historical photographs, and list of resources to introduce students to the experience of immigrants on Angel Island. The curriculum is aligned with National and California state content standards.

### **Becoming American: The Chinese Experience**

[http://www.pbs.org/becomingamerican/ap\\_viewersguide.html](http://www.pbs.org/becomingamerican/ap_viewersguide.html)

Viewer's Guide to the PBS series, first shown in 2003 and hosted by Bill Moyers, including program summaries, timelines, and bibliographies. Features a variety of historical photographs and other primary sources important to the Chinese American experience. These materials prompt reflection and promote discussion of the process of "becoming American." Questions and activities designed to explore the complicated relationship between individual, ethnic, and national identity.

### **City Univ. of New York, High School: A Nation of Immigrants, Chinese Exclusion Act:**

[http://www1.cuny.edu/portal\\_ur/content/immigrants\\_curriculum/7\\_8\\_pdfs/unit1\\_lesson2.pdf](http://www1.cuny.edu/portal_ur/content/immigrants_curriculum/7_8_pdfs/unit1_lesson2.pdf)

Level: Middle School

Who is a "desirable" immigrant and who isn't? What criteria are used to determine that? Students are asked to focus on the experiences of Chinese immigrants through cartoons and other documents, and see how the Chinese fit into the theme of "A Nation of Immigrants." The series of lessons is open-ended with a variety of tools the teacher can use for activities and to assess learning.

## **Lesson Plans/Resources on the Chinese Exclusion Acts**

### **George Mason University: History Matters**

<http://historymatters.gmu.edu/search.php?function=find>

While not containing any actual lesson plans, the site provides brief descriptions of key events in Chinese American history and lists excellent resources that easily can translate into lesson plans. Spend a few moments connecting to links from the site.

### **Gilder Lehrmann Institute of American History**

<https://www.gilderlehrman.org>

One of the best sites for American History. You must register to use the site (it's free), then in the "search" box, enter *Chinese Exclusion*. Documents, resources, lesson plans, and essays are listed and tied to primary source documents and photos.

### **Harper's Weekly (Harpweek): The Chinese American Experience**

<http://immigrants.harpweek.com>

Similar to History Matters (above) in that it does not contain any actual lesson plans. But this is a very rich site encompassing the Harpers Weekly Archive of articles relating to Chinese immigration. Look at the "Key Issues" and "Index to Content" links for the range of articles and the cartoons of Thomas Nast included in the magazine.

### **KQED : Pacific Link: The KQED Asian Education Initiative: Lesson Plans**

<http://www.kqed.org/w/pacificlink/lessonplans/>

Level: Elem-High

These lesson plan units were developed to work with the video-short *Discovering Angel Island: The Story Behind the Poems* and the Pacific Link website. There are three elementary level lesson units and one for 8th-12th grade students studying U.S. history or area studies. The elementary Poetry Lesson Plan can also be used for older students, as it is largely a close-text reading of a few of the poems. Also has links to other resources.

## **Lesson Plans/Resources on the Chinese Exclusion Acts**

### **Library of Congress**

<https://www.loc.gov/search/?in=partof:Teachers&q=chinese%20exclusion>

Level: High

This site has a couple of lesson plans but also has documents and resources available for lesson planning.

### **National Archives: High School: Teaching With Documents, Affidavit and Flyers from the Chinese Boycott Case**

<http://www.archives.gov/education/lessons/chinese-boycott/>

Level: Middle/High

In 1884, labor unions in Butte, Montana ordered Chinese immigrants to leave town, with no results. In 1891-92 and again in late 1896 during another nationwide depression, the labor unions boycotted Chinese-owned businesses as well as businesses employing Chinese, blaming the immigrants for their troubles. Union flyers promoted the boycotts as a means of notifying members and encouraging the general public not to patronize these establishments.

### **National Archives: Alphabetical List of Teaching with Documents Lesson Plans**

<http://www.archives.gov/education/lessons/list-all.html>

Scroll through the list. You will find lessons on the Annexation of Hawaii and the Chinese Boycott Case of Butte, Montana (see above).

### **National Archives: The Chinese Exclusion Act; DocsTeach: iTunes U**

<https://itunes.apple.com/us/course/the-chinese-exclusion-act/id1040169752>

Level: Middle/High and course for teachers

This is both a book and an online course. They explore stories about Chinese immigrants through primary source document analysis, weaving together documents from the Immigration Service, custom houses, ports of entry, and Angel Island Immigration Station. The stories reveal how Chinese Exclusion laws affected the democratic rights of American-born children of Chinese immigrants.

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### **National Council for the Social Studies**

<http://www.socialstudies.org/system/files/publications/se/7606/7606306.pdf>

You must be a member of the NCSS to access the site. Lesson is about the Enforcement of the Chinese Exclusion Acts that appeared in the Nov/Dec 2012 issue of *Social Education*.

### **New York Historical Society: Chinese American: Exclusion/Inclusion**

<http://chineseamerican.nyhistory.org/education/>

What does it mean to be an American? Exhibit chronicles the long and complex history of Chinese Americans in the United States. The exhibition and educational materials highlight more than 200 years of stories from across the nation, many of which connect directly with some of the most compelling themes in American history: immigration, American identity, westward expansion, racism and nativism, the importance of work and workers, and the power of individuals' stories.

### **Online Archive of California: The Bancroft Library, The Ethnic Studies Library, and The California Historical Society**

Very useful resource for developing lessons though not providing actual plans.

### **PBS: The Chinese Experience, Eyewitness.**

[http://www.pbs.org/becomingamerican/ce\\_witness.html](http://www.pbs.org/becomingamerican/ce_witness.html)

Level: Middle and High

Not a lesson plan, but first-hand accounts that can be used effectively for planning lessons around primary sources. Accompanied the *Becoming American* series mentioned above.

### **PBS: Independent Lens: Immigration Policy, Past and Present**

[http://www.pbs.org/independentlens/newamericans/foreducators\\_lesson\\_plan\\_03.html](http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_03.html)

Level: High School

An extended series of lessons involving individual research, group work, and a role play where students act as members of a Congressional Commission on Immigration. They use an historical timeline of immigration that includes the Chinese Exclusion Act to give context to the current debate and are tasked with coming up with possible policy options for today's immigration issue.

## **Lesson Plans/Resources on the Chinese Exclusion Acts**

### **Teaching Tolerance: Editorial Cartoon: Historical Example of Immigration Debates**

<http://www.tolerance.org/lesson/editorial-cartoons-historical-example-immigration-debates>

Level: Middle and High School

Using a cartoon from *Puck* magazine from the time of the Chinese Exclusion Act, students are asked to identify irony and caricature in the cartoon, and discern what Americans thought of Chinese immigration and the steps taken by the U.S. to eliminate immigration from China.

### **Univ. of Southern California: Collection of primary sources re Chinese, 1878-79.**

[http://historyproject.ucdavis.edu/lessons/view\\_lesson.php?id=15](http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=15)

Level: Advanced HS/College

College level or AP High School lesson requiring students to dissect and interpret 22 primary source documents related to the 1878 California Constitutional Convention. Assessment is an extended essay analyzing the attitudes towards the Chinese at the time.

### **U.S. History Scene: Empire of Dirt: History of the U.S. West: Week 6: Civil War and Chinese Exclusion**

<http://ushistoryscene.com/article/empire-of-dirt-6/>

Level: High (AP) and College

Provocative lesson (look at the title!) focusing on the Sand Creek Massacre of American Indians as well as the Chinese Exclusion Acts. Features videos from Erika Lee on Angel Island, Tyrus Wong (Artist and Disney animator), and Martin Gold (Forbidden Citizens)

### **Washington Historical Society The Chinese Exclusion Act of 1882**

[http://www.washingtonhistory.org/files/library/chineseexclusion\\_001.pdf](http://www.washingtonhistory.org/files/library/chineseexclusion_001.pdf)

Level: Middle

Designed to meet Washington State standards dealing with Constitutional issues and focused on the expulsion of Chinese from Tacoma in 1885.