

Teacher: Deanna Strait	
Title: Asian Discrimination	Subject: US History
Topics: Chinese Exclusion Act	Grade: 10th -11th
Lesson Duration: 1 block	School: South High
Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	<p>This lesson is on Anti- Chinese Discrimination in the 1800's. Political cartoons will be used as primary source documents to show the rampant anti-Chinese sentiment in America in the late 1800's. Students will work in their groups and then we will proceed with the jigsaw activity. Students will utilize a Cartoon Analysis worksheet.</p> <p>With their shoulder partner (from Kalgan), students will analyze the primary source document "The Chinese Exclusion Act". They will use a KWL chart to assess their own knowledge.</p>
National Standards for History Era: Link	<p>Era 4</p> <p>Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions</p> <p>Standard 3: The extension, restriction, and reorganization of political democracy after 1800</p>
Standard(s): <i>State, Local or National</i>	<p>National Council for Social Studies Standard I, Culture Performance Expectations f: interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.</p> <p>National Council for Social Studies Standard IX, Global Connections Performance Expectations a: explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.</p>
Themes/Concept:	Social, Political, and Cultural
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> 1. What is the message of the illustration or cartoon? 2. How did illustrations like this encourage anti-Chinese bias? 3. Why were the Chinese discriminated against? 4. What were people afraid of? 5. For how long was the treaty (exclusion act) to be in effect? 6. How did the treaty define laborers?
Elements <i>(What you want the students to understand)</i>	<ul style="list-style-type: none"> • In a jigsaw activity, students will be able to identify and articulate elements representing Chinese bias in the late 1800's. • Students will be able to explain components of the Chinese Exclusion Act on a KWL chart.

Launch Activity (Hook)	<ul style="list-style-type: none"> Utilizing Political Cartoons in the local newspaper, the teacher will ask the students what issue or bias the cartoons are trying to say or depict. After discussing the current cartoon students will get in their groups. Political cartoons will be used as primary source documents to show the rampant anti-Chinese sentiment in America in the late 1800's. Students will work in their groups and then we will proceed with the jigsaw activity. With their shoulder partner (from Kagan), students will analyze the primary source document "The Chinese Exclusion Act" (see link below for primary source document). Students will utilize the link under resources to access the Cartoon Analysis worksheet
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Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<u>Vocabulary</u> Chinese Discrimination Exclusion Labor Immigration Emigration Laundry	Students will identify issues, ideas, objects, or situations being depicted in the cartoon. Students will be able to identify people and objects in the cartoons. Assume the perspective of the other person.	<u>Skills</u> Read for a variety of purposes, evaluate sources of information, identify bias in printed & visual materials. Communicate effectively both orally and in writing. Listen carefully for information.
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Lesson Methodology *(How will you conduct the lesson; activities...?)*

Day One: <ul style="list-style-type: none"> After the Launch activity Distribute the Political cartoons and the link for the Cartoon Analysis Worksheet. Have the students work with their partner in a jigsaw activity. Distribute copies of the Chinese Exclusion Act as a full text document Give students the link below to access the primary source. Distribute KWL and then allow students to work with their shoulder partner to fill out and then analyze the document.

Assessment Evidence: *What evidence will show that students met the learning goal?*

Traditional Assessment (Quizzes, Test, Selected Responses)

Quiz in multiple choice format

Authentic Assessment *(Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,)*

Cartoon Analysis Worksheet (see hyperlink below)

Student Self-Assessment

KWLS will be utilized so students can assess their knowledge. Students will share this information in their groups.

Differentiation Associated with this unit

Gifted/Talented: Extending the lesson by having students explain how irony or satire is used in the cartoon. Research what current day groups would agree with this cartoon, what groups would disagree. Explain and support your answer.

Lower learners, ESL, or Sped: Allow extra time for completion of the Cartoon Analysis Worksheet. Allow students to draw their own cartoon depicting discrimination. Students also have the opportunity to write or draw a picture about personal discrimination they have encountered at some point or time. If they do not want to write about their 'own' discrimination story they can write or draw about something they have seen or heard.

Resources and instructional tools: *(Including Video Sources, Text Resources, Research Strategy)*

Expansive America: 1877-1898, Kish, Jeanne, The Center for Learning, reprinted 2008

Primary Source document: The Chinese Exclusion Act of 1882

<http://www.ourdocuments.gov/doc.php?flash=true&doc=47>

Background Information from:

http://www.ourdocuments.gov/print_friendly.php?flash=true&page=&doc=47&title=Chinese+Exclusion+Act+%281882%29

Chinese Exclusion Act (1882)

In the spring of 1882, the Chinese Exclusion Act was passed by Congress and signed by President Chester A. Arthur. This act provided an absolute 10-year moratorium on Chinese labor immigration. For the first time, Federal law proscribed entry of an ethnic working group on the premise that it endangered the good order of certain localities.

The Chinese Exclusion Act required the few non-laborers who sought entry to obtain certification from the Chinese government that they were qualified to immigrate. But this group found it increasingly difficult to prove that they were not laborers because the 1882 act defined excludables as "skilled and unskilled laborers and Chinese employed in mining." Thus very few Chinese could enter the country under the 1882 law.

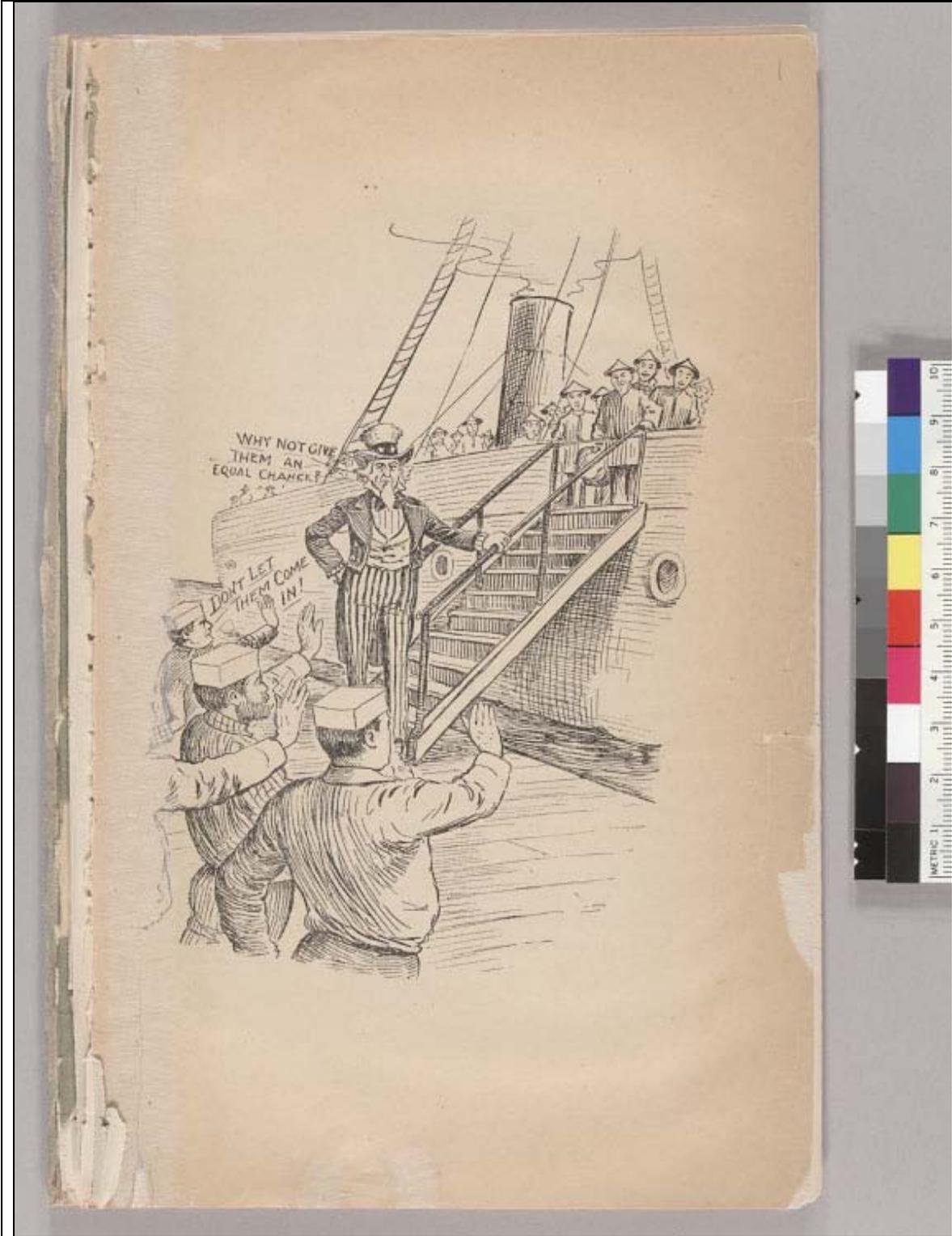
Cartoon Analysis Worksheet form from:

http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

Copies of Chinese Political Cartoons for each group

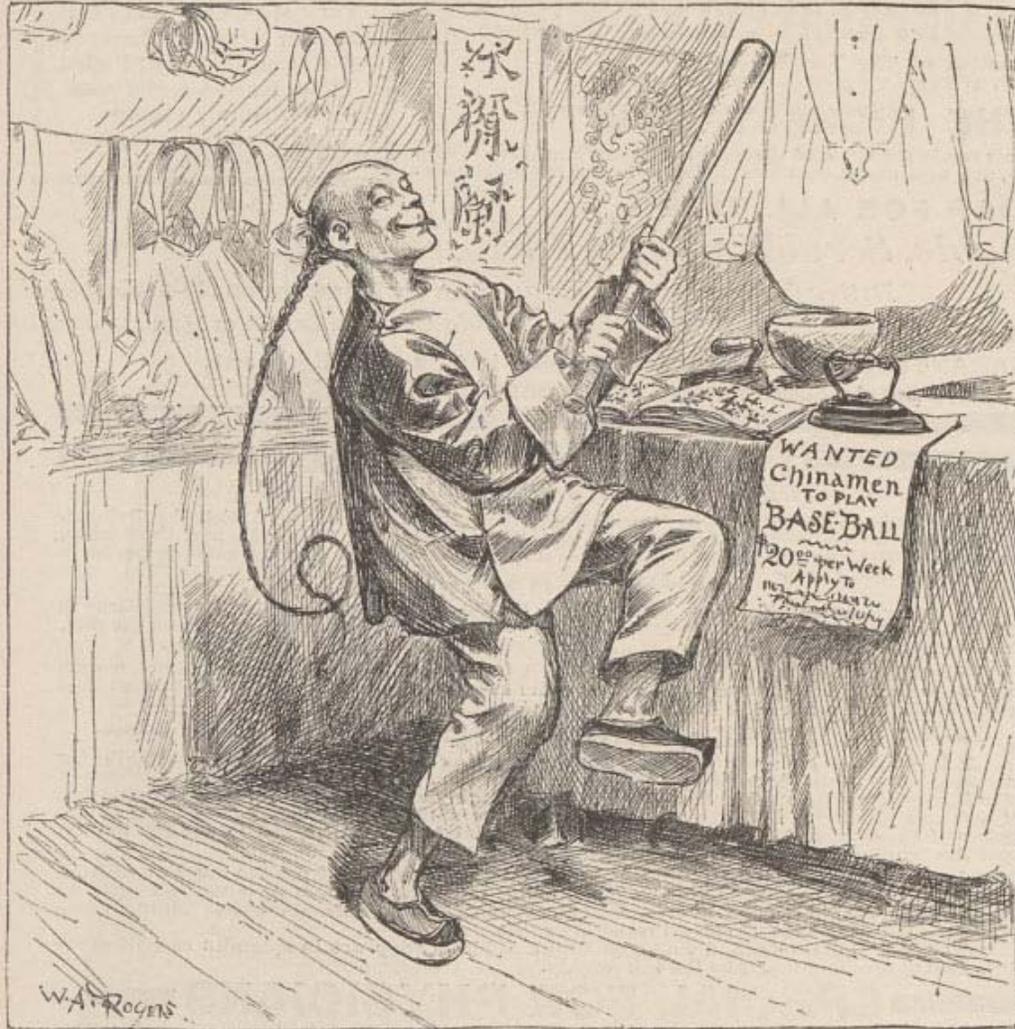
Political Cartoons from:

<http://www.schoolhousevideo.org/Media/boat.jpg>



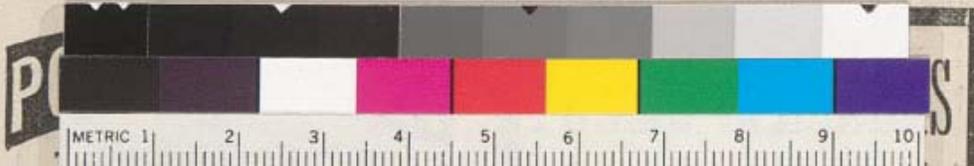


"EVERY DOG (NO DISTINCTION OF COLOR) HAS HIS DAY."
 RED GENTLEMAN TO YELLOW GENTLEMAN. "Pale face 'fraid you crowd him out, as he did me."



ANOTHER FIELD OF AMERICAN INDUSTRY INVADED BY THE CHINESE.

"No more Washee! Playee Base-ballee! Selloe out Gam3, allee same Melican man!"



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