TOPIC: Chinese immigrant exclusion

AIM/GOAL: How did the Industrial Revolution affect Chinese immigration?

**Rationale/Notes to Consider**

I teach AP World History in an urban public high school in New York City, but this lesson plan is applicable for high school history and geography courses of any level. My high school is the largest in the United States and is very diverse and multicultural; many of my students identify as members of the AAPI community. I want to emphasize the skills of contextualization, comparison, periodization, and continuity and change over time. I was drawn to the concept of Asian-American history as world history and saw parallels between the Chinese Exclusion Act and the White Australia Policy. I want to enable my students to understand the interconnected nature of history and the factors behind the commonalities between these policies, specifically using primary sources and historical thinking skills. I am therefore drawing upon Dr. Lee’s perspective on Asian-American history as world history as well as her discussion of Asian-American immigrant exclusion. I was also intrigued by the “A Tale of Two Photographs” comparative case study method and, of course, the Wing Luke Museum’s emphasis on family history, primary sources, and the preservation of public humanities and public knowledge. A primary source central to the activity below was gleaned from the workshop.

**Instructional Objectives**

* Students will analyze primary sources.
* Students will engage the historical thinking skills of comparison, contextualization, periodization, and causation.
* Students will understand the significance of immigration exclusion policies.

**Learning Outcomes, Instructional Strategies, and Assessments**

* Skills as historian -> Document jigsaw -> Document analysis.
* Global citizenship and cultural responsiveness -> Engagement of immigration exclusion policies -> Understanding of colonial mindset.

**Standards**

9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

9-10.SL.1B: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

9-10.SL.1C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

9-10.SL.1D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Resources/Materials**

Devices, projector, student handout, student work, primary and secondary sources/research, writing materials

**Lesson Procedure**

* AIM/GOAL: How did the Industrial Revolution affect Chinese immigration?
* DO NOW: What are push and pull factors? How are these two concepts similar and different?
* The class will be split into thirds, each larger group undertaking a brainstorm in response to one of the following topics: why the Industrial Revolution motivated immigration and emigration, the push and pull factors involved, and what popular destinations in common, such as the United States and Australia, had in common. The results of all three brainstorms will be reviewed.
* In pairs, students will analyze two visual primary sources that are evidence of the Chinese Exclusion Act and White Australia Policy in action. These documents will begin to students without sourcing information. For each document, students will collaboratively construct the sourcing:
	+ Where and when was this document created? What leads you to this conclusion?
	+ Who likely created this document? What is its tone?
	+ What is the purpose of this document?
	+ How will this document affect the people that it is designed to target?
* TRANSITION: Students will analyze a quotation from Prime Minister John Curtin made during World War II and assess its consequences for those facing sanctioned oppression and discrimination.
* SUMMARY DISCUSSION: Using the jigsaw, respond to the following: Why is immigration often related to nationalism in history?

**Differentiation/Accommodation**

This lesson includes the following points of access:

* Student-centered discussion and accountable talk
* Using student work as a basis for discussion
	+ This allowed students of multiple engagements and comfort levels to participate by drawing upon their preparation. This preparation, in turn, included the following points of access: technological applications, close and critical reading, analytical writing, speaking in small groups, speaking as a class.
* Speaking in small groups and as a class
* Audial and textual information
* Writing

**Assessment**

Students will be evaluated based on their participation in the activity, on their written work, and on their discussion and document analysis in order to ensure multiple points of entry and assignment of competence.