

**Bayard Templeton & AJ Kaletski**  
**Middle School Social Studies/US History**  
**2-3 Day lesson: Tape v. Hurley & Lum v. Rice Analysis**

<p><b>Materials</b></p>	<p><a href="#">Political Cartoons</a> (Do Now)</p> <p><a href="#">Chinese in Public Schools Newspaper Article</a></p> <p><a href="#">Mamie Tape Curriculum Guide</a></p> <p><a href="#">Tape v. Hurley Court Decision</a></p> <p><a href="#">Tape Reading</a> (Secondary Source)</p> <p><a href="#">Mary Tape Letter</a> (Primary Source)</p> <p><a href="#">Lum v. Rice Primary Source</a></p> <p><a href="#">Lum v. Rice Secondary Source</a></p> <p><a href="#">Court Case Analysis Worksheet</a></p> <p><a href="#">Discrimination in Philadelphia Reflection</a></p>
<p><b>Standard(s)</b></p>	<p><b>1. SOCIAL STUDIES, 6.1D Grade 8 CPI 3.G</b>  <i>Standard: U.S. History: America in the World</i>  <i>Strand: History, Culture, and Perspectives</i>  <i>Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</i></p> <p><b>2. SOCIAL STUDIES, 6.1D Grade 8 CPI 4.B</b>  <i>Standard: U.S. History: America in the World</i>  <i>Strand: History, Culture, and Perspectives</i>  <i>Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</i></p> <p><b>3. SOCIAL STUDIES, 6.3A Grade 8 CPI A.2</b>  <i>Standard: Active Citizenship in the 21st Century</i>  <i>Strand: Civics, Government, and Human Rights</i>  <i>Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</i></p> <p><b>4. SOCIAL STUDIES, 6.3D Grade 8 CPI D.1</b>  <i>Standard: Active Citizenship in the 21st Century</i>  <i>Strand: History, Culture, and Perspectives</i>  <i>Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</i></p> <p><b>5. Language Arts, 06-08.RH.01</b>  <i>Standard: Reading Standards for Literacy in History/Social Studies</i>  <i>Strand: Key Ideas and Details</i>  <i>Cite specific textual evidence to support analysis of primary and secondary sources.</i></p> <p><b>6. Language Arts, 06-08.RH.02</b>  <i>Standard: Reading Standards for Literacy in History/Social Studies</i>  <i>Strand: Key Ideas and Details</i>  <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</i></p> <p><b>7. Language Arts, 06-08.RH.06</b>  <i>Standard: Reading Standards for Literacy in History/Social Studies</i>  <i>Strand: Craft and Structure</i>  <i>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</i></p>

	<p><b>8. Language Arts, 06-08.RH.08</b>  <b>Standard:</b> Reading Standards for Literacy in History/Social Studies  <b>Strand:</b> Integration of Knowledge and Ideas  <i>Distinguish among fact, opinion, and reasoned judgment in a text.</i></p> <p><b>9. Language Arts, 06-08.RH.09</b>  <b>Standard:</b> Reading Standards for Literacy in History/Social Studies  <b>Strand:</b> Integration of Knowledge and Ideas  <i>Analyze the relationship between a primary and secondary source on the same topic.</i></p>
<p><b>Objective(s)</b></p>	<p>SWBAT evaluate the impact of the court decisions on <i>Lum v. Rice</i> and <i>Tape v. Hurley</i>  SWBAT explain the precedent set by these court cases  SWBAT identify biases against Chinese Americans in the late 19th and 20th century.</p>
<p><b>Procedure</b></p>	<p><b>DAY 1</b></p> <p><b>Do Now: <a href="#">Political Cartoons depicting Chinese Americans</a> (15 min.)</b></p> <ul style="list-style-type: none"> <li>- Teacher will pose a question (also written on board): How were Chinese American’s stereotyped or discriminated against in the United States in the late 1800s? OR What attitudes did the popular culture have towards Chinese Americans in the late 1800s?</li> <li>- Students will view the different political cartoons around the classroom and will use the image analysis procedure they have been taught to make observations and inferences about the cartoons. Students write observations/inferences on paper around the cartoon.  <b>*If students are struggling, use the I feel, I think, I wonder protocol to push their thinking.</b> Go in any order (6-8 minutes)</li> <li>- One student will keep track of responses on board for the class. Students share observations and inferences that help answer the focus question. <ul style="list-style-type: none"> <li>- Students can stand by the political cartoon they feel they are an “expert” on if they would like to share something with the class</li> <li>- If</li> </ul> </li> </ul> <p><i>Transition: Now that we have context for the attitudes towards the Chinese by the popular culture (white men), we will use this as we begin to explore landmark Court Cases that impacted the schooling of Chinese-American children and eventually paved the way for school desegregation.</i></p> <p><b>Activity 2: Analysis of <a href="#">Newspaper Article regarding Chinese Children in Public Schools</a> (10 min.)</b></p> <ul style="list-style-type: none"> <li>- Class will read the newspaper article together</li> <li>- As it is read, students should look for the following <ul style="list-style-type: none"> <li>- What is the goal of the person writing in?</li> <li>- What reasons do they give for their opinion?</li> <li>- How does this article compare with the political cartoons you looked at earlier in class</li> </ul> </li> </ul> <p><b>Activity 3: <i>Tape v. Hurley</i> &amp; <i>Lum v. Rice</i> Analysis (30 min.)</b></p> <ul style="list-style-type: none"> <li>- Students will be assigned either the <i>Tape Case</i> or the <i>Lum Case</i> (Work in pairs)</li> <li>- For their assigned case, they will read the primary and secondary source and fill out the <a href="#">Worksheet answering the framework questions</a></li> </ul> <p>Students will use the two sources for their case  <a href="#">Tape v. Hurley Secondary Source</a>  <a href="#">Tape v. Hurley Primary Source</a>   <a href="#">Lum v. Rice Primary Source</a></p>

	<p><a href="#">Lum v. Rice Secondary Source</a></p> <p><b>Day 2:</b></p> <p><b>Activity 1: Finish Court Case Analysis (20 min.)</b></p> <ul style="list-style-type: none"> <li>- With their partner, students will finish gathering evidence from the 2 sources for their court case</li> </ul> <p><b>Activity 2: Share Case with other group (15 min.)</b></p> <ul style="list-style-type: none"> <li>- Pairs will meet with the other groups and summarize the origin, decision, and impact of the case. Students will fill out the boxes for the other court case based on their conversations with the other group</li> <li>- Group members will</li> </ul> <p><b>Activity 3: Class Review of Cases (10 min.)</b></p> <p><b>Activity 4/Closure: <a href="#">Discrimination in Philadelphia Event and Reflection</a> (20 min.)</b></p> <ul style="list-style-type: none"> <li>- Students will individually complete the worksheet</li> <li>- Full class discussion regarding Chinese American Experience and impact/precedent of these court cases.</li> </ul>															
<b>Assessment</b>	<p>Political Cartoon Analysis/Gallery Walk  Court Case Analysis and Questions  Discrimination in Philadelphia Worksheet</p>															
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