

Chinese Immigration in America during the 1800s

Grades Taught: 9th - 12th

Length of Lesson: About 70 minutes

Description:

Within this lesson, students will be given the opportunity to explore the historical significance of the Chinese Exclusion Act, the experiences of Chinese Immigrants during the 1800s, the landmark Supreme Court Case involving Chae Chan Ping, and Qiaopi-style letters.

Standards:

- Standard - 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.
- Standard - 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
- Standard - 8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
- Standard - 8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
- Standard - 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world.
- Standard - 8.4.12.C: Evaluate how continuity and change have impacted the world today.
- Standard - 8.4.12.D: Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

Objectives:

1. Students will be able to explain the historical context behind Chinese immigration in America during the 1800s.
2. Students will be able to describe key features of the Chinese Exclusion Act and the Scott Act and their impact on Chinese immigrants.
3. Students will be able to summarize the significance of Chae Chan Ping's Supreme Court Case and its long-term influence on US immigration law.
4. Students will be able to write a historically accurate Qiaopi-style letter that demonstrates understanding of the lived experience of Chinese immigrants.

Materials:

- Copies of pre-viewing and during-viewing discussion questions
- Device to play video
- The online reading materials

- Paper to write a Qiaopi (a letter in the Mandarin language)
- Printed copies of the Chinese Alphabet to pass out to students

Warm-Up: 10-15 minutes

- Before watching the video, the students will be given a copy of the discussion questions.
 - Give them about 5 minutes to answer the pre-video viewing questions on their own.
- After the 5 minutes, the students will answer the next set of questions that are meant to be answered during the video.
 - Play the video and have the students answer the questions
- Move into the lesson activities

Lesson Activities:

- Post-video discussion questions (about 15 minutes)
 - Break the class into groups to work on the questions.
 - Give them time to discuss with their groups and answer the questions (about 10 minutes).
 - After the 10 minutes, have a whole-class discussion about the post-video questions (about 5 minutes or until no one volunteers).
- Qiaopi Writing (Letters using the Chinese Alphabet) (30 minutes)
 - Hand out a copy of the Chinese Alphabet for students to use while writing their letter
 - The students will write a letter as if they were a Chinese immigrant writing to their family. Give the students about 10 minutes to write a rough draft of their letter to make it easier to translate.
 - After those 10 minutes, have them write their own Qiaopi (give them 15 minutes).
- Move into the closing activity

Closing Activity: (10 minutes)

- After the students are done writing their Qiaopis, call on volunteers to read what they wrote to the class.
- After the students share their writing, collect all materials to be looked at or displayed later.