A NATION OF IMMIGRANTS

ARRIVAL
Chinese Immigration and Exclusion

ESSENTIAL QUESTIONS:
How have attitudes and policies towards immigrants changed over the years?
In what ways have different groups been excluded and why?
How can the law act as an instrument of exclusion?

THE PERSECUTION AND EXCLUSION OF THE CHINESE
What motivated anti-Chinese sentiment in the mid-19th century?
Why did the United States government pass laws excluding the Chinese?
What was the effect of the Chinese Exclusion Act?

OBJECTIVES
• Students will review reasons why people emigrated to the United States in the mid-19th century.
• Students will analyze excerpts of the Chinese Exclusion Act and anti-Chinese propaganda from the late 19th century.
• Students will trace the consequences of anti-Chinese sentiment and laws.

CONVENTIONAL UNIT
Westward expansion.

CONTEXT/PRIOR KNOWLEDGE
Students should have read about westward expansion, particularly the 1848 gold rush and the building of the First Transcontinental Railroad.

Lesson 1: How did Americans and the government of the United States exclude the Chinese in the mid-19th century?

I. Opening activity
Students will compare two images: Teachers may want to project images on a screen.

2. Cartoon from Puck, 1880 “Welcome to All”
3. “Which color is to be tabooed next?” by Thomas Nast, from Harper’s Weekly, March 25, 1882
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SUGGESTED QUESTIONS

1. Describe what is happening in each of the images.
2. Compare the immigrants in each cartoon.
3. Compare Uncle Sam’s behavior in each image.
4. Contrast the message of each cartoon.
5. What can you tell about American history by looking at each cartoon?
6. How does each cartoon use stereotypes?
7. What does each cartoon say about American attitudes towards different immigrant groups?

II. Discussion

Chart the students’ responses to each image. Inform the students that both images come from roughly the same period in American history. Which immigrant group was targeted for discrimination the most in the 1800s and why? How do you know? Which immigrant groups are targeted the most now? Why?

III. What Does “Exclusion” Mean?

Have students define exclusion and give examples from today and from their study of history:

<table>
<thead>
<tr>
<th>Possible historical examples conceivably covered in a 7th – 8th grade history curriculum</th>
<th>Daily life examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious dissenters in England</td>
<td>Cliquish adolescent behavior in its various manifestations</td>
</tr>
<tr>
<td>Stuyvesant’s treatment of Jews and Quakers in New Amsterdam</td>
<td>Dress codes</td>
</tr>
<tr>
<td>Women’s lack of full citizenship</td>
<td>Who gets into Ivy League colleges</td>
</tr>
<tr>
<td>Property qualifications for voting</td>
<td>Discrimination</td>
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<tr>
<td>Post-Reconstruction white supremacy in the South</td>
<td>Restrictions on immigration</td>
</tr>
<tr>
<td>Discrimination against Chinese immigrants</td>
<td></td>
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</tbody>
</table>

How might Americans or the government exclude immigrants from China?

Possible answers:

– “Not talking to them”
– “Leaving them out”
– Discrimination
– Violence
– Graffiti posters, cartoons
– Laws

Inform the students that Chinese immigrants encountered all of these responses.
UNIT I, LESSON 2 – CHINESE IMMIGRATION AND EXCLUSION

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IV. Document analysis
Analyze the following documents as a group: This can be done in different ways. Have each of the groups work with a packet of two or three documents, or turn it into a station activity, with the groups moving from one table to the next, or a gallery walk, with the documents and images hanging on the wall.

A. “Memorial to Congress”
B. “Boycott”
C. Knights of Labor Laundry Union flyer
D. Rock Springs Massacre illustration
E. Excerpt of the Chinese Exclusion Act

GROUP ASSIGNMENT
1. Write a short statement summarizing each document.
2. What reasons does the document author give for wanting to exclude or boycott the Chinese?
3. Imagine you are a Chinese immigrant. How do these documents make you feel?
   Write a response.

V. Conclusion
Give students the opportunity to share their reactions to the documents.

SUGGESTED HOMEWORK
• Review timeline of the Chinese in California, 1850–1925. Make a list of the events that are most closely related to our lesson themes for today.
• Read excerpts of the Chinese Exclusion Act: How did government policy support anti-Chinese prejudices? How can law serve as an instrument of exclusion? Can you think of any other examples? Come with your notes and discuss.
• Test prep: You have just evaluated at least three primary sources relating to anti-Chinese discrimination. Write a document-based essay in which you address the following:
  o Discuss the motivations for anti-Chinese sentiment in the late 1800s.
  o Explain how government action supported anti-Chinese prejudice.

SUGGESTED EXTENSIONS
• Research anti-immigrant violence and discrimination today. Which groups are targeted? For what reasons? What resources do they have for self defense and safety?
• Find examples of anti-immigrant rhetoric in the news today.
• Read one of Laurence Yep’s novels in his “Golden Mountain Chronicle” series. The Traitor deals with the friendship between a white boy and a Chinese boy in Rock Springs, Wyoming, in 1885. In Dragonwings, a Chinese boy and his grandfather attempt to build a flying machine using the design principle of the kite.

QUESTION
How does the law act as an instrument of exclusion?
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EXTENSION DISCUSSION:

*How can the law act as an instrument of exclusion?*

Ask students how government action through history has excluded or discriminated against groups of individuals. Possible examples include laws permitting slavery, segregation, the disenfranchisement of women, etc. (See lesson for more examples.)

If no one mentions immigration, mention it yourself. Most students have a sense that immigration is restricted in one way or another. Ask students what they think the immigration law is today and why the government would pass laws restricting certain immigrant groups. Tell them that, the government passed a law in 1882 known as the Chinese Exclusion Act: the first law to target a specific group of immigrants.

HELPFUL LINKS

Chinese Immigration:

The Chinese in America (from the Library of Congress)
http://memory.loc.gov/ammem/award99/cubhtml/cichome.html

Museum of the Chinese in the Americas
www.mocanyc.org

Chinese Exclusion Act: the original document

http://www.pbs.org/becomingamerican/
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“The Magic Washer”
c. 1886
UNIT I, LESSON 2

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“Welcome to All”
J. Keppler
1880

Text on lower right reads:
“We may safely say that the present influx of immigration to the United States is something unprecedented in our generation.” – N.Y. Statistical Review
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“Which color is to be tabooed next?”
by Thomas Nast
Harper's Weekly
March 25, 1882

WHICH COLOR IS TO BE TABOOED NEXT?
Furrz (to Pat). “If the Yankee Congress can keep the yellow man out, what is to hinder them from calling us green and keeping us out too?”
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San Francisco Bulletin editorial, Dec. 19, [1881]

The Memorial to Congress

The memorial to Congress which was adopted by the Convention yesterday, puts the Chinese question rather upon more solid ground than has yet been found for it. It lays down the broad proposition that Chinese immigration is more of an invasion than anything else, which threatens the substitution of alien workers, unassimilable and indigestible, for people of our own race. This is a view of the case that will be more readily comprehended than any that has yet been presented. The Eastern mind at the start found it difficult to imagine how a young State was going to be ruined by cheap labor. It was always skeptical about the injury which it was alleged these people were doing to morals. But when it is shown that the cheap labor which has so much fascination for some thinkers means ultimately the elimination of our laboring population from the social structure, and a possible conflict with them, there cannot be much opposition except it proceeds either from a phenomenal ignorance or interested motives.
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Flyers distributed by Silver Bow Trades and Labor Assembly and Butte Miners’ Union in support of Chinese and Japanese boycott, c. August 1898

A General Boycott has been declared upon all CHINESE and JAPANESE Restaurants, Tailor Shops and Wash Houses. Also all persons employing them in any capacity.

All Friends and Sympathizers of Organized Labor will assist us in this fight against the lowering Asiatic standards of living and of morals.

AMERICA vs. ASIA
Progress vs. Retrogression
Are the considerations involved.

BY ORDER OF
Silver Bow Trades and Labor Assembly
and Butte Miners’ Union
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China’s menace to the world: from: The Forum to the Public.
By Thos. Magee, Knights of Labor, 1878

MEN FROM CHINA come here to do LAUNDRY WORK. The Chinese Empire contains 600,000,000 (six hundred millions) inhabitants.

The supply of these men is inexhaustible.

Every one doing this work takes BREAD from the mouths of OUR WOMEN.

So many have come of late, that to keep at work, they are obliged to cut prices.

And now, we appeal to the public, asking them will they be partners to a deal which is only one of their many onward marches in CRUSHING OUT THE INDUSTRIES OF OUR COUNTRY from our people by grasping them themselves. Will you oblige the AMERICAN LAUNDRIES to CUT THE WAGES OF THEIR PEOPLE by giving your patronage to the CHINAMEN?

We invite you to give a thorough investigation of the STEAM LAUNDRY BUSINESS of the country; in doing so you will find that not only does it GIVE EMPLOYMENT TO A VAST NUMBER OF WOMEN, but a great field of labor is opened to a great number of mechanics of all kinds whose wages are poured back into the trade of the country.

If this undesirable element “THE CHINESE EMIGRANTS” are not stopped coming here, we have no alternative but that we will have California and the Pacific Slope’s experience, and the end will be that our industries will be absorbed UNLESS we live down to their animal life.

We say in conclusion that the CHINAMAN is a labor consumer of our country without the adequate returns of prosperity to our land as is given by the labor of our people to our glorious country.

Our motto should be:
OUR COUNTRY, OUR PEOPLE, GOD, AND OUR NATIVE LAND.
Pioneer Laundry Workers Assembly, K. of L. Washington, D.C.

http://hdl.loc.gov/loc.rbc/lcrbmrp.t2412
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The Massacre of the Chinese at Rock Springs, Wyoming
Harper's Weekly
September 26, 1865
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Excerpts of the Chinese Exclusion Act (1882)

An Act to execute certain treaty stipulations relating to Chinese.

Whereas in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States.

SEC. 6. That in order to the faithful execution of articles one and two of the treaty in this act before mentioned, every Chinese person other than a laborer who may be entitled by said treaty and this act to come within the United States, and who shall be about to come to the United States, shall be identified as so entitled by the Chinese Government in each case, such identity to be evidenced by a certificate issued under the authority of said government, which certificate shall be in the English language or (if not in the English language) accompanied by a translation into English, stating such right to come, and which certificate shall state the name, title or official rank, if any, the age, height, and all physical peculiarities, former and present occupation or profession, and place of residence in China of the person to whom the certificate is issued and that such person is entitled, conformably to the treaty in this act mentioned to come within the United States. Such certificate shall be prima-facie evidence of the fact set forth therein, and shall be produced to the collector of customs, or his deputy, of the port in the district in the United States at which the person named therein shall arrive.

SEC.13. That this act shall not apply to diplomatic and other officers of the Chinese Government traveling upon the business of that government, whose credentials shall be taken as equivalent to the certificate in this act mentioned, and shall exempt them and their body and house-hold servants from the provisions of this act as to other Chinese persons.

SEC. 14. That hereafter no State court or court of the United States shall admit Chinese to citizenship; and all laws in conflict with this act are hereby repealed.

SEC.15. That the words “Chinese laborers”, wherever used in this act shall be construed to mean both skilled and unskilled laborers and Chinese employed in mining.

Approved, May 6, 1882
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DISCOVERING HISTORY IN TODAY’S NEW YORK TIMES

1. Select an article in a recent issue of The New York Times that covers an event that might be viewed as representative — or stereotypical — of a specific group of people. How individuals celebrate holidays, prepare foods, or wear clothing or accessories are examples. Discuss the positives and negatives of these fixed views and discuss if the examples in the Times article identify the people who belong to the group in a negative or positive manner.

2. A Supreme Court Decision in Lau v. Nichols, 414 U.S. 563 (1974) ruled that “a school district receiving federal aid must provide special instruction for non-English-speaking students whose education is severely hampered by the language barrier, at least when there are substantial numbers of such students within the district.” This case concerned the failure of the San Francisco school district to provide 1,800 non-English-speaking students with special instruction in their native language. There is controversy over whether immigrant students should have bilingual education or immersion into English language classes. Search The New York Times for commentary on this issue. Other Web sites offer valuable information on this topic as well (see http://www.nytimes.com/2007/12/16/nyregion/nyregionspecial2/16Rschool.html). Take a position for bilingual education or immersion in English and discuss the negatives and positives of each side of the controversy.

3. Select a news article in The New York Times that reports on an act of abuse or harassment that was alleged to be motivated by prejudice or indicative of stereotyping an individual or group of individuals. Additional commentary might be found in letters to the editor, the editorial and the Op-Ed pages. Are there groups of individuals that would have difficulty gaining acceptance into a specific community at this time? Are there television shows and/or movies that foster negative stereotypes? Which stereotypes are portrayed and what do these stereotypes reveal about the persons initiating them?