**Subject area/course**: History/U.S. History

**Grade level/band**: 11-12

**Task source**: Stanford Center for Assessment, Learning, and Equity (SCALE); author: Daisy Martin

**Chinese Exclusion Act Document-Based Question**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will write an essay that uses evidence from primary sources and background knowledge to make an argument and answer a historical question. Students will need to read and analyze documents to create a thesis-driven essay. Before students write their individual essay, they will participate in some scaffolding and preparation instructional activities that include the teacher modeling how to read a historical source and working in pars to analyze a historical source.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.

1. **Critical Abilities**

Analysis of Information:Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms:Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

Interpersonal Interaction and Collaboration:Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations

1. **Other standards**

*The College, Career, and Civic Life (C3) Framework for Social Studies State Standards:*

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

1. **Time/schedule requirements:**

Administration: 90 minutes for lead-in instruction

Length of time for response: 90 minutes for students’ individual responses

Day 1 - Instructional Activities

1. Introduce the task
2. Provide historical context
3. Analyze two documents (introduce question, model document analysis, students read and analyze)
4. Whole class discussion & close

Day 2 – Instructional Activities

1. Review lesson and introduce activity
2. Pairs: Read and analyze documents
3. Share-out and get feedback
4. Summarize & close

Days 3 & 4 – Task Administration

1. Students individually complete Document Based Question
2. **Materials/resources:**

* Chinese Immigration and Exclusion Chronology
* Documents A-G
* Tools A & B

1. **Prior knowledge:**

Students should have learned about the industrialization that took place in the United States during the late 19th century, and accompanying changes. More specifically, students should have encountered the economic downturn in the 1870’s and conflicts between workers and management.

1. **Connection to curriculum:**

This task should be administered within the context of a larger curricular unit that addresses the development of the industrial United States, 1870-1900.

1. **Teacher instructions:**

DAY 1

**a) Introduce the Task**

Include

* The point that history is an evidence-based argument; and
* some information about the historical period.

Possible Script:

*What happened in the past is not always obvious or clear. Have you ever heard your family argue about whose story about a shared event [insert specific examples] is correct? History is similar. Historians have to look at what was left behind by those who came before us to uncover and reconstruct the past--to get the story straight. They use those sources to write historical stories and arguments. When we ask how we know stories about our past (like the story of Columbus or the Civil Rights Movement), we are also asking, what evidence do we have that the story is correct?*

*Historians argue over those stories for several reasons. For example, just like with your family, there are multiple perspectives on the past and we often don’t have records or sources that show how everyone experienced that event. Explanations of an event can be contested. Why does an economic downturn happen? What are the reasons a country goes to war? These complex events have multiple causes.*

*Over the next few days, you will become the historian, looking at documents from the nineteenth century to figure out a historical problem and write an argumentative essay. That problem will be about the Chinese Exclusion Act of 1882. Remember that in the decades after the Civil War, America transformed into an industrial society, and many people came to live in cities, from both farms in the United States and from other countries. Many immigrants came to the United States for the job opportunities here and seeking the freedoms promised by our founding documents. They frequently entered this country through Ellis Island, but they also entered on the West Coast, in California.*

**b) Set Historical Context More Specifically**

Introduce the topic (the Chinese Exclusion Act) and time (1880s):

* Show Frank Genthe’s photo and ask students to look closely at it and tell you what they see and what questions it raises. Show it without the source information so students can learn from the image alone. To project photo, see URL listed in “Credits” below. (Source: Frank Genthe, *The toy peddler, Chinatown, San Francisco*, taken between 1896 and 1906.)
* Tell a story using the Key Events Chronology*.* See the following links for help preparing this:

[*http://memory.loc.gov/ammem/award99/cubhtml/chron.html*](http://memory.loc.gov/ammem/award99/cubhtml/chron.html)

[*http://memory.loc.gov/ammem/award99/cubhtml/theme1.html*](http://memory.loc.gov/ammem/award99/cubhtml/theme1.html)

**c) Analyze Two Documents**

* Tell students they will be reading two documents concerning immigration in the 1880s. Introduce the day’s central question: What were different views about immigration in the 1880s?
* Hand out Student Lead-In materials (packet with Document A (New Colossus) and Document B (Chinese Exclusion Act) and Tool A (graphic organizer).
* (Whole class) Model Document Analysis using Document A: Use the central question and graphic organizer. Read the document aloud. Include some version of the following steps:
  + First read the title and then ask sourcing questions: What kind of source is this? When was it written? Where was it published? Explain that you are going to the bottom of the document first to find out information about the origins of the document. Read that information aloud. Then show that this information helps you answer the first question on the graphic organizer (Tool A).
  + Show the other questions on Tool A and explain that you will need to read to answer those questions.
  + Model reading the document with purpose. While reading, you can also notice loaded words, ask questions of the text, summarize it’s meaning, and use background information to understand the text.
  + (Whole class) Answer the questions in writing on Tool A for Document A.
* (Pair work) Students read document B in pairs and complete Tool A.

**d) Whole Class Discussion and Closing**

Teacher leads discussion of central question: What were different views about immigration in the 1880s? Make the following two points during the discussion:

* Stop and Source! Sourcing is important to reading and understanding these documents. In other words, noticing the date and origin of documents is important to accurately analyze the source. For example, these two documents represent different views that existed at the same time.
* Use evidence from the document to support your claims/conclusions. Ask students to support their answers with evidence from the text. Ask students some version of the following questions: What in the text supports that idea? Where do you see that in your document? What is the evidence of that?

Close: Ask: If these two documents are your only evidence, can you tell *why* the Chinese Exclusion Act was passed?

Possible Script: *This is what historians have to do when they investigate the past--analyze the meaning of documents and look across those documents to figure out the truth. Tomorrow we will be working on further investigating why the Chinese Exclusion Act of 1882 was passed.*

DAY 2

**a) Review and Introduce Activity**

Possible Script*: Remember that yesterday we looked at two contrasting documents about how people thought about immigration in the 1880s.*

*Your job today will be to read and analyze a document to see what is helps us understand regarding the reasons the Chinese Exclusion Act was passed. Remember that we talked about the importance of noticing who produced the document and when it was produced. You will want to do that with your document today also. (*Add more reminders about the reading skills you made explicit on Day 1.)

**b) Pairs: Read and Analyze Documents**

* Pair students.
* Give one document to each pair.
* (Pair Work) Students
  + “Source” the document. Find specifics about the origins of the document (e.g., date & place of publication, type of document, author) and hypothesize the point of view on the Chinese Exclusion Act that it will include.
  + Read, annotate, and discuss assigned document
  + Answer the following questions for your document:
    - What does this document tell you about the causes of the Chinese Exclusion Act?
    - What evidence supports your answer?
  + Prepare 1-2 minute presentation for the class that includes:
    - The name of your document;
    - What your document says and implies about the causes for this Act.
* Note: Use Tool B: Analyzing Documents Organizer as desired. Students might record their analysis in the appropriate row and then record other students’ responses as appropriate.

**c) Share-out and Feedback**

Randomly select pairs to present each of the five documents. Tell students to listen for what they learn about the reasons for the Chinese Exclusion Act. When appropriate, ask students to back up their statements with evidence from the document or clarify their statements. If incorrect information is shared, ask for input from another pair who read the same document or correct it.

Note: At the end of this activity, each student has read three documents: A, B and the document from C-F that he or she read today. They have heard reports on all the documents.

**d) Summarize and Close**

Ask students to summarize what they heard about the causes of the Chinese Exclusion Act of 1882.

Preview the writing task: Tell students that they will be writing an argumentative essay the next day. Pass out or project the “Proficient” descriptors and tell students that these are the criteria that students should try to meet when they write an argumentative essay. Read and explain these to students.

DAY 3

* Students write essay in response to prompt.

1. **Student support:**

None provided.

1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the Chinese Exclusion Act Rubric.

**Credits**

Photo: Genthe , Frank. *The toy peddler, Chinatown, San Francisco*. (b&w film copy neg.) Washington, D.C.: Library of Congress Prints and Photographs Division. 1 slide, <http://www.loc.gov/pictures/item/agc1996000171/PP/> (February 14, 2011).

Document C: *Workingmen’s Party Ballot*. 1879. Santa Cruz Museum of Natural History. Santa Cruz, California.

Document D: Nast, Thomas, “Which Color is to be Tabooed Next?” *Harper’s Weekly*, 1882. The Chinese in California, 1850-1925. Image, http://content.cdlib.org/ark:/13030/hb7c60056s/

http://memory.loc.gov/cgi-bin/query/r?ammem/cic:@field(DOCID+@lit(brk7179))

Document F: *For the re-enactment of the Chinese Exclusion Law: California’s Memorial to the President and Congress of the United States* adopted by the Chinese Exclusion Convention called by the Board of Supervisors of the City and County of San Francisco and composed of 3000 Delegates from State, County and Municipal Bodies, Civic, Labor and Commercial Organizations, held at Metropolitan Temple, San Francisco, Cal., November 21 and 22, 1901. San Francisco, Cal Star Press., pages 4-5 and 8-9. *The Chinese in California, 1850-1925*

http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/brk6586

The Bancroft Library, University of California, Berkeley. [F870.C5.C505]

Document G: Lee Chew, “The Biography of a Chinaman,” *Independent*, 15 (19 February 1903), 417–423. Modified version from Avishag Reisman and Brad Fogo, “Chinese Immigration and Exclusion Lesson Plan,” *Stanford History Education Group Reading Like a Historian Curriculum,* 2009, <http://sheg.stanford.edu/?q=node/45>.

Timeline: Modified from Avishag Reisman and Brad Fogo, “Chinese Immigration and Exclusion Lesson Plan,” *Stanford History Education Group Reading Like a Historian Curriculum,* 2009, http://sheg.stanford.edu/?q=node/45.