



Ethnic Studies Lesson 5C: Asian American Early Immigration, Part 2

TOPIC:

ASIAN AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

1. Identity
2. History and Movement
3. Systems of Power

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):**Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):**History-Social Science Content Standards—(Grades 9-12)**

Evaluate the impact of immigration policies and laws on immigrant communities and the broader society, including the US response to Japanese immigration during the early 20th century. (10.3)

Lesson Purpose

Students will study the push and pull factors of Japanese immigration during the early 20th century. Students will also see the realities of life for Japanese immigrants, as well as the US response to this growing immigration.

Essential Questions

What factors contributed to Japanese immigration during the 20th century, and what was life like for Japanese immigrants?

How did the US respond to Japanese immigration?

How has life changed for Asian Americans over the last 150 years?

Materials

WORKSHEET

[Library of Congress: Japanese](#)

[Library of Congress: The U.S. Mainland: Growth and Resistance](#)

[Stanford Medicine: Dates in Japanese Immigration and History](#)

[PBS: Angel Island and the Chinese Exclusion Act](#)

[Densho Encyclopedia: Gentlemen's Agreement](#)

[Daily Dose: Immigration Act of 1924](#)

[Unit 5 KWL Chart](#)

Vocabulary

Angel Island

Issei generation

Nisei generation

Lesson Steps

Step 1:

- As a class, ask students what they already know about the push and pull factors for Japanese immigration. Break students into pairs to read the following websites. As students read, students should continue to add to the last lesson's [WORKSHEET](#) on push and pull factors as well as on the realities of immigration for the Japanese and other Asians.
 - [Library of Congress: Japanese](#)
 - [Library of Congress: The U.S. Mainland: Growth and Resistance](#)
 - [Stanford Medicine: Dates in Japanese Immigration and History](#)
- When students have completed their research, have them meet with one other pair to check their notes. As a class, ask students to share what push and pull factors they discovered for Japanese Americans. Also, what were the realities of Japanese immigrants?

Step 2:

- As a class, ask students what they know about Ellis Island and the Statue of Liberty. What do they already know about Angel Island on the West Coast? Have students watch [PBS: Angel Island and the](#)

[Chinese Exclusion Act](#) (video 5 minutes, 25 seconds). As students watch, they should take notes on the realities of life for Asian immigrants. When the video is complete, have students share their notes and, as a class, add these notes to the shared worksheet.

Step 3:

- As a class, use a whole class reading method such as popcorn or round robin to read [Densho Encyclopedia: Gentlemen’s Agreement](#). As students read, have students take notes on the who, what, when, where, and why of the 1907 agreement. Also, have students listen to [Daily Dose: Immigration Act of 1924](#) (video 3 minutes, 29 seconds). Again, students should take note of the who, what, when, where, and why of the 1924 Act as well as the 1965 Immigration Act. When students have finished watching the video, help them create event cards for the three events and place them on the class timeline.

Step 4:

- As a class, ask students this lesson’s questions, “What factors contributed to Japanese immigration during the 20th century, and what was life like for Japanese immigrants? How did the US respond to Japanese immigration?” Also ask this unit’s question, “How has life changed for Asian Americans over the last 150 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students watch [AJ+, What Led to the Decline of Japanese-American Farmers in California](#) (video 9 minutes, 3 seconds). As students watch the video, have them take notes on what were some of the legacies of early immigration of Japanese to California. They should answer the question, “How might US history be different without the immigration of Japanese Americans?”

Additional Readings and Resources

[AJ+, What Led to the Decline of Japanese American Farmers in California](#)

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 133-179.

Sowell, Thomas. *Migrations and Cultures: A World View*. Basic Books, 1996, chaps. 3, 5, 7.

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies 5B: Asian American Immigration

PUSHES	PULLS
<p>Chinese 1st Wave of Immigration</p> <ul style="list-style-type: none"> - Taiping Rebellion 1850-1864 - Chinese Exclusion Act 1882 <p>Chinese 2nd Wave of Immigration</p> <p>Chinese 3rd Wave of Immigration</p> <p>Chinese 4th Wave of Immigration</p> <p>Japanese Wave of Immigration</p> <ul style="list-style-type: none"> - Angel Island - Gentlemen’s Agreement - Immigration Exclusion Act of 1924 - Immigration Act of 1965 	<ul style="list-style-type: none"> - Gold in California - Transcontinental Railroad

Realities of Immigration

Education	Language	Isolation	Regions
Pay	Types of Work	Permanent Immigration?	Citizenship
Discrimination	Organizing		

Ethnic Studies 5A: KWL Chart

KNOW

WONDER

LEARNED

<p><i>What do we think we already know about this topic?</i></p>	<p><i>What do we wonder about this topic? Write your questions below.</i></p>	<p><i>After the research is completed, what did we learn? Make sure to cite your source.</i></p>