

cobblestone

ASIAN AMERICANS

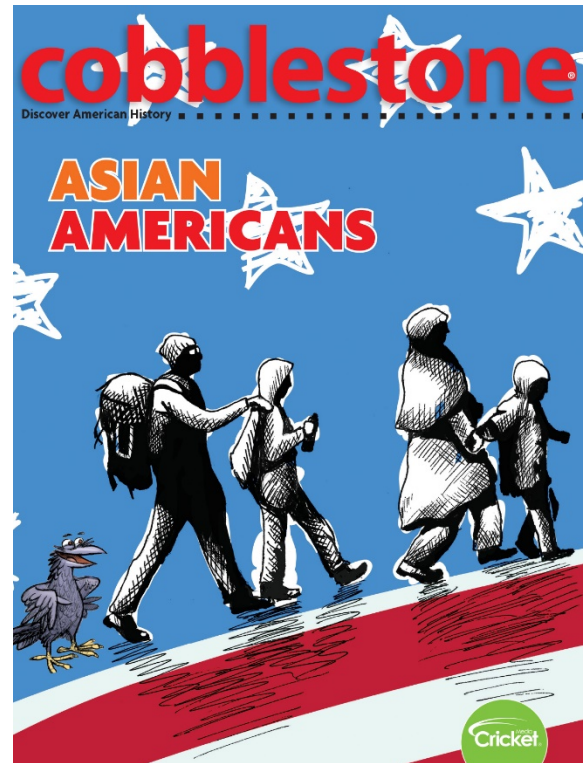
In this issue, students explore the challenges faced by Asian immigrants to the United States throughout the 19th and 20th centuries.

CONVERSATION QUESTION

How has immigration impacted the development of American society?

TEACHING OBJECTIVES

- Students will learn about immigration to America.
- Students will explain likely causes and effects of events and developments.
- Students will evaluate the relative influence of various causes of events.
- Students will classify a series of historical developments as examples of continuities or changes.
- Students will conduct research.
- Students will give a multimedia presentation.
- Students will use details from a text to write a historical-fiction narrative.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

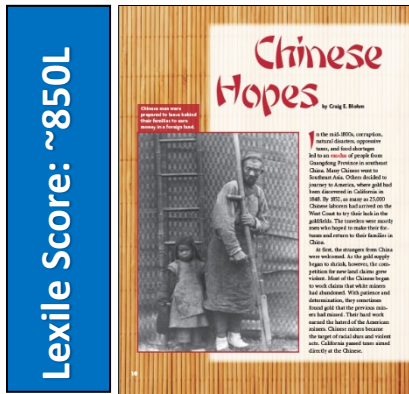
SELECTIONS

- **Chinese Hopes**
Expository Nonfiction, ~850L
- **Loyal Citizens**
Expository Nonfiction, ~850L
- **Refugees of War**
Expository Nonfiction, ~950L

Chinese Hopes

pp. 10–13, Expository Nonfiction

Explore why Chinese immigrants, initially welcomed in America, struggled through a period of discrimination before once more being welcomed.



ENGAGE

Conversation Question: How has immigration impacted the development of American society?

Ask students if they've ever been denied an opportunity based on their age, sex, or race. Explain to them that these experiences are examples of discrimination. Then explain that immigrants to America have sometimes experienced discrimination based on their race. Ask them to form hypotheses about why certain groups such as the Chinese may have experienced discrimination after immigrating to America.

INTRODUCE VOCABULARY

Define each word with students. Then have students work in small groups to practice using all three words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why did many Chinese choose to immigrate to America in the mid-1800s?
2. How were Chinese immigrants discriminated against in the mid- to late-1800s?
3. What led to the reversal of the restrictions on Chinese immigration put in place through the Chinese Exclusion Act of 1882?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Explain that the article mentions several cause-effect relationships. Inform students that they will need to reread the article to find these cause-effect relationships. Distribute the *Cause-Effect Relationships* organizer to all students and go over it with them.

ASSESS: Have students work in pairs to reread the article and complete the *Cause-Effect Relationships* organizer. After students have finished their work, have them share it with the class to ensure proper understanding of these specific cause-effect relationships.

EXTEND

English Language Arts Have students use print and digital sources to research life for Chinese immigrants in the United States in the late 19th century. Instruct them to identify at least three aspects of life that were different for the Chinese because of their race. Then ask students to share with the class in a group discussion.

RESOURCES

- Cause-Effect Relationships

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about immigration to America.
- Students will explain likely causes and effects of events and developments.
- Students will conduct research.

KEY VOCABULARY

- **slur (p. 10)** a phrase spoken about a person or group of people that is intended to insult them
- **discrimination (p. 11)** the unjust treatment of a group of people, especially on the basis of race, age, or sex
- **recession (p. 11)** a period of temporary economic decline, typically accompanied by rising unemployment

Name _____

Cause-Effect Relationships

Events and developments throughout history often have multiple causes and effects. Reread the article and fill in the likely causes and effects of each development identified below. You may have to make inferences.

Likely Causes	Event / Development	Likely Effects
	There were food shortages, corruption, natural disasters, and oppressive taxes in China during the 19th century.	
	White gold miners abandoned claims, which the Chinese then began to work.	
	In the late 1800s, California passed laws directly aimed at limiting opportunities for Chinese immigrants.	
	Chinese immigration to America dramatically declined.	

Loyal Citizens

pp. 16–19, Expository Nonfiction

Explore how Japanese immigrants established themselves in America, despite limiting restrictions imposed on them by both their home country and the United States.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about immigration to America.
- Students will evaluate the relative influence of various causes of events.
- Students will give a multimedia presentation.

KEY VOCABULARY

- **depression** (p. 16) a prolonged period of economic decline accompanied by large increases in unemployment and poverty
- **modernize** (p. 16) to adopt new methods of political and economic organization, often including allowing people to vote and upgrading technology
- **restrict** (p. 18) to limit the amount or range of something

ENGAGE

Conversation Question: How has immigration impacted the development of American society?

Inform students that there are often many reasons or causes—not just a single one—for different events. However, each of these reasons or causes has a different kind of impact on the event or development. Ask them to share an event that had multiple causes and to explain which cause had the greatest impact on that event.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then ask students to use the vocabulary words to complete the sentences.

1. When the Japanese government decided to _____, Japan was experiencing a _____.
2. The governor decided to _____ travel on state highways because of the blizzard that was forecasted.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How did the Meiji government restrict early Japanese immigration to America?
2. How did Japanese immigrants in America respond to being shunned by white society?
3. What forms of discrimination—or prejudice—did Japanese immigrants face in America during the 19th and 20th centuries? Why?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Explain to students they will be evaluating—or judging—the differences in the level of impact various causes likely had on the placement of Japanese Americans in internment camps during World War II.

ASSESS: Instruct students to work in pairs to find at least three developments that could be considered causes of Japanese internment during World War II. Then have a whole-class discussion where you encourage students to judge which causes had the greatest impact on that development.

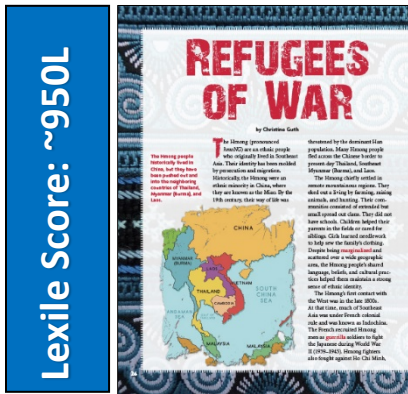
EXTEND

English Language Arts Have student groups use print and digital sources to learn about life for Japanese Americans after being released from internment camps during World War II. Have groups prepare and present a short multimedia presentation to share their findings.

Refugees of War

pp. 26–28, Expository Nonfiction

Discover why many Hmong war refugees came to the United States and why the generations that came from them struggle with their identity in America.



ENGAGE

Conversation Question: How has immigration impacted the development of American society?

Ask students to imagine what it is like to be a minority group in a country that joins with a foreign power to battle the local government. Have them hypothesize what consequences might arise as a result of this situation. Then explain that the Hmong people (originally a minority group in China) found themselves in this situation as a result of several conflicts in Southeast Asia in the mid-1900s.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then have students use the vocabulary words to complete the sentences.

1. Being an _____ in China, many Hmong _____ to Thailand, Burma, and Laos to escape persecution.
2. After helping the United States fight Viet Cong forces during the Vietnam War, many Hmong became _____ who _____ to America.

RESOURCES

- Classify Events

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about immigration to America.
- Students will classify a series of historical developments as examples of continuities or changes.
- Students will use details from a text to write a historical-fiction narrative.

KEY VOCABULARY

- **refugees (p. 26)** people who have been forced to leave their country to escape war, persecution, or natural disaster
- **ethnic minority (p. 26)** a group of people defined by ethnicity or race that makes up a small portion of an overall population
- **emigrated (p. 27)** left one's own country to permanently settle in another

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why did the Hmong people originally flee China?
2. What armed conflicts in Southeast Asia were the Hmong people involved in during the 1900s?
3. Why did the American government support the relocation of Hmong people to the United States following the Vietnam War?

CONCEPT/SKILL FOCUS: Classify Events

INSTRUCT: Explain to students that certain events happen in history that can be considered important but don't represent a change in how things have been done or thought about in the past. These are known as *historical continuities*. Alternatively, some events do represent a change in how things have been done or thought about in the past. These are known as *historical changes*.

ASSESS: Have student pairs work together to find examples of historical continuities or historical changes and record their findings on the *Classify Events* organizer.

EXTEND

Social Studies The article provides details regarding issues faced by Hmong immigrants in America. Instruct students to write a historical fiction story about a conversation between a younger and an older Hmong immigrant describing the challenges of living in America.

Name _____

Classify Events

Historical events may be examples of *historical change* or *historical continuity*. Reread the article and find examples of both historical continuities and historical changes for the Hmong people. Then use details from the article to support your classifications.

Identify an event from the article.	Is this event an example of <u>historical change</u> or <u>historical continuity</u>?	Which details in the article support your classification?