

# Teacher's Supplement

# cobblestone®

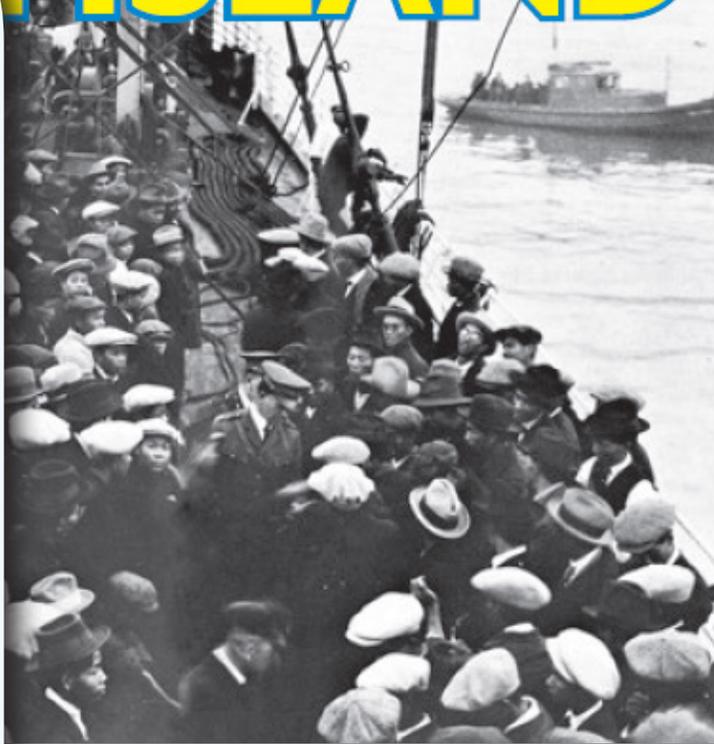
Discover American History



## ANGEL ISLAND

### MAGAZINE ARTICLES

Louie Share Kim, Paper Son . . . . .	2
Expository Nonfiction 890L	
Closing the Door . . . . .	6
Expository Nonfiction 1190L	
Chinese Hopes. . . . .	10
Expository Nonfiction 1080L	
Island of Many Uses . . . . .	12
Expository Nonfiction 1070L	
A Beacon of Light . . . . .	15
Expository Nonfiction 1040L	
Designed to Detain. . . . .	18
Expository Nonfiction 970L	
The Path to Paper Son . . . . .	21
Expository Nonfiction 960L	
In Their Own Words . . . . .	26
First Person Narrative Nonfiction 820L	
Carved on the Walls . . . . .	32
Expository Nonfiction 1140L	
A Visit to Angel Island. . . . .	35
Expository Nonfiction 1060L	



**Teacher’s Guide for *Cobblestone: Angel Island***

Using This Guide. . . . . **2**

Common Core: Reading, Speaking & Listening, and Writing . . . . . **3**

Article Pages. . . . . **4**

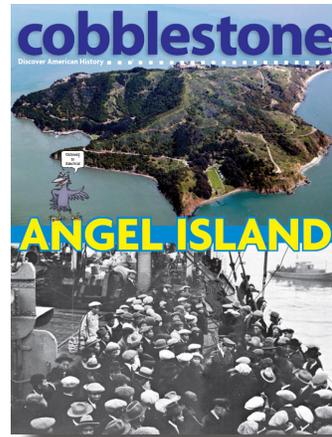
Cross-Text Connections with Multiple Articles . . . . . **14**

Mini-Unit . . . . . **15**

Printables. . . . . **18**

Glossary . . . . . **21**

Online Resources . . . . . **23**



**OVERVIEW**

*In this magazine, readers will learn about the history of Angel Island, the West Coast equivalent to Ellis Island.*

***Cobblestone: Angel Island***

*includes information about the treatment of immigrants who passed through the island with special attention paid to the Chinese immigration experience.*

**ESSENTIAL QUESTION:**

***How did public opinion influence immigration laws and the treatment of immigrants, including those who passed through Angel Island?***

We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or utilize a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

## READ MULTIPLE TEXTS PAGES 4 - 13

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

Essential Question

Content Concepts  
C3 Framework for Social Studies State Standards

Key Vocabulary  
CCSS.Reading.4

Prepare to Read  
CCSS.SpeakListen.1, 2, 4

Close Reading Questions  
CCSS.Reading.1-10

Common Core Connections to teach reading and writing standards.  
CCSS.Writing.1, 2, 3 & 6

## TEACH A MINI-UNIT PAGES 15 - 27

Magazine texts can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple texts and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

## READING

**Core literacy concepts**, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

**Draw Inferences** (CCSS.InfoText.1)

**Describe Relationships** (CCSS.InfoText.3)

**Analyze Text Structure** (CCSS.InfoText.5)

**Interpret Visual Information** (CCSS.InfoText.7)

**Summarize** (CCSS.InfoText.2)

**Determine Word Meaning** (CCSS.InfoText.4)

**Understand Author’s Point of View** (CCSS.InfoText.6)

**Explain Reasons and Evidence** (CCSS.InfoText.8)

### **FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:**

Have students read multiple articles on the same topic from this magazine, to build knowledge and make cross-text comparisons.

## SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (CCSS.SpeakListen.1, 2, 4).

### **DISCUSSION OPTIONS—IN CLASS OR ONLINE**

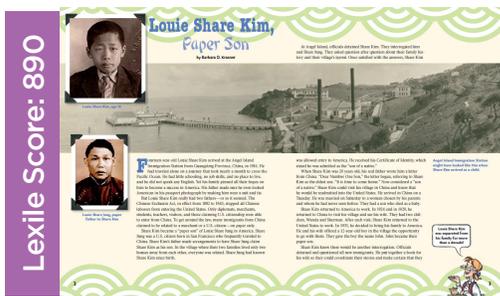
**Article Clubs:** Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

**Jigsaw Clubs:** Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

**Whole Class:** Launch with an essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

## WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pgs 15 - 17) as well as the **Article Pages** (pgs 4 - 13) for ways to incorporate writing into your instruction



Louie Share Kim was the “paper son,” son by virtue of a signed document, of Louie Share Jung. This was a common way for Chinese people to send their male children to America. The article presents his family story.

## ESSENTIAL QUESTION

**How did public opinion influence immigration laws and the treatment of immigrants, including those who passed through Angel Island?**

## SOCIAL STUDIES CONCEPT

Historical contexts shape people’s perspectives and the historical sources they create.

## CROSS-CURRICULAR EXTENSION

### Geography & Math

Use a map scale to compute the distance from Guangdong Province, China, to Angel Island.

## KEY VOCABULARY

**admit (p. 3)** to let in (someone or something)

**arrangements (p. 2)** something that is done to prepare or plan for something in the future

**interrogate (p. 3)** to ask (someone) questions in a thorough and often forceful way

## PREPARE TO READ

Ask the students what they know about immigration throughout history. Are they, or do they know anyone whose ancestor was an immigrant?

## CLOSE READING QUESTIONS

- What was the purpose of the interrogations? Underline details from the text to support your answer.
- How did Sam Louie learn of his family history? Cite evidence from the text to support your answer.
- Why was it necessary to keep paper sons secret? Underline all possible answers in the text.

## COMMON CORE CONNECTIONS

### Interpret Words *CCSS Reading 4*

What is meant by the term “paper son”? Use the text to determine the literal meaning as well as any connotations the term has today

### Draw Inferences *CCSS Info Text 1*

Use the text to draw inferences about racial attitudes toward the Chinese during the 1920s and 1930s.

### Interpret Visual Information *CCSS Info Text 7*

Study the documents and photographs that accompany the article. How do they add to your understanding of the text?

# ARTICLE: Closing the Door

Magazine pages 6 - 9, Expository Nonfiction



The political climate regarding immigration changed in the late 1800s. In the years that followed, Congress passed many laws geared toward excluding types of immigrants.

## ESSENTIAL QUESTION

**How did public opinion influence immigration laws and the treatment of immigrants, including those who passed through Angel Island?**

## SOCIAL STUDIES SCIENCE CONCEPT

Changes in historical contexts lead to changes in people's perspectives.

## CROSS-CURRICULAR EXTENSION

### English Language Arts

The door is a common metaphor in discussions of immigration. Why does this metaphor work? Create other metaphors for immigration.

## KEY VOCABULARY

**discourage (p. 9)** to make (someone) less determined, hopeful, or confident

**lunatic (p. 7)** an insane person

**moral (p. 7)** considered right and good by most people; agreeing with a standard of just behavior

**sentiment (p. 7)** an attitude or opinion

## PREPARE TO READ

Discuss different historical contexts where particular social groups have been excluded from certain rights, environments, or activities (e.g. segregation, immigration restrictions). Ask students to come up with their own examples of exclusion of social groups.

## CLOSE READING QUESTIONS

- Create a chart listing each law and which groups it excluded. Note any exceptions to the exclusions.
- Why were islands used as immigration stations? Underline information in the text that supports your answer.
- Use details from the text to chart each immigrant group's reasons for coming to the United States.

## COMMON CORE CONNECTIONS

### Interpret Words *CCSS Reading 4*

The author placed some words in quotation marks. Reread the sentences containing these words. What do they mean? What is the probable purpose of the quotation marks? How do they affect the overall tone of the article?

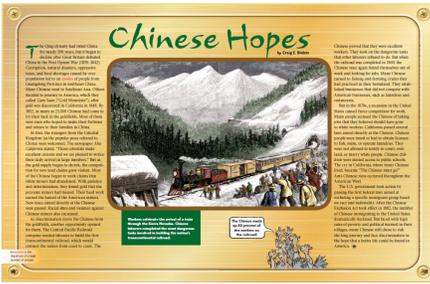
### Interpret Visual Information *CCSS Info Text 7*

The text includes immigrants from many groups. Why might the publisher have chosen to complement the text with information about Chinese immigration only? How does this impact your overall understanding of the material?

### Analyze Ideas *CCSS Info Text 3*

Locate evidence in the text that supports the idea that historical events influenced American attitudes toward immigration.

Lexile Score: 1080



At first, Chinese immigrants were welcome, but attitudes changed as the economy worsened. Still, many Chinese had more hope for a good life in America than in China.

## ESSENTIAL QUESTION

**How did public opinion influence immigration laws and the treatment of immigrants, including those who passed through Angel Island?**

## SOCIAL STUDIES CONCEPT

Changes in historical contexts lead to changes in people's perspectives.

## CROSS CURRICULAR EXTENSION

### Science

Research the element Au. What makes it so valuable? How is it mined? What type of material is it? Where does it fit into the Periodic Table? What is its atomic structure?

## KEY VOCABULARY

**celestial** (p. 10) of or relating to the sky

**operate** (p. 11) to have control of (something, such as a business, department, program, etc.)

**turmoil** (p. 11) a state of confusion or disorder

## PREPARE TO READ

Play or read the lyrics to the song "I've Been Working on the Railroad." Discuss how the song relates to the experience of immigrants to the United States.

## CLOSE READING QUESTIONS

- What factors led many Chinese men to immigrate to America? Cite evidence from the text to support your answer.
- Underline information in the text that explains why the attitudes toward Chinese immigrants changed.
- How did the immigrants react to the discrimination they faced?

## COMMON CORE CONNECTIONS

### Author's Purpose *CCSS Info Text 6*

What is the author's purpose in writing this text? Which elements of the article helped you determine that purpose?

### Draw Inferences *CCSS Info Text 1*

What was the typical Chinese immigrant's attitude toward work during this time period? What does this indicate about their values?

### Research based Writing *CCSS Writing 2 & 6*

Research life in China and the United States during this time period. Write an essay comparing the two, and decide whether you would have immigrated as well.





# ARTICLE: Designed to Detain

Magazine pages 18 - 20, Expository Nonfiction



After stowing their gear, immigrants were separated by nationality and gender. They were then subjected to physical exams and interrogations before being accepted into the United States.

## ESSENTIAL QUESTION

**How did public opinion influence immigration laws and the treatment of immigrants, including those who passed through Angel Island?**

## SOCIAL STUDIES CONCEPT

Specific rules and laws are adopted to address public concerns.

## CROSS-CURRICULAR EXTENSION

### Math

Compute the percentage of immigrants that made up each group detained at Angel Island and Ellis Island.

## KEY VOCABULARY

**appeal** (p. 20) a process in which a decision is studied and either accepted or rejected by a higher court or by someone in authority

**detainee** (p. 18) a person prevented from leaving a place

**obscure** (p. 19) not well-known

## PREPARE TO READ

Discuss what attributes the students would look for in a prospective immigrant and why each attribute is desirable.

## CLOSE READING QUESTIONS

- Underline portions of the text that describe how treatment of Asians differed from treatment of Europeans.
- List the steps in the process of processing each immigrant and the purpose for each step.
- What factors allowed an immigrant to gain legal status in the United States? Cite evidence from the text to support your answer.

## COMMON CORE CONNECTIONS

### Analyze Text Structure *CCSS Info Text 5*

What is the overall structure of this text? Why might the author have chosen this structure?

### Explain Reasons & Evidence *CCSS Info Text 8*

Why did officials treat Chinese people more harshly than other groups? Where might you find evidence for this harsher treatment?

### Research-Based Writing *CCSS Writing 2 & 6*

Research Ellis Island and write an expository essay comparing treatment of immigrants at the two ports.

# ARTICLE: The Path to Paper Son

Magazine pages 21, Expository Nonfiction



Buffalo Bill's Wild West had its most successful season when it set up outside the World's Columbia Exposition in Chicago.

## ESSENTIAL QUESTION

**How did public opinion influence immigration laws and the treatment of immigrants, including those who passed through Angel Island?**

## SOCIAL STUDIES CONCEPT

Economic concerns influence patterns of immigration.

## CROSS-CURRICULAR EXTENSION

### History & Engineering

The San Francisco earthquake of 1906 had a devastating impact on the city. Research building construction from the era and how laws and construction have changed in order to prevent future earthquake damage in the city.

## KEY VOCABULARY

**claim (p. 21)** a statement saying that something happened a certain way or will happen a certain way

**identity (p. 21)** the name of a person

## PREPARE TO READ

Discuss the meaning of “paper son.” Ask students what conditions might motivate their families to take similar actions.

## CLOSE READING QUESTIONS

- How did Chinese merchants and U.S. citizens help their fellow Chinese to immigrate to the United States?
- How did the San Francisco fire of 1906 assist Chinese immigrants? Cite evidence from the text to support your answer.
- Why was a coaching book included in the price of the new identity? Underline text that supports your answer.

## COMMON CORE CONNECTIONS

### Summarize Main Ideas *CCSS Info Text 2*

Talk with a partner and summarize the main ideas in this article.

### Describe Relationships *CCSS Info Text 3*

Analyze how relationships between a Chinese person and his “paper son” were created. What steps were involved in making the relationship believable?

### Opinion Writing *CCSS Writing 3 & 6*

Would you have wanted to be someone’s “paper son,” why or why not?

# ARTICLE: In Their Own Words

Magazine pages 26 - 31, First Person Narrative Nonfiction



The article contains quotes from people who worked at or passed through Angel Island.

## ESSENTIAL QUESTION

**How did public opinion influence immigration laws and the treatment of immigrants, including those who passed through Angel Island?**

## SOCIAL STUDIES SCIENCE CONCEPT

People's perspectives shape the historical sources they create.

## CROSS-CURRICULAR EXTENSION

### English Language Arts

Write a journal entry of your own thoughts and emotions as you read these quotes.

## KEY VOCABULARY

**fraud (p. 30)** a person who pretends to be what he or she is not in order to trick people

**intern (p. 28)** to put (someone who has not been accused of a crime) in prison for political reasons

**submit (p. 30)** to stop trying to fight or resist something

**technical (p. 26)** according to a very strict explanation of a rule, fact, etc.

## PREPARE TO READ

Ask students to hypothesize how immigrants felt as they were processed at Angel Island. Inform them they will read the words of actual people detained at Angel Island.

## CLOSE READING QUESTIONS

- Note the emotions expressed and the specific words used to express them.
- Underline explanations for the lies the immigrants told.
- Make a chart with two columns, one for positive experiences and one for negative experiences of immigrants the island. Complete the chart using details from the text.

## COMMON CORE CONNECTIONS

### Evaluate Evidence *CCSS Info Text 8*

Ted Chan claims, "They particularly picked on the Chinese." Do the remainder of the quotations support this statement? Is there evidence to the contrary?

### Interpret Words *CCSS Reading 4*

Look for examples of metaphors in the quotes and determine the meaning of each.

### Describe Relationships *CCSS Info Text 3*

What was the relationship between the amount of money someone had and the ease of immigration? Cite evidence from the text to support your answer.



The discovery of poems carved into the walls prompted people to save the site and it eventually became a National Historic Landmark.

## ESSENTIAL QUESTION

**How did public opinion influence immigration laws and the treatment of immigrants, including those who passed through Angel Island?**

## SOCIAL STUDIES CONCEPT

Historical context shapes people's perspectives.

## CROSS-CURRICULAR EXTENSION

### Art & History

Research classical Chinese poetry and illustrate a poem that has been translated into English.

## KEY VOCABULARY

**chronicle (p. 33)** to describe a series of events in the order that they happened

**confide in (p. 33)** to tell personal and private things to (someone)

**convey (p. 33)** to make (something) known to someone

## PREPARE TO READ

Discuss what the consequences would be if students carved their ideas into the walls of their classroom. Contrast this to the effect of the poems carved into the walls of buildings on Angel Island.

## CLOSE READING QUESTIONS

- How were the poems discovered? Cite details from the text to support your answer.
- Underline details that explain how the discovery of the poems saved the site from being destroyed.
- What words in the text show the community response to the discovery?

## COMMON CORE CONNECTIONS

### Evaluate Content *CCSS Reading 7*

How do the two poems presented expand on information given in the text? How does the format impact the experience of reading each?

### Author's Purpose *CCSS Reading 6*

What is the author's purpose in writing this piece? What elements of the text helped you determine that purpose?

### Writing Arguments *CCSS Writing 1*

The caption on page 34 indicates officials have tried to cover up the poems. Is this a good idea? Write an argument presenting your case.



Angel Island, though isolated, has a lot to offer its residents and visitors.

## ESSENTIAL QUESTION

**How did public opinion influence immigration laws and the treatment of immigrants, including those who passed through Angel Island?**

## SOCIAL STUDIES SCIENCE CONCEPT

Spatial concerns impact culture.

## CROSS-CURRICULAR EXTENSION

### Science

Research the natural environment and native species which inhabit Angel Island. How has human development of the island affected its native species?

## KEY VOCABULARY

**fascinate (p. 36)** to cause (someone) to be very interested in something or someone

**fumigate (p. 36)** to remove germs, insects, etc., (from a room or building) with smoke or gas that destroys them

**secluded (p. 36)** placed apart from other people

## PREPARE TO READ

Hypothesize about what it might be like to live or work on an island in general, and specifically on Angel Island.

## CLOSE READING QUESTIONS

- Underline the activities that visitors can do on the island.
- Make a two-column list of the good points and bad points of living on the island as expressed by Connor.
- Create a timeline of the dates mentioned and events mentioned in the article.

## COMMON CORE CONNECTIONS

### Draw Inferences *CCSS Info Text 1*

Dogs are not allowed on the island. Use the sidebar information and knowledge of dogs as well as the text to hypothesize about why this might be the case.

### Explain Reasons & Evidence *CCSS Info Text 8*

The author states that island life made the school year interesting. What evidence is given for this statement? Is the evidence sufficient?

### Narrative Writing *CCSS Writing 3*

Write a narrative about a student's visit to Angel Island. Which activities do they participate in and why? How do they schedule their time so they don't miss anything?

## CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

### COMPARE ARTICLES

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*):

- Imagine you are a Chinese immigrant detained at Angel Island. Use information from several articles to write a letter home explaining what you have been through and what your hopes are for the future.
- Refer to “Louie Share Kim, Paper Son,” “Designed to Detain,” “The Path to Paper Son,” and “In Their Own Words” to learn about paper sons. Do you think the Chinese were right to lie to officials? Why or why not?
- “Closing the Door” and “Chinese Hopes” refer to the anti-Chinese feeling that existed while the Angel Island station was operating. How did this prejudice affect Chinese people who already lived in the United States?
- Compare the poetry in “Carved on the Walls” to the first person accounts in “In Their Own Words.” How does each passage add to your knowledge of the theme? How do the approaches to the information differ?
- Many of the articles are illustrated with photographs. Compare the photos to the other forms of illustration used. What other forms of illustration are there? How does their emotional impact differ? How does each form aid your understanding of the immigration theme?

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

Most American families have immigration stories. Some, like the Chinese who came through Angel Island, faced prejudice. Others may have arrived without such prejudice, but faced other types of challenges. This mini-unit will allow students to learn their own family histories and compare them to immigration stories discussed in this issue and elsewhere.

ENGAGE

READ AND COMPARE

APPLY

**ENGAGE:** Read the immigration stories of Dep and Joy Chan found at <http://aiisf.org/stories-by-author/1035-the-angel-island-stories-of-dep-and-joy-chan>. Discuss the hardships faced in their passage to America and how they overcame them. Have the students listen for the elements mentioned in the graphic organizer below.



Share the essential question:

**How did public opinion influence immigration laws and the treatment of immigrants, including those who passed through Angel Island?**

**READ AND COMPARE ARTICLES:** Begin with a focus article as a base for building content knowledge and model how to work through the text.

**1) READ ALOUD:** Use “Louie Share Kim, Paper Son” pages 2-5 as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

**2) DISCUSS THE ARTICLE:** After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

**3) READ NEW ARTICLES:** Help students choose additional articles to read based on their inquiry questions or what they are interested in. Refer to the Article Pages for summaries of each article in *Angel Island*.

**4) COMPARE ARTICLES:** After students have read multiple articles, guide them to make cross-text connections. Refer to page 14 to Compare Articles for prompts that help students integrate ideas and information.

### CHOOSE A PURPOSE FOR READING

**ASSESS PURPOSE:** *CCSS Informational Text.1* Re-read the article and underline details that help you determine the author’s purpose in writing this article. State the purpose.

**SUMMARIZE MAIN IDEAS:** *CCSS Info Text.7* Underline the main idea and key details in the article and then write a brief summary of the article.

**EXPLAIN REASONS AND EVIDENCE:** *CCSS Reading Info Text.8* Why was it necessary to have “paper sons”? Study the text for evidence of the necessity of tricking the authorities and explain that evidence. Is the evidence sufficient to convince you?

## APPLY: IMMIGRATION STORIES

**Students will interview family members about their own immigration stories and write an essay comparing them with the stories in the issue and the story of Dep and Joy Chan. They will then present their findings and discuss them with the class.**

**STEP 1:** Guide students in using the *Interview Guide Graphic Organizer* to conduct interviews with their family members.

**STEP 2:** Assist students in analyzing their interviews and in making comparisons between their family's story and one of the stories in the magazine, or the complete version of one referenced in the article "In Their Own Words."

**STEP 3:** Students will write essays comparing the immigration experiences discussed in Step 2.

**STEP 4:** Assist students as they prepare index cards for an oral presentation of their comparisons. They may also bring in visuals, such as photographs and family heirlooms. They should explain the significance of these items as part of their presentations.

**STEP 5:** Students make their presentations. Encourage students to ask each other questions of each other and develop parallels among their family's experiences. Maintain a focus on the Essential Question for this issue.

### For Native American Families:

The student can conduct a parallel interview focusing on how the family came to reside in their current home and whether the family had been forced to leave its native lands within North America.

### Extension Activities:

1. Create a timeline of each family's arrival.
2. Research the countries of origin and consider what conditions there made immigration to the United States a good option.
3. Compare customs for finding spouses.
4. Graph the regions of origin for the class.
5. Study immigration laws over time.
6. Study how the process has changed since the days of Angel Island.
7. Study the results of institutional prejudice (e.g. Japanese internment camps).

NAME: \_\_\_\_\_

## Mini-Unit Graphic Organizer

### Our Immigration Story Interview Guide

Use a separate piece of paper for your answers when necessary. You may even want to record your interview on a cell phone or other device.

1. Why did our family members come to the United States?
2. What was their journey like?
3. How were they treated as they were processed by officials?
4. Were they ever forced to lie to be allowed to enter or remain in the United States?
5. Did any laws make it easier or more difficult for them to gain entry? If so, which ones and why?
6. Where did they settle at first and why?
7. Have they faced discrimination because of race, religion, or country of origin since settling in their new home? If yes, what reasons were given for it and what impact did it have?
8. Were they able to have the same jobs here that they held in their native countries? Why or why not?
9. Did they bring any important heirlooms or photographs from home? Are those still in the family? Can I bring them to school to share with my class?
10. Were they married already when they arrived? If not, how did they meet their spouses?
11. How are they related to me? Draw a family tree to show the connections.

NAME: \_\_\_\_\_

### ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

**NAME:** \_\_\_\_\_

### CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

**ESSENTIAL QUESTION OR INQUIRY QUESTION:**

ARTICLE 1:	ARTICLE 2:	ARTICLE 3:

**admit** to let in (someone or something)

*He received his Certificate of Identity, which stated he was **admitted** as the “son of a native.” (p. 3)*

**appeal** a process in which a decision is studied and either accepted or rejected by a higher court or by someone in authority

*Some immigrants who faced deportation hired attorneys to **appeal** their cases... (p.20)*

**arrangement** something that is done to prepare or plan for something in the future

*Share Kim’s father made **arrangements** to have Share Jung claim Share Kim as his son. (p. 2)*

**beacon** a strong light that can be seen from far away and that is used to help guide ships, airplanes, etc.

*Until they did, lighthouses, built on points of land close to the shore, served as **beacons** of safety. (p. 15)*

**celestial** of or relating to the sky

*At first, the strangers from the **Celestial** Kingdom (as the popular press referred to China) were welcomed. (p. 10)*

**chronicle** to describe a series of events in the order that they happened

*They describe what it was like to be imprisoned on the island, but they also **chronicle** the indignity and trauma that the U.S. immigration system imposed on one group of immigrants. (p. 33)*

**claim** a statement saying that something happened a certain way or will happen a certain way

*The **claim** created immigration slots, which could be used to bring another Chinese to America. (p. 21)*

**confide in** to tell personal and private things to (someone)

*To whom can I **confide** my innermost feelings? (p. 33)*

**convey** to make (something) known to someone

*Using simple, direct language, the poems **convey** a strength of spirit. (p. 33)*

**detainee** a person prevented from leaving a place

*Meals for the Chinese **detainees** consisted of coarse rice, steamed vegetables, and a little meat. (p. 19)*

**discourage** to make (someone) less determined, hopeful, or confident

*The U.S. government not only **discouraged** immigration during that decade but also sent home many Mexican and Filipino laborers. (p. 9)*

**enlisted** serving in the armed forces in a rank below the rank of officers

*By 1910, a mess hall, a hospital, an **enlisted** men’s barracks, officers’ quarters, and other buildings were being added on the other side of the island, which became East Garrison. (p. 14)*

**fascinate** to cause (someone) to be very interested in something or someone

*Connor was **fascinated** by the old hospital connected to Fort McDowell—a former quarantine station from 1891 where ships could be fumigated and immigrants with diseases could be isolated. (p. 36)*

**fraud** a person who pretends to be what he or she is not in order to trick people

*After hearing a lengthy ruling, we were told that we were **frauds** and were to be deported. (p. 30)*

**fumigate** to remove germs, insects, etc., (from a room or building) with smoke or gas that destroys them

*Connor was fascinated by the old hospital connected to Fort McDowell—a former quarantine station from 1891 where ships could be **fumigated** and immigrants with diseases could be isolated. (p. 36)*

**garrison** to send soldiers to a place in order to defend it

*Camp Reynolds then **garrisoned** and processed troops fighting in the Indian Wars in the West in the mid- and late 1800s, in the Spanish–American War in 1898, and in the Philippine Insurrection from 1899 to 1902. (p. 13)*

**hazard** a source of danger

*The island’s first structure to inform ships of possible **hazards** was a fog bell station in 1886. (p. 15)*

**identity** the name of a person

*Often, the **identity** was sold to an unrelated person who lived near the “father’s” Chinese village. (p. 21)*

**intern** to put (someone who has not been accused of a crime) in prison for political reasons

*The first two were released, but the Czech was **interned** for further investigation. (p. 28)*

**interrogate** to ask (someone) questions in a thorough and often forceful way

*They **interrogated** him and Share Jung. (p. 3)*

**jurisdiction** the power or right to govern an area

*By the end of 1962, the base was deactivated, and the entire island came under the state’s **jurisdiction**. (p. 14)*

**lunatic** an insane person

*Criminals, paupers, **lunatics**, idiots, LPCs, anyone carrying a disease, polygamists, anarchists, and people convicted of a crime involving morally questionable behavior all were denied entrance. (p. 7)*

**moral** considered right and good by most people: agreeing with a standard of right behavior

*Criminals, paupers, **lunatics**, idiots, LPCs, anyone carrying a disease, polygamists, anarchists, and people convicted of a crime involving morally questionable behavior all were denied entrance. (p. 7)*

**obscure** not well-known

*They asked a long list of detailed and **obscure** questions, such as “How many houses are there in your village? How many windows are there in your house? How many steps does it take to get to the village well? Is there a fishpond in the front? Where are your grandparents buried?” (p. 19)*

**operate** to have control of (something, such as a business, department, program, etc.)

*Chinese people were taxed or had to obtain licenses to fish, mine, or **operate** laundries. (p. 11)*

**secluded** placed apart from other people

*And while island life seemed **secluded** at times, Connor says there are better relationships with neighbors because you get to see them more... (p. 36)*

**sentiment** an attitude or opinion

*In response to anti-Asian **sentiment**, the act denied entry to aliens living within a newly created geographic area called the “Asiatic Barred Zone.” (p. 7)*

**submit** to stop trying to fight or resist something

*They asked many questions, and we had to **submit** to a physical examination. (p. 30)*

**sympathize** to feel or show support for or approval of something

*When the Civil War began in 1861, the federal government was concerned that Confederate **sympathizers** might attack California, which was a Union state. (p. 13)*

**technical** according to a very strict explanation of a rule, fact, etc.

*But there were some who were very **technical**, very prejudiced, who had no love for the Chinese. (p. 26)*

**turmoil** a state of confusion or disorder

*But faced with high rates of poverty and political **turmoil** in their villages, many Chinese still chose to risk the long journey and face discrimination in the hope that a better life could be found in America. (p. 11)*

### **Louie Share Kim, Paper Son**

- <https://history.state.gov/milestones/1866-1898/chinese-immigration>

This article, published by the United States Office of the Historian, details Chinese Immigration and the Exclusion Acts.

- <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/chinese.html>

This Library of Congress resource for teachers contains a complete history of Chinese immigration during the late 1800s as well as links to other aspects of history.

### **An Island of Many Uses**

- <http://angelisland.org/history/ft-mcdowell-aka-east-garrison/>

This website by the Angel Island Conservancy contains information on the history of the island.

- <http://www.militarymuseum.org/CpReynolds.html>

This complete history of the island also contains photographs and a time line.

### **In Their Own Words**

- <http://www.angel-island.com/hgee.html>

This site contains the stories of four detainees.

- <http://www.aiisf.org/immigrant-voices/read-a-story>

This site by the Angel Island Immigration Station Foundation contains the immigration stories of many people who came through Angel Island.