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| Item Name: | Chinese Exclusion Act Document-Based Question [DBQ] |
| Item Type: | Curriculum-embedded Performance assessment |
| Subject and/or Course: | High School U.S. History |
| Common Core Standards: | CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary...sources; CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats....in order to address a question... CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i> |
| Developer/Source: | Daisy Martin@SCALE ©SCALE |
| Item Features: | Administration: 90 minutes for lead-in instruction Length of time for response: 90 minutes for students' individual responses Method of scoring: Analytic rubric Opportunity for student collaboration: Daily during instruction Opportunity for teacher feedback and revision: Daily during instruction |

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SCALE

Stanford Center for Assessment, Learning, & Equity

Teacher Guide

Administering the Chinese Exclusion Act Document-based Question

Overview of task: 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 pairs to analyze a historical source.

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

Focus Standards:

Reading Standards for Literacy in History/Social Studies

- R1: Cite specific textual evidence to support analysis of primary...sources;
- R7: Integrate and evaluate multiple sources of information presented in diverse formats and media...in order to address a question.

Writing Standard for Literacy in History/Social Studies:

- W1: Write arguments focused on *discipline-specific content*....

Focus Performance Outcomes:

Students should be able to

- Use information about the origins of a source to accurately understand it and use it as evidence in an argument;
- Use and explain evidence to support a claim;
- Understand that historical events have multiple causes;
- Write a thesis that clearly answers a prompt and clearly present related subclaims.

| Overall Assessment Structure | |
|-------------------------------------|--|
| Day 1 Instructional Activities | <ul style="list-style-type: none"> a) Introduce the task b) Provide historical context c) Analyze two documents (introduce question, model document analysis, students read and analyze) d) Whole class discussion & close |
| Day 2 Instructional Activities | <ul style="list-style-type: none"> a) Review lesson and introduce activity b) Pairs: Read and analyze documents c) Share-out and get feedback d) Summarize & close |

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| | |
|-----------------------------------|---|
| Days 3 & 4 Task Administration | a) Students individually complete Document Based Question |
|-----------------------------------|---|

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" page.

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(Source: Frank Genthe, *The toy peddler, Chinatown, San Francisco*, taken between 1896 and 1906.)

b. 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> or <http://memory.loc.gov/ammem/award99/cubhtml/theme1.html>)

c) Analyze Two Documents

- a. 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?
- b. Hand out Student Lead-In materials (packet with Document A (New Colossus) and Document B (Chinese Exclusion Act) and Tool A (graphic organizer).
- c. (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:

- a. 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).
 - b. Show the other questions on Tool A and explain that you will need to read to answer those questions.
 - c. 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.
- d. (Whole class) Answer the questions in writing on Tool A for Document A.
- d. (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.*

Collect all materials.

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 it 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

a. Pair students.

b. Give one document to each pair.

c. (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.

Collect all materials.

DAY 3

- a) Hand out
 - a. prompt for the Document-based Question;
 - b. documents C-G;
 - c. completed Day 1 packets.
- b) Students write essay in response to prompt.



Day One Student Materials

Each student receives all of the following four documents (pp. 8-11).

Teachers need thirty copies of this packet of four documents for a classroom with thirty students.



Chinese Immigration and Exclusion Chronology

- 1848** Gold discovered in California, soon many Chinese arrive to mine for gold.
- 1850** California passes the Foreign Miner’s tax that mainly targets Chinese and Mexican miners.
- 1852** Approximately 25,000 Chinese in America.
- 1854** California Supreme Court rules that Chinese cannot give testimony in court.
- 1862** Chinese Consolidated Benevolent Association forms. It provides many services for the Chinese community in the U.S.
- 1865** Central Pacific Railroad recruits Chinese workers; ultimately employs about 15,000 Chinese workers.
- 1869** First transcontinental railroad completed.
- 1870** California passes a law against the importation of Chinese and Japanese women for prostitution.
- 1871** Los Angeles: anti-Chinese violence: 18 Chinese killed.
- 1873** Panic of 1873; start of major economic downturn that lasts through the decade: blamed on corrupt railroad companies.
- 1877** Chico, CA; anti-Chinese violence
- 1878** Court rules Chinese ineligible for naturalized citizenship.
- 1880** Approximately 106,000 Chinese in America; California passes anti-miscegenation law (no interracial marriage).
- May 6, 1882** Chinese Exclusion Act: prohibits Chinese immigration (in one year, Chinese immigration drops from 40,000 to 23).
- 1885** Rock Springs Wyoming Anti-Chinese Violence.
- 1892** Geary Act—extends Chinese Exclusion Act.

DOCUMENT A: *The New Colossus*

The French gave the Statue of Liberty to the American people. The Statue was meant to honor the Declaration of Independence and it arrived in New York harbor in 1885. Emma Lazarus wrote this poem to raise money to build the Statue's base. In 1903 the poem was written on a plaque in the Statue.

(The word "Colossus" refers to a large statue of a Greek god that was one of the seven wonders of the ancient world.)

THE NEW COLOSSUS

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Source: Excerpt from *The New Colossus*, written by Emma Lazarus, 1883 in New York City.

Document B: *The Chinese Exclusion Act (Modified)*

The Chinese Exclusion Act was the nation's first law to keep out immigrants based on the country they came from. Below is an excerpt from this law that kept Chinese workers out for ten years. The law was extended in 1892 and remained in effect until 1943.

Preamble. 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:

Therefore, Be it enacted [passed] by the Senate and House of Representatives of the United States of America in Congress, that ninety days after the passage of this act, and until the expiration of ten years after the passage of this act, the coming of Chinese laborers to the United States be suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, having come after the expiration of said ninety days, to remain within the United States.

.....

SEC. 14. That hereafter no State court or court of the United States shall admit Chinese to citizenship;

SEC. 15. That the words "Chinese laborers", whenever used in this act, shall be construed [understood] to mean both skilled and unskilled laborers and Chinese employed in mining.

Approved, May 6, 1882.

Source: Excerpt from the Chinese Exclusion Act, approved May 6, 1882 by the Forty-Seventh United States Congress. Session I.

Tool A
 Chinese Exclusion Act
 Warm-Up Activity Organizer

What were different views about immigration during the 1880s?

| Document | Publication date? Type of document? | What view of immigration is represented by this document? | Write a quotation that represents this view. |
|------------------------------|--|---|--|
| <i>The New Colossus</i> | | | |
| <i>Chinese Exclusion Act</i> | | | |



Day 2 Student Materials

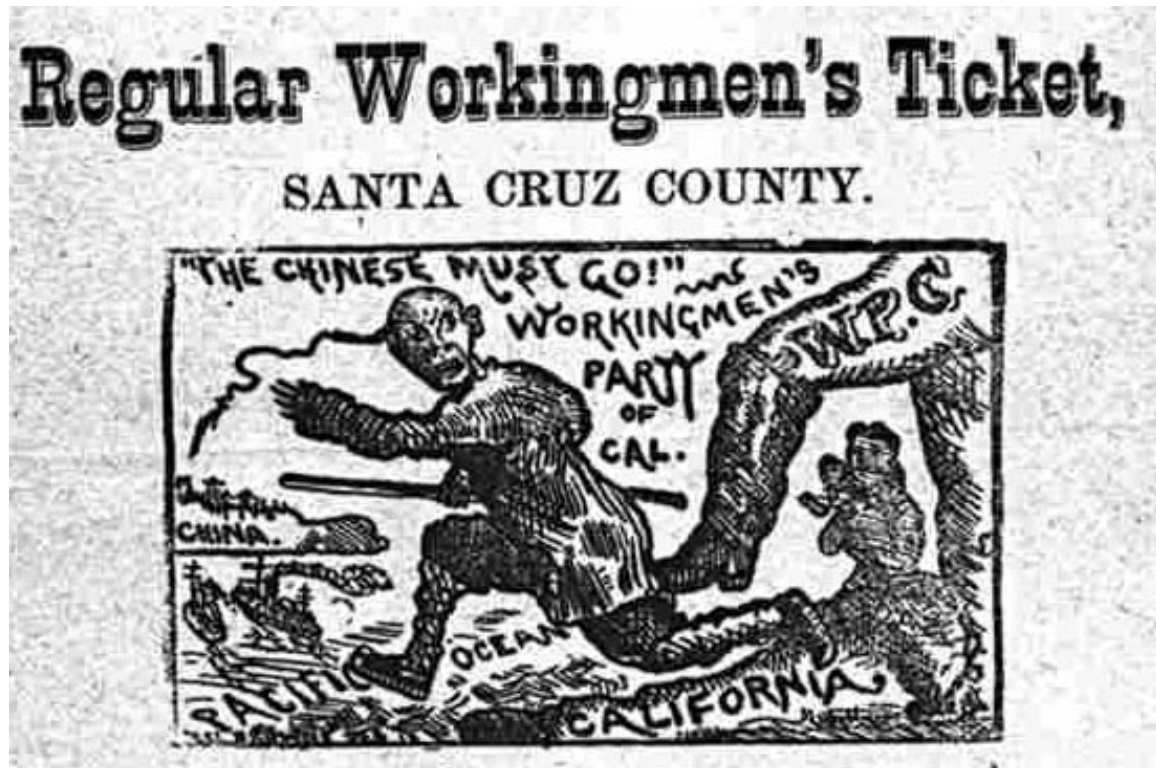
Each student receives one of these documents.

If students work in pairs as suggested, teachers need 6 copies of each document for a classroom of 30 students. (So six copies of Doc C, six copies of Doc D and so on.)



Document C: Workingmen's Ticket

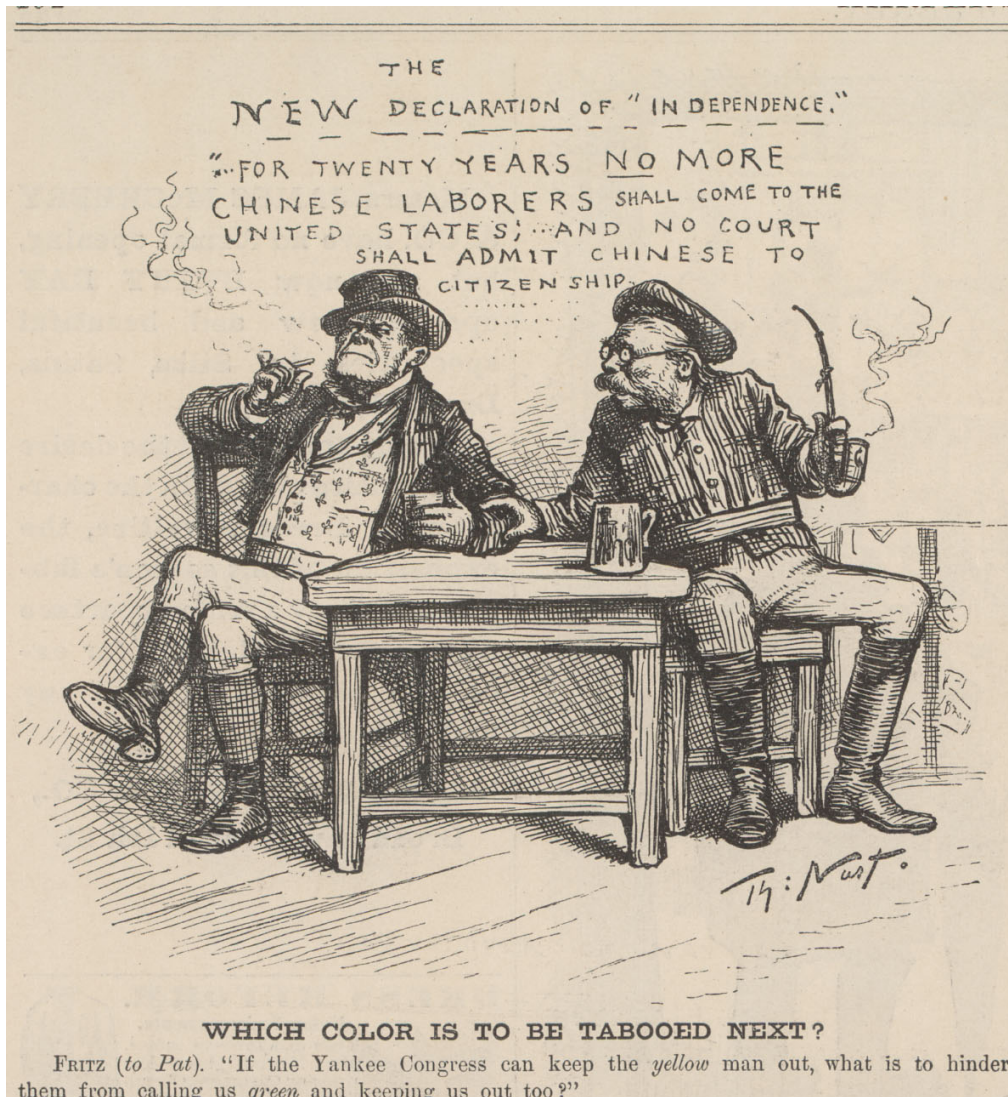
"The Chinese Must Go!" was the slogan of the Workingmen's Party of California. The image below comes from a listing of the party's candidates for an election in California in 1879.



Source: Excerpt from *Workingmen's Party Ticket*, 1879, Santa Cruz County, California.

DOCUMENT D: Which Color?

This political cartoon appeared in one of the most widely read magazines in the 1880s. It is titled, "Which Color is to be Tabooed [forbidden] Next?" At the bottom of the cartoon, Fritz says to Pat, "If the Yankee Congress can keep the yellow man out, what is to hinder [prevent] him from calling us green and keeping us out too?" Fritz is a German name and Pat is an Irish name.



Source: Published in *Harper's Weekly*, March 25, 1882. Drawn by Thomas Nast.

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DOCUMENT E: *Appeal from California* (MODIFIED)

Many Chinese immigrants lived and worked in California. Dennis Kearney was an Irish immigrant and President of the Workingman’s Party of California, a labor group and political party. Below he asks readers in Indiana to support his cause.

Our moneyed men have ruled us for the past thirty years. Under the flag of the slaveholder they hoped to destroy our liberty. Failing in that, they have rallied under the banner of the millionaire, the banker and the land monopolist, the railroad king and the false politician, to effect [reach] their purpose.

We have permitted them to become immensely rich . . . and they have turned upon us to sting us to death

We, here in California, feel it as well as you . . . Here, in San Francisco, the palace of the millionaire looms up above the hovel [shack] of the starving poor with as wide a contrast as anywhere on earth.

To add to our misery and despair, a bloated aristocracy has sent to China . . . for a cheap working slave. . . .

These cheap slaves fill every place. Their dress is scant and cheap. Their food is rice from China. They hedge twenty in a room, ten by ten. They are whipped curs [dogs] . . . mean, contemptible and obedient in all things. They have no wives, children or dependents. They are imported by companies, controlled as serfs, worked like slaves, and at last go back to China with all their earnings. They are in every place

We are men, and propose to live like men in this free land, without the contamination of slave labor, or die like men, if need be, in asserting the rights of our race, our country, and our families.

California must be all American or all Chinese. We are resolved that it shall be American, and are prepared to make it so. May we not rely upon your sympathy and assistance?

With great respect for the Workingman’s Party of California.

Dennis Kearney, President

H.L Knight, Secretary

Source: Excerpts from “*Appeal from California. The Chinese Invasion. Workingmen’s Address,*” written by Dennis Kearney, President, and H. L. Knight, Secretary, published in the *Indianapolis Times* newspaper on February 28, 1878.



Document F: Memorial (MODIFIED)

The Board of Supervisors of San Francisco held a convention to support extending the Chinese Exclusion Act beyond its ten year renewal. The convention adopted this "memorial" or petition to the U.S. Congress and President.

The purpose, no doubt, for enacting the exclusion laws for periods of ten years is because Congress intends to observe the progress of those people under American institutions, and now it has been clearly demonstrated that they cannot, for the deep and ineradicable [stubborn] reasons of race and mental organization, assimilate [blend in] with our own people, and be molded as are other races into strong and composite American stock.

Civilization in Europe has been frequently attacked . . . by the barbaric hordes of Asia. . . . But a peaceful invasion is more dangerous than a warlike attack. We can meet and defend ourselves against an open foe [enemy], but an insidious foe [deceitful enemy], under our generous laws, would be in possession of the citadel [fort] before we were aware. The free immigration of Chinese would be for all purposes an invasion by Asiatic barbarians . . . It is our inheritance to keep [civilization] pure and uncontaminated, as it is our purpose and destiny to broaden and enlarge it. We are trustees for mankind. "

Source: *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, San Francisco, CA, around 1901. Star Press., pages 4-5 and 8-9.

Document G: *Autobiography of a Chinese Immigrant* (MODIFIED)

The treatment of the Chinese in this country is all wrong and mean . . .

There is no reason for the prejudice against the Chinese. The cheap labor cry was always a falsehood. Their labor was never cheap, and is not cheap now. It has always commanded the highest market price. But the trouble is that the Chinese are such excellent and faithful workers that bosses will have no others when they can get them. If you look at men working on the street you will find an overseer for every four or five of them. That watching is not necessary for Chinese. They work as well when left to themselves as they do when some one is looking at them.

It was the jealousy of laboring men of other nationalities — especially the Irish—that raised the outcry against the Chinese. No one would hire an Irishman, German, Englishman or Italian when he could get a Chinese, because our countrymen are so much more honest, industrious, steady, sober and painstaking. Chinese were persecuted, not for their vices [sins], but for their virtues [good qualities]. . . .

There are few Chinamen in jails and none in the poor houses. There are no Chinese tramps or drunkards. Many Chinese here have become sincere Christians, in spite of the persecution which they have to endure from their heathen countrymen. More than half the Chinese in this country would become citizens if allowed to do so, and would be patriotic Americans. But how can they make this country their home as matters now are! They are not allowed to bring wives here from China, and if they marry American women there is a great outcry. . .

Under the circumstances, how can I call this my home, and how can any one blame me if I take my money and go back to my village in China?

Source: Excerpt from Lee Chew, "The Biography of a Chinaman," *Independent*, 15 (February 19, 1903), 417–423.

Tool B: Analyzing Documents Organizer

| | Publication Date? Type of document? Author? | What point of view on the Act do you expect from this document? | What does this document tell you about the causes of the Chinese Exclusion Act? | What evidence supports your answer? |
|--|---|---|---|-------------------------------------|
| C Workingmen's Ticket | | | | |
| D Which Color? | | | | |
| E Appeal from California | | | | |
| F Memorial | | | | |
| G Autobiography of A Chinese Immigrant | | | | |

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For your essay to be Proficient, it must meet the following descriptions.

Argument

- A central thesis clearly answers the prompt.
- Essay clearly presents related claims, counterclaim(s), reasons, and evidence.
- A counterclaim, distinct from the thesis, is challenged.

Using Evidence

- Multiple sources are accurately used in major parts of the argument.
- Explains evidence, including information and quotations, to support thesis.
- Sources are evaluated for perspective, believability, and accuracy.
- Connections between sources are made by grouping similar positions or identifying differences between sources.
- The dates and origins of sources help student make accurate claims.

Historical Content

- Core content relevant to the topic and necessary for understanding the argument is accurate, and *supports* the argument.
- Argument explains multiple reasons the Chinese Exclusion Act was passed or thoroughly explains a primary reason.
- Explains connections to relevant social, political, or economic conditions of late 19th century America.

Writing Organization and Clarity

- Essay's organization clearly guides reader through parts of the argument.
- Transitional words or phrases connect parts of the argument.
- Introduction goes beyond restating the prompt/thesis and conclusion follows from or supports the argument.

Conventions

- Sources are cited consistently using a standard format with only occasional minor errors.

Day 3 Student Materials for Task Administration

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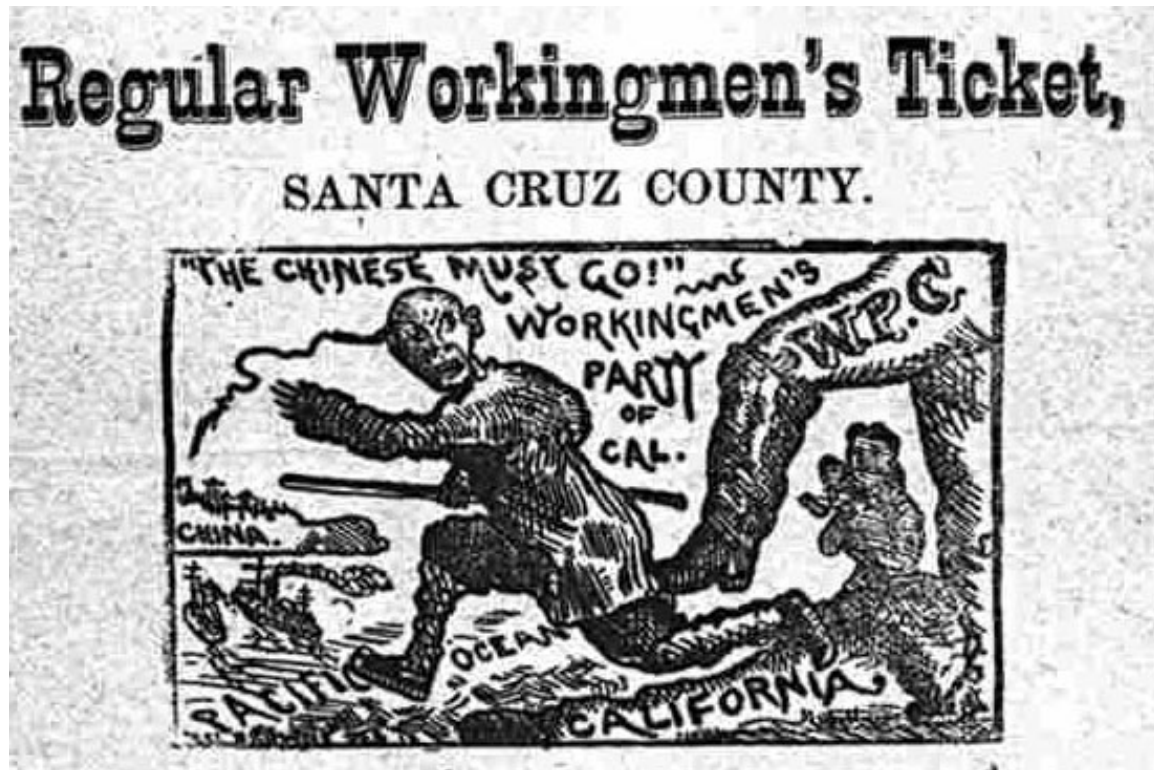
**Chinese Exclusion Act
Document-Based Question
Argumentative Essay Task**

Task: Historians have explained the passing of the Chinese Exclusion Act in varied ways. Using the documents provided and your knowledge of the late 19th century, write an argumentative essay in which you answer the following prompt:

**Why was the Chinese Exclusion Act of 1882 passed?
Use and cite evidence from the documents to support your argument.
Use your background knowledge of the era as appropriate. Write a clearly organized essay that includes an introduction and conclusion.**

Document C: *Workingmen's Ticket*

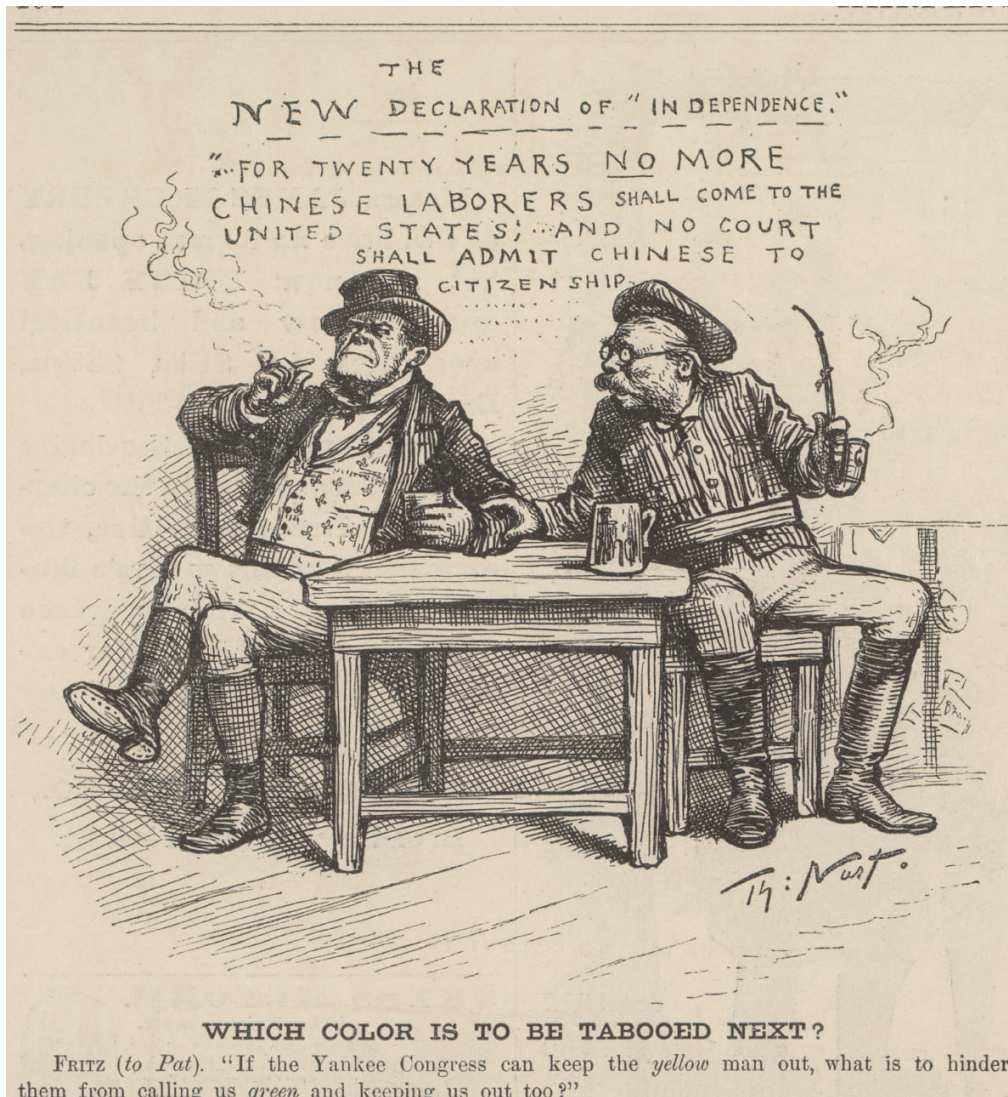
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California must be all American or all Chinese. We are resolved that it shall be American, and are prepared to make it so. May we not rely upon your sympathy and assistance?

With great respect for the Workingman’s Party of California.

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Source: Excerpt from Lee Chew, "The Biography of a Chinaman," *Independent*, 15 (February 19, 1903), 417–423.

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\(brk7179\)\)](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>.

| Dimension | Basic (1) | 2 | Developing (3) | 4 | Proficient (5) | 6 | Advanced (7) |
|---|---|---|--|---|--|---|--|
| ARGUMENT <i>What is the evidence that a student can make a historical argument?</i> | Thesis that guides argument is not clearly stated. Essay includes claims and information, but clear connections between them are missing. Alternative or counter claim is absent. | | Thesis is partially developed or answers part of the prompt. Essay presents claim(s), counterclaim(s) and evidence. A counterclaim is included, but not clearly challenged nor integrated into the argument. | | A central thesis clearly answers the prompt. Essay clearly presents related claims, counterclaim(s), reasons, and evidence. A counterclaim, distinct from the thesis, is challenged. | | A central and precise thesis clearly and convincingly answers the prompt. Essay logically presents related claims, counterclaims, reasons, and evidence. Counterclaim is refuted, or used to sharpen the argument. |
| USING EVIDENCE A <i>What is the evidence that a student can use historical sources?</i> | Sources are rarely used. Evidence used to support thesis is not relevant. | | Sources are used in a major part of the argument. Evidence, including information and quotations, supports the thesis | | Multiple sources are accurately used in major parts of the argument. Explains evidence, including information and quotations, to support thesis. | | Sources are used accurately <i>throughout</i> the argument to support claims. Synthesizes and explains evidence to clearly and convincingly support the thesis. |
| USING EVIDENCE B <i>What is the evidence that a student can analyze historical sources?</i> | All information from sources is presented carelessly as fact. One source dominates the argument or several sources are ignored. | | At least one source is accurately evaluated for perspective and believability. Sources are described and discussed but rarely compared. | | Sources are evaluated for perspective, believability, and accuracy. Connections between sources are made by grouping similar positions or identifying differences between sources. | | Sources are evaluated thoroughly for perspective, believability, and accuracy. Significant connections between sources are made and these deepen or extend the argument. |
| USING EVIDENCE C | Date and origin of sources needs to be considered. | | Information about the origins of a source is used in at least one instance to understand the source. | | The dates and origins of sources help student make accurate claims. | | The dates and origins of sources are used to understand their meaning and original purposes. |

| Dimension | Basic (1) | 2 | Developing (3) | 4 | Proficient (5) | 6 | Advanced (7) |
|--|--|---|---|---|---|---|---|
| HISTORICAL CONTENT A <i>What is the evidence that a student can use specific historical knowledge to craft a reasonable argument?</i> | Content related to the topic is not included. Argument identifies only one reason the Act was passed. | | Core content related to the topic is included with minor factual errors. Argument identifies more than one reason the Act was passed. | | Core content relevant to the topic and necessary for understanding the argument is accurate, and <i>supports</i> the argument. Argument explains multiple reasons the Act was passed or thoroughly explains a primary reason. | | Core content relevant to the topic is accurate, and <i>interwoven</i> to clarify and support the argument. Argument explains multiple reasons the Act was passed and evaluates their relative significance. |
| HISTORICAL CONTENT B <i>What is the evidence that a student can use knowledge about historical context to craft a reasonable argument?</i> | Connections to conditions of late 19 th century America are absent. | | Identifies connections to political, social or economic conditions of late 19 th century America. | | Explains connections to relevant political, social or economic conditions of late 19 th century America. | | Explains connections to political, social or economic conditions of late 19 th century America in ways that strengthen the argument. |
| WRITING ORGANIZATION AND CLARITY <i>What is the evidence that a student can structure an argument and write clearly?</i> | Essay's organization lacks focus and is hard to follow. No transitions are used. Introduction or conclusion is absent. | | Essay is loosely organized to present an argument. Transitional words or phrases connect <i>some</i> parts of the argument. Introduction or conclusion restates the prompt or thesis. | | Essay's organization clearly guides reader through parts of the argument. Transitional words or phrases connect parts of the argument. Introduction goes beyond restating the prompt/thesis and conclusion follows from or supports the argument. | | Essay's organization supports a clear and coherent argument. Transitional words and phrases guide the reader through the development and reasoning of the argument. Introduction and conclusion go beyond restating the prompt/thesis in relevant and interesting ways. |
| CONVENTIONS <i>What is the evidence that a student can cite sources accurately?</i> | Sources are rarely or never cited | | Sources are sometimes cited or include a pattern of minor errors | | Sources are cited consistently using a standard format with only occasional minor errors. | | Sources are accurately cited throughout using a standard format. |

Sample of Student Work

On May 6, 1882, the forty-seventh United States Congress passed the Chinese Exclusion Act, which stated that, “until the expiration of ten years... the coming of Chinese laborers to the United States be suspended” (Chinese Exclusion Act). This was due to large numbers of Chinese immigrants coming into the United States to work and settle. In 1848, the gold rush triggered mass immigration. Over the course of 34 years, rights were continuously taken away from the Chinese and anti-Chinese violence became an issue. After the completion of the transcontinental railroad in 1869, 15,000 Chinese workers were left without jobs, which caused a lot of tension between Americans and other immigrants with the Chinese in terms of who would get jobs. By 1882, all the odds were against the Chinese, which prompted Congress to pass the Chinese Exclusion Act. Congressmen, however, did not pass the Chinese Exclusion Act because they were against immigration, but rather because they were against Chinese immigration due to “the jealousy of laboring men of other nationalities” and because Americans felt threatened by the Chinese being “such excellent and faithful workers... [who would] work as well when left to themselves as they do when some one is looking at them” (Lee Chew 417-423).

The opposition to Chinese immigration was supported by many people, which resulted in the Chinese Exclusion Act being so effective and so drastic. Starting with other immigrants, they must have felt threatened by the large numbers of Chinese immigrants and their “honest, industrious, steady, sober” reputations, an opinion expressed by a Chinese man himself (Lee Chew 417-423). Even before the Chinese Exclusion Act was passed, a political cartoon was published in *Harper’s Weekly* on March 25, 1882. In the cartoon there is a German man (Fritz) and an Irish man (Pat). Fritz says 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?” Other immigrants feared being prohibited from moving to and working in the United States, and therefore supported Congress in excluding the Chinese to show that they were loyal residents of the U.S. In 1879, an image excerpted from the *Workingmen’s Party* ticket depicted a Chinese man being kicked out of the United States, back to China. The slogan read, “The Chinese must go!” Because Congress had both immigrant and American support in passing the Chinese Exclusion Act, it was a lot more legitimate because there was a greater basis for enforcing it. If the United States had been against immigration, they wouldn’t have only passed an exclusion act pertaining to the Chinese.

Residents of the United States were anti-Chinese immigration for many reasons. Dennis Kearney, an Irish immigrant who was also President of the Workingman’s Party of California felt that the Chinese were “cheap working slave[s]... imported by companies, controlled as serfs, worked like slaves, and at last go back to China with all their earnings” (Kearney Feb. 28, 1878). Kearney felt the Chinese immigrants were taking money away from people actually looking to live and be prosperous in America. He also wanted to live “without the contamination of slave labor” (Kearney Feb. 28, 1878). His solution was that California become all American. Similar in their opinion of Chinese immigrants, the Board of Supervisors of San Francisco felt that the Chinese Exclusion Act should be extended

beyond 10 years. They had wanted to “observe the progress of those people under American institutions” but the Chinese proved they couldn’t “assimilate [blend in] with our own people, and be molded as are other races into strong and composite American stock” (Board of Supervisors around 1901). Because the Chinese proved unable to assimilate with American culture and society, they felt it would be better if the Chinese Exclusion Act was extended because Chinese immigration would be harmful to society by their not adopting new customs; they would alter American society. The opinions of Dennis Kearney and the Board of Supervisors show that Americans were not against immigration in general due to their ability to assimilate with American culture, but that the Chinese were the only targeted group of immigrants that were not allowed to come into the United States.

Americans were not against immigration, but rather only Chinese immigration because they were threatened by the motives, work ethic, and inability to assimilate with American society. As shown in Emma Lazarus’ 1883 poem, “The New Colossus,” she writes, “Give me your tired, your poor,/ your huddled masses yearning to breathe free,/ the wretched refuse of your teeming shore./ Send these, the homeless, tempest-tost to me.” She is writing from the perspective of the Statue of Liberty in 1883 after the Chinese Exclusion Act was passed, which shows that Americans were still open to immigration because they wanted foreigners to feel like they would have opportunities and were free, with the exception of the Chinese. The Chinese Exclusion Act was an unfortunate document that caused a lot of racial tension and showed America’s prejudice against a group of people who wanted to have new opportunities just like everybody else.