THE CHINESE EXCLUSION ACT

TEACHER'S GUIDE

Developed by
Waka Takahashi Brown
Curriculum Specialist
Stanford Program on International and Cross-Cultural Education (SPICE)

For further information contact:
Stanford Program on International and Cross-Cultural Education (SPICE)
Freeman Spogli Institute for International Studies (FSI)

616 Jane Stanford Way
Encina Hall, Stanford University
Stanford, CA 94305-6060

Tel: (650) 723-1116
Fax: (650) 723-6784
E-mail: SPICE-sales@stanford.edu
http://spice.stanford.edu
facebook.com/StanfordSPICE
twitter.com/StanfordSPICE

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Acknowledgments

The principal author of this teacher's guide is Waka Takahashi Brown, Curriculum Specialist, Stanford Program on International and Cross-Cultural Education (SPICE), Freeman Spogli Institute for International Studies (FSI), Stanford University.

This teacher's guide was made possible by Adrian Arima and Monica Yeung Arima. I would like to express my heartfelt appreciation to them not only for their support of this guide but also for their unwavering support of SPICE's mission. I would also like to thank Stephen Gong, Executive Director, Center for Asian American Media (CAAM) and CAAM board member David Lei for their encouragement to develop this teacher's guide.

We are also grateful for Professor Michael A. McFaul, Director; Professor Kathryn Stoner, Deputy Director; and Neil Penick, Senior Associate Director for Development and External Relations, FSI, Stanford University, for their ongoing support of SPICE and our mission to expand international and cross-cultural education in K–12 schools and community colleges.

I am fortunate to work with and have the support of the SPICE staff including Jonas Edman, Naomi Funahashi, Sabrina Ishimatsu, Dr. HyoJung Jang, Meiko Kotani, Tanya Lee, Carey Moncaster, Rylan Sekiguchi, Maiko Tamagawa Bacha, Kasumi Yamashita, and Dr. Mariko Yoshihara Yang. I would also like to offer profuse thanks to Dr. Gary Mukai, Director, SPICE, who offered countless words of advice and encouragement throughout the development of this guide.

Special appreciation is extended to Richard Lee, Rich Lee Draws!!!, for formatting the guide and creating the maps.

—Waka Takahashi Brown

The Chinese Exclusion Act

Essential Questions

- What factors led to increased immigration from China to the United States?
- How did the Chinese adapt to life in the United States that sometimes included hostility directed at them?
- How did Chinese immigration to the United States intensify ethnic and cultural conflict and complicate the forging of a national identity?
- What role did new laws and the federal judiciary play in instituting racial inequality and in disfranchising various racial groups such as the Chinese?
- What factors led to immigration restrictions of the Chinese and ultimately exclusion?
- What arguments and methods did Chinese in the United States use to acquire equal rights and opportunities guaranteed by the U.S. Constitution?
- How have ideals and institutions of freedom, equality, justice, and citizenship in the United States changed over time and from one community to another?

Introduction

The 1882 Chinese Exclusion Act was unlike any U.S. law enacted since the founding of the republic. It singled out as never before a specific race and nationality for exclusion. For 60 years, not only did it ban Chinese workers from coming to the United States, but it prohibited Chinese nationals already in the United States from becoming U.S. citizens. The documentary film *The Chinese Exclusion Act* explores the events leading to exclusion, and the causes, consequences, and continuing repercussions of the act. This teacher's guide provides materials to support the documentary film.

Prior to Day One, students receive a handout that provides a general overview of immigration to the United States. Students complete the reading and assignment to prepare themselves for viewing the documentary, *The Chinese Exclusion Act*.

On Day One, students discuss the handout and the assignment related to it. Then, they take a "pre-test" to assess their knowledge of the Chinese Exclusion Act. With the time remaining in class, students view the first segment of the documentary *The Chinese Exclusion Act* and take notes.

On Days Two through Four, students take notes while they continue to view the documentary, *The Chinese Exclusion Act*.

If time allows, on Days Four through Six, students engage in 1–3 extension activities to deepen their understanding of this significant era in history. When activities are completed, students revisit the pre-test taken on the first day of the lesson and discuss their answers. The module as a whole is debriefed with a class discussion.

Objectives

In this lesson, students will

- learn about the general history of immigration to the United States;
- study the Chinese Exclusion Act and explore factors that led up to this period of exclusion;
- examine the interconnectedness of people, places, and events;
- analyze the roles public opinion, politicians, and new laws played in instituting racial inequality;
- learn about arguments and methods through which the Chinese in the United States fought for equal rights and opportunities;
- analyze similarities between historical events and current ones; and
- appreciate multiple perspectives.

Connections to Curriculum Standards

This lesson has been designed to meet certain national history, social studies, geography, and common core standards as defined by the National Center for History in the Schools, the National Council for the Social Studies, the National Council for Geographic Education, and the Common Core State Standards Initiative. The standards for the lesson are listed here.

National History Standards (from the National Center for History in the Schools)

U.S. History

Era 4, Standard 2B: The student understands the first era of American urbanization.

- Grades 7–12: Analyze how rapid urbanization, immigration, and industrialization affected the social fabric of early 19th-century cities. [Analyze cause-and-effect relationships]

Era 4, Standard 2C: The student understands how antebellum immigration changed American society.

- Grades 5–12: Assess the ways immigrants adapted to life in the United States and to the hostility sometimes directed at them by the nativist movement and the Know Nothing party. [Assess the importance of the individual in history]
- Grades 5–12: Analyze the push-pull factors which led to increased immigration, for the first time from China but especially from Ireland and Germany. [Analyze cause-and-effect relationships]
- Grades 7–12: Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity. [Interrogate historical data]

Era 4, Standard 2E: The student understands the settlement of the West.

- Grades 5–12: Explore the lure of the West and the reality of life on the frontier. [Examine the influence of ideas]

Era 4, Standard 3A: The student understands the changing character of American political life in "the age of the common man."

- Grades 9–12: Evaluate the importance of state and local issues, the rise of interest-group politics, and the style of campaigning in increasing voter participation. [Compare and contrast differing sets of ideas]

Era 6, Standard 2A: The student understands the sources and experiences of the new immigrants.

- Grades 5–12: Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries. [Reconstruct patterns of historical succession and duration]
- Grades 5–12: Assess the challenges, opportunities, and contributions of different immigrant groups. [Examine historical perspectives]

Era 6, Standard 2B: The student understands "scientific racism," race relations, and the struggle for equal rights.

- Grades 7–12: Analyze the scientific theories of race and their application to society and politics. [Examine the influence of ideas]
- Grades 5–12: Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South. [Explain historical continuity and change]
- Grades 9–12: Analyze the role of new laws and the federal judiciary in instituting racial inequality and in disfranchising various racial groups. [Evaluate the implementation of a decision]
- Grades 9–12: Analyze the arguments and methods by which various minority groups sought to acquire equal rights and opportunities guaranteed in the nation's charter documents. [Identify issues and problems in the past]

Era 6, Standard 3A: The student understands how the "second industrial revolution" changed the nature and conditions of work.

- Grades 9–12: Account for employment in different regions of the country as affected by gender, race, ethnicity, and skill. [Formulate historical questions]

Era 7, Standard 2C: The student understands the impact at home and abroad of the United States involvement in World War I.

- Grades 9–12: Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. [Evaluate the implementation of a decision]

Era 7, Standard 3A: The student understands social tensions and their consequences in the postwar era.

- Grades 5–12: Analyze the factors that lead to immigration restriction and the closing of the "Golden Door." [Interrogate historical data]
- Grades 5–12: Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. [Explain historical continuity and change]

Era 10, Standard 2B: The student understands the new immigration and demographic shifts.

- Grades 5–12: Analyze the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants. [Analyze cause-and-effect relationships]
- Grades 9–12: Identify the major issues that affected immigrants and explain the conflicts these issues engendered. [Identify issues and problems in the past]

World History

Era 7, Standard 6A: The student understands major global trends from 1750 to 1914.

- Grades 7–12: Describe major patterns of long-distance migration of Europeans, Africans, and Asians and analyze causes and consequences of these movements. [Analyze cause-and-effect relationships]

World History Across Eras, Standard 1: Long-term changes and recurring patterns in world history.

- Grades 5–12: Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.
- Grades 5–12: Analyze ways in which human action has contributed to long-term changes in the natural environment in particular regions or worldwide.

National Social Studies Standards (from the National Council for the Social Studies)

- Culture; Thematic Strand I: Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- Time, Continuity, and Change; Thematic Strand II: Social studies programs should include experiences that provide for the study of the past and its legacy.
- People, Places, and Environments; Thematic Strand III: Social studies programs should include experiences that provide for the study of people, places, and environments.
- Individual Development and Identity; Thematic Strand IV: Social studies programs should include experiences that provide for the study of individual development and identity.
- Individuals, Groups, and Institutions; Thematic Strand V: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- Power, Authority and Governance; Thematic Strand VI: Social studies programs should include experiences that provide for the study of

how people create, interact with, and change structures of power, authority, and governance.

- Production, Distribution, and Consumption; Thematic Strand VII: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- Science, Technology, and Society; Thematic Strand VIII: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
- Global Connections; Thematic Strand IX: Social studies programs should include experiences that provide for the study of global connections and interdependence.
- Civic Ideals and Practices; Thematic Strand X: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

National Geography Standards from the National Council for Geographic Education

The National Geography Standards were established to form a framework that provides guidelines on what students should know about geography. The standards listed below have been categorized into six essential elements.

The World in Spatial Terms

The geographically informed person knows and understands:

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context.
- Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Places and Regions

The geographically informed person knows and understands:

- Standard 4: The physical and human characteristics of places.
- Standard 5: That people create regions to interpret Earth's complexity.
- Standard 6: How culture and experience influence people's perceptions of places and regions.

Human Systems

The geographically informed person knows and understands:

- Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.

- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.
- Standard 11: The patterns and networks of economic interdependence on Earth's surface.
- Standard 12: The processes, patterns, and functions of human settlement.
- Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- Standard 14: How human actions modify the physical environment.

Environment and Society

The geographically informed person knows and understands:

- Standard 15: How physical systems affect human systems.
- Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (from the Common Core State Standards Initiative)

- Standard 1, Grades 11–12: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Standard 2, Grades 11–12: Provide a concluding statement or section that follows from and supports the argument presented.
- Standard 4, Grades 11–12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Standard 6, Grades 11–12: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Standard 7, Grades 11–12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Standard 9, Grades 11–12: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Subjects and Suggested Grade Levels

This teacher's guide is recommended for the following secondary and community college-level classes:

Asian American Studies
Asian Studies
Contemporary Issues
Debate

Global/International Issues
Government
Law
Political Science
Social Studies
U.S. History
World Cultures

The reading level is suitable for students in grades 9–12 and community college.

Related SPICE Units

Chinese American Voices: Teaching with Primary Sources

Angel Island: The Chinese American Experience

Introduction to Diasporas in the United States

Immigration to the United States: Activities for Elementary School Classrooms

Materials

DVD or online access of the documentary, *The Chinese Exclusion Act* (approximately 2 hours, 40 minutes)

Handout 1, *Immigration Overview*, 30 copies

Handout 2, *Pre-test*, 30 copies

Handout 3, *Documentary Note-taking Sheet*, 30 copies

Handout 4, *Maps*, 30 copies

Handout 5, *Timeline Activity*, 30 copies

Handout 6A, *People to Interview: Norman Asing*, approximately 6 copies

Handout 6B, *People to Interview: Governor John Bigler*, approximately 6 copies

Handout 6C, *People to Interview: Anson Burlingame*, approximately 6 copies

Handout 6D, *People to Interview: Joseph and Mary Tape*, approximately 6 copies

Handout 6E, *People to Interview: Wong Kim Ark*, approximately 6 copies

Handout 7, *Interview Activity*, approximately 5 copies

Handout 8A, *Excerpts: Chinese Immigration and California*, approximately 8 copies

Handout 8B, *Excerpts: "Pawns of the Monopolists,"* approximately 8 copies

Handout 8C, *Excerpts: The Geary Act*, approximately 8 copies

Handout 8D, *Excerpts: Angel Island*, approximately 8 copies

Handout 9, *Excerpt Activity*, approximately 30 copies

Answer Key 1, *Immigration Overview*

Answer Key 2, *Pre-test*

Answer Key 3, *Documentary Note-taking Sheet*

Equipment

Computer with DVD drive or television with DVD player
Computer projector and screen (optional)
Computer speakers (optional)

Teacher Preparation

Instructions and materials are based on a class size of 30 students. Adjust accordingly for different class sizes.

1. Become familiar with the content of all handouts, the documentary, and Answer Keys.
2. Set up and test TV and DVD player, or computer, projector, and speakers. Confirm ability to play audio and video and project sound audibly to students.
3. Determine which extension activities the class will complete. Make the appropriate number of copies of handouts accordingly.
4. Be advised that the documentary film contains language, including racial slurs, that is not suitable for all students. We recommend that you preview the film before assigning to students

Time

4–6 50-minute class periods

Procedures

Before Day One: Homework Assignment

It is very important that the homework assignment be distributed to students before the first day of the lesson so that it fits appropriately into the lesson and discussion.

1. Distribute one copy of Handout 1, *Immigration Overview*, to each student the day before you plan to begin showing the documentary, *The Chinese Exclusion Act*.
2. Instruct students to complete the assignment by the next class.

Day One

1. Collect student homework Handout 1, *Immigration Overview*, for assessment.
2. Debrief the homework assignment by asking student volunteers to share their answers to question #3, included below for your reference:

   Think about your own family's immigration story. How does your family history align (or not align) with these large-scale trends in U.S. immigration history? Did they share any of the same experiences? Were they affected by any of the same laws and policies?
3. Inform the class that they will learn more about the history of Chinese immigration to the United States and more specifically, the 1882 Chinese Exclusion Act, legislation that essentially excluded any Chinese people from immigrating to the United States for 60 years. They will view a documentary, *The Chinese Exclusion Act*, over the next four class periods.

4. Prior to viewing the documentary, inform students that you would like to assess what they already know about Chinese immigration to the United States during the 19th century. Distribute one copy of Handout 2, *Pre-test*, to each student. Instruct students to answer the questions to the best of their ability. Emphasize that their initial answers will *not* be graded.
5. Allow students time to complete the handout. Direct students to circle their answers and record today's date on their answers. Collect handouts and inform students that they will revisit this handout after viewing the documentary.
6. Distribute one copy of Handout 3, *Documentary Note-taking Sheet*, and Handout 4, *Maps*, to each student. Instruct students to record their notes as they view the documentary. When places of significance are mentioned in the documentary, direct students to mark these locations on their maps.
7. Play the first 33:47 of *The Chinese Exclusion Act*, ending after the section, "Bigler was unmoved—and in the years to come made sure the Foreign Miners' Tax was explicitly re-written to target the Chinese."
8. Instruct students to keep Handouts 3 and 4 and to make sure to bring them to the following class during which they will continue to view *The Chinese Exclusion Act*.

Day Two

1. Allow students 5–10 minutes to organize their notes on Handouts 3 and 4. Ask students their impressions of what they viewed on Day 1 of *The Chinese Exclusion Act*. What new information did they learn? Were they surprised about anything presented in the documentary? Did any images or quotes leave an impression on or resonate with them?
2. Instruct students to continue to take notes as they view *The Chinese Exclusion Act*.
3. Play until approximately the 1:14:15 mark (roughly 40 minutes), ending after the section, "And now, in Congress, the firewall of Republican opposition itself began to crumble."
4. Instruct students to keep Handouts 3 and 4 and to make sure to bring them to the following class during which they will continue to view *The Chinese Exclusion Act*.

Day Three

1. Allow students 5–10 minutes to organize their notes on Handouts 3 and 4. Ask students what information they found surprising from viewing Day 2 of *The Chinese Exclusion Act*. What new information did they learn? Were they surprised about anything presented in the documentary? Did any images or quotes leave an impression on or resonate with them?
2. Instruct students to continue to take notes as they view *The Chinese Exclusion Act*.
3. Play until approximately the 1:59:10 mark (roughly 45 minutes),

ending after the section, "But every time he left or re-entered the United States, it was like a slap in the face. Because he had to fill out a form for 'alleged citizens of the United States.' And he had to reprove his citizenship, via the Supreme Court case, every time he left and re-entered the United States."

4. Instruct students to keep Handouts 3 and 4 and to make sure to bring them to the following class during which they will finish viewing *The Chinese Exclusion Act*.

Day Four

1. Allow students 5–10 minutes to organize their notes on Handouts 3 and 4. Ask students what information they found surprising from viewing Day 3 of *The Chinese Exclusion Act*. What new information did they learn? Were they surprised about anything presented in the documentary? Did any images or quotes leave an impression on or resonate with them?
2. Instruct students to continue to take notes as they view *The Chinese Exclusion Act*.
3. Play until the end (approximately 40 more minutes).

Extension Activities

Depending on how much class time you have to allot to the Chinese Exclusion Act, choose which of the following activities you will assign to the class, if any. When completed, follow the procedures under "Final Day."

Extension Activity 1: Timeline Activity

1. After viewing the documentary, inform students that they will examine how events, legislation, people, and outcomes were interconnected.
2. Distribute one copy of Handout 5, *Timeline Activity*, to each student. Review the directions as a class.
3. Assign one event listed on Handout 5, *Timeline Activity*, to each student. Instruct them to refer to their notes on Handout 3, *Documentary Note-taking Sheet*, for reference. They should complete the activity as homework, and bring the completed activity to the following class.
4. At the beginning of the next class, allow students time to post their events around the classroom. Make sure students post in the same order as the events listed on the handout.
5. Allow students 10–15 minutes to examine all the events posted around the room. Direct them to take notes on blank sheets of paper and make note of events that "overlap," e.g., have events/people/details/circumstances/consequences in common.
6. To debrief the activity, ask student volunteers to share their findings with the class.

7. Prompt discussion with additional questions included below for your reference:
   - What events appeared numerous times? What were some of the consequences of these events?
   - Did you notice any similarities in the consequences of any of the events or legislation?
   - Did you notice any similarities in the causes of any of the events or legislation?
   - How did the natural environment affect some of the events?

Extension Activity 2: Interview Activity

1. Inform students that in the following activity, they will examine the lives and ideas of people associated with the Chinese Exclusion Act in more depth.
2. Divide the class into five groups, A–E, and distribute Handouts 6A–E, *People to Interview*, to the corresponding groups. Allow students time to read their documentary excerpts, describing people relevant to the Chinese Exclusion Act.
3. When groups have finished reading their handouts, distribute one copy of Handout 7, *Interview Activity*, to each group. Review directions and answer questions regarding the activity as a class.
4. Allow students the remainder of class to write their interviews and prepare to present them. Inform students that they should be prepared to present at the beginning of the next class.
5. At the beginning of the next class, instruct students to write their names on a blank sheet of paper. Inform students that if they are not presenting, they should take notes on each group's presentation. In addition, they should record two questions they would like to ask each person being interviewed. While there will not be enough time for all students to ask all their questions, they should be prepared to do so if necessary.
6. Facilitate group presentations and question-and-answer sessions after each group's presentation.
7. Collect students' notes for assessment.
8. Prompt discussion with additional questions included below for your reference:
   - Was it difficult to assume the mindset of the person your group interviewed? Why or why not?
   - Are there people who are alive today who remind you of the person your group interviewed? If so, who? How are they similar? How are they different?
   - Were there any people interviewed whose views you agreed with? Disagreed with? Why or why not?

Extension Activity 3: Excerpt Activity

1. Inform students that in the following activity, they will examine excerpts from the documentary *The Chinese Exclusion Act* and examine the situations presented in them in more depth.
2. Tell students that the excerpts are as follow:
   - Chinese Immigration and California
   - "Pawns of the Monopolists"
   - The Geary Act
   - Angel Island
3. Decide whether you would like the students to choose their own topic, or if you would like to assign them their topics. Distribute Handouts 8A–D, *Excerpts*, accordingly.
4. Inform students that they will write a paper on their excerpt. Distribute one copy of Handout 9, *Excerpt Activity*, to each student and review the guidelines on it as a class.
5. Instruct students to complete their papers as homework.
6. Collect student papers for assessment.

Final Day

Once extension activities have been completed, revisit Handout 2, *Pre-test*. Return students' pre-tests to them and use Answer Key 2, *Pre-test*, to evaluate students' answers and invite discussion. Suggested discussion questions for debriefing the curriculum module are provided at the end of Answer Key 2.

Assessment

The following are suggestions for assessing student work in this lesson:

1. Answers to questions on Handout 1, *Immigration Overview*, using Answer Key 1, *Immigration Overview*, as a guide.
2. Handout 3, *Documentary Note-taking Sheet*, based on students' thoroughness of note-taking.
3. Handout 5, *Timeline Activity*, based on the criteria outlined on the handout.
4. Handout 7, *Interview Activity*, based on the criteria outlined on the handout.
5. Handout 9, *Excerpt Activity*, based on the criteria outlined on the handout.
6. Student participation in group and class discussions, evaluating students' ability to
   - clearly state their opinions, questions, and/or answers;
   - exhibit sensitivity toward different cultures and ideas;
   - respect and acknowledge other students' comments;
   - ask relevant and insightful questions; and
   - provide correct and thoughtful answers to classmates' questions.

Immigration Overview

Introduction

The United States has often been characterized as a "nation of immigrants," and with good reason. As a country that was literally founded by immigrants and their descendants, the United States, perhaps more so than any other country in the world, has been shaped by its immigrants. Since 1850, immigrants have comprised a notable portion of the total U.S. population—between five and 15 percent.[1] Although the actual rate of immigration to the United States has varied drastically over time, immigration itself has remained a consistently significant factor in U.S. history, influencing the nation's demographics, politics, culture, and economic growth.

demographics—statistical data relating to a population

Sometimes these influences have been considered positive, and the country has welcomed immigrants with open arms. At other times, immigrants have been perceived as threats that had to be kept away. But most commonly, U.S. sentiment has encompassed a complex mixture of both these views, simultaneously regarding some immigrants as desirable and others as not. These mixed feelings toward immigrants have been reflected through various immigration and naturalization policies over the decades. Although these policies have evolved substantially since the 1700s, they have almost always favored some groups of immigrants over others.

naturalize—to acquire citizenship in an adopted country

The "Four Waves" of Immigration

The history of immigration to the United States is long and convoluted, but in broad strokes it can be grouped into four major periods, or "waves": the colonial period, the mid-1800s, the turn of the 20th century, and post-1965.[2]

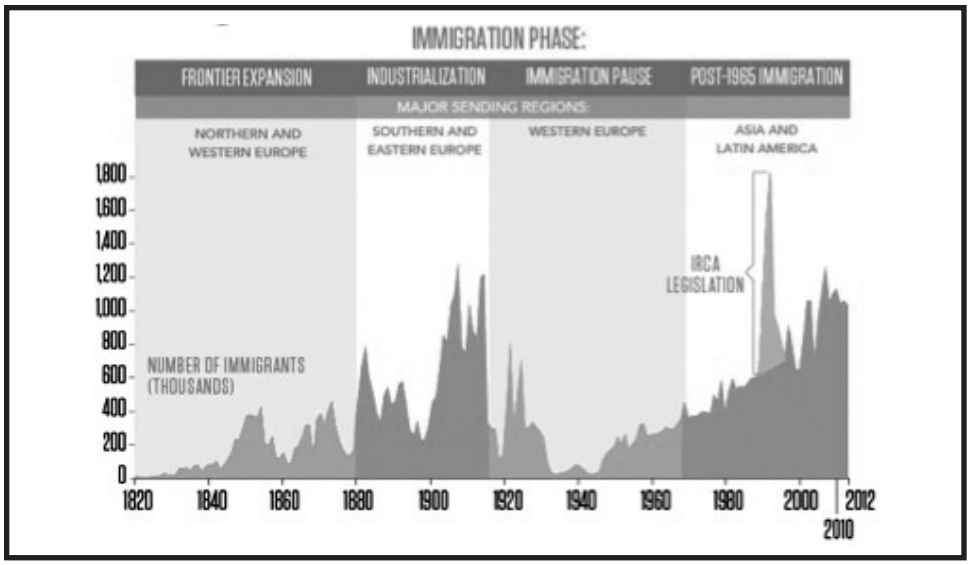
First Wave: The Colonial Period

The first wave arrived during the colonial period in the 17th and 18th centuries, even before the United States was founded and before official immigration records were kept. Though we do not know their exact numbers, this first wave consisted largely of Protestant English-speakers from the British Isles. While some of the first immigrants came in search of religious freedom, many also came to seek economic opportunities. These immigrants and their descendants eventually established the original Thirteen Colonies that would declare their independence from Britain in 1776 and ultimately join together to form the nascent United States.

nascent—coming into existence; emerging

[1] https://www.migrationpolicy.org/programs/data-hub/charts/immigrant-population-over-time [21 December 2017]

[2] http://www.prb.org/Publications/Articles/2014/us-migration-trends.aspx [21 December 2017]



Also among this first wave were the earliest African immigrants to North America. They probably arrived in Virginia in 1619 as indentured servants, as did many European immigrants. Many Africans won their freedom after completing their work contracts.[3] But not long after, slavery began to be forcibly imposed on Africans living in the colonies, and Europeans started importing slaves en masse to North America as free labor. (The Transatlantic slave trade was already more than a century old, but previously most African slaves had been taken to the Caribbean, Brazil, and Spanish America.[4]) By the time the United States was founded, close to 300,000 slaves had been forcibly brought into colonial America.[5]

indentured servant—a person under contract to work for another person for a definite period of time, usually without pay but in exchange for free passage to a new country. During the 17th century most of the white laborers in Maryland and Virginia came from England as indentured servants.

en masse—in a group; all together

Spanish America—the parts of America once colonized by Spaniards and in which Spanish is still generally spoken. This includes most of Central and South America (except Brazil) and part of the Caribbean.

American Revolution—the war of 1775–83 in which the American colonists won independence from British rule

Irish Potato Famine—a famine in Ireland caused by the failure of successive potato crops in the 1840s. Many in Ireland starved, and many emigrated. More than a million Irish came to the United States during the famine.

European Revolutions of 1848—liberal and nationalist rebellions that broke out in 1848 in several European nations, including Germany, Austria, France, Italy, and Belgium.

Second Wave: The Mid-1800s

Following the American Revolution, immigration did not occur on a large scale again until the mid-1800s. This second wave of immigrants peaked in the 1840s and 1850s and brought hundreds of thousands of new immigrants from northern and western Europe, primarily Irish and German Catholics. Many were fleeing starvation or political upheaval in their homelands due to the Irish Potato Famine (1845–49) and the European Revolutions of 1848. As Catholics in a largely Protestant society, many of these new arrivals initially faced significant discrimination in the United States.[6] Nevertheless, they became an important part of the national social and economic fabric, becoming farmers, building canals

[3] https://en.wikipedia.org/wiki/Slavery_in_the_colonial_United_States#The_first_enslaved_Africans [21 December 2017]

[4] https://en.wikipedia.org/wiki/Atlantic_slave_trade#16th,_17th_and_18th_centuries [21 December 2017]; https://en.wikipedia.org/wiki/Slavery_in_the_colonial_United_States#The_Atlantic_slave_trade_to_North_America [21 December 2017]

[5] https://en.wikipedia.org/wiki/Thirteen_Colonies#Slaves [21 December 2017]

[6] https://en.wikipedia.org/wiki/Irish_Americans#Discrimination [21 December 2017]

and railroads, laboring in the emerging textile mills of the Northeast, or working as craftsmen and longshoremen in the cities.[7]

longshoreman—a person employed in a port to load and unload ships

At nearly the same time, gold was discovered in California, and the ensuing Gold Rush (1848–55) attracted more than 300,000 people to the West Coast. Many were Americans who came from other parts of the United States, but tens of thousands of Mexicans, Chinese, Australians, Latin Americans, and Europeans also came in search of gold. Between 1847 and 1870, the city of San Francisco was transformed from a small settlement of 500 residents to a boomtown of 150,000. California, which had been a sparsely settled and little-known backwater, suddenly captured the imagination of people around the world as a place where hard work and good luck could make you rich.[8]

Third Wave: The Turn of the 20th Century

The third wave of immigration to the United States occurred at the turn of the 20th century, from roughly 1880 to 1914. The advent of large steam-powered oceangoing ships led to lower travel costs and greater accessibility for would-be immigrants. As a result, European immigrants began arriving in droves, creating the largest influx of immigrants in U.S. history to date: more than 20 million new arrivals at a time when the country had only 75 million residents.[9] In the 1880s alone, nine percent of Norway's total population immigrated to the United States. However, the bulk of these people came from southern and eastern Europe, and new communities of Italians, Greeks, Hungarians, Poles, and Jews began to take root in the United States. Like prior groups, many of them faced prejudice as newly arrived immigrants. But from a legal standpoint, at least, the door to the United States was wide open to Europeans in this period; their immigration was legally unrestricted.

The story was different for many third-wave immigrants arriving on the West Coast. These immigrants came from dozens of countries, but most were initially Chinese. However, a series of laws in the 1870s and 1880s essentially barred Chinese from entering the country, effectively halting Chinese immigration. Japanese, Korean, and South Asian laborers began arriving to fill the resulting labor shortage but were, in turn, targeted by other restrictive immigration policies. Like the newly arrived southern and eastern Europeans on the East Coast, Asians often faced hostility from prior waves of immigrants, but unlike Europeans, Asian immigrants were ineligible for naturalization, meaning they could never become real U.S. citizens. [10]

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[7] https://en.wikipedia.org/wiki/History_of_immigration_to_the_United_States#1790_to_1849 [21 December 2017]

[8] https://en.wikipedia.org/wiki/California_Gold_Rush [21 December 2017]

[9] http://www.prb.org/Publications/Articles/2014/us-migration-trends.aspx [21 December 2017]

[10] https://en.wikipedia.org/wiki/Asian_immigration_to_the_United_States [21 December 2017]

After this third wave, immigration rates to the United States plummeted with the outbreak of World War I in 1914 and stayed relatively low due to a series of restrictive immigration laws in the 1910s and 1920s, the Great Depression of the 1930s, and World War II. (Refer to Figure 1 and Figure 2 above.) It was not until the mid-1940s that immigrants again began arriving in the United States. This was largely thanks to the end of World War II, but also to the United States. government's gradual dismantling of discriminatory immigration and naturalization policies.

Fourth Wave: Post-1965

However, the fourth wave of immigration did not start in earnest until 1965, when the United States comprehensively revised its immigration laws and instituted a new policy that did not explicitly favor certain countries over others. This new regime had an immediate and significant effect; within five years, Asian immigration more than quadrupled. This was an early sign of a longer-term trend: a shift in the demographics of immigrants arriving in the country. Since 1965, the largest immigrant groups have come from Asia and Latin America. Between 2000 and 2009, the United States welcomed 7.5 million legal immigrants from these regions. This fourth wave of immigration is the period we live in today, with the United States attracting the largest number of immigrants in the world.[11]

regime—a mode or system of rule or government

Conclusion

Each of these four waves of immigration was driven by its own historical factors and exhibited its own unique characteristics. Yet they do share some commonalities, starting from the fact that they are "waves" of immigration—i.e., periods of relatively high immigration. But in order to have highs, there must also be lows, and each of the first three waves of immigration was followed by a trough—a period of relatively low immigration. Is another trough just around the corner? Can this "nation of immigrants" continue to attract and integrate immigrants for years to come, and how best can we accomplish that? As we look back on U.S. history from the vantage point of this fourth wave, we should also consider what the future of immigration can and should look like, as this is the phase of U.S. "history" that you, as young Americans, will help to shape.

[11] https://www.migrationpolicy.org/programs/data-hub/us-immigration-trends#history [21 December 2017]

Questions

Answer the following questions on a separate sheet of paper.

1. Characterize each of the "four waves" of immigration. When did each occur? Who were the primary migrants, and where did they come from? What factors drove their immigration?
2. What common characteristics do the different waves of immigration share? What common experiences have different immigrant groups faced?
3. Think about your own family's immigration story. How does your family history align (or not align) with these large-scale trends in U.S. immigration history? Did they share any of the same experiences? Were they affected by any of the same laws and policies?

Pre-test

In the space provided, answer the following questions to the best of your ability.

1. According to the 1840 U.S. Census, how many Chinese people were living in the United States at the time? Between 1882–1905, approximately how many Chinese people lived in the United States?

2. In exchange for goods that the Chinese had that the United States wanted (e.g., porcelain, lacquerware, silks), what did the United States and England ultimately import into China during the early 1800s?

3. What is the 14th Amendment?

4. Who were the "paper sons"?

5. In what ways were Ellis Island and Angel Island different?

Documentary Note-taking Sheet

Use the following guide to take notes while viewing the documentary *The Chinese Exclusion Act*.

Day 1

President Chester A. Arthur:

The Chinese Exclusion Act:

Date signed into law:

How it was different from any other U.S. law:

How long it existed:

Other information:

U.S. Census 1940:

James Polk:

Aaron Palmer:

Trade with China:

Issues pertaining to opium:

Opium War:

Treaty of Nanking:

1840s China:

Qing Dynasty:

Taiping Rebellion:

California Gold Rush:

Yuan Sheng / Norman Asing:

1846 Mexican War:

California in 1846:

1850:

Chinese arriving in California for the Gold Rush:

Establishment of Chinese quarter in San Francisco:

Initial reception/reaction toward Chinese immigrants:

Situation in the goldfields/river beds among the miners:

1852 turning point:

John Bigler:

Legislation against the Chinese:

"Coolie":

Day 2

Events of 1854:

1855, Governor Bigler's proposed legislation:

1857 ruling:

April 24, 1861:

1860s Californians' desires v. national interests regarding China:

Anson Burlingame:

Pacific Railway Act:

Chinese railroad workers:

May 10, 1869:

- what happened:

- location:

- treatment of Chinese during this event:

Anson Burlingame and the Burlingame Treaty:

July 9, 1868/14th Amendment to the U.S. Constitution:

Memphis Convention/Labor shortage issues:

North Adams, Massachusetts incident and results:

Stereotypes of Chinese:

Situation in 1871 and resulting incidents:

San Francisco anti-Chinese ordinances:

1875 political stances:

Republicans:

Democrats:

1875 Page Act:

Rutherford B. Hayes' election to president:

Dennis Kearney and the "Workingmen's Party":

Day 3

1879, 15-Passenger Bill leading to Chinese Exclusion Act in 1882:

Hannibal Hamlin:

Jeu Dip/Joseph Tape and Mary McGladdery:

Parameters of the first Chinese Exclusion Act:

Reasons why Chinese lived predominantly in Chinatowns:

Other ramifications of the Chinese Exclusion Act:

Chinese demands for reparations:

Wong Chin Foo:

Joseph and Mary Tape and their effort to enroll their daughter in public school:

Yick Wo v. Hopkins:

The Scott Act:

The Geary Act:

Wong Kim Ark:

Day 4

Statistics pertaining to the Chinese population:

1906 San Francisco Earthquake and how it affected the Chinese population:

Paper Sons:

Angel Island:

1917 Asiatic Barred Zone:

1920s, gradual restriction of almost all immigration:

World War II:

1943 repeal of exclusion laws:

Fear of communism and its effects on the Chinese in the United States:

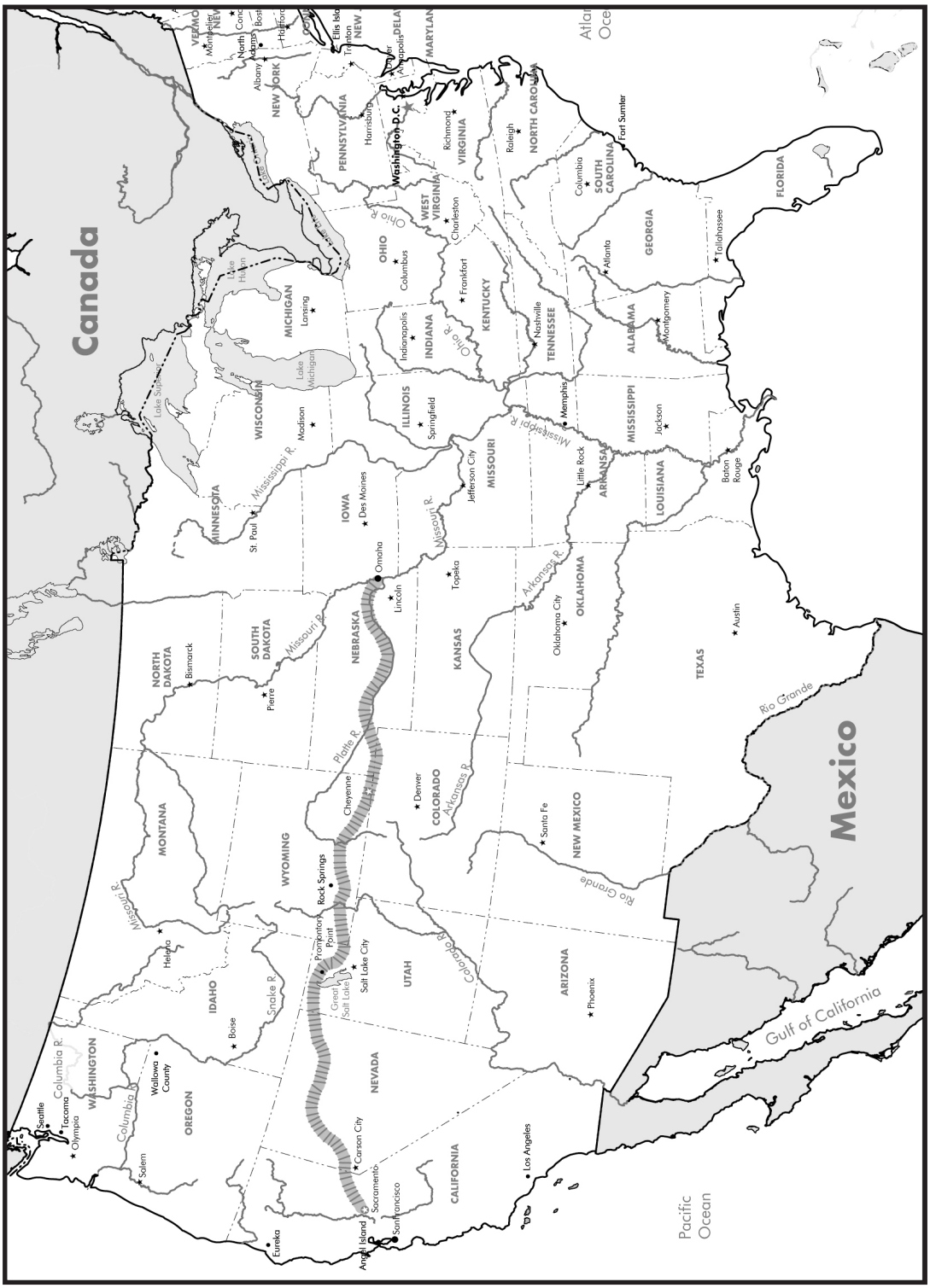
Events that led to relaxation of immigration laws:

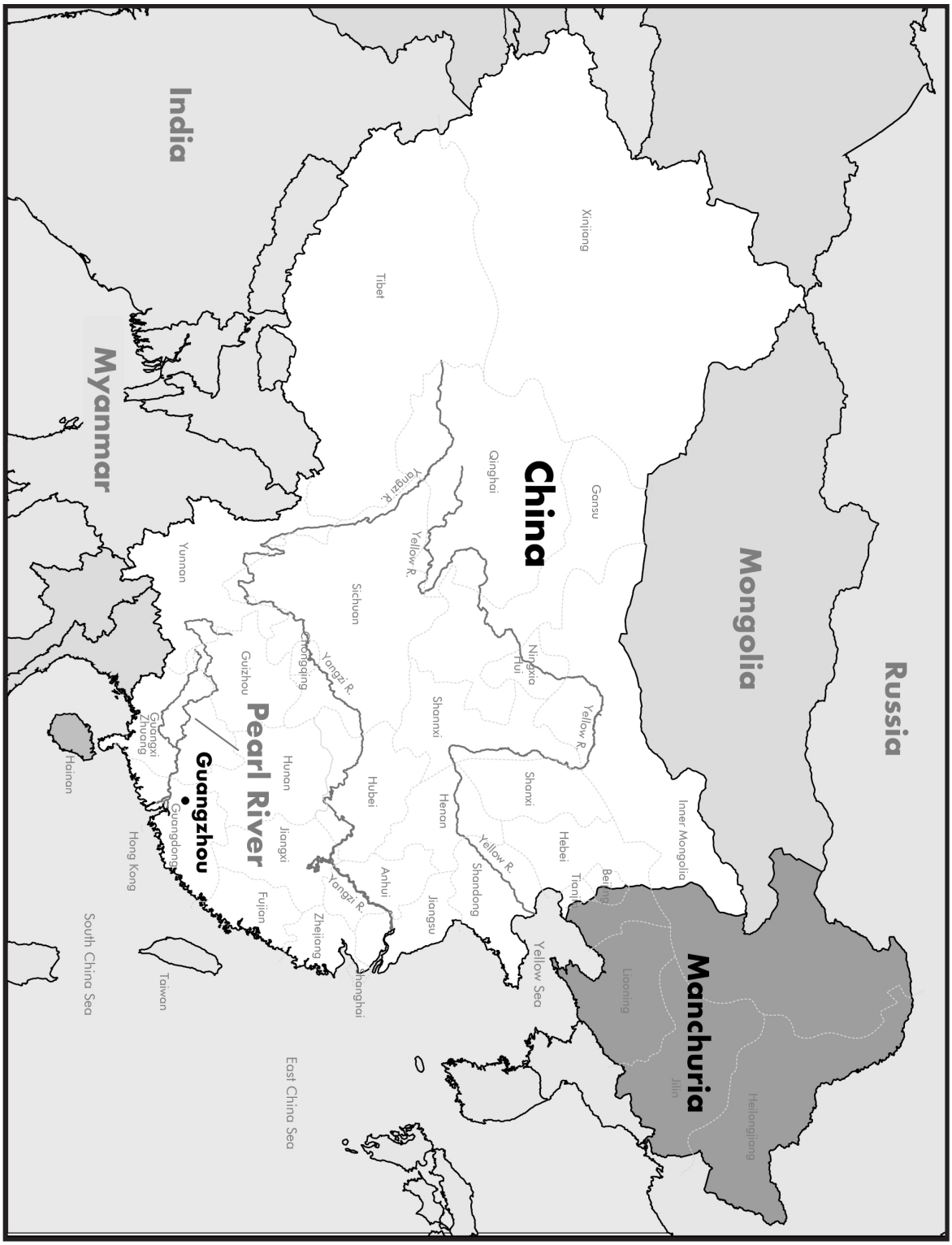
The Hart-Cellar Act:

Post-1965 immigration:

Maps

Throughout the lesson, use the maps to take notes on places of significance mentioned in the documentary, *The Chinese Exclusion Act*.



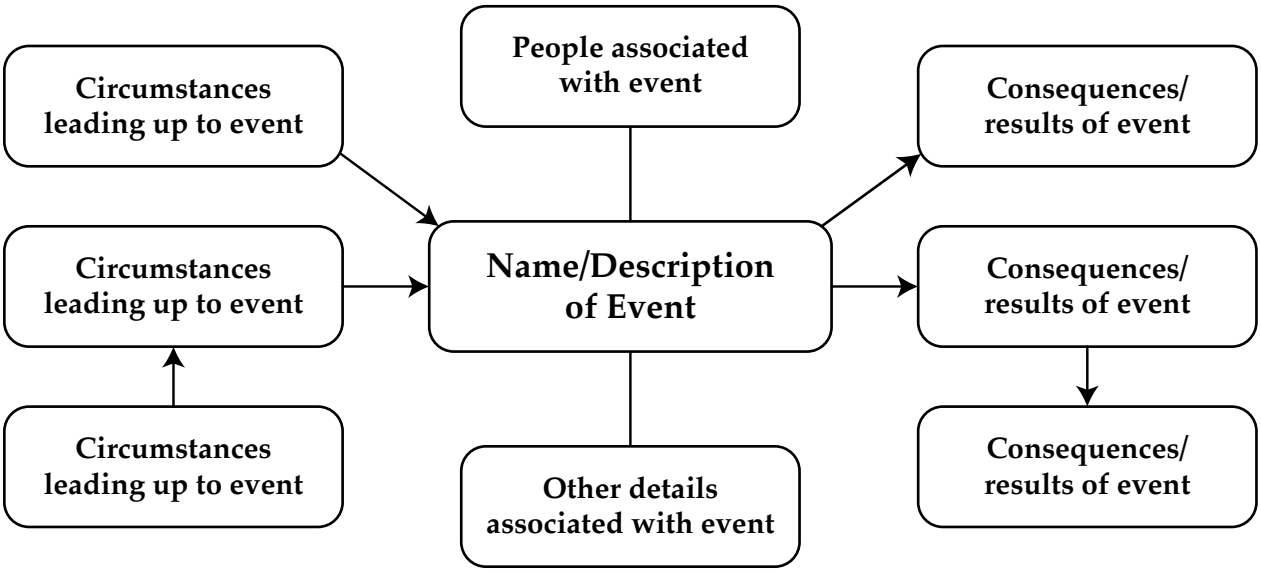

India
Myanmar
China
Mongolia
Russia
Manchuria
Xinjiang
Tibet
Qinghai
Gansu
Yangzi R.
Yellow R.
Yunnan
Sichuan
Ningxia Hui
Inner Mongolia
Liaoning
Jilin
Heilongjiang
Hebei
Beijing
Tianjin
Shanxi
Shaanxi
Henan
Shandong
Guizhou
Chongqing
Hubei
Anhui
Jiangsu
Guangxi Zhuang
Hunan
Jiangxi
Fujian
Zhejiang
Shanghai
Pearl River
Guangzhou
Guangdong
Hainan
Hong Kong
Taiwan
South China Sea
East China Sea
Yellow Sea

Timeline Activity

Create a timeline entry for the event your teacher has assigned you (list included below). Use a separate sheet of paper and write in large letters that can be read from a distance. Refer to your notes from Handout 3, *Documentary Note-taking Sheet*, and think carefully about how other events, people, etc. are connected.

For reference, an example is included below.

Example:



*Note that the arrows and the way the boxes are connected do not have to mirror the example. In your timeline entry, you should have **at least** five boxes (some combination of "Circumstances leading up to the event," "People associated with the event," "Other details associated with the event," and "Consequences/results of the event") **in addition** to the box for the main timeline entry.

Timeline events:

- **Early 1800s:** U.S. begins to export opium into China
- **1841:** First Opium War ends, Treaty of Nanking
- **1846:** U.S. goes to war with Mexico
- **1848:** Aaron Palmer files report with President James Polk
- **mid-1800s:** California Gold Rush
- **c. 1850:** Taiping Rebellion
- **1850:** California admitted into the Union as a free state
- **1852:** John Bigler elected governor of California
- **1855:** Gov. Bigler tries to tax and penalize ship masters who knowingly bring Chinese immigrants to California

- **1857:** In Dred Scott v. Sanford, the U.S. Supreme Court rules that African Americans had no rights a white man was bound to respect—and that no person of African descent, whether slave or free, could ever be a citizen of the United States
- **April 1861:** Confederates fire on Fort Sumter
- **June 1861:** Anson Burlingame travels to Beijing to improve relations with China
- **July 1862:** Pacific Railway Act signed into law
- **July 9, 1868:** 14th Amendment to the U.S. Constitution formally adopted
- **May 10, 1869:** Central Pacific and Union Railroads meet at Promontory Point, Utah
- **1868:** Burlingame Treaty signed
- **1869:** Memphis Convention
- **1870:** Shoe factory strike in North Adams, Massachusetts
- **October 24, 1871:** Lynchings of Chinese in Los Angeles
- **1875:** Congress passes the Page Act
- **1876:** Rutherford B. Hayes elected as president
- **May 6, 1882:** Chinese Exclusion Act signed
- **February 6, 1885:** Chinese inhabitants driven out of Eureka, California
- **1885:** Supreme Court of California rules that public schools cannot exclude Joseph and Mary Tape's daughter from attending
- **1886:** Yick Wo v. Hopkins
- **1888:** The Scott Act
- **1892:** The Geary Act
- **1898:** United States v. Wong Kim Ark case
- **1906:** San Francisco earthquake and fire
- **1910:** Angel Island opens
- **1917:** Congress passes the Immigration Act of 1917 that establishes the "Asiatic Barred Zone"
- **1924:** U.S. establishes quota system in Immigration Act of 1924
- **1941:** U.S. declares war on Japan, enters World War II
- **1943:** U.S. repeals exclusion laws
- **1956:** Federal government establishes the Chinese Confession Program
- **1965:** Hart-Cellar Act

People to Interview: Norman Asing

For the next activity, you will read excerpts from the documentary about people significant to and/or affected by the era of Chinese exclusion. Then, follow the directions on Handout 7, *Interview Activity.*

Excerpt:

The first named Chinese immigrant to arrive in California was an enterprising merchant from the Pearl River Delta named Yuan Sheng—who years earlier, on a previous trip to South Carolina, had acquired U.S. citizenship, converted to Christianity, and changed his name to Norman Asing.

On July 13, 1849, he entered San Francisco harbor on a ship called the *Swallow*, with two other Chinese sojourners on board.

They arrived in the midst of one of the most dramatic and tumultuous decades of expansion and change in American history.

Within months of his arrival, Norman Asing had opened a restaurant near Portsmouth Square, and helped found one of the district associations that soon sprang up to help newcomers get a start.

These organizations later became known as the Chinese Six Companies. They were called "companies." But they weren't businesses, they were mutual aid associations, based on their native place. And these were conduits for sending money back home; they were a place to get contacts for work, for jobs. A place where you could lay your head when you arrived in the city.

In the giddy months following California's entrance into the Union—it seemed as if the Chinese newcomers might find welcome, and make a place of themselves, in the new world.

On May 5, 1852, Norman Asing—now one of the leading figures of San Francisco's embattled Chinese community—published a soaring reply to Bigler's proclamation in the *Daily Alta California*.

> To His Excellency Governor Bigler. Sir: I am a Chinaman, a republican, and a lover of free institutions; and am much attached to the principles of the government of the United States. The effect of your late message has been to prejudice the public mind against my people, and to enable those who wait the opportunity to hunt them down, and rob them of the rewards of their toil. I am not much acquainted with your logic—that by excluding population from this State you enhance its wealth. Immigration has made you what you are and your nation what it is. But your further logic is more reprehensible. You argue that the Constitution of the United States admits of no asylum to any other than the pale face. This proposition is false in the extreme, and you know it. The declaration of your independence, and all the acts of your government, your people, and your history are all against you… You have no right to propose a measure for checking immigration. As regards the color and complexion of our race, we are perfectly aware that our population are a little more tan than yours. Your very obedient servant, *Norman Asing*

People to Interview: Governor John Bigler

For the next activity, you will read excerpts from the documentary about people significant to and/or affected by the era of Chinese exclusion. Then, follow the directions on Handout 7, *Interview Activity*.

Excerpt:

1852 was the turning point from independent prospecting to company mining. A lot of white independent prospectors went bankrupt and became unemployed. But instead of turning their anger against the gold-mining company and the water company for exploiting them, they turned against the Chinese. They say: "Ah, the Chinese were here. They take away our jobs." And the politicians decided to exploit their frustration and their racist sentiment. And so that is really the beginning of white working-class agitation for Chinese exclusion.

That year—as across the country the bitter national debate about race and slavery, labor and freedom intensified—a calculating 47-year-old lawyer named John Bigler was elected governor of California—by what remains to this day the narrowest margin in state history—carried into office in part by the rising tide of anti-Chinese sentiment amongst white Californians.

Governor Bigler is brought into office at a time when the republic is first beginning to show serious signs of falling apart. Out on the West Coast you have a deep division growing between the pro-Southern, pro-slavery Californians and those who are from Northern states and are anti-slavery.

California had come in as a free state to Missouri's slave state and the question automatically comes up with the arrival of Chinese immigrants in California. Are they another race problem? Can we afford to include another race problem? Could they even become American? And the answer is, "No."

And so Bigler wants certain legislation passed. He wants a heavy tax on the Chinese, which he thinks will drive them away. And he begins to articulate the idea that will become the constant in anti-Chinese politics for years to come—which is the idea that Chinese are coolies, or that they are serfs or slaves; that they come under bondage. And he wants a law passed that will prohibit anyone from China who comes under a contract to engage in mining. Now most of the Chinese who came in the 1850s came on their own account—they came as independent prospectors. But Bigler raises this specter of the coolie. And he cites the figures of: there's 500 who came on this ship last week; there's another thousand on the way; there's 20,000 lined up in the ports to come. So he invokes this specter of people who will be paid $4 a month and bring slavery into California, which is a free state. It's not a slave state. And then he asks for these measures to exclude the Chinese. Bigler's message is delivered to the Assembly, then printed up in leaflets, and distributed throughout the gold-mining districts. So now everybody has a kind of official license to go attack Chinese.

In the years to come, Bigler made sure the Foreign Miners' Tax was explicitly re-written to target the Chinese. But try as he might, Governor Bigler could never realize his ultimate ambition—outright legal exclusion of the Chinese from California.

Governor Bigler does pass a law in 1855 to try to prohibit Chinese immigration to the state of California by taxing and penalizing ship masters who knowingly bring Chinese immigrants to

the shores. The U.S. government declares that this is not a state matter, but that it is a federal matter, and that the U.S. federal government should have, and does have, jurisdiction over international migrations.

People to Interview: Anson Burlingame

For the next activity, you will read excerpts from the documentary about people significant to and/or affected by the era of Chinese exclusion. Then, follow the directions on Handout 7, *Interview Activity*.

Excerpt:

In June 1861, Abraham Lincoln sent a one-time Massachusetts congressman named Anson Burlingame to Beijing—to improve relations with China, promote friendship and commerce, and to repair diplomatic ties damaged by the opium wars.

In July 1862 at the darkest point of the war, Lincoln signed into law the Pacific Railway Act, clearing the way for the construction of a vast transcontinental railroad that when complete would finally connect the Atlantic world to Pacific—and revolutionize trade with China.

There was a great demand for labor for the Western section. And there are a lot of unemployed Chinese miners out there. So Central Pacific has this idea to use Chinese. The Central Pacific said, "We're not gonna be able to cross the Sierra Nevada with the transcontinental railroad unless we have Chinese workers."

They found out very quickly, the Chinese are very diligent; very reliable; very hardworking. And so immediately decided to massively recruit Chinese—including going all the way to China, to encourage more of them to come here. The Chinese could not have been able to come to the United States, to help build the transcontinental railroad, had it not been for Anson Burlingame—the first American ambassador to China. Because China prohibited Chinese people from going abroad. And so what Burlingame did is commit the Chinese government to allow free immigration between China and the United States. Between 1860 and 1870, nearly 30,000 Chinese immigrants would come to the United States—nearly doubling the Chinese population, to 63,000.

Between 10 and 15,000 of them would find work on the Central Pacific Railroad. Less than a year before the railroad itself was completed, Anson Burlingame concluded an historic treaty between the United States and China—explicitly guaranteeing the free flow of people and trade between the two nations.

Anson Burlingame resigned from his position as American ambassador to China—and turned around and presented himself as Chinese ambassador to the United States. And he negotiated the Burlingame Treaty on behalf of the Chinese government. The treaty essentially legalized Chinese citizens' ability to emigrate to the United States.

The Burlingame Treaty had a structure of reciprocity. Americans can freely enter China, and Chinese can freely enter the United States. Trade goes both ways, people can go both ways. And usually when you have trade, you have people who go back and forth. Businessmen, obviously, but also immigrants will follow. So, this treaty is a huge obstacle—a huge set back—to the exclusionists.

The other thing that Burlingame was concerned about was that people here in California were passing all these local and state laws against the Chinese, which he thought was totally unconstitutional, and that will affect America's relationship with China. By this treaty,

Burlingame was able to extend federal protection of Chinese against all these, what he calls "obnoxious local ordinances and state laws" against the Chinese.

The treaty and the railroad were triumphs of connection in an increasingly global world—tying America itself more closely together, accelerating trade with China, and bringing more Chinese immigrants to American shores.

People to Interview: Joseph and Mary Tape

For the next activity, you will read excerpts from the documentary about people significant to and/or affected by the era of Chinese exclusion. Then, follow the directions on Handout 7, *Interview Activity*.

Excerpt:

In 1864, a 12-year-old boy from Guangdong, named Jeu Dip, arrived in San Francisco, hoping to make a new life for himself. He went to work as a house servant for a dairy farmer out on Van Ness Avenue in San Francisco. And he drove the milk wagon for this dairy farmer. And that's how he met his future wife, Mary, who was the only Chinese child being raised in the home of the Ladies' Protection and Relief Society. She was brought there by a Protestant missionary who had rescued her in Chinatown. She was brought as a girl servant, at the age of 11—probably intended for prostitution when she got older. And, somehow, she escaped from her keepers. So she's the first so-called "slave girl" rescued by the missionaries.

The boy from Guangdong would succeed—against the odds—working his way up from the most menial labor to owning his own business, changing his name to Joseph Tape, and marrying a cast-off Chinese girl—a *mui tsai*—whose background was even more precarious than his own. Her Chinese name was never recorded. After her rescue, she was given the name Mary McGladdery, after an assistant matron at the Relief Society.

So, she's from someplace near Shanghai. He's from Guangzhou. They don't speak the same dialect, so he courts her in English, and they get married in 1875. And by this time he has his own wagon, and he's building a business, hauling goods from the docks to Chinatown for the merchants. And then he gets the baggage monopoly for the steamship company. And he becomes quite wealthy as the transportation and passenger agent for the Southern Pacific. As a Chinese American family in San Francisco in the 19th century, the Tapes were quite unusual, although not unique. They were assimilated Chinese. They adopted an Anglicized name—Tape is not a Chinese name. And they were very committed to being American, and being part of American society. Mary is a photographer—she's a painter. And they're raising their children in a home which is kind of hybrid culturally—they eat Chinese food, but they also speak English. And I think in a way this is how they found their way into the middle class.

In the difficult years that followed the passage of the Act in 1882, Mary and Joseph Tape—like tens of thousands of Chinese Americans across the country—who had come so far, and worked so hard, and pledged themselves so unstintingly to the American dream—would do everything they could to resist, and refuse to countenance, the invidious new world they found themselves in—as the reality of exclusion set in.

In September 1884, Joseph and Mary Tape—who now lived with their three children in a largely white neighborhood west of Russian Hill—tried to enroll their eight-year-old daughter, Mamie, in the local public school—but were stopped at the door by the principal, Jennie Hurley, who refused to admit her because she was Chinese.

Mary and Joseph Tape thought their daughter should go to Spring Valley School… That was the first public school in California. And they thought their daughter should go to that school. But Mrs. Hurley, the principal, says, "Oh, no. You're Orientals. We don't let Orientals into our schools." So they sue, and it went to the State Supreme Court.

On January 9, 1885, Justice James McGuire ruled in favor of the Tapes—in a decision upheld on appeal to the State Supreme Court.

"To deny a child born of Chinese parents entrance to the public schools," he wrote, "would be a violation of the law of the state—and of the Constitution of the United States."

And so they challenge this exclusion policy. They win that case. And that argument is based on the 14th Amendment. A hundred years ahead of Brown versus the Board of Education, [Mary] Tape forces San Francisco to open up its schools to Chinese American children.

But the victory in the end was short-lived. Three months later, the Board of Education opened a separate public school for Chinese students only—and insisted Mamie go there. Mary Tape is incensed by this. She writes this really angry letter to the school board, which is printed in the newspapers, and she says: "How dare you call yourselves Christian men, to make this school just for my children? Because you don't want them to go to school with white children." And then she says: "My children will never go to that school that you made for them. Never! Never! Never!" But when the Chinese school opens, her kids are the first ones there. Because the Tapes have to come to terms with the fact that, if they want them to be educated, they've gotta go that school.

People to Interview: Wong Kim Ark

For the next activity, you will read excerpts from the documentary about people significant to and/or affected by the era of Chinese exclusion. Then, follow the directions on Handout 7, *Interview Activity*.

Excerpt:

Wong Kim Ark was a native-born American, born of Chinese immigrant parents in California in the 1870s. He had made several trips to China a few times before. But in 1894, he goes again and he comes back through San Francisco. And at that time the San Francisco collector of customs is a well-known anti-Chinese opponent named John Wise. And he was eager for a test case to have the U.S. government consider: Is there such a thing as a native-born Chinese American who can be a U.S. citizen—if his parents are ineligible for citizenship under the nation's naturalization laws? So even though Wong Kim Ark had been allowed to reenter the United States a few times before—as a native citizen born in the United States—John Wise decides to deny him reentry in 1894.

At stake was a bed-rock constitutional issue: under the 14th Amendment, could a Chinese American, born in the U.S. of immigrant parents, be considered an American citizen...or not?

The U.S. Attorney arguing the government's case insisted that even though Wong Kim Ark had been born in the United States, it was an accident of birth, that did not override the fact that his parents were foreigners, ineligible for citizenship.

Wong Kim Ark fought it all the way to the Supreme Court—to establish something that we take for granted today. In a landmark ruling, in 1898, the U.S. Supreme Court—citing the citizenship clause of the 14th Amendment—ruled that Wong Kim Ark, like anyone else born on American soil, was an American citizen.

And this is the case—this is the precedent—that establishes a U.S. birthright citizenship for all.

Wong Kim Ark, of 1898, is really important, because it secures the citizenship status of Chinese born in the United States, and all children born of immigrants in the United States.... The court said that the language of the 14th Amendment is plain. And if you started to tinker with it, you would jeopardize the citizenship of all the children of Europeans in this country. So it was not necessarily out of any love for Chinese people, but an understanding of what the implications would be more broadly.

One would think that with this victory things would change for Wong Kim Ark. This is a landmark law. Students learn about this in their legal casebooks all the time. The ironic thing with Wong Kim Ark is the story doesn't end there. When you look at his immigration file, he made a few more trips to China, he married and had children living in China. But every time he left or reentered the United States, it was like a slap in the face. Because he had to fill out a form for "alleged citizens of the United States." And he had to reprove his citizenship, via the Supreme Court case, every time he left and reentered the United States.

The ruling in Wong Kim Ark was a ray of light in the gloom of exclusion—which had divided families, reduced opportunities, diminished civil rights, slowed to a trickle the arrival of new Chinese immigrants while millions of white European streamed in—marooning a mainly male Chinese population yearning for loved ones they could seldom if ever see—and stranding tens of thousands more off-shore—unable to return to a country they had once called home.

Interview Activity

Imagine that you have the opportunity to conduct an interview of the person described in Handout 6. Create an interview between the person/people in your handout and a group of reporters in a question-and-answer format which you will then present to the class. To help create your interview presentation, follow the steps outlined below.

1. Decide who will be interviewed and who will be the reporters.

2. Write a short 2–3 sentence introduction of the person/people who will be interviewed. Decide who will give this introduction during the presentation.

3. Write the script for your interview. The questions and answers in this interview should convey the following information:
   - Name(s) of person/people being interviewed
   - Where they were born (e.g., the United States or China)
   - Why they came to the United States (if an immigrant)
   - Their feelings about the Chinese, Chinese exclusion
   - Other important events, people, etc. described in your handout

   Since everyone in your group will be participating in the interview, every person will need a copy of the script. Your teacher will collect one copy of the script for assessment at the end of your interview.

4. Your group will need to field 3–5 questions from the audience. Imagine how your interviewee would answer these questions and respond accordingly. Remember to answer these questions from the point of view of the person/people in your handout; your interviewee's answers and opinions might not necessarily match your own.

5. Your group will be assessed on the following criteria:
   - The interview is well rehearsed
   - There is equal participation among group members (*continued on following page*).

- The presentation is 3–5 minutes long.
- The presentation exhibits sensitivity toward different cultures and ideas.
- The presentation conveys all the information listed in Steps 3 and 4.
- You provide the interview script to teacher, and it is 1–2 typed pages or 2–3 neatly handwritten pages in length.

NOTE: Avoid using inappropriate or offensive stereotypes, language, accents, and mannerisms when acting out character roles. Failure to comply with this rule will result in automatic failure for this activity. If you are uncertain whether something is inappropriate or offensive, check with your teacher first.

Excerpts: Chinese Immigration and California

For the next activity, you will read excerpts from the documentary about significant events or situations that arose during the era of Chinese exclusion. Then, follow the directions on Handout 9, *Excerpt Activity*.

Excerpt:

That year, as across the country the bitter national debate about race and slavery, labor and freedom intensified—a calculating 47-year-old lawyer named John Bigler was elected governor of California by what remains to this day the narrowest margin in state history—carried into office in part by the rising tide of anti-Chinese sentiment amongst white Californians.

Governor Bigler is brought into office at a time when the republic is first beginning to show serious signs of falling apart. Out here on the West Coast you have deep division growing between the pro-Southern, pro-slavery Californians and those who are from Northern states and are anti-slavery.

California had come in as a free state to Missouri's slave state and the question automatically comes up with the arrival of Chinese immigrants in California. Are they another race problem? Can we afford to include another race problem? Could they even become American? And the answer is, "No."

And so Bigler wants certain legislation passed. He wants a heavy tax on the Chinese, which he thinks will drive them away. And he begins to articulate the idea that will become the constant in anti-Chinese politics for years to come—which is the idea that Chinese are coolies, or that they are serfs or slaves; that they come under bondage. And he wants a law passed that will prohibit anyone from China who comes under a contract to engage in mining. Now most of the Chinese who came in the 1850s came on their own account—they came as independent prospectors. But Bigler raises this specter of the coolie. And he cites the figures of: there's 500 who came on this ship last week; there's another thousand on the way; there's 20,000 lined up in the ports to come. So he invokes this specter of people who will be paid $4 a month and bring slavery into California, which is a free state. It's not a slave state. And then he asks for these measures to exclude the Chinese. Bigler's message is delivered to the Assembly, then printed up in leaflets, and distributed throughout the gold-mining districts. So now everybody has a kind of official license to go attack Chinese.

On May 5, 1852, Norman Asing—now one of the leading figures of San Francisco's embattled Chinese community—published a soaring reply to Bigler's proclamation in the *Daily Alta California*.

> To His Excellency Governor Bigler. Sir: I am a Chinaman, a republican, and a lover of free institutions; and am much attached to the principles of the government of the United States. The effect of your late message has been to prejudice the public mind against my people, and to enable those who wait the opportunity to hunt them down, and rob them of the rewards of their toil. I am not much acquainted with your logic—that by excluding population from this State you enhance its wealth. Immigration has made you what you are and your nation what it is. But your further logic is more reprehensible. You argue that the Constitution of the United States admits of no asylum to any other than the pale

> face. This proposition is false in the extreme, and you know it. The declaration of your independence, and all the acts of your government, your people, and your history are all against you. You have no right to propose a measure for checking immigration. As regards the color and complexion of our race, we are perfectly aware that our population are a little more tan than yours. Your very obedient servant, *Norman Asing*

Bigler was unmoved—and in the years to come made sure the Foreign Miners' Tax was explicitly re-written to target the Chinese.

Year by year, California's legal and legislative onslaught against the Chinese—and all people of color—intensified.

Excerpts: "Pawns of the Monopolists"

For the next activity, you will read excerpts from the documentary about significant events or situations that arose during the era of Chinese exclusion. Then, follow the directions on Handout 9, *Excerpt Activity*.

Excerpt:

If you look at the political cartoons, in something like *Harper's Weekly*, you suddenly see these concerns about.... Chinese coolie laborers, who are going to march across the nation and take over every single job. That this is going to be a threat to every white workingman in the nation—whether you are a boot maker, or a cigar maker.

The Chinese in America numbered fewer than 64,000 in 1870, and were never paid anything close to the starvation wages they were accused of settling for.

But the facts didn't matter, and they would soon find themselves at the center of a rising tide of anti-Chinese sentiment across the country—feared and vilified by white workers as scab labor and pawns of the monopolists—and viciously caricatured in the national press as servile automatons.

And the stereotypes of the Chinese coolie—the Chinese opium-smoker—are what's played in the media, over and over and over again. So the Chinese are understood to be "unassimilable." They can never become Americans. Because they're heathen—they're not Christian. You know, African Americans are Christians. They went through that crucible hundreds of years earlier. The Chinese: they have no individual personality: they're just robots; they're just slaves. But we've gotten rid of slavery. So, therefore, they're unassimilable. And this becomes the core understanding of racial difference.

So what happens is that class and racialization converge—get confused. And the "Coolie question," and the Chinese question, really become the big question nationally of labor and class. Can the American man compete with this degraded Asian male form of labor? They don't eat as much; their nerves are farther away from the surface of the skin, so they don't feel as much; they eat rats. You know, all this gets played out even more and more around not just class lines and racialization, but also around gender. The Chinese male is inferior—is not the same as white manhood, right? So you have that famous cover, "Meat versus Rice." American manhood vs. Asiatic coolie-ism. And, of course, the Asian male is inferior—but tenacious, because there are a lot of them. So they're dangerous because they're so many of them, right? Not because they really rival the actually superior white male.

Excerpts: The Geary Act

For the next activity, you will read excerpts from the documentary about significant events or situations that arose during the era of Chinese exclusion. Then, follow the directions on Handout 9, *Excerpt Activity*.

Excerpt:

The Chinese Exclusion Act had to be re-upped every 10 years. And in 1892, it's re-upped again by Congress with the Geary Act. And this time they add a provision that every Chinese person has to carry on their person a photo identity card. The United States never has had, and still does not have, an internal passport, and this was the first.

And if you don't have it, you'll be deported. And if there's a good reason why you don't have it—like your house burned down or something—we'll only let you stay if you have three white witnesses to vouch for you.

Now, the Chinese refuse to believe that this could be a law of this country.

So the Chinese say, "You know what? We're not going to respect this law." And the leadership of the community organizes a boycott. And this is very daring. They're telling people: "Don't get the certificate. We're going to have a mass civil disobedience, basically."

> If America is fair in her dealing, her laws ought to be applicable to all people, regardless of nationality. To single out the despised Chinese, the only people who hold no votes, shows cowardliness. For the only class that are required to give photographs are the criminals, and the only animal that must wear a tag is a dog. The Chinese decline to be counted in with either of these classes, so they refuse to register, and I do not blame them.
>
> *Jee Gam*
> *February 1892*

And one morning, across the country, posters emerge that have been organized by the Chinese Six Companies, saying, "Do not register for this card." And over 103,000 refuse—they don't register. The mass refusal of over 100,000 Chinese I think is the largest act of civil disobedience to date.

And the Chinese then went to court, to challenge the constitutionality of the Geary Act, and they lost; they lost.

The Supreme Court said, "Congress has the power to do what it's doing. So it's not for us to decide, as the court, whether the political branch is doing the proper thing. They have the power to do it. So if you have a quarrel with what they've done, take it up with them. Except you don't have any power to take it up with them, because you're not a voter."

They lost it, and that must be a huge blow to them... they have faith in the American system—in the principle. But.... the American leadership failed them. It's a huge letdown.

Excerpts: Angel Island

For the next activity, you will read excerpts from the documentary about significant events or situations that arose during the era of Chinese exclusion. Then, follow the directions on Handout 9, *Excerpt Activity*.

Excerpt:

When the exclusion laws were passed the Chinese immigrants used to come directly to the San Francisco—to the docks. And, there was a detention shed at the docks, that was just a filthy horror. So in 1910, the Immigration Service builds a station out on Angel Island. It's supposed to be modern. It's supposed to be cleaner. But it was also a way of keeping Chinese arrivals separate from their friends and relatives in the city. Because people will go down to the detention shed and shout up the stairs the answers to the questions that you were going to be asked. So they thought that if they put people out on this island in the middle of the bay, they would be able to keep people from communicating with the arrivals.

Over the next three decades, from 1910 to 1940 (when the immigration facility finally closed, just three years before exclusion itself was rescinded) more than a hundred thousand Chinese immigrants would come through Angel Island, whose principle purpose was to enforce exclusion more strictly than ever before—weeding out as much as possible paper sons, segregating detainees from family and friends (who might help them pass the rigorous process of interrogation), and at the same time safeguarding American citizens from foreign contamination.

Unlike Ellis Island, where 98 percent of the incoming immigrants made their way through, 18 percent of the applicants at Angel Island were initially rejected and five percent deported outright—after grueling interrogations, and harrowing detentions that averaged more than two weeks—and sometimes stretched to more than a year.

Somebody once said that Ellis Island was to let people in—and Angel Island was to keep people out. Only one percent of the people who showed up at Ellis Island were turned back. So Ellis Island really was a gate that swung in. And Angel Island was where the gate was closed, and you had to really fight to get in.

The longest detention that we know of was 756 days. Questions could range from 200 questions asked to a thousand questions asked. Angel Island is not unlike the history of Chinese exclusion, in that it is hidden in plain sight. It has had so much impact on our history, and on who we are as a people—yet it remains almost out of reach—almost mysterious. It's in the middle of this urban area, yet so few people know about it. And then there's the ghostly presence of the building itself.

In counterpoint to the harsh and bureaucratic reality of the processing center itself was the palimpsest of writings scores of Angel Island inmates carved on the walls of the barracks-like detention center.

You can still see the peeling paint—the layers of paint that immigration officials had continuously put over the walls of the detention barracks, to cover up what they thought was graffiti. And how the immigrants kept on reclaiming that space, and writing it over, or carving it even deeper. So there's so much about that space—where the walls literally talk to you.

Grief and bitterness entwined are heaven sent.
The sad person sits alone, leaning by a window.
Written by Yee of Toishan

On the little island the wailing of cold, wild geese can be faintly heard.
One should know that when the country is weak, the people's spirit dies.
Why else do we come to this place to be imprisoned?

The vast majority of inscriptions preserved on the walls of Angel Island are from Chinese immigrants. The poems, the vast majority, are carved in the walls of the men's detention barracks. But women also wrote poetry, and also wrote expressions. They are alternately, and sometimes in the same poem, angry and sad; despondent and frustrated. Many of them talk about: "If only I had known it was going to be so hard, I would have never come at all." Or: "Send word back to my cousins—don't bother coming to America." So often outlining or identifying the hypocrisy of America—dashed hopes, frustrations. There's one poem in particular that has always spoken to me, and it was written by an author who only identified himself as one from Xiangshan. And he wrote: "There are tens of thousands of poems composed on these walls. They are all cries of complaint and sadness. The day I am rid of this prison and attain success, I must remember that this chapter once existed." That speaks volumes to me. It's about remembering that there's the suffering, but also there's a hope that he will be released—that he will be able to get off of the island and do whatever he wanted, was hoping to do. But that it was important to never forget the origins of that journey.

Excerpt Activity

Read through your excerpt and determine whether there is another event in U.S. or world history that resembles events or situations described in the excerpt you have read. Conduct additional research on that event/situation and write a 2- to 3-page paper comparing their similarities and differences.

You will be graded on the following criteria:

- your paper is 2–3 pages long, double-spaced, 12-point Times New Roman font, 1-inch margins;
- your ability to clearly define a topic;
- your ability to accurately identify and understand concepts;
- your ability to clearly state your opinions and observations;
- the quality of research and analysis (e.g., variety of sources used to support the points you make in your paper);
- your ability to organize information with well-constructed paragraphs;
- your ability to properly format your essay using MLA format (Works Cited page and internal citations);
- your use of correct grammar, spelling, and punctuation; and
- your ability to follow the requirements and guidelines listed above.

Immigration Overview

1. Characterize each of the "four waves" of immigration. When did each occur? Who were the primary migrants, and where did they come from? What factors drove their immigration?

   First wave:

   When did each occur? *The colonial period in the 17th and 18th centuries*

   Who were the primary migrants, and where did they come from?
   Largely of Protestant English-speakers from the British Isles
   Also, Africans as early as 1619 to Virginia as indentured servants. Not long after, slavery began to be forcibly imposed on Africans living in the colonies. By the time the United States was founded, close to 300,000 slaves had been forcibly brought into colonial America.

   What factors drove their immigration?
   Religious freedom and economic opportunities
   For many Africans who immigrated to the United States, it was a result of forcibly imposed slavery. By the time the United States was founded, close to 300,000 slaves had been forcibly brought into colonial America.

   Second wave:
   When did each occur? *The mid-1800s*
   Who were the primary migrants, and where did they come from?
   Irish and German Catholics from northern and western Europe
   Tens of thousands of Mexicans, Chinese, Australians, Latin Americans, and Europeans

   What factors drove their immigration?
   Many Europeans were fleeing starvation or political upheaval in their homelands due to the Irish Potato Famine (1845–49) and the European Revolutions of 1848.
   Gold was discovered in California, and the ensuing Gold Rush (1848–55) attracted many immigrants to the West Coast.

   Third wave:

   When did each occur? *Turn of the 20th century, from roughly 1880 to 1914*

   Who were the primary migrants, and where did they come from?
   The bulk came from southern and eastern Europe, and new communities of Italians, Greeks, Hungarians, Poles, and Jews began to take root in the United States. Many Norwegians also came (in the 1880s alone, nine percent of Norway's total population immigrated to the United States).
   On the West Coast, immigrants came from dozens of countries, but most were initially Chinese.

   What factors drove their immigration?
   Large steam-powered oceangoing ships led to lower travel costs and greater accessibility for would-be immigrants.

   Fourth wave:

   When did each occur? *Post-1965.*

   Who were the primary migrants, and where did they come from?
   Asia and Latin America

What factors drove their immigration?
The United States comprehensively revised its immigration laws and instituted a new policy that did not explicitly favor certain countries over others.

2. What common characteristics do the different waves of immigration share?
Fleeing situations in their home countries, and/or seeking economic opportunities in the United States

   What common experiences have different immigrant groups faced?
Prejudice and hostility from prior waves of immigrants

3. Think about your own family's immigration story. How does your family history align (or not align) with these large-scale trends in U.S. immigration history? Did they share any of the same experiences? Were they affected by any of the same laws and policies?
Student answers will vary.

Pre-test

Use this answer key to assess students' revised answers to Handout 2, *Pre-test*.

1. According to the 1840 U.S. Census, how many Chinese people were living in the United States at the time? Between 1882–1905, approximately how many Chinese people lived in the United States?
   Four at the time of the 1840 Census, and approximately 110,000 Chinese people during the time period between 1882–1905

2. In exchange for goods that the Chinese had that the United States wanted (e.g., porcelain, lacquerware, silks), what did the United States and England ultimately import into China during the early 1800s?
   Opium

3. What is the 14th Amendment?
   The 14th Amendment grants all civil rights to persons. It overruled the Supreme Court's decision in Dred Scott, which had denied citizenship and all civil rights to black Americans. The 14th amendment's "citizenship clause" declared that "all persons, born or naturalized, in the United States, are citizens of the United States"—who cannot be deprived of life, liberty, due process, civil rights, or equal protection under the law.

4. Who were the "paper sons"?
   Many Chinese people viewed the exclusion laws as unjust. With the United States open to every other immigrant group, and the fact that there were jobs and opportunity, some Chinese continued to migrate, whether it was through undocumented border crossings, or immigration through fraudulent papers and with false relationships, also known as the "paper son system." The system picked up when the San Francisco Earthquake of 1906 resulted in destruction of records, including immigration records. The Chinese figured out, "They have no idea who's legal, who's not legal. They don't know who's born here, who's not born here." So, the Chinese developed the "paper son" system in which they told authorities: "I was born here, in America, at such a date. And during this time, I have gone back to the village in China to visit my parents. Or my grandparents. And, during that time, I also married. But because of your laws, I can't bring my wife. Or my wife is taking care of my parents still in China. But during all these trips, I have fathered three sons. These are their names—these are their ages." And the U.S. authorities recorded that information. That gentleman would then let it be known, both in Chinatown, and back to the village in China: "I have just created three slots. I've created three fictional men." And those slots would go up for sale. People in the village would buy those slots and learn the fictional lives that people would create, in order to enter the country.

5. In what ways were Ellis Island and Angel Island different?
   Ellis Island is in New York Harbor. According to the documentary, somebody once said that Ellis Island was to let people in, and Angel Island was to keep people out. Only one percent of the people who showed up at Ellis Island were turned back, so Ellis Island was like a gate that swung in.

   Angel Island, on the other hand, was an immigration center on an island out in San Francisco Bay. It was established in 1910. Chinese immigrants used to come directly to the San Francisco detention

shed at the docks where friends and relatives could shout up the stairs the answers to the questions that immigrants were asked. Angel Island was a way to keep people from communicating with the arrivals.

Unlike Ellis Island, where 98 percent of the incoming immigrants made their way through, 18 percent of the applicants at Angel Island were initially rejected and five percent were deported outright. The immigrants endured grueling interrogations, and harrowing detentions that averaged more than two weeks and sometimes stretched to more than a year.

Additional discussion questions for debriefing the curriculum module:

- Did any of the answers to the pre-test's questions surprise you? How did your initial answers differ from your answers after watching the documentary?
- What impressions did you have of the documentary?
- Would you recommend the documentary? Why or why not?
- What were factors that "pushed" Chinese to leave their homeland?
- What were factors in the United States that "pulled" Chinese toward the United States?
- How do you think these push-pull factors have changed over subsequent generations?
- How did the Chinese in the United States protest against laws that targeted them? In your mind, were these laws just? How would you protest against events or laws that you perceive are unjust?
- What similarities and differences do you find between events/political climate/politicians/legislation during the Chinese exclusion era and today?
- Do you think legislation such as the Chinese Exclusion Act could happen again in the United States? Why or why not?

Documentary Note-taking Sheet

Use the following Answer Key to assess the quality of students' notes for Handout 3, *Documentary Note-taking Sheet*.

Day 1

President Chester A. Arthur:
President who signed the Chinese Exclusion Act into law

The Chinese Exclusion Act:
Date signed into law: *May 6, 1882*
How it was different from any other U.S. law: *Singled out a specific race/nationality for exclusion*
How long it existed: *60 years*
Other information: *Student notes will vary.*

U.S. Census 1940:
U.S. total population: 17,069,453
Free White: 14,582,098
Slaves: 2,487,355
Indians: (not included)
Chinese: 4

James Polk:
President who commissioned a survey of the entire West Coast

- *Interested in finding shorter route for trade with China*

Aaron Palmer:
Geographer that Polk commissioned. Filed report in 1848.

- *Talked about amazing natural resources*
- *Recommended establishment of Chinese colonies, importing Chinese labor to West Coast, building of railroad to West Coast*

Trade with China:

- *Priority for newly independent United States, sent ship to China to participate directly in trade*
- *China had porcelain, lacquerware, silks*
- *China didn't want much from the United States*

Issues pertaining to opium:

- *The United States began exporting opium to China (even though it was against Chinese law).*
- *Became very profitable*

- *Many Chinese became addicted (especially around the Canton, Pearl River Delta areas).*
- *Chinese decided to confiscate and burn chests of opium.*

Opium War:
- *Great Britain went to war against China because of the above events. The United States joined them.*
- *Issue of free trade as the core expression of liberty*
- *Ended in 1841*

Treaty of Nanking:
- *Opened up five ports including Canton to Western trade*
- *Forced China into the new international system*

1840s China:

Time of drought and poverty

Qing Dynasty: *Chinese government, falling apart*

Taiping Rebellion: *Began in 1850, civil war lasted for 15 years, approximately 30 million killed, dissatisfaction with the Manchu government and its corruption; happened above southern China, farmland trampled*

California Gold Rush:
- *Troubles in China (described above) and news that gold discovered in the United States = attractive news for many Chinese*
- *Global event. Brought Anglo Americans from the East Coast, Mexicans from Sonora, French and English mining groups, and Chinese*

Yuan Sheng / Norman Asing:
- *First named Chinese immigrant to arrive in the United States*
- *In previous trip to South Carolina, obtained citizenship, converted to Christianity, changed name to Norman Asing*
- *Arrived July 13, 1849*

1846 Mexican War:

The United States at war with Mexico, led to takeover of Texas, New Mexico, Arizona, and California

California in 1846:
- *Relatively small population*
- *Americanized through conquest*
- *Occupied territory from 1846–48*

  1850: *California admitted into the Union as a free state, destabilizing relationship between North and South*

Chinese arriving in California for the Gold Rush:

- *Mostly rural people, not poorest, not wealthy*
- *By 1851, more than 4,000 Chinese immigrants had arrived in San Francisco; in two years, 20,000. (These immigrants were mostly from impoverished port cities and ravaged countryside of southern Chinese province of Guangdong, from Guangzhou, the Sze Yup area near Hong Kong near the coast.)*

Establishment of Chinese quarter in San Francisco:

- *Merchants saw opportunity to sell items to miners*
- *By 1852, 20 Chinese shops in San Francisco*
- *Norman Asing opened restaurant; district association to help newcomers*
- *Organizations became known as the Chinese Six companies (mutual aid associations)*

Initial reception/reaction toward Chinese immigrants:

- *Tolerated*
- *Seen as hardworking, generous, energetic*

Situation in the goldfields/river beds among the miners:

- *Miners fought over claims*
- *Miners (many from the South, unemployed, war veterans) drove out the foreign miners*
- *Anti-foreign sentiment; when Chinese arrived, there were purges*

1852 turning point:

- *Easy pickings were gone; gold became harder to mine*
- *Independent prospecting changed to company mining; independent prospectors became bankrupt/unemployed; anger turned toward Chinese instead of the companies*

John Bigler:

47-year old lawyer elected governor of California

Legislation against the Chinese:

- *Bigler wanted a heavy tax on the Chinese in hopes it would drive them away*
- *Enacted "Foreign Miners' Tax"*

"Coolie":

Idea promoted by Governor Bigler, that Chinese were willing to be paid only $4 month and would essentially bring slavery to California

Day 2

Events of 1854:

George Hall convicted of murdering a Chinese immigrant. Testimony was based on Chinese witnesses. Supreme Court of California overturned the ruling because Chinese were not Christians, and therefore subhuman. As a result, their testimony was inadmissible. Hall went free.

1855, Governor Bigler's proposed legislation:

Tax and penalize ship masters who knowingly brought Chinese immigrants to California. U.S. government ruled that this was a federal matter, not a state one.

1857 ruling:

Chief Justice of the Supreme Court ruled that African Americans (slave or free) could never be U.S. citizens

April 24, 1861:

Word reached San Francisco that Confederates had fired on Fort Sumter two weeks earlier

1860s Californians' desires v. national interests regarding China:

Californians wanted national legislation to exclude Chinese; however, Washington was more concerned with trade with China

Anson Burlingame:

One-time Massachusetts congressman sent to Beijing by President Lincoln to improve U.S. relations with China

Pacific Railway Act:

July 1862, Lincoln signed into law the construction of the transcontinental railroad to connect the Atlantic to the Pacific and to revolutionize trade with China

Chinese railroad workers:

Labor shortage for railroad especially in Western section, many unemployed Chinese miners; Central Pacific decided to hire Chinese

May 10, 1869:

- what happened: *Railroads met*
- location: *Promontory Point, Utah*
- treatment of Chinese during this event: *Excluded from photo commemorating the event*

Anson Burlingame and the Burlingame Treaty:

Burlingame resigned from his position as U.S. ambassador to China and became Chinese ambassador to the United States. Negotiated the Burlingame Treaty on behalf of the Chinese, legalizing Chinese citizens' ability to emigrate to the United States (and Americans to freely enter China). Treaty also extended protection of Chinese against local and state laws against the Chinese.

July 9, 1868/14th Amendment to the U.S. Constitution:

- *Opposed by Confederate states, but had to ratify to regain representation in Congress*
- *Granted all civil rights to all people*
- *Overruled Supreme Court's Dred Scott decision*
- *"all persons, born or naturalized, in the United States, are citizens of the United States"—who cannot be deprived of life, liberty, due process, civil rights, or equal protection under the law*

Memphis Convention/Labor shortage issues:

- *1869, plantation owners gathered to find a solution to the severe labor shortage and growing costs*
- *Chinese labor deemed solution to their problem*

North Adams, Massachusetts incident and results:

- *Shoe factory strike, led to 75 Chinese workers being brought in, which led to increased numbers of Chinese on East Coast in general and establishment of Chinatowns*
- *Overall the numbers of Chinese to break strikes was small, but press blows these incidents out of proportion*

Stereotypes of Chinese:

- *Threats to every white workingman in the nation*
- *Work for starvation wages*
- *Scab labor, pawns of the monopolists*
- *Coolie, opium smoker*
- *Heathens*
- *Robots, slaves*
- *Unassimilable*
- *Eat rats*
- *Chinese male inferior*
- *Dangerous because there are so many of them*

Situation in 1871 and resulting incidents:

- *Unemployment was on the rise, national economy faltering*
- *First lynchings of Chinese people in Los Angeles, mob burnt down Chinatown. Largest mass lynching in U.S. history*
- *Chinese sue, punishment against those who harmed the Chinese was light*

San Francisco anti-Chinese ordinances:

- *Burlingame Treaty kept exclusionists from barring the Chinese outright*
- *Anti-Chinese ordinances:*
  - *Cannot walk on a sidewalk with a pole on your shoulder*
  - *Cubic Air Ordinance (targeting inhabitants of a crowded Chinatown)*

1875 political stances:

Republicans: *Initially, the Republicans resisted efforts to legislate against the Chinese based on their race.*

Democrats: *They saw the Chinese issue as one that could rehabilitate the Democratic Party after the Civil War. They became seen as the party that protected workingmen's rights, suggested that Chinese labor (contract labor) was equivalent to slavery.*

1875 Page Act:

- *Prohibited the immigration of prostitutes and people coming under contract to work.*
- *Since Chinese were already stereotyped as coolies and prostitutes, lawmakers thought this act would stop Chinese immigration.*
- *Very successful in keeping women out because news of how females were interrogated was so horrific, very few women wanted to go through it.*

Rutherford B. Hayes' election to president:

- *Congressional Republicans agreed to withdraw troops from the South in a backroom deal that resulted in the election of Republican candidate Rutherford B. Hayes*
- *Lost popular vote to Democratic candidate Samuel Tilden*

Dennis Kearney and the "Workingmen's Party":

- *A recently naturalized Irish immigrant, leader of "Workingmen's Party" in San Francisco that targeted Chinese as the source of white workers' trouble.*
- *Demands began with "Down with the monopolists"; second demand was "The Chinese must go"*

Day 3

1879, 15-Passenger Bill leading to Chinese Exclusion Act in 1882:

- *Bill that said there could not be more than 15 passengers of Chinese background on any ship entering the United States*
- *Ultimately vetoed because it violated the Burlingame Treaty*
- *President Hayes sent delegation to China to renegotiate treaty so the United States could restrict Chinese immigration in some way*
- *Chinese government didn't want the new treaty, but the United States assured them it would be fair*
- *10-year exclusion act becomes law in 1882*

Hannibal Hamlin:

- *President Lincoln's first Vice President*
- *Denounced Exclusion Act*

Jeu Dip/Joseph Tape and Mary McGladdery:

- *Jeu Dip arrived in San Francisco from Guangdong in 1864. He was 12 at the time.*
- *Mary McGladdery was a Chinese child being raised in the home of the Ladies' Protection and Relief Society.*
- *Jeu Dip changed his name to Joseph Tape. He worked his way up and became a business owner. He and Mary got married in 1875.*
- *They became successful, middle-class, assimilated.*

Parameters of the first Chinese Exclusion Act:

- *No Chinese laborers could enter the United States for a period of 10 years*
- *The Chinese could not become citizens, or bring their wives*
- *Merchants were allowed to enter and bring their families*
- *Students were allowed entry*

Reasons why Chinese lived predominantly in Chinatowns:

- *Self-protection*
- *They weren't allowed to move out*

Other ramifications of the Chinese Exclusion Act:

- *Widespread violence against the Chinese*
- *300 purges across California, Oregon, up to Seattle, all over the West*
- *Angry mob drove all Chinese out of Eureka in 1885*
- *All Chinese expelled from Tacoma, Washington*
- *Chinese miners executed by schoolboys and horse thieves in Wallowa, Oregon*

Chinese demands for reparations:

- *Chinese driven out of Eureka demanded $133,000 in reparations. They lost the lawsuit.*
- *Chinese government demanded justice for the massacre at Rock Springs. Secretary of State in Washington paid $147,000 to Chinese government (due to fear of damaging trade relations otherwise)*

Wong Chin Foo:

- *Organized the first Chinese American civil-rights organization.*
- *Started a newspaper called* The Chinese American

Joseph and Mary Tape and their effort to enroll their daughter in public school:

- *Their daughter was refused admission to the local public school because she was Chinese*
- *They sued, and the case went to the State Supreme Court.*
- *They won, but the Board of Education opened a separate public school for Chinese students only and their daughter was forced to go there.*

Yick Wo v. Hopkins:

- *San Francisco passed ordinance that no one could have a wooden structure for laundry, but one could still operate it (if the structure was built before the ordinance) with a permit. Permits were only issued to whites, Chinese were refused. Yick Wo laundry operated without permit to test validity of law.*
- *Supreme Court ruled in favor of Yick Wo because of the 14th Amendment.*

The Scott Act:

- *1888, rendered 20,000 Chinese re-entry certificates null and void, blocking thousands of Chinese Americans visiting relatives in China from returning to the United States.*
- *Chinese sued, but the Supreme Court upheld the act, ruling that political branches have the absolute right to let into the country who they please*

The Geary Act:

- *1892, re-upping of Chinese Exclusion Act for 10 more years*
- *Included provision that every Chinese person had to carry a photo identity card*
- *Over 100,000 Chinese refused to carry this card; largest act of civil disobedience to date*
- *Chinese challenged the constitutionality of the Geary Act, but lost*

Wong Kim Ark:

- *Native-born American*
- *In 1894, he was refused re-entry to the United States when returning from a trip to China*
- *In 1898, the Supreme Court ruled that because of the citizenship clause of the 14th Amendment, Wong Kim Ark was a U.S. citizen, just like anyone else born on U.S. soil*
- *Precedent established U.S. birthright citizenship for all*
- *However, Wong Kim Ark still had to re-prove his citizenship via the Supreme Court case every time he left and re-entered the United States.*

Day 4

Statistics pertaining to the Chinese population:

- *During the Exclusion era, the U.S. population doubled and the Chinese population decreased by 25 percent*
- *Of the 7,170 Chinese living in New York City in 1900, only 142 were women*

1906 San Francisco Earthquake and how it affected the Chinese population:

- *One of the worst natural disasters in U.S. history*
- *Earthquake and fire destroyed much of San Francisco*
- *Chinese and Chinatown at the center; city wanted to relocate the Chinese farther from the core of the city; Chinese resisted and rebuilt quickly*
- *All records (including immigration records) destroyed in City Hall, meaning a "clean slate" for many Chinese*

Paper Sons:

- *Immigration through fraudulent papers with false relationships*
- *The paper son system picked up after the San Francisco earthquake and fire because all records were destroyed*

Angel Island:

- *1910: New immigration facility that opened on an island far out in San Francisco Bay*
- *1910–40: More than 100,000 Chinese came to Angel Island*
- *Ellis Island allowed in 98 percent of the immigrants; Angel Island initially rejected 18 percent, deported five percent outright*
- *Interrogations lasted two weeks to more than a year*
- *200–1,000 questions asked*
- *Inscriptions on Angel Island walls; majority belonging to the Chinese*

1917 Asiatic Barred Zone:

Based on Chinese Exclusion laws, Congress created an "Asiatic Barred Zone," thereby excluding immigrants from much of Asia

1920s, gradual restriction of almost all immigration:

- *In 1921, U.S. government expanded racial restriction laws for Asians to southern and eastern Europeans (to ensure the United States would continue to predominantly be of northern and western European stock)*
- *Before World War I, almost a million immigrants arrived in the United States per year.*
- *In 1924, a ceiling of 150,000 immigrants/year established*
- *Quota system established, favored countries like Great Britain, excluded Asians altogether*

World War II:
- *With Japan's invasion of China, U.S. sympathy for China began*
- *With Japan's bombing of Pearl Harbor in 1941, United States and China became allies*
- *Many Chinese Americans joined the army*
- *Japanese propaganda told the rest of Asia that the United States doesn't like Asians (points toward the exclusion laws); the laws became a point of embarrassment*

1943 Repeal of exclusion laws:
- *President Franklin Delano Roosevelt explicitly said "We must right a historic wrong."*
- *Propaganda measure: Chinese given a quota of 105 (bare minimum)*
- *Dec. 17, 1943: Exclusion laws officially repealed (Magnuson Act)*
- *Chinese now had the right to be naturalized*

Fear of communism and its effects on the Chinese in the United States:
- *1949: Communists won the civil war in China*
- *Chinatowns put under surveillance*
- *U.S. government established the Chinese Confession Program: offered amnesty and legal status to Chinese immigrants if they confess to leaving the country fraudulently and offer names of other Chinese who have done so; no-win situation—approximately 30,000 confessed.*

Events that led to relaxation of immigration laws:
- *1950s, President John F. Kennedy published* A Nation of Immigrants
  - *advocated for immigration law reform*
  - *believed it was a civil rights, Cold War, international relations prerogative*
  - *United States claimed to be a land of freedom, but it was shutting out the vast majority of people from around the world*

The Hart-Cellar Act:
- *1965 immigration legislation that took away national race-based quotas*
- *Tried to make immigration fairer and more even*

Post-1965 immigration:
- *Disproportionate number of highly educated Asians immigrated under the 1965 Act (favored by the legislation; United States didn't want laborers)*
- *Led to the idea that Chinese were super-achieving students (still viewed as "other")*