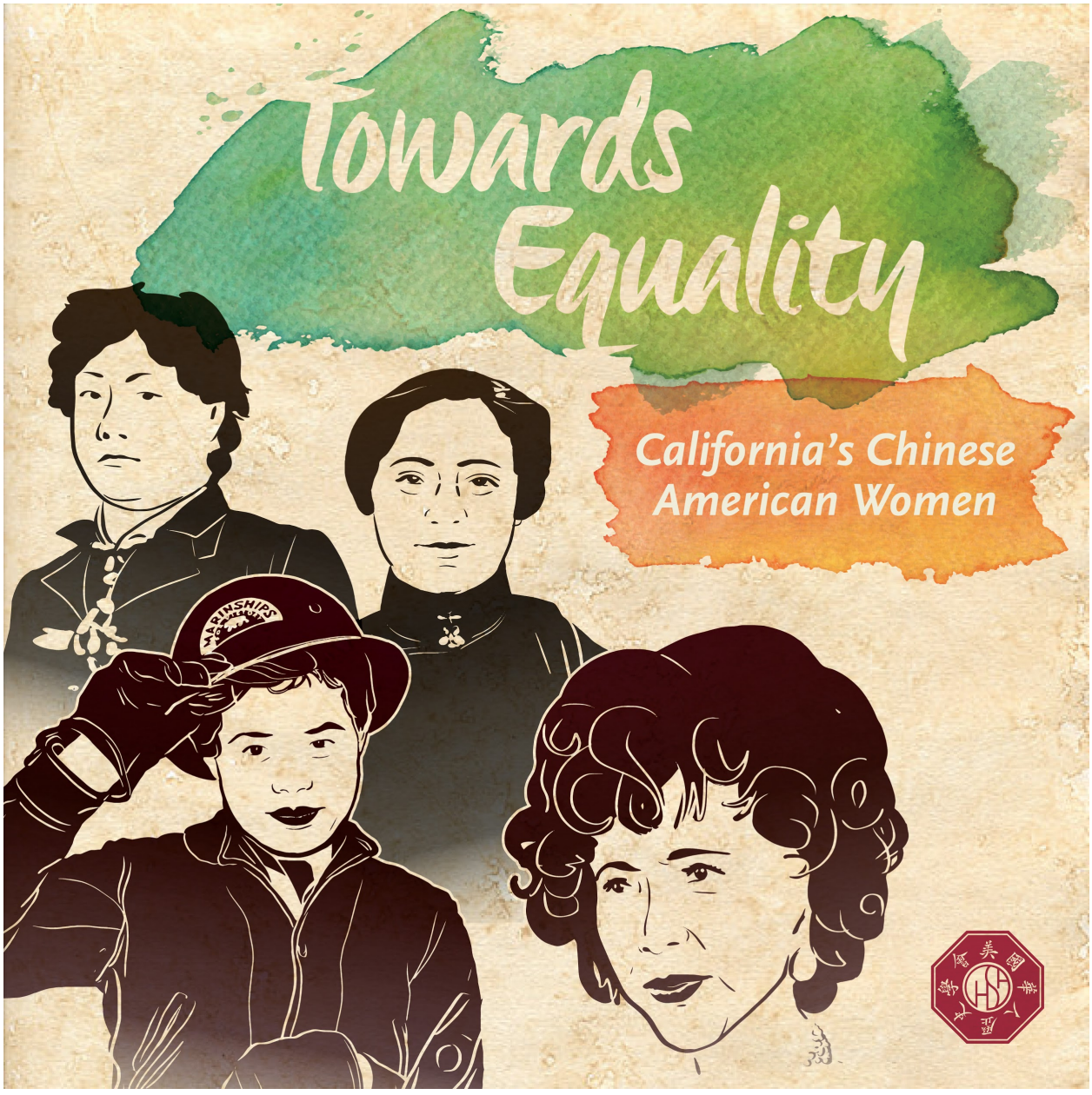
Chinese Historical Society of America

Curriculum Guide





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Teachers Resource

Introduction to Guide

Dear Educators,

Women have played a vital role in the course of human civilization, but much of their accomplishments and contributions have been excluded from history. In particular, Chinese American women have contributed to California's economy, culture, and social tapestry. The Chinese Historical Society of America's new exhibition ***Towards Equality: California's Chinese American Women*** highlights their achievements in education, politics, finance, business, and their pivotal role as matriarchs. The exhibit will be available for viewing at the museum from December 1, 2018 – June 9, 2019 and will travel after that. If you are interested in having the exhibit travel to your community, please contact the museum at (415) 391-1188 x109 or email info@chsa.org. Students and educators will have the opportunity to learn about the history of Chinese American women in California, and their effect and impact on the Chinese family, California economy, and the community-at-large.

This curriculum guide serves as a supplemental tool for educators who want to learn more about the experiences of Chinese American women. The exhibition and guide place women in their historical contexts. Educators can use the resources, primary source materials, and lesson plans as part of their regular curriculum while meeting California's content standards in History/Social Science and the English-Language Arts. The exhibition and the lesson plans cover three major themes—Immigration, Social Activism, and Popular Culture. Each theme chronicles Chinese American women's history from the early immigration period through the present. Teachers can chose to present the materials as they see fit to meet their classroom needs. All teachers should look at the museum's website to see if the exhibition will travel near them to help students get a more immersive experience.

Sincerely,

Monica Pelayo Lock
Education and Programs Coordinator
Chinese Historical Society of America

Teachers Resource
Historical Overview

The following sections offer teachers a quick overview of the three major themes—Immigration, Social Activism, and Popular Culture. Additionally, we offer teachers a list of secondary source materials that they can use to learn more about the subject matter and a timeline and glossary list that can serve as quick guides.

IMMIGRATION

Few women immigrated to California during the nineteenth century. Chinese and American immigration laws prevented them from entering the United States in great numbers.[1] Between 1850 and 1900, 15,000 women immigrated to the United States compared to the 300,000 men that migrated from China. Many of these women were smuggled into the United States as part of the Chinese slave trade.[2] Few women were working-class women married to Chinese immigrant men or American-born Chinese men. Patriarchal systems in China and the United States made it so that Chinese women could only travel if they were related to men of stature. The Chinese Exclusion Act curtailed the number of Chinese immigration overall but it did allow for more women to enter the country as the wives or daughters of merchants, scholars, or American citizens during the early twentieth century.

Many of the immigration documents related to women during the Chinese Exclusion Era (1882-1943) demonstrate the arduous process that women faced when trying to enter the country. Women had to prove not only their identity but their familial relationships as well. After the Angel Island Immigration Station, located in the San Francisco Bay, opened in 1910, the immigration station became one of the major ports for Chinese women entering the state of California. Women also entered California through the U.S.-Mexico Border either at San Diego or Calexico. In all of these cases, women were separated from their families, medically inspected, and then interrogated. Immigration officials would then spend a week or more corroborating their stories

[1] The United States passed the Page Act in 1875, barring women of “Mongolian descent” who were suspected of being prostitutes. In China, patriarchal cultural values and financial considerations forced families to chose to send the men abroad and leave the women at home.

[2] Under this system, women from impoverished families were purposefully sold or tricked into becoming *mui tsai* (domestic slave girl) for wealthy families across the globe or prostitutes. There were cases where *mui tsai* would come of age and then be sold back into the slave trade where they would forced into prostitution.

and that of their witnesses. If a woman was denied entry, she could appeal her case. However, she was detained during the entire process until a verdict was reached.

After the Geary Act of 1892, Chinese immigrants who successfully passed inspection were issued a certificate of identity. Immigrants had to carry these documents at all times or risk imprisonment and/or deportation. By 1909, the law was extended to all people of Chinese descendant, regardless of legal status.[3] These restrictive laws were not abolished until 1943, when China became an ally of the United States during World War II. Nevertheless, migration from China was restricted to 105 persons per year. While the American government did not abolish the quota system until 1965, Chinese women were most likely to immigrate to the country as non-quota immigrants thanks to the War Brides Act of 1945, the Displaced Persons Act of 1948, and the Refugee Act of 1953. In 1952, Congress passed the McCarran-Walter Act, which eliminated discriminatory practices against Asian immigrants and gave preferential treatment to skilled immigrants and family members. While this law required that all immigrants remain under the quota system, it did become a precursor for the larger changes of the 1960s.

In 1965, Congress enacted the Immigration and Naturalization Act. This law abolished the quota system once and for all. In its place, Congress prioritized family reunification and skilled labor. While it created an annual cap of visas to the United States, immediate family members of U.S. citizens were exempted. This new law enabled the mass migration of Chinese American family members, in addition to female students and skilled laborers, creating a chain migration that has continued to grow since the 1980s. Moreover, while the earlier waves of Chinese immigration were centered around Canton, newer immigrants come from all over China, including Hong Kong and Taiwan. Chinese women remain a major part of this new wave of immigrants constituting 54 percent of Chinese immigration in 2008—a major departure from earlier immigration patterns.

SOCIAL ACTIVISM

As soon as the Chinese landed in California, they realized that they needed to come together to fight discrimination and to protect each other against racist policies and cultural prejudice. Local benevolent associations catered to Chinese American needs throughout California. Many of these organizations, however, served the interest of Chinese men. During the nineteenth century, most women were required to stay and work with their families. Women, who were smuggled in to be servants or prostitutes, had an even harder time. By the 1860s, Christian groups started establishing missionary homes in urban Chinatowns to help Chinese women and children. In San Francisco, the Methodist's Oriental Home and School helped Chinese women escape abusive

[3] American-born Chinese women were also required to carry these certificates. We have Los Angeles-born and Hollywood actress Anna May Wong's certificate on display at the museum.

conditions while Los Gatos' Ming Quong Center served as an orphanage for boys and girls. These places empowered Chinese immigrant and American-born women to leave uncomfortable situations and build spaces of their own.

Chinese American women quickly learned that education was a powerful tool and mothers fought so that their children gained access to equitable public education. In 1858, the California legislature enacted the first segregation bill that excluded children of Asian, African, or Native American descendant from attending public school.[4] In 1884, Mary Tape sued the San Francisco Board of Education after Spring Valley School denied her daughter enrollment due to her Chinese ancestry. In *Tape v. Hurley*, the California Supreme Court ruled in Mary Tape's favor, stating that every American-born child had the right to an education. However, the school district refused to integrate Chinese/Chinese-American children into the public school system, segregating them into a school in Chinatown. Originally called the Chinese School, the school was later renamed the Oriental School so that it could educate all Asian/Asian American students apart from white students.[5] California communities with small Chinese populations were forced to integrate. Mary Tape realized this and moved her family to Berkeley so that the rest of her children could attend a better and more integrated school. Yet for the most part, California schools remained legally segregated until 1947.[6] The San Francisco school system desegregated in 1971 and a couple of years later, Wai Kam Lau, along with other Chinese parents, sued the San Francisco Unified School District for violating the Civil Rights Act of 1964 and depriving English-language learners of an equal opportunity at a quality education. In *Lau v. Nichols*, the Supreme Court sided with the Chinese parents, stating that school districts had to do a better job of providing English-language learners with quality bilingual education. Chinese American women recognized that education was a necessary stepping stone for a better quality of life and fought to make it available to all.

By the twentieth century, there were more Chinese American women working outside of the home and participating in public affairs. In urban communities like Los Angeles and San Francisco, population growth was due less to immigration and more to American births. These newer generation of women were exposed to both American and Chinese cultures, borrowing from both to build their unique identities. These women still centered their lives around family but they were are also more likely to be bilingual, educated, Christian, and have a public voice in their Chinese American communities. In 1916, Mrs. Ng Poon Chew, Mrs. Theodore Chow, and Mrs.

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[4] The law was amended in 1870 to allow racialized minorities into public schools, if they were separated. However, San Francisco closed its Chinese School due to lack of funding.

[5] This school was renamed Gordon Lau Elementary School in 1998 in honor of the first Chinese American elected to the San Francisco Board of Supervisors.

[6] Governor Earl Warren enacted a law that made California the first state to desegregate children of color. He based this legislation on the federal court's ruling in *Mendez v. Westminster.*

Charlotte Chang worked with the YWCA National Board to establish a Chinatown YWCA that catered to the needs of Chinese American women. During the Great Depression, they worked with at least ten other Chinese American women to raise $25,000 for a new building in Chinatown. These women commissioned female architect Julia Morgan and opened its door to the community in 1932. The YWCA in San Francisco's Chinatown became one of the few spaces by and for Chinese American women.

Global affairs activated a sense of civic engagement for second-generation Chinese American women. In 1924, seven women established the Square and Circle in San Francisco to provide relief in China. These women were originally inspired to organize after reading about a flood and famine in China's Guangdong province but soon found themselves raising funds to help in the war efforts of the 1930s and 1940s. In Los Angeles, Chinese American women who loved basketball started the Mei Wah Club (1931) but soon started fundraising campaigns for Chinese refugees affected by the wars. Across California, Chinese American women started social women's clubs that brought their communities together for wartime relief. Clubs such as Oakland's Chinese Young Women's Club (1944) and Los Angeles' Chinese Women's Club (1944) among others provided social space for wartime workers and collected money, clothes, and medical supplies for China while selling war bonds in the United States. These clubs gave women avenues for engaging in civic affairs while contributing to their communities.

Women's activism has also centered on access to economic opportunities. In 1938, a group of garment workers organized the Chinese Ladies Garment Workers' Union. Chinese women were the largest group of garment workers in San Francisco's Chinatown and they had to contend with poor working conditions and dismal piecemeal salaries. Fed up, these women went on strike for 15 weeks and ultimately obtained labor contracts that improved their working conditions and pay. This strike demonstrated that Chinese American women were not complacent, striving to better themselves and their communities.[7] The legacies of this work have continued into the present, as Los Angeles' Garment Worker Center—established by a group of Asian American organizations in the early 2000s—fight to better the sweatshop conditions that persist in California's garment industry.

The Civil Rights Movement and the Vietnam War also activated a new form of social awareness in the Chinese American community. Fighting with African Americans and Latinos to end racial discrimination and to protest the Vietnam War, Chinese American women built new identities that were more pan-Asian. Across the state, Chinese American contributed to efforts that built

[7] World War II offered California female population, including Chinese American women, the opportunity to work in the defense industry in large numbers. Chinese American women's access to better jobs increased the economic opportunities for the Chinese American community as a whole.

awareness of neo-imperialism in Asian countries and expressed the need for better access to education, jobs, and social welfare in the United States. Emma Gee, for instance, co-founded the Asian American Political Alliance at UC Berkeley while women in Los Angeles started the Los Angeles Asian Women's Center to provide public health education and childcare for Asian women in Southern California in the 1970s.[8] Most recently, Betty Kwan Chinn has been working in Eureka to establish better services for the poor and the homeless. President Barack Obama recognized her efforts in 2010, awarding her the Presidential Citizens Medal at the White House. These causes both demonstrated the long strives Chinese American women have made in education and their commitment to improve their communities writ-large.

Chinese American women also worked to uncover Asian American history and to make it part of the broader lexicon in California and the United States. Historians Suecheng Chan, Connie Young Yu, Judy Yung worked to rediscover the Chinese American past, writing about the restrictive Chinese immigration policies of the nineteenth century. Chinese American women were also part of a larger organizing effort to save Angel Island from demolition, expressing its broader importance to American immigration policies. Put together, this history demonstrates Chinese American women's tireless work to make a better world across the state of California.

AMERICAN POPULAR CULTURE

American culture has always been fascinated with Chinese women, portraying them either as exotic temptresses or as diminutive submissives. These ideas have been reinforced in popular literature, photography, and media. For instance, nineteenth century San Francisco postcards portrayed women as either concubines or servants, limiting the roles that Chinese women could take in American culture. Similarly, white Americans established Christian missionary homes in Chinatowns across the state during the 1860s in order to save women who were either prostitutes or indentured servants. In order to continue their missions, white women perpetuated ideas of Chinese American women both as helpless and seductresses. The legacies of these nineteenth century narratives have remained and have continued to circulate into the present.

Literary portrayals of Chinese American women were non-existent before 1950. Most literature of the nineteenth and early twentieth centuries tended to center on women in China. Novels like Pearl Buck's *The Good Earth* showcased the hardships that Chinese farmers, and their families, faced in rural China. While the novel does focus on O-Lan, the protagonist's wife, it also portrays

[8] The Civil Rights Movement and the formation of school organizations like the Asian American Political Alliance catalyzed students of color to strike in SF State and UC Berkeley for Ethnic Studies programs. Known as the Third World Liberation Front, students demanded that their universities be more welcoming and inclusive to students of color and setback from Eurocentric education models. These strikes led to the formation of the first Ethnic Studies programs in the nation.

the lives of her husband's concubines and servants. This book became an instant bestseller, generating American sympathy for China during the 1930s as the country fought against Japanese imperialism.

With the rise of popular film in the 1920s and the 1930s, American stereotypes against Chinese American women found a new home on the big screen. These attitudes have had real-life consequences for Chinese American women. Anna May Wong, a Los Angeles-native, became one of the most famous Chinese American stars in Hollywood during its heyday, yet she was limited to stereotypical roles. When MGM decided to adapt *The Good Earth* in the 1930s, Wong tried to get the starring role of O-Lan. MGM denied Wong the role, giving it to Louise Rainer (a white actress), who won an Academy Award for her performance.[9] Defeated, Anna May Wong moved to China where she starred in a variety of roles never afforded to her before. She returned to the United States but her career never really recovered. No real female Chinese American superstar followed Anna May Wong's stardom until Lucy Liu in the early 2000s.

As film grew in popularity, Chinese American women continued to be portrayed in sexist, limited ways with few exceptions. In 1961, Universal Pictures adapted Rodgers & Hammerstein's *Flower Drum Song*, a Broadway musical that was based on CY Lee's novel by the same name. The film became the first major Hollywood feature film that used a majority Asian cast in a story about a Chinese American women's experience in San Francisco. Thirty-two years later, Hollywood Pictures decided to adapt Amy Tan's novel *The Joy Luck Club*. This film centered on Chinese American women and portrayed them in their full complexity. The film received positive reviews and became a wide international success. However, Hollywood did not develop anymore wide reaching films on the Asian American experience until 2018 when SK Global Entertainment adapted the novel *Crazy Rich Asians*. During the span of these 57 years, most popular films have remained wedded to limiting Chinese American women to stereotypical roles.

As the three films demonstrate, successful portrayals of Chinese American women in popular film have depended on Chinese American literature. San Francisco-native Jade Snow Wong published her first novel in 1950. *The Fifth Daughter* was translated into several Asian languages and the U.S. State Department sent Wong on a speaking tour of Asia to demonstrate the success that a Chinese American woman could have in the United States. Though the trip was propagandist in intent, the novel did bolster Chinese American women in popular literature and opened doors for Chinese American women to write stories about their unique experiences. Yet it was Stockton-native Maxine Hong Kingston's *The Woman Warrior* which opened the path for

[9] MGM Studios defended their position stating that the Hay Codes required them to cast a white actress since Paul Muni (a white actor) would be playing the protagonist. They offered Anna May Wong a supporting role but she refused. They wanted her to play Lotus, the protagonist's concubine and former prostitute.

Oakland-native Amy Tan's successful career.[10] Critics, however, have condemned these female writers for portraying sexism and patriarchy in Chinese culture, noting that American culture can and is sexist and patriarchal in nature. Nonetheless, these women's work showcase Chinese American women's dual cultural identities and their experiences as women.

Chinese Americans have also created their own cultural spaces in California's Chinatowns. In 1958, San Francisco's Chinese American women started the first national Miss Chinatown beauty pageant, serving as ambassadors of Chinese American heritage to American mainstream audiences. Chinese immigrants also brought the Cantonese opera when they first immigrated, opening the first opera theater in 1868. Unlike the theaters of China, Chinatown theaters lauded and idolized Chinese American women. All-female troupes thrived in the United States, where Chinatown's bachelors welcomed women who were a rare sight. These theater companies traveled throughout the state as far down as Calexico, offering audiences the opportunity to see strong female roles—such as Hua Mulan—and strong storylines about Chinese women. These stories remained so popular in Chinese American culture that when Disney decided to use an Asian American story for a feature animated film, they adapted the legend of Mulan in 1998. Mulan is now considered one of the main Disney Princesses for the California-based media company.

The recent success of these novels and films are due in large part to a culture shift after the Asian American Movement. This civil rights campaign gave Chinese American women a platform for self-expression. By the 1960s, Asian American theater troupes were created to combat stereotypes, creating more viable roles for Chinese American actresses. The East West Players, founded in San Francisco, served as a space that pushed against racial discrimination. In 1979, several female Chinese American activists and artists founded the poetry collective, Unbound Feet, in order to share their art and support each other in their endeavors.

At the same time, a new stereotype took shape—the model minority. The idea of Asian Americans as model minorities served to both exalt the limited successes of Asian Americans and to demean other racialized minorities. The term was first introduced in the 1960s but gained steam in the 1980s after the *Time* magazine's front page cover, "Those Asian-American Whiz Kids." This stereotype has served as a racial wedge to divide Asian American from other communities of color and it has also created significant career hurdles for Asian Americans, especially Chinese American women, who are held to higher standards than their white colleagues.[11] Comedians, especially stand-up comedians, have attempted to combat this pervasive idea, including Ali Wong. Wong grew up in San Francisco but attended college in Los

[10] *The Warrior Woman* became a bestselling success and won the National Book Critics Circle Award in 1976,

[11] Life coach Jane Hyun termed this phenomenon the bamboo ceiling.

Angeles. She became a writer for the Chinese American television series *Fresh Off the Boat*, which helped her land her two Netflix specials in the 2010s. In 2017, the most popular American costume for women was an outfit of pregnant Ali Wong from her special *Baby Cobra*.

Chinese American women have also made major strides in television and broadcast journalism. In the 1920s, Mamie Louise Leung Larson became one of the first Chinese American reporters for a major newspaper working for the *Los Angeles Record,* the *San Francisco News*, the *Chicago Times,* and the *Los Angeles Times* magazine. Her work paved the way for other journalist including Connie Chung and Julie Chen—both of whom worked in Los Angeles' local broadcasting before hitting the national news shows in the 1980s and 1990s, respectively. Documentary filmmakers Loni Ding and Felicia Lowe also began in television and used their careers to develop their passions for documentary work, chronicling Chinese American history and culture for wide audiences. There works have screened in film festivals and PBS stations across the nation.

As this overview showcases, Chinese American women have participated in and contributed to California's social tapestry. Their legal, social, and cultural struggles in American society give students and educators an interesting avenue by which to study California and American history. The attached timeline, glossary list, and reference list can also help students and teachers as they find ways of integrating this history into their overall curriculum.

Teachers Resource

Selected Timeline

1850 California Statehood
Within two years of the signing of the Treaty of Guadalupe and the Gold Rush, California became a state, adopting its own Constitution.

1870 California legislation against Chinese prostitution
Gender imbalance in California led to an illicit market in prostitution. Though Chinese women were a small percentage of California's overall prostitute population, California legislators passed an act in 1870 banning Chinese women suspected of prostitution from entering the state.

1875 Page Act
This act was the first federal law prohibiting Chinese women from entering to the United States who were suspected of being a prostitute, halting female Chinese immigration.

1882 Chinese Exclusion Act
This law barred Chinese laborers from entering the country and prohibited all Chinese immigrants from acquiring citizenship. It was the first federal law to restrict immigration based on national origins. The Geary Act of 1892 renewed it and it was made permanent in 1902.

1885 *Tape v. Hurley*
The Supreme Court ruled in favor of Mary Tape, whose daughter had been denied entry into Spring Valley School due to her Chinese ancestry. Mary argued that the 14th Amendment guaranteed her daughter equal protections. Though she won, the school district segregated all Chinese American children into a school in San Francisco's Chinatown.

1906 San Francisco Earthquake & Fire
The 7.9 magnitude earthquake caused massive fires that burnt down most of San Francisco's original Chinatown and the city's Hall of Records, including immigration records. This event catalyzed "paper daughters" to claim legal status and the loss of their official documents.

1909 Certificate of Identity
The Geary Act of 1892 extended the Chinese Exclusion Act and required Chinese immigrants to carry permits demonstrating their legal status. In 1909 the rule was extended to all Chinese people regardless of status.

1910-1924 Angel Island

Angel Island served as the major detention center for Chinese immigrants. Officials separated immigrants according to gender, interrogated them, and medically examined them. Chinese immigrants could be detained for an undisclosed amount of time living as prisoners in barracks.

1912 Primary elections

On May 19, 1912, Tye Leung Schulze became the first Chinese American woman to cast a vote in a primary election. California enacted women's suffrage in 1911 nearly a decade before the 19th Amendment gave all female citizens in the United States the right to vote.

1913 California Alien Land Laws

In 1913, California enacted a law prohibiting Asian immigrants from owning farmland or from leasing land over three years. The law was amended in 1920 and 1923 to add more restrictions. In 1952, the California Supreme Court invalidated the laws since it violated the 14th Amendment.

1916 Chinatown YWCA opened

A group of Chinese American women opened the first YWCA in San Francisco's Chinatown in order to offer women social services, recreation, and cultural enrichment. They moved to a Julia Morgan-designed building in 1932.

1922 Cable Act

This law stripped American citizenship of any woman who married a man "ineligible for citizenship." Since Chinese men could not become citizens, Chinese American women were disportionately affected. Women who lost their citizenship could not regain citizenship until 1940.

1924 Square and Circle Club formed

Known as the oldest Chinese American women's service organization, the club formed to serve the needs of Chinatown. Members participated in philanthropic efforts including lobbying for better housing, registering women to vote, and fundraising for wartime relief during World War II.

1938 Chinese Ladies' Garment Workers Strike

A group of 108 female garment workers organized the Chinese Ladies' Garment Workers Union and declared a 15 week strike, the longest in San Francisco's Chinatown history. The women won better pay and working conditions, a major feat during the Great Depression.

1941-1945 World War II

During World War II, the United States allied itself with China, enabling Chinese Americans and the Chinese government to successfully campaign for the repeal of the Chinese Exclusion Act in 1943. Additionally, Chinese American women served in the Women's Auxiliary Corp (WAC) and as Women's Airforce Service Pilot (WASP). They also worked in the defense industries and formed social clubs that catered to wartime workers, sold war bonds, and provided relief aid to China.

1945 War Brides Act

This law eased immigration restrictions against the wives and children of American servicemen. It was extended in 1946 to include women who were engaged to servicemen. Women had to marry the men within three months of entering the country or be subject to deportation.

1952 McCarran-Walter Act

The first comprehensive immigration law, the McCarran-Walter Act created a preferential system for immigration that prioritized family reunification and skilled labor. Though immigrants still had to enter under the national quota system, Asian immigrants could gain American citizenship.

1959-1965 Chinese Confession Program

Immigration and Naturalization Services (INS) offered Chinese immigrants amnesty if they confessed to immigrating using false documentation. Those who confessed could naturalize using their real names. 10,000 confessions took place in San Francisco.

1955-1975 Vietnam War

The United States entered the war to prevent the spread of communism. The war became unpopular among working and middle-class Americans who were most likely drafted. People organized to protest the war, helping catalyze the Asian American movement.

1962 Kennedy Emergency Immigration Act

After China's "The Great Leap Forward" initiative failed to transform China into an industrialized communist nation, many Chinese people were displaced and/or killed. The United States implemented this law to bring in 5,000 Chinese nationals as immigrants.

1964 Civil Rights Act

The Civil Rights Act outlawed segregation and banned discrimination based on race, color, religion, sex, or national origin.

1965 Immigration and Naturalization Act

This law abolished the national quota system in immigration policy and set a global cap on the number of legal immigrants that could enter the country annually.

1966 "Model Minority" term emerges

In 1966, William Petersen, a sociologist at UC Berkeley, wrote a *New York Times* article, "Success Story, Japanese-American Style," comparing Asian Americans and African Americans. He used the term model minority to describe Asians as hard working and law abiding.

1968 Asian American Political Alliance formed

UC Berkeley graduate students Yuji Ichioka and Emma Gee formed the alliance in order to address the social and cultural struggles that Asian Americans faced. The group took part in the 1968 students strikes that led to the creation of the first Ethnic Studies programs.

1972 Equal Opportunity Act

This law gave the Equal Employment Opportunity Commission authority to sue organizations or companies that discriminated on the basis of race, color, religion, sex, or national origin.

1974 *Lau v. Nichols*

The San Francisco Unified School District integrated students in 1971 without adequately preparing English-language learners for the change. The Supreme Court ruled in favor of Chinese parents who argued that the school district violated the Civil Rights Act and 14th Amendment.

1975 Angel Island saved from demolition

In 1970, Park Ranger Alexander Weiss discovered Chinese calligraphy on the walls of the condemned Angel Island immigration buildings. He worked with Asian American activists to save the 200 poems and turn the buildings into a museum and memorial for Asian immigration.

1978 Equal Rights Amendment

Second-wave feminist attempted to enact the Constitutional amendment that would guarantee women equal protections. The campaign led to the "March for the Equal Rights Amendment" in July 1978 with over 100,000 people in attendance.

1979 Unbound Feet Writers' Collective formed

This writing group was the first creative and literary performance group that aimed to challenge stereotypes against Asian American women as passive and submissive. The six original members have become leaders in women's health, rights, immigration, and education.

1982 Lily Chen elected Monterey Park's Mayor

Born in Tianjin, China, Lily Chen was elected mayor in 1982, becoming the first Chinese American woman elected mayor in American history.

1989 Amy Tan's *The Joy Luck Club* published

Oakland-native Amy Tan published *The Joy Luck Club,* which was nominated for the National Book Award. The San Francisco story revolves around Chinese American mother-daughter relationships and was adapted into an award winning film in 1993.

1994 California's Proposition 187

California's voters passed a measure to restrict educational and medical services to undocumented immigrants. The law was found unconstitutional in 1998 and repealed in 2014. The law also opened the door for Proposition 227 (1998), which eliminated public bilingual education in California. Prop 227 was repealed in 2016.

1996 Amy Chow wins gold at the Summer Olympics

Eighteen-year-old Amy Chow won gold at the Summer Olympics as part of the US's "Magnificent Seven" team in gymnastics. She also won silver on the uneven bars, becoming the first Asian American woman to win in the Summer Olympics.

1999 Lisa Ling becomes a panelist of "The View"

Sacramento-native Lisa Ling became a regular host of the "The View." During her tenure, the show was nominated for an Emmy for best talk show every year.

2005 *Breaking the Bamboo Ceiling*

Jane Hyun's book addresses the barriers Asian American face in their professional life, noting how stereotypes have limited or excluded Asian Americans from leadership positions.

2009 Judy Chu elected to Congress

After serving in California politics for over a decade, Judy Chu was elected to the U.S. House of Representatives, becoming the first Chinese American woman elected to Congress.

2010 Betty Kwan awarded Presidential Citizens Medal

President Barack Obama awarded California resident Betty Kwan the Presidential Citizens Medal for her homelessness activism.

2017 AI4ALL founded

Chinese immigrant Fei-Fei Li founded the nonprofit organization in order to further educate and promote diversity and inclusiveness in the artificial intelligence industry.

Teacher Resource

Glossary List

General History Terms:

Activist (noun)	person who publicly supports social change
Citizenship (noun)	person's official membership to a country either by birth or by naturalization
Civil Rights (noun)	Legal protections individuals have to be treated equally regardless of age, race, class, gender, religion, or abilities.
Democracy (noun)	type of government where people directly elect officials and have a say in how it functions
Discrimination (noun)	unfair treatment or opinion of others based on differences in age, race, gender, class, religion, or abilities.
Depression (noun)	a long downturn in the economy
Detention (noun)	the act of holding back or delaying a person
Economy (noun)	the system of how money and resources is made and used
Exclude (verb)	to prevent a person from being a part of a larger community or society
Feminism (noun)	the idea that women should have equal rights to men
Home Front (noun)	the work and activities that civilians participate in during wartime
Immigration (noun)	the process of settling in another country
Ineligible (adjective)	not qualified to participate in or to receive membership to an organization, activity, or community
Integrate (verb)	the process of bringing things together or uniting people from different races for the purpose of equal rights
Legislation (noun)	law or set of laws made by a government
Missionary (noun)	religious person who moves to another place to work in a social program

Nativist (noun)	person that believes in limiting or eliminating immigration
Naturalize (verb)	the process that immigrants go through in order to have the same rights and privileges as citizens
Organizer (noun)	person who enlists people to join a union or group
Prejudice (verb)	having a negative opinion about a person because they are different in terms of age, race, gender, class, religion, or abilities.
Progressive (noun)	person who prefers political reform and social change
Protest (verb)	the act of publicly expressing disagreement with something
Reform (verb)	change or improve a law or rule that has faults
Relief (noun)	aid for people in need of help during a difficult time
Restrictive (adjective)	rule or law that places limits
Riveter (noun)	person that hammers metal pins into metal sheets in order to hold them together
Segregate (verb)	separating groups of people based on their age, race, gender, class, religion, or abilities.
Stock Market (noun)	venue where people can buy, sell, or trade business shares
Strike (noun)	period of time when employees stop working in order to force their employer to agree to their demands
Suffrage (noun)	legal right to vote
Union (noun)	labor organization that advocates for workers' rights and benefits in the workplace
Wages (noun)	payment of money for labor or services

People, Places, & Events:

19th Amendment	change in the U.S. Constitution that gave women the right to vote in all of the United States
Allies	group of countries that fought together. They included the United States, Britain, the Soviet Union, France, and China.
Americanization	the process of teaching immigrants the values, beliefs, customs, and history of American society
(Anna May) Wong	first Chinese American Hollywood actress to reach international fame
Angel Island	immigration station that served as a detention center from 1910-1924 in the San Francisco Bay.
Asian American	person who was born in the United States and has ancestors from Asia
Axis	group of countries that fought together. They included Germany, Italy, and Japan.
Cable Act	law that passed in 1922 that took away American women's citizenship if they married Chinese immigrant men
Canton	birthplace of most Chinese immigrants of the 19th century—located in southern China
(Chew) Fong Low	first Chinese American woman born in San Francisco in 1869
Chinatown	name of area where Chinese immigrants settled
Chinese American	person who was born in the United States and has ancestors from China
Chinese Exclusion Act	law passed in 1882 to prevent Chinese laborers from moving to the United States
Great Depression	time of economic crisis across the world that began after the Stock Market Crash of 1929 and ended in World War II.
(Lora Jo) Foo	labor organizer and attorney
(Margaret) Gee	first Chinese American female pilot to become a WASP (Women Airforce Service Pilots) during World War II. She later worked as a physicist at the Lawrence Livermore National Laboratory
(Margaret) Chung	first Chinese American female doctor in California that helped American soldiers during World War II
(Mamie Louise) Leung Larson	first Chinese American journalist to write for a major U.S. newspaper

(March Eu) Fong	first Chinese American woman elected to the California State Assembly in 1966
(Mary) Tape	Chinese immigrant mother who sued the government in 1885 so that her children could attend public school
(Maxine) Hong Kingston	famous Chinese American novelist who wrote *Woman Warrior* during the height of the Asian American Movement.
Page Act	law passed in 1875 to prevent Chinese women from settling in the United States
Paper Daughter	Chinese woman who entered the United States using false documents
(Sue Ko) Lee	Chinese American woman who aided factories workers in getting better working conditions for themselves
(Toi Lonnie) Young	Chinese American female riveter that helped build planes and became one of the models of women's work during World War II
(Tye) Leung Schulze	first Chinese American translator in Angel Island and the first Chinese American woman to vote in the 1919 presidential election
Vietnam War	between 1954 and 1975, communist armies in North Vietnam fought against non-communist armies in South Vietnam
WASP	acronym for an elite group of female pilots during World War II
World War II	global war that took place between 1939 and 1945; the United States started participating in 1941 after the attack on Pearl Harbor

Teacher Resource

Reference List for Further Reading

Articles, Book Chapters, & Encyclopedia Entries

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Research Guide
How to Analyze Primary Sources

This research guide was created to help teachers and students evaluate primary sources that are included in the curriculum guide. Teachers can have students individually evaluate a primary source or can work with their class as whole. Therefore these guiding questions can be answered in written or oral form. These questions can serve as the backbone for class discussions as well. Teachers and students can also use this guide when working with other primary documents beyond the materials presented here or to help students as they work on a research paper.

What is a Primary Source?

Primary sources can come in many forms. They can be maps, diaries, letters, memoirs, government documents, census data, posters, pamphlets, photographs, advertisements, paintings, films, novels, and songs—just to name a few. Primary sources are in essence firsthand accounts of an event or subject. Newspaper articles can be classified as primary sources if they are firsthand account of an event or subject or if the questions the researcher is asking are related to public opinion, public outcry, or popular media. Newspapers can also be used to look for photographs, images, or ephemera. Otherwise, most newspaper articles count as secondhand source materials.

Ephemera are paper/printed items such as posters, tickets, postcards, menus, labels, event programs, or other materials that are originally intended to be used for a short time. These primary source materials are treasure troves of information about popular culture in a specific time and can become collectible memorabilia.

Why Evaluate a Primary Source?

Historians work to analyze primary source materials in order to interpret what happened in the past. Your goal is to evaluate a primary source as thoroughly as possible and explain how it can lead to a better understanding of a particular subject. Think critically about the source's content, historical context, the cultural values that shape it, and its relevance to the subject. Read between the lines to uncover the source's capacity to enlighten historians about the past.

Tip: Primary source materials give the most fruit when juxtaposed to other materials. Therefore, you should think about comparing the source to other related materials, giving yourself more evidence to find the most accurate account of the past.

Research Question

When conducting research about a time period, it is critical to have a driving question—something to focus the research. Most historians have one overall question they are trying to address. The answer to this question becomes their main thesis. Therefore before you start evaluating a primary source, you need to first establish your main research question.

In the American Historical Association's magazine *Perspectives on History* (January 2007), historians Thomas Andrews and Flannery Burke note that there are five C's of historical thinking: **c**hange over time, **c**ontext, **c**ausality, **c**ontingency, and **c**omplexity. A good research question should try to tackle one of these concepts about a particular subject. The question should not be too broad or too specific that it will be difficult to answer with the available sources. Therefore in building the research question, you should place parameters that can limit the scope so that it isn't too broad and these parameters can also serve as avenues to evaluate a source's relevancy to a subject.

As you evaluate the source, keep this research question in mind.

Document Evaluation

When examining a primary source document, use the questions below to guide your analysis. Address only the questions that are relevant to your subject. Furthermore, these are just some guiding questions. Other questions might surface. Follow the clues and ask more questions!

Tip: In addition to the primary source materials, you should consult books, journal articles, and other peer-reviewed materials to help you understand the relevance and importance of your primary sources. Always cite all sources and avoid plagiarism.

Basic Identification

1. What type of source is it? (newspaper article, map, letter, etc.)
2. When was it created?
3. Where was it created?
4. Who created/commissioned/published it?

Creator's Intent

1. What is the creator's place in society? (profession, status, class, gender, ethnicity, etc.)
2. Why do you think the person created this source?
3. Does the person have an argument? If so, what is it?
4. Who is the intended audience for this source?
5. How might the audience shape how this source is used?

Historical Context

1. Under what specific circumstances was this source created?
2. What larger historical events, processes, or structures might have influenced this text?
3. Is this source consistent with what you know about the historical record from that time?

Source Content

1. What historical facts did you learn from this source?
2. What kinds of biases shape this source?
3. How does this source compare to other related materials of its time?
4. What questions are left unanswered by this source?

Source Relevance

1. What research question are you using this source to answer?
2. How might this source confirm or contradict issues raised in other primary sources?
3. How might this source confirm or contradict issues raised in secondary sources?
4. Does this source present any patterns about the past, when used with other sources?
5. How does this source connect to the research question?

Adaptations for Visual and 3D Sources

In addition to asking the questions listed above, when evaluating visual sources, you need to think about the materials, people, and places being visually represented or left out a source. Therefore you should add these questions to your initial evaluation:

Source Content

1. What materials, people, or places are being represented in the source?
2. Are there materials, people, or places being intentionally left out?
3. Does the source have text on it? How does the text compare to the images portrayed?
4. Is this source inspired by other materials of its time? How can you tell?

Evaluative Writing

After answering your evaluation questions, go back to your research question. Writing can be the tool you use to assess the source and to build an answer to your research question. The answer you produce will be the main thesis of a research paper.

Lesson Plan

HerStories

Summary

1. **Subject**: Women's History, Chinese American History, Labor Movement, Progressive Era, The Great Depression, World War II, Civil Rights Movement/Ethnic Studies
2. **Grade/Level**: 4-8
3. **Focus Question**: How did Chinese American women contribute to California and American history?
4. **Objective**:
   Students will:
   a. Gain an understanding of Chinese American women's experiences either during the Progressive Movement, the Great Depression, World War II or Civil Rights Movement.
   b. Demonstrate their ability to compare people's experiences during historical events through various in-class exercises and discussion.
   c. Learn vocabulary related to historic people and events.
5. **Time Allotment**: Two class periods, plus homework

Materials & Resources

Tip: In addition to the timeline and historical overview, please read or have your students read some of the books that we list in the Reference List. These are materials that you could access through your public library or the CHSA bookstore.

A. Instructional Materials:
   a. Women's Profiles
      i. Progressive Era
         1. Chew Fong Low
         2. Mary Tape
         3. Tye Leung Schulze
      ii. Roaring 20's and The Great Depression
         1. Mamie Louise Leung Larson
         2. Anna May Wong
         3. Sue Ko Lee

iii. World War II
    1. Margaret Chung
    2. Toi Lonnie Young
    3. Margaret Gee
iv. Civil Rights Movement/Asian American Movement
    1. March Eu Fong
    2. Maxine Hong Kingston
    3. Lora Jo Foo

b. Trailblazers' Infograph Handout, Instructions, and Sample
c. Venn Diagram Activity Handout
d. Trailblazers Crossword Puzzle Handout and Key
    i. Available: Progressive Era, The Great Depression, World War II, Civil Rights Movement

B. Resources:
    a. Timeline
    b. Historical Overview
    c. Reference Materials List
    d. Glossary List

Implementation

Preparation

In addition to reading our historical overview, we suggest that you review your textbook's synopsis of the Progressive Era, Great Depression, World War II, or Civil Rights Movement.

Important Note: You can use this lesson plan to explore one time period or you can repeat it throughout your academic year as you teach about the Progressive Era, The Great Depression, World War II, or The Civil Rights Movement.

Procedure

1. Guided Practice
    a. Give students an overview of the historical era that you are studying (Progressive Era, the Great Depression, and/or World War II).
    b. Let them know that they will know learn about the lives of three Chinese American women who lived through those historical eras in California. Pass out the profiles of the three women.
    c. Have three students read the profiles out loud.
2. Individual Practice

a. Pass out the Trailblazers handout and read the instructions with the students. Let students know that they can only pick one woman for their infographic profile.
b. Give students the rest of the class period to read the women's profiles on their own and fill in the handout. Collect their work at the end of the period.

3. Homework
    a. Crossword Puzzle: Students should use their class notes, the textbook, or the glossary list to fill out the crossword puzzle.
4. Paired Activity
    a. After collecting the homework, pair students that profiled different women. Pass out the Venn diagram activity to each students (and return their filled out Trailblazers Infographic Profile), explaining the purpose of the Venn diagram.
    b. Students will work together to compare the women but fill out their own diagrams.
5. Closing Discussion
    a. Ask students about what they learned.
        i. What were the similarities between the two women they discussed? What were the differences?
        ii. How did the women contribute to or participate in the larger story about (The Progressive Era/The Great Depression/World War II/The Civil Rights Movement)? Why or why not?
        iii. How will they use this information in their everyday lives?
        iv. Were they inspired by what they learned into today's lesson? How so?

Adaptations

a. Special Needs Learners: Have students work in pairs during the "Individual Practice" sessions and then switch them out during the "Paired Activity."
b. Going Digital: In our #ChineseAmericanWomenofCA lesson plan, you will learn how to create digital photoblog profiles. Use it as an extension of this lesson plan.

Assessment

Students should be assessed on:

1. Reading Comprehension
2. Ability to analyze primary documents
3. Understanding of historical content



Illustration based on June 28, 1936 *San Francisco Chronicle* article

Chew Fong Low, Merchant's Wife and Businesswoman

Chew Fong Low was the first American-born Chinese women in San Francisco. Born in 1869 to a merchant family, she married Chinese immigrant Jim H. Low at a young age. The couple moved to Nevada, where they established the only general store in the area and raised their five children. When Jim died in 1909, Chew expanded the family business to the American South. In 1922, she moved back to California, building American-style apartments on the edge of San Francisco's Chinatown. She passed away in 1937 from a heart attack after losing part of her fortune in the Great Depression.



Mary Tape - Mother and Desegregation Activist

In 1884, Chinese-immigrant Mary Tape sued the San Francisco Board of Education in *Tape v. Hurley* after the Spring Valley School refused to enroll her daughter, Mamie. The California Supreme Court ruled in Mary's favor, noting that denying "a child, born of Chinese parents in this State, entrance to the public schools would be a violation of the law of the State and the Constitution of the United States." The San Francisco Board of Education established the Chinese Primary School in 1885, forcing Mary to send Mamie and her son Frank to Chinatown and segregating all Chinese children who wanted a public education in the city. The family moved to Berkeley in 1895 so that the youngest of their four children could attend an integrated school.



Tye Leung Schulze - Community Translator

At the age of 12, San Francisco-native Tye Leung moved to the Presbyterian Mission. She had been born in 1887 to Chinese immigrant parents. Fluent in English, Tye translated for Chinese immigrants and in 1910, she became the first Chinese American woman to pass the civil service exam and work at Angel Island. Two years later, she became the first Chinese American woman to vote in a presidential election. At Angel Island, Tye fell in love with immigration inspector Charles Schulze. The two married in Washington to avoid discriminatory laws but they lost their jobs. To support her four children, Tye worked at the Chinese Telephone Exchange and Chinese Hospital while continuing to serve as translator in the Chinatown community.



Mamie Louise Leung Larson - Journalist

Graduating from the University of Southern California in 1926, Mamie became the first Chinese American woman reporter in a mainstream daily newspaper. Her first *Los Angeles Record* article centered on how Chinese celebrate a baby's first month. Over the course of her career, she worked in San Francisco, Los Angeles, Santa Monica, and Chicago, Illinois. After retiring in 1975, she provided editorial commentary to newspapers. In 1988, the Asian American Journalists Association in Los Angeles recognized Mamie for her contributions to journalism. Her writing informed mainstream culture about Chinese American history and life, and her memoir, *Sweet Bamboo*, was published in 1989.



Anna May Wong - Hollywood Movie Star

Anna May Wong became the first Chinese American Hollywood movie star to achieve international recognition. Born in Los Angeles in 1905, she was a daughter of a second-generation Chinese American family. Wong participated in many popular movies in the United States and Europe including the *Toll of the Sea* (1922), *Piccadilly* (1929), and *Daughter of Shanghai* (1937). Critics recognized her talents in acting but Hollywood's discriminatory practices prevented her from gaining starring roles. Anna May lost the lead role in *The Good Earth* (1937), a film about a Chinese family, because she was of Chinese descent. The film instead used white actors to portray Chinese characters. Despite these setbacks, she continued to portray Chinese and Chinese Americans in a positive light.



Sue Ko Lee - Labor Union Organizer

In 1937, Sue Ko Lee established the Chinese Ladies Garment Workers' Union in San Francisco. Lee had worked for the National Dollar Store as a buttonhole machine operator. Fed up with the poor working condition and bad pay she and 107 of her co-workers went on strike for 15 weeks. The owner gave into their demands in 1938 and the campaign inspired Sue to become a full-time labor organizer. She also had to contend with discriminatory laws against her race and gender. Though Sue had been born in Honolulu in 1910, she lost her citizenship after her marrying her Chinese husband in 1926. She had to apply for naturalization in 1940 in order to regain her American citizenship.



Margaret J. Chung - Medical Doctor

Santa Barbara-native Margaret Chung was born in 1889 and put herself through medical school, graduating from the University of Southern California in 1916. Despite facing racial discrimination in medicine, Dr. Chung became the first practicing Chinese American female doctor in California. She aided Chinese and white patients, but became famous in the 1930s for helping servicemen who fought in China against Japan. During World War II, she “adopted” over 1,500 military personnel, providing them with medical exams, personal letters, and accommodations. They nicknamed her “Mom Chung.”



Toi Lonnie Young - An Original Rosie the Riveter

Salinas-native Toi Lonnie Young worked at the Marinship naval shipyard in Sausalito after her husband was drafted into the Army in 1942. As one of the first “Rosie the Riveters,” she put steel plates together before they were welded. Although she didn’t want to be photographed for a shipyard magazine, she became an icon for other Chinese American women. After the war, Lonnie and her husband, Fred W. Young, opened Young’s Florist & Nursery in Palo Alto. She owned and operated the flower shop until her retirement in 2001. Lonnie founded the Young Family Association of San Francisco, the Stanford Area Chinese Club, and served as a member of the Chinese Community Center of the Peninsula.



Maggie Gee - World War II WASP & Physicist

Born in 1923 and raised in Berkeley, Margaret “Maggie” Gee would typically spend her leisure time at the airport with her father, watching planes take off and land. Her idol was Amelia Earhart and she dreamed of flying above the clouds. After working as a welder and draftswoman in California shipyards, Maggie earned her “Silver Wings” in 1944. She served as one of the first Chinese American Women Airforce Service Pilots (WASP), training male pilots and ferrying military aircrafts. After the war, she graduated from UC Berkeley and in 1958 she became a physicist at Lawrence Livermore National Laboratory. In 2010, she received the Congressional Gold Medal for her work as a female World War II pilot.



March Fong Eu - California Politician

In 1966, March Fong Eu—a dental hygienist and Alameda County school board member—became the first Chinese American woman elected to the California State Assembly. She fought for women's rights, successfully banning paid public restrooms. While men had free use of restroom facilities, women had to pay to use the toilet. She served for four terms until she was elected as California's Secretary of State in 1974—becoming the first Chinese American person to hold a state constitutional office in the United States. After resigning in 1994, she served as ambassador to the Federated States of Micronesia.



Maxine Hong Kingston - Author

Born in Stockton in 1940, she is a famous Chinese American novelist. At a young age, she won a writing contest for *Girl Scout Magazine* with an essay titled, “I Am an American.” In 1962, she graduated from UC Berkeley with an English degree. Her works focus on women’s experiences in the United States as Asian Americans. Her memoir, *Woman Warrior* (1976) centers on race and gender issues and won the National Book Critics Circle Award. In 1997, President Bill Clinton awarded her with the National Humanities Medal and in 2014, Maxine received the National Medal of Arts by President Barack Obama for her significant contributions to American literature.

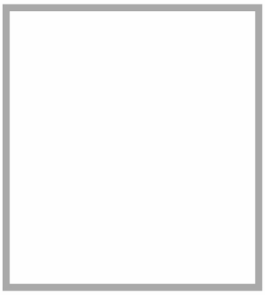


Lora Jo Foo - Labor Activist and Attorney

Born in 1951, Lora began working as a garment worker in San Francisco's Chinatown at 11 years old. When she entered college, she realized that garment shops still denied immigrant women a good quality of life. She started fighting for better unions in the garment industry and expanded her fight in 1978 as a hotel worker. In 1980, Lora led a citywide strike for 6,000 hotel workers. She returned to college and graduate from Golden Gate Law School in 1985, specializing in labor law. During the 1990s, she served as attorney for unions and worked on women's issues with a focus on labor law and discrimination.

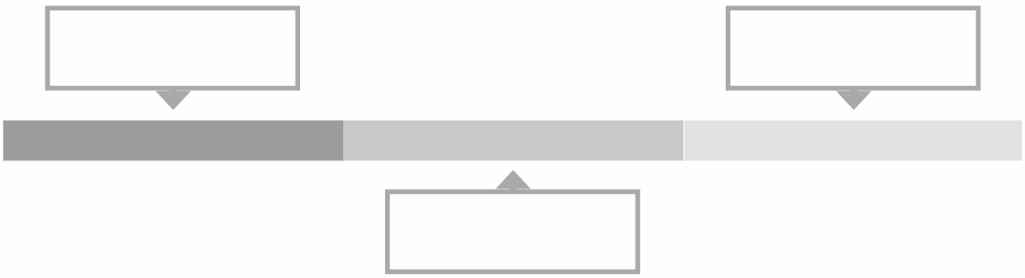
California's Chinese American Women

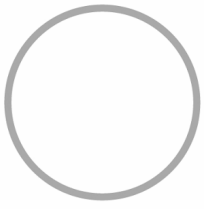
Trailblazers

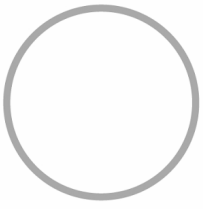


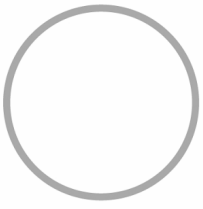
Background

Trailblazing Activities









California's Chinese American Women

Trailblazers

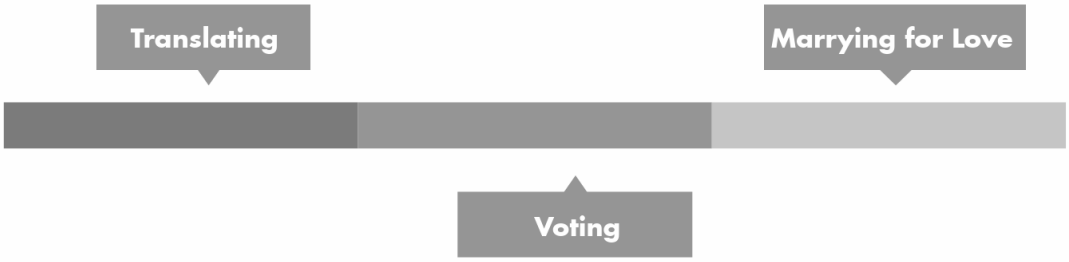


Tye Leung Schulze

Background

I was born in San Francisco in 1887 to Chinese immigrant parents. When I was 12, I moved into the Presbyterian Mission Home where I learned English. I became a translator for Chinese immigrant women and worked at the Angel Island immigration station. I fell in love with Charles Schulze, an immigration inspector, and we secretly got married. In 1912, I became the first Chinese American woman to vote in a presidential election. After Angel Island, I worked at the Chinatown Telephone Exchange as a telephone operator, and at the Chinese Hospital as a bookkeeper. Charles and I had four children and I always volunteered in the Chinatown community as a translator.

Trailblazing Activities





1887

Born in San Francisco to Chinese immigrant parents



1910

Worked in Angel Island as a translator



1912

First Chinese American woman to vote for president

Trailblazers Infographic Profiles Instructions

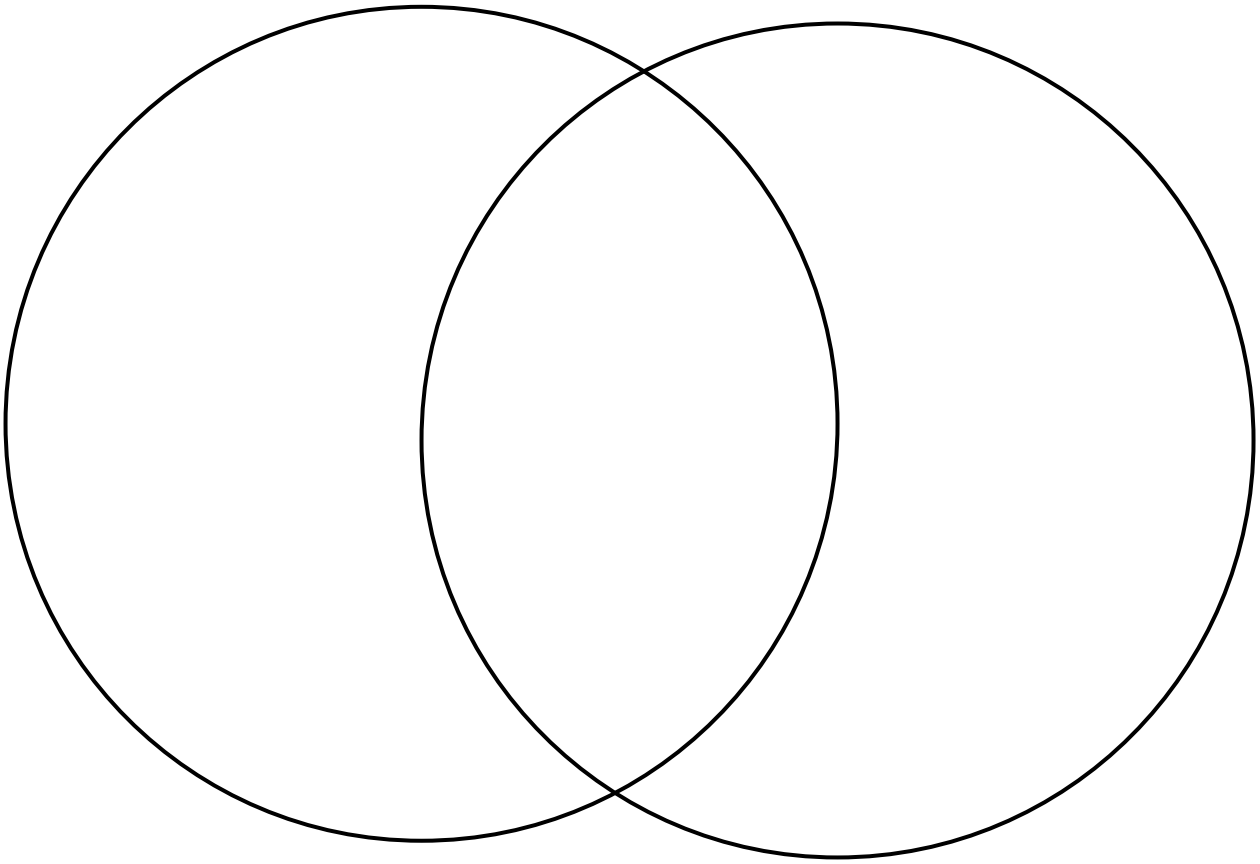
Important Note: As you review the instructions with students, you can draw a blank handout onto your white/chalkboard and fill it in as you explain the instructions so that students are able to visually understand what you mean. This method will also give you the opportunity to answer any questions they may have about each individual task.

1. In the empty square on the top left side of the worksheet, students should draw or trace the image of the woman they want to profile. Below the circle, the students will write the name of the woman.
2. Adjacent to the drawing and under the word “Background,” students have the space to write a short biography of the woman. Students should write these biographies as autobiographies—in first person narrative form. They should try to use their own writing style and not just copy what is written in the profiles that they receive of the women.
3. In the middle portion, students should fill in the three speech boxes using active verbs to describe the three actions that make these women noteworthy.
4. In the last section, students have three empty circles. Student should create graphics that best illustrate three important or key dates in the woman’s life.
5. Below each graphic, students will write the year associated with important/key date and then briefly describe the event/moment that took place.

Trailblazers Venn Diagram

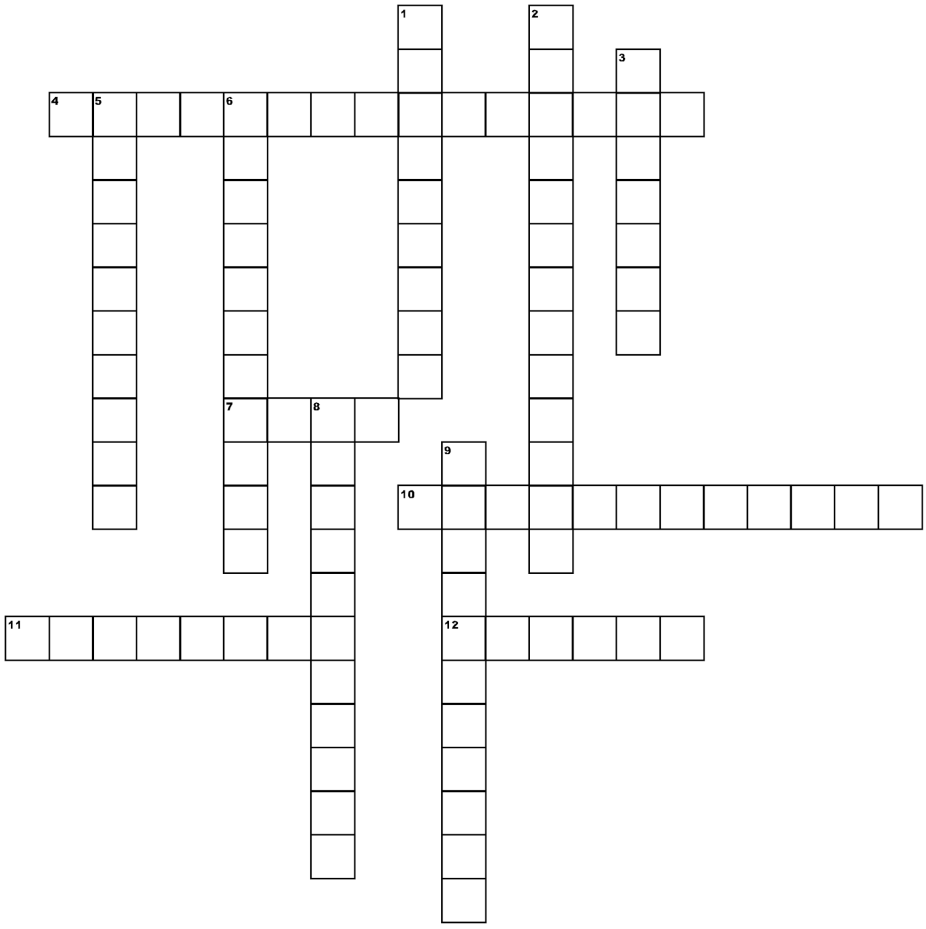
Name: _____ Date:_____

Directions: Compare and contrast two trailblazers of a time period. Put all of the qualities that they have in common in the inner circle and all of their differences in the outer circles.



Progressive Era Crossword Puzzle

Name: _____ Date:_____



Across

4. process of teaching immigrants American customs and history
7. last name of mother who sued for desegregation
10. last name of first Chinese American woman to vote
11. legal right to vote
12. change or improve a law or rule that has faults

Down

1. area where Chinese immigrants settled
2. law that gave women the right to vote
3. last name of 1st San Francisco's American-born Chinese woman
5. religious person who works in social programs
6. process of settling in another country
8. person who prefers political reform and social change
9. rule or law that places limits

Answer Key: Progressive Era



ANSWER KEY

Across

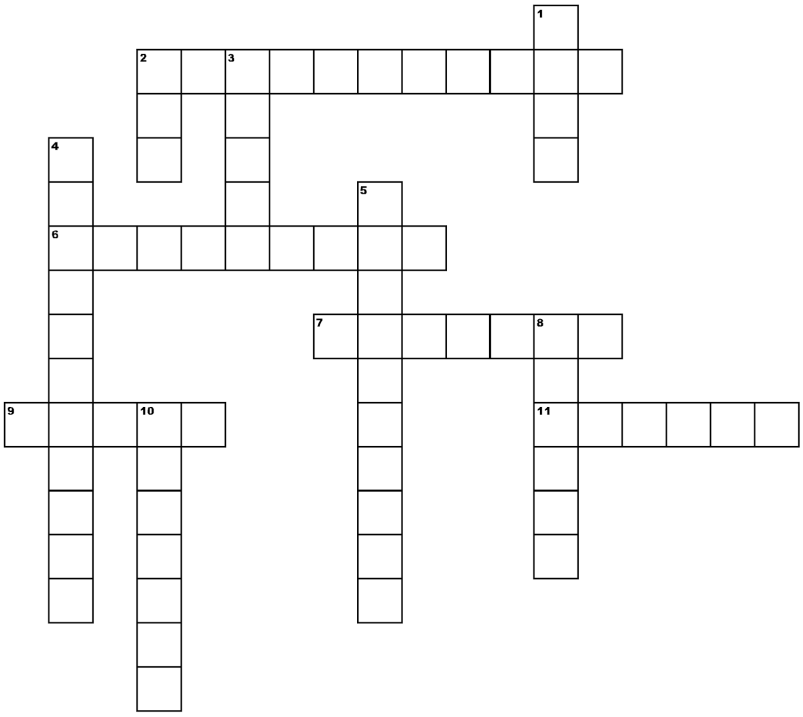
4. process of teaching immigrants American customs and history
7. last name of mother who sued for desegregation
10. last name of first Chinese American woman to vote
11. legal right to vote
12. change or improve a law or rule that has faults

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Great Depression Crossword Puzzle

Name: _____ Date:_____



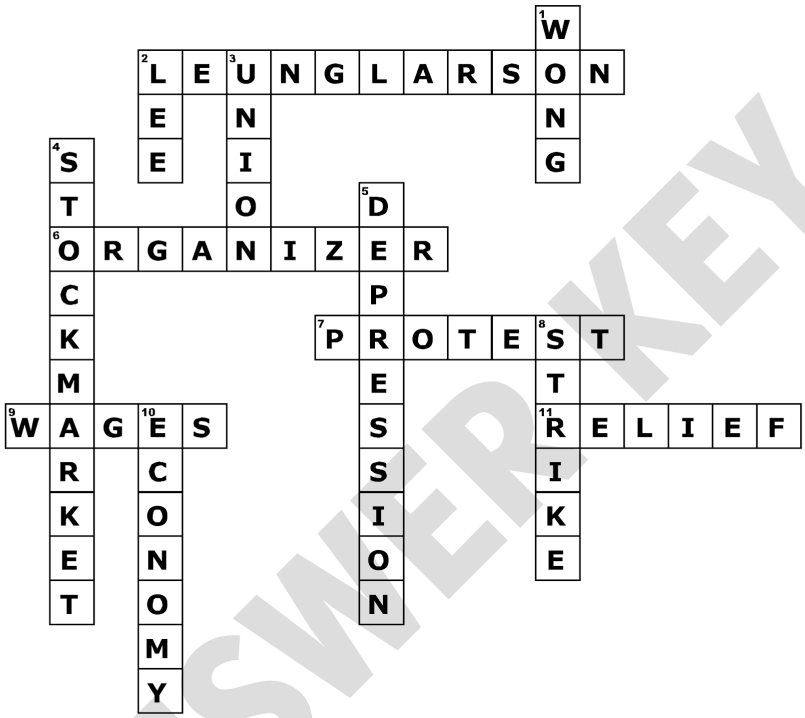
Across

2. 1st Chinese American journalist for major newspaper
6. person who enlists people to join a union or group
7. the act of publicly expressing disagreement with something
9. payment of money for labor or services
11. aid for people in need of help during a difficult time

Down

1. famous Chinese American Hollywood actress from the 1930s
2. female Chinese American labor organizer
3. labor organization dedicated to workers' rights and benefits
4. place where people buy, sell, or trade business shares
5. a long downturn in the economy
8. period of time when employees stop working
10. the system of how money and resources is made and used

Answer Key: Great Depression



ANSWER KEY

Across

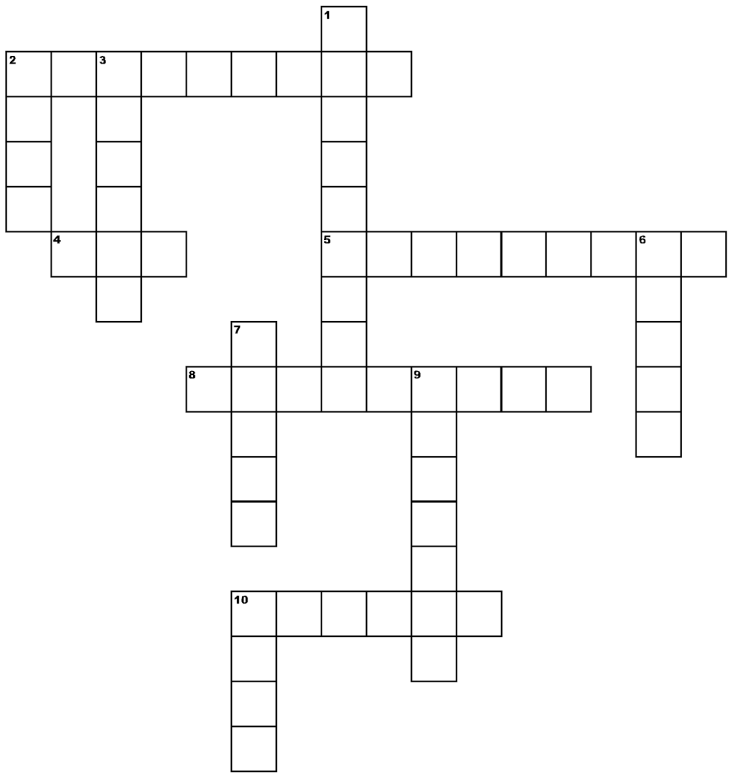
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World War II Crossword Puzzle

Name: _____ Date:_____



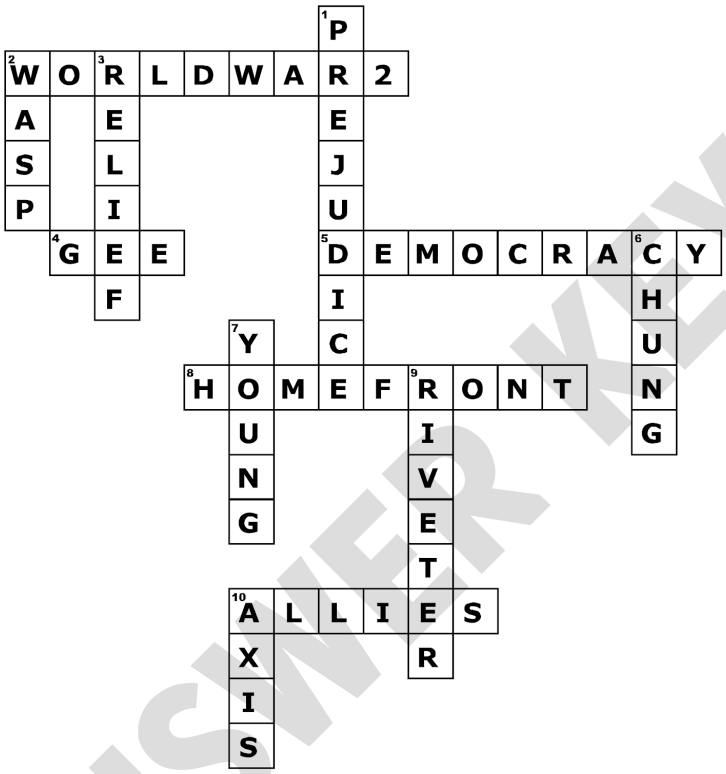
Across

2. global war that took place between 1939 and 1945
4. first Chinese American female pilot to become a WASP
5. type of government where people directly elect officials
8. the activities that civilians participate in during wartime
10. group of countries that fought together with the US

Down

1. having a negative opinion about a person due to differences
2. acronym for elite group of female pilots during World War II
3. aid for people in need of help during a difficult time
6. first Chinese American female doctor in California
7. Chinese American female riveter
9. person that hammers metal pins into metal sheets
10. group of countries that fought together with Germany

Answer Key: World War II



ANSWER KEY

Across

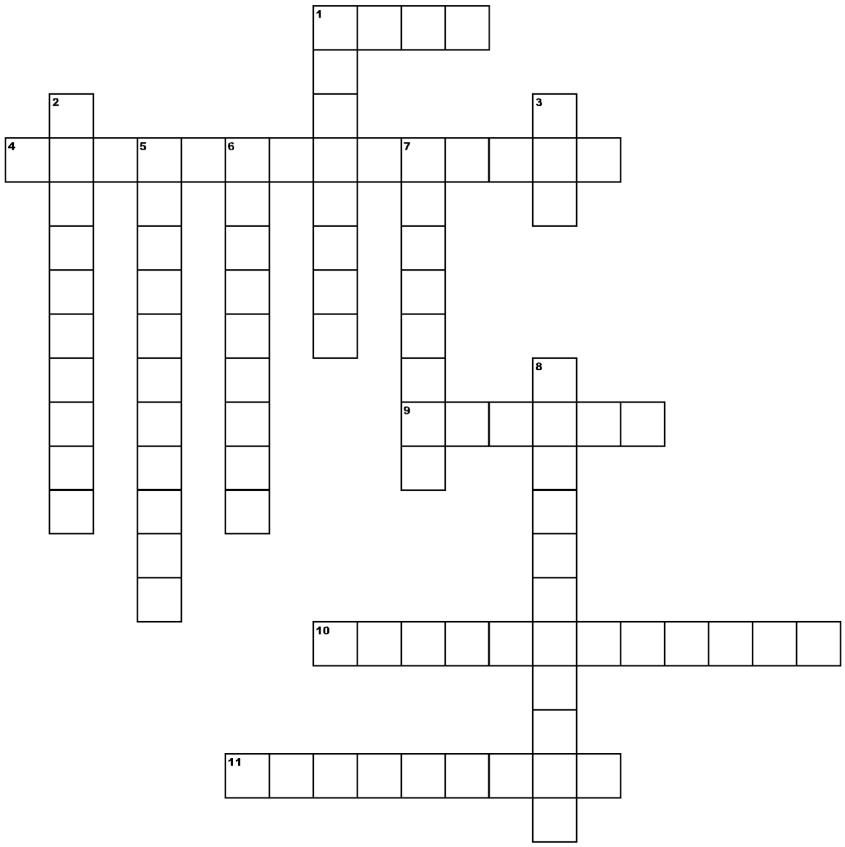
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Civil Rights Crossword Puzzle

Name: _____ Date:_____



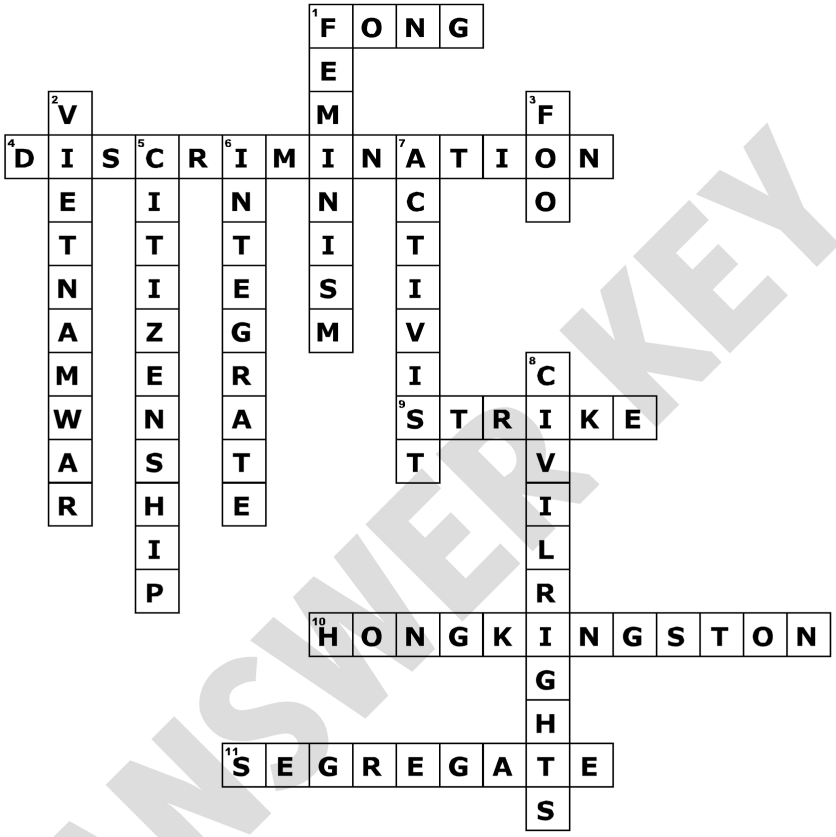
Across

1. 1st Chinese American woman elected to the State Assembly
4. unfair treatment of others based on differences
9. period of time when employees stop working
10. famous Chinese American novelist who wrote "Woman Warrior"
11. separating people based on their differences or abilities

Down

1. idea that women should have equal rights to men
2. Vietnamese civil war between 1954 and 1965
3. labor organizer and an attorney that helps Asian women
5. person's official membership to a country
6. the process of bringing people together
7. person who publicly supports social change
8. legal protections people had to be treated equally

Answer Key: Civil Rights



ANSWER KEY

Across

1. 1st Chinese American woman elected to the State Assembly
4. unfair treatment of others based on differences
9. period of time when employees stop working
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Lesson Plan
Anti-Chinese Immigrant Laws

Summary

1. **Subject**: Anti-Chinese Sentiments, Immigration Law, Women's History, California during Westward Expansion
2. **Grade/Level**: 4-12
3. **Focus Question**: How did anti-Chinese immigrant laws affect women trying to settle in California?
4. **Objective**:
   Students will:
   a. Read and analyze various legal documents that related to or directly affected female immigration from China.
   b. Gain an understanding of how race and gender intersected, shaping the larger Chinese American community in the United States.
   c. Demonstrate their ability to analyze primary documents through various in-class exercises and discussion.
   d. Learn vocabulary related to immigration history.
5. **Time Allotment**: Two class periods, plus homework

Materials & Resources

Tip: In addition to the timeline and historical overview, please read or have your students read some of the books that we list in the Reference List. These are materials that you could access through your public library or the CHSA bookstore.

A. Instructional Materials:
   a. Primary Document Facsimiles
      i. "Chinese Females," *Sacramento Daily Union,* March 29, 1870. California Digital Newspaper Collection, Center for Bibliographic Studies and Research, University of California, Riverside, <http://cdnc.ucr.edu>
      ii. *An Act Supplementary to the Acts in Relation to Immigration.* Public Law 43-141, *U.S. Statutes at Large* 18 (1875): 477-478. [Page Act of 1875]
      iii. Certificates of Identity from 1922-1938, Courtesy of the National Archives.
   b. Primary Source Activity Handout
   c. Anti-Chinese Legislation Crossword Handout and Key

i. Grades 4-7 (pg. 65); Grades 8-12 (pg. 67)

B. Resources:
   a. Timeline
   b. Historical Overview
   c. Reference Materials List

Implementation

Preparation

In addition to reading our historical overview, we suggest that you review your textbook's synopsis of anti-Chinese sentiments and anti-Chinese legislation. You can use these notes to build a mini-lecture that will prepare student to learn more in depth about how anti-Chinese legislation targeted women and created Chinatowns that were dominated by men throughout California and the nation.

Procedure

1. Anticipatory Set
   a. Before students view the primary documents ask them to remember a time when they might have been excluded from an activity or a place because of their heritage or gender identity. Ask them to write down their story. Have them reflect on what they felt.
   b. Next have students write about a time when they might have excluded a person from an activity or place. Have them reflect on what they felt. They should also think about the reasons why a person would exclude another person.
   c. Students can share their responses with a partner or as a class. Inform students that even though many people in the country can trace their heritage to other countries, over the course of U.S. history, immigrants have been prevented from entering the United States because of their heritage and gender identity.
2. Guided Practice Day 1
   a. Give students an overview of anti-Chinese sentiments starting in the 1860s. Explain that much of the anti-immigrant sentiments were located on the West Coast, including California.
   b. Project the *Sacramento Daily Union* article and have students analyze the document as a class. Use the attached "Primary Source Analysis" handout questions to help you guide the discussion and analysis.

Important Note: We understand that the term prostitution is loaded. For younger students, we ask that you think about teaching this material as part of a broader history of slavery throughout the world and how women in China during the 19th century were enslaved to

become not just prostitutes, but servants as well. These enslaved women were trafficked internationally. You could make a connection to African slavery before the Civil War, having students compare the two systems.

3. Individual Practice
    a. Pass out printed copies of the Page Act of 1875 and have students analyze the federal law on their own.
    b. Give students 15 minutes to read the document and jot down notes. Students are welcomed to use our attached "Primary Source Note-Taking Worksheet" to help them build their notes.
        i. Important Note: Section 3 alludes to the idea that women were not entering the United States by their own free will.
    c. Pair students and have them compare their notes.
4. Homework
    a. Writing Assignment: Have students translate both pieces of legislation in their own words.
    b. Alternate Writing Assignment: Have students write a short story imagining the immigration experience of a Chinese woman. The story should incorporate the effects of these laws in some way.
5. Guided Practice Day 2
    a. Using your historical knowledge, let students know that the federal government enacted a broader legislation, the Chinese Exclusion Act of 1882, further affirming that Chinese immigrants were not welcomed into the country and that Chinese women could only enter the United States if they were family members of Chinese merchants, students, or diplomats. Some women choose to enter the country under the paper daughter system, using false documentation to change their identity.
    b. Project the Certificates of Identity and explain that the Chinese Exclusion Act (and the renewals in 1892 and 1902) required Chinese immigrants to carry documents, attesting their legal status. Explain that after 1909, the Immigration Bureau required all Chinese entering or residing in the United States to carry Certificates of Identity, no matter if they were native-born or immigrants. Have students discuss the bureaucracy of Chinese exclusion from various vantages: immigration inspectors trying to find paper daughters, paper daughters trying to enter the country, and actual merchants' wives and daughters. During this discussion you can explain women's experienced at Angel Island and other immigration inspection centers throughout California.
    c. Let students know that the United States passed the Cable Act of 1922, which took away American women's citizenship if they married Chinese men. This law disproportionately affected Chinese American women who married Chinese men.
6. Individual Practice

a. Have students complete the Anti-Chinese Legislation crossword puzzle handout. Students can use their textbooks, notes, or the glossary list to successfully finish the activities.

7. Closing Discussion
    a. Let students know that these laws were in effect until the Chinese Exclusion Act was repealed in 1943.
    b. Ask students about what they learned.
        i. How will they use this information in their everyday lives?
        ii. How does this history compare to current immigration debates?

Adaptations

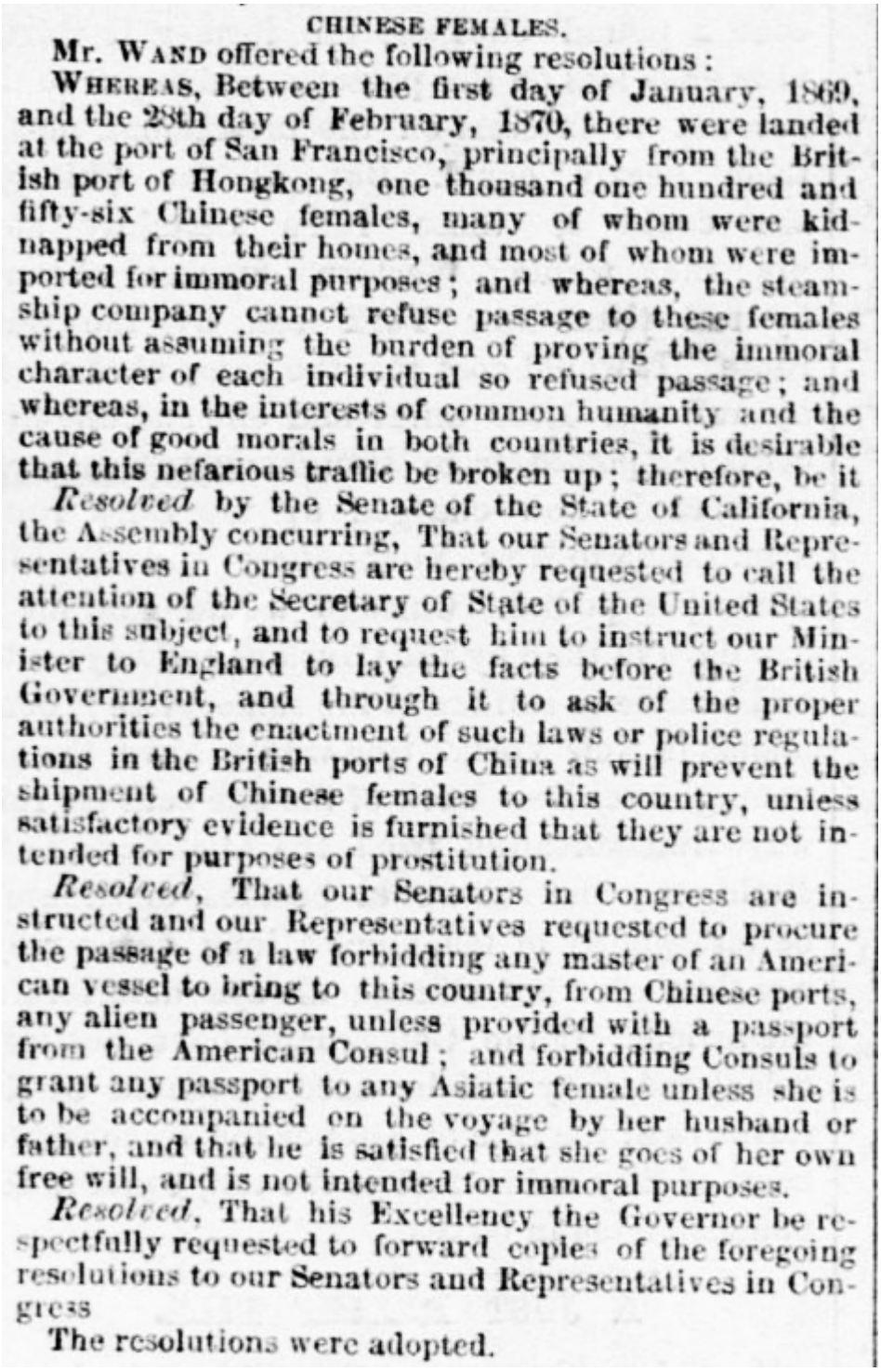
a. Special Needs Learners: Have students work in pairs during the “Individual Practice” sessions.
b. Advanced Learners: Set higher standards expecting them to make inferences about this history that are not directly outlined in primary sources’ text and having them evaluate how the past is connect to current events.
c. Going Digital: In our Digital Timelines lesson plan, you will find instructions on how to create digital timelines of this history as a group assignment.

Assessment

Students should be assessed on:

1. Reading Comprehension
2. Ability to analyze primary documents
3. Understanding of historical content

Sacramento Daily Union, March 29, 1870



CHINESE FEMALES.

Mr. WAND offered the following resolutions:

WHEREAS, Between the first day of January, 1869, and the 28th day of February, 1870, there were landed at the port of San Francisco, principally from the British port of Hongkong, one thousand one hundred and fifty-six Chinese females, many of whom were kidnapped from their homes, and most of whom were imported for immoral purposes; and whereas, the steamship company cannot refuse passage to these females without assuming the burden of proving the immoral character of each individual so refused passage; and whereas, in the interests of common humanity and the cause of good morals in both countries, it is desirable that this nefarious traffic be broken up; therefore, be it

Resolved by the Senate of the State of California, the Assembly concurring, That our Senators and Representatives in Congress are hereby requested to call the attention of the Secretary of State of the United States to this subject, and to request him to instruct our Minister to England to lay the facts before the British Government, and through it to ask of the proper authorities the enactment of such laws or police regulations in the British ports of China as will prevent the shipment of Chinese females to this country, unless satisfactory evidence is furnished that they are not intended for purposes of prostitution.

Resolved, That our Senators in Congress are instructed and our Representatives requested to procure the passage of a law forbidding any master of an American vessel to bring to this country, from Chinese ports, any alien passenger, unless provided with a passport from the American Consul; and forbidding Consuls to grant any passport to any Asiatic female unless she is to be accompanied on the voyage by her husband or father, and that he is satisfied that she goes of her own free will, and is not intended for immoral purposes.

Resolved, That his Excellency the Governor be respectfully requested to forward copies of the foregoing resolutions to our Senators and Representatives in Congress

The resolutions were adopted.

Page Act of 1875 [Page 1]

CHAP. 141.—An act supplementary to the acts in relation to immigration. March 3, 1875.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in determining whether the immigration of any subject of China, Japan, or any Oriental country, to the United States, is free and voluntary, as provided by section two thousand one hundred and sixty-two of the Revised Code, title "Immigration," it shall be the duty of the consul-general or consul of the United States residing at the port from which it is proposed to convey such subjects, in any vessels enrolled or licensed in the United States, or any port within the same, before delivering to the masters of any such vessels the permit or certificate provided for in such section, to ascertain whether such immigrant has entered into a contract or agreement for a term of service within the United States, for lewd and immoral purposes; and if there be such contract or agreement, the said consul-general or consul shall not deliver the required permit or certificate.

Inquiry by consular officer as to contract of immigrant from China or Japan for service for immoral purposes.

Conditions of certificate.

R. S., 2162, p. 378

SEC. 2. That if any citizen of the United States, or other person amenable to the laws of the United States, shall take, or cause to be taken or transported, to or from the United States any subject of China, Japan, or any Oriental country, without their free and voluntary consent, for the purpose of holding them to a term of service, such citizen or other person shall be liable to be indicted therefor, and, on conviction of such offense, shall be punished by a fine not exceeding two thousand dollars and be imprisoned not exceeding one year; and all contracts and agreements for a term of service of such persons in the United States, whether made in advance or in pursuance of such illegal importation, and whether such importation shall have been in American or other vessels, are hereby declared void.

Citizen of United States transporting subject of China or Japan without free consent.

Penalty.

Contract for service void.

SEC. 3. That the importation into the United States of women for the purposes of prostitution is hereby forbidden; and all contracts and agreements in relation thereto, made in advance or in pursuance of such illegal importation and purposes, are hereby declared void; and whoever shall knowingly and willfully import, or cause any importation of, women into the United States for the purposes of prostitution, or shall knowingly or willfully hold, or attempt to hold, any woman to such purposes, in pursuance of such illegal importation and contract or agreement, shall be deemed guilty of a felony, and, on conviction thereof, shall be imprisoned not exceeding five years and pay a fine not exceeding five thousand dollars.

Importation of women for purposes of prostitution.

Contract void.

Penalty.

SEC. 4. That if any person shall knowingly and willfully contract, or attempt to contract, in advance or in pursuance of such illegal importation, to supply to another the labor of any cooly or other person brought into the United States in violation of section two thousand one hundred and fifty-eight of the Revised Statutes, or of any other section of the laws prohibiting the cooly-trade or of this act, such person shall be deemed guilty of a felony, and, upon conviction thereof, in any United States court, shall be fined in a sum not exceeding five hundred dollars and imprisoned for a term not exceeding one year.

Contracting to supply labor of cooly in violation of section 2158 Revised Statutes.

Penalty.

SEC. 5. That it shall be unlawful for aliens of the following classes to immigrate into the United States, namely, persons who are undergoing a sentence for conviction in their own country of felonious crimes other than political or growing out of or the result of such political offenses, or whose sentence has been remitted on condition of their emigration, and women "imported for the purposes of prostitution." Every vessel arriving in the United States may be inspected under the direction of the collector of the port at which it arrives, if he shall have reason to believe that any such obnoxious persons are on board; and the officer making such inspection shall certify the result thereof to the master or other person in charge of such vessel, designating in such certificate the person or persons, if any there be, ascertained by him to be of either of the classes whose importation is hereby forbidden. When such inspection is required by the collector as aforesaid, it shall be unlawful,

Immigration of alien convicts, and of women for purposes of prostitution, forbidden.

Inspection of vessels.

Certificate of inspector.

When inspection required, alien not to land until, &c.

without his permission, for any alien to leave any such vessel arriving in the United States from a foreign country until the inspection shall have been had and the result certified as herein provided; and at no time thereafter shall any alien certified to by the inspecting officer as being of either of the classes whose immigration is forbidden by this section, be allowed to land in the United States, except in obedience to a judicial process issued pursuant to law. If any person shall feel aggrieved by the certificate of such inspecting officer stating him or her to be within either of the classes whose immigration is forbidden by this section, and shall apply for release or other remedy to any proper court or judge, then it shall be the duty of the collector at said port of entry to detain said vessel until a hearing and determination of the matter are had, to the end that if the said inspector shall be found to be in accordance with this section and sustained, the obnoxious person or persons shall be returned on board of said vessel, and shall not thereafter be permitted to land, unless the master, owner, or consignee of the vessel shall give bond and security, to be approved by the court or judge hearing the cause, in the sum of five hundred dollars for each such person permitted to land, conditioned for the return of such person, within six months from the date thereof, to the country whence his or her emigration shall have taken place, or unless the vessel bringing such obnoxious person or persons shall be forfeited, in which event the proceeds of such forfeiture shall be paid over to the collector of the port of arrival, and applied by him, as far as necessary, to the return of such person or persons to his or her own country within the said period of six months. And for all violations of this act, the vessel, by the acts, omissions, or connivance of the owners, master, or other custodian, or the consignees of which the same are committed, shall be liable to forfeiture, and may be proceeded against as in cases of frauds against the revenue laws, for which forfeiture is prescribed by existing law.

Alien of forbidden classes not to land, except, &c.

Hearing of inspector's charge.

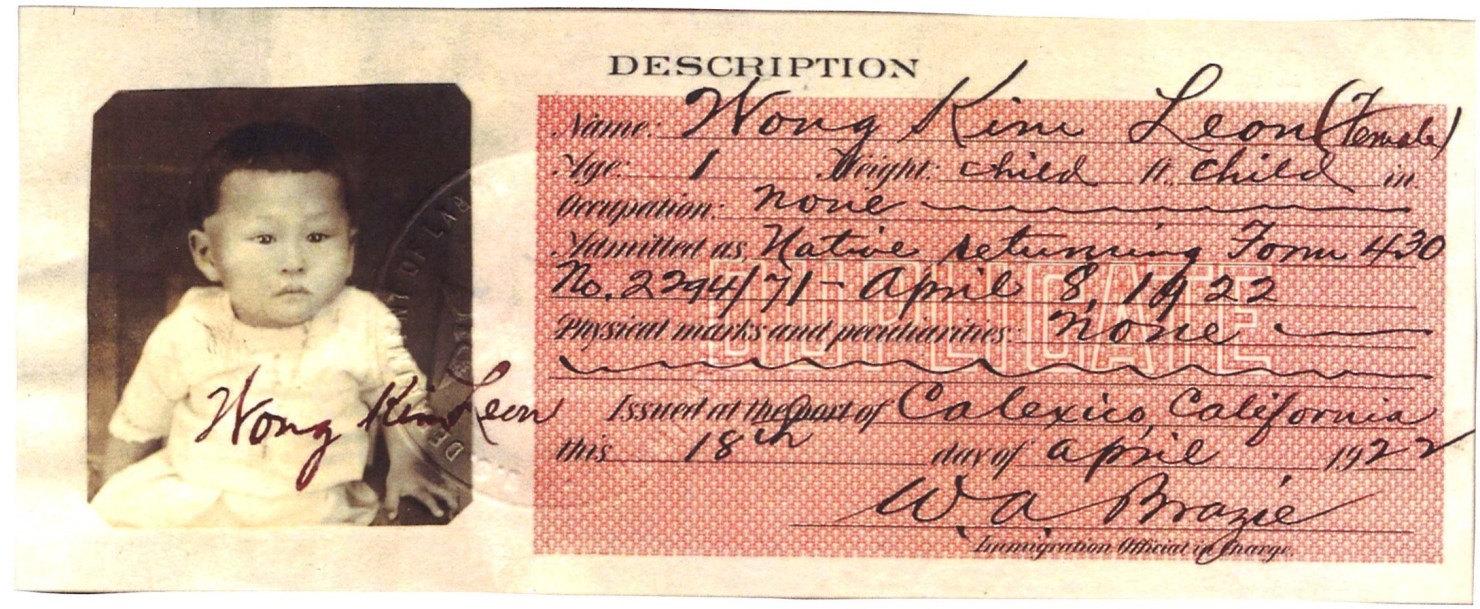
Bond of master or owner, &c., of vessels, for return of forbidden immigrants.

Return of forbidden immigrant by collector in certain cases.

Forfeiture of vessel for violations of this act.

Approved, March 3, 1875.

Certificate of Identity [Wong Kim Leon & Chung Jang Shee]



DESCRIPTION

Name: Wong Kim Leon (female)
Age: 1 Weight: child ft. child in.
Occupation: none
Admitted as: Native returning Form 430
No. 2294/71 - April 8, 1922
Physical marks and peculiarities: None

Issued at the port of Calexico, California
this 18th day of April 1922
W. A. Braze
Immigration Official in Charge.

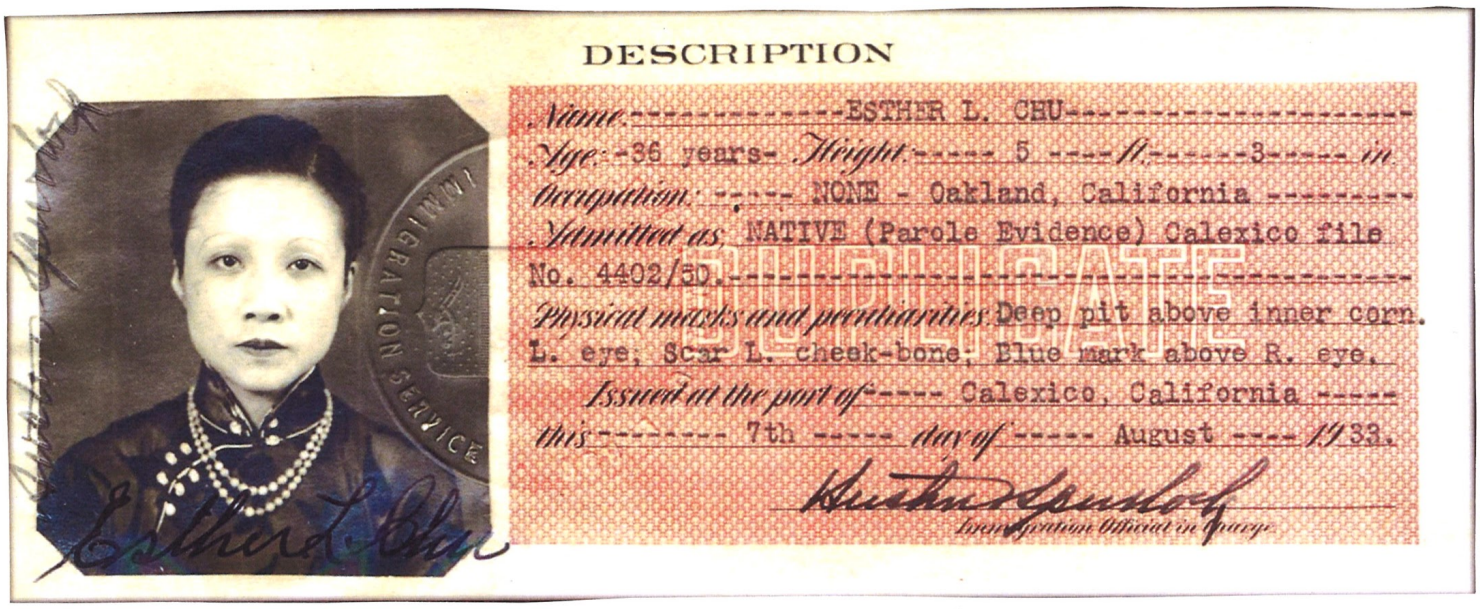


DESCRIPTION

Name: CHUNG JANG SHEE
Age: 19 Height: 5 ft. 4 3/4 in.
Occupation: Housewife
Admitted as: Wife of Merchant (Parole evidence) ex SS "Taiyo Maru", February 10, 1930, file 30160/107
Physical marks and peculiarities: Pit mark under each ear, several small pits near right eye

Issued at the port of San Pedro, California
this 17th day of April 1930
L. G. Hall
Immigration Official in Charge.

Certificate of Identity [Esther L. Chu & Eunice Jing]

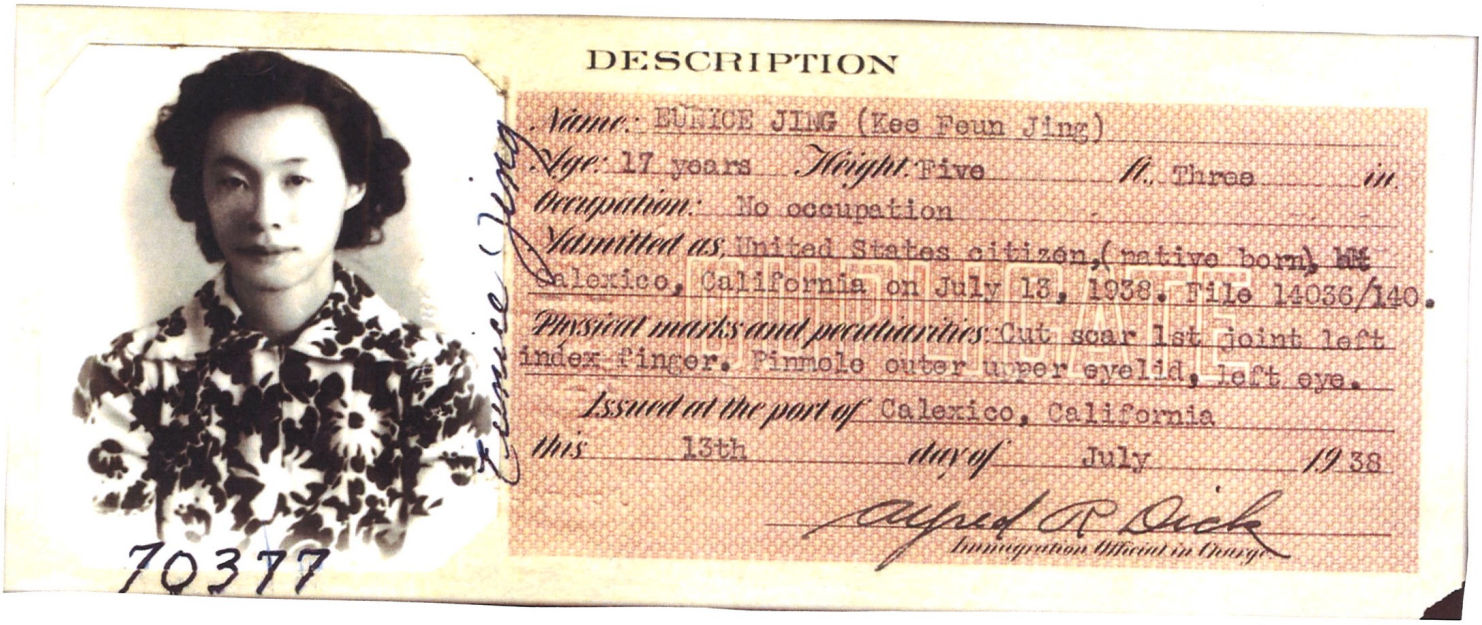


DESCRIPTION

Name: ESTHER L. CHU
Age: 36 years Height: 5 ft. 3 in.
Occupation: NONE - Oakland, California
Admitted as: NATIVE (Parole Evidence) Calexico file No. 4402/50.
Physical marks and peculiarities: Deep pit above inner corn. L. eye; Scar L. cheek-bone; Blue mark above R. eye.
Issued at the port of Calexico, California
this 7th day of August 1933.

DUPLICATE

Esther L. Chu



DESCRIPTION

Name: EUNICE JING (Kee Feun Jing)
Age: 17 years Height: Five ft. Three in.
Occupation: No occupation
Admitted as: United States citizen, (native born), ~~but~~ Calexico, California on July 13, 1938. File 14036/140.
Physical marks and peculiarities: Cut scar 1st joint left index finger. Pinmole outer upper eyelid, left eye.
Issued at the port of Calexico, California
this 13th day of July 1938

DUPLICATE

70377

Eunice Jing

Primary Source Note-Taking Worksheet

In a blank sheet of paper answer the following questions.

Basic Identification

1. What kind of document is it? (newspaper, court document, report, legislation, diary, letter, etc..)
2. Who is the publisher/author?
3. Who is the potential audience?
4. When was it created/published?
5. Where was this document written/published?
6. Write down three words or phrases that are new to you and write their definitions using a dictionary.

Source Content

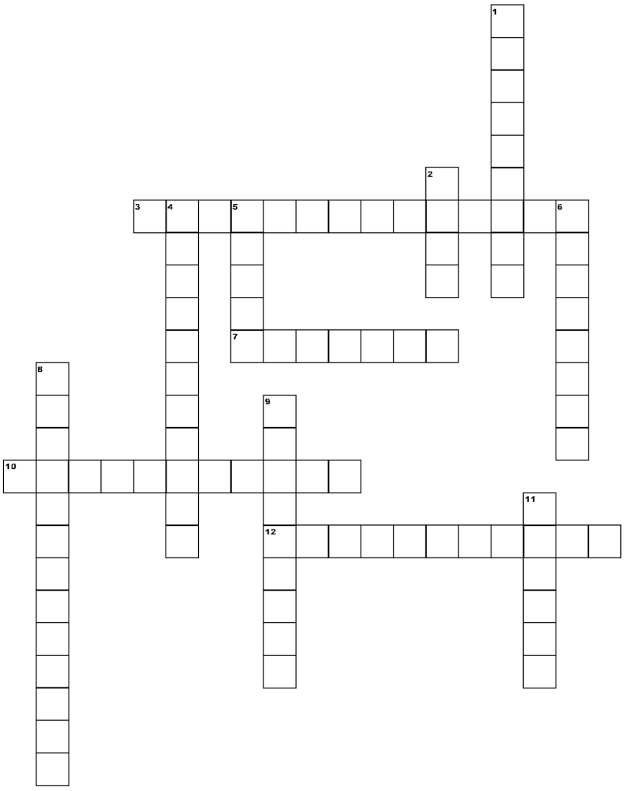
1. What is the main idea of the document? (Write at least two quotes from the document to prove that it is the main idea.)
2. Write one sentence (in your own words) summarizing the document.
3. Why do you think the author created/published this document? (Write at least one quote as evidence.)

Historical Evidence

1. What historical facts did you learn from this source?
2. What larger historical events, processes, or structures might have influenced this text?
3. What other documents or historical evidence can you use to help you understand the document's historical context?

Anti-Immigration Laws Crossword Puzzle

Name: _____ Date:_____



Across

3. unfair treatment of others based on your differences
7. to prevent a person from being a part of a larger community
10. rule or law that places limits
12. immigration detention center in San Francisco Bay

Down

1. the act of holding back or delaying a person
2. 1875 law that prevented women from coming to U.S.
4. the process of settling in another country
5. law passed in 1922 that took away a Woman's U.S. citizenship
6. person that believes in limiting or eliminating immigration
8. Chinese woman who came to the U.S. using false documents
9. name of area where Chinese immigrants settled
11. where most Chinese immigrants of the 19th century came from

Answer Key: Anti-Chinese Immigration Laws Grades 4-7



ANSWER KEY

Across

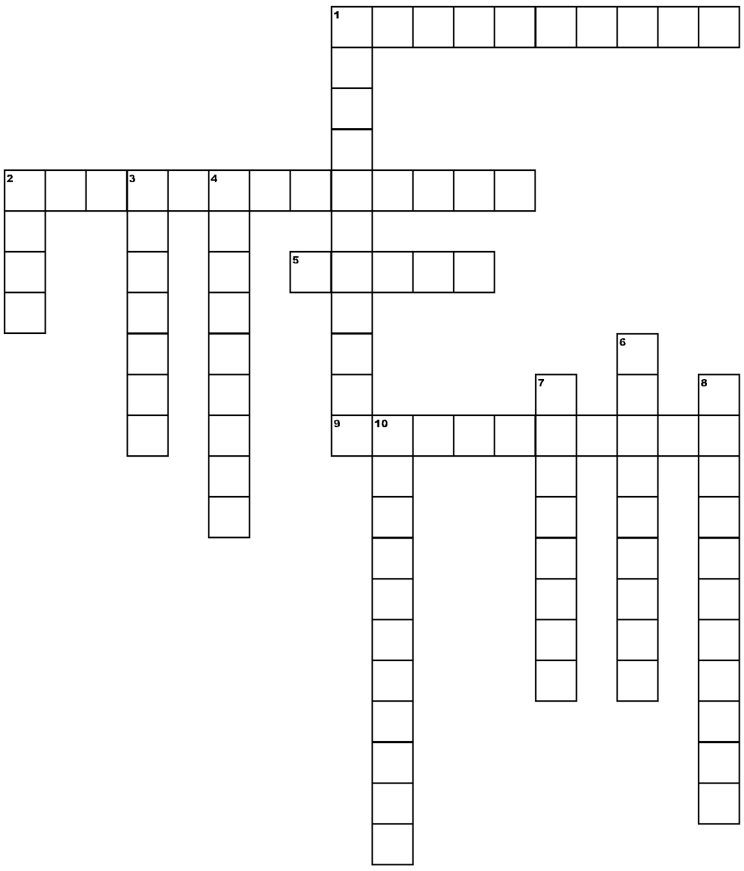
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Anti-Immigration Laws Crossword Puzzle

Name: _____ Date:_____



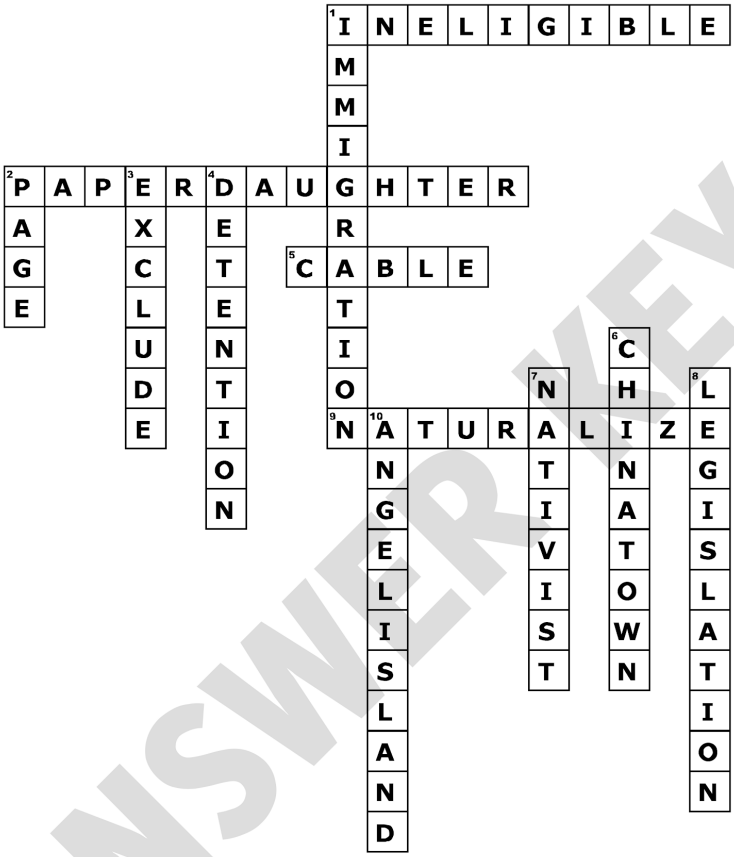
Across

1. not qualified or prevented from receiving membership
2. Chinese women who entered the US using false documents
5. 1922 law that took away women's American citizenship
9. the process that immigrants go through to become citizens

Down

1. the process of settling in another country
2. law passed in 1875 against Chinese women
3. to prevent a person from being part of a larger community
4. the act of holding back or delaying a person
6. name of area where Chinese immigrants settled
7. person who believes in limiting or eliminating immigration
8. law or set of laws made by a government
10. immigrant detention center in the Bay Area from 1910-1924

Answer Key: Anti-Chinese Immigration Laws Grades 8-12



ANSWER KEY

Across

1. not qualified or prevented from receiving membership
2. Chinese women who entered the US using false documents
5. 1922 law that took away women's American citizenship
9. the process that immigrants go through to become citizens

Down

1. the process of settling in another country
2. law passed in 1875 against Chinese women
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Lesson Plan

Mamie Tape: The Fight for Public Education (Film Screening)

Summary

1. **Subject**: Women's History, Chinese American History, Jim Crow in California, Segregation
2. **Grade/Level**: 4-8
3. **Focus Question**: How did anti-Chinese sentiments affect children?
4. **Objective**: Students will:
    a. Watch a 20-minute film about *Tape v. Hurley,* gaining insight into how Jim Crow laws operated in California and how Chinese Americans fit into larger civil rights struggles in the United States.
    b. Demonstrate their understanding of this history through a series of exercises
    c. Learn new vocabulary related to Chinese American history and social justice movements.
5. **Time Allotment**: Class period, plus homework

Materials & Resources

Tip: In addition to the timeline and historical overview, please read or have your students read some of the books that we list in the Reference List. These are materials that you could access through your public library or the CHSA bookstore.

A. Instructional Materials:
    a. Digital Copy of *Mamie Tape; The Fight for Public Education*
        i. During 2019, teachers have free access to the film through the CHSA Youtube Channel. Here is the link: https://www.youtube.com/watch?v=I6tTwTOf6Tk
        ii. If you would like to purchase a DVD copy, visit the Center for Educational Telecommunications site: http://www.cetel.org/order.html
    b. Computer/Device connected to projector
    c. Note-taking Worksheet
    d. Word Finder Handout and Key
B. Resources:

a. Timeline
b. Historical Overview
c. Reference Materials List

Implementation

Preparation

In addition to reading our historical overview, we suggest that you review your textbook's synopsis of anti-Chinese sentiments. You can use this lesson plan in conjunction with the Anti-Chinese Immigrant Laws or HerStories lessons, giving student a multisensory understanding of Chinese American history and women's place in that history.

Procedure

1. Anticipatory Set
    a. Before screening the film, let them know that they will be watching a Loni Ding film. The documentary chronicles the story of Mamie Tape and her family's fight for an equal public education. The film puts the family's struggle in historical context and discusses how their fight in California connect to African American struggles across the nation.
2. Guided Practice Day 1
    a. Pass out the Note-taking Worksheet. Explain to students that they will need to take notes as they watch the film, writing down at least four new facts, new words, and any questions that they had during and after watching the film.
    b. As a class, discuss what students might already know about the topic. Model note-taking for the students and write down the information on the board. Number the facts.
3. Individual Practice
    a. Screen the film.
    b. Give students an additional 15 minutes to complete their worksheet.
    c. Pair students and have them compare their notes.
4. Closing Discussion
        i. Ask students about what they learned.
            1. How will they use this information in their everyday lives?
            2. How does this history compare to current immigration debates?
5. Homework
    a. Word Finder: Students should use their class notes, the textbook, or the glossary list to review the new vocabulary terms.

Adaptations

a. Special Needs Learners: Have students work in pairs during the “Individual Practice” sessions.

Assessment

Students should be assessed on:

1. Ability to comprehend auditory and visual information
2. Understanding of historical content

Mamie Tape: The Fight for Public Education

Note-Taking Worksheet

Name: _____ Date:_____

Background Knowledge:

_____
_____
_____
_____
_____

New Knowledge:

1._____
_____

2._____
_____
_

3._____
_____

4._____
_____

New Vocabulary:

_____ _____

_____ _____

_____ _____

Questions:

1._____
_____

2._____
_____
_

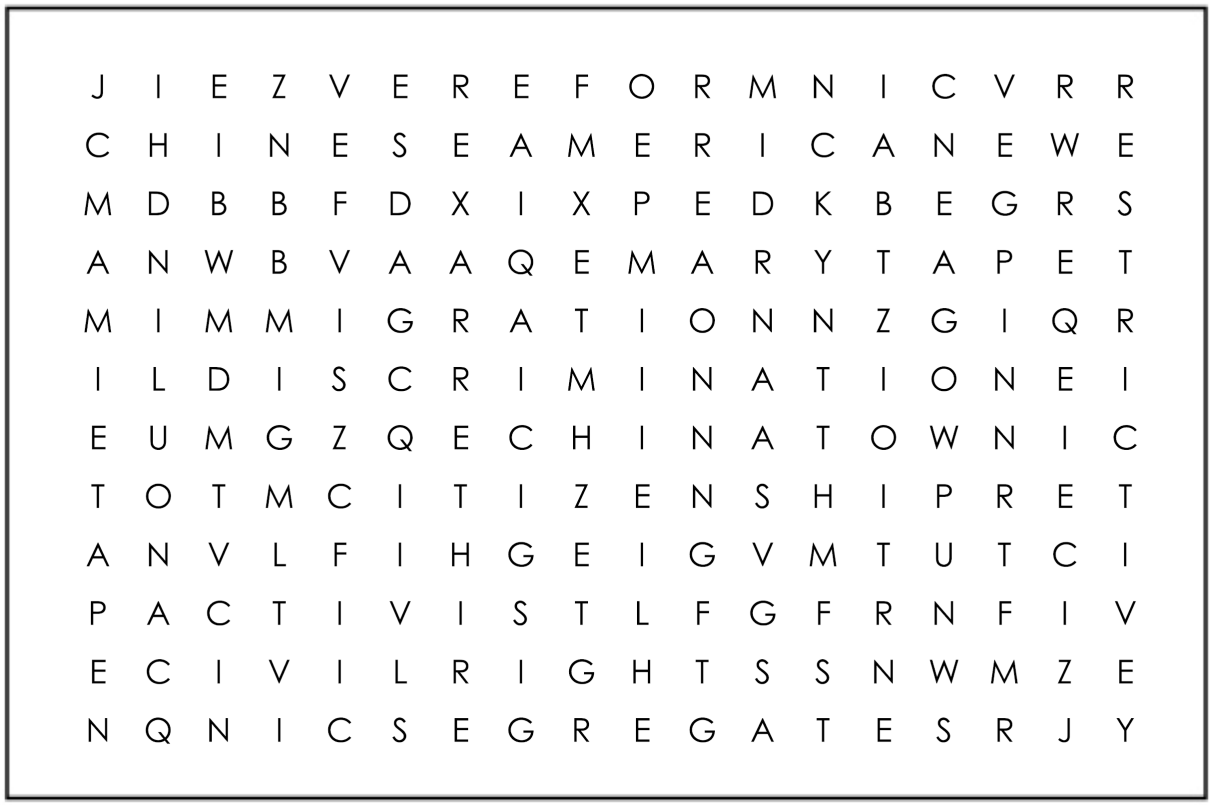
3._____
_____

4._____
_____

Mamie Tape: The Fight for Public Education

Word Finder

Name: _____ Date:_____

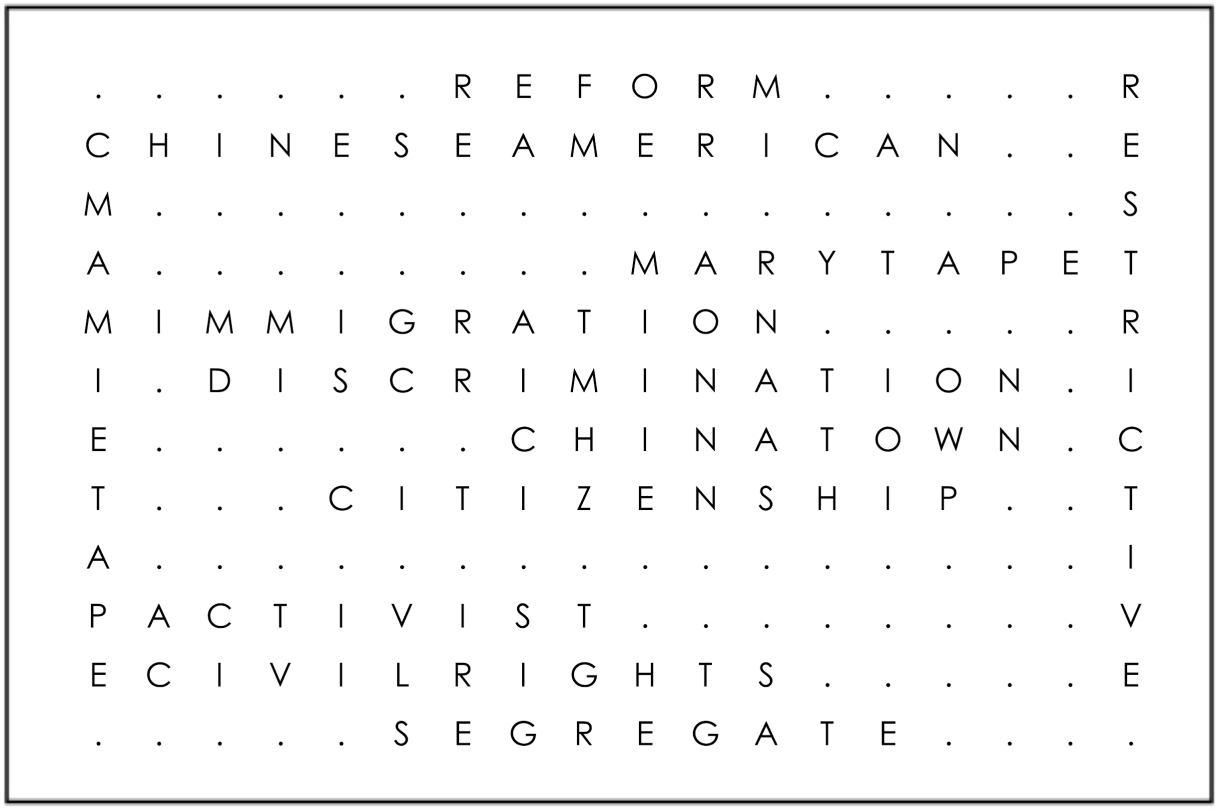


J I E Z V E R E F O R M N I C V R R
C H I N E S E A M E R I C A N E W E
M D B B F D X I X P E D K B E G R S
A N W B V A A Q E M A R Y T A P E T
M I M M I G R A T I O N N Z G I Q R
I L D I S C R I M I N A T I O N E I
E U M G Z Q E C H I N A T O W N I C
T O T M C I T I Z E N S H I P R E T
A N V L F I H G E I G V M T U T C I
P A C T I V I S T L F G F R N F I V
E C I V I L R I G H T S S N W M Z E
N Q N I C S E G R E G A T E S R J Y

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

CHINATOWN
SEGREGATE
CHINESE AMERICAN
CIVIL RIGHTS
IMMIGRATION
DISCRIMINATION
CITIZENSHIP
MAMIE TAPE
ACTIVIST
REFORM
RESTRICTIVE
MARY TAPE

Answer Key: *Mamie Tape* Word Finder



Word directions and start points are formatted: (Direction, X, Y)

CHINATOWN (E,2,10)
SEGREGATE (E,8,7)
CHINESE AMERICAN (E,1,2)
CIVIL RIGHTS (E,5,8)
IMMIGRATION (E,2,11)
DISCRIMINATION (E,3,6)
CITIZENSHIP (E,2,5)
MAMIE TAPE (S,1,3)
ACTIVIST (E,10,4)
REFORM (E,7,1)
RESTRICTIVE (S,18,1)
MARY TAPE (E,6,12)

Lesson Plan

Unbound Feet: Multiple Identities

Summary

1. **Subject**: Women's History, Chinese American History & Literature, Ethnic Studies
2. **Grade/Level**: 4-12
3. **Focus Question**: How have Chinese American women described their identities as both Chinese and American in the past?
4. **Objective**:
   Students will:
   a. Read and analyze literary works related to Chinese American women's experiences during the Civil Rights Movement.
   b. Gain an understanding of ethnic and gender identities from Chinese American women's vantage point.
   c. Demonstrate their ability to analyze literary and historical sources through various in-class exercises and discussion.
5. **Time Allotment**: One class period, plus homework

Materials & Resources

Tip: In addition to the timeline and historical overview, please read or have your students read some of the books that we list in the Reference List. These are materials that you could access through your public library or the CHSA bookstore.

A. Instructional Materials:
   a. Genny Lim, "Yellow Woman" *Winter Place: Poems* (San Francisco: Kearny Street Workshop, 1989).
   b. Kitty Tsui, "A Celebration of Who I Am" *The Words of A Woman Who Breathes Fire: Poetry and Prose* (New York and San Francisco: Spinsters Ink, 1983)
   c. Mamie Louise Leung, "Please, What Am I? Chinese or American?" *Los Angeles Times Sunday Magazine*, November 4, 1934
B. Resources:
   a. Timeline
   b. Historical Overview
   c. Reference Materials List

Implementation

Preparation

In addition to reading our historical overview, we suggest that you review your textbook's synopsis of the Civil Rights Movement, Asian American Movement, and Second-Wave Feminism. You can use these notes to build a mini-lecture that will prepare student to learn how these time periods shaped Chinese American literature and the ways Asian American women have come to express their intersectional identities.

Procedure

1. Anticipatory Set/Homework
    a. After reviewing the Civil Rights Movement/Asian American Movement/Second-Wave Feminism, explain to students that they will be reading poetry informed by these historical events.
    b. Pass out both poems. Instruct students to read these poems at home, circling words and phrases that relate to the historical events.
    c. Remind students to bring back the poems for class discussion.
2. Guided Practice
    a. Give students 5 minutes to re-read the poems on their own.
    b. Have a student read one of the poems out loud. As a class, discuss what is happening in the poem, the poet's point of view, and the poet's ability to relate to historical events.
    c. Do the same for the second poem.
3. Individual Practice
    a. Explain to the students that in the same way that African Americans had been fighting against racial discrimination long before the 1950s, Chinese American women have also fought racism and thought about their dual identities long before the Asian American movement. Pass out an exercept from Mamie Louise Leung's 1934 essay "Please What Am I? Chinese or American?"
    b. Instruct students to read the essay, underlining words or phrases that express ethnic identity, circling words or phrases that express gender identity, and boxing words or phrases that express both ethnic and gender identities.

        Tip: If students are short on time, have them work on just a section of the essay.

    c. Give students 20 minutes to work on their own.

4. Closing Discussion
    a. Ask students about what they learned.

i. How have women expressed their dual cultural identities in the past?
ii. How is the 1934 essay similar to or different from the second-wave feminist poetry?
iii. How do these literary expressions compare to present-day discussion of race and gender in American society?
iv. Could students relate to these works? Which did they relate to the most and what did they relate to the least?
v. How have students been inspired during this course discussion?

Adaptations

a. 4-5 Graders: Read and Review one of the poems as a class. Have students do the "Individual Practice" for the poem and collect it after class for assessment.
b. Special Needs Learners: Have students work in pairs during the "Individual Practice" sessions.
c. Extension: Have students create their own literary work where they express their own identities.

Assessment

Students should be assessed on:

1. Reading Comprehension
2. Ability to analyze literary works
3. Understanding of historical context

“Yellow Woman”

By Genny Lim

Name: _____ Date:_____

I am the daughter of
seafarers, gold miners, quartz
miners, railroad miners,
farmworkers, garment workers,
factory workers, restaurant
workers, laundrymen,
houseboys, scholars,
poets, dreamers—

I have seen my father’s destiny
crushed,
by the weight of his immigrant dreams
silently staring
a heap of yellow misery
inextricably tangled
amongst the sweating, huddled flesh of Utopia.

I have heard my mother’s prayers
shaped in tombs of darkness
seen the invisible tears
trickling down blank cheeks.
Heard old women chanting elegies
from the past,
beseeching idle gods.
Neighbors’ children mocked their
bound feet, gnarled hands.

Mother was a pioneer
groping in White Darkness.
They called her China-woman

as she walked quietly alone.
And in the winter of her isolation I was born—
Blood of Asia,
Flesh of the New World,
One-hundred-and-twenty-five-
Year-old
daughter of two worlds
struggling
to embrace
One.

“A Celebration Of Who I Am”

By Kitty Tsui

Name: _____ Date:_____

with no apologies to
john briggs, anita bryant, the klan or
the moral majority

i am tired of
people who presume
to know who i am
and telling me that what i do
is not natural.

yesterday
had lunch with grandmother,
paid the phone bill, pg an e,
did her errands,
mai leung juen dofu,
washed and waxed the floor
me grumbling all the while and
she grumbling all the while
talking about
nee dow ah, there’s dust here,
nee dow ah m’hoow gum lahn-ah,
washed and waxed the floor
on my hands and knees.

today had
leftover dung gwa tong
for breakfast,
cups and coffee and
apple pie for lunch,



wrote two poems and
a letter to my sister
in college
at long beach.

i have stopped eating meat and
drinking alcohol.
when my mind is foggy
my dreams disintegrate
before i can grasp them.

i am a woman who speaks in silence.
i am into prayer and
other simple things.

i am not afraid of
talking back to those
who presume to know
who i am
and telling me that what
i do is not natural.

i am afraid only of
forgetting
the chinese exclusion act of 1882,

i am afraid only
of forgetting
executive order 9066/ tule lake,

i am afraid
only of
forgetting
the ancient wisdom of leaf
and soil and season.

———

The Chinese Exclusion Act of 1882 was just one of the name anti-Chinese laws passed during the period 1868-1952 for the purposes of exclusion and taxation. This particular act banned the entrance of Chinese laborers, both skilled and unskilled, for ten years. The Geary Act of 1892 extended the 1882 act for another ten years. In 1904 the Chinese Exclusion Act was extended indefinitely.

Executive Order 9066 issued by Franklin Roosevelt on February 19, 1942 send 70,000 American citizens and 40,000 resident aliens of Japanese blood to 10 wartime “relocation” camps. The Japanese were moved, on notice as short as 48 in some cases, and allowed to take with them only as much baggage as they could carry. The camps were hastily constructed barracks or old horse stalls, in desert or other sparsely populated areas, ringed with barbed wire and stationed with armed military guards.

Tule Lake, California, maximum population 18,789, was one of the ten World War II concentration camps, and one of the three camps where inmates revolted, led strikes and refused to cooperate.

"Please, What Am I? Chinese or American"

By Mamie Louise Leung

Los Angeles Times Sunday Magazine, November 4, 1934

Name: _____ Date:_____

What am I—Chinese or American? To my parents and their friends, whose thoughts customs and heritage are purely Chinese, this is an absurd question.

"You are Chinese," they say without equivocation. "Your loyalty belongs to China."

To my American friends it seems equally foolish.

"You are American," they say, "In China you would be as out of place as any foreigner."

But to me, an American-born Chinese, it is not so simply answered. I find myself in the anomalous position of being both Chinese and American, or what is worse, neither Chinese nor American, a girl without a country.

When We Arrived

When my parents came to this country thirty-five years ago, it was their intention to return soon to China to raise their family. Years passed, the family grew to five boys and three girls, events piled on each other. Three times arrangements were made to go "home," even to passport photos and luggage, but each time, something occurred to delay the return.

Meanwhile, what has America done to us? Step into our home and in nearly all phases of our everyday life you will see the inevitable conflict of two cultures. We children speak English without a trace of accent. Our Chinese is of a much inferior quality, as well as quantity. We do our reading and writing in English. Our mother, on the other hand, speaks little English. For home use, therefore, we have a hybrid hash of English-Chinese. Just now my sister called to mother, "Shall I 'sai mai' now? The expression 'sai mai' means to wash rise.

This morning my brother said, "Guess I'll 'tay he' tonight," which is our way of announcing "Guess I'll take in a show tonight."

Needless to say, this sort of communication leaves much to be desired. When I am away from home, I cannot directly convey messages to my mother. She cannot read an English letter, while my efforts at Chinese missive are pathetic.

My Breakfast Today

For breakfast this morning I had figs, cereal, toast, eggs and coffee. For dinner this evening we shall sit down to bowls of rice, fried beancake, spareribs, greens and tea. We have at least one Chinese meal daily and can ply our chopsticks or knives and fors with equal dexterity. The oldest boy sides with mother in preferring Chinese food to American. The youngest grins with delight on the rare occassions when American potatoes and meat are served at the evening meal. Neither mother nor father has ever used butter, and to them cheese is an abomination.

About Our Clothes

Strangely enough, it has never been our parents who urged, “You ought to wear Chinese clothes all the time,” but American friends. It was seriously suggested to me by a fellow-reporter in Chicago that I should go about my assignments in Chinese jacket and trousers, instead of dressing like “just another American.”

Our Philosophy

Confucianism was the philosophy of life, though not the religion, of my father....My parents would have been much happier and much better satisfied with us had they reared us in China. Then there would have been between us only the bridge between generations, not the vast chasm that exists between opposing standards and cultures.

As for us, life would have been much simpler. We would not have to decide—each one for himself—that question, “What am I—Chinese or American?”

Lesson Plan

#ChineseAmericanWomenofCA: Photoblog Profiles and Digital Timelines

Summary

1. **Subject**: Chinese American History, Women's History, California History
2. **Grade/Level**: 6-12
3. **Focus Question**: How have Chinese American women contributed to California's history and society?
4. **Objective**: Students will:
    a. Build digital profiles of Chinese American women
    b. Demonstrate how to conduct research and exercise historical thinking skills
5. **Time Allotment**: Several class periods, plus research time

Materials & Resources

A. Instructional Materials:
    a. Research Guide
    b. Student Instructions for Photoblog Profiles
B. Resources:
    a. Timeline
    b. Historical Overview
    c. Reference Materials List
C. Additional Materials:
    a. Primary Documents
    b. Textbook
    c. Secondary Sources
    d. Samples from Brandon Stanton's *Humans of New York*

Implementation

Preparation

You can use this lesson plan in tangent with the other provided lesson plans in order for students to explore a specific person, event, or time period. These other lesson plans, the historical overview, and your textbook will help you and your students better prepare for and meet the lesson's intended goals.

Important Note: This lesson plan is intended to function as an independent study for students. Students should conduct in depth research on a specific person, event, or time period. We have provided a research guide to help you and your student navigate primary document research. However, before making it to that step, you will first have to establish what subject(s) you will want students to research. You might want to create a list of subject(s) that students will pick from or give them guiding parameters.

Photoblog Profiles Procedure

1. Anticipatory Set
    a. Give students an overview of the historical era that you are studying.
    b. Let them know that they will have the opportunity to conduct further research on a specific Chinese American woman who lived in California during that particular time frame.
    c. Pass out the list of names that you built for students. These women do not have to be famous.
    d. Pass out a list of resources students can use to help them conduct their research.
2. Guided Practice
    a. Have students chose a woman from the list. Let them know that they will be creating a photoblog profile of a woman similar to the social media campaign, *Humans of New York.* If students are unaware of this campaign, pass out or show them examples from Brandon Stanton's website: http://www.humansofnewyork.com/
    b. Pass out/review the Research Guide to teach students about conducting independent research and how to work with primary source documents.
    c. Pass out the Student Instructions for Photoblog Profiles. Give students a week to conduct their research and build a draft of their photoblog profiles.
3. Individual Practice
    a. Give students the rest of the class period to begin working on their project. To help them, you can have them go to their library or computer lab to start the process. Students can also start gathering data from their textbooks.
4. Check-In

a. Halfway through the project dedicate half a class period to troubleshooting. Have students bring one or two questions they might have encountered in their research.
b. In order to discuss any problems students are having without singling students out, create four columns on the board—Finding Research Sources, Narrative/Story, Photos/Images, Miscellaneous. At the beginning of class, have students write their questions on the board in one of the four columns. Patterns might emerge and you might find that students have the same issues.
c. Discuss any problems that students are having based on what students wrote on the board.
d. Let students know that they will present their profiles by a certain date.

5. Presentation
    a. After collecting the profiles, give students their presentation order.
    b. Have students present their research to the class.
    c. You can create a blog and make the students' work live. If you decide to take this step, share on Instagram and tag the Chinese Historical Society of America (@CHSAMuseum) also use the hashtag #ChineseAmericanWomenofCA
6. Closing Discussion
    a. Ask students about what they learned.
        i. How did the women contribute to or participate in the larger story about the historical period they were studying? Why or why not?
        ii. How will they use this information in their everyday lives?
        iii. Were they inspired by what they learned? How so?

Assessment

Use California History Standards to assess whether students understood the historical context and whether they gained skills in historical research and writing

#ChineseAmericanWomenofCA
Photoblog Profiles Instructions

Objective

Build a photoblog about a Chinese American women of California. The photoblog should specifically focus on a historical or memorable event in the woman's life and should be written from the woman's perspective.

Materials & Resources

A. Primary Documents
B. Textbook
C. Secondary Sources
D. Samples from Brandon Stanton's *Humans of New York*

Directions

1. Research. Your school library has a variety of online archives that are accessible to you. You should consult your local library for primary and secondary sources related to your topic. Visit museums, consult your textbook, review online exhibitions, and other helpful outlets. You should also meet individually with your teacher. People are your best resources and your teacher will love to hear from you.
2. Photographs/Illustrations/Visuals. As you conduct research, look for photographs, illustrations, or other visual materials that will help you tell the story about a person. If there are no images of the person, try to find images of places where the person lived or worked. You can also use maps to illustrate how the person might have impacted her community. If you feel like you are running into a wall, consult with your teacher.
3. Written Interpretation. Photoblog profiles are always written in first person narrative. Once you settle on the story that you want to tell, remember to write it from her perspective. It should be between 2 to 5 paragraphs in length. In between each paragraph, you should have an image that helps you illustrate the person's story.
4. Endnotes Document. In addition to your photoblog, you should construct a list of all the materials you referenced. Use the appropriate citation method (MLA, Chicago, APA, etc.)
5. Final Submission. Edit your written interpretation and visual materials at least once before submitting your final draft to your teacher.

Lesson Plan
Digital Timelines

Summary

1. **Subject**: Chinese American History, Women's History, California History
2. **Grade/Level**: 4-12
3. **Focus Question**: How have Chinese American women contributed to California's history and society?
4. **Objective**: Students will:
    a. Build digital timelines of Chinese American women
    b. Conduct research and exercise historical thinking skills

    Tip: Students should work as a class to construct the digital timeline.

5. **Time Allotment**: Several class periods, plus research time

Materials & Resources

A. Instructional Materials:
    a. Research Guide
    b. Student Instructions for Digital Timeline
B. Resources:
    a. Timeline
    b. Historical Overview
    c. Reference Materials List
C. Additional Materials:
    a. Primary Documents
    b. Textbook
    c. Secondary Sources
    d. Samples from Knight Lab's TimelineJS[12]

[12] Knight Lab's TimelineJS operates on Google Drive. You and the students need Google accounts

Implementation

Preparation

You can use this lesson plan in tangent with the other provided lesson plans in order for students to explore a specific person, event, or time period. These other lesson plans, the historical overview, and your textbook will help you and your students better prepare for and meet the lesson's intended goals.

Students should conduct in depth research on a specific person, event, or time period. We have provided a research guide to help you and your student navigate primary document research. However, before making it to that step, you will first have to establish what subject(s) you will want students to research. This project will require that you choose a topic that will ensure that each student can contribute to the overall class project.

Important Note: In order to build the timeline, you and the students need Google accounts. All of the information that your students generate (the text, images, dates, metadata, etc.) will live in a Google Spreadsheet. The entire class should be able to access the spreadsheet. Students should also have access to a folder where all of their media for the timeline will live. Review Knight Lab's instructions on their website: https://timeline.knightlab.com/#make. The organization also made an instructional video that you can watch through Vimeo: https://vimeo.com/143407878

Digital Timelines Procedure

1. Anticipatory Set
    a. Give students an overview of the historical era that you are studying.
    b. Let them know that they will have the opportunity to conduct further research to produce a digital timeline of a particular subject as a class.

        Important Note: This timeline does not have to have 30 entries if you are a class of thirty. You can pair students if need be.

    c. Pass out a list of resources students can use to help them conduct their research.
2. Guided Practice
    a. Let students know that they will be creating a digital timeline as a class. Show them an example from Knight Lab's TimelineJS: https://timeline.knightlab.com/
    b. Pass out/review the Research Guide to teach students about conducting independent research and how to work with primary source documents.
    c. Pass out the Student Instructions for Digital Timelines. Have students watch the instructional video so that they get a better idea of what they will be working on as a class: https://vimeo.com/143407878
3. Individual Practice

a. Give students their assigned subject (i.e. an event that they would be researching about) and use the the rest of the class period to begin working on their project. To help them, you can have them go to their library or computer lab to start the process. Students can also start gathering data from their textbooks.
b. Give students a week to conduct their research and build a draft of their individual timeline entries.

4. Check-In
    a. Halfway through the project dedicate half a class period to troubleshooting. Have students bring one or two questions they might have encountered in their research.
    b. In order to discuss any problems students are having without singling students out, create four columns on the board—Finding Research Sources, Narrative/Story, Technology, Miscellaneous. At the beginning of class, have students write their questions on the board in one of the four columns. Patterns might emerge or you might find that students have the same issues.
    c. Discuss any problems that students are having based on what students wrote on the board.
    d. Create a sample entry on the Google Spreadsheet so that they understand how to submit their final entries into the timeline.
5. Submission and Final Reveal
    a. After all students submit their completed timeline entries into their Google Spreadsheet, have students present their research.
    b. Once every person has represented, reveal their finished timeline.
6. Closing Discussion
    a. Ask students about what they learned.
        i. How did the women contribute to or participate in the larger story about the historical period they were studying? Why or why not?
        ii. How will they use this information in their everyday lives?
        iii. Were they inspired by what they learned? How so?

Assessment

Use California Content Standards to assess whether students gained skills in historical research and writing.

Digital Timeline Instructions

Objective

Build a digital timeline with your entire class.

Materials & Resources

A. Primary Documents
B. Textbook
C. Secondary Sources
D. Samples from Knight Lab's TimelineJS

Directions

1. Research. Your school library has a variety of online archives that are accessible to you. You should consult your local library for primary and secondary sources related to your topic. Visit museums, consult your textbook, review online exhibitions, and other helpful outlets. You should also meet individually with your teacher to help you if you have any questions or if you cannot find information about your subject. People are your best resources.
2. Technology. Log on to your Google Account and locate the Google Spreadsheet that your teacher shared with you. You will include the date of your event (and an end date if known). You will also place any media for your timeline entry in a folder on your class's Google Drive. Read Knight Lab's Tips & Tricks to get a better idea on how to use the technology.
3. Written Interpretation. Write a short narrative of your historical event. It should be less than 100 words. Read Knight Lab's Tips & Tricks to get a better idea on how to build your timeline entry.
4. Endnotes Document. In addition to your photoblog, you should construct a list of all the materials you referenced. Use the appropriate citation method (MLA, Chicago, APA, etc.)
5. Final Submission. Edit your written interpretation and visual materials at least once before submitting your final entry into the Google Spreadsheet for your teachers and class to see.

Content Standards

CA History-Social Science Content Standards (2016)

Content Standard	Corresponding Lesson
K-5 Chronological and Spatial Thinking 1: Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret timelines.	Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
K-5 Chronological and Spatial Thinking 3: Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	HerStories, Anti-Chinese Immigration Laws, Mamie Tape Screening,
K-5 Research, Evidence, and Point of View 1: Students differentiate between primary and secondary sources.	HerStories, Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
K-5 Research, Evidence, and Point of View 2: Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	ALL LESSON PLANS
K-5 Historical Interpretation 1: Students summarize the key events of the era they are studying and explain the historical contexts of those events.	HerStories, #ChineseAmericanWomenofCA, Digital Timelines
K-5 Historical Interpretation 3: Students identify and interpret the multiple causes and effects of historical events.	HerStories, Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
1.5.2: Understand the ways in which American Indians and immigrants have helped define Californian and American culture.	HerStories

2.5: Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.	HerStories
4.4.3: Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g. the 1882 Chinese Exclusion Act).	HerStories, Anti-Chinese Immigration Laws, Mamie Tape Screening,
4.4.4: Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g. Los Angeles).	HerStories, Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
4.4.5: Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	HerStories, #ChineseAmericanWomenofCA, Digital Timelines
6-8 Chronological and Spatial Thinking 1: Students explain how major events are related to one another in time.	ALL LESSON PLANS
6-8 Chronological and Spatial Thinking 2: Students construct various timelines of key events, people, and periods of the historical era they are studying.	HerStories, #ChineseAmericanWomenofCA, Digital Timelines
6-8 Research, Evidence, and Point of View 1: Students frame questions that can be answered by historical study and research.	Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
6-8 Research, Evidence, and Point of View 4: Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
6-8 Historical Interpretation 1: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	HerStories, Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines

6-8 Historical Interpretation 3: Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	ALL LESSON PLANS
8.8.3 Describe the role of pioneer women and the new status the western women achieved (e.g. Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	HerStories, Anti-Chinese Immigration Laws, Mamie Tape Screening, #ChineseAmericanWomenofCA, Digital Timelines
8.12.5: Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g. the effect on social fabric of cities, wealth and economic opportunity, the conservative movement).	HerStories, Anti-Chinese Immigration Laws, Mamie Tape Screening, #ChineseAmericanWomenofCA, Digital Timelines
8.12.7: Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.	Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
9-12 Chronological and Spatial Thinking 1: Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	ALL LESSON PLANS
9-12 Chronological and Spatial Thinking 2: Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	Anti-Chinese Immigration Laws, Mamie Tape Screening, #ChineseAmericanWomenofCA, Digital Timelines
9-12 Chronological and Spatial Thinking 3: Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
9-12 Chronological and Spatial Thinking 4: Students relate current events to the physical and human characteristics of places and regions.	Anti-Chinese Immigration Laws, #ChineseAmericanWom

	enofCA, Digital Timelines
9-12 Historical Research, Evidence, and Point of View 4: Students Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; apply it in oral and written presentations.	Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
9-12 Historical Interpretation 1: Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.	Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
9-12 Historical Interpretation 3: Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
11.5.4 Analyze the passage of the Nineteenth Amendment and the changing role of women in society	HerStories, Unbound Feet, #ChineseAmericanWomenofCA, Digital Timelines
11.7.3 Discuss the constitutional issues and impact of events on the U.S. homefront, including the internment of Japanese Americans (e.g. *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; the roles and growing political demands of African Americans.	HerStories, #ChineseAmericanWomenofCA, Digital Timelines
11.9.4 List the effects of foreign policy on domestic policies and vice versa (e.g. protests during the war in Vietnam, the "nuclear freeze" movement).	HerStories, Unbound Feet, #ChineseAmericanWomenofCA, Digital Timelines
11.10.5 Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	HerStories, Mamie Tape Screening, Unbound Feet, #ChineseAmericanWomenofCA, Digital Timelines

11.10.7 Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women	HerStories, Unbound Feet, #ChineseAmericanWomenofCA, Digital Timelines
11.11.1 Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.	#ChineseAmericanWomenofCA, Digital Timelines
11.11.3 Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.	Unbound Feet, #ChineseAmericanWomenofCA, Digital Timelines
12.2.6 Explain how one becomes a citizen of the United States, including the process of naturalization (e.g. literacy, language, and other requirements).	Anti-Chinese Immigration Laws, #ChineseAmericanWomenofCA, Digital Timelines
12.5.1 Understand the changing interpretation of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.	Anti-Chinese Immigration Laws, Mamie Tape Screening, #ChineseAmericanWomenofCA, Digital Timelines

Content Standards

CA English-Language Arts Content Standards (2013)

Content Standard	Corresponding Lesson
RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	ALL LESSON PLANS
RI 4.4 Determine the meaning of a general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	HerStories, Anti-Chinese Immigration Laws
RI 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	HerStories, Anti-Chinese Immigration Laws, #ChineseAmericanWomen ofCA, Digital Timelines
RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g. charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.	HerStories, Anti-Chinese Immigration Laws Mamie Tape Screening, #ChineseAmericanWomen ofCA, Digital Timelines
RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	HerStories, Anti-Chinese Immigration Laws, Unbound Feet,
W 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	HerStories, Anti-Chinese Immigration Laws, Unbound Feet, #ChineseAmericanWomen ofCA, Digital Timelines
W 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	ALL LESSON PLANS
W 4.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing	#ChineseAmericanWomen ofCA, Digital Timelines

as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
W 4.7 Conduct short research projects that building knowledge through investigation of different aspects of a topic.	#ChineseAmericanWomen ofCA, Digital Timelines
W 4.8 Recall relevant information from experiences or gather relevant information from and print and digital sources; take notes, paraphrase, and categorize information, and providence a list of sources. CA	HerStories, Anti-Chinese Immigration Laws, Mamie Tape Screening
SL 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	ALL LESSON PLANS
SL 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	ALL LESSON PLANS
SL 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	HerStories, #ChineseAmericanWomen ofCA, Digital Timelines
LS 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ALL LESSON PLANS
LS 4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).	HerStories, Anti-Chinese Immigration Laws,
RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Anti-Chinese Immigration Laws, Unbound Feet, #ChineseAmericanWomen ofCA, Digital Timelines
RI 5.4 Determine the meaning of a general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.	HerStories, Anti-Chinese Immigration Laws
RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	HerStories, Anti-Chinese Immigration Laws, #ChineseAmericanWomen

	ofCA, Digital Timelines
RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	HerStories, Anti-Chinese Immigration Laws, Mamie Tape Screening, #ChineseAmericanWomen ofCA, Digital Timelines
RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	ALL LESSON PLANS
W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	ALL LESSON PLANS
W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	ALL LESSON PLANS
W 5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	#ChineseAmericanWomen ofCA, Digital Timelines
W 5.7 Conduct short research projects that uses several sources to building knowledge through investigation of different aspects of a topic.	#ChineseAmericanWomen ofCA, Digital Timelines
W 5.8 Recall relevant information from experiences or gather relevant information from and print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	HerStories, Mamie Tape Screening
SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ALL LESSON PLANS
SL 5.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	ALL LESSON PLANS
SL 5.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	#ChineseAmericanWomen ofCA, Digital Timelines

LS 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ALL LESSON PLANS
LS 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).	ALL LESSON PLANS
RI 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inference drawn from the text.	Anti-Chinese Immigration Laws, #ChineseAmericanWomen ofCA, Digital Timelines
RI 8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Anti-Chinese Immigration Laws, #ChineseAmericanWomen ofCA, Digital Timelines
W 8.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Anti-Chinese Immigration Laws, Unbound Feet, #ChineseAmericanWomen ofCA, Digital Timelines
W 8.5/WHST 6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)	Anti-Chinese Immigration Laws, Unbound Feet, #ChineseAmericanWomen ofCA, Digital Timelines
W 8.6/WHST 6-8.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as interact and collaborate with others.	#ChineseAmericanWomen ofCA, Digital Timelines
W 8.7/WHST 6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	HerStories, #ChineseAmericanWomen ofCA, Digital Timelines
W 8.8/WHST 6-8.8 Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	#ChineseAmericanWomen ofCA, Digital Timelines
SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on	ALL LESSON PLANS

grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL 8.4 Present claims and findings (e.g. argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA	ALL LESSON PLANS
SL 8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	#ChineseAmericanWomen ofCA, Digital Timelines
LS 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ALL LESSON PLANS
LS 8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).	ALL LESSON PLANS
RH 6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	Mamie Tape Screening, #ChineseAmericanWomen ofCA, Digital Timelines
RH 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Anti-Chinese Immigration Laws, Mamie Tape Screening
RH 6-8.5 Describe how a text presents information (e.g. sequentially, comparatively, casually).	Anti-Chinese Immigration Laws, Mamie Tape Screening
RH 6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).	Anti-Chinese Immigration Laws, Mamie Tape Screening
RH 6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) other information in print and digital texts.	#ChineseAmericanWomen ofCA, Digital Timelines
RH 6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	Anti-Chinese Immigration Laws, Mamie Tape Screening, #ChineseAmericanWomen ofCA, Digital Timelines
RI 11-12.1 Cite strong and thorough textual evidence to support	Anti-Chinese Immigration

analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Laws, #ChineseAmericanWomen ofCA, Digital Timelines
RI 11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Anti-Chinese Immigration Laws, #ChineseAmericanWomen ofCA, Digital Timelines
RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually quantitatively) as well as in words in order to address a question or solve a problem.	Anti-Chinese Immigration Laws, Mamie Tape Screening, #ChineseAmericanWomen ofCA, Digital Timelines
W 11-12.2/WHST 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Anti-Chinese Immigration Laws, #ChineseAmericanWomen ofCA, Digital Timelines
W 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	ALL LESSON PLANS
W 11-12.5/WHST 11-12.5 Develop and strengthen writing as needed by planning, revising, and editing, writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)	ALL LESSON PLANS
W 11-12.6/WHST 11-12.6 Use technology, including the internet, to produce and publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	#ChineseAmericanWomen ofCA, Digital Timelines
W 11-12.7/WHST 11-12.7 Conduct short as well as 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.	#ChineseAmericanWomen ofCA, Digital Timelines
W 11-12.8/WHST 11-12.8 Gather relevant information from multiple authoritative print and digital sources; using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas avoiding	#ChineseAmericanWomen ofCA, Digital Timelines

plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA	
SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ALL LESSON PLANS
SL 11-12.4 Present information, findings, and supporting evidence (e.g. reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA	ALL LESSON PLANS
SL 11-12.5 Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Anti-Chinese Immigration Laws, #ChineseAmericanWomen ofCA, Digital Timelines
LS 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ALL LESSON PLANS
LS 11-12.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ALL LESSON PLANS
RH 11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources; connecting insights gained from specific details to an understanding of the text as a whole.	#ChineseAmericanWomen ofCA, Digital Timelines
RH 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.	Anti-Chinese Immigration Laws, Mamie Tape Screening, #ChineseAmericanWomen ofCA, Digital Timelines
RH 11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger	Anti-Chinese Immigration Laws,

portions of the text contribute to the whole.	#ChineseAmericanWomen ofCA, Digital Timelines
RH 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Anti-Chinese Immigration Laws, Mamie Tape Screening, #ChineseAmericanWomen ofCA, Digital Timelines
RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.	Anti-Chinese Immigration Laws, #ChineseAmericanWomen ofCA, Digital Timelines
RH 11-12.9 Integrate information from diverse sources both primary and secondary, into coherent understanding of an idea or event, noting discrepancies among sources.	Anti-Chinese Immigration Laws, #ChineseAmericanWomen ofCA, Digital Timelines