

Illustrations of Racism Against Chinese Immigrants

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Overview

This unit is designed to supplement the eleventh grade U.S. History curriculum of the Pittsburgh Public Schools. The activities in this unit are developed to assist the teacher and help students demonstrate that they are proficient in the sixty two standards that have been identified. Students will incorporate abstract skills and develop critical thinking which are the most difficult of these standards to practice. Students will examine the immigration of one group of people, the Chinese to practice: document and cartoon analysis, critical thinking, and original research skills: to determine how and why the Chinese in particular were treated so poorly in the United States. This unit combined with others on immigration will give students insight on the shaping of the modern American society and hopefully they will begin to appreciate the hardships and struggles of different ethnic groups and identify the strides that have been made over the decades and centuries to determine what progress still need to be made.

Rationale

When you think about immigration, what groups of people come to mind? If you consider immigrants who came to the U.S. before 1890 (old immigrants) you may have thought of people from England, Ireland, and Germany . These are the immigrants who came in large numbers to the East Coast of the U.S. They settled in the big cities of New York, Philadelphia and to some extent Pittsburgh. Living in this area of the country has given me some exposure to the experiences of these immigrants. I can't help but ask the question, "What

about people who settled on the West Coast of the U.S.? Who were they and what was their experience? When I went to our school library to answer these questions I found that perhaps the largest group of West Coast immigrants who arrived prior to 1890 were the Chinese. It is the Chinese that I am going to focus on when I develop my curriculum unit.

What particular aspect of the immigration of people from China to the U.S. should my unit center on? For the answer to this more difficult question I had to expand my research farther than our school library and spend more time than my preparation period. I went to the main branch of the Carnegie library in Oakland and it was there that I would find the answer. As I read through several books and surfed numerous web sites about Chinese immigration one theme or concept kept coming up: racism. It seemed that for the most part, the American people were not particularly willing to accept the Chinese immigrants. They were characterized as evil heathens looking to cheat, steal and even kill innocent people to serve their own needs.

The Chinese immigrant spoke a different language and had very different cultures and customs than did people from America or European immigrants. These differences made American and European people fearful of the Chinese, and based on the laws of human nature, people tend to dislike or mistrust that which we do not understand. As the number of Chinese immigrants grew in the U.S. so did the prejudices and stereotypes of them. These prejudices and stereotypes were perpetuated by several of the historical documents that were created during the time period. We can analyze these documents to get an idea of the foundations that these prejudices and racisms were built upon.

I teach U.S. History at Taylor Allderdice H.S. and immigration is one of the topics in the curriculum. This unit will be added to the subject material in both levels CAS (gifted) and regular U.S. History that I currently teach. In my CAS class, the topic of immigration is included at the end of the first or beginning of the second semester. It is included in a unit that also contains: the industrial revolution, the gilded age and the progressive era. An exploration of Chinese immigration will fit perfectly within this unit. Our text covers U.S. from Christopher Columbus to the 1980's. Due to the immensely wide range of the subject material the text has to cover, detail is sacrificed. I must be able to supplement the text or at least provide additional details where the book is lacking, and immigration is one of those areas that the text lacks in examination. In addition to a gifted class of U.S. History, I also teach regular education classes. The time period of study for this class starts in 1880 and concludes with the modern era. Given this time frame, old immigration is slightly outside the scope of the course but one topic that we do discuss in great detail is political cartoons. We learn how to analyze political cartoons to reveal their message and thus we

can better understand the attitudes and perspectives of people who experienced the event or topic of the cartoon. A set of questions can be developed by the class to break down the cartoon and aid in its analysis. My unit will center on several political cartoons that involve racism against Chinese immigrants. These cartoons will be from a broad spectrum of simple to complex so that with each one, the process will become easier. When we analyze these cartoons we can also discover as a class and individually how the hysteria of exclusion was created. We can identify the tactics and strategies that serve to motivate and organize a whole group of people to discriminate against another race. The characterizations and stereotypes of the “heathen” Chinese serve such a purpose and if we can identify them from the past we may be able to avoid creating the same characterizations and stereotypes in the future.

Background

If you are going to use this unit, or aspects of it, with your class I think it is important to include some background information about Chinese immigration that will help you present this topic to your students and become an easy reference when you or your students have questions about Chinese immigration. The topic has had many volumes of research completed on it and this in no way is to serve as the sole source of information for this unit. I am simply providing an overview of several aspects of Chinese immigration that pertain to the scope and focus of this unit. The bibliography contains a list of books, internet sites and other resources that I think would be helpful to you and your students.

Reasons For Coming:

People from China left their homeland and risked death during the sea voyage to come to America. The reasons or “push factors” for Chinese immigration to the U.S. were very similar to those of any other people arriving at the same time. They include: local political unrest, rapid population growth, floods, famine, droughts, (1) and the British opium war of 1839. No matter how poor they were or how hard their government tried to deny them, thousands of Chinese immigrants found a way to arrange for their passage to America.

It seemed that the British imported huge amounts of Chinese products in the early 19th century, and the Chinese needed very little from them. This deficit was reflecting negatively in the British economy and was a direct contradiction to Britain’s imperialistic desires. The only product that seemed to sell easily was opium that the British exported from India and passed it on to the Chinese. In the 1830’s the Chinese Emperor passed a law making opium illegal,

due to its addictive nature and negative side effects. Initially, the law went virtually ignored or became a source for political corruption. It seems that British traders simply bribed the local law enforcement officers when they got caught so the punishment for opium dealing was hardly ever enforced. A new anti-opium enforcement officer was appointed in 1839 named Lin-Tse-hsu . He took a very aggressive attitude in dealing with the opium problem in China. He attempted to put a halt on both the political corruption and the illegal trafficking of the drug itself. A dispute developed over what to do with British offenders of the anti-opium laws. The British wanted the offenders turned over to them but Lin-Tse-hsu refused and punished them according to Chinese law. The British thought that the laws were barbaric and their citizens were being punished unfairly. The two sides could not come to an understanding so they fought a war that lasted three years. The British dominated the Chinese in the war, which became another factor in the decision of thousands of Chinese immigrating to the U.S. (2)

In addition to “push factors” causing people to leave China, there were several “pull factors” that drew these people to the U.S. One of these factors was the need for labor. The Central Pacific and Union Pacific Rail Roads hired thousands of Chinese immigrants to work in many different capacities, most of which were very dangerous and labor intensive.(3) As the rail road moved West through the Sierra Nevada Mountain range. In some parts, the rock formations were too thick to tunnel through so the track was built along side it anchored into the face of the cliffs. Some dynamiting of the cliffs had to be done and this was the most dangerous of work, done almost exclusively by the Chinese. Baskets were made to lower the men down hundreds of feet where the blasting was done, and due to their slight body structure the Chinese men were perfect to do the job. Occasionally accidents happened and the men hanging in the baskets were hurt or killed. After awhile the men became used to that fact and it was just another element to endure. “This time two men were blown up. One knocked out or killed by the explosion fell silently, the other screaming, his arms and legs struggling. A desire shot out of A Goong for an arm long enough to reach out and catch them. It can’t happen twice in a row. Our chances are very good. The trip after an accident is probably the safest one. They raced to their favorite basket, checked, and double checked the four ropes, yanked the strands. Tested the pullies, oiled them, reminded the pullymen about the signals, and entered the sky again.” (4)

In addition to accidents, the Chinese were also worked to death by cruel bosses who were interested in keeping schedules and not the lives of the men who worked for them. In the summer the temperature was hot regularly reaching 100 degrees or more. The Chinese laborers were pushed to work harder and faster which caused them to succumb to dehydration. In the winter men were outfitted with little or no heavy clothing and they froze when the bitter wind blew through their thin tents. Poor food and exposure caused these men to contract

pneumonia, influenza, dysentery and tuberculosis. If you got sick medical care, when provided was extremely inadequate. It was simply easier for the railroad to replace sick, injured or dead men with the next lot that came to port. (5)

Many other Chinese men left home and went to America in search of Gold. This too brought them to California. The majority coming from the Kwangteng Province in Southern China left and entered the Chinese Coolie labor trade. The Chinese coolie was very similar to the American indentured servant that was popular in the 18th century. Most Chinese coming before 1860 came using this method and for a time the Chinese Coolie was compared to the African slave. Ships from several countries sailed as fast as they could to the coast of China and filled their hold with as many products and Coolies as they could carry. Most Coolies wanted to find as much gold as they could until their contract ran out and return home a rich hero. Unfortunately for them America became a trap because as we all know the lure of a gold was fallacy.(6) As the word of California gold spread across the U.S. and the world, the opportunity for the Chinese disappeared and forced them back into unskilled labor. They had to toil in garment and shoe factories, work in sweat shop laundries or worst of all the railroad. Pay and conditions were so low that most could only barely survive if they were lucky and the dream of returning home was lost. Those few Chinese men who found a living panning for gold were soon exploited like the rest. In 1850 the California Legislature passed a tax on foreign miners of \$20 a month and consistent with racial practices was usually only collected from the Chinese. (7)

I also searched to find some of the factors that brought Chinese women to the U.S. between 1840 and 1882 but unfortunately I found very little on the subject. The information I did find was very general and non descriptive. It seems that immigrating to America was not a common thing among the Chinese women until the 20th century. What reasons or factors kept Chinese women from seeking a better life in America, when so many Chinese men took the risk? Much of the answer has to do with Chinese culture. Many Chinese families followed Confucian ideology (8) which placed women in a subordinate role to their husbands and other men. Accordingly, Chinese women traditionally followed the precept of the “three obedience’s “. She was expected to obey her father at home, her husband during their marriage and her eldest son if she became widowed. Similarly, the “four virtues”: chastity, obedience, reticence (pleasing manner) and domestic skills did not allow Chinese women to develop their sense of individuality, adventure or self worth. As times became difficult during certain periods in China, it was the male baby that was prized because he would quickly grow up and contribute to the household economy. Female babies during these hard times were often sold, abandoned or even killed. Women were programmed from birth to accept this subordinate role which did not give them opportunities

that most men had. I found two ancient Chinese poems that illustrate this very idea and may be interesting for you to share with your students: (9)

On the birth of a son:
*So he bears a son,
And puts him to sleep upon a bed,
Clothes him in robes,
Gives him a jade scepter to play with,
The child's howling is very lusty;
In red greaves shall he flare,
Be lord and king of the house and home.*

But when a daughter was born:
*Then he bears a daughter,
And puts her upon the ground,
Clothes her in swaddling clothes,
Gives her a loom whorl to play with.
For her, no decorations, no emblems:
Her only care: the wine and food
And how to give no trouble to father and mother.*

Statistics that I found say that in 1850 only 7 Chinese women came to San Francisco at this time where the number of Chinese men was over 4,000. Ten years later the number of women grew to a mere 1,700 compared to 33,000 men. . Of these women it seems that most were recorded prostitutes serving the lonely men of the mining and railroad camps in California. (10) They were kept as slaves by their masters and most lived seven years in America or less before they died. This fact was one of the arguments that anti Chinese politicians used to gain support for the Chinese Exclusion Act of 1882. Other Chinese women served as cooks attached to the labor camps or took care of the boss. An even smaller number made it to the East Coast and for a time it was fashionable among wealthier circles to have an Asian women servant or nanny. Unfortunately, due to poor record keeping prior to 1882 and the small numbers of Chinese women going to the U.S., much of their experience is pieced together using abstract methods.

One Chinese prostitute who had a different experience than most was named Ah Toy” She came to the U.S. alone in 1849 and settled in San Francisco. She became infamous as the most successful Chinese courtesan ever. Men came from several states away and lined up around the block to pay an ounce of gold each (16 dollars worth) just to spend time gazing at her intoxicating beauty. Ah Toy” was one of the few Chinese prostitutes spared when the profession became

under attack a decade later. Rumors of her relationship with vigilante brothel inspector John Clark explain how she managed. She disappeared for quite awhile after the 1860's and the name Ah Toy' only resurfaced at the time of her death in 1929, just three months short of her 100th birthday. (11)

Chinese immigrants who found their way to the East Coast had a similar experience to that of their countrymen in California. They quickly gained the stereotype of working in a laundry which was in direct competition with Irish women. The East Coast Chinese worked very hard too, and usually drew less pay than Eastern European workers. They were treated roughly, beaten when their work was not up to speed and when it was they were given more to do. It seems that every job that was too dirty, dangerous or beneath anyone else it was given to the Chinese and for less pay than everyone else too. (12)

To escape these conditions, Chinese men banded together to create "China Towns" Here the Chinese could be themselves and find a little bit of consolation. Each big city on the east and west coast developed their own China town. Men here free to practice their religion, cultures and customs with little or no interference. These parts of cities became homes away from home for the Chinese. Chinese art, literature, food, clothing etc... were all aspects of the "china town". (13)

What then can be said of the history of the first wave (1840-1882) of Chinese immigration then? I believe that it clearly is one that is marked by racism. The Chinese immigrant spoke a different language, had a different religion, and practiced very different customs than did Americans and European immigrants. These differences made Americans and Europeans fearful of the Chinese and based on the laws of human nature, people tend to dislike and mistrust that which they do not understand. As the numbers of Chinese men grew in the U.S., so did the fear, prejudice and stereotyping of them. Even the U.S. Constitution was against the Chinese at that time. No where did it mention the Chinese, not in the preamble, not in the articles and certainly not in the Bill of Rights.

The desire for cheap labor drew the Chinese to America. He worked in the sweat shops, shoe factories, mines, and railroad camps. He asked for very little in terms of pay and job description and was given even less. He was forced, due to lack of acceptance, to live separately from other groups of people in areas called "China Towns" like the one that developed and still exists in San Francisco today. He was ridiculed for his lack of assimilation and his resistance to pledge allegiance to America. At the same time Americans refused to associate with him and the U.S. Government passed legislation against him. The Chinese immigrant gave a lot to American society, culture, art, philosophy and even sacrifice. It is

documented that they even participated in the civil war. They served in the infantry on both sides and it was recorded that several Chinese men died at Gettysburg. (14) Although little of their participation is known, several historians offer evidence of their participation in different capacities. One philosophy offered as to the lack of recorded information is that the Chinese men wanted to join the infantry and fight instead of falling victim of the popular stereotypes of the Chinese which would have made them cooks, grave diggers and laborers. Several accounts of men who changed their names can be found and the descriptions of their physical features give their ethnicity away. Their bravery and sacrifice for their new homeland can not be taken away even though just about everything else has.

Until the Transcontinental Railroad was completed most people paid little attention to the Chinese. They were able to disperse through out the U.S. and make lives for themselves while other people paid them little attention. It was only after the Transcontinental Railroad was completed, when there were little or no undesirable and dangerous jobs left for the “China Men “ to do, did American society start to pay him any attention. He began to compete for the jobs that were held by Americans and European immigrants. This, according to society, was unacceptable because the “China Men” were accustomed to low pay and bad treatment thus giving them an advantage in the competition. (15)

After 1870 an anti- Chinese labor movement developed in America and using popular periodicals such as Harper’s Weekly, this movement can be well documented. No other immigrant group in America (African Slaves excluded) has such a history of prejudice and racism as do the Chinese. It seems that after 1870 the Chinese worker, who helped build much of the American infrastructure, was no longer useful. The American people developed and adopted the desire to eradicate him as if he were some kind of pest or plague that was illegally brought here. The press, Government and American society used the physical and cultural differences of the “China Man” against him. (16) They portrayed him as some kind of evil foreign monster biding his time to take over the country. The subservient Chinese workers who were so well accepted when they could be exploited were now after 1870 hated and mistrusted. It seems that American society had no place for him except for the bottom and instead of allowing him to crawl up the social ladder and compete for a better life, they would rather send him back to where ever he came from. If we examine the events, political cartoons and government documents of the time there can be little to no argument to the contrary.

One vehicle that was used to debate the anti- Chinese issue of the 1870’s were political magazines such as Harper’s weekly which was extremely popular at the time. Harper’s Weekly featured a series of political cartoons which

were the main stay of the magazine. One of the most popular of their cartoonists was a man named Thomas Nast. Nast was a very skilled cartoonist and began to create cartoons on the subject of the anti-Chinese movement. In Nast's cartoons he depicts the Chinese worker in a less than favorable manner. He exaggerates the physical features of the Chinese people to support the message of the cartoon. He gives the Chinese men a long braided pony tail which symbolizes the lack of assimilation and acceptance of American culture. He also often draws the Chinese men bent over at the waist which indicates their subservient nature but at the same time includes a sarcastic smirk on their face. This combination is used to convey a sinister and sneaky quality that Americans must be watchful of. These cartoons blamed the Chinese for stealing American jobs and driving down the labor wage. The "China Man" were a plague and a scourge on American society and had to be eradicated to protect the American way of life." (17)

The stereotypes of the Chinese created by Nast and others was quickly picked up on by other media sources all over the country. In a very short time the derogatory depiction of the Chinese would be engrained in the social hierarchy of the American people and could be experienced everywhere. Newspapers, print ads, literature and even the theatre perpetuated the negative portrayal of the Chinese. There was a poem that was later made into a play which promoted the anti-Chinese sentiment. Written by Francis Brett Harte, "Plain Language From Truthful James" developed the evil qualities of the "heathen Chinese". The poem goes on verse after verse about how you should not trust the Chinese. The poem became so popular that it was published in several magazines and in one particular periodical, illustrations were even included that used all of the characterizations of Thomas Nast to create the "heathen Chinese". (18)

One literary defender of the Chinese immigrant was Mark Twain In 1871 he wrote "They are a harmless race when white men either let them alone or treat them no worse than dogs; in fact, they are almost entirely harmless anyhow, for they seldom think of resenting the vilest insults or the cruelest injuries. They are quiet, peaceable, tractable, free from drunkenness, and they are as industrious as the day is long. A disorderly Chinaman is rare, and a lazy one does not exist. So long as a Chinaman has strength to use his hands he needs no support from anybody; white men often complain of want of work, but a Chinaman offers no such complaint; he always manages to find something to do." (19)

The government was not immune to the anti-Chinese rhetoric either. As the movement grew, so did the government's desire to find a solution to the Chinese problem. California had been passing laws against the Chinese worker for years prior to the 1870's and became even bolder during the decade. In 1852 the State of California passed a foreign miner's tax of \$3.00 a month on all miners ineligible of citizenship. In 1863 Chinese immigrants were disallowed from

testifying in court and their children were denied the right to go to public school. In 1878 Chinese people were barred from owning real estate. Other States across the country began to follow California in passing their own anti-Chinese legislation. In New York the infamous Tammany Hall political machine passed a law that made it illegal for any business that held a State contract from hiring Chinese labor. It continued to state that any such business caught would be fined up to \$1,000.00 for each Chinese laborer. No other law in the history of the United States prior to the anti-Chinese movement mentioned a specific race or ethnic group of people in a negative manner except for those laws against the Chinese. (20)

The Federal Government did not stop at supporting State laws against hiring cheap Chinese labor. In 1882 the U.S. Congress delivered the ultimate blow to the Chinese by passing the Exclusion Act of 1882. At no other time prior to 1882 was the immigration of any other group limited. The “Yellow Peril” movement had finally reached its epitome. A fifteen section document was passed that ended the immigration of Chinese people to the U.S. The law continued to be re-passed and supported for several decades. The preamble to the law states “Whereas, in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof. That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years after the passage of this act, the coming of Chinese labor to the United States be, and the same is hereby suspended: and during such suspension it shall not be lawful for any Chinese labor to come, or, having so come after the expiration of said ninety days, to remain within the United States”. (21) In addition to banning the Chinese, the act goes into great detail to outline the severe penalties of anyone breaking it. A ship’s captain who is caught smuggling the outlawed Chinese, for example, was fined \$500.00 for each infraction and sentenced to one year in jail.

As if the anti-Chinese movement was not successful enough, there are several documented cases of violence against them at this time. Unfortunately, as a result of the growing anti-Chinese sentiment, people resorted to mob violence to quench their thirst for a solution to the problem of unemployment and low labor rates. As the yellow peril rhetoric spread across the country, some communities held meetings to discuss the solution. Frustrated at their lack of options, many people developed into powder kegs waiting to explode with senseless aggression and violence. One such occasion that ended with violence occurred in Los Angelis and is referred to as the Chinese massacre of 1871. The massacre would take place in China Town and was triggered by two Chinese men who were arguing over a woman. The two men began to shoot at each other in the middle of the street and an innocent white man was killed. The man’s death inspired the group which gathered around to attempt to extract revenge. The ensuing riot

which lasted over five hours resulted in the deaths of 19 Chinese men and 1 white man who were trying to restrain the mob. The incident received national attention and 7 white men were held for trial of which only one man spent any significant time in jail. (22)

The violence did not stop, unfortunately with the massacre of 1871. In 1886 there was a mining camp run by a large group of Chinese men on the Snake River in Northeastern Oregon. Several miles down the river from the camp there was a small shack like structure that was the hideout of some horse thieves. As the miners expanded their search for gold down stream, the outlaws became afraid that they would be detected. One night under the cover of darkness, the outlaws snuck into the mining camp and began to kill the Chinese miners. They also captured a few to torture them in hopes that they would reveal any hidden stashes of mined gold. The number of Chinese miners killed or amount of gold stolen is still unknown due to the fact that some of the bodies were buried and others floated down stream but the unofficial count was 30. (23)

The history of the Chinese in America as I have presented to you is not a favorable one indeed. Brought here as a cheap source of labor, the Chinese served a valuable purpose for some time. Exploited by the Transcontinental Railroad, the mining industry, and construction companies, the Chinese were initially well received. When the difficult and dangerous work ran out so did America's toleration of them. They became hated for their evil looks, lack of assimilation, and hard work ethic. They became isolated, persecuted, legislated against and ultimately murdered without justice. Popular culture mocked what was different about them, made them the brunt of jokes, satirical cartoons and poems. The lack of opportunity gave the Chinese little or no options but to do what they knew best which was to work hard until conditions improved, which they never did. Now more than ever I keep asking myself the question "Why did the Chinese come here and why did they stay?" "

Objectives:

There are many very important methods and strategies that a teacher must employ to ensure that their students practice and develop several abstract skills and abilities. These skills include: abstract thinking, critical analysis, and deductive reasoning. These areas are the most difficult for a teacher to implement in their lesson plans and classroom procedures. Using original documents such as political cartoons allows the student to develop their own interpretations and judgments about the information instead of relying on ones that are provided for

them. Students can apply what they have learned about the subject to the cartoon to develop an understanding of what the popular attitudes and social climates of the time. By examining the anti-Chinese political cartoons, students can gain an understanding of how prejudices and stereotypes start. They can see that the physical characteristics of a particular race of people can be exaggerated and exploited to promote hatred. Lastly, I want students to compare the plight of the Chinese people to other groups who have had a similar experience. (African Americans in the 17th and 18th century and the Jews during the holocaust) This curriculum unit has been designed specifically to incorporate the communications and citizenship standards identified by the Pittsburgh Public School's initiative for standards based education of which a complete list is included at the end of this unit in the appendices section.

Strategies:

In order to reach and hopefully exceed its objectives, the unit will use three types of original documents that students will critically analyze. The first type of documents are political cartoons created during the anti-Chinese movement. Students will examine a sample cartoon to develop a set of questions that will serve as a vehicle for the analysis of all other cartoons. The second type of original documents use in this unit will be a legal document. The document used is the Chinese Exclusion Act of 1882. This act was the first in the history of the U.S. to go against a particular group or race. In addition this act was the first that put any type of limit or ban on immigration whatsoever. An analysis of the language used in this document will help students understand the anti-Chinese sentiment that existed at the time. Lastly, a poem written about Chinese immigrants titled "Plain Language From Truthful James" can also serve to illustrate the stereotypes that were created for the "heathen Chinese".

The cartoons, poem and documents I have included in this unit serve a dual purpose. The more obvious aspect of them is to show how the Chinese were depicted and portrayed in the media during the era. From a certain perspective, the negative characteristics exaggerated by the cartoonist serve to gather support for the Chinese if they are placed in the correct context. The first two cartoons are perfect examples of this. The physical features of the Chinese are the same as in any anti-Chinese cartoon but the cartoonist incorporates the element of government oppression to gain support for the subject, instead of increasing hostility against him. The negative connotations that the Chinese immigrant is slow witted and ignorant is also manipulated to grow and develop more support for him. Many cartoons have a dual meaning and use negative stereotypes to

serve this purpose. The Harte poem is also open for this type of analysis. He attempts to show that the heathen “Chinee” is much more than people of the era gave him credit for. In the poem the Chinese character “Ah Sinn” is greatly underestimated by the American characters and they pay the price for their ignorance. We must then practice our analytical skills when examining these types of documents so that when we see them we are able to discover their true meaning and purpose.

Classroom Activities:

Day 1

Develop a set of notes based on the background information that I have included in this unit. Using whatever method is best for you, include the concepts and events of the Chinese immigration that you think your students will need. You may wish to include in your notes/discussion information about the Chinese working on the Transcontinental Railroad, Chinese miners, the British opium wars, California legislation against Chinese workers, the reasons for the lack of Chinese women immigrants and anything else you feel students would need to know as background information.

Day 2

The second day of the unit pass out a copy of one of the political cartoons to each student. Give them a few minutes to look it over and ask the Question “What is this cartoon about?” Give the class a few more minutes and then begin calling on random students for an answer. When you have received a sufficient amount of response ask” What parts of the cartoon give you the message you are supposed to get? ” Pass out a piece of paper to each student and have them list what information about the cartoon they have to know to develop an understanding of the meaning of the cartoon. Go back and forth with class to develop a list of questions that can be applied to any cartoon that will help to discover its meaning. Student questions will vary but things like: What is the cartoonists name and background , what time period was the cartoon drawn, who or what is the main character in the cartoon, what is the action in the cartoon, what is the overall subject of the cartoon, what event or time is depicted in the cartoon etc..... (See a more complete list in the appendix section) Be sure to record the list of questions your students developed for future use.

Day 3

Pass out a new cartoon and ask your students to apply the set of questions the class developed to this cartoon. Wait about ten minutes and begin going over the questions with the class. After you have gone over all of the questions ask again “What is this cartoon about”? Discuss each individual response with the class.

Day 4

Inform the students that analyzing the poetry of a particular movement can also reveal what popular society felt and thought on a subject. Pass out a copy of Bret Harte’s poem “Plain Language From Truthful James” to each student and give them at least five minutes to read it. Begin to ask your students questions based on the poem like who are the main characters in this story? What impression does the author imply by naming the Chinese character Ah Sinn? What game are the characters playing? What is the overall message of this poem? Continue to discuss the language of the poem with your students to see if they are picking up on the anti-Chinese sentiment throughout the poem. Show the students the illustrations based on the poem and ask do these pictures change your perception of Ah Sinn? If so how do they change?

Day 5

Give students a copy of the Chinese Exclusion Act of 1882. Provide students with some background leading up to the law being passed. For example, discuss several laws that had already been passed in California. Discuss why the Chinese went from utilized to persecuted in such a short time period. (See background info or bibliography for more information) Apply these concepts to the Chinese Exclusion Act of 1882. Discuss with students the language that was used at the time when dealing with the Chinese problem. Examine each section to discover its meaning. Ask students questions to keep their attention like “what was the penalty for a shipmaster who was caught transporting illegal Chinese immigrants.

Day 6

Have your students pretend they were newspaper owners in the 1870's. The assignment is to make your own weekly periodical. Students must have at least 5 different sections like life, community, business, politics, fashion or style, economics etc... Each section must contain a two to three paragraph article about the Chinese in America. It can take any stance the student wants pro or anit-Chinese immigration. Students can include their own or duplicated drawings or pictures. Provide sample newspapers to give the students ideas. You may also schedule one or two days in the school library in order for the students to find more specific information to include in their newspaper.

Annotated Bibliography

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20 William Issel

21 William Issel

22 Thos. Magee

23 Thos. Magee

Standards:

Citizenship

1 All students demonstrate an understanding of major events, cultures, groups, and individuals in the historical development of Pennsylvania, the United States, and other nations

4 All students examine and evaluate problems facing citizens in their communities, state, nation, and world by incorporating concepts and methods of inquiry of the various social sciences.

5 All students develop and defend a position on current issues confronting the United States and other nations by conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.

7 All students demonstrate their skill of communicating, negotiating, and cooperating with others.

8 All students demonstrate the ability to work effectively with others.

Communications

2 All students read and use a variety of methods to make sense of various kinds of complex texts.

3 All students respond orally and in writing to convey information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

4 All students write for a variety of purposes, including to narrate, inform, and persuade in all subject areas.

6 All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.

7 All students listen to and understand complex oral messages and identify their purpose, structure, and use.

Pacific Chivalry

□



“Encouragement To Chinese Immigration”

<http://immigrants.harpreweek.com/>

HARPER'S WEEKLY

A JOURNAL OF CIVILIZATION

Vol. XXIII—No. 1185.] NEW YORK, SATURDAY, SEPTEMBER 13, 1878.



The Poor Barbarians Can't Understand Our Civilized Republican Form Of Government

"The Nigger Must Go"

"The Chinese Must Go"

<http://immigrants.harpweek.com/>

“At Frisco”



AT FRISCO.

“See here, me Chinees Haythun, I’m wan of the Committee of National Safety; and bringing to me moind the words of George O’Washington and Dan’l O’Webster in regarrd to Furrin Inflooince, ye must go. D’ye understand? Ye must go!”



<http://immigrants.harpweek.com/>

Chinese Exclusion Act 1882

Forty-Seventh Congress. Session I. 1882

Chapter 126.-An act to execute certain treaty stipulations relating to Chinese.

Preamble. Whereas, in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof:

Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, having so come after the expiration of said ninety days, to remain within the United States.

SEC. 2. That the master of any vessel who shall knowingly bring within the United States on such vessel, and land or permit to be landed, and Chinese laborer, from any foreign port or place, shall be deemed guilty of a misdemeanor, and on conviction thereof shall be punished by a fine of not more than five hundred dollars for each and every such Chinese laborer so brought, and may be also imprisoned for a term not exceeding one year.

SEC. 3. That the two foregoing sections shall not apply to Chinese laborers who were in the United States on the seventeenth day of November, eighteen hundred and eighty, or who shall have come into the same before the expiration of ninety days next after the passage of this act, and who shall produce to such master before going on board such vessel, and shall produce to the collector of the port in the United States at which such vessel shall arrive, the evidence hereinafter in this act required of his being one of the laborers in this section mentioned; nor shall the two foregoing sections apply to the case of any master whose vessel, being bound to a port not within the United States by reason of being in distress or in stress of weather, or touching at any port of the United States on its voyage to any foreign port or place: Provided, That all Chinese laborers brought on such vessel shall depart with the vessel on leaving port.

SEC. 4. That for the purpose of properly indentifying Chinese laborers who were in the United States on the seventeenth day of November, eighteen hundred and eighty, or who shall have come into the same before the expiration of ninety days next after the passage of this act, and in order to furnish them with the proper evidence of their right to go from and come to the United States of their free will and accord, as provided by the treaty between the United States and China dated November seventeenth, eighteen hundred and eighty, the collector of customs of the district from which any such Chinese laborer shall depart from the United States shall, in person or by deputy, go on board each vessel having on board any such Chinese laborer and cleared or about to sail from his district for a foreign port, and on such vessel make a list of all such Chinese laborers, which shall be entered in registry-books to be kept for that purpose, in which shall be stated the name, age, occupation, last place of residence, physical marks or peculiarities, and all facts necessary for the identification of each of such Chinese laborers, which books shall be safely kept in the custom-house; and every such Chinese laborer so departing from the United States shall be entitled to, and shall receive, free of any charge or cost upon application therefor, from the collector or his deputy, at the time such list is taken, a certificate, signed by the collector or his deputy and attested by his seal of office, in such form as the Secretary of the Treasury shall prescribe, which certificate shall contain a statement of the name, age, occupation, last place of residence, personal description, and fact of identification of the Chinese laborer to whom the certificate is issued, corresponding with the said list and registry in all particulars. In case any Chinese laborer after having received such certificate shall leave such vessel before her departure he shall deliver his certificate to the master of the vessel, and if such Chinese laborer shall fail to return to such vessel before her departure from port the certificate shall be delivered by the master

to the collector of customs for cancellation. The certificate herein provided for shall entitle the Chinese laborer to whom the same is issued to return to and re-enter the United States upon producing and delivering the same to the collector of customs of the district at which such Chinese laborer shall seek to re-enter; and upon delivery of such certificate by such Chinese laborer to the collector of customs at the time of re-entry in the United States, said collector shall cause the same to be filed in the custom house and duly canceled.

SEC. 5. That any Chinese laborer mentioned in section four of this act being in the United States, and desiring to depart from the United States by land, shall have the right to demand and receive, free of charge or cost, a certificate of indentification similar to that provided for in section four of this act to be issued to such Chinese laborers as may desire to leave the United States by water; and it is hereby made the duty of the collector of customs of the district next adjoining the foreign country to which said Chinese laborer desires to go to issue such certificate, free of charge or cost, upon application by such Chinese laborer, and to enter the same upon registry-books to be kept by him for the purpose, as provided for in section four of this act.

SEC. 6. That in order to the faithful execution of articles one and two of the treaty in this act before mentioned, every Chinese person other than a laborer who may be entitled by said treaty and this act to come within the United States, and who shall be about to come to the United States, shall be identified as so entitled by the Chinese Government in each case, such identity to be evidenced by a certificate issued under the authority of said government, which certificate shall be in the English language or (if not in the English language) accompanied by a translation into English, stating such right to come, and which certificate shall state the name, title, or official rank, if any, the age, height, and all physical peculiarities, former and present occupation or profession, and place of residence in China of the person to whom the certificate is issued and that such person is entitled conformably to the treaty in this act mentioned to come within the United States. Such certificate shall be prima-facie evidence of the fact set forth therein, and shall be produced to the collector of customs, or his deputy, of the port in the district in the United States at which the person named therein shall arrive.

SEC. 7. That any person who shall knowingly and falsely alter or substitute any name for the name written in such certificate or forge any such certificate, or knowingly utter any forged or fraudulent certificate, or falsely personate any person named in any such certificate, shall be deemed guilty of a misdemeanor; and upon conviction thereof shall be fined in a sum not exceeding one thousand dollars, or imprisoned in a penitentiary for a term of not more than five years.

SEC. 8. That the master of any vessel arriving in the United States from any foreign port or place shall, at the same time he delivers a manifest of the cargo, and if there be no cargo, then at the time of making a report of the entry of vessel pursuant to the law, in addition to the other matter required to be reported, and before landing, or permitting to land, any Chinese passengers, deliver and report to the collector of customs of the district in which such vessels shall have arrived a separate list of all Chinese passengers taken on board his vessel at any foreign port or place, and all such passengers on board the vessel at that time. Such list shall show the names of such passengers (and if accredited officers of the Chinese Government traveling on the business of that government, or their servants, with a note of such facts), and the name and other particulars, as shown by their respective certificates; and such list shall be sworn to by the master in the manner required by law in relation to the manifest of the cargo. Any willful refusal or neglect of any such master to comply with the provisions of this section shall incur the same penalties and forfeiture as are provided for a refusal or neglect to report and deliver a manifest of cargo.

SEC. 9. That before any Chinese passengers are landed from any such vessel, the collector, or his deputy, shall proceed to examine such passengers, comparing the certificates with the list and with the passengers; and no passenger shall be allowed to land in the United States from such vessel in violation of law.

SEC. 10. That every vessel whose master shall knowingly violate any of the provisions of this act shall be deemed forfeited to the United States, and shall be liable to seizure and condemnation on any district of the United States into which such vessel may enter or in which she may be found.

SEC. 11. That any person who shall knowingly bring into or cause to be brought into the United States by land, or who shall knowingly aid or abet the same, or aid or abet the landing in the United States from any vessel of any Chinese person not lawfully entitled to enter the United States, shall be deemed guilty of a misdemeanor, and shall, on conviction thereof, be fined in a sum not exceeding one thousand dollars, and imprisoned for a term not exceeding one year.

SEC. 12. That no Chinese person shall be permitted to enter the United States by land without producing to the proper officer of customs the certificate in this act required of Chinese persons seeking to land from a vessel. And any Chinese person found unlawfully within the United States shall be caused to be removed therefrom to the country from whence he came, by direction of the United States, after being brought before some justice, judge, or commissioner of a court of the United States and found to be one not lawfully entitled to be or remain in the United States.

SEC. 13. That this act shall not apply to diplomatic and other officers of the Chinese Government traveling upon the business of that government, whose credentials shall be taken as equivalent to the certificate in this act mentioned, and shall exempt them and their body and household servants from the provisions of this act as to other Chinese persons.

SEC. 14. That hereafter no State court or court of the United States shall admit Chinese to citizenship; and all laws in conflict with this act are hereby repealed.

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

Approved, May 6, 1882.

<http://www.mtholyoke.edu/acad/intrel/chinex.htm>

PLAIN LANGUAGE FROM TRUTHFUL JAMES

Which I wish to remark,
And my language is plain,
That for ways that are dark
And for tricks that are vain,
The heathen Chinee is peculiar,
Which the same I would rise to explain.
Ah Sin was his name;
And I shall not deny,
In regard to the same,
What that name might imply;
But his smile it was pensive and childlike,
As I frequent remarked to Bill Nye.
It was August the third,
And quite soft was the skies;
Which it might be inferred
That Ah Sin was likewise;
Yet he played it that day upon William
And me in a way I despise.
Which we had a small game,
And Ah Sin took a hand:
It was Euchre. The same
He did not understand;
But he smiled as he sat by the table,
With the smile that was childlike and bland.
Yet the cards they were stocked
In a way that I grieve,
And my feelings were shocked
At the state of Nye's sleeve,
Which was stuffed full of aces and bowers,
And the same with intent to deceive.
But the hands that were played
By that heathen Chinee,
And the points that he made,
Were quite frightful to see,--
Till at last he put down a right bower,
Which the same Nye had dealt unto me.
Then I looked up at Nye,
And he gazed upon me;
And he rose with a sigh,
And said, "Can this be?"

We are ruined by Chinese cheap labor,"--
And he went for that heathen Chinee.
In the scene that ensued
I did not take a hand,
But the floor it was strewed
Like the leaves on the strand
With the cards that Ah Sin had been hiding,
In the game "he did not understand."
In his sleeves, which were long,
He had twenty-four packs,--
Which was coming it strong,
Yet I state but the facts;
And we found on his nails, which were taper,
What is frequent in tapers,--that's wax.
Which is why I remark,
And my language is plain,
That for ways that are dark
And for tricks that are vain,
The heathen Chinee is peculiar,--
Which the same I am free to maintain

Primary Source Document Analysis Questionnaire

Sample Questions:

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2. For what purpose was the document created?
3. Who is the audience for the document?
4. What issue, problem or situation is the focus of the document?
5. Is there a person or groups of people mentioned or implicated in the document
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