

Asian American Immigration: Struggle for Civil Rights.

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Overview

In the course of study of American History teachers are faced with many challenges to meet the state standards while covering the scope of the curriculum. Within many course curricula textbooks usually drive the syllabus while teachers direct the daily activities around the major topics. I usually work around the topics in the textbook for my American History course, *The American Pageant* by Thomas Bailey, David Kennedy and Lizbeth Cohen. The authors have updated the text several times so the most recent addition covers more social and cultural history. Whereas political, diplomatic and economic themes have traditionally been the bulk of American History courses, these authors infuse cultural contributions with traditional themes.

Over the past seven years I have taught Advanced Placement United States History, and a similar honors course to high school juniors. The scope and sequence of the AP United States curriculum starts with the settlement of North America and spans three hundred years through the Nixon administration. Often, critical thinking exercises are bypassed for units that drive students to cover more topics in a general way rather than one theme in depth. I try to introduce primary sources throughout the curriculum as a way to show varying perspectives. Documents are a creative way to expose students to the events that create history, which are later interpreted by writers who create secondary texts. Asian American history is not covered in great depth by most popular texts, so I decided to supplement my curriculum with an analysis of Asian immigration and the creation of a significant Asian American population.

High school students are exposed to a greater degree of social and cultural topics through new editions of textbooks and independent research. I have noticed an increased interest from my students in social and cultural areas of American History. Students studying political events in sequence would often ask, “what was happening to the working man?” or “what was this group doing at that time?” Increased emphasis on

women's history and African American studies necessitated greater research in other areas of cultural studies and encouraged more student interest in minority studies. Asian immigration and the treatment of Asian Americans are topics that have gained greater consideration in High School courses over the past several years. I did not see Asian American history covered in great depth by most popular texts, so I decided to supplement my curriculum with an analysis of Asian immigration and the creation of a significant Asian American population.

This unit will focus on settlement restrictions and citizenship limitations faced by the Chinese and Japanese immigrants from late nineteenth century to early twentieth century. Most textbooks and history courses mention the Chinese Exclusion Act of 1882 and the Gentleman's Agreement with Japan, but few books stress the civil rights implications of the watershed regulations. Limitations set on Asian American immigrants were driven by political, economic and social forces. While the United States government attempted to regulate who entered the country by their intention and duration the Chinese and Japanese immigrants struggled to maintain their customs, culture and identity.

By 1865 there was an odd balance between the growing need for labor and the desire to create a homogeneous American society following the Civil War. Most politicians rushed Reconstruction efforts to end unwanted debates then return to "business as usual." The American government gave massive land grants to railroad developers to ensure a transportation infrastructure for future economic and political ventures. Chinese immigrants were desperately needed for their labor but not welcome in society. Many Chinese workers were used up and spit out (Chang 66). Japanese immigrants were welcome to settle in areas that Americans thought undesirable and make their way as farmers. Neither Asian group saw the open arms of the Statue of Liberty. Discrimination policies were in place against Asian Americans shortly after Emma Lazarus wrote the renowned poem "give me your tired, your poor" in 1886.

Following the American Civil War the Thirteenth Amendment, ratified in 1865, became the final measure to outlaw slavery. During this major Constitutional shift, the Ku Klux Klan rose from the Deep South, segregation became common and discrimination was sanctioned by many local governments. "The Fourteenth Amendment, written to ensure that African Americans were given the full rights of citizenship, extended the right of birthright citizenship to all those born in the United States..." (Chang 95) The transition to full-fledged citizen was troublesome for many people in America after the 1876 election and the end of Reconstruction, when federal troops pulled out of the South. Around 1890 "Jim Crow" laid the foundation for state approved discrimination. Movie theaters, schools and other public places began hanging "white only" signs in front and served all others from the back or "colored" section. Asian immigration restrictions were just one more blow to the common man in the era of big business domination known as the Gilded Age.

Rationale

Immigration is a thread that runs throughout the American History curriculum. I have gained an interest and appreciation for people who leave their country of birth, travel a great distance and establish new lives in a far away land. The motives for immigration have been related to factors that *push* them off their homeland or *pull* them to a new place. Often the underlying motives are economic. The social and political consequences of establishing a new life in a different country are strained by the origin of the immigrant and the reaction of the accepting country. The United States is often called a nation of immigrants, yet many immigrant groups were not always welcome in American society.

Throughout the historiography of American immigration there is a shift from America as a “land of opportunity” through the melting pot theory to the concept of a cultural mosaic. I have explored several topics within immigration over the past two years and questioned the existing theories. Are current historians still acknowledging “push” and “pull” factors for immigration? Is the United States a cultural mosaic or a melting pot? Is there a connection between segregation and immigration policy around the turn of the last century and today? Is the federal government policy of immigration restriction and quotas a result of xenophobic attitudes or just good foreign policy?

The initial notion of immigrants as “huddled masses” rushing the shores seeking freedom and opportunity guided my research into Asian American entrance to the United States and acceptance throughout society. After reading Iris Chang’s book *The Chinese in America; A Narrative History* I found more detailed explanations for the treatment of Chinese Americans connected to foreign policy and economic necessity. I always find it challenging to answer student questions regarding motives for American government policy toward minorities throughout history. When my students read chapters of their textbook covering expansion in the West and treatment of the Native American inhabitants, they often ask “why did the U.S. government push people off the land?” I find myself searching for primary source documents to answer students’ questions about government policy. So I present students with the facts, yet I still struggle to answer the big question; why?

After studying hundreds of pages of Asian American immigration history, it was a colleague who reminded me of the obvious civil rights connection with African American disenfranchisement and immigration restrictions. The United States had a policy of de facto segregation with African American citizens after the Civil War and a similar policy with immigration restrictions based on race and ethnicity. During the Gilded Age, at a time when Reconstruction was not fully accepted the climate was ready for “Jim Crow”; a series of state regulated segregation in the areas of education, marriage, transportation, housing and work.

The landmark Supreme Court case of *Plessy v. Ferguson* addresses the increased discriminatory practice with a ruling that condoned “Separate but Equal.” The *Plessy* case ruled in favor of any person with any degree of Negro (as determined by the train conductor) restricted to the “Colored” section. The passage of the Chinese Exclusion Act in 1882 was the next step to social exclusion of a non white group and the first limitation by the American Republic on the basis of race.

I started this project with an extensive analysis of the Chinese Exclusion Act and suddenly found many references to the Gentleman’s Agreement with Japan in 1908 and early civil rights struggles for Asian immigrants. The further I read, the more I discovered restrictions, restraints and impositions put on second and third generation Asian Americans. Why were people born in America denied rights based on the ethnic ancestry of their parents or grandparents? Were these cases unique or another step to keep minority groups from participating in the American democratic system?

I live and work in Pittsburgh, so I often stress the relationships between immigration, urbanization and industrialization as these factors play a huge role in the development of my city. Immigrants from many lands have always played a significant role in the development of the American economy. The mid-nineteenth century wave of Germans and Irish yielded significant growth in the areas of transportation networks throughout the East Coast and Mid- West. The later wave of immigration (1880-1920) presented an influx of Southern and Eastern European immigrants through entry points like Ellis Island many of whom spread to large cities in along the East Coast. New York, Boston and Philadelphia were industrialized with the help of a captive immigrant workforce.

California and areas west of the Mississippi developed in a similar fashion but a slower pace. Chinese citizens were exposed to Americans through trade and missionaries. Prior to 1880 Chinese men migrate to California to trade or find work then return home. The rush to build railroads in the west increased the demand for laborers yet the supply could not meet the demand. Industrialists needed cheap labor yet skilled workers to complete the task. Southern China quickly became a source for inexpensive yet industrious labor. Chinese immigrants were first acquisitioned by the railroad barons as they needed a passive labor force to complete the transcontinental railroad prior to 1869 and the Southern Pacific lines that followed.

Though Chinese workers were recruited and brought to this country for strenuous work once their labor was no longer needed they were seen as undesirables by many residents of the West Coast. The building of the Transcontinental Railroad afforded opportunities to Chinese laborers like no other. “One week’s pay equaled several months wages in China” (Chang 67). Many workers who labored in America for a few years returned home to expand Southern China’s Guangdong region. The “Gold Mountain” families quickly became targets in China as their wealth was extremely greater than the average Chinese citizen in the area.

Throughout the West Coast of the United States, tensions were cultivated by the railroad companies who pitted Irish East Coast workers against the California Chinese to spur competition and meet completion deadlines. When railroad workers went on strike in 1867 the company cut off the food supply, thus starving the Chinese back to work. The railroad barons looked for replacements, or scabs, in the newly freed African American communities, but the Chinese were readily available and willing to do heavy labor. Assimilation was not encouraged as most workers were expected to return to China when their labor contract expired. During the 1880's organized labor groups petitioned Congress to limit contract labor agreements with recruiters in foreign countries as an attempt to build the existing labor groups in the United States.

Businessmen were impressed with the ability of Chinese workers to organize and react in a civil manner when protesting injustice. Many thought they would react in a passive fashion as many previous immigrants who had limited language capabilities or knowledge of the American system. The Chinese Six Companies sent petitions to local officials complaining of harassment and abuse. According to a petition to the Chief of Police in San Francisco (1876) "the Chinese were frequently attacked while walking peacefully down the street." The struggle between workers, big business and political bosses led to a cry "Chinese Must Go" across the country by 1880.

Japanese workers were encouraged to work to develop industry in American held protectorates like Hawaii. Conditions in Japan were much like Europe in 1848. Political, social and economic forces led many Japanese men to look for work abroad or resettle to create a better life. Like the Chinese a decade earlier, Japanese immigrants saw discrimination from the outset. "A comparison of the racial creed of the West Coast on the Japanese with the racial orthodoxy of the Deep South will reveal the existence of the same fallacies, stereotypes and myths" (McWilliams 11). Asian immigrants faced discrimination prior to entering the U.S. and often while they lived in the U.S. as citizens.

Objectives

Throughout this unit, students will gain knowledge of Chinese and Japanese immigration and acceptance into American society. Students will discover how the Chinese became a significant population of San Francisco, California and the Japanese comprised much of the workforce on the Hawaiian Islands. Using research skills students may analyze primary sources as a way to discover personal histories of Asian immigrants, government policy toward Pacific immigrants and public opinion. Differentiating between primary and secondary sources will allow students to analyze points of view and develop their own secondary sources.

Students will be able to describe the contributions of Chinese and Japanese immigrants as workers in the American economy, perhaps dispelling the myth of "job

stealing” that led to further restrictions. Students should draw connections between the growing number of recruited Asian workers in the late 1800’s and immigration restrictions. Students who delve further into government policies may explore land and naturalization restrictions then contrast these limitations with existing government policy with other minorities. Finally, students should be able to draw connections across the curriculum. After expanding their knowledge of Asian American immigration and discriminatory practices, students can reinforce concepts learned in English or Social Studies courses.

Strategies

There is a wealth of activities and projects available on the web, yet teachers rarely have the time to research and discover exactly what they need. I see more teachers currently shifting from a teacher-driven lecture to a student-led research model utilizing technology to a greater extent. Most educational professionals agree that students retain more when they experience an event and have an attachment to the events. The focus of the activities included in this unit is on research, finding primary sources and compiling an independent view of history. Students will utilize computers and other technology in order to seek untold stories in history. By sorting through archives, students can piece together the story they see and create their own interpretation of events.

Classroom activities

Day One: Photo search

Images are a great way for students to explore history in a creative fashion. Artistic students may have insights from images they would not otherwise gain from textual accounts of history. As an introduction to immigration study have students find photos of Asian immigrants on the National Archives or the Library of Congress websites. They can share their discoveries with the class the next day. Students should engage their peers in discussion with elements from their photos or questions created from the photos. If students need help, the teacher can give a list of possible links and topics to search on the assignment sheet. Initially, exploration of early immigration through Angel Island and the experience of being in a new land will give students a basis for Asian immigration.

Students can explore beyond the basic details to find personal accounts of immigrant life on the West Coast during the Gilded Age. If the entire class is able to work in a computer lab at the same time students can collaborate on search teams and share initial findings. The more advanced students can assist other classmates with fundamental research skills.

Students should take notes on the photos they choose to share with the class. Encourage them to write a reflective paragraph or complete a Document Analysis Sheet from the National Archives.

While researching, students may need inquiring questions. Ask them to look carefully into the photo then describe what they see. They may want to write everything like a reporter first then transcribe their notes into a cohesive reflection. Students can try to assess the mood or tone of the photo. Does one thing stand out as particularly disturbing? Who may have taken the photo and with what motive? Does the photographer's initial agenda affect the final photo choice? Why would this photo be of importance to future generations?

Dr. Charly Brodsky from CMU recently gave me some fabulous strategies on dealing with photos in the classroom. Here are several hands on techniques to enhance student learning.

1. Students can obtain digital or disposable cameras then walk through their neighborhood documenting evidence of immigration. They can sketch a map of the area and mark significant sites. As they take photos they can talk to neighbors in the area to clarify names and historical significance. What does the ethnic history in their area reveal? Can they make connections to historical trends?
2. Scrapbooks are now a common hobby. Teachers can allow students to be creative with a photojournalism project. Give students a specific topic to research such as food, language, clothing or other cultural characteristics brought to the U.S. by Asian immigrants. A teacher-created rubric will reflect mastery of objectives.

Day Two: Labor History activity: Who built the railroads?

It is a good idea to cover industrialization and the significance of the transcontinental railroad on the development of the United States prior to this lesson. Students can read *Nothing Like it in The World*, or watch segments of *The West* from PBS to get an overview of the brutal conditions involved with railroad construction. Students should have some sense of labor history and labor organizations from the Knights of Labor through the 1877 strikes. With some reading, students will realize that no labor organization made significant gains during the Gilded Age. It was not until the Wagner Act during the New Deal that labor movements obtained government acceptance.

Many times students gain an understanding of the big business owners who developed key institutions in America and little about the lives of average Americans. Most high school juniors know about Andrew Carnegie and Henry Frick but little of the workers who built the great empires of the Gilded Age. They can analyze the impact of Chinese immigrants on the West Coast through the construction of the Central Pacific section of the Transcontinental Railroad. The race to complete this phenomenal

engineering feat drove the robber barons to rush construction by any means necessary. Chinese workers were brought to California as temporary workers to complete the massive project and expected to return home. There was no delivery of land promised, so Chinese contract laborers had to find agricultural work in America. Japanese workers filled labor gaps left by thousands of Chinese workers who returned to their country around the turn of the century. In Hawaii, Japanese men found work in farming and canning but their presence led to a threat of domination known as “yellow peril.” By assessing the impact of the immigrant worker in the 19th century, students can make connections to industrialization, urbanization and the growth of America. Examination of labor trends on the West Coast will show Chinese workers in the mines and railroads and Japanese laborers in the Hawaiian islands, both groups recruited by American businessmen as a way to save money.

To begin the research teachers may want to guide students to resources listed in the bibliography of this unit. An interesting activity would be to compare all immigrant labor groups associated with the building of the Transcontinental Railroad. By tracing oral histories students can examine Chinese immigration and consequences to American economy and society. Depending on the focus of the class, economic, political or social factors may be stressed. Students can break into groups each with a different focus; family life, journey to California, labor conditions, assimilation to American culture, second generation Chinese-Americans and growing hatred toward Chinese immigrants. Teachers can have students assess the number of Chinese laborers, Irish laborers and other railroad workers then analyze the role of corporate recruiters. Students should learn from their textbook that labor unions play a significant role in the segregation of immigrant groups and the subsequent regulation of future immigrants. They might not realize the extent to which American citizens segregated themselves and used their differences to isolate others.

In the past, I have given students forty primary source documents from which they pull ideas and compile an original diary of ten to twelve pages. The creation of an original secondary source allows students to see the importance of primary sources in the creation of history. This takes some preparation work on the part of the teacher to research and choose acceptable documents. When students go to the library or computer lab they may waste time linking to the wrong sources and trying to find pertinent information. Some schools have limited resources so creating a personal library in your room with books or files might be a good idea.

Day Three: Government policy toward Asian Americans.

Official government policy toward Chinese immigration was the Chinese Exclusion Act from 1882 through 1943. The Act passed Congress in 1882 because several thousand Chinese laborers had not returned to China and seemed to create a “yellow peril” along the West Coast. The act was renewed every decade until 1943 when the U.S. needed a Pacific ally against the Japanese. The Gentleman’s Agreement was a treaty signed by

President Roosevelt in 1908. Though not legislation, this foreign policy measure was the basis for the immigration restrictions. When the Japanese military attacked Pearl Harbor December 7, 1941, Japanese workers and second generation Japanese Americans were rounded up and interned. This culmination of discrimination led to several Supreme Court cases and reparations in the 1980's.

Students should review the United States treaty with China (Appendix B) then the Exclusion Act (Appendix C). Introducing the Gentleman's Agreement with Japan (1908) will allow students to make comparisons over time. Have students scrutinize each document, take notes on the content and discuss the implications in a small group. Teachers may create guiding questions that focus students' attention on the wording. They should look at the language and details in the documents, especially what words are not included. With larger classes, students may break into groups each with its own document to analyze. After the group critiques its primary source a student can share the findings with the class.

Significant terms and concepts relating to Asian immigration.

1. Angel Island – The Ellis Island of the west
2. detainee – one who is held captive until their citizenship is proven
3. exclusion –denied admittance to the United States
4. Gam Sann “gold mountain” the promise of prosperity that lured many Chinese immigrants to the United States during the big gold rush of 1849
5. Tong – group of organized gangs (mob like)
6. Paper sons – immigrants who had papers stating one parent was American. An extensive question session resulted to examine the authenticity of the papers.
7. “Yellow peril” – claim by certain people and groups that increasing numbers of Asian immigrants to American threatened the existing lifestyle or “American Way.”

As students read primary sources they can add words to the vocabulary list creating a word wall or other display.

Day Four to Six: Redress by Asian Americans.

American is populated by hundreds of immigrant groups, many coming to the United States for economic opportunities and a better life. Of the immigrant groups arriving in the U.S. in the late 19th century and early 20th century, Chinese and Japanese used the government statutes and judicial system to their advantage. When they did not receive rights and liberties afforded to other citizens, Asian Americans organized groups to push for the rights they felt they deserved under the Constitution. The Chinese formed protective groups and Tongs while the Japanese petitioned the government for redress.

Teachers can encourage students to assess the legal redress sought by Chinese Americans by viewing sources on the American Memory page in the Library of Congress. Asian Americans born in the United States suffered prejudice even though they should have received rights guaranteed to natural born citizens. At a time when Jim Crow flourished in the South, Asian Americans were discriminated on the West Coast and major cities in the East.

Students can analyze primary sources to see how public opinion was manipulated by interest groups to perpetuate exclusion of certain groups. Cartoons like those in Harpers Weekly showed stereotypes that certain groups wanted to persist for political or economic gain. Have students seek out interesting or shocking cartoons for homework then bring them to class at the start of this lesson. (Appendix D)

The Four Immigrants Manga: A Japanese Experience in San Francisco, 1904-1924 is a book written by Henry (Yoshitaka) Kiyama detailing personal experience with negative stereotypes. Pages of cartoons depict the abuse suffered by Japanese Americans because they had inherent ethnic qualities. The website gives teachers a guide to four sections of the book and questions they can reproduce for a lively discussion.

Takao Ozawa v. United States, 1922 declared Japanese were ineligible for citizenship as they were neither white nor African American and did not have specific Constitutional direction for naturalization. Teachers can give students the *Takao Ozawa v. U.S.* case or read the case aloud to the class. (Appendix E) Students should complete an analysis sheet on their own then break into small groups to discuss points in the document. Have students summarize the origin and content of the case then read the majority opinion. The question surrounding Japanese immigration often arises; was racism a factor in denying admittance to the U.S. or did discrimination occur after? Did economics drive the Japanese immigrant and social concerns pressure the government to limit the influx?

To explore the judicial challenge to Asian restrictions, have students read the Chin Yow case, available on Findlaw.com (*Chin Yow v. US*, 208 U.S. 8 1908). Students should scrutinize the text then write a brief summary. Students with reading challenges may need to break into groups and read the case aloud. The legal language may be difficult but the content is clear; rights of Chinese descendants born in the United States were denied the right to freely travel back to China and re-enter the U.S.

Teachers may want to give guiding questions with the case. Have students think about how these cases reached the Supreme Court. Since the U.S. Supreme Court has only appellate jurisdiction, why did this court decide to take on the issue of Asian immigration?

Depending on the nature of the course it may be appropriate to ask students how they would feel if they lost their American passport by simply taking a trip to a country that

does not have good relations with the United States. Would they even make the trip if they knew the consequences or would they petition to change foreign policy guidelines? Teachers can develop other questions around the Supreme Court cases while referencing the Constitution, legislation and other codes.

Teacher's Resources

National Archives website to access primary sources. www.nara.gov

Japanese Americans during WWII, National Archives site with lesson plans and activities
http://www.archives.gov/digital_classroom/lessons/japanese_relocation_wwii/japanese_relocation.html

Tolerance in Times of Trial. The Public Broadcasting Service.
<http://www.pbs.org/americaresponds/tolerance.html>

The American Experience: Ansel Adams. PBS.
<http://www.pbs.org/wgbh/amex/ansel/tguide/index.html>

Primary sources in the form of journals and personal accounts. www.gilderlehrman.org

Library of Congress www.loc.gov

Teacher Resource page; *California as I saw it*.
<http://memory.loc.gov/ammem/cbhtml/cbhome.html>

Brief descriptions of Chinese Exclusion Act and Gentleman's Agreement.
<http://us.history.wisc.edu/hist102/lectures/lectur8a.html>

The History of Jim Crow
<http://www.jimcwohistory.org/home.htm>

Student Resources:

Chinese Exclusion Act 1882
<http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm#act>

The Gentlemen's Agreement 1908
http://www.usc.edu/isd/archives/ethnicstudies/historicdocs/japan_immig.txt

Takao Ozawa v. United States, 1922
<http://caselaw.lp.findlaw.com/scripts/getcase.pl?navby=case&court=us&vol=260&page=178>

Executive Order 9066 Signed by President Franklin D. Roosevelt on February 19, 1942.
http://www.ourdocuments.gov/print_friendly.php?page=transcript&doc=74&title=Transcript+of+Executive+Order+9066%3A+Japanese+Relocation+Order+%281942%29

TOYOSABURO KOREMATSU vs. United States 319 U.S. 432

<http://caselaw.lp.findlaw.com/scripts/getcase.pl?navby=search&court=US&case=/us/319/432.html> Good place to find supreme court cases, state cases and other laws.

<http://www.historichwy49.com/ethnic/chinese.html>

Six companies – Chinese associations to help iron out problems

Annotated Bibliography

Avakian, Monique. *Atlas of Asian American History*.

Chang, Iris. *The Chinese in America; a Narrative History*. New York: Penguin Press, 2004. (Wonderful source on the history of Chinese immigration and lives in America.)

Daniels, Roger. *Coming to America; A History of Immigration and Ethnicity in American life*. 2nd edition. (Daniels is one of the foremost experts on Asian immigration as well as other migration pattern in the U.S.)

Daniels, Roger. *The Politics of Prejudice: The Anti-Japanese Movement in California and the Struggle for Japanese Exclusion*. 2nd edition. Berkeley: University of California Press, 1977. (This is an excellent addition to the McWilliams book written during WWII)

Daniels, Roger, *Asian America: Chinese and Japanese in the United States Since 1850*. Seattle: University of Washington Press, 1988. (Again, another detailed source)

Gyory, Andrew. *Closing the Gate: Race, Politics, and the Chinese Exclusion Act*. Chapel Hill: University of North Carolina Press, 1998. (Descriptions of minor local laws and state restrictions before and after the 1882 exclusion)

Hoobler, Dorothy and Thomas. *The Chinese American Family Album*. Oxford University Press: New York, 1994. pg. 44-45 (Personal accounts of exclusion)

Irons, Peter. *Justice at War: The Story of the Japanese American Internment Cases*. New York: Oxford University Press, 1983.

McWilliams, Carey. *Prejudice: Japanese Americans, Symbol of Racial Intolerance*. Boston: Little and Brown. 1944. (Remarkable description of Japanese Internment causes and consequences while camps still existed)

Niiya, Brian, ed. *Encyclopedia of Japanese American History: An A-to-Z Reference from 1868 to the Present, updated edition*. The Japanese American National Museum, 2001. (A great source for terms, definitions and general overviews.)

Sona, Monica. *Nisei Daughter* Seattle: University of Washington Press, 1979. (Personal accounts of the struggle to be Japanese and live in America.)

Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown & Co., 1993. (Gives personal accounts of Asian American experiences like Japanese internment.)

Takaki, Ronald. *From Different Shores: Perspectives on Race and Ethnicity in America*. Boston: Little, Brown & Co.,

The National Archives. www.nara.gov

Japanese Americans during WWII, National Archives site with lesson plans and activities
http://www.archives.gov/digital_classroom/lessons/japanese_relocation_wwii/japanese_relocation.html

Tolerance in Times of Trial. The Public Broadcasting Service.
<http://www.pbs.org/americaresponds/tolerance.html>

The American Experience: Ansel Adams. PBS.
<http://www.pbs.org/wgbh/amex/ansel/tguide/index.html>

Primary sources in the form of journals and personal accounts. www.gilderlehrman.org

Ansel Adams collection of Japanese in internment camps “Suffering under a great injustice”
<http://memory.loc.gov/ammem/aamhtml/aamhome.html>

Japanese immigration information page from which teachers can search
Link to San Francisco newspapers through LOC An American Time Capsule collection
<http://memory.loc.gov/learn/features/immig/japanese3.html>

A More perfect union; Japanese Americans and the U.S. Constitution.
<http://americanhistory.si.edu/perfectunion/resources/history.html>

Toyosaburo Korematsu case link (Japanese internment WWII)
<http://caselaw.lp.findlaw.com/scripts/getcase.pl?navby=search&court=US&case=/us/319/432.html>

Digital History, a great link to primary sources and court cases.
http://www.digitalhistory.uh.edu/supreme_court/supreme_court2.cfm

Posting on the streets of California for Japanese internment; photo of actual sign
http://www.archives.gov/digital_classroom/lessons/japanese_relocation_wwii/images/order_posting.gif

Photo of Japanese people; American citizens waiting to go to camps

http://www.archives.gov/digital_classroom/lessons/japanese_relocation_wwii/images/waiting_evacuation.gif

Link to extensive study on war department removal and containment of Japanese Executive Order 9066 and the establishment of the War Relocation Department (Executive Order 9012) <http://www.nps.gov/manz/hrs/hrsad.htm>

John D. Hicks relates labor unrest in California with the series of strikes in 1877. <http://www.sfmuseum.org/hist6/kearneyism.html>

Excerpts from labor leaders. Shows nativist attitudes through twentieth century. <http://historymatters.gmu.edu/d/5044/>

Racism and advertising late 19th century. Trading cards and perpetuation of stereotypes against Chinese.

http://www.chsa.org/features/ching/ching_conf.htm

LOC American Memory collection

<http://memory.loc.gov/ammem/award99/cubhtml/cicTitles6.html>

Harpers Weekly Topics: Anti-Chinese movement, China and the World, Culture, Ethnic comparisons (Blaine cartoon and text ; Mr. Yew Fun Tan – evidence of naturalization denial) , Labor, politics

<http://www.immigrants.harpreweek.com/ChineseAmericans/1Introduction/BillWeiIntro.htm>

Teaching with historic lesson plans excerpts from Japanese-American Historic district Walnut Grove

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/locke/locke.htm>

Lesson on the process of immigration. Students assess difficulties immigrants faced at Ellis Island or Angel Island on the West Coast.

<http://www.plainfield.k12.in.us/hschool/webq/webq10/migrate.htm>

Angel Island Association: A National Historic Landmark Also Known as the "North Garrison"

<http://www.angelisland.org/immigr02.html>

Angel Island Home Page

<http://www.itp.berkeley.edu/~asam121/angel.html>

Appendix A

Pittsburgh Public Schools Communication Standards

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All students read and use a variety of methods to make sense of various kinds of complex texts.
4. All students write for a variety of purposes, including to narrate, inform and persuade, in all subject areas.
5. All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
6. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.
8. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.

Pittsburgh Public Schools Citizenship Standards

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, and describe the patterns of historical development.
3. All students describe the development and operations of economic, political, legal and governmental systems in the United States, assess their own relationships to those systems, and compare them to those in 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, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.
7. All students demonstrate their skills of communicating, negotiating and cooperating with others.
8. All students demonstrate that they can work effectively with others.
9. All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

Appendix B

Treaty Regulating Immigration from China November 17, 1880

(Malloy, ed. Treaties, Conventions, etc. Vol. I, p. 237 ff.)

. . . Whereas the Government of the United States, because of the constantly increasing immigration of Chinese laborers to the territory of the United States, and the embarrassments consequent upon such immigration, now desires to negotiate a modification of the existing Treaties which shall not be in direct contravention of their spirit: . . .

ART. I. Whenever in the opinion of the Government of the United States, the coming of Chinese laborers to the United States, or their residence therein, affects or threatens to affect the interests of that country, or to endanger the good order of the said country or of any locality within the territory thereof, the Government of China agrees that the Government of the United States may regulate, limit, or suspend such coming or residence, but may not absolutely prohibit it. The limitation or suspension shall be reasonable and shall apply only to Chinese who may go to the United States as laborers, other classes not being included in the limitations. Legislation taken in regard to Chinese laborers will be of such a character only as is necessary to enforce the regulation, limitation or suspension of immigration, and immigrants shall not be subject to personal maltreatment or abuse.

ART. II. Chinese subjects, whether proceeding to the United States as teachers, students, merchants, or from curiosity, together with their body and household servants, and Chinese laborers who are now in the United States, shall be allowed to go and come of their own free will and accord, and shall be accorded all the rights, privileges, immunities and exemptions which are accorded to the citizens and subjects of the most favored nation.

ART. III. If Chinese laborers, or Chinese of any other class, now either permanently or temporarily residing in the territory of the United States, meet with ill treatment at the hands of any other persons, the Government of the United States will exert all its power to devise measures for their protection and to secure to them the same rights, privileges, immunities and exemptions as may be enjoyed by the citizens or subjects of the most favored nation, and to which they are entitled by treaty . . .

<http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm#act>

Appendix C

Chinese Exclusion Act May 6, 1882

(U. S. Statutes at Large, Vol. XXII, p. 58 ff.)

An act to execute certain treaty stipulations relating to Chinese.

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, 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, . . . 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, any 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, . . .

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. . . .

SEC. 12. That no Chinese person shall be permitted to enter the United States by land without producing to the proper office of customs the certificate in this act required of Chinese persons seeking to land from a vessel. 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 President of the United States, and at the cost 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.

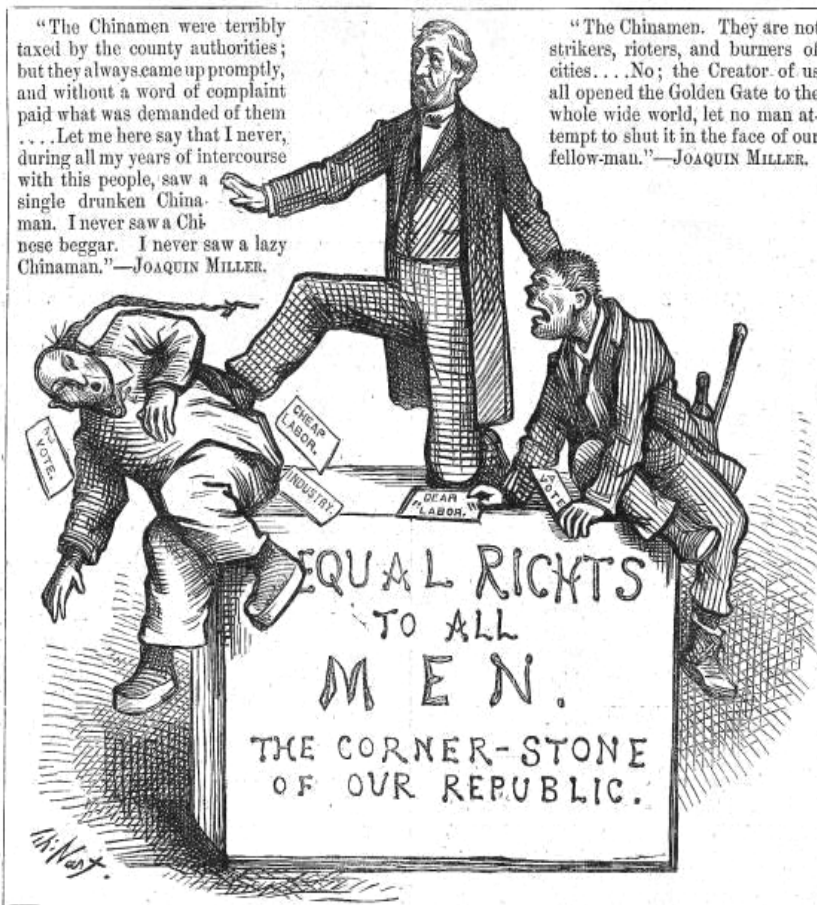
SEC. 14. That hereafter no State court or court of the United States shall admit Chinese to citizenship; and all laws in conflict with this act are hereby repealed.

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.

<http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm#act>

Appendix D
Blaine Language

<http://www.immigrants.harpweek.com/ChineseAmericans/Illustrations/036BlaineLanguageMain.htm>



BLAINE LANGUAGE.

TRAMP NTE. "Can this be? We are ruined by Chinese labor."

TRUTHFUL JAMES (G. BLAINE). "Which is why I remark,
And my language is plain,
That for ways that are dark
And tricks that are vain,
The heathen Chinese is peculiar.
Which the same I am free to maintain."

Appendix E

Excerpts from TAKAO OZAWA v. U S, 260 U.S. 178 (1922)

Mr. Justice SUTHERLAND delivered the opinion of the Court.

The appellant is a person of the Japanese race born in Japan. He applied, on October 16, 1914, to the United States District Court for the Territory of Hawaii to be admitted as a citizen of the United States. His petition was opposed by the United States District Attorney for the District of Hawaii. Including the period of his residence in Hawaii appellant had continuously resided in the United States for 20 years. He was a graduate of the Berkeley, Cal., high school, had been nearly three years a student in the University of California, had educated his children in American schools, his family had attended American churches and he had maintained the use of the English language in his home. That he was well qualified by character and education for citizenship is conceded.

The District Court of Hawaii, however, held that, having been born in Japan and being of the Japanese race, [260 U.S. 178, 190] he was not eligible to naturalization under section 2169 of the Revised Statutes (Comp. St. 4358), and denied the petition. Thereupon the appellant brought the cause to the Circuit Court of Appeals for the Ninth Circuit and that court has certified the following questions, upon which it desires to be instructed:

- ... '1. Is the act of June 29, 1906 (34 Stats. at Large, pt. 1, p. 596), providing 'for a uniform rule for the naturalization of aliens' complete in itself, or is it limited by section 2169 of the Revised Statutes of the United States?
- '2. Is one who is of the Japanese race and born in Japan eligible to citizenship under the naturalization laws?
- '3. If said act of June 29, 1906, is limited by section 2169 and naturalization is limited to aliens being free white persons and to aliens of African nativity and to persons of African descent, is one of the Japanese race, born in Japan, under any circumstances eligible to naturalization?'

First. Section 2169 is found in title XXX of the Revised Statutes, under the heading 'Naturalization,' and reads as follows:

'The provisions of this title shall apply to aliens, being free white persons and to aliens of African nativity and to persons of African descent.'

... This was subsequently enlarged to include aliens of African nativity and persons of African descent. These provisions were restated in the Revised Statutes, so that section 2165 included only the procedural portion, while the substantive parts were carried into a separate section (2169) and the words 'An alien' substituted for the words 'Any alien.' ...

In all of the naturalization acts from 1790 to 1906 the privilege of naturalization was confined to white persons [260 U.S. 178, 193] (with the addition in 1870 of those of African nativity and descent), although the exact wording of the various statutes was not always the same. If Congress in 1906 desired to alter a rule so well and so long established it may be assumed that its purpose would have been definitely disclosed and its legislation to that end put in unmistakable terms. ...

Second. This brings us to inquire whether, under section 2169, the appellant is eligible to naturalization. The language of the naturalization laws from 1790 to 1870 had been uniformly such as to deny the privilege of [260 U.S. 178, 195] naturalization to an alien unless he came within the description 'free white person.' By section 7 of the act of July 14, 1870 (16 Stat. 254, 256 [Comp. St. 4358]), the

naturalization laws were 'extended to aliens of African nativity and to persons of African descent.' Section 2169 of the Revised Statutes, as already pointed out, restricts the privilege to the same classes of persons, viz. 'to aliens [being free white persons, and to aliens] of African nativity and to persons of African descent.' It is true that in the first edition of the Revised Statutes of 1873 the words in brackets, 'being free white persons, and to aliens' were omitted, but this was clearly an error of the compilers and was corrected by the subsequent legislation of 1875 (18 Stat. 316, 318). Is appellant, therefore, a 'free white person,' within the meaning of that phrase as found in the statute? ...

...The question then is: Who are comprehended within the phrase 'free white persons'? Undoubtedly the word 'free' was originally used in recognition of the fact that slavery then existed and that some white persons occupied that status. The word, however, has long since ceased to have any practical significance and may now be disregarded.

... The appellant, in the case now under consideration, however, is clearly of a race which is not Caucasian and therefore belongs entirely outside the zone on the negative side. A large number of the federal and state courts have so decided and we find no reported case definitely to the contrary. These decisions are sustained by numerous scientific authorities, which we do not deem it necessary to review. We think these decisions are right and so hold.

The briefs filed on behalf of appellant refer in complimentary terms to the culture and enlightenment of the Japanese people, and with this estimate we have no reason to disagree; but these are matters which cannot enter into our consideration of the questions here at issue. We have no function in the matter other than to ascertain the will of Congress and declare it. Of course there is not implied-either in the legislation or in our interpretation of it-any suggestion of individual unworthiness or racial inferiority. These considerations are in no manner involved. [260 U.S. 178, 199] The questions submitted are therefore answered as follows:

Question No. 1. The act of June 29, 1906, is not complete in itself, but is limited by section 2169 of the Revised Statutes of the United States.

Question No. 2. No.

Question No. 3. No.

It will be so certified.

<http://caselaw.lp.findlaw.com/scripts/getcase.pl?navby=case&court=us&vol=260&page=178>