

***Discovering Angel Island: The Story Behind the Poems*****Lesson Unit 2****GRADES**

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3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>**OVERVIEW**

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Students will learn about the history of the San Francisco Angel Island Immigration Station.

Students will experience a series of interactive activities--including discussion, reflection, geography, brief history, and web site exploring--to complement the video and website resources found at the KQED Asian Education Initiative website [www.kqed.org/ednet/paclk](http://www.kqed.org/ednet/paclk).

**OBJECTIVES**

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- Students will gain a deeper understanding of the legacy of or consequences of Chinese Exclusion Act by experiencing and feeling what the Chinese immigrants on Angel Island went through during their interrogations.

**TIME**

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Two 40-minute class periods

**MATERIALS**

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- Access to <http://www.kqed.org> to stream video *Discovering Angel Island: The Story Behind the Poems*, or a VHS or DVD copy of the Video
- small desk
- a hat to represent a government official
- stickers
- copies of handouts/worksheets

**STANDARDS**

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California State Academic Standards

**Third Grade**

Language Arts: Reading 2.1, 2.2, 2.3, 2.5, 2.6, 2.7; Writing 1.1, 2.1, 2.2; Language Conventions 1.1-1.18; Listening & Speaking 1.1-1.3, 1.5-1.7, 2.1, 2.3

History/Social Studies: 3.3, 3.4

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## **Fourth Grade**

Language Arts: Reading 1.1, 1.2, 2.2-2.4; Writing 1.1-1.3, 1.5-1.7, 1.10, 2.1-2.4; Language Conventions 1.1-1.7; Listening & Speaking 1.1, 1.2, 1.10  
History/Social Studies: 4.3, 4.4

## **Fifth Grade**

Language Arts: Reading 1.1, 1.5, 2.3, 2.4; Writing 1.1, 1.2, 2.4; Language Conventions 1.1-1.5; Listening & Speaking 1.1, 1.8

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## **LESSON ONE: Interactive Role Play**

*This works best after recess or after the kids come back to class from another class.*

1. Set up a table in front of the door of the classroom. Before students enter the classroom, they form a line.
2. The Teacher should pretend he/she is a government official interrogating the students to figure out if they really are who they say they are, that they really belong in this class.
3. Have a student place stickers on a handful of classmates randomly. These students should be admitted into the class without questioning and should take their seats and observe.
4. Explain to the rest of the students that they will be asked a series of questions and they have to answer them accurately.
5. List of Questions:
  - a. What is your name?
  - b. How many windows are there in the classroom?
  - c. Who sits at your table?
  - d. What are their middle names?
  - e. Who sits on the second table closest to the door?
  - f. How many pencils are in your desk?
  - g. What is your teacher's name? Middle name? How do you spell it?
6. Only admit those who had a sticker given to them (this makes it random who gets chosen, and therefore takes some bias out of the teacher's hands).
7. Those who do not have a sticker, tell them "I'm sorry. We're not sure you really are who you say you are. Please step over to the side and wait."
8. After everyone has had a turn being interrogated, stop role-playing and invite everyone back into the classroom.

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## **LESSON TWO: De-briefing**

*It is critical to debrief and discuss the role play. Students may be feeling excluded by the teacher!*

1. Sit in a circle on the floor and discuss how the students felt about this experience.

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2. Make sure to give everyone a chance to express his/her feelings.
3. Some questions the teacher can ask are:
  - a. What did you think of these questions? Were they easy or hard?
  - b. What did it feel like to get questioned?
  - c. How did you feel when you got accepted into the classroom?
  - d. How did you feel when you got rejected from the classroom?
  - e. How did you feel when you were waiting to be questioned?

## **LESSON THREE: About Angel Island**

1. Ask the students: Has anyone ever been to Angel Island? Where is it? (show on map of U.S. or San Francisco Bay Area)
2. Facts to relay to the students:
  - a. Between 1910 and 1940 175,000 Chinese immigrants went through Angel Island
  - b. Why?
3. Background: At first America wanted workers from China to come because they were willing work less money and were a cheaper labor source than other groups of people. Then white workers got jealous and said they didn't want Chinese to come anymore for fear of taking away jobs from white Americans--too much competition!
  - a. Chinese Exclusion Act of 1882
    - i. No Chinese were allowed into the U.S. except for members of the exempt classes, merchants, students, tourist, diplomats, and family members of American citizens.
    - ii. Chinese were detained at Angel Island, and were interrogated (just like we all were at the beginning of the class) to see if they really were family members of the exempt classes.
    - iii. Many people waited and waited, often for months or years
  - b. Men and women were separated
    - i. Lived in very crowded rooms
    - ii. Carved poems on the walls
4. View the video-short *Discovering Angel Island: The Story Behind the Poems*
5. Wrap up the lesson by asking what students learned, or hand out the Reflection Sheet (see attached), which can also be done for homework.

## **LESSON FOUR: Website Activity**

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1. In partners, research the website and answer the questions on the handout.
2. See handout

*This lesson unit was developed by Jieun Chai, 3rd grade teacher at Hillbrook School in Los Gatos, CA.*

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## *Discovering Angel Island: The Story Behind the Poems*

Lesson Unit 2  
Reflection Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

### What I Learned...

In complete sentences, write down three facts that you learned about Angel Island and/or Chinese immigration.

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2.

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3.

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## *Discovering Angel Island: The Story Behind the Poems*

Lesson Unit 2  
Reflection Worksheet, cont.

### **\*\*Going In-Depth \*\***

Imagine if you were on your way to join your family in America from China during this time, but were detained at Angel Island. How would you feel? Write a couple of sentences describing how you would feel. Or, write a poem that expresses your feelings.

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## *Discovering Angel Island: The Story Behind the Poems*

Lesson Unit 2  
Website Activity Worksheet



Name \_\_\_\_\_ Date \_\_\_\_\_



*With your partner, go to the website and research these questions.  
Answer as many questions as you can. Please write in complete sentences.*

1. Where is Angel Island?

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2. Chinese Exclusion Act: Why did the United States exclude Chinese workers from coming into our country?

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3. What did Chinese immigrants have to go through once they reached Angel Island? Name at least two things.

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4. Poetry: Read at least three poems (try to hear them in Chinese, too!). Why do you think they carved poems on the walls of their rooms while they were detained at Angel Island?

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5. Check out the other links on the website and tell us... What surprised you most about the information you found?

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