



Chinese Immigrants and Westward Expansion

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What do you want your students to understand about this topic?

_____ **Content Goals** (These may include chronology, various historical interpretations, issues and problems, people of the time, etc.)

Ongoing

How did the United States grow (politically, socially, culturally and economically)

Unit

How did the nation change and grow as a result of the westward movement after the civil war?

Lesson

How did Chinese immigrants play a role in westward expansion after the civil war?

What sources will your students study in order to understand this topic?

_____ **Centerpieces** (Primary sources, historians' differing interpretations, maps, trade books, statistical evidence, etc.)

❖ **Historical Reading Piece:** Chinese Immigrants and the Building of the Transcontinental Railroad (see appendix A)

www.digitalhistory.uh.edu/historyonline/China1.cfm

❖ Primary Sources:

- Pop Culture:
http://mdk12.org/instruction/curriculum/social_studies/age_prog.pdf
- Growth of Cities:
http://mdk12.org/instruction/curriculum/social_studies/growth_cities.pdf
- Picture of Chinese Laborers:
www.pbs.org/wgbh/amex/tcrr/gallery/gal_tcrr_07.html
- Newspaper Account #1 of Transcontinental Railroad Construction (see attachment)
http://www.nps.gov/archive/gosp/research/track_laying.html
- Chronology of Transcontinental Railroad
http://mdk12.org/instruction/curriculum/social_studies/chron_rail.pdf
- Population of the Great Plains
http://mdk12.org/instruction/curriculum/social_studies/pop_great_plains.pdf





What historical thinking skills will your students learn and use during this lesson?

Process Goals (Grasp chronology, use historians' basic tools, analyze sources, identify historical issues, etc. – These should be paired with an appropriate content goal and centerpiece)

- ❖ Reading for Historical Context
 - Chinese Immigrants and the Building of the Transcontinental Railroad
- ❖ Primary Source Analysis
 - Pop Culture
http://mdk12.org/instruction/curriculum/social_studies/age_prog.pdf
 - Growth of Cities
http://mdk12.org/instruction/curriculum/social_studies/growth_cities.pdf
 - Picture of Chinese Laborers
www.pbs.org/wgbh/amex/tcrr/gallery/gal_tcrr_07.html
 - Newspaper Account #1 of Transcontinental Railroad Construction (see attachment)
http://www.nps.gov/archive/gosp/research/track_laying.html
 - Chronology of Transcontinental Railroad
http://mdk12.org/instruction/curriculum/social_studies/chron_rail.pdf
 - Population of the Great Plains
http://mdk12.org/instruction/curriculum/social_studies/pop_great_plains.pdf
- ❖ Timelines
 - As a class, students will construct a timeline based on the historical reading
- ❖ Mapping Historic Information
 - Analyzing historical maps for population growth in cities
- ❖ Synthesis of Sources into a Narrative
 - Individually, students will complete an assessment that asks them to synthesize the information attained from the primary source documents in order to answer the essential question of the lesson.



_____ **What Activities** will help your students learn, practice and achieve these goals?

DAY ONE

- ❖ Individually, hand out historical reading (with Chinese references taken out) and have students read and independently answer the question “After the civil war, who do you think this reading might be referring to?” (see appendix A)
- ❖ As a class, discuss possible answers to the questions and disclose answer of Chinese immigrants. Then, build a timeline with events from the Reading (Chinese Immigrants and the Building of the Transcontinental Railroad) to frame background on Chinese Immigration during westward expansion.
- ❖ Divide class into 6 groups, each group getting one primary document with 1-2 questions that help them analyze the document in reference to lesson question. (see appendix B)

DAY TWO

- ❖ Allow groups 10-15 minutes to finish their document analysis.
- ❖ Groups will then present documents and analysis to class (with all students making note of other groups findings) (appendix C)
- ❖ As a class, discuss how the documents fit together to answer lesson question.



_____ **What Questions** will you ask to help students think critically and reflect on their own learning?

_____ **How will you Assess** your students' learning with an activity that furthers their learning and reflects both their grasp of historical thinking skills and content goals?

- ❖ Group Presentations provide informal assessment of document analysis
- ❖ Short essay demonstrating knowledge of the documents to answer the question of:

How did Chinese immigrants play a role in western expansion after the Civil War?

