

Lesson Planning/Design Template

Unit: Immigration

Title of lesson: Chinese Boycott Case

Timeframe: 4 days

Standards addressed:

NCTS: 2B, 3B, 5A, 5F

State Content: C3

Social Studies Knowledge, Skills, Dispositions:

Students will understand: The impact Chinese immigrants had on local businesses, how public opinion affects law, how problems may be resolved through the legal system.

Students will: Identify relevant factual material, note cause and effect relationships, draw inferences, combine critical concepts into a statement of conclusions based on information, communicate orally and in writing, recognize the values implicit in the situation and the issues that flow from them.

Students will: Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others.

Learning objectives: At the completion of this lesson, students will know & be able to: State reasons for the Chinese Boycott in Montana, explain the Chinese Exclusion Act, compare and contrast the Chinese immigrants' vs. the non-Chinese business owners' positions.

Cooperative skills addressed: Pair-share reading, heterogeneous group reading

Technology inclusion: Overhead

Materials needed: Boycott handout union flyer 1, boycott handout union flyer 2, Court Affidavit pp. 1-3, Chinese Exclusion Act, Repeal of Act.

Lesson Plan/Lesson Design (Description of tasks/activities):

1. **Opening Activity:** Small (heterogeneous) group read the Chinese Exclusion Act 1882, discuss purpose. Teacher clarify for introduction.
2. Have students analyze Union Flyer #1 & 2 and list information contained in each flyer (e.g., who wrote them, why they were written, unfamiliar words). Small group discuss documents/list findings. Small groups report. Hold discussion on the labor union's activities/feelings revealed in the documents.
3. Answer questions about the affidavit: What type of document is this? When and where was it created? Who initiated it? Toward whom were the claims directed? Where were the complainants from originally, and where were they residing at the

time of the document? What did they accuse the defendants of having done? What additional claims did they make? Compile a class list of answers.

4. Heterogeneous groups read "Background Information" sheet, list important information, whole group share/list.
5. On overhead read repeal/discuss.
6. **Assessment:** Conduct simulation of court case with students playing roles of participants. Students' position in court must be historically accurate. Teacher keep anecdotal notes of student performance for grade. OR Student make an annotated timeline of the Chinese Exclusion Act, the boycott in Butte, the court case, and the repeal of the Act.