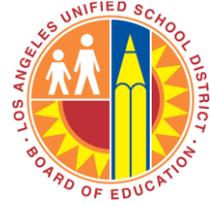




Chinese Immigration and Exclusion Lesson	
Central Historical Question: What factors contributed to the Chinese Exclusion Act?	
California State Standard	8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
Common Core State Standard(s):	
<p style="text-align: center;">Reading</p> <ol style="list-style-type: none"> 1. <i>Cite specific textual evidence to support analysis of primary and secondary sources.</i> 2. <i>Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</i> 4. <i>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</i> 6. <i>Identify aspects of a text that reveal an author's point of view or purpose.</i> 8. <i>Distinguish among fact, opinion, and reasoned judgment in a text.</i> 9. <i>Analyze the relationship between a primary and secondary source on the same topic.</i> 10. <i>By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</i> 	<p style="text-align: center;">Writing</p> <ol style="list-style-type: none"> 1. <i>Write arguments focused on discipline-specific content.</i> <ol style="list-style-type: none"> a) <i>Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.</i> b) <i>Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</i> c) <i>Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.</i> d) <i>Establish and maintain a formal style.</i> e) <i>Provide a concluding statement or section that follows from and supports the argument presented.</i> 4. <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</i> 7. <i>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i> 8. <i>Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</i> 9. <i>Draw evidence from informational texts to support analysis reflection and research.</i> 10. <i>Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.</i>



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READING LIKE A **HISTORIAN**