

KOREAN IMMIGRATION TO THE U.S. AND ARRANGED MARRIAGES

GRADES: 7th-12th grades

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SUBJECTS: World History-Asian Immigration linking Civics and US History

TIME REQUIRED: Two class periods (90 minutes)

OBJECTIVES:

1. To analyze the cultural elements brought to America by the early Asian immigration experiences of Koreans
2. To compare and contrast the cultural aspects of Asian arranged marriages with American marital practices
3. To examine the experiences of second generation Korean immigrants
4. To use analytical skills in classifying information regarding the history of immigration laws as applied to Asians
5. To examine activism in challenging constitutional rights in regards to the Chinese Exclusion Act (1882) and the Johnson-Reeds Natural Origins Act of 1924

STANDARDS:

NCSS Standards:

Standard 1: Culture

- a. Human beings create, learn share and adapt to culture
- b. Cultures are dynamic and change over time

Standard 2: Time, Continuity and Change

Standard 6: Power, Authority and Governance

Standard 9: Global Connections

Common Core Standards:

RH 1 Cite specific textual evidence to support analysis of primary and secondary sources

WHST 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

WHST 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

SL 1 Initiate and participate effectively in a range of collaborative discussions

SL 2 Integrate multiple sources of information presented in diverse media and formats

MATERIALS REQUIRED:

- Handout 1 and Rubric: Mail Order Brides (attached), typing paper for visuals, access to pictures of traditional Korean dress and hairstyles
- Handout 2: 2nd Generation Picture Brides (attached)
- Handout 3 and Rubric: Using Analytical Skills: Asian Exclusion Act of 1924 (attached)
- Handout 4: Using Evidence to Write a Persuasive Letter – Asian Exclusion Act – Activating Political Process (attached), access to maps of Korea and China
- Text of Chinese Exclusion Act (1882) (attached)
- Chart: Passage of the Johnson-Reeds Natural Origins Act of 1924 (attached)

- Time line of Asian Immigration Policies optional (attached)

BACKGROUND:

This unit can be used as a cross cultural unit linking Asian Studies to US immigration. If teaching chronologically, it can be introduced following the completion of the study of the effects of imperialism in Asia in the late 1800s. The activities help to introduce the historical and cultural background of Korean societies at the turn of the 20th century in an interactive hands-on way. Students will gain deeper understandings of the roles culture and religion play in defining societies as they explore the cultural clashes that occurred when Asians began immigrating to the US. Each handout can be used as a stand alone activity or as a unit of study linking the development of events occurring to Asians particularly Koreans in the US since the late 1800s.

The Chinese led the first wave of Asian immigration to the US following the California Gold Rush of 1848. They played an important role in completing the Transcontinental Railroad. They came to escape from conflicts of the Opium Wars, to flee peasant rebellions, high taxes, and natural disasters such as floods. However, by 1882 the Chinese faced a growing backlash of anti-Asian sentiment resulting in the passage of the Chinese Exclusion Act. This act prevented Chinese laborers from becoming naturalized citizens. By 1888 a small number of Koreans began arriving in America. Some were drawn by the possibility for economic gain, others were political dissidents fleeing Japanese persecution. Upon Korea's annexation by Japan in 1910, immigration became more difficult. Immigration ceased in 1924 with the US passage of the Johnson Reeds Natural Origins Act.

During the first wave of Korean immigration, the plantation owners in Hawaii solicited King Kojong of Korea for workers. By the end of 1905 over 7,000 Koreans had arrived in Hawaii, living in self-governing villages. The men earned a subsistence salary of 69 cents a day. Some saved enough money to move on to the mainland US. Between 1904 and 1907 about 1,000 Koreans entered the mainland from Hawaii through San Francisco. They worked as farm laborers or as laborers in mining companies. Since there was a shortage of Korean women for these new Korean immigrants mail order brides or “picture brides” became a common practice. About 1,000 mail-order brides, many of whom were better educated than the men they married, immigrated from Korea to the US from 1910 to May 15, 1924. Immigration to the United States ceased when Korea came fully under the control of Japan.

By 1950 only 7,030 Koreans resided in the US. A second wave of Korean immigrants arrived after the Korean War. Today, over one million Koreans live in the United States. The passage of the Immigration and Naturalization Act of 1968 helped to open the door of immigration for many. It set up 3 criteria for immigrants entering the US: having family members here, having needed job skills, having status as a political refugee. Most Korean Americans today are part of this post 1968 immigration.

GENDER ROLES: Confucian traditions guided Korean family life since the Chosŏn Kingdom (1392-1910) adopted it as the national religion. It imposed on women the three obediences – to father, brother, and son. Confucianism strengthened the ideals of ancestor worship, filial piety, and a patriarchal family structure while reducing the rights and status of women in general. By the middle 1600s, inheritance rights were exclusively for an eldest son. Marriage between people of different social classes became less likely. Marriages were traditionally seen as family alliances, not love matches. Today many marriages in South Korea continue to be arranged marriages but with the couple's consent.

DRESS: The *hanbok* made from colorful cloth is the traditional dress of Koreans. Commoners wore

white, except during special occasions such as weddings. Clothes for the upper classes were made of bright colors and showed the wearer's social status. Both male and female wore their hair in a long braid before they were married. Most Korean men then began wearing a topknot. A woman's hair was rolled into a ball shaped form and was set just above the nape of the neck. A long pin, or *binyeo* was used in the knotted hair of the woman as a fastener and a decoration. Women wore a *jokduri* on their wedding day (see picture), and wore an *ayam* for protection from the cold. Women of high social backgrounds wore wigs- the bigger and heavier the wig- the better. Plum blossoms appear as decorative motifs in traditional garments. It is a distinctive and unique flower because it blooms in the dead of winter.

MEALS: Meals were eaten with chopsticks seated on cushions at low tables with their legs crossed in a modified lotus position. Steamed rice is provided for each person in a small bowl.

PROCEDURE:

1. Explain to the class that in the past Asian parents arranged the marriages of their children. Debate the advantages and disadvantages of arranged marriages. Explain the terms "picture brides" and "mail order brides." Matchmaking through the exchange of pictures was a common practice in the early 1900s for many Asian immigrant workers living in Hawaii and the West Coast of the US. Immigrant workers sent their photographs to a matchmaker who would work to select a suitable mate. The bride-to-be would then bring a legally binding contract to her new husband. Many immigrant men sent matchmakers "false" or out-of-date photos, making the grooms appear to be much younger than they actually were. Ask students to consider whether the practice of mail order brides occurs today. If so, in what circumstances? Then explain to the class that in this assignment they will each be a part of an arranged Korean marriage. Provide additional background on traditional Korean weddings which differed markedly from European style weddings. For example, the astrological signs of the couple are considered as well as the genealogy of the two ancestral lineages before a betrothal is made. In a traditional Korean wedding the bride and groom remain strangers until the wedding ceremony itself. Prior to the ceremony, a wedding contract was signed and became the legal basis for the marriage. The groom would be capped which meant his long braid was tied into a topknot and he would begin wearing a man's headband and hat. On the day of the wedding the groom would bring gifts including a wild goose, either real or wooden for the bride's parents. The wedding ceremony would take place where there would be a ceremonial table and foods. The bride would then bow four times to the groom who would then return the bows. The couple would partake in a feast with family members. The groom would often remain for three days and nights and then would travel home usually alone. More gift giving would occur over a period of months. After three visits, the couple would begin married life. Provide some examples of traditional Korean hairstyles and clothing for students to view. Pass out the handout "Picture Brides." Students may complete the self-portraits in boy/girl pairs so that they can sketch each other and collaborate on the details of their letters. Or students may work independently. Provide hand mirrors if needed to assist in the self-portraits. Emphasize the need for ethnic details that will add credibility to the self-portrait.
2. After completion of the self-portrait, students will begin work on completing the letter writing assignment. Review the definitions of the targeted vocabulary words listed at the bottom of the handout. If students are completing tasks individually, divide the class into boys and girls. Hold a brainstorming session with females and another with the males to discuss possible scenarios. Emphasize the importance of realistic details. For example, due to the language barrier, most

Korean immigrants had to take low paying jobs despite their educational backgrounds. Instruct students to include the date, greeting, a 4 paragraph letter body, and a closing. Students may wish to sign their Hang'ul name. Visit <http://www.chinese-tools.com/names/korean> for help. Instruct each student to self-edit before submitting a rough draft to a partner for revision. Remind students that the final draft should include all the needed components and have sufficient details to convey knowledge of Korean culture.

3. Divide the class into 5 groups and provide a copy of the handout entitled Picture Bride Two Generations Away. Also provide each group with a biography of a 2nd generation Korean from: <http://the.honoluluadvertiser.com/specials/korean100/timeline/> Students may collaborate or work individually to compose an I AM poem using the information provided in the biography. Bring students back together as a class and ask each group to share their I AM poems. Now instruct students to complete a second generation I AM poem about being the grandchild of the mail order bride in Activity 1. Finish by discussing the hardships and challenges of being a 1st and 2nd generation immigrant today. Discuss assimilation (melting pot) versus pluralism (tossed salad) views of immigration. Ask students if they know individuals that are two generations away from a 1st generation immigrant. What aspects of their lives are similar to Cathy Song's experiences? Then have students complete the last stanza of their I AM poem based on Song's poem. These examples of work products can be made part of the reflective element of students' end of unit assessment on Asian immigration.
4. Make predictions regarding how the experiences of the 1st wave of Chinese, Japanese, and Korean immigrants differed. Give students "Immigration: Using Analytical Skills." Divide the class into teams of two. Complete the sample questions given. Instruct each pair to evaluate each statement and to categorize the information according to the headings provided. Compile the results by listing the headings on the board. Ask volunteers to record their answers under the corresponding heading. Collect the students' answer sheets. Bring students back together as a class. Complete a Venn Diagram showing similarities in the early immigration experiences between the Chinese, Japanese, and Koreans.
5. Discuss the role that advocacy plays in making changes to laws that are unjust. Explain to students that they will be taking on the role of either a Korean or Chinese 2nd generation immigrant asking for repeal of the Chinese Exclusion Act (attached) or the Immigration Act of 1924 at <http://immigration.procon.org/sourcefiles/1924/Johnson-ReedImmigrationAct.pdf>. Ask students to review the time line of Immigration policies (attached). Provide time for students to complete letters of advocacy. Select 2-3 students to be senators and hold a public meeting where students may read or paraphrase their letters in a mock forum asking for immigration reform. Conclude by discussing the answer to the question on the handout: Johnson Reeds Act of 1924- Who Was Shut Out?

EVALUATION:

Students will be assessed formally by rubrics: Self-Portrait and Letter of Explanation, and Immigration Using Analytical Skills. A student reflection will also be assigned covering the 5 lesson objectives.

ENRICHMENT:

1. Due to the shortage of prospective Korean brides today, many men are getting mail order brides from the Philippines and other South East Asian countries. Compare the Western idea of marriage to the Asian idea of arranged marriage. Which has more merit? How have Confucian ideas of filial piety impacted the dynamics of marriage and family?

2. Analyze *Heaven*, a poem by Korean-Chinese American, Cathy Lynn Song. Connect her words to the events surrounding the Chinese immigration to the US to build the transcontinental railroad.

3. Unequal treaties were forced upon China, Japan, and Korea during the 19th centuries by Western countries. Britain, France, and the US each attempted to “open up” Korea to trade and diplomatic relations in the 1860s. Finally, Japan forced Korea into a treaty in 1876. Examine the 1882 Chemulpo Treaty with the US. Tell the advantages and disadvantages that Korea received. Compare the Chemulpo Treaty to the Treaty of Nanjing (China, 1842) and the Treaty of Kanagawa (Japan, 1854).

RESOURCES:

Clark, Donald N. *Culture and Customs of Korea*, Westport, CT: Greenwood Press, 2008.

Koreans in Hawaii: 100 Years of Dreams, Accomplishments

<http://the.honoluluadvertiser.com/specials/korean100/timeline/>

Into the Marketplace: Picture Brides

<http://www.soc.hawaii.edu/hwhp/hawork/itm.picturebride.html>

“PICTURE BRIDES”

In the past Korean and Japanese parents selected the marriage partners for their children. Only in recent times has this method of choosing a mate changed. In this assignment you are a part of an arranged marriage. Select a region of Korea you have emigrated from, your new destination (either Hawaii or the West Coast) and select a time period from the 1880s to 1924- when the Asian Anti-Exclusion Act was passed barring further immigration.

1. Visual

Make a 5x11 inch self-portrait. You may add ethnic clothing to your self-portrait to make your portrait more closely resemble the culture you are representing.

2. If you are a male -pretend you are writing to your prospective “picture” bride from _____. You are writing to tell your bride-to-be what life will be like. You've immigrated several years prior. If you are a female, you are to pretend you are a “picture bride” from _____ and you have just arrived in your new country.

3. If you are a male- you are writing to your “picture” bride.

A. Date your letter. Address who you are writing.

B. In Par 1 tell about yourself. Some details can include- your age, a physical description, details about your life before you immigrated and since, your ambitions, your interests, etc.

C. In Par 2 tell about your job

D. In Par 3 tell about the climate, special events/holidays, special foods, religion, etc., you have experienced. How is it different from your homeland?

E. In Par 4, describe the object you are enclosing (a family heirloom, an object found in nature which has significance, etc.) to your future bride and what it symbolizes.

4. If you are a female you are writing home to your family.

A. Date your letter. Address who you are writing to.

B. In Par 1 tell about your journey to your new home. Where did you come from? How did you arrive, how did you feel upon seeing your fiancé?

C. In Par 2, tell about your new life- your home, your work, your community.

D. In Par 3 tell about the things you miss or don't miss such as climate, holidays, foods, etc.

E. In Par 4 tell about the most challenging event you have faced.

5. Use 3 of these words in your letter: domestic, exclusion, indigenous, secular, democracy, indoctrinate, perilous, ethnicity, integral, refugee

ENRICHMENT:

Terms of address are an important part of Korean culture. In addition to relationship, they signify rank, respect, and affection. Incorporate a Korean term of address in your letter writing activity.

Abuji (ah boo JEE): father

Omoni (uh muh NEE) mother

Opah (OH pah) “older brother” used by a younger sister

Ajima (ah JIM ah) “auntie” used as a term of respect for older women outside the family

Yobo (yuh BO) “dear” or “honey” used between husband and wife

PICTURE BRIDES TWO GENERATIONS AWAY

Read the poem by Hawaiian author Cathy-Lynn Song whose grandfather had come to Hawaii as a Korean laborer. Her grandmother was a “Korean picture bride,” a bride whose marriage was arranged through the exchange of photographs. At age twenty-three, Song’s grandmother arrived to a new land to a husband much older than she.

Picture Bride

She was a year younger than I,
twenty-three when she left Korea.
Did she simply close
the door of her father’s house
and walk away. And
was it a long way
through the tailor shops of Pusan
to the wharf where the boat
waited to take her to an island
whose name she had
only recently learned,
on whose shore
a man waited,
turning her photograph
to the light when the lanterns
in the camp outside
Waialua Sugar Mill were lit
and the inside of his room
grew luminous
from the wings of moths

migrating out of the cane stalks?
What things did my grandmother
take with her? And when
she arrived to look
into the face of the stranger
who was her husband,
thirteen years older than she,
did she politely untie
the silk bow of her jacket,
her tent-shaped dress
filling with the dry wind
that blew from the surrounding fields
where the men were burning the cane?

Cathy Song, *Picture Bride*, New Haven: Yale University Press, 1983 pp. 3-4, reprinted by permission.

Directions: Find out about other 2nd generation sons and daughters of “picture brides.” Visit <http://the.honoluluadvertiser.com/specials/korean100/timeline/> to learn about Ronald T.Y. Moon, Harry Kim, and others. Complete a 3 stanza I AM poem, using your researched person for stanza 1, an imaginary scenario of a 2nd generation offspring of a "picture bride" you created for stanza 2, and I AM Poem as if you are Cathy Song for stanza 3.

I AM: *(as if you're the person researched)*

Grandson/ Granddaughter of

I pretend... *(something the person might pretend to do)*

I feel... *(a feeling about something imaginary)*

I touch... *(an imaginary touch)*

I worry... *(something that probably bothers the person)*

I cry... *(something that probably makes the person sad)*

I am... *(the first line of the poem repeated)*

I AM: *(imaginary scenario, 2nd stanza)*

Grandson/Granddaughter of..

I am *(2 special characteristics you have)*

I wonder *(something you are curious about)*

I hear *(an imaginary sound)*

I see *(an imaginary sight)*

I want..... *(an actual desire)*

I am..... *(the first line of the poem repeated)*

I AM: 3rd stanza *(as if you are Cathy Song, 3rd stanza)*

Granddaughter of

I understand... *(something the person deems true)*

I say... *(something the person believes in)*

I dream... (something the person might dream about)

I try... (something the person will make an effort about)

I hope... (something the person hopes for)

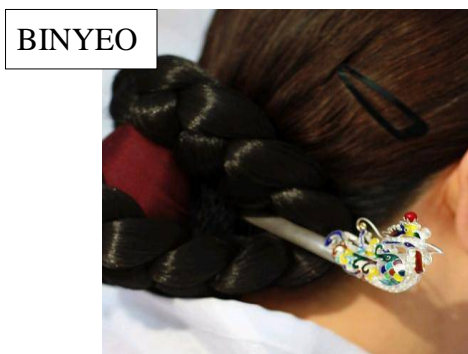
I am... (the names of all 3 persons)



JOKDURI



HANBOK



BINYEO



RED BUCHAE



PLUM BLOSSOMS

TOP
KNOT



•
•



Men's Hanbok



IMMIGRATION USING ANALYTICAL THINKING SKILLS

Directions: The Johnson-Reeds Natural Origins Act of 1924 put the quota system into place. It restricted immigration to 2% of the population of immigrants living in the United States in 1890. What types of ancestry did this act promote? In 1965 the Immigration and Nationality Act abolished the system of immigration based on country of national origin. All Asian immigration was barred by 1924. This part of American history points out the widespread discrimination faced by Asians until the middle of the twentieth century. Why is legislation that is racial targeting dangerous to an open society based on natural rights?

Classify the following statements according to the category it best exemplifies. Some statements may have more than one answer. Be prepared to support your response. Questions 1-6 have been done for you.

V- Values and Beliefs

E- Examples

PS- Primary Sources

C- Cause and Effect

S- Statistics

T- Traditions and Customs

1. V America is a land of opportunity.

2. PS 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. (Chinese Exclusion Act, 1882)

3. S Asian Americans only make up about 5% of the U.S.'s population but are one of the fastest growing racial/ethnic groups.

4. E "I am 110% Korean," says Hawaii Supreme Court Chief Justice Ronald Moon whose grandfather immigrated in the early 1900s, married a picture bride, and then worked as a harvester in the pineapple fields making only 69 cents a day.

5. C In the early 1930s, more people emigrated from the United States than immigrated to it due to the Great Depression.

6. T For most Asians including the Koreans marriage was considered one of the most important events in a person's life.

7. _____ Even though about 700 Korean picture brides arrived in Hawaii from 1910 to 1924, a large imbalance in gender remained resulting in many Korean men staying single therefore limiting the growth of the Korean American population.

8. _____ "My grandmother struggled to keep the family together," says second generation Korean American Henry Woo about his grandmother, Chong Cho Woo, who arrived in Hawaii as a picture bride in 1914. Mrs. Woo became the primary breadwinner when her husband was seriously injured at work.

9. _____ Mortality rates declined with the introduction of Western medicines resulting in an increase of life expectancy for Koreans from 37 years during 1925-30 to 52 years during 1955-60.

10. _____ About 322,000 Chinese came to the US between 1850 and 1882 looking for economic gains.

They came to escape from conflicts of the Opium Wars, to flee peasant rebellions, high taxes, and natural disasters. Most came from the provinces of Guangdong and Fujian in South China.

11. _____ A historical marker in Philadelphia, Pennsylvania, for Dr. Philip Jaisohn (Seo Jae-Pil) states: "American-educated medical doctor who sowed seeds of democracy in Korea, published its first modern newspaper (1896-98), and popularized its written language. The first Korean to earn a Western medical degree and become a U.S. citizen, he worked for Korean independence during the Japanese occupation, 1910-45. Chief Adviser to the U.S. Military Government in Korea, 1947-1948. This was his home for 25 years."

12. _____ The *American dream* gave anyone from any ethnic group, class, or race the chance of becoming successful and prosperous.

13. _____ "Be it enacted by the Senate and House of Representatives of the US of America in Congress assembled, That after the passage of this act the coming of Chinese laborers to the United States be, and the same hereby, 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." (Chinese Exclusion Act, 1882)

14. _____ "Let us consider the vile coolies, who like craven beasts work the gold mines only to return to their their native land and bring no profit to our state." (John Bigler, Governor of CA, 1852-56)

15. _____ Quotas are against the American ideal of equal opportunity.

16. _____ Central Pacific began working east from Sacramento, California, on the nation's first transcontinental railroad. They made little progress until 1865, when the company hired Chinese laborers to level roadbeds, bore tunnels, and blast mountainsides. 90% of their workers were Chinese.

17. _____ The Koreans like the Chinese possessed a strong work ethic based on their Confucian values- that hard work would lead to success.

18. _____ Due to the California Gold Rush, the numbers of Asian immigrants rose sharply. In 1851, only 3,000 Chinese came to CA; in 1852 20,000 came; 8,000 new immigrants arrived from China each year for the next 20 years.

19. _____ A US recession along with fears of too large of an Asian immigrant population led to a backlash against Asian immigrants. Korean farm workers were attacked in Hemet Valley, California, in 1913, by an angry mob of white workers who mistook them for Japanese.

20. _____ Naturalization (the process by which immigrants become U.S. citizens) should be race-neutral.

21. _____ A white laborer on the Central Pacific was paid \$35.00 a month plus room and board and supplies. The Chinese were paid \$25.00 a month and paid for their own food and supplies.

22. _____ "All persons born or naturalized in the United States and subject to the jurisdiction thereof are citizens of the United States." (14th Amendment passed in 1858)

23. _____ Wong Kim Art, a Chinese, filed a civil rights violations lawsuit in the Supreme Court. In

1898 the Supreme Court upheld that since Wong Kim Ark was born in the US he was a citizen, despite his parents being non-citizens, setting a precedent for citizenship rights.

24. _____ “The facts of this case, as agreed by the parties, are as follows: Wong Kim Ark was born in 1873, in the city of San Francisco, in the state of California and United States of America, and was and is a laborer. His father and mother were persons of Chinese descent, and subjects of the emperor of China.” (U.S. v. WONG KIM ARK, 169 U.S. 649, 1898)

25. _____ Because of their farming backgrounds and Confucian values many Chinese and Korean immigrants succeeded. The Chinese developed the Bing cherries and frost-resistant oranges.

26. _____ Several hundred Koreans established successful agricultural businesses in central California which were important sources of revenue for political exiles from Korea.

27. _____ Hawaii was annexed by the United States in 1898 and declared a US territory in 1900. Because of the Chinese Exclusion Act, the pineapple growers turned to Korean immigrants to break the Japanese labor strike.

28. _____ The Koreans and other Asians had a right to preserve their own traditional cultural ties as immigrants.

29. _____ The 14th Amendment states, “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.” Therefore, the Supreme Court ruled that Wong Kim Ark was a citizen of the US having been born in San Francisco in 1873.

30. _____ Asians were not allowed to marry non-Asians in California, Oregon and Nevada. CA repealed this law in 1948 which had denied many individuals of basic natural rights that the US was founded upon.

31. _____ The second wave of Korean immigration beginning after WWII of “military brides” resulted from the US involvement in South Korea and peaked at an average of 4,000 per year during the 1970s and 1980s.

32. _____ The Civil Rights movement and the Immigration Act of 1965 brought changes for the Asian community. National origin quotas were abolished.

33. _____ The third wave of Korean immigration occurred after the 1965 Immigration Act resulting in the development of large Korean immigrant communities in Los Angeles, New York and Chicago. They make up most of the Korean population in the US today.

34. _____ From 1971 to 2002, South Korean immigrants numbered 839,600; African immigrants numbered 825,700; European immigrants numbered 3 million. (from Statistical Abstract of the US, 2004, Table 8)

35. _____ John Chi Duk Choi says, “I want to devote more time to the plights of these people,” referring to the North Koreans today who are escaping into China. Choi and his family fled North Korea into South Korea when he was seven. At age 32, he immigrated to Hawaii and after many 18 hours days and much hard work has built a successful life for his family.

ENRICHMENT:

1. Make predictions regarding the growth of Koreans in the United States in the last decade. Analyze the chart showing a breakdown of Korean population by state based on the 2000 census tables and write a summary paragraph. <http://www.naka.org/resources/index.asp>
2. Relate the ongoing debate about restricting Hispanic immigration to the United States to the 14th Amendment. What role does the Supreme Court have in interpreting the Constitution as seen in the Wong Kim Ark decision?
3. Evaluate <http://www.goldsea.com/AAD/Milestones/milestones3.html> the 23 Biggest Milestones in Asian American history. Create an enhanced time line adding on to the Timeline provided labeling the top 5 Milestones. Be ready to support your choices.

Answer Key:

1. V 2. PS 3. S 4. E 5. C 6. T 7. C,S 8. E 9. C,S 10. C,S 11. PS 12. V 13. PS 14. PS 15. V 16. C,S 17. T 18. S 19. C 20. V 21. S 22. PS 23. C 24. PS 25. T, C 26. C 27. C 28. V 29. PS 30. C 31. C,S 32. C 33. C 34. S 35. E

WRITING A PERSUASIVE LETTER USING TYPES OF EVIDENCE

Prompt: You are writing a letter addressed to a lawmaker asking for repeal of the Asian Exclusion Act, a part of the Johnson-Reeds Natural Origins Act. This legislation limited the number of immigrants who could be admitted from any country to 2% of the number of people from that country already living in the US in 1890 and halted Asian immigration. You may take on the role of a Korean immigrant or a Chinese immigrant. Use several different types of evidence to support your position. Some suggested vocabulary words to use are listed after the closing of this letter.

Letter of Advocacy by a Korean Immigrant

Date: (Any time between 1924 and 1941)

Dear Honorable Senator:

My name is _____. I am from _____. My family emigrated from the province of _____.(Chungcheong, Gangwon, Gyeonggi, Gyeongsang, Hamgyong, Hwanghae, Jeolla, Pyongan.) During the _____ my grandmother immigrated to your country in order to find a better way of life. She.....

During that time period in Korea's history there had been These problems had been caused by..... My civilization had been..... Such accomplishments as Businesses that Koreans have helped establish

Due to the promise of my grandparents came to this new country founded on..... Yet this country has denied my family ofAlready, we have worked hard and long. For example, my grandmother

The Asian Exclusion Act must be repealed. (Use 3 types of evidence- Examples, Cause and Effect, Primary Sources, Values, Statistics, Traditions to argue for its repeal.) It.....

Closing,

Signature

Vocabulary (use 3): Judicial, legislative, elect, Supreme Court, defy, taxes, appalling, insidious, attain.

Letter of Advocacy by a Chinese Immigrant

Prompt: You are writing a letter addressed to a lawmaker asking for repeal of the Chinese Exclusion Act of 1882)

Date: (Any time between 1882 and 1941)

Addressed to: Lawmakers

Dear Honorable Senator:

My name is _____. I am from _____. My family is from the southern Chinese province of _____. My grandfather emigrated from China because..... He hoped to find a better way of life in order to

During the 1800s China had faced many problems including These problems had been caused by..... My civilization had been..... Such accomplishments as Many skills came with the Chinese. Businesses in

Due to the promise of my grandparents came to this new country founded on..... Yet this country has denied my people of citizenship. Already, we have worked hard and long. For example, my grandfather.....

The Chinese Exclusion Act must be repealed. It..... (Use 3 types of evidence to argue for its repeal.)

Closing,

Signature

Vocabulary (use 3): Judicial, legislative, elect, Supreme Court, defy, taxes, appalling, insidious, attain

RUBRIC FOR ANALYTICAL SKILLS - ASIAN IMMIGRATION

Analyzing Information - Asian Immigration

Student Name: _____

CATEGORY	4	3	2	1	SCORE
Analyzing Beliefs and Traditions	Student successfully identifies statements of beliefs and/or traditions.	Student has satisfactory mastery of identifying statements of beliefs and traditions and makes no more than 2 errors	Student requires assistance from classmates and teacher to categorize statements- makes more than 3 errors	Student has no mastery of categorizing statements of beliefs and traditions	
Primary Sources and Examples	Student successfully identifies statements as primary sources or as examples.	Student has satisfactory mastery of identifying statements as primary sources or as examples and makes no more than 2 errors	Student requires assistance from classmates and teacher to categorize statements- makes more than 3 errors	Student has no mastery of categorizing information as primary sources and examples	
Statistics and Cause and Effect	Student successfully identifies statements as examples of statistics and/or cause and effect statements	Student has satisfactory mastery of identifying statements as examples of statistics and or cause and effect and makes no more than 2 errors	Student requires assistance from classmates and teacher to categorize statements- makes more than 3 errors	Student has no mastery of categorizing information as statistics and cause and effect statements	

RUBRIC FOR PICTURE BRIDES

Self-Portrait and Letter

Student Name: _____

CATEGORY	4	3	2	1	SCORE
Self-Portrait	The self portrait shows that the creator took great pride in his/her work. The item is neat and original.	The self portrait shows that the creator took pride in his/her work. It look planned- had a few flaws but detracted only slightly.	The design and construction of the self-portrait were planned. However, the item had several flaws detracting from the overall look.	The self-portrait looks thrown together at the last minute. It appears that little design or planning was done.	
Letter- Content	The student responded to each of the 4 topics in the paragraphs completely and relates cultural information that is accurate .	The student responded fully to 3 of the 4 paragraphs and answered questions accurately on 3 of the 4 topics.	The student only successfully answered 2 of the 4 paragraph topics fully and accurately.	The student's writing reflects little understanding of cultural information that is accurate and relevant.	
Letter- Style and Effort	Class time was used wisely. Much time and effort went into the planning of the letter. It is clear the student revised his letter and followed the format given.	Class time was used wisely. Student could have put in more time and effort at revising the final draft.	Class time was not always used wisely, but student did do some additional work to conform to requirements.	Class time was not used wisely and the student put in no additional effort.	

CHINESE EXCLUSION ACT (1882)

Forty-Seventh Congress. Session I. 1882

Chapter 126 - An act to execute certain treaty stipulations relating to Chinese.

Preamble. 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 by the Senate and House of Representatives of the United States of America in Congress assembled, 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, and the same is hereby, 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, and Chinese laborer, from any foreign port of 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, and who shall produce to such master before going on board such vessel, and shall produce to the collector of the port in the United States at which such vessel shall arrive, the evidence hereinafter in this act required of his being one of the laborers in this section mentioned; nor shall the two foregoing sections apply to the case of any master whose vessel, being bound to a port not within the United States by reason of being in distress or in stress of weather, or touching at any port of the United States on its voyage to any foreign port of place: Provided, That all Chinese laborers brought on such vessel shall depart with the vessel on leaving port.

SEC. 4. That for the purpose of properly indentifying 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, and in order to furnish them with the proper evidence of their right to go from and come to the United States of their free will and accord, as provided by the treaty between the United States and China dated November seventeenth, eighteen hundred and eighty, the collector of customs of the district from which any such Chinese laborer shall depart from the United States shall, in person or by deputy, go on board each vessel having on board any such Chinese laborer and cleared or about to sail from his district for a foreign port, and on such vessel make a list of all such Chinese laborers, which shall be entered in registry-books to be kept for that purpose, in which shall be stated the name, age, occupation, last place of residence, physical marks or peculiarities, and all facts necessary for the identification of each of such Chinese laborers, which books shall be safely kept in the custom-house; and every such Chinese laborer so departing from the United States shall be entitled to, and shall receive, free of any charge or cost upon application therefore, from the collector or his deputy, at the time such list is taken, a certificate, signed by the collector or his deputy and attested by his seal of office, in such form as the Secretary of the Treasury shall prescribe, which certificate shall contain a statement of the name, age, occupation, last place of residence, personal description, and fact of identification of the Chinese

laborer to whom the certificate is issued, corresponding with the said list and registry in all particulars. In case any Chinese laborer after having received such certificate shall leave such vessel before her departure he shall deliver his certificate to the master of the vessel, and if such Chinese laborer shall fail to return to such vessel before her departure from port the certificate shall be delivered by the master to the collector of customs for cancellation. The certificate herein provided for shall entitle the Chinese laborer to whom the same is issued to return to and re-enter the United States upon producing and delivering the same to the collector of customs of the district at which such Chinese laborer shall seek to re-enter; and upon delivery of such certificate by such Chinese laborer to the collector of customs at the time of re-entry in the United States, said collector shall cause the same to be filed in the custom house and duly canceled.

SEC. 5. That any Chinese laborer mentioned in section four of this act being in the United States, and desiring to depart from the United States by land, shall have the right to demand and receive, free of charge or cost, a certificate of identification similar to that provided for in section four of this act to be issued to such Chinese laborers as may desire to leave the United States by water; and it is hereby made the duty of the collector of customs of the district next adjoining the foreign country to which said Chinese laborer desires to go to issue such certificate, free of charge or cost, upon application by such Chinese laborer, and to enter the same upon registry-books to be kept by him for the purpose, as provided for in section four 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. Such certificate shall be prima-facie evidence of the fact set forth therein, and shall be produced to the collector of customs, or his deputy, of the port in the district in the United States at which the person named therein shall arrive.

SEC. 7. That any person who shall knowingly and falsely alter or substitute any name for the name written in such certificate or forge any such certificate, or knowingly utter any forged or fraudulent certificate, or falsely personate any person named in any such certificate, shall be deemed guilty of a misdemeanor; and upon conviction thereof shall be fined in a sum not exceeding one thousand dollars, or imprisoned in a penitentiary for a term of not more than five years.

SEC. 8. That the master of any vessel arriving in the United States from any foreign port or place shall, at the same time he delivers a manifest of the cargo, and if there be no cargo, then at the time of making a report of the entry of vessel pursuant to the law, in addition to the other matter required to be reported, and before landing, or permitting to land, any Chinese passengers, deliver and report to the collector of customs of the district in which such vessels shall have arrived a separate list of all Chinese passengers taken on board his vessel at any foreign port or place, and all such passengers on board the vessel at that time. Such list shall show the names of such passengers (and if accredited officers of the Chinese Government traveling on the business of that government, or their servants, with a note of such facts), and the name and other particulars, as shown by their respective certificates; and such list shall be sworn to by the master in the manner required by law in relation to the manifest of the cargo. Any willful refusal or neglect of any such master to comply with the provisions of this section shall incur the same penalties and forfeiture as are provided for a refusal or neglect to report and deliver a manifest

of cargo.

SEC. 9. That before any Chinese passengers are landed from any such vessel, the collector, or his deputy, shall proceed to examine such passengers, comparing the certificates with the list and with the passengers; and no passenger shall be allowed to land in the United States from such vessel in violation of law.

SEC. 10. That every vessel whose master shall knowingly violate any of the provisions of this act shall be deemed forfeited to the United States, and shall be liable to seizure and condemnation on any district of the United States into which such vessel may enter or in which she may be found.

SEC. 11. That any person who shall knowingly bring into or cause to be brought into the United States by land, or who shall knowingly aid or abet the same, or aid or abet the landing in the United States from any vessel of any Chinese person not lawfully entitled to enter the United States, shall be deemed guilty of a misdemeanor, and shall, on conviction thereof, be fined in a sum not exceeding one thousand dollars, and imprisoned for a term not exceeding one year.

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

Approved, May 6, 1882.

Johnson- Reed Act of 1924: Who Was Shut Out? Immigration Quotas, 1925–1927

In response to growing public opinion against the flow of immigrants from Southern and Eastern Europe in the years following World War I, Congress passed the Immigration Act of 1924 (the Johnson-Reed Act). It based ceilings on the number of immigrants from any particular nation on the percentage of each nationality recorded in the 1890 census. This act barred Asian immigration from Korea, Japan, China, Cambodia, and Vietnam. This table shows the annual immigration quotas under the 1924 Immigration Act.

<i>Northwest Europe and Scandinavia</i>		<i>Eastern and Southern Europe</i>		<i>Other Countries</i>	
Country	Quota	Country	Quota	Country	Quota
Germany	51,227	Poland	5,982	Africa (other than Egypt)	1,100
Great Britain and Northern Ireland	34,007	Italy	3,845	Armenia	124
Irish Free State (Ireland)	28,567	Czechoslovakia	3,073	Australia	121
Sweden	9,561	Russia	2,248	Palestine	100
Norway	6,453	Yugoslavia	671	Syria	100
France	3,954	Romania	603	Turkey	100
Denmark	2,789	Portugal	503	Egypt	100
Switzerland	2,081	Hungary	473	New Zealand & Pacific Islands	100
Netherlands	1,648	Lithuania	344	All others	1,900
Austria	785	Latvia	142		
Belgium	512	Spain	131		
Finland	471	Estonia	124		
Free City of Danzig	228	Albania	100		
Iceland	100	Bulgaria	100		
Luxembourg	100	Greece	100		
Total (Number)	142,483	Total (Number)	18,439	Total (Number)	3,745
Total (%)	86.5	Total (%)	11.2	Total (%)	2.3

(Total Annual immigrant quota: 164,667)

Source: *Statistical Abstract of the United States* (Washington, D.C. Government Printing Office, 1929), 100.

TIME LINE OF ASIAN IMMIGRATION POLICIES

(Source: Harry H.L. Kitano and Roger Daniels, *Asian Americans: Emerging Minorities*, Prentice Hall 1988)

1882: Chinese Exclusion Act

Immigration of Chinese laborers suspended for ten years. Extended for another decade after the passage of the 1892 Geary Act. Exclusion of Chinese extended indefinitely in 1902.

1917: Congress created a "barred zone"

Natives of China, South and Southeast Asia, the Asian part of Russia, Afghanistan, Iran, part of Arabia, and the Pacific and Southeast Asian Islands not owned by the United States were declared inadmissible. (Japan was excluded. Filipinos and some Samoans were allowed to enter as U.S. nationals, but could not be naturalized).

1924 Immigration Act

Japanese (Koreans were now issued Japanese passports) added to the barred list. Europeans were given national quotas. Most Asians were not really affected by this as they were already effectively excluded.

1935 and 1939 Statutes

Enabled any Filipino living in the United States to return to the Philippines at public expense (after a 1934 law promising Philippine independence in 1945).

1943: Repeal of the Chinese Exclusion Act

China was a U.S. ally in World War II. Repeal of the Chinese exclusion was the start of a legislative process that would end with the removal of race and ethnicity as immigration and naturalization criteria.

1946: Naturalization extended to Filipinos and "persons of races indigenous to India." Congress approved law placing Chinese wives of American citizens on a non-quota basis. Law liberalized in 1950 to give spouses and minor children of members of the armed forces the same rights.

1948: Displaced Persons Act

Marked the beginning of a positive policy toward refugees.

1952: McCarran-Walter Act

First general immigration act since 1924. Removed all racial and ethnic bars to immigration and naturalization and provided for family unification. Increased quotas for Asian countries. Japanese and Koreans gained the right to become naturalized citizens.

1953: Refugee Relief Act

Authorized the admission of 205,000 nonquota persons for the next two and a half years. Included for the first time, refugees of Chinese origin, as long as they were vouched for by the Nationalist Chinese government.

1965: Immigration Act

Abolished the national-origins system and substituted hemispheric quotas. Gave high priority to the reunification of families. Most visible beneficiaries were Asians (Chinese, Koreans, Asian Indians, Filipinos, Vietnamese, and other Southeast Asian ethnic groups).