Unit 2/Week 3

Title: Time for Kids: Coasting to California

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.7; RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Communities are formed out of mutual needs and similar cultures, supporting members through struggles and hardships. Synopsis

This non-fiction article gives information about the Chinese immigrants who came to California in the 1800’s seeking prosperity. As they arrived from China, they struggled to make a better life. Together they established supportive communities that allowed them to hold on to their culture, language, traditions, and foods.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| In the first paragraph, what synonym does the author use to help us understand the word “immigrants?”  | Newcomers, meaning people new to a country |
| According to the text, what brought this huge wave of newcomers to California? What was their shared dream?  | The Gold Rush in 1848 brought nearly a half million people looking for gold that would make them wealthy. |
| According to the text, what two characteristics would help the Chinese lead successful lives in a new country? | The author describes the Chinese immigrants as having skills and the ability to work hard.  |
| Chinese immigrants “formed communities in many California cities.” Using the text and photo caption, identify what these Chinese neighborhoods were called and where was the first one established? | The neighborhoods formed by the Chinese immigrants were referred to as Chinatowns and the first one was established in Sacramento in 1869.  |
| How does the author describe these communities?  | The author describes Chinatown as lined with stores and restaurants owned by Chinese. Many people who lived there knew each other from “back home in China.” |
| Using your own words explain why Chinatown was important to the Chinese in America. Use evidence from the text to support your answer.  | These communities allowed the Chinese immigrants to hold on to their culture, food, traditions and language. Students could infer that because so many of the people were from the same areas “back home,” there would be a sense of home away from home and familiarity.  |
| What were some ways that Chinese immigrants were “working for a living?”  | Most of the immigrants became servants; many others were waiters, miners or worked in laundries. Some found work helping build the railroads, blasting of mountains to make room for the tracks, digging the railroad tunnels and fixing the roads. Some Chinese immigrants became farmers and fishermen. |
| Besides cities, where else did the Chinese immigrants settle? | Some settled in the coastal communities of San Diego, San Francisco, San Luis Obispo and Monterey to fish. “Chinese fishermen lived in villages called shrimp camps.” They built traditional boats to fish for shrimp. |
| Beginning in 1882, life became even more difficult for Chinese immigrants. Use the text to describe what happened and to explain the effects the new laws had on the Chinese and their communities.  | An anti-immigration law passed, stopping Chinese people from coming into the United States. Other laws were passed, stating that Chinese immigrants already living in the U.S. couldn’t become citizens. “Life became even harder for Chinese Americans. Most had to live in Chinatowns in big cities. These Chinatowns became poor and unsafe.” |
| Referring to the text, explain what reopened Chinese immigration to the US and when did it happen?”  | In 1943, a law did away with the anti-immigration law. Conditions changed for the immigrants and Chinese immigrants were once again allowed to come to America. |
| According to the author, what are some of the characteristics of a modern Chinatown  | Chinatowns present Chinese culture, have Chinese stores, art, food, clothes, and restaurants, and are popular tourist spots. |
| Use details from the text to describe aspects of today’s San Francisco and Los Angeles’ Chinatowns that continue the Chinese culture.  | San Francisco: people pass under the huge Dragon’s Gate to enter Chinatown. There is a Fortune Cookie Factory that makes 20,000 cookies a day.Los Angeles: Chinatown “was rebuilt in the 1930s to look like a city in China, with colorful buildings and curved roofs.” |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | communities, culturecitizens | attractedporttraditionaltourist, pedestrian |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | (anti-) immigrationestablishedabolished | blasted |

Culminating Task

* Re-Read, Think, Discuss, Write

*According to the details of this article what were two of the hardships faced by the Chinese immigrants? How did establishing Chinatowns ease some of these hardships?*

Answer: Hardships included not being able to own their own businesses outside of Chinatown. Jobs available were not well paying, or were dangerous; Chinatowns were often poor and unsafe; Chinatowns, though poor and unsafe, gave the people a place to hold on to their traditions, language, culture and food, start and run their own businesses, and give them a place that could help them feel at home especially since so many knew each other from towns in China.

Additional Tasks

* Give a summary of the article so that someone who has not read it can learn something about the history of Chinese immigration to California. Record your summary for a web site so your classmates can access and learn as well.
* Students create a timeline with illustrations and details outlining the major events in Chinese immigration to the US and their settlement here.
* Have students write and illustrate a short graphic novel depicting an event in Chinese American early history. They could choose to do one about a Chinese character in the Gold Rush or living in Chinatown and meeting up with a friend from back home or one about a character affected by the anti-immigration laws and can’t bring his family over.
* Students work in small groups to create and record a news report about living conditions in Chinatowns all over California after the anti-Chinese laws passed in the late 1800s. This could require some basic research for photos and details, but with multiple kids working on it, would go fast.
* Research a well known cultural area in your community to find out 1) what was the reason for establishing it and 2) how has it benefitted the community?  Be prepared to share your findings within your small group. Ex: Koreatown (Research can be in various forms: interview, library, internet.)
* Research different cultural areas are found in your community. Be prepared to present your findings to the class. This can be in a flip-book form with text and illustrations.

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

**“Time for Kids: Coasting to California”**

1. In the first paragraph, what synonym does the author use to help us understand the word “immigrants?”
2. According to the text, what brought this huge wave of newcomers to California? What was their shared dream?
3. According to the text, what two characteristics would help the Chinese lead successful lives in a new country?
4. Chinese immigrants “formed communities in many California cities.” Using the text and photo caption, identify what these Chinese neighborhoods were called and where was the first one established?
5. How does the author describe these communities?
6. Using your own words explain why Chinatown was important to the Chinese in America. Use evidence from the text to support your answer.
7. What were some ways that Chinese immigrants were “working for a living?”
8. Besides cities, where else did the Chinese immigrants settle?
9. Beginning in 1882, life became even more difficult for Chinese immigrants. Use the text to describe what happened and to explain the effects the new laws had on the Chinese and their communities.
10. Referring to the text, explain what reopened Chinese immigration to the US and when did it happen?”
11. According to the author, what are some of the characteristics of a modern Chinatown?
12. Use details from the text to describe aspects of today’s San Francisco and Los Angeles’ Chinatowns that continue the Chinese culture.