

Uncle Toisan Curriculum Guide



**CHINESE
HISTORICAL
SOCIETY of
AMERICA**

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the **James Irvine** foundation





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HISTORICAL
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AMERICA**

Dear Educator,

Thank you for your interest in *Uncle Toisan*, a History Alive performance. Performances last approximately one-hour and include dramatic monologue, a Question and Answer session where students are invited to speak with Uncle Toisan, and lastly, the actor will step out of character to answer any questions Uncle Toisan would not have been able to answer.

This curriculum guide is designed to supplement the *Uncle Toisan* performance that covers topics of Chinese Exclusion, immigration, citizenship, World War II, Civil Rights, and race issues in America. Each performance will differ, based on the educational levels of the audiences. These lessons may be used individually or as a unit.

These lessons meet the California History-Social Science and National Council for the Social Studies (NCSS) Standards.

Items in this packet will:

- Familiarize educators about the Chinese immigration to America.
- Provide activities for students to learn about Chinese American history.
- Present additional resources for in-depth learning.

We hope this is a useful resource for you. Please let us know if you have any questions about this guide or the Chinese Historical Society of America.

Sincerely,

Pam Wong
Programs Coordinator
April 2009

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About Uncle Toisan

“Uncle Toisan” is a composite of different Chinese Americans’ life accounts and represents the community’s experiences in the United States. While some are popular urban folktales that have been heard and passed along in a social context, in laundries and in restaurants. In fact many are first person accounts of incidents and experiences from extended family members and friends.

Toisan is a small district in Guangdong Province. It is one of four districts which include the districts of Sunwui, Hoiping, and Yanping. In their home province, they were simple farmers, fishermen, shopkeepers, and common laborers. The combination of overpopulation, natural disasters, and social upheavals, led to repeated waves of immigration from the area in 19th and 20th century.

The character called “Uncle Toisan” was born in Guangdong, China in 1923 and entered the United States as a 17-year old “paper son”. Paper sons were the Chinese men who had bought identification papers from other Chinese who had lived in the United States and then used these papers to impersonate the sons of legal residents to circumvent the Chinese Exclusion Act of 1882. He was detained at Angel Island Immigration Station in 1940 and then later drafted to fight on the Allied side in World War II.

He returned to America to face discrimination as a laborer in the Chinese restaurant and hand laundries. From the repeal of the Chinese Exclusion Act in 1943 to the Civil Rights Acts of 1964, “Uncle Toisan” is a witness to the changing attitudes, demographics and laws of the United States.

–Charlie Chin, playwright/performer of *Uncle Toisan*

About the Performance

Performances last approximately one-hour and include a dramatic monologue and a Question and Answer session where students are invited to speak with Uncle Toisan, and lastly, the actor steps out of character to answer any questions that Uncle Toisan would not have been able to answer.

Because the monologue is only one-third of the performance, conversations with Uncle Toisan and the actor are important to how much the audience learns from this experience. Below are a few questions your class may ask during the 2nd and 3rd part of the presentation. It would also be a good idea for your class to brainstorm some of their own questions before the show. Below are a few questions to get you started.

Questions to ask:

- Uncle Toisan

- How long did it take for you to study your coaching book?
- What was the most difficult part of your stay on Angel Island?
- Did you see poems carved on the barrack walls on Angel Island?
- Did you ever return to China to visit your family?
- What happened to your phony family?
- Did you ever get married?
- Do you know how to cook Chinese food?

- The Performer

- How did you create the character Uncle Toisan?
- Are you a paper son?
- Did you fight in World War II?
- Did you work in the laundries and restaurants?
- Where can we learn more information about Angel Island?
- How much of what we heard is true?

Historic Background

Chinese Immigration

Chinese continuously immigrated to the America in the time of the Gold Rush. Chinese immigrants came primarily from the Guangdong Province from districts in or near the Pearl River Delta, with many coming from the district of Toisan. Political unrest, economic hardships, and natural disasters were all factors that pushed Chinese to seek for better opportunities abroad. Arriving to America, Chinese immigrants worked on the Transcontinental railroad as well as mining, agriculture and fishing industries.

Chinese Exclusion

Laws against the Chinese emerged soon after their arrival to the United States. Taxes, penalties and ordinances were specifically targeted at the Chinese. Due to high unemployment in America, anti-Chinese demonstrations, lynchings, and burnings were common. In 1882, under pressure from powerful labor unions, Congress decided that Chinese immigration must be restricted and passed the first Chinese Exclusion Act.

The Exclusion Act of 1882 prevented Chinese laborers from coming into the United States. The only Chinese who could come were students, merchants and diplomats. It was the nation's only immigration law that was ever based solely on race. This law stood in place until it was repealed in 1943 when United States and China became allies in World War II.

Angel Island Immigration Station

Angel Island Immigration Station was established in 1910 and was active until 1940 to process immigrants coming from the Pacific Rim. Despite the passing of the Chinese Exclusion Act, many Chinese immigrants found a way into the United States. After the San Francisco Earthquake and Fire of 1906, the city's municipal records were destroyed. Chinese in America claimed that they had been born in the United States and gained legal residency. Because it was legal for American-born Chinese to send for their families, they also claimed children in China as their own. These claims could not be disproved and thus created a slot for potential immigrants to come to America. Some claims were legitimate but some were not and this led to the conception of "paper sons" and "paper daughters".

Immigration officers at Angel Island Immigration Station interrogated Chinese immigrants trying to disprove their identities. Those wanting to come to America studied "coaching books" about their families and lives in China. The sponsoring relative and immigrant were asked hundreds of very detailed questions. Any discrepancies in their answers put the immigrants at risk of returning to China but 90% of in-coming Chinese entered successfully.

Lesson 1 Uncle Toisan on Angel Island

Focus Question: What was it like for Uncle Toisan, a Chinese immigrant to go through Angel Island Immigration Station?

Key Theme: Paper sons/daughters

Standards:

California History-Social Science Standards, Language Arts Content Standards (See Standards Section).

Goal

1. Students will understand why Chinese immigrated to the United States during early 20th century.

Objective

- Students will describe conditions for Chinese to immigrate to the United States.

Goal

2. Students will learn about immigration conditions for Chinese immigrants on Angel Island.

Objective

- Describe conditions on Angel Island for Chinese immigrants.
- Identify harsh treatment of Chinese immigrants with interrogations.

Grades 2 - 4

Materials

- World map
- Uncle Toisan on Angel Island Handouts pages 1 - 3.

Procedure

- Introduce students to the map of the world. Identify where China and the United States are and describe the journey by boat that would have taken 45 days to two months. Discuss conditions in China and reasons for Chinese to emigrate.
- Distribute copies of Uncle Toisan on Angel Island Handouts. Allow time for students to read the passage. Discuss any unfamiliar vocabulary words in page 1. Ask students to complete page 2 of the handout. Review the answers as a class for further discussions.

Adaptations or Extensions

- Ask students to complete the Student Handout page 3: Reflections, after attending the “Uncle Toisan” performance.

Name: _____

Uncle Toisan on Angel Island



Uncle Toisan was born in China in 1923. He grew up with very little food. When he was 17 years old, he left China to come to the United States. He was on a boat for forty-five days before landing on Angel Island.

He lied about who he was. He was a paper son, a person who was only related to someone else's family on paper. He answered a lot of questions about life in China. If he answered any question wrong, he had to return home.

While he waited to be questioned, he played basketball in the yard and read poems carved on walls. He stayed on Angel Island for two months before landed in San Francisco.

Complete each sentence to make a true statement.

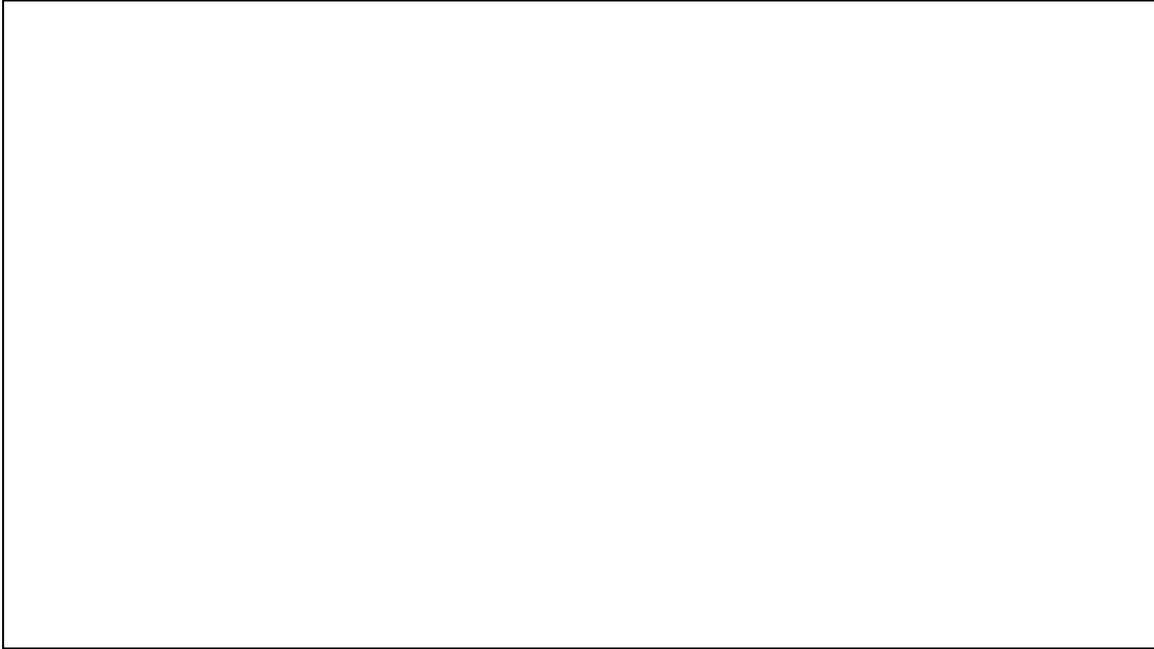
1. Uncle Toisan was born in _____.
(United States, Chile, China)
2. He was _____ years old when he left home.
(sixteen, seven, seventeen)
3. It took _____ days for him to travel by ship to Angel Island.
(45, 55, 65)

True/False

- _____ If he answered any questions right he had to return to China.
- _____ He lied about who he was.
- _____ After waiting for two months, Uncle Toisan returned home.

Reflections

Draw a picture of your favorite part of the performance.



My favorite part of the performance was _____

If I could ask Uncle Toisan one question, I would want to know _____

Complete each sentence to make a true statement.

1. Uncle Toisan was born in China .
(United States, Chile, China)
2. He was seventeen years old when he left home.
(sixteen, seven, seventeen)
3. It took 45 days for him to travel by ship to Angel Island.
(45, 55, 65)

True/False

False If he answered any questions right he had to return to China.

True He lied about who he was.

False After waiting for two months, Uncle Toisan returned home.

Lesson 2 Uncle Toisan as a Paper Son

Focus Question: How did Chinese immigrate to the United States during Chinese Exclusion that lasted until 1943?

Key Theme: Angel Island Immigration Station

Standards:

California History-Social Science Standards, Language Arts Content Standards (See Standards Connections section).

Goal

1. Students will understand how Chinese immigrated to the United States during the early 20th century during the Chinese Exclusion era.

Objective

- Explain the creation of paper sons/daughters.

Grades 4 - 8

Materials

- Uncle Toisan as Paper Son Student Handouts pages 1 - 3.
- Dictionaries, encyclopedias, or access to online research.

Procedure

- Distribute the Student Handouts and ask the students to define the vocabulary words, this step will help students comprehend the text on Student Handout page 2.
- After reading page 2, ask students to complete the questions on page 3.
- Review the answers as a class and have a class discussion on the open-ended questions.

Adaptation or Extensions

- Ask students to try the following activity:
List 50-100 facts in complete sentences about you, your family and where you live. Exchange this list with a partner and try to memorize everything your partner had listed. Test each other the next day or two to see how difficult it is to pretend to be someone else like the paper sons and daughters who immigrated to the United States.

Name: _____

Look up the following using dictionaries, encyclopedias or the internet.

Vocabulary Words:

citizen	barrack	immigration	interrogation
coaching book	paper son	Chinese Exclusion Act	

citizen: _____

barrack: _____

immigration: _____

interrogation: _____

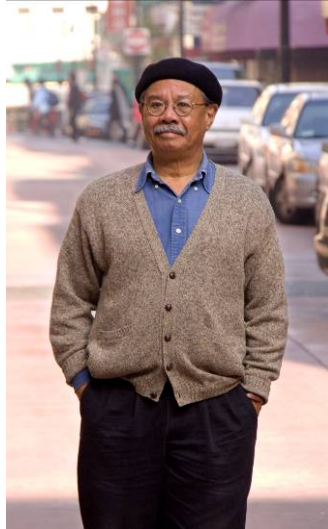
Chinese Exclusion Act: _____

coaching book: _____

paper son: _____

Name: _____

Uncle Toisan as a Paper Son



When Uncle Toisan arrived to the United States from China in 1940, he stayed in barracks on Angel Island for two months. Immigration officers asked many questions. He was interrogated with questions like: Who are your parents? What are their names? When were they born? Where do you live? Who lived with you? Where did you sleep? How many chairs were there in the house? Where were they placed? How many windows were in the house? What did you see outside the windows? What direction did the door face? How far was the next village?

Immigration officers asked hundreds of very detailed questions because they wanted reasons to prove that Uncle Toisan was lying about his identity. If Uncle Toisan incorrectly answered the questions during the interrogations, he would have been deported back to China.

In fact, Uncle Toisan was a paper son. He had memorized all the facts about someone else's family history and village in a coaching book that his father had bought. Although his real family remained in China, he claimed that his father was a legal resident of the United States.

Using coaching books, paper sons/daughters were able to immigrate to the United States. The Chinese Exclusion Act of 1882 had banned Chinese immigration to everyone except merchants, scholars or diplomats. The only way to come was to claim he/she was a son/daughter of a legal resident or citizen of the United States. Chinese legal residents and citizens had falsified papers claiming sons and daughters in China so others could immigrate.

Name: _____

Answer the following questions:

1. What is the word for excessive questioning? _____
2. What information did coaching books contain? _____

3. Who used coaching books? _____
4. Chinese immigrants who used falsified identities to enter the United States were called _____.
5. What do you think it was like to be a Chinese immigrant going through the interrogations of the immigration officers? Why?

6. Was it right or wrong for Uncle Toisan and other paper sons/daughters to immigrate to the United States under false identities? Why?

7. Why do you think the Chinese Exclusion Act was passed?

Bonus:

Using all the vocabulary words, write a summary of Uncle Toisan as a Paper Son.

Name: _____

Look up the following using dictionaries, encyclopedias or the internet.

Vocabulary Words:

citizen	barrack	immigration	interrogation
coaching book	paper son	Chinese Exclusion Act	

citizen: a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection

barrack: any large, plain building in which many people are lodged

immigration: the act of entering and settling in a country or region to which one is not native

interrogation: the act of questioning

coaching book: detailed books containing information that Chinese immigrants used during immigration processing

paper sons: Paper Son was a term coined for young Chinese males attempting to enter the United States using identity papers that were bought for them

Chinese Exclusion Act: The only act passed by the United States government that denied citizenship or entry based on a specific nationality; the exceptions were merchants, diplomats and students.

Name: _____

Answer the following questions:

1. What is the word for excessive questioning by officers? interrogation
2. What information did coaching books contain? Detailed information of a supposed son/daughter of a legal resident of the United States
3. Who used coaching books? Chinese who wanted to immigrate to the United States
4. Chinese immigrants who used falsified identities to enter the United States were called paper sons/daughters.
5. What do you think it was like to be a Chinese immigrant going through the interrogations of the immigration officers? Why?
Answers may vary
6. Was it right or wrong for Uncle Toisan and other paper sons/daughters to immigrate to the United States under false identities? Why?
Answers may vary
7. Why do you think the Chinese Exclusion Act was passed?
Answers may vary but brainstorming possible reasons for the passage of the act will prepare students for Lesson 3: Chinese Exclusion Act.

Bonus:

Using all the vocabulary words, write a summary of Uncle Toisan as a Paper Son.

Answers may vary

Lesson 3 Chinese Exclusion

Focus Question: What was the Chinese Exclusion Act?

Key Theme: Legalized Discrimination

Standards:

California History-Social Science Standards, Language Arts Content Standards
(See Standards Connections section).

Goal

1. Students will recognize that the Chinese Exclusion Act discriminated against one race.

Objective

- Students will identify facts from a Congressional record.

Grades 8 - 12

Materials

- Chinese Exclusion Act Student Handouts pages 1 - 2.

Procedure

- Discuss the history of anti-Chinese sentiments and legislature.
- Distribute Chinese Exclusion Act Student Handouts and ask students to practice active reading as they go through the excerpt.
- Ask students to answer the questions on page 2.
- Discuss the legal implications of the Act, why it was passed and how it affected Chinese immigration through 1943 when it was partially repealed.

Adaptation or Extensions

*Excerpt of Transcript
Chinese Exclusion Act (1882) approved May 6, 1882:*

An Act to execute certain treaty stipulations relating to Chinese.

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 State 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, any 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 maybe also imprisoned for a term not exceeding one year.

Name: _____

Please answer the following questions.

1. What type of document is this? _____

2. What is the date of the document? _____

3. Who is the audience of this document? _____

4. Who does the document affect? _____

5. What are three important facts about this document?

6. In your own words, rephrase the excerpt of the Act.

Bonus: Why do you think this document was written?

Name: _____

Please answer the following questions.

1. What type of document is this? Congressional Record
2. What is the date of the document? May 6, 1882
3. Who is the audience of this document? People under the law of the United States.
4. Who does the document affect? Chinese laborers, owners of vessels who transport Chinese laborers to the United States, people under the law of the United States.
5. What are three important facts about this document?
Answers may include: The author of the document thinks that Chinese coming to the United States endangers the good order of the nation; Coming of Chinese laborers to the United States is suspended; those knowingly bringing Chinese into the United States may be punished.
6. In your own words, rephrase the excerpt of the Act.
Answers may be similar to: Immigration of Chinese laborers is suspended between 1882-1892.

Bonus: Why do you think this document was written?

Answers may include: discrimination, racial tensions, labor disputes, recession.

Lesson 4 Uncle Toisan, a Non-Citizen

Focus Question: What does it mean to be a citizen of the United State?

Key Theme: Citizenship

Standards: California History-Social Science Standards, Language Arts Content Standards (See Standards Connections section).

Goal

1. Students will explore the role of citizens of the United States.

Objective

- Identify rights and privileges of citizens.

Grades 8 - 12

Materials

- Uncle Toisan, a Non-Citizen Student Handouts pages 1 - 2.
- Copy of the Bill of Rights

Procedure

- Have a class discussion about what it means to be a citizen of the United States. What are some rights, freedoms, and privileges listed in the Bill of Rights?
- Distribute Handouts pages 1-2. Instruct students to read the excerpt from the *Uncle Toisan* script and respond to the writing prompt.

Adaptations or Extensions

Name: _____

Uncle Toisan a Non-Citizen



“One morning, one of the other boys was listening to the radio in the kitchen and then starting shouting “Wahoo! Wahoo!” He started running around the kitchen shouting the Japanese had bombed some place in Hawaii called Pearl Harbor in Wahoo and the US was in the war. We didn’t know what it meant. For the next couple of months there was nothing but talk of war. Sometime later I got a letter in English. I had to ask one of the other boys to read it to me as my English wasn’t that good yet. It said, “Greetings! From the President of the United States.” He wanted me to go to war for the Americans. I couldn’t believe that the President of the United States knew where I was. Even my own father didn’t know where I was. But the deal was that most of us were listed as young men, not married, and no families. So many Chinese boys here were what they called 1-A. They had a system, I don’t think they used it any more, where the worst was 4-F and the best was 1-A. You didn’t have to be a citizen to be drafted into the military; they’ll take anybody who is a resident. Well, that was me. According to my papers, I was 1-A, just my luck.”

—*Uncle Toisan* script, by Charlie Chin

Name: _____

Write a 1-3 page response to the following:

Uncle Toisan entered the United States as a paper son, a person under a false identity. It was not possible for him to become a legal citizen, but rather only a legal resident. He did not have rights to vote, own land, nor marry a person of a different race among other restrictions. Without full rights of being a citizen, he was still drafted into the army, fighting for the United States government in World War II.

What are the benefits of being an American citizen? Do you think it was fair for the United States government not to grant citizenship to Chinese immigrants but still required them into fighting for the country in World War II? Explain.

Lesson 5 Changes in Chinatown

Focus Question: How did the Civil Rights Act of 1964 affect Chinese immigration in the United States?

Key Theme: Civil Rights

Standards:

California History-Social Science Standards, Language Arts Content Standards (See Standards Connections section).

Goal

1. Students will learn how the Civil Rights Act of 1964 changed Chinese American society.

Objective

- Students will identify changes after the passage of the Civil Rights Act of 1964.

Grades 4 - 12

Materials

- Changes Chinatown Handouts pages 1 - 2.

Procedure

- Distribute Changes in Chinatown Student Handouts and ask students to read the passage and complete page 2.

Adaptations or Extensions

- Ask students to read the Civil Rights Act of 1964 and have them identify other changes it had on society.

Name: _____

Changes in Chinatown



“By the nineteen sixties, things were changing. And the Black people were burning things down all over the place. You see, they kept asking for their rights. Which I guess is okay, but they thought the white people were too slow. So the Blacks would get angry and start to burn something down. Listen; let me tell you, those Black people weren’t all crazy. They had their reasons. You know, they White people would kill Black guy down south for just talking back to White man or worse, they would hang a Black man for looking at a White woman. I’m telling you what I know.

“By 1964 the American government was scared by all the going on, so they signed the Civil Rights Act. I read about it in the paper. Well, thing got a little quieter for the Black people but a strange thing happened for the Chinese people here. Seems, the restricted immigration quota for Chinese had to be struck down. They made the quota the same as for other people, about 20,000 a year. Can you imagine? The Chinese quota went from 105 per year to 20,000. This was about 1968, so all the sudden you started seeing new people in Chinatown, and they were families, not just young men looking for work. By 1970, the Americans recognized Red China, and normal immigration started for the first time since before 1882. It was like night and day.”

—*Uncle Toisan* script, by Charlie Chin

Name: _____

Please answer the following questions.

1. What happened in the 1960s?

2. According to Uncle Toisan, what happened in 1964?

3. How did this event change American immigration and society?

Name: _____

Please answer the following questions.

1. What happened in the 1960s?

Unfair treatment of people of color, lynching, riots

2. According to Uncle Toisan, what happened in 1964?

The Civil Rights Act of 1964 was passed.

3. How did this event change American immigration and society?

Immigration quotas for Chinese increased from 105 up to 20,000. Chinese families began coming into the United States and settling in Chinatowns.

California History-Social Science Content Standards

<p>Chronological and Spatial Thinking K-5 2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i>.</p>	<p>Lesson 1 Uncle Toisan on Angel Island Lesson 2 Uncle Toisan as a Paper Son Lesson 3 Chinese Exclusion Act Lesson 5 Changes in Chinatown</p>
<p>Chronological and Spatial Thinking K-5 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p>	<p>Lesson 1 Uncle Toisan on Angel Island Lesson 5 Changes in Chinatown</p>
<p>Research, Evidence, and Point of View K-5 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>	<p>Lesson 4 Uncle Toisan on Angel Island</p>
<p>Historical Interpretation K-5 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p>	<p>Lesson 1 Uncle Toisan on Angel Island Lesson 2 Uncle Toisan as a Paper Son</p>
<p>Historical Interpretation K-5 3. Students identify and interpret the multiple causes and effects of historical events.</p>	<p>Lesson 3 Chinese Exclusion Act</p>
<p>4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p>	<p>Lesson 1 Uncle Toisan on Angel Island Lesson 2 Uncle Toisan as a Paper Son Lesson 3 Chinese Exclusion Act</p>
<p>Chronological and Spatial Thinking 6-8 1. Students explain how major events are related to one another in time.</p>	<p>Lesson 3 Chinese Exclusion Act</p>
<p>Research, Evidence, and Point of View 6-8 1. Students frame questions that can be answered by historical study and research.</p>	<p>Lesson 3 Chinese Exclusion Act Lesson 4 Uncle Toisan a Non-Citizen</p>
<p>Research, Evidence, and Point of View 6-8 2. Students distinguish fact from opinion in historical narratives and stories.</p>	<p>Lesson 5 Changes in Chinatown</p>
<p>Research, Evidence, and Point of View 6-8 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).</p>	<p>Lesson 4 Uncle Toisan a Non-Citizen</p>
<p>Historic Interpretation 6-8 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.</p>	<p>Lesson 2 Uncle Toisan as a Paper Son Lesson 3 Chinese Exclusion Act</p>
<p>Historic Interpretation 6-8 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>	<p>Lesson 3 Chinese Exclusion Act</p>

Resources

<p>8.3.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p>	Lesson 4 Uncle Toisan a Non-Citizen
<p>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.</p>	Lesson 4 Uncle Toisan a Non-Citizen Lesson 5 Changes in Chinatown
<p>Chronological and Spatial Thinking 9-12 1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p>	Lesson 1 Uncle Toisan on Angel Island Lesson 2 Uncle Toisan as a Paper Son Lesson 3 Chinese Exclusion Act Lesson 5 Changes in Chinatown
<p>Historical Interpretation 9-12 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p>	Lesson 3 Chinese Exclusion Act Lesson 4 Uncle Toisan a Non-Citizen
<p>Historical Interpretation 9-12 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p>	Lesson 2 Uncle Toisan as a Paper Son Lesson 5 Changes in Chinatown
<p>11.11.1 Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</p>	Lesson 5 Changes in Chinatown

National History Standards

<p>K-4 Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage, Standard 4: How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols</p>	Lesson 1 Uncle Toisan on Angel Island Lesson 2 Uncle Toisan as a Paper Son Lesson 4 Uncle Toisan a Non-Citizen
<p>K-4 Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to its Cultural, Economic and Political Heritage, Standard 5: The Causes and Nature of Various Movements of Large Groups of People into and within the United States, Now and Long Ago.</p>	Lesson 1 Uncle Toisan on Angel Island, Lesson 2 Uncle Toisan as a Paper Son
<p>5-12 Era 6: The Development of the Industrial United States (1870-1900), Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.</p>	Lesson 2 Uncle Toisan as a Paper Son Lesson 3 Chinese Exclusion Act
<p>5-12 Era 9: Postwar United States (1945 to early 1970s) Standard 4: The struggle for racial and gender equality and the tension of civil liberties.</p>	Lesson 4 Uncle Toisan a Non-Citizen Lesson 5 Changes in Chinatown

Books for Students and Teachers

Currier, Katrina Saltonstall (2004). *Kai's Journey to Gold Mountain, An Angel Island Story*. Tiburon: Angel Island Association. The character Kai is based on a real person who went through Angel Island Immigration Station.

Hooper, Dorothy & Hooper, Thomas (1994). *The Chinese American Family Album*. New York: Oxford University Press. This book includes excerpts from oral reminiscences, written histories, and fiction spanning the years from the Gold Rush to the 1980s.

Lai, Him Mark, Genny Lim, Judy Yung (1980). *Island: Poetry and History of Chinese Immigrants on Angel Island, 1910-1940*. San Francisco: HOC DOI (History of Chinese Detained on Island). Text and poetry from immigrants who passed through Angel Island Immigration Station.

Wong, Li Keng (2006). *Good Fortune: My Journey to Gold Mountain*. Atlanta: Peachtree Publications. This is an autobiographical book from the perspective of a female Chinese immigrant whose family came through Angel Island.

Yu, Connie Young (2007). *Remembering 1882: Fighting for Civil Rights in the Shadow of the Chinese Exclusion Act*. San Francisco, Chinese Historical Society of America. This booklet includes a legislative timeline of the Chinese Exclusion Act and other legalized challenges against Chinese immigrants.

Related Websites

Angel Island Immigration Station Foundation, <http://www.aiisf.org>
Their mission promotes a greater understanding of Pacific Coast immigration and its role in shaping America's past, present and future.

The National Archives Records Administration, <http://www.archives.gov/>
Official site includes links to primary sources of Chinese immigration laws and Civil Rights Acts.

Remembering 1882, <http://www.remembering1882.org/>
This is a micro-site operated by Chinese Historical Society of America; it includes images and quotes of supporters and opponents of Anti-Chinese legislation.

Visit the Chinese Historical Society of America

The Chinese Historical Society of America, was incorporated as a not-for-profit organization on January 5, 1963. Its mission is: 1) to establish, maintain, and operate a scientific, literary, and educational organization; 2) to study, record, acquire, and preserve all suitable artifacts and such cultural items as manuscripts, books, and works of art or their facsimiles which have a bearing on the history of the Chinese living in the United States of America; 3) to establish a headquarters to enable the display of such items as are acquired; 4) to issue papers and publicity pertaining to the findings of the Society; and 5) to promote the contributions that Chinese Americans living in this country have made to the United States of America. To accommodate its expanding programs and exhibitions, CHSA opened the Chinese Historical Society of America Museum and Learning Center in the historic Julia Morgan Chinese YWCA building in November 2001.

We offer school programs throughout the school year for Elementary, Middle and High School students. Along with museum theater performances (*Dr. Yee: California Pioneer*; *Hugh Liang: Witness to San Francisco's 1906 Earthquake and Fire*; and *Ng Poon Chew: Chinese Activist*) storytelling, and docent tours of our galleries we also offer walking tours of Chinatown.

Rates for museum programs start at \$2.50 for K-12 students and \$4.00 for adults. Museum theater capacity: 50. Recommended group size for docent or walking tours: 20.

If you have any questions or would like to book a visit to CHSA, please call (415) 391-1188 ext. 104 or email: programs@chsa.org.