

# Anti-Chinese Sentiments in the U.S.-Mexican Borderlands

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Over the last half of the 19<sup>th</sup> century and first decades of the 20<sup>th</sup> century, the Chinese population in both the United States and Mexico faced varying degrees of integration into the dominant American and Mexican cultures, but as time went on, increasing exclusion and isolation. On a diplomatic level, relations between China and the U.S. and Mexican governments began positively, with immigration and cooperation encouraged. However, as the economic and political context changed, the Chinese in the U.S.-Mexican borderlands often suffered with negative, caricatured depictions demonizing the Chinese, increasingly hostile anti-Chinese legislation to isolate, expel, and exclude the Chinese, and escalating violent outbursts against the Chinese.

The goal of this lesson is for students to understand the causes, course, and consequences of increasing anti-Chinese sentiments in the U.S.-Mexican borderlands from the 1850s through the 1930s, to note the changes and trends within this topic, and to account for the factors that caused these changes. Additionally, students will compare and contrast the anti-Chinese movements in the U.S. and Mexico, seeking to understand the similarities and to account for the differences.

Students will analyze, compare, and contrast the topic through the three subtopics:

1. Political Cartoons on the Chinese in the U.S. & Mexico (see pages 8-17)
2. Anti-Chinese Legislation in the U.S. and Mexico (see 18-20)
3. Comparing Anti-Chinese Violence (see 21-22)

#### **Applicability and Audience:**

- This lesson is designed for a High School World or American History course. It could be completed in three 60-minute class periods, with portions assigned as homework.

#### **Background Information for Students/Teachers:**

The foundational source of information for students to gain an understanding of the Chinese in America is a resource created by the Library of Congress titled “The Chinese in California, 1850-1925.” Access this resource through the following path: Library of Congress > Teachers > Classroom Materials > Collection Connections > The Chinese in California

(<http://www.loc.gov/teachers/classroommaterials/connections/chinese-cal/index.html>)

This exceptionally thorough examination of the topic is enriched with excerpts of primary sources, political cartoons, photographs, and accounts from both Chinese and non-Chinese from the time period. The teaching guide covers when/why the Chinese came to California, where/how they lived, how they were treated, and how they carved out communities despite the often hostile sentiments of those around them. Additionally, the source poses thought-provoking questions that require students to employ critical thinking and analytical skills to go beyond mere surface level understanding, reaching a level of knowledge that presents the topic in all of its complexity. This coverage of the Chinese experience in California will both give students the foundational information needed to ask and answer insightful questions, but also give them a model for the type of information to find and questions to ask with regard to the Chinese in Mexico.

The following sources are useful to build teacher and student foundational knowledge on the treatment of the Chinese in Mexico:

- Augustine-Adams, Kif. "Making Mexico: Legal Nationality, Chinese Race, and the 1930 Population Census." *Law and History Review*, Vol. 27, No. 1 (Spring, 2009), 113-144.
- Bloch, Avital and Servando Ortoll. "The Anti-Chinese and Anti-Japanese Movements in Cananea, Sonora, and Salt Lake River, Arizona, During the 1920s and 1930s." *Americana*, Vol. VI, No. 1 (Spring, 2010), <http://americanajournal.hu/vol6no1>.
- Chao Romero, Robert. *The Chinese in Mexico, 1882-1940*, University of Arizona Press, 2010.
- Cumberland, Charles C. "The Sonora Chinese and the Mexican Revolution." *The Hispanic American Historical Review*, Vol. 40, No. 2 (May, 1960), pp. 191-211.
- Delgado, Grace. *Making the Chinese Mexican: Global Migration, Localism, and Exclusion in the U.S. Mexican Borderlands*, Stanford University Press, 2013.
- Dennis, Philip A. "The Anti-Chinese Campaigns in Sonora, Mexico." *Ethnohistory*, Vol. 26, No. 1 (Winter, 1979), pp. 65-80.
- Jacques, Leo M. Dambourges. "The Chinese Massacre in Torreon (Coahuila) in 1911." *Arizona and the West*, Vol. 16, No. 3 (Autumn, 1974), pp. 233-246.

### **Enduring Understanding:**

- Students will understand, evaluate, and compare the ways anti-Chinese sentiments developed and were manifested in the U.S.-Mexican borderlands from the 1850s through the 1930s.

### **Essential Question:**

- What caused anti-Chinese sentiment and how did this sentiment manifest?
- How similar were manifestations of anti-Chinese sentiment in the U.S. and Mexico?
- What role did anti-Chinese rhetoric serve for the non-Chinese population of the region?

### **Suggested Procedure:**

- See pages 8-22 for the activities.

**Evaluations/Assessments:** Two options for summative assessment—students may choose either:

- **Option 1:** After completing the three modes of comparison, each student will write a **five-paragraph essay** in which he/she makes an assertion about the similarities and differences of the treatment of the Chinese in the U.S.-Mexico borderlands. Note that this assignment is designed to emphasize evaluation, interpretation, and synthesis of the varied sources, not merely a descriptive account of what happened. See page 23 for the rubric.
- **Option 2: Commemorating the Past:** Each student will select one incident of violence against the Chinese community and design a memorial to commemorate/remember and educate about the event. This assessment is designed to inspire creativity and have students insightfully consider how events are remembered. Combined with the creative expression of the memorial, students also must demonstrate a firm understanding of the event, its causes, and significance, and communicate these details through the design of the memorial and related press releases. See page 24 for the description of the assignment and rubric.

### **Extension Activity 1:**

- This extension activity is designed to bring the historic debate over immigration to the present, emphasizing to students that the issue is not only relegated to the past, but very much alive today.
- Students will examine the parallels between the anti-Chinese rhetoric of both the United States and Mexico from the late-19<sup>th</sup> and early 20<sup>th</sup> centuries and the Arizona immigration law of the recent past.
- Specifically, students will consult a lesson created by L. Salzberg titled “Arizona Immigration Law: A Closer Look at the Debate.” The lesson, which is available through *Teaching Community: Where Teachers Meet and Learn*, provides a comprehensive look at the debate.
- Access the lesson here: <http://teaching.monster.com/training/articles/9856-arizona-immigration-law-a-closer-look-at-the-debate>
- After students consult the lesson and readings on the Arizona immigration issue, they will then compare and contrast the current debate over immigrants in Arizona with the historic debate over the Chinese in the borderlands of the U.S. and Mexico.
- Students will take part in a scored discussion over the similarities and differences between the treatment of the Chinese in the U.S.-Mexican Borderlands and the immigration debate in the American southwest in the 21<sup>st</sup> century.

### **Extension Activity 2:**

- **Graded Class Discussion:** While the Chinese were not alone in being singled out for nativist anti-immigrant rhetoric, it does seem that more violence and exclusionary efforts were visited upon them than other immigrant groups in North America. What can explain how the anti-immigrant rhetoric became particularly violent with regard to the Chinese and yet did not evolve into the similar systemic violent outbursts against other contemporaneous immigrant groups? Is this statement true? Did the context of the West and the Borderland region create an atmosphere more conducive to violence against the Chinese?

## **Common Core Standards for English Language Arts & Literacy in History/Social Studies:**

### **Key Ideas and Details:**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
2. Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### **Craft and Structure:**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, & figurative meanings, & analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas:**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## **College and Career Readiness Anchor Standards for Reading:**

### **Research to Build and Present Knowledge:**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Standards:** From the National Center for History in the Schools, UCLA (<http://nchs.ucla.edu/>)

### **Historical Thinking Standards:**

**Historical Thinking Standard 2:** The student comprehends a variety of historical sources: Therefore, the student is able to:

- **Reconstruct the literal meaning of a historical passage** by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- **Identify the central question(s)** the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- **Differentiate between historical facts and historical interpretations** but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past.
- **Draw upon the visual sources including:** (a) photographs, paintings, cartoons, and architectural drawings;

**Historical Thinking Standard 3:** The student engages in historical analysis & interpretation: Therefore, the student is able to:

- **Compare and contrast differing sets of ideas**, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- **Consider multiple perspectives** of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- **Analyze cause-and-effect relationships** bearing in mind **multiple causation** including (a) **the importance of the individual** in history; (b) **the influence of ideas**, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- **Distinguish between unsupported expressions of opinion & informed hypotheses grounded in historical evidence.**
- **Compare competing historical narratives.**
- **Hold interpretations of history as tentative**, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- **Hypothesize the influence of the past**, including both the limitations and opportunities made possible by past decisions.

**Historical Thinking Standard 4:** The student conducts historical research: Therefore, the student is able to

- **Formulate historical questions** from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- **Obtain historical data** from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
- **Interrogate historical data** by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
- **Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place** in order to elaborate imaginatively upon the evidence, fill in the gaps deductively, and construct a sound historical interpretation.
- **Employ quantitative analysis** in order to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy.
- **Support interpretations with historical evidence** in order to construct closely reasoned arguments rather than facile opinions.

### **U.S. History Content Area Standards:**

#### **U.S. 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.

**Standard 2A** The student understands the sources and experiences of the new immigrants. Therefore, the student is able to:

- Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries.
- Assess the challenges, opportunities, and contributions of different immigrant groups.



**Standard 2B** The student understands “scientific racism,” race relations, and the struggle for equal rights. Therefore, the student is able to:

- Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South.

**Standard 3:** The rise of American labor movements and how political issues reflected social and economic changes:

**Standard 3B** The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts. Therefore, the student is able to:

- Explain the ways management in different regions & industries responded to labor organizing workers.
- Analyze the causes and effects of escalating labor conflicts.
- Explain the response of management and government at different levels to labor strife in different regions of the country.

**World History Content Standards:**

**Standard 4:** Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.

**Standard 4D:** The student understands the political, economic, and social transformations in the Americas in the 19<sup>th</sup> century. Therefore, the student is able to:

- Assess the successes and failures of democracy in Latin American countries in the decades following independence.
- Assess the effects of foreign intervention and liberal government policies on social and economic change in Mexico.

**Standard 6: Major global trends from 1750-1914:**

**Standard 6A:** The student understands major global trends from 1750 and 1914. Therefore, the student is able to:

- Describe major shifts in world population and urbanization in this era and analyze how such factors as industrialization, migration, changing diets, and scientific and medical advances affected worldwide demographic trends.
- Describe major patterns of long-distance migration of Europeans, Africans, and Asians and analyze causes and consequences of these movements.
- Assess the importance of ideas associated with nationalism, republicanism, liberalism, and constitutionalism on 19<sup>th</sup>-century political life in the United States and Mexico.

## **Sub-Topic 1: Political Cartoons on the Chinese in the U.S. & Mexico**

Time: 30-45 minutes in class, or assigned for homework.

Students will compare and contrast depictions of Chinese residents of the U.S. and Mexico as well as depictions of the broader issues surrounding the “Chinese question.” Cartoons to be used for comparative analysis:

### **Depictions of the Chinese in the U.S.:**

- All cartoons are found from the Library of Congress website, specifically, “The Chinese in California, 1850-1925” collection found at (<http://www.loc.gov/teachers/classroommaterials/connections/chinese-cal/index.html>)
- “What shall we do with John Chinaman?” *Frank Leslie’s Illustrated Newspaper*, 1869
- “And Still They Come!” *The Wasp*: v. 5, Aug. - Dec. 1880
- “Amusing the Child” *The Wasp*: v. 8, Jan. - June 1882
- “(Dis-)honors are easy” Thomas Nast, *Harper’s Weekly*, May 20 1882
- “The Gate’s Ajar” *The Wasp*: Nov. 1883
- “The Back Door. The wily Chinese sneaking over the Northern frontier.” *The Wasp*: v. 23, July - Dec. 1889
- “Truth versus fiction; justice versus prejudice: meat for all, not for a few.” 1902

### **Depictions of the Chinese in Mexico:**

- The drawings done by José Angel Espinoza, many from his work *El Ejemplo de Sonora* (1932), excerpted Philip A. Dennis, “The Anti-Chinese Campaigns in Sonora, Mexico,” *Ethnohistory*, Vol. 26, No. 1 (Winter, 1979) 65-80 (five drawings in total).

Teacher may choose to use the “Teacher’s Guide to Analyzing Political Cartoons” found at [www.loc.gov/teachers](http://www.loc.gov/teachers), or the questions adapted from this resource below:

### **Observe:** Have students identify and note details:

- Describe what you see:
- What do you notice first?
- What people and objects are shown?
- What, if any, words do you see?
- What do you see that looks different than it would in a photograph?
- What do you see that might refer to another work or art, literature, or any other source?
- What do you see that might be a symbol?
- What other details do you see?
- Does the cartoon seem to encourage action from the audience? In what ways?

### **Reflect:** Encourage students to generate and test hypotheses about the source:

- What’s happening in the cartoon?
- What was happening when this cartoon was made?
- Who do you think was the audience for this cartoon?
- What issue do you think the cartoon is about?
- What do you think the cartoonist’s opinion on this issue is?
- What methods does the cartoonist use to persuade the audience?



**Question:** Have students ask questions to lead to more observations:

- What do you wonder about . . . Who? What? When? Where? Why? How?

**Further Investigation:** Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers:

- What more do you want to know and how can you find out?

**Assessment:**

- Complete a Venn Diagram comparing and contrasting the depiction of the Chinese in the United States and in Mexico.



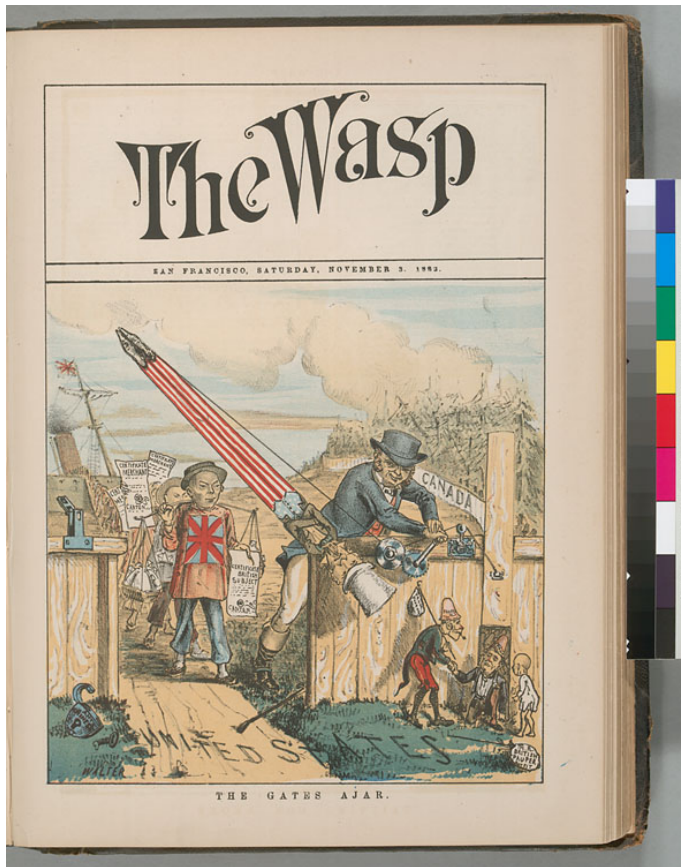
"What shall we do with John Chinaman?" *Frank Leslie's Illustrated Newspaper*, 1869

Library of Congress



[Political cartoon, "(Dis-)honors are easy' ", showing Republican elephant hanging onto Democratic tiger which is hanging onto Chinaman's pig-tail who is hanging onto branch of Liberty Tree which is being uprooted to topple all over cliff into rocky sea] Thomas Nast, *Harper's Weekly*, May 20 1882

- Library of Congress



"The Gate's Ajar" *The Wasp*: Nov. 1883

REPOSITORY The Bancroft Library, University of California, Berkeley

"Amusing the Child" *The Wasp*: v. 8, Jan. - June 1882

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"And Still They Come!" *The Wasp*:  
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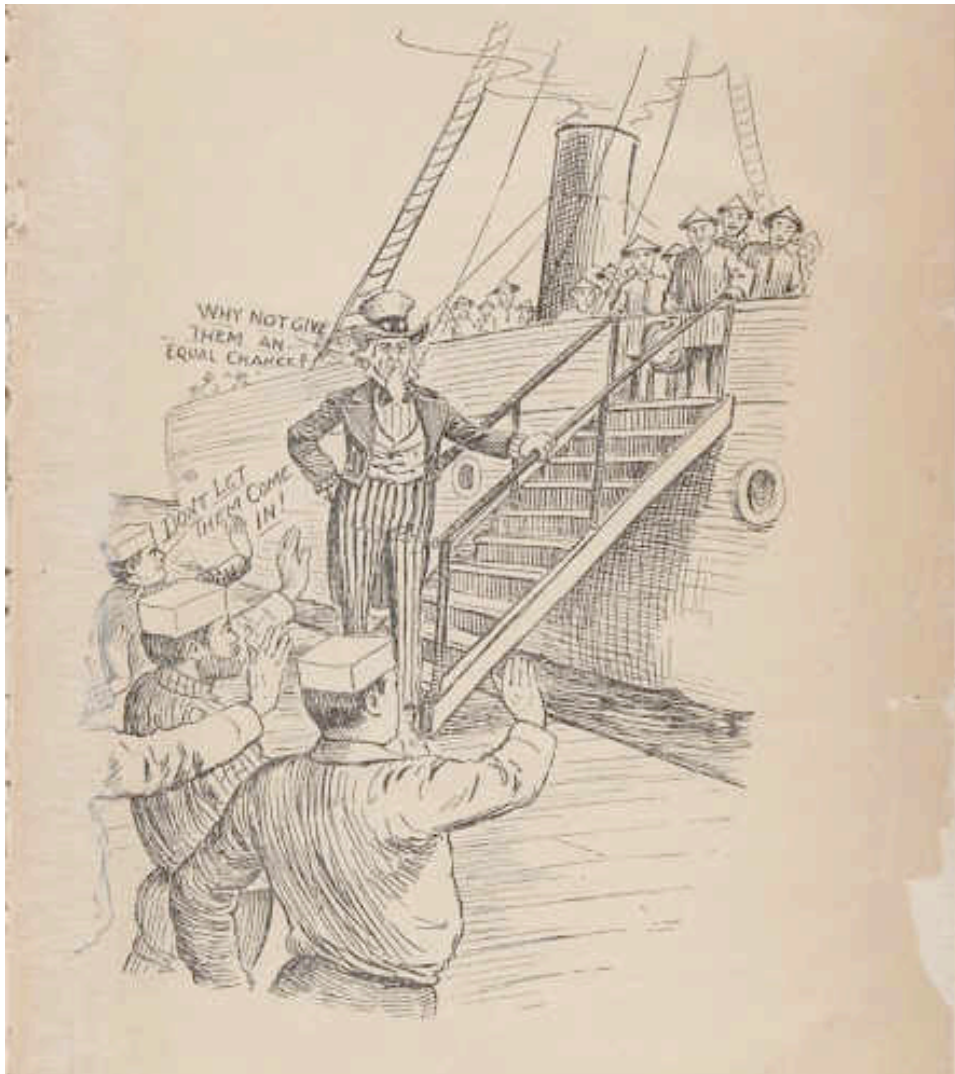


"The Back Door. The wily Chinese  
sneaking over the Northern  
frontier." *The Wasp*: v. 23, July -  
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REPOSITORY: The Bancroft  
Library, University of California,  
Berkeley

"Truth versus fiction; justice versus prejudice: meat for all, not for a few." 1902

REPOSITORY The Bancroft Library, University of California, Berkeley



The drawings below are all from José Angel Espinoza, many from his work *El Ejemplo de Sonora* (1932), excerpted Philip A. Dennis, "The Anti-Chinese Campaigns in Sonora, Mexico," *Ethnohistory*, Vol. 26, No. 1 (Winter, 1979) 65-80.



Fig. 1 . . . . y quienes no oyeren mis palabras, mañana llorarán la agonía de la Patria que fuimos incapaces de defender.

José María Arana.

"... those who do not hear my words, tomorrow will lament the agony of our homeland that we were incapable of defending."

The sign reads: "Mexican: of every peso that you pay a Chinaman, 50 centavos go to Shanghai and the other 50 centavos go to enslave you and prostitute the women of your race."



Fig. 2 ¡Ah infeliz! . . . . Creiste disfrutar de una vida barata al entregarte a un chino y eres una esclava y el fruto de tu error es un escupitajo de la naturaleza. . . .

"Unhappy one! You thought you would enjoy a cheap life by giving yourself to a Chinaman, but you are a slave and the fruit of your error is an outcast of nature . . ."





"Twelve year old Indian-European mestizo"

"Fourteen year old product of a Chinese-Mexican union."

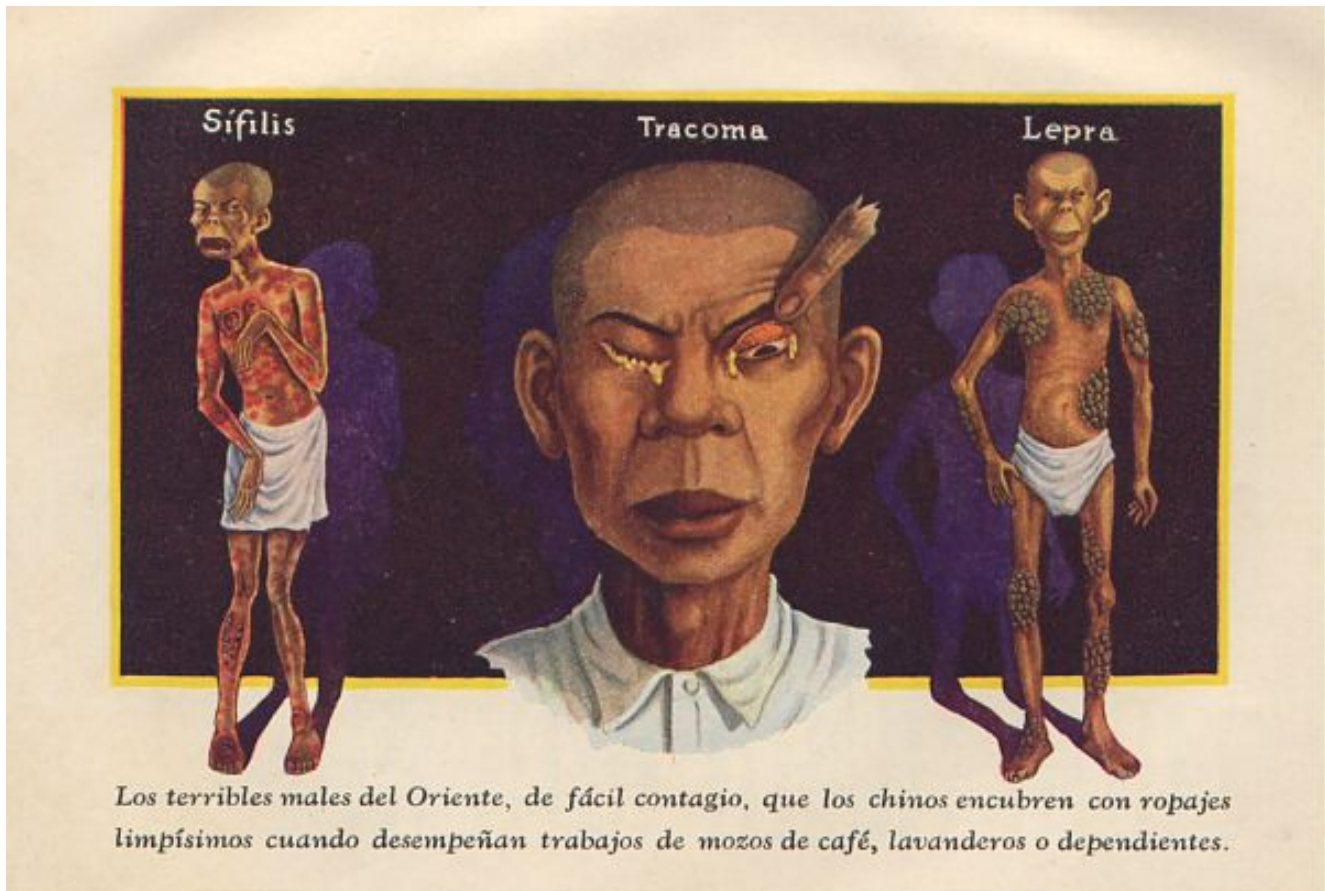
Fig. 3 *Mestizo indo-ladino de 12 años.*  
Twelve year old Indian-European mestizo.  
*Producto de la mezcla chino-mexicana de 14 años.*  
Fourteen year old product of a Chinese-Mexican union.



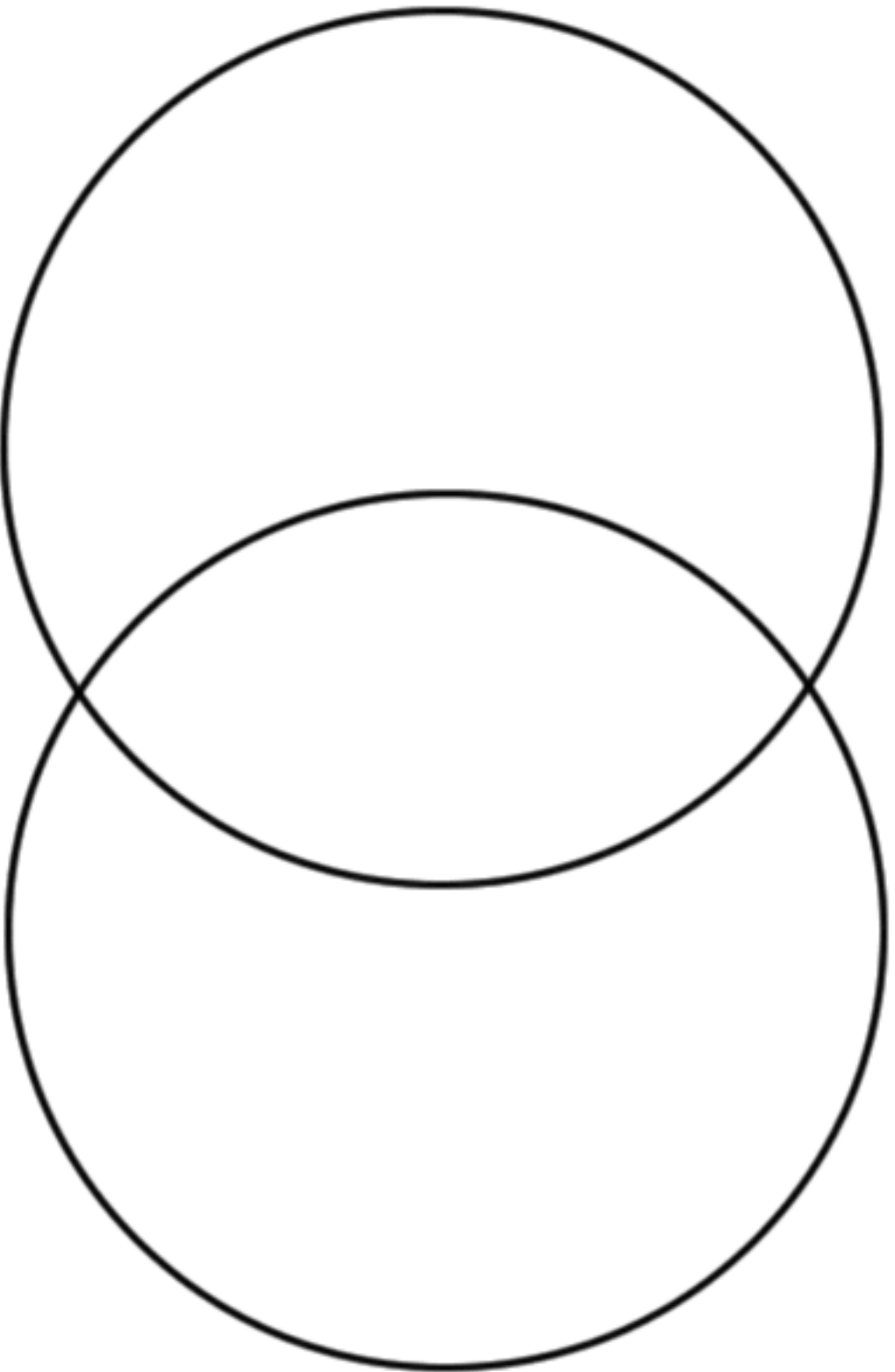
"The ambassador of the Chinese millennium sows agony and suffering in young America, that, like Christ, opens its arms to the immigration of all the world."

Fig. 4 *El embajador de la milenaria China siembra agonías y padecimientos en la joven América que, como Cristo, abre sus brazos a las emigraciones de todo el mundo.*

Cartoons Depicting Chinese Individuals as Carriers of Contagious Diseases: "The Horrific Evils of the East, Which Easily Spread as the Chinese, Masking Spotless Clothes, Perform Work as Waiters, Launderers, or Sales Clerks."



## Comparing Depictions of “the Chinese Question” in the United States and Mexico



## **Sub-Topic 2: Anti-Chinese Legislation in the U.S. and Mexico**

Time: 60 minutes

Students will analyze excerpts and summaries of laws pertaining to the Chinese in the U.S. and Mexico, seeking to identify trends and account for the changing nature of legislation with regard to the Chinese in the region.

### **Legislation concerning the Chinese in the United States:**

- **Foreign Miner's Taxes:** California: intended to target Chinese miners
- **1868 Burlingame Treaty:** favorable to Chinese immigration, granting Chinese in the U.S. most favored nations status
- **1882 Chinese Exclusion Act:** reaffirmed and strengthened throughout the next two decades

### **Legislation concerning the Chinese in Mexico:**

- **1899 Treaty of Amity and Commerce between Mexico and China:** generally favorable treatment of Chinese, encouraged immigration
- **1919 Labor and Social Provision Law, Article 106:** "80% law," Mexicans must comprise 80% of the workforce of a foreign owned business.
- **1919 Organic Law of Internal Administration, Article 60:** "barrioization"
- **1923 Sonora Segregation Laws** passed restricting Chinese to certain sections of the cities ("barrioization"), prohibiting marriage or concubinage between Mexicans and Chinese.

### **Assessment:**

- Write a paragraph describing the trends you identify in terms of legislation regarding the Chinese in the region. What generalizations can you make across the region and time period?
- 

### **Legislation concerning the Chinese in the United States:**

#### **Foreign Miner's Taxes:**

- In 1850, the California state legislature passed the first Foreign Miner's Tax Law, levying a \$20-per-month tax on each foreigner engaged in mining. Many foreign miners refused to pay the tax and left the country.
- The tax was repealed in 1851 A \$4 tax was passed in 1852 Foreign Miner's Tax (1853) "Section 1. That from and after the passage of this Act, no person, not being a citizen of the United States (California Indians excepted) shall be allowed to take gold from the mines of this State, unless he shall have a license therefor, as hereafter provided. . . . Foreign Miner's Tax (1853) Section 6. The amount to be paid for each license shall be at the rate of four dollars per month, and said license shall in no case be transferable."
- "All foreigners residing in the mining districts of this State shall be considered miners under the provisions of this Act, unless they are directly engaged in some other lawful business avocation." While the tax was technically applicable to all foreign miners, its intent was aimed at the Chinese miners specifically and it was enforced much more stringently as it applied to the Chinese miners.

### **Excerpt from the Burlingame Treaty 1868**

"The United States of America and the Emperor of China cordially recognize the inherent and inalienable right of man to change his home and allegiance and also the mutual advantage of the free migration and emigration of their citizens and subjects, respectively from the one country to the other, for the purpose of curiosity or trade or as permanent residents. . . . Chinese subjects visiting or residing in the United States, shall enjoy the same privileges, immunities, and exemptions in respect to travel or residence, as may there be enjoyed by the citizens or subjects of the most favored nation."

### **Excerpts from the 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. 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.

### **Legislation concerning the Chinese in Mexico:**

#### **Summary of 1899 Treaty of Amity & Commerce**

- This treaty, which was designed to provide laborers in areas of Mexico undergoing rapid development, provided for the "free and voluntary" movement between the two countries. Furthermore, it established that China and Mexico would benefit from most-favored-nation status and that Chinese working in Mexico would have their civil rights and privileges protected by the Mexican government as the two nations were bound together in "perpetual, firm, and sincere friendship . . . between their respective citizens and subjects."

#### **Summary of 1919 Labor and Social Provision Law, Article 106:**

- Article 106 of the Ley del Trabajo y de la Previsión Social del Estado de Sonora (Law of Labor and Social Prevention of the State of Sonora), 1919, which originated from Article 123 of the Mexican Constitution, stated: "The owners of every enterprise, workshop or commercial or manufacturing establishment have the obligation of hiring Mexicans for 80 per cent of their jobs."

### Summary of 1919 Organic Law of Internal Administration Article 60

- Article 60 enabled city governments to move all houses and stores belonging to the Chinese to separate neighborhoods (barrios). The pretext was that this move would help protect the surrounding community in terms of health and hygiene.

### Summary of 1923 Sonora Segregation Law 31

- The congress of the state of Sonora enacted Law 31, restricting Chinese to certain sections of the cities (“barrioization”), prohibiting marriage or concubinage between Mexican women and Chinese men.



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### **Sub-Topic 3: Comparing Anti-Chinese Violence**

Time: 60 minutes in class and assessment assigned for homework.

Students will select two incidents of violence against the Chinese, one specific to the Chinese in the U.S., and one specific to the Chinese in Mexico. Using online resources, students will research the incidents to compare and contrast them with regard to a number of factors indicated below.

#### **Selected incidents of violence against the Chinese in the United States:**

- Tacoma, Washington, USA (1885), forced expulsion of 200 Chinese
- Rock Springs, Wyoming, USA (1885), labor dispute led to 28 Chinese murdered
- Deep Creek, Idaho, USA (1887), 34 Chinese murdered for their gold

#### **Selected incidents of violence against the Chinese in Mexico:**

- Torreón, Coahuila, Mexico (1911), 300 Chinese murdered by rival revolutionary groups
- Sonora & Sinaloa, Mexico (1920s-1930s), forced expulsion of thousands of Chinese

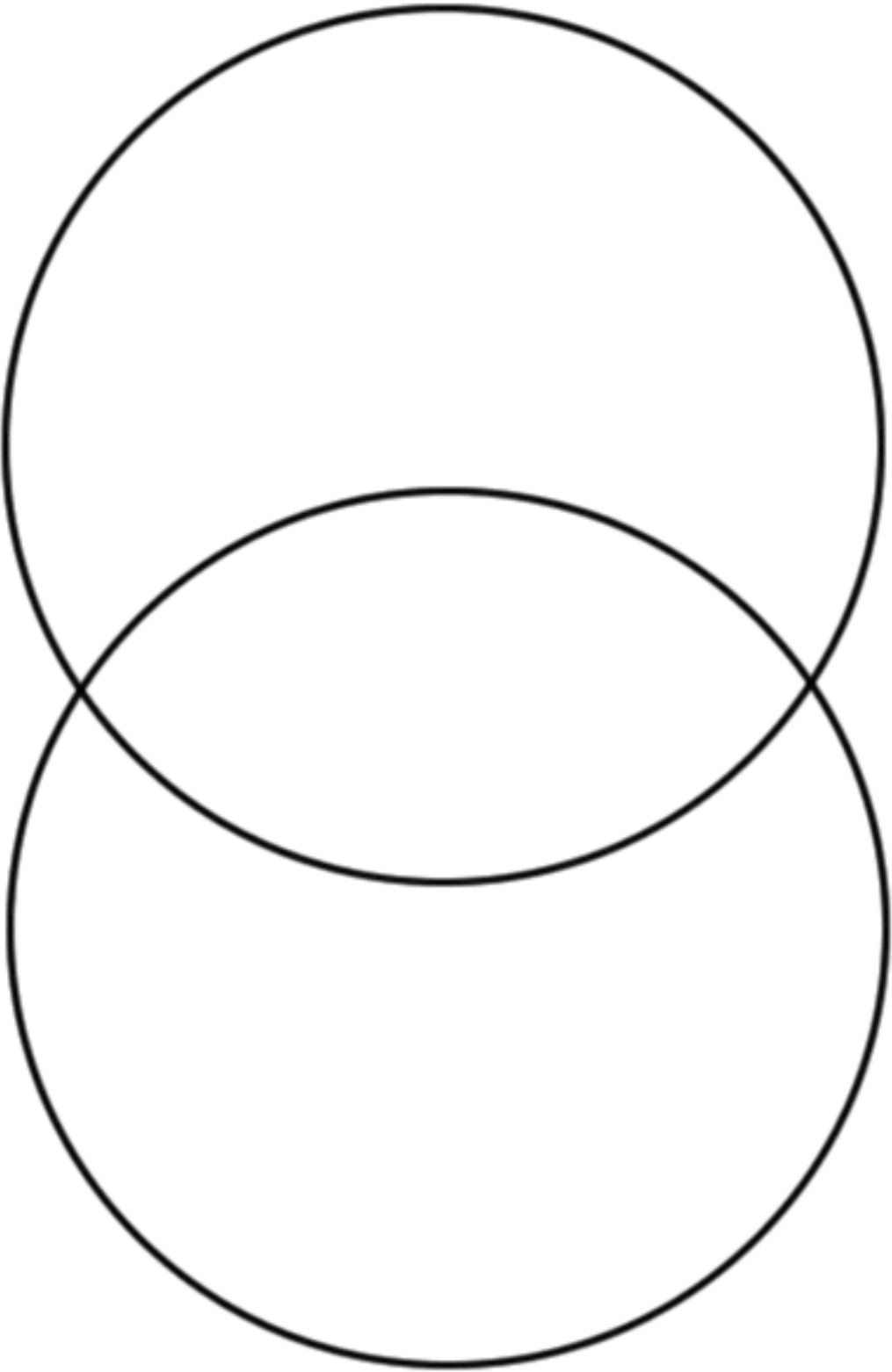
#### **Questions for comparison:**

- Establish the basics: What happened, to whom, by whom, when, and where?
- What seems to have caused the violence against the Chinese?
- What were the motivations of those inflicting the violence?
- If crimes were determined to have been committed, was justice served?
  - Were the wrongdoers punished for their actions? How? By whom?
- How did the Chinese remaining after the incident respond?
- What and how effective was the Chinese government's response?
- What rationalizations did the surrounding community give for the attack against the Chinese? Why did these rationalizations have power?
- Were there people in the non-Chinese community who spoke out against the violence or took action to advocate for the Chinese?
- What broader contextual issues contributed to an atmosphere that was conducive to such violence (i.e., was there a recent economic downturn in the region, were there rival political groups vying for control, etc.)

#### **Assessment:**

- Students will answer the questions above for each instance of violence under comparison.
- Complete a Venn Diagram comparing and contrasting the violence against the Chinese in the United States and in Mexico.

Comparing Anti-Chinese Violence in the United States and Mexico



**Five-Paragraph Essay Rubric**

<b>Introduction, Thesis, &amp; Title 20%</b>	
Sophisticated, well-written introduction that moves from the general to the specific. Smooth flow from outside the topic, through a narrowing with some specifics, to the thesis. Contains an attention-grabbing opening that makes the reader want to know more. Title creatively captures the essence of the paper, sparking interest. Uses a strong thesis to make an effective assertion about the topic. This thesis takes a clear stance, moves beyond the predictable, and guides the paper in an effective and interesting manner. <b>18-20</b>	
Makes some attempt to move from the topic to the thesis, but this movement may be choppy, somewhat discordant, lacking in interest, or lacking fully developed ideas. Attempt is made at an attention-grabbing opening. Title is present, but fails to creatively capture the essence of the paper. Thesis demonstrates some insight into the topic, but assertion is confusing, a part of the thesis may be missing, or the thesis simply summarizes material. <b>15-17</b>	
Failure to start outside the topic and flow through to the specific thesis. Intro may be either too brief, or too long. Weak attempt made at an attention-grabbing opening. No title, or title is weak. Thesis does not make an assertion, is unclear, or is non-existent. <b>14 &amp; below</b>	

<b>Body Paragraphs &amp; use of Evidence:</b>	<b>#1</b>	<b>#2</b>	<b>#3</b>
Each body paragraph contains a strong topic sentence that clearly states the focus of the Para. & directly relates to the thesis statement. Paragraph connects to and develops the thesis. Discusses more than obvious points in an insightful way. Sufficient specific evidence is present to support and prove assertions. Evidence is introduced and dealt with in an effective manner that sets the context and goes beyond mere recounting of specifics to a thoughtful use of information to support topic sentence & prove thesis. Where needed, quotes, stats, etc are used effectively. Evidence is discussed thoroughly so that its significance to the topic sentence and thesis is clear. Uses thoughtful & smooth transitions between ideas, and to the next body paragraph. <b>18-20</b>			
Topic sentences, while present, are underdeveloped, too descriptive, do not clearly relate to the thesis, or don't introduce the focus of the paragraph. Paragraphs discuss points related to the topic sentence and thesis, but stop short of developing truly insight. Some quotes, stats, etc are present, but certain areas of the paragraph are left unsupported by effective use of evidence. Some context for evidence may be lacking, or it is not clear that the writer fully understands the topic, and evidence used. Evidence is discussed in a cursory manner, or is summarized, but its significance is not readily apparent. Some connection between the evidence and topic/thesis is clear, but the writer relies on the reader to make most of these connections. Transitions between ideas and other paragraphs is inconsistent. <b>15-17</b>			
Topic sentences fail to clearly indicate the focus of the paragraph, and/or its connection to the thesis. Incomplete or fuzzy understanding of the topic. Evidence is lacking, used inconsistently, used out of context, or used improperly. Little or no paragraph unity. Sequencing of information is confusing or illogical. Awkward or nonexistent transitions between ideas or paragraphs. <b>14 &amp; below</b>			

<b>Conclusion 20%</b>	
Strong ability to universalize, summarize, and resolve the topic. Demonstrates insight, not just a rehash of the thesis. Written in compelling and interesting fashion. <b>18-20</b>	
Conclusion summarizes the topic, without effectively universalizing or resolving it. May lack insight and interest. <b>15-17</b>	
Conclusion is too brief, too literal, off topic, or is not supported by the preceding body paragraphs. Little or no attempt to universalize or resolve the topic. May introduce new material that distracts the reader. <b>14 &amp; below</b>	

Deduct up to 10 points (ie a full grade) for any or all of the following: (\_\_\_\_)

- Bibliography & parenthetical citations are done perfectly (this is the expectation & will earn full credit)
  - Reference section was completed incorrectly and/or parenthetical citations contain some errors.
  - References are done poorly.
  - References are done exceedingly poorly.
- Fragments, run-ons, comma splices, or punctuation errors
- Spelling and homonym errors, especially mistakes like it's/its, and their/there, led/lead
- Subject-verb and/or pronoun-antecedent agreement errors
- Contractions and other informal language

**Grader's Comment:****Total** \_\_\_\_\_/100

## Commemorating the Past

Your task is to design a memorial that commemorates one incident of violence against the Chinese community (see Sub-Topic 3 to choose which event you will memorialize). In addition to accurate recounting of the facts and factors leading to the incident, this assessment is also designed to evaluate insight, reflection, and thoughtfulness in all aspects of the planning of the memorial.

### Consider the following questions:

- What is the overall message of the memorial?
- What form will the memorial take (specifics are required—will it be a marker, park, reflective space? What materials will be used and why?)
- Where will the memorial be placed? Why?
- How will the space be designed to maximize visitor interaction with the space and advance the message?
- What text will be on the memorial? In what languages?
- What images or artwork will be used to advance the message of the memorial?

### Tasks:

1. Answer the questions posed above.
2. Draw the design of the memorial and include any text that will be used.
3. Craft a 500-word press release for publication in the local newspaper explaining the event that the memorial commemorates and the intent of the memorial.

### Rubric for Commemorative Memorial

	<b>Exceptional</b>	<b>Admirable</b>	<b>Inadequate</b>
<b>Design and Central Message (40%)</b>	The subtlety & nuance of the design is expertly & accurately transmitted. Relevant details enrich the central theme. Relevant, telling quality details give the audience important information that goes beyond the obvious or predictable. The product shows clear, deep understanding of the event being memorialized.	The product contains accurate information in a clear & focused manner. Reasonably accurate details are present to support the main ideas. The designer seems to be crafting from knowledge or experience; the ideas are fresh & original. Accurate & thorough coverage of the event being memorialized.	The product has no clear sense of purpose or central theme. To extract meaning from the design, the audience must make inferences based on incomplete details. The idea is a simple restatement of the topic or an answer to the question with little attention to detail. Everything seems as important as everything else; the visitor has a hard time sifting out what is important.
<b>Analysis &amp; Interpretation (40%)</b>	Exceptional analysis of the topic through a well-developed sophisticated thesis. Clear evidence of higher order thinking. A true analytical approach to a complex topic.	Admirable analysis of the topic, but lacking in truly interpretive & original insight into the topic. Strong message, but may lack reconnection to the message throughout the body of the product.	The product is far too descriptive. The message does not take a stance or is too simplistic. Very little evidence of analytical skills.
<b>Creativity /Flow/ Artistic Aspects (20%)</b>	Exceptional creativity & originality. The human element is emphasized, providing a dramatic, authentic connection to the people being described. Creative details are used with great effectiveness. Images, maps, etc. are clear, visually appealing & connect directly to the topic. Text is well written, creative, & compelling. The whole is greater than the sum of its parts. Flawless, consistent, creative use of design to support the message & tell the story.	The writing/design has moments of creativity & originality, but lacks consistency in this regard. Descriptive details are present, but underdeveloped. In general, the piece is interesting, but lacks the spark of an authentic connection to the human element. Use of images, maps, etc relate to the topic. Admirable use of design to support message & tell the story.	Writing/design was not creative or original. Very little evidence of striving to capture the human element of the history. Images, maps, etc. do not relate directly to the topic.

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