

Ties that Bind: The U.S. and Asia – Lesson Plan

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Title – Boston / Eastern Massachusetts as a Focus of 19th / Early 20th Century Migration

Time Frame – Two to three class periods (45 minutes for each period).

Goals

- a. Students will identify and compare particular examples of migration to / from Boston (Eastern Massachusetts) during the 19th and early 20th centuries. Emphasis will be on the push-pull factors connecting Asian and American migrants to the broader Boston region.
- b. Students will assess the impact of migration to and from East Asia on Boston's (Eastern Massachusetts') place-based identity. Students should leave the lesson with a better understanding of the city's/region's East Asian connections and influences.

National Geography Standards

- a. *Standard 4.2.B* – Explain how physical or human characteristics interact to change the meaning and significance of places.
- b. *Standard 9.3.B* – Evaluate and explain the impact of international migration on physical and human systems.

Assumptions – This lesson assumes that students have a basic understanding of Chinese and Japanese history in the 19th and early 20th centuries. In particular, they should have been introduced to the reform efforts, and contacts with Westernization, connected to late Edo Period and Meiji Period Japan as well as the Qing Dynasty China. Understanding of this historical context will aid students' interpretation of the HistoryPin website and its relevance to Boston. Students should also be familiar with the concepts of push and pull factors in terms of human migration.

Activity Outline

1. *Homework (Introduction)* – Assign the article “Global Boston: Chinese” to students as a preparatory reading (<http://globalboston.bc.edu/index.php/home/ethnic-groups/chinese/>). Students will complete and submit “Homework Handout 1 – Reading Analysis” handout.
2. *Class Activity (Day 1)*
 - a. **Step 1 – Warm-up** – Display the Harrison Avenue image (a copy can be found here: <https://www.digitalcommonwealth.org/search/commonwealth:41688222r>) to the class and identify only that it is from 19th century Boston and that it has connections to Chinese community in the city. Use the following prompts to guide the discussion and record student responses on the classroom white board. Students should record the information and annotate the image on “Classroom Handout 1, Part 1”. (About 10 minutes for this phase.)
 - i. *Objective Analysis* – Describe the environment, the human activity in the environment, etc. Focus on what is observable first.
 - ii. *Subjective Analysis*
 1. Given the objective information present in the image, what do you conclude is happening in the image? What importance does this location seem to have for the Chinese community?
 2. Connect to the homework reading → How does this image show the impact of the Chinese community on Boston? Boston on the Chinese community?

Background Note – The Harrison Avenue image from 1903 is of a public funeral by members of the Chinese community. Harrison Avenue was widened in the 19th century forming a large plaza, permitting it to be used as a public space. Note the image of the deceased on the table that is surrounded by offerings as well as the variety of clothing worn by the mourners. S.Y. Yuen was a grocery store that fronted Harrison Avenue at that time. (Source: To, 23)

- b. **Step 2 – Exploring Geographical Place** – The goal of this next section of the lesson is to build upon the core ideas drawn from the warm-up image by putting it into a larger locational context. (About 15 minutes)
 - i. Divide students into cooperative pairs.
 - ii. Working together, students will complete Part 2 of the “Classroom Handout 1”. This will introduce students to a HistoryPin site for Hong Far Low, a restaurant on Harrison Avenue and will have them examine a menu from that establishment..
 - iii. After about ten or so minutes, have the students return focus to the group notes. Lead a concluding discussion using the two questions listed in Part 3 of the “Classroom Handout 1”.

- c. **Step 3 – Conclusion / Introduce Homework** – Discuss the “Homework 2 – Pin Analysis” handout. Assign one pin per student for larger classes. For smaller and/or more advanced classes, assigned each student two different pins. When assigning pins from the HistoryPin map, strive to assign a balance of Chinese and Japanese pins. Students are to complete one copy of the handout for each of their assigned pins. Students can begin work on the activity in class and the teacher can help them individually navigate the HistoryPin site. (About 20 minutes.)
3. *Class Activity (Day 2)*
- a. **Step 1** – Warm-up – Introduce the following “Key Questions” to focus students on the day’s lesson. These questions can be projected and preliminary student responses can be noted on a white board as a web diagram and used to frame the next step of the activity. Students should take notes in Part 1 of the “Classroom Handout 2”. (About 5 minutes.)
- What factors brought people from East Asia to Boston (Eastern Massachusetts)?
 - What factors caused people from Boston (Eastern Massachusetts) to travel to East Asia?
- b. **Step 2** – Divide class into groups of 3-4 students. (About 25 minutes.)
- Share Information* – Each student should report her/his information to the others in the group. The questions from the “Homework 2” handout should guide this segment of the activity. If time permits, allow students to gather additional information from other groups using the handout’s questions. The goal is to have students gather a body of information for the next part of the lesson.
 - Synthesize Information* – Within their small groups, have students revisit the introductory “Key Questions,” noting on their handout the general push and pull factors they’ve seen within the examples they discussed in Part 2 of the handout. Notes taken in Step 1 can be annotated at this time.
- c. **Step 3** – With the whole class, discuss the various push and pull factors that brought people from East Asia to Boston (Eastern Massachusetts). Add information to the original web diagram as a way to synthesize the information. Students should annotate their original notes for Part 1. (About 10 minutes.)
- d. **Step 4** – Distribute “Homework 3 – Impact on Boston (Eastern Massachusetts)” handout and discuss its instructions. Students will demonstrate their understanding of the entire activity by writing a short essay focusing on this question: “How did cross-cultural interactions impact Boston (Eastern Massachusetts) as a place during the 19th and early 20th centuries?” (Note: this part of the lesson is still pending.)

Name: _____ Class Section _____

Homework Handout 1 – Reading Analysis / Ties that Bind: The U.S. and Asia

Answer the questions below using this online article:

- <http://globalboston.bc.edu/index.php/home/ethnic-groups/chinese/>

Background

- When did significant immigration from China to the United States begin?
- What was the first U.S. destination of the earliest wave of Chinese immigration?
- When did Chinese immigrants first come in large numbers to Massachusetts? Why did they come to the state? Where did they eventually settle in the state?
- What part of China did most of these earliest immigrants come from?

Settlement Patterns

- Where in Boston did the earliest Chinese immigrants settle in Boston?
- **Hypothesize:** Search for the location you identified in Google Earth. Before there were major highways like I-90 and I-93, how do you think the earliest Chinese traveled to Boston? What in the neighborhood suggests this mode of transportation?

Workforce Participation

- What sort of jobs did some of the earliest Chinese immigrants find when they first arrived in Boston?
- **Hypothesize:** How might the location of the Chinese settlement in Boston be related to the jobs they acquired when they first arrived?
- By the early 20th century, what sorts of work were the primary sources of employment of Chinese immigrants to Boston?

Classroom Handout 1 – Ties that Bind: The U.S. and Asia

Part 1 – Warm-Up Activity – Take discussion notes using the image below and the questions that follow:



(Source: "Harrison")

Objective Analysis – Describe the environment, the human activity in the environment, etc. Focus on what is observable first.

Subjective Analysis

1. Given the objective information present in the image, what do you conclude is happening in the image? What importance does this location have for the Chinese community?
2. Connect to the homework reading → How does this image show the impact of the Chinese community on Boston? Boston on the Chinese community?

Part 2A – Developing Ideas – Complete this section when instructed by the teacher. In this part of the lesson, you will be building upon the warm-up discussion. Use your iPad to access the following URL:

<https://www.historypin.org/en/FCCEAS-TiesThatBind/China/geo/42.220358,-71.008903,7/bounds/40.672282,-71.008903,43.731391,-71.008903/pin/1052452>

This will open to a website called “HistoryPin” and will direct you to a mapped point focusing on another aspect of Harrison Avenue in Boston. Use the link’s information to complete the box below:

What else did Chinese immigrants contribute to the Harrison Avenue neighborhood?

What was “chop suey”? (You can search for an answer on the Internet. Emphasize a historical definition and identify your source.)

Hypothesize: How is “chop suey” an example of Chinese and non-Chinese cultures interacting with each other?

Hypothesize: Why do you think Hong Far Low specialized in cooking “chop suey” in Boston’s Chinese neighborhood?

Part 2 continues on the next page→

Part 3 — You will use this section to take notes from the whole class discussion.

Developing Hypotheses — How was Hong Far Low introducing Chinese culture to Boston? How did Boston, and its dominant culture, influence Hong Far Low? Significance of these influences?

Drawing Conclusions — Using Hong Far Long as a starting point, in what other ways might East Asian cultures (China, Japan, Korea, etc.) have had an impact on Boston (Eastern Massachusetts)?

Name: _____ Class Section _____

Homework 2 – Pin Analysis Sheet / Ties that Bind: The U.S. and Asia

Instructions — Complete the following worksheet using the HistoryPin website and its contents. The website can be accessed at this address: <https://www.historypin.org/en/FCCEAS-TiesThatBind> You will have to zoom into the eastern part of Massachusetts and/or Boston to find your point.

Objective Details

What is the title of your assigned pin?

Who is being described in your assigned pin?

What East Asian country is the pin connected to? _____

Where is the pin located? (Describe the location's physical and human characteristics.)

Was the person(s) involved in your pin migrating to or from Boston (Eastern Massachusetts)?

What factor(s) caused your person to migrate to or from Boston?

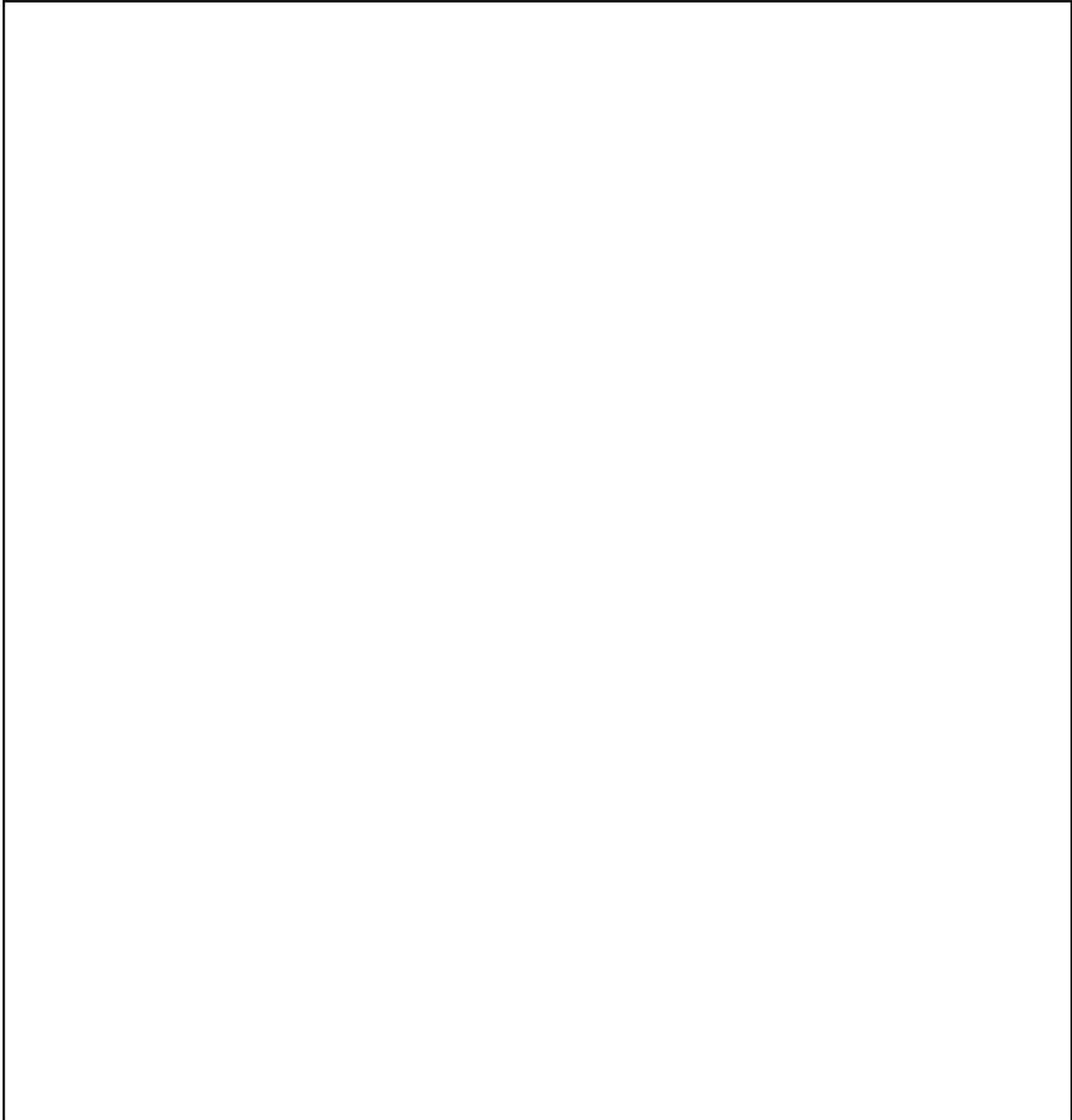
Subjective Conclusions — How might the person(s), thing, or activity described by your pin had an influence on Boston (Eastern Massachusetts) or East Asia?

Name: _____ Class Section _____

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Classroom Handout 2 – Ties that Bind: The U.S. and Asia

Part 1 – Warm-Up — Key Questions Responses — Take notes on the warm-up conversation in the space below. Share ideas from your homework and listen carefully to the ideas shared by your classmates.



Continues on the next page →

Part 2 — Discussion Notes — Use your homework notes to complete this chart. In this activity you will:

1. Share your HistoryPin point research with your peers. Summarize the information and do not simply repeat the written information. Use the questions from your homework to guide your presentation.
2. Listen to your peers' summaries and take notes on their research. Be prepared to review your discussion with the entire class.

<i>Classmate Name:</i> _____ <i>Topic:</i> _____ <i>Notes:</i>	<i>Classmate Name:</i> _____ <i>Topic:</i> _____ <i>Notes:</i>
<i>Classmate Name:</i> _____ <i>Topic:</i> _____ <i>Notes:</i>	<i>Classmate Name:</i> _____ <i>Topic:</i> _____ <i>Notes:</i>

Sources

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<http://ark.digitalcommonwealth.org/ark:/50959/41688222r> (accessed July 27, 2017).

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