



## U Is for United States v. Wong Kim Ark | ABC's of AAPIs

Sensitive: This resource contains material that may be sensitive for some students. Teachers should exercise discretion in evaluating whether this resource is suitable for their class. This lesson plan is about the Supreme Court case United States v. Wong Kim Ark and about immigration, racism, discrimination, and the Chinese Exclusion Act specifically.

Poem by Mila Konomos

Artwork by Andrew Bloom

In partnership with the Asian American Advocacy Fund (AAAF), WQED Education took AAAF's ABC's of AAPIs coloring book project and created lesson plans for educators to use in the classroom to provide a creative activity and resource for AAPI Studies.

**Time Allotment:** 1 to 2 class periods

### Learning Objectives

- Learn about the Chinese Exclusion Act.
- Learn about the United States v. Kim Wong Ark case and its significance.
- Learn about xenophobia, discrimination, and their continued affects today.
- Explore how language and political cartoons can affect people's sentiments towards different races.

### Prep for Teachers

- Print enough copies of the coloring sheet and poem
- Have the following resources prepared
  - [The Chinese Exclusion Act | Asian Americans](#)
  - [Angel Island and the Chinese Exclusion Act | Asian Americans](#)
  - [Chinese Exclusion Act \(1882\) and Resource Materials](#)
  - [Government and Public Responses to Immigration | Teaching with Primary Sources](#)

### Supplies

- "U is for United States v. Kim Wong Ark" coloring sheet
- Pencil
- Paper
- Coloring supplies
- Video viewing device



## Introductory Activity

Before having students analyze the racially sensitive political cartoons and photographs, it is important to explain the derogatory nature of these images to them. Some of the images in the media gallery demonstrate the racist fear that Americans have had toward Asian Americans and can be triggering to view.

## Learning Activities

1. Have students define and record the following words in a notebook:
  - Discrimination
  - Racism
  - Interrogation
  - Xenophobia
  - Immigrant
  - Deportation
2. Have students read through these primary sources and summarize their findings.
  - a. [Chinese Exclusion Act \(1882\) and Resource Materials](#)
  - b. [Government and Public Responses to Immigration | Teaching with Primary Sources](#)
3. What did the United States do to keep immigration numbers down after the Civil War?
4. What did the Chinese Exclusion Act do? How was this different from any other piece of legislation dealing with immigration?
5. Compare and contrast immigration in the 1890s to today.
6. Watch these two videos and answer some of the discussion questions below:
  - a. [The Chinese Exclusion Act | Asian Americans](#)
  - b. [Angel Island and the Chinese Exclusion Act | Asian Americans](#)
    - i. How was the Chinese Exclusion Act an example of xenophobia in the late 19th century?
    - ii. What were the economic, political, and cultural factors that led to the passage of the Chinese Exclusion Act?
    - iii. How do you think it impacted the immigration of other Asians subsequently?
    - iv. Do you think the interrogation process on Angel Island was fair? Why or why not?
    - v. In this clip, Connie Young Yu states, “Angel Island has been called the Ellis Island of the West. Nothing could be farther from the truth. Ellis Island with the Statue of Liberty represents immigrants being welcome. Angel Island meant exclusion. It meant interrogation. It was a place to be feared.” Do you agree with her statement?

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- vi. Recall the times in U.S. history when other people have been confined. How did their confinement compare to that of the Chinese? What were the causes, societal responses, immigrants' responses, similarities, differences?
  - vii. In this clip, Connie Young Yu shares how her mother and sisters, who were American citizens, were separated from their mother, who was detained on Angel Island. She states, "One of the harshest punishments is to separate parents from their children. It's the detention of people who are struggling to survive." How would you respond to her statement based on your new understanding of Angel Island and past and present United States immigration policy?
7. What does it mean to be American? Who decides what an American is? How do people prove they are American?
  8. Research the United States v. Kim Wong Ark Supreme Court case. Why is this case important? What are the key points from this case?
  9. Distribute copies of the coloring sheet and put students into small groups to read and analyze the poem.
  10. Ask students about stereotyping and fear-mongering they see being used in society today. How does it impact the groups of people in question? How can we be welcoming and inclusive of our neighbors from different cultures and backgrounds?