

National Endowment for the Humanities Summer Institute

“The Immigrant Experience in California through Literature & Theatre”

San José State University - Summer 2022

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Topic/Theme	Chinese Immigration to California
Institute Text Inspiration	<p>Omar Valerio-Jimenez, “Race and Immigration in the Nineteenth Century,” in <i>A Companion to California History</i> (Hoboken, NJ: John Wiley & Sons, 2008).</p> <p>Kevin Allen Leonard, “Making Multiculturalism: Immigration, Race and the Twentieth Century,” in <i>A Companion to California History</i> (Hoboken, NJ: John Wiley & Sons, 2008).</p> <p>Yvonne’s presentation slides</p> <p>From Erika Lee’s <i>The Making of Asian America: A History</i> (New York: Simon & Schuster, 2015):</p> <p>“Chinese Immigration in Search of Gold Mountain” (Chapter Three)</p> <p>“The Chinese Must Go!': The Anti-Chinese Movement” (Chapter Four)</p> <p>Chinese Railroad Workers in North America, Oral Histories and Interviews</p>
Student Grade Level	Grades 4-6
Lesson Plan Length	2 days for Benchmark Advance lesson and 2 days for Readers Theatre activity, rehearsal, and filming
Unit Overview	Recognizing Author’s Point of View–Historical Fiction Uses of Figurative Language and Simile
Essential Questions & Skills	How can other perspectives help us evaluate the world? Describe how a narrator’s point of view influences how events are described.
Key Student Learning Objectives	Make inferences and predictions Describe how a narrator’s point of view influences how events are described Identify key events and summarize Develop fluency: Read with characterization and feeling Determine the meaning of figurative language (similes and idioms) Link U.S. history including immigration and the California Gold Rush
Sequence of Key	1. U.S. History–California Gold Rush (overview)

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Learning Activities	<ol style="list-style-type: none"> 2. Introduction to The Journal of Wong Ming-Chung, A Chinese Miner, California, 1852 3. Student short read of Gold Country, an excerpt from The Journal of Wong Ming-Chung, A Chinese Miner by Laurence Yep in 5th grade ELA text Benchmark Advance, Unit 4. 4. Student’s annotate as they read to identify important ideas and key details and add questions and comments. 5. Student groups of 4-5 students determine parts and engage in “table read” of script of Curriculum-Based Readers Theatre Script of Journey to the Golden Mountain (attached). 6. Class discussion of best practices of Reader’s Theatre 7. Parts collabaoratively determined. 8. Rehearsal reading of Golden Mountain 9. Performance of Golden Mountain 10. Assessment (Rubric) 11. Review and discussion 12. Plans for future Curriculum-Based Readers Theatre productions.(The goal is for future productions to be written by students.) <p>Curriculum-Based Readers Theatre process developed by Rosalind M. Flynn and introduced to me by Caren Izzo.</p>
Texts and Materials Used	The Journal of Wong Ming-Chung: A Chinese Miner, California 1852 (Excerpt included in Grade 5, Benchmark Advance ELA Curriculum)
Assessments	Rubric including all Key Student Learning Objectives