

# Sample High School Research Social Studies Performance Task

## Inquiry into Chinese Immigration

Modified and submitted by Sherry Swain (National Writing Project) for SBAC

### Research

**Claim #4** - Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.

### Title of Extended Research Task: Inquiry into Chinese Immigration

**Grade Level** 11-12

**Task Source:** Adapted and revised from “Chinese Exclusion Act Document Based Question Argumentative Essay Task.” Stanford Center for Assessment, Learning, & Equity.

### How this task addresses the “sufficient evidence.”

Claim #4:

- Work with diverse partners on projects, building on others’ ideas and expressing one’s own clearly and persuasively SL-1
- Strategically incorporate collaboration when useful in complex tasks SL-1
- Examine the accuracy, completeness, usefulness/relevance, or strengths/limitations of multiple sources used and cited, as appropriate to the task. W-8, W-9

### Intended Depth of Knowledge Level: DOK 4 (analyze and integrate use of multiple sources)

**Optional Evaluation Guide:** The following descriptions apply to a good essay.

- A central thesis clearly answers the prompt.
- Thesis is supported by an *explanation* of evidence, including quotations and information.
- Conflicting evidence is included and challenged.
- Essay *logically* organizes claims, reasons, and evidence.

#### Evidence

- Documents are evaluated for perspective, believability, and accuracy.
- The dates and origins of documents help make claims.
- Connections between documents are made by grouping similar positions or identifying differences between documents.
- Documents are cited appropriately.

#### Historical content

- Core content relevant to the topic and necessary for understanding the information is included, accurate, and *supports* the argument.
- Argument explains multiple reasons for the passage of the Chinese Exclusion Act of 1882.
- Connections to relevant economic, social or political conditions of 19<sup>th</sup> century America are made.

#### Structure

- Essay shows a clear plan of organization and includes an introduction and conclusion.

- Introduction and conclusion go beyond a restatement of the prompt and thesis.

## **Grade 11-12 Standards Assessed with this Task**

**W-2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W-4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W-5** Rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W-7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W-8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**RI-1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI-3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI-7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**SL-1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- b. Work with peers to promote civil, democratic discussions and decision making,

set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL- 2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Description of task setting:** Phase 1, collaborative work of reading, generating questions, and discussing information from multiple primary sources, consensus on key issues and findings from each source, group notes based on questions and discussions related to each source.

Phase 2, individual note taking following each group discussion. Individual work of synthesizing findings, coming to conclusions, organizing, drafting and revising informal/explanatory essay to present findings.

**Duration of the activity:** Phase 1: 2-3 hours; Phase 2: 2-4 hours; Total time: 4-7 hours, including up to 3 hours outside of class.

**Operational logistics and Materials Required:** Paper for notes. Individual copies of document dictionary; computer with internet access.

**Writing Text Type:** Informational/Explanatory Writing: Essay or Report

**Reading Texts:** Eight sources (6 text and 2 graphic) are included and cited. Students are to seek at least one additional relevant source.

### **Title: Inquiry of Chinese Immigration**

**Task Summary:** This task requires students to work collaboratively as they read/analyze a series of brief documents (some of which are excerpts or modification of primary historical documents), pose their own questions, and analyze relevant evidence as they seek answers to their questions. The task requires students to independently seek and analyze at least one additional source of information and construct a written informative piece explaining their ideas on the context in which the Chinese Exclusion Act of 1882 was passed and the reasons for its passage to a general audience. Students are to seek feedback on specific elements of their writing and revise their drafts.

#### **Introduction to the task for student:**

*You are to read and analyze multiple documents for evidence of why the Chinese Exclusion Act was passed and write an explanatory essay that could be published in your local paper. Because of the current focus on immigration issues, a local newspaper is running a special edition on the history of immigration laws in the United States.*

**Actual prompt for student:**

In 1882, the United States passed the Chinese Exclusion Act, suspending immigration of Chinese laborers. Prior to the passage of this act, an anti-Chinese movement spread across the country, fueled by members of the Workingmen's Party of California. The Chinese Exclusion Act was in effect until 1943 and is considered the first immigration law of the United States.

1. Collaborate: Working in collaboration with a small group of classmates, read each of the 8 text sources provided, pausing after reading each source to generate questions about whether or not the Chinese Exclusion Act was actually an immigration issue or whether there were other motives for it.

With your group, try to come to consensus about one or two key your inquiry questions.

After reading each source, your group should revisit your emerging questions and revise if needed. Make notes about evidence in the text that relates to your questions. (You yourself may adopt the group views or draw your own conclusions. Be sure to note specific evidence to support your conclusions.)

2. Work independently: Search the internet for at least one additional source of information related to the immigration of Chinese people to the United States. (Key words and phrases in the sources provided can help you.) Determine how this new source relates to the evidence you have already gathered to answer your questions.

Draft a well-organized explanatory essay to explain your ideas about the underlying reasons for the Chinese Exclusion Act. Present evidence from the sources you have read to support your ideas. You may choose to include a brief narrative account of a modern-day episode if it will add strong support for your ideas.

Seek feedback from a teacher or members of your group on

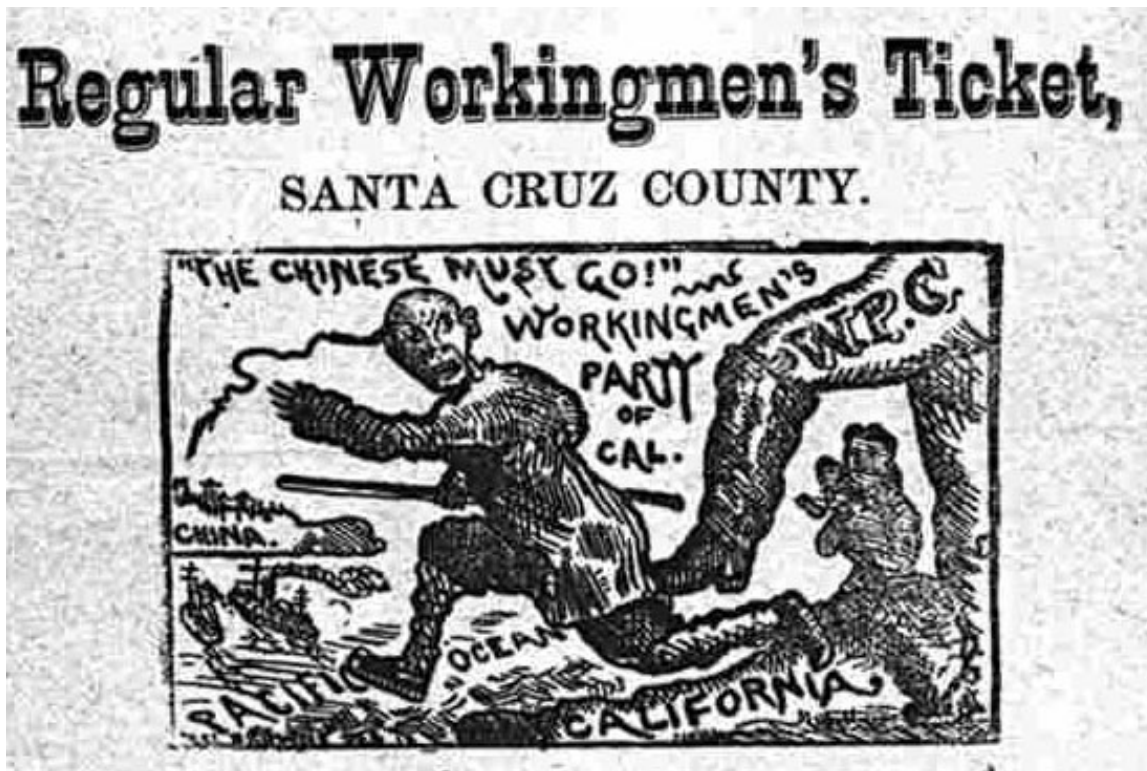
- the logic of your organization,
- the flow of your sentences,
- and appropriate level of formality and tone for subscribers of a local newspaper.

Revise your paper based on feedback and your own knowledge of effective writing.

## Sources

Source 1

"The Chinese Must Go!" was the slogan of the Workingmen's Party of California. The image below comes from a listing of the party's candidates for an election in California. By the 1870s, anti-Chinese mobs were attacking Chinese businesses and homes in California cities and threatening to burn down Chinatowns. Anti-Chinese feeling was widespread across the state.



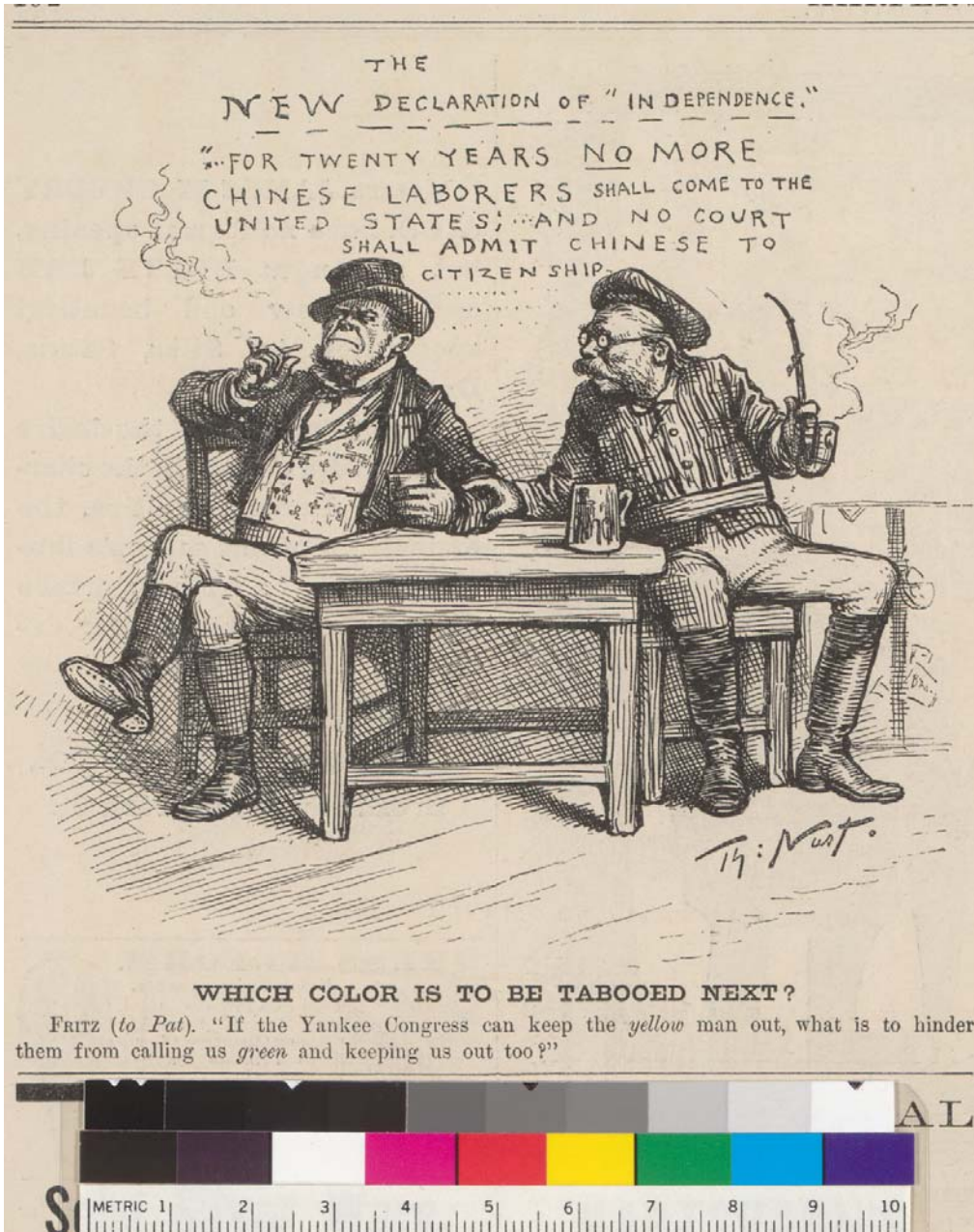
**Source:** Excerpt from *Workingmen's Party Ticket*, 1879, Santa Cruz County, California.

**Questions I have after analyzing this source:**

**Notes from the group discussion:**

Source 2

This political cartoon appeared in one of the most widely read magazines in the 1880s. It is titled, "Which Color is to be Tabooed [forbidden] Next?" At the bottom of the cartoon, Fritz says to Pat, "If the Yankee Congress can keep the yellow man out, what is to hinder [prevent] him from calling us green and keeping us out too?" Fritz is a German name and Pat is an Irish name.



Source: Published in *Harper's Weekly*, March 25, 1882. Drawn by Thomas Nast.

Questions I have after analyzing this source:

Notes from the group discussion:

Source 3

***The Chinese Exclusion Act (Modified)***

*The Chinese Exclusion Act was the nation's first law to keep out immigrants based on the country they came from. Below is an excerpt from this law that kept Chinese workers out for ten years. The law also made criminals of those who helped Chinese come to this country and established a system where Chinese needed to have identification documents. The Act was extended in 1892 and the restrictions remained in effect until 1943.*

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:

Therefore, Be it enacted [passed] by the Senate and House of Representatives of the United States of America in Congress, that ninety days after the passage of this act, and until the expiration of ten years after the passage of this act, the coming of Chinese laborers to the United States be suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, having come after the expiration of said ninety days, to remain within the United States.

.....

SEC. 14. That hereafter no State court or court of the United States shall admit Chinese to citizenship;

SEC. 15. That the words "Chinese laborers", whenever used in this act, shall be construed [understood] to mean both skilled and unskilled laborers and Chinese employed in mining.

Approved, May 6, 1882.

**Source:** Excerpt from the *Chinese Exclusion Act*, approved May 6, 1882 by the Forty-Seventh United States Congress. Session I.

**Questions I have after analyzing this source:**

**Notes from the group discussion:**

***Chinese Exclusion Law: California's Memorial to the President and Congress of the United States (MODIFIED)***

*The Board of Supervisors of San Francisco held a convention to support extending the Chinese Exclusion Act beyond ten years. At that convention, they adopted a statement that expressed some of the reasons they thought the Exclusion Act was a good idea.*

The purpose, no doubt, for enacting the exclusion laws for periods of ten years is because Congress intends to observe the progress of those people under American institutions, and now it has been clearly demonstrated that they cannot, for the deep and ineradicable [stubborn] reasons of race and mental organization, assimilate [blend in] with our own people, and be molded as are other races into strong and composite American stock.

Civilization in Europe has been frequently attacked . . . by the barbaric hordes of Asia. . . . But a peaceful invasion is more dangerous than a warlike attack. We can meet and defend ourselves against an open foe [enemy], but an insidious foe [deceitful enemy], under our generous laws, would be in possession of the citadel [fort] before we were aware. The free immigration of Chinese would be for all purposes an invasion by Asiatic barbarians . . . . It is our inheritance to keep [civilization] pure and uncontaminated, as it is our purpose and destiny to broaden and enlarge it. We are trustees for mankind. "

**Source:** *For the re-enactment of the Chinese Exclusion Law: California's Memorial to the President and Congress of the United States* adopted by the Chinese Exclusion Convention called by the Board of Supervisors of the City and County of San Francisco, San Francisco, CA, around 1901. Star Press., pages 4-5 and 8-9.

**Questions I have after analyzing this source:**

**Notes from the group discussion:**

Source 5

**Immigration Laws - Handy Reference Guide For Steamship Captains MODIFIED**

*Immigration Laws, Synopsis of Regulations Prepared for Handy Reference on the Part of Masters of Vessels* By FRED II. LYSONS, Attorney, Seattle, Wash.

Under the immigration laws of the United States. certain precautionary measures are important to be observed by the masters of vessels bringing passengers to American ports. . .

Nor may all aliens [be allowed to enter the United States] without question, idiots, imbeciles, feeble-minded, . . . those afflicted with tuberculosis or with any loathsome or dangerous contagious disease; . . .

Children under sixteen years of age not accompanied by or coming to one or both parents. . .

All Chinese laborers; and unless otherwise provided by existing treaties persons who are natives of foreign islands south of the 20th parallel latitude north, west of the 160th meridian of longitude east, and north of the 10th parallel of latitude south; or who are natives of any country in the continent of Asia west of the 110th meridian and east of the 50th meridian and south of the 50th parallel of latitude north, except that portion situated between the 50th and 64th meridians of longitude and the 24th and 38th parallels of latitude north.

As to aliens who are accepted as passengers: Eight dollars must be added to the passage money of each, or otherwise collected from them as head tax, . .

Excepted also from the head tax requirements are aliens entering the United States from Canada, New Foundland, Cuba or Mexico . . .

As to alien passengers of the excepted classes, however, the law seems to require a deposit of the head tax to the collector of customs, the same to be refunded when the classification of the aliens, as exempt, is established.

The master of the vessel shall deliver to the immigration officers at the port of arrival lists . . . giving full personal description of each alien . . .

These aliens shall be listed in convenient groups, no list to contain more than thirty names and each alien shall be given a ticket numbered and arranged to facilitate convenient identification. Chinese aliens are required to be listed separately from others. . . .

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Read more: [Immigration Laws - Handy Reference Guide For Steamship Captains](http://www.gjenvick.com/Immigration/LawsAndActs/1919-ImmigrationLaws-HandyReference-SteamshipCaptains.html#ixzz1dQxHzW7E) <http://www.gjenvick.com/Immigration/LawsAndActs/1919-ImmigrationLaws-HandyReference-SteamshipCaptains.html#ixzz1dQxHzW7E>

**Questions I have after analyzing this source:**

**Notes from the group discussion:**

Source 6

### **Germans & Swiss Immigration to USA & Canada**

**Pre-1820** Approximately 650,000 individuals of all nationalities arrived in America before 1820. Most were English and Welsh. Smaller numbers of German, Irish, Scotch-Irish, Dutch, French, Spanish, African, and other nationalities also arrived. These immigrants tended to settle in the eastern, middle-Atlantic, and southern states. Before January 1, 1820, the U.S. Federal Government did not require captains or masters of vessels to present a passenger list to U.S. officials. The lists that remain for the period before 1820 are varied in content. They range from name only lists to giving the person's full name, age, and country of origin.

**1820-1880** Over 10 million immigrants came from northern Europe, the British Isles, and Scandinavia between 1820 and 1880. There was a large increase in the number of immigrants from Germany and Ireland beginning in the 1840s and 1850s. Some settled in large eastern and midwestern cities, but most migrated to the midwest and west.

**1880-1920** More than 25 million immigrants, mainly from southern and eastern Europe came to USA. Many came from Germany, Italy, Ireland, Austria-Hungary, Russia, and England. Many settled in the larger cities, including New York City, Chicago, and Philadelphia. From 1820 to 1902 **Custom Passengers Lists** were kept the Customs Department. In 1883 the Immigration and Naturalization Service started keeping the records, and these are referred to as **Immigration Passenger Lists**

The two main German ports of embarkation were Bremen and Hamburg, where German officials prepared lists of emigrants. The majority of immigrants came to New York, but many went to New Orleans and Baltimore, with fewer going to Boston and Philadelphia

<http://www.olivetreenealogy.com/ships/germanstousa.shtml>

**Questions I have after analyzing this source:**

**Notes from the group discussion:**

Source 7

### Chinese Immigration and Exclusion Chronology

- 1848** Gold discovered in California, soon many Chinese arrive to mine for gold.
- 1850** California passes the Foreign Miner's tax that mainly targets Chinese and Mexican miners.
- 1852** Approximately 25,000 Chinese in America.
- 1854** California Supreme Court rules that Chinese cannot give testimony in court.
- 1862** Chinese Consolidated Benevolent Association forms. It provides many services for the Chinese community in the U.S.
- 1865** Central Pacific Railroad recruits Chinese workers; ultimately employs about 15,000 Chinese workers.
- 1869** First transcontinental railroad completed.
- 1870** California passes a law against the importation of Chinese and Japanese women for prostitution.
- 1871** Los Angeles: anti-Chinese violence: 18 Chinese killed.
- 1873** Panic of 1873; start of major economic downturn that lasts through the decade: blamed on corrupt railroad companies.
- 1877** Chico, CA; anti-Chinese violence
- 1878** Court rules Chinese ineligible for naturalized citizenship.
- 1880** Approximately 106,000 Chinese in America; California passes anti-miscegenation law (no interracial marriage).
- May 6, 1882** Chinese Exclusion Act: prohibits Chinese immigration (in one year, Chinese immigration drops from 40,000 to 23).
- 1885** Rock Springs Wyoming Antic-Chinese Violence.
- 1892** Geary Act—extends Chinese Exclusion Act.

**Questions I have after analyzing this source:**

**Notes from the group discussion:**

Source 8

*EXCERPTED FROM*  
CHINESE-AMERICAN CONTRIBUTION TO THE TRANSCONTINENTAL RAILROAD

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HON. JOHN T. DOOLITTLE of California in the  
U.S. House of Representatives, Thursday, April 29, 1999.

Mr. DOOLITTLE. Mr. Speaker, today I rise to honor the Chinese-American community and pay tribute to its ancestors' contribution to the building of the American transcontinental railroad.

The first Chinese were hired in 1865 [sic] at approximately \$28 per month to do the very dangerous work of blasting and laying ties over the treacherous terrain of the high Sierras. They lived in simply dwellings and cooked their own meals, often consisting of fish, dried oysters and fruit, mushrooms and seaweed.

Central Pacific faced the daunting task of laying tracks over terrain that rose 7,000 feet in 100 miles. To conquer the many sheer embankments, the Chinese workers used techniques they had learned in China to complete similar tasks. They were lowered by ropes from the top of cliffs in baskets [sic], and while suspended, they chipped away at the granite and planted explosives that were used to blast tunnels. Many workers risked their lives and perished in the harsh winters and dangerous conditions.

By the summer of 1868, 4,000 workers, two thirds of which were Chinese, had built the transcontinental railroad over the Sierras and into the interior plains. On May 10, 1869, the two railroads were to meet at Promontory, Utah in front of a cheering crowd and a band. A Chinese [and Irish] crew was chosen to lay the final ten miles of track, and it was completed in only twelve hours.

Without the efforts of the Chinese workers in the building of America's railroads, our development and progress as a nation would have been delayed by years. Their toil in severe weather, cruel working conditions and for meager wages cannot be under appreciated. My sentiments and thanks go out to the entire Chinese-American community for its ancestors' contribution to the building of this great Nation.

Archive-Name: gov/us/fed/congress/record/1999/apr/29/1999CRE822A [Congressional Record: April 29, 1999 (Extensions); Page E822]

From the Congressional Record Online via GPO Access [wais.access.gpo.gov] [DOCID:cr29ap99-49]

Courtesy Go2Net and Deja News. <http://cpr.org/Museum/Chinese.html>

**Questions I have after analyzing this source:**

**Notes from the group discussion:**

## Resources

Task: Adapted from Martin, Daisy, "Chinese Exclusion Act Document Based Question Argumentative Essay Task." Stanford Center for Assessment, Learning, & Equity.

Source 1: *Workingmen's Party Ballot*. 1879. Santa Cruz Museum of Natural History. Santa Cruz, California.

Source 2: Nast, Thomas, "Which Color is to be Tabooed Next?" *Harper's Weekly*, 1882. The Chinese in California, 1850-1925. Image, ([http://content.cdlib.org/ark:/13030/hb7c60056s/http://memory.loc.gov/cgi-bin/query/r?ammem/cic:@field\(DOCID+@lit\(brk7179\)\)](http://content.cdlib.org/ark:/13030/hb7c60056s/http://memory.loc.gov/cgi-bin/query/r?ammem/cic:@field(DOCID+@lit(brk7179))))

Source 3: Excerpt from the *Chinese Exclusion Act*, approved May 6, 1882 by the Forty-Seventh United States Congress. Session I.

Source 4: *For the re-enactment of the Chinese Exclusion Law: California's Memorial to the President and Congress of the United States* adopted by the Chinese Exclusion Convention called by the Board of Supervisors of the City and County of San Francisco and composed of 3000 Delegates from State, County and Municipal Bodies, Civic, Labor and Commercial Organizations, held at Metropolitan Temple, San Francisco, Cal., November 21 and 22, 1901. San Francisco, Cal Star Press., pages 4-5 and 8-9. *The Chinese in California, 1850-1925*

<http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/brk6586>

The Bancroft Library, University of California, Berkeley. [F870.C5.C505]

Source 5: Modified from Immigration Laws - Handy Reference Guide For Steamship Captains

<http://www.gjenvick.com/Immigration/LawsAndActs/1919-ImmigrationLaws-HandyReference-SteamshipCaptains.html#ixzz1dQxHzW7E>

Source 6: **Germans & Swiss Immigration to USA & Canada.**

<http://www.olivetreeregenealogy.com/ships/germanstousa.shtml>

Source 7 Timeline: Modified from Avishag Reisman and Brad Fogo, "Chinese Immigration and Exclusion Lesson Plan," *Stanford History Education Group Reading Like a Historian Curriculum*, 2009,

<http://sheg.stanford.edu/?q=node/45>.

Source 8: Excerpted from Doolittle, John T. Chinese-American Contribution to the Transcontinental Railroad. Archive-Name: gov/us/fed/congress/record/1999/apr/29/1999CRE822A [Congressional Record: April 29, 1999 (Extensions); Page E822]

From the Congressional Record Online via GPO Access [wais.access.gpo.gov] [DOCID:cr29ap99-49]

Courtesy Go2Net and Deja News. <http://cpr.org/Museum/Chinese.html>