

Topic: Virginia Kee - Immigration

Issue: Spring 2025

NYS Social Studies Framework:

- 4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. See 4.7a.
- DEMOGRAPHIC CHANGE: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. See 8.8b.

NYS Next Generation ELA Learning Standards: <https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf> 4W1, 4SL4, 4SL5, 5W1, 5SL4, 5SL5, 6W1, 6SL4, 6SL5, 7W1, 7SL4, 7SL5, 8W1, 8SL4, 8SL5.

CRSE Framework - <https://www.nysed.gov/sites/default/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

Link to original article in Archives Magazine:

https://www.nysarchivestrust.org/application/files/5117/4307/8863/Highlights_Article_Pioneers.pdf

Notes about icons:



This icon is paired with observation questions to help student's remember that to observe is to just look at what is in the document.



This icon is paired with inference questions to help students remember that to infer is to use what they observed paired with their own background knowledge to draw a conclusion.



This icon is paired with questions that require thinking about the worldview of those involved. This is to remind students to put on their "Worldview Glasses" and see things from the point of view of the people involved.



This icon is paired with questions that ask students to synthesize information from more than one source.

Understanding the Online Resources:

- Take a Closer Look & Learning Activity Differentiated - activities that use the same documents as in the print version, but are scaled more to 7th grade.
- Learning Activity Extensions - resources that are directly related to the Learning Activity on page 4 of the magazine.
- Learning Activity Extras - resources that are related to the topic, but can be done separately.
- Document Teaching Resources - resources that are standard and could be used with any any issue.

Big Ideas in this Issue:

- Immigrants often settled in groups with others from their homeland.
- Immigrants and other community members worked to help solve problems in their communities.

Activities in this Issue

Page 3 - "Take a Closer Look"

Students will take a look at excerpts from the Chinatown Planning Council's 1972 Program Description booklet. Afterwards, they will record what problems they think these programs might have helped.

Page 4 - "Learning Activity"

Students will brainstorm problems in their school community, select one and develop solutions.

Students will create a way to share their ideas with others in a way that might persuade them to join in trying to solve the problem. This could be a persuasive essay topic, or a presentation - poster, digital slide show, etc.

Take a Closer Look Extensions - Online

- Answer sheet for Take A Closer Look - more room for responses.

Learning Activity Extras - Online

- Duplicate of the print Learning Activity with lines added.
- Problem/Solution/Supporting Details/Conclusion organizer.
- 5Ws & H organizer to start planning for how to share solution to problem identified in the Learning Activity.

Background for the Teacher: 1965 Hart-Cellar Act (background on Chinese immigration)

https://drive.google.com/file/d/14CBZCWvT-W_wWbJYacGhyFXoj0prDgbZ/view

Key

Page 3 - Take A Closer Look

1

After School Day Care Centers

An After School Day Care solves the problem of children ages 6-11 be home alone after school. Instead they can go to a day care center and be taken care of.

2

Multi-Service Center

The Multi-Service Center helps with many problems. If someone is having a hard time finding a job, this service will help them. If someone needs to learn English to prepare for a citizenship test there are classes. There are interpreting and translation services so that people who need help with language can get it. If someone doesn't know how to get certain services the center will help.

3

Youth Programs

All the programs for youth, like sports and clubs, gives kids something to do outside of school. This helps them have fun and keeps them safe.

4

English Language Center

If someone is a new immigrant they may need to learn English. There are classes to learn English.



Connections

ELA:

Picture Books about Chinese Immigration/Immigrants:

- *Landed* by Milly Lee
- *Paper Son: The Inspiring Story of Tyrus Wong, Immigrant and Artist* by Julie Leung
- *A Banquet for Cecilia: How Cecilia Chiang Revolutionized Chinese Food in America* by Julie Leung
- *Paper Son: Lee's Journey to America* by Helen Foster James
- *Coolies* by Yin

Picture Books about Chinatown:

- *Chinatown* by William Low
- *My Chinatown: One Year in Poems* by Kam Mak

Picture Books about Immigration in General:

- *Coming to America: The Story of Immigration* by Betsy Maestro
- *We Came to America* by Faith Ringgold

Chapter books about Chinese Immigrants:

- *Exclusion and the Chinese American Story* by Sarah SoonLing Blackburn
- *In the Year of the Boar and Jackie Robinson* by Bette Bao Lord

Websites:

- NYC Tourism: Chinatown - <https://www.nyctourism.com/new-york/manhattan/chinatown/>
- Museum of Chinese in America - <https://www.mocanyc.org/>
- Chinatown Planning Council - <https://www.cpc-nyc.org/>