



TITLE

ANGEL ISLAND: THE ASIAN IMMIGRANT'S EXPERIENCE IN THE U.S.

GRADE LEVEL: 6-8

DISCIPLINE: History

TOPIC: Angel Island Immigration Station

STANDARDS: CCSS.ELA-LITERACY.RH.6-8.2 | CCSS.ELA-LITERACY.RH.6- 8.1 | CCSS.ELA-LITERACY.RH.6-8.7 | CCSS.ELA-LITERACY.RH.6-8.8

OBJECTIVES:

- Through the analysis of primary and secondary sources, students will be able to:
- Provide a summary of the historical context surrounding the Angel Island Immigration Station.
- Compare and contrast the experiences of immigrants at Ellis Island and immigrants at Angel Island.
- Analyze the development and application of different policies and opinions regarding Asian immigration to the U.S. in the 19th and 20th centuries.

ESSENTIAL QUESTIONS:

- Why was the Angel Island Immigration Station created, and what was its impact?
- What experiences did Asian immigrants face on Angel Island?
- How and why did immigration experiences differ between Angel Island and Ellis

KIT INCLUDES:

[Angel Island Presentation Slides](#)
[Educator Supplementary Intormation](#)
[Student Activity Presentation](#)
[Student Activity Worksheet](#)
[Glossary of Terms](#)

CLASSROOM HOURS NEEDED: 45 - 60 min

FINAL ASSESSMENT TYPE: Worksheet

MATERIALS NEEDED: (Opt.) Printouts of the Student Activity

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INTRODUCTION

Angel Island Immigration Station, or more simply, "Angel Island", was a prominent immigration processing center on the West Coast. Angel Island was created specifically to filter the immigration of Asian immigrants after the passage of the 1882 Chinese Exclusion Act. This lesson plan explores the consequences of the creation of Angel Island, while exposing students to historical skills such as comparison, analysis, and building defensible arguments. Learning about the history of immigration in the U.S. is an impactful experience for students and helps them understand the sociopolitical structures of modern America. As they supplement their current knowledge of immigration through learning about Angel Island, students will be able to form their own understanding of how immigration experiences varied throughout the U.S. during the 19th and 20th centuries, along with the resulting consequences.

INTRODUCTORY DISCUSSION (10 MIN):

For this activity, students will have to have learned about Ellis Island and have a basic understanding of immigration already. Begin by reviewing what the students have already learned about Ellis Island and immigration in general. Introduce Angel Island to your students using the visual presentation provided, or a lecture-style presentation: [Angel Island Presentation Slides](#)

Below is a document containing relevant links, a summary of the event, the event's historical significance, and reflection questions. This may be used to supplement your knowledge of the event and / or the informational slides if they are used as a student-facing resource: Educator Supplementary Information

Review [the presentation notes included in the slides](#) to customize the material in a way that suits your students best. You may choose to keep the slides as they are.

Make sure to take time to explain any bolded words to the students. Once you have finished going over the key points of the event, go over the instructions for the activity (provided in the next section) and introduce students to the activity, which is also included in the educator presentation.

The introduction portion of this activity should take approximately 10 minutes.

ACTIVITY (20 MIN):

Students should work on this activity in small groups. Adjust the number of questions or the size of groups depending on the needs of your classroom.

[Angel Island Student Activities \(Presentation\)](#)

[Angel Island Student Activities \(Worksheet\)](#)

Description: This activity may be completed through the online slides/ worksheet, or the activities can be printed out for students. Students will participate in a "gallery sitting" activity where they will analyze 8 visual or textual resources related to Angel Island and Ellis Island. Students will then answer questions about the resources (15 minutes). After the first activity is complete, students will move on to the second activity. Students should sort the images provided in the slide resources into categories of their choice, categorizing by mood, time period, location, etc (5 minutes).

**CLOSING
DISCUSSION**
(15-30 MIN):

Once the allotted period of time is up, bring students/ groups back together to have a discussion on their findings. Go through each of the resources with the related questions on the board and/or have students share their findings with the class.

- Encourage students to share their reasonings behind categorizing their images in the way they did and draw connections between the activity and American history themes.
- (Slide 21) Have students reflect on what they learned with the reflection questions included in the educator presentation notes.

This should take up the remainder of the class period and focus on guiding students to make connections, reinforce key concepts, and understand the content introduced. You may choose to refer to the "Assessment" section of the Educator.

**TAKE HOME
ASSIGNMENT:**

- Anything that students do not complete in class should be assigned for homework.
- The bonus resource list may be provided to students as a resource for further exploration used to develop a homework/extra-credit assignment.



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