

# Angel Island

## Angel Island



# Explore the Text

Read pages 99-102

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- Describe the characteristics of the text
- What did you notice?
- What do you wonder?
- How did Angel Island get its name?
- Why was the immigration station built?

# Vocabulary: What do you notice?

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- Pp101: In 1910 the United States built an immigration station at the northern corner of the island in the area known as China Cove. For the next 30 years it served as the main entry point for thousands of immigrants coming into the United States through the West Coast. It was known as "The Guardian Gate."
- Pp102: However, only a few Europeans were ever detained at Angel Island during these years. Japanese immigrants, too, were generally allowed to enter San Francisco soon after their ship docked.



# Close Read

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On page 100, the writer includes an inset map showing the ocean voyage from Asia to the coast of California.

- Why did the writer include this map?
- How does this map connect to information in the text?

# Close Read

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Read P101

- What information does the reader learn from this photo?
- What information in the text on page 102 does this photo support?

# Text Base Conversation

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Read the paragraph on p. 102 to prepare for the discussion.

- Why do you think U.S. immigration officials wanted to keep Chinese immigrants out of the country?
- Why did U.S. immigration officials welcome most European and Japanese immigrants?



# Text Debate

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The author describes all the nationalities of the immigrants coming to Angel Island and how they were treated when they arrived. Talk to your partner and answer the following question.

- Why would some countries accept some immigrants and refuse others?

# Reading Analysis

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- What is a main ideas? Complete the graphic organizer
- How would you summarize pages 101–102? Use details from the text



# Share Chair

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Student's evidence

# Angel Island

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Day 2



# Explore the Text

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Preview pp. 103–105 Look at the heading, photos, and photo captions. Briefly summarize the people and events that were previously discussed.

- Why was it so hard for Chinese people to be successful gold miners?
- What types of businesses made up Chinatown?



# Vocabulary      What do you notice?

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- Like all hopeful miners, the Chinese believed that they would get rich quickly in California. Then, they would return home to take a place of honor in their families. But discrimination kept the Chinese from mining the areas where gold was plentiful.
- Look at the word transcontinental on page 104. The prefix trans- is a Latin prefix. It means “across” or “over.” What does the word continent mean? what does transcontinental mean?
- **Complete the rating and graphic organizer**

# Close Reading

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Focus on key ideas about the people and events described in the text. Use the following questions to lead the discussion.

- p103 What key details does the reader learn from this photo?
- Did the Chinese immigrants or the European settlers give Chinatown its name?

# Text Base Conversation

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Reread p. 104.

- What did Chinese immigrants think would happen when they began work as gold miners?
- What was the reality of the “Gold Rush” for Chinese immigrants?
- How did Chinese gold miners make the best of a bad situation?



# Text Debate

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- Why do you think Chinese immigrants stayed in the United States after the transcontinental railroad was complete? Use text details to support your answer.

# Reading Analysis

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Complete a Three-Column Chart graphic organizers. **Reread pp. 101–102.**

- What reasons does the author give for why Chinese immigrants came to the United States in the 1840s?
- What reasons does the author give for why Chinese miners didn't become rich from mining gold?
- What evidence does the author give to support her reasons?

# Text Debate

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- Did the questions used to identify Chinese immigrants truly identify them?



# Share Chair



# Angel Island

- Day 3



# Explore the Text

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Read pages 106-107

- What were some of the things Chinese people had to fear in America?
- • How did the U.S. government try to stop attacks against Chinese people?



# Vocabulary: What do you notice?

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p. 106,

- More than 300,000 Chinese laborers entered the United States between 1849 and 1882. In those days, there were no immigration laws, such as quotas, to keep people out of the country.
- Persecution (read the paragraph)
- Treaty (read the paragraph)

# Close Read

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- Reread the first paragraph on page 106. Why do you think the United States signed this **treaty**? How did the treaty make things harder for U.S. legislators later?
- page 106. Why do you think that the “Chinese took jobs that no one else wanted” and “were willing to work long hours for low wages”?

# Text Base Conversation

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- Read pp. 106–107
- Why do you think the U.S. government kept Chinese laborers out of the United States but allowed Chinese teachers, tourists, merchants, students, and their families to live and work in the United States?
- Why do you think the U.S. government passed laws that didn't allow Chinese laborers to leave the United States and then return?



# Text Debate

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- Do you think U.S. business owners could have prevented the persecution of the Chinese workers? Explain

# Reading Analysis

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Have students focus on pp. 106–107.

- What words and phrases in this section mention time and dates?
- How does headings help the reader understand the author's main ideas?
- How direct quote contribute to the author's story?

# Share Chair

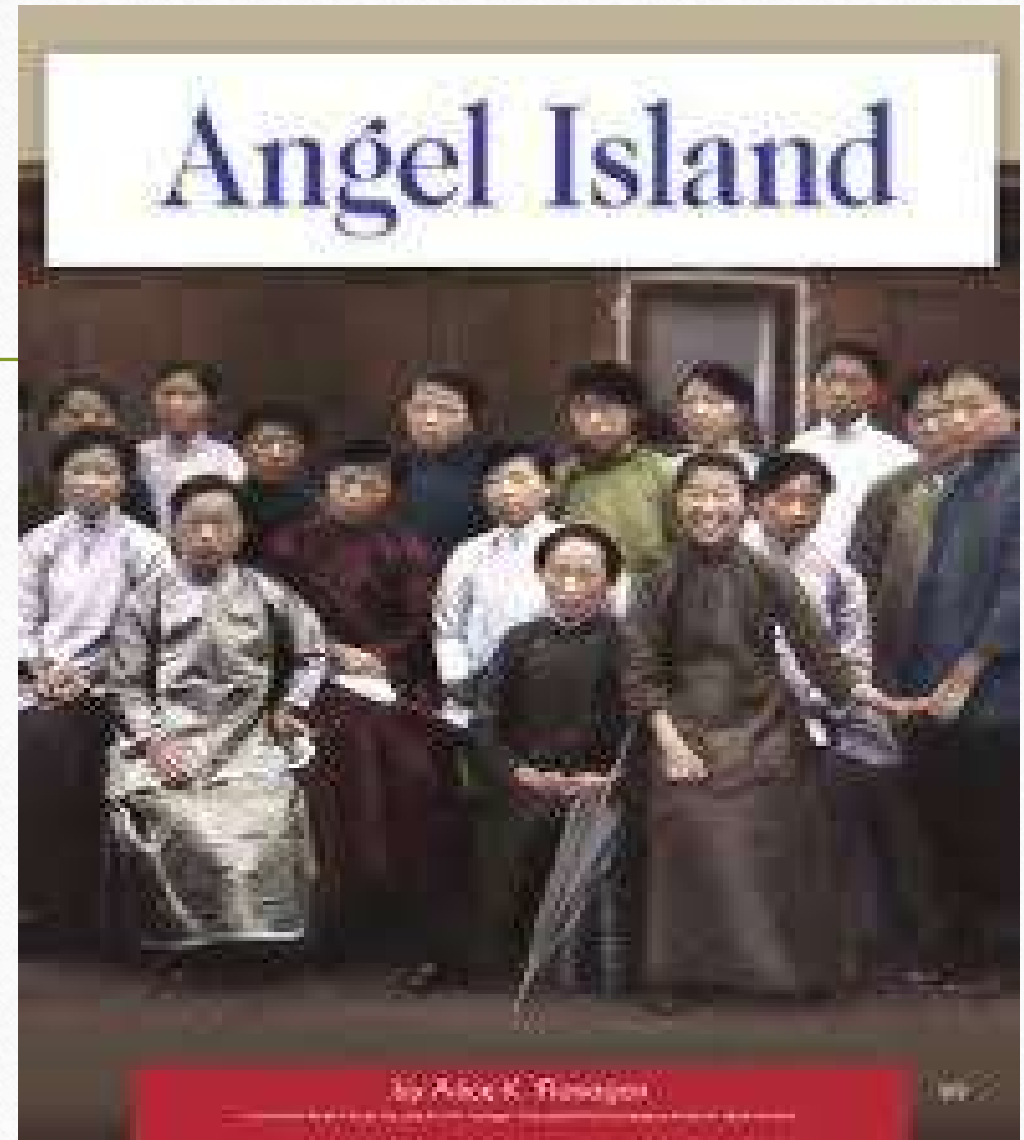




# Angel Island

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DAY 4



# Explore the Text


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Read 108–113

- How did people hide “coaching papers”?
- What types of questions were Chinese immigrants asked at Angel Island?

# Reading Analysis

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- Use a Story Sequence B graphic organizer to list the events and people involved. (Sequence of Events---Cause and Effect)
- **Event**  **People Involved**
- **Why?** By knowing the events and the people involved, I can\_\_\_\_\_



# Vocabulary: What do you notice?

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- p. 108 Complete Vocab. Graphic organizer
- The cost to become a paper son or daughter was about \$100.00 per year of age. This amount bought the papers needed to come to the United States, but it still did not ensure that the person would be allowed to enter. He or she had to prove family ties by correctly answering very specific questions that Angel Island immigration authorities asked them

# Close Read

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- On page 108, the writer describes how the 1906 San Francisco earthquake destroyed marriage, birth, and death certificates. Why would this be unlikely to happen today?
- On page 111, the writer includes a photo of Chinese immigrants undergoing health exams. What information does the reader learn from the photo?
- How might this have made the immigrants feel?

# Text Base Conversation

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Read p. 109.

- What kinds of questions did U.S. officials ask Chinese immigrants to identify them?



# Share Chair

