

Using Drawings to Communicate Ideas, Grade 11

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Lesson Plan Summary: In this lesson plan, students will learn how to critically examine a drawing in order to learn things about both the artist's ideas and the attitudes of society at the time the drawing was created.

Objectives:

Students will be able to analyze a picture and infer information about the subject. **TEKS §110.44. English III. (b) (19, 20)**

Introduction:

Due to economic decline and political unrest in China, the Chinese began immigrating to the United States around 1840. Over 300,000 Chinese came to the United States to start new lives. Many found work out west in California with promises of honest work for honest pay or to find their fortune in the California Gold Rush in 1848. Unfortunately, the Chinese were taken advantage of and were forced to work hard labor jobs for little pay in order to survive. Many Chinese immigrants returned to their homeland, but many stayed and created what were known as "Chinatowns" to escape prejudice and violence. The United States passed the Chinese Exclusion Act in 1882, which barred all future Chinese immigration to the United States. Information about the Act:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=47>

<http://www.mtholyoke.edu/acad/intrel/chinex.htm>

Activities:

Students will study the sketch depicting a Chinese man and an American soldier, found on the TIDES website (<http://tides.sfasu.edu:2009/u/?Newton,2505>). Students will then discuss and answer the following questions and draw a series of conclusions based on the details from the sketch.

1. Who are the people in the sketch?
2. What is the time period of the sketch? What details lead you to your conclusion?
3. In what way is the man on the left being stereotyped?
4. Is the overall impression of the man on the left a positive or negative one?
5. What do you think is happening to the man on the right? Why?
6. What is the relationship between the two men in the sketch?
7. If you were a Chinese immigrant during the 1870's what opinion would you have about the sketch?
8. What do you think was the purpose for drawing the sketch? Why?
9. What title would you give to this sketch?
10. How could this sketch be seen as a Pro-American drawing aimed at supporting the Chinese Exclusion Act?

Materials:

Pen & ink of Chinese man and American soldier

http://tides.sfasu.edu:2009/cdm4/item_viewer.php?CISOROOT=/Newton&CISOPTR=2505&CISOBOX=1&REC=3

Text of the Chinese Exclusion Act, 1882 on mtholyoka.edu

<http://www.ourdocuments.gov/doc.php?flash=true&doc=47>

Original Chinese Exclusion Act, 1882 on ourdocuments.gov

<http://www.mtholyoke.edu/acad/intrel/chinex.htm>