

Early Asian Immigration

Grades 3 - 4

Introduction: It is important for students to learn the history of their place and the ways in which technology has affected growth and change in their community. Understanding the makeup of the people in their community helps students learn flexibility when thinking of the present. Knowing what contributions specific ethnic groups have made to the history of the Northwest will give students a wider appreciation of the positive aspects of living in a diverse society. All of these understandings contribute to students' greater ability to function well as members of a democracy, in a country where many diverse groups are expected to learn from each other and work together to solve problems. I hope this unit will achieve these ends.

By using this unit I think students will gain a greater understanding of the process of being a historian. The investigative tools and questioning techniques provided here will help each student look at both past and current events with a broader, more critical eye. Of course, in reflecting back on their learning, I believe students will become better extended thinkers, more able to see varied points of view and ways of analyzing situations.

This unit is designed to expand (or contract) depending on students, class time availability, and availability of resources. During the entire unit, I would plan to have students keep a running journal which would include: sketches, class activities, vocabulary, thoughts, ideas for independent study, as well as names of stories, books, and web sites they have found particularly useful in their course of examination. We will also take photos of places we go for research and of each other during the research process. As much as possible, I would hope students would initiate and continue studies of their own outside the classroom.

Desired Academic Results

Essential Academic Learning Requirements in Social Studies

History

- EALR #1 The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world and Washington State History.
- 1.1 Understand historical time, chronology and causation
 - 1.2 Analyze the historical development of events, people, places and patterns of life in U.S., world and Washington State history.

EALR #2 The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.

2.1 Investigate and research

2.2 Analyze historical information

2.3 Synthesize information and reflect on findings

EALR #3 The student understands the origin and impact of ideas and technological developments on history and social change.

3.1 Explain the origin and impact of an idea on society

3.2 Analyze how historical conditions shape ideas and how ideas change over time

3.3 Understand how ideas and technological developments influence people, resources and culture

Geography

EALR #1 The student uses maps, charts and other geographic tools to understand the spatial arrangement of people, places, resources and environments on the Earth's surface.

1.1 Use and construct maps, charts and other resources

EALR #2 The student understands the complex physical and human characteristics of places and regions.

2.2 Describe the patterns humans make on places and regions

EALR #3 The student observes and analyzes the interaction between people, the environment and culture.

3.1 Identify and examine people's interaction with and impact on the environment

3.2 Analyze how the environment and environmental changes affect people

3.3 Examine cultural characteristics, transmission, diffusion and interaction

Economics

EALR # 1 The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups and society.

1.1 Comprehend key economic concepts and economic systems

Overarching Understandings

- Major technological and economic developments in Washington State (mining, railroads, and fishing) at the end of the 19th century that led to early Asian immigration in the Pacific Northwest Region

- Use of artifacts, oral histories, photographs, nonfiction texts, and historical records to interpret historical events
- Use of maps, charts, and other geographic tools to interpret changes in population and technology of the Pacific Northwest
- Observation of the interaction between people, the environment, and culture
- The ways in which government laws impact individuals and groups of people in a society
- Use of a timeline to display, compare, contrast, and interpret historical events

What the Students Will Understand

- Movement of Asian Americans into the Northwest and their contributions to the area's economy
- Laws and regulations legislated against select ethnic immigrant groups and their impact on these groups of people in the Northwest.
- Technology's role in both early and current immigration into Washington and its impact on the economy
- Ability of historians to understand the past using photos, oral histories, and artifacts
- The history of a U.S. region is made up of multiple ethnic groups who bring their own culture and points of view into the preexisting environment
- Each individual is a part of history; each person's life is part of the wider cultural environment

Overarching Questions

- Who were some of the earliest Asian immigrants in the Northwest Region and why did they come?
- What part did technology play in the arrival of those Asian immigrants and in the changes they needed to make to stay in the Pacific Northwest?
- What was the relationship between early Asian immigrants and the other ethnic groups then living in the Northwest?
- What laws affected how Asian American immigrants were able to lead their lives?
- How do you use oral histories, maps, and photographs to discover and interpret history for yourself?
- What are special contributions of early Asian American immigrants into the Pacific Northwest region?
- What is racism? What are stereotypes?
- What are examples of racism or stereotyping and how did they affect the people of the region?

Unit Questions

- What is your ethnic background? From what region or regions in the world does your family come?
- How does the story of an immigrant you know (either a friend or a family member) compare and contrast with the stories from people in our study?
- How might different groups of people interpret events in history? What does this say about how we should interpret history?
- Where can we go to understand more about this subject? Do students and writers of history have a responsibility to look at all sides of an issue?
- What are some community resources where you could learn more about Northwest History, Asian immigration into the Seattle area, and the history of your family?

Assessment: The Evidence that will Demonstrate Student Understanding

Performance Tasks and Projects

- Students will create maps showing major areas where Asian immigrants moved from to work in the Pacific Northwest region in the late 19th century.
- Make a timeline of Washington State, with particular attention paid to changes in technology and movement of Asian groups into the area.
- Using PowerPoint, students will make an interactive map of Washington that details the contributions early Asian immigrants have made to our state and community. This project will be shared with other students in the building. The learner will be able to click on a site in Washington then learn about a feature, idea, business, etc. that was contributed by Asian immigrants.
- The class will interview an Asian immigrant to learn of his/her expectations and experiences in the Northwest.
- Students will write an imaginary diary from an Asian immigrant's point of view. They will conduct historical research to get as accurate an image of what daily life was like for the person of their choosing as possible. Students will consult oral histories, documents, maps, photographs, and museum artifacts.
- Each person will complete an oral history (taped or written) of someone close to him/her who has moved from another region, with particular emphasis on that person's movement into the Northwest Region and reasons for moving. These oral histories will be combined to make a multi-media project in PowerPoint. It will have pictures, samples of the interview in audio, and student written essays that can then be made into a web site.

Other Evidence

- The class will take quizzes covering both vocabulary and basic ideas related to technology and movement of Asian immigrant groups into Washington.
- Informal class observation and discussion
- Cooperative group work
- Self-assessment of fieldtrip learning and their contributions to group work

Learning Experiences and Instruction

Knowledge and Skills

- Key terms, such as: *emigration, technology, oral history, economics, immigrant, racism, stereotype, artifact*
- Current Asian American groups in the Northwest Region
- Places to find resources to use in historical research
- Kinds of technology that impact where people live
- Use of a camera, journal, and a tape recorder
- Basic use of PowerPoint
- Create a multimedia project
- How to read and interpret maps, graphs, and charts

Lessons

Part I: What is Immigration?

1. Read the story, *Who Belongs Here? An American Story*. Open up a discussion about the issues raised in the book. Who belong here? Who doesn't? What is an immigrant? Why were the kids in the story teasing the main character? Is immigration bad? Good? Talk about the United States history and the people today who are citizens. How did they become citizens? How did we (for those who are) become citizens? Who belongs here?
2. Define and dramatize terms such as migration, immigration and emigration.
3. Name the different ethnic backgrounds of friends, neighbors and people you've met. On a world map, identify the countries from which those families (or their ancestors) immigrated. As the map fills with pins, stickers or whatever you use to mark it, help students see that to understand immigration, we can talk to our friends and families. It isn't something we can only learn about from books.

4. Brainstorm a list of reasons why people choose to move. Include any reasons your family may have used to move into a new house or neighborhood.
5. Read aloud, in small groups, the pictorial history of US immigration, *KIDS Discover: Immigration*. Have a whole group discussion on each section of this magazine.
6. In small groups, have students dramatize a family who is choosing to immigrate to the United States. Groups must be specific about country of origin. Each group needs to think of reasons why people would leave their homelands and what their expectations might be upon arrival.
7. Examine carefully the graph on pages 10 and 11 in *KIDS Discover* that illustrates the various waves of immigration, which have occurred in the United States. Draw students' attention particularly to the time periods between 1840 and 1900. Note the technology that allowed for the migration. Talk about the role the steamer played on the Pacific. The Chinese, who came to work as gold miners, and then as railroad and cannery workers on the West Coast, were initially able to do this more easily than others in Europe because of the steamer traffic across the Pacific Ocean. Also look carefully at the events worldwide, which gave rise to each successive wave of immigration. Use the book, *Immigrants* by the Library of Congress.
8. Use the resources to guide students in creating maps that show Asian immigration trends to the Pacific Northwest in the late 19th century. They should show when the waves of immigration took place and from what countries in Asia. Be sure to look at census records for the Seattle region for this time period.

Part II: Industry and Technology

1. Ask students, what is technology? Is a pencil an example of technology? Is a fork? Is the Space Needle? Make a list of things that are and are not examples of technology. Then help students define what technology is. Hopefully after the discussion, students will see that technology isn't only computers. Technology is the way humans control and manipulate the natural environment to satisfy their needs and goals.
2. Have Amanda Cook or Mikala Woodward come to present the Museum of History and Industry's *Growth and Change* trunk. The time period from which the artifacts in the trunk come from is 1870-1910. It is an excellent way to demonstrate the technology from this period in our history. The materials teach about the demographic changes that took place in the Pacific Northwest at this time. It shows images of Asian immigrants at work, talks about the railroads, and also shows images of the social attitudes toward

Japanese immigrants. Use that trunk for two weeks to a month, examining artifacts, photos, and ephemera. to note economics, transportation issues, and resources that guided immigration during that time.

3. While examining the MOHAI trunk, use the *China on Wheels* suitcase from the Wing Luke Museum, to see artifacts from China that immigrants would have left behind. Note differences between those objects and the objects they saw in the MOHAI box. How would everyday life have been different in a new place? How would life have been different for a family moving together than for groups of men forced to leave behind families in China? Why would someone, such as a father, leave loved ones behind? Use an oral history of a Chinese miner who migrated to the Northwest to discuss the life of one of those immigrants. (Wing Luke oral histories)
4. Read stories from *Tales from Gold Mountain* by Paul Yee. The stories are vivid accounts of what life was like for many of these Chinese fathers who left families behind and worked on the railroads in camps. Also look at oral histories of railroad laborers from the Wing Luke Museum. Another story that illustrates the life of Chinese who lived as miners is in the Celebrate Reading series by Scott Foresman. The story is called, *Chang's Paper Pony* by Eleanor Coerr.
5. Read and discuss Chapter 10 from Highline School District Social Studies text, *Discovering Washington*. The title is "Railroads Bring Growth and Change." Include additional readings and discussion of the first chapter of the book entitled, *Recent American Immigrants: Chinese* by Jodine Mayberry.
6. Check out the slide packet called, *Riding the Rails: A Short History of Early Railroads Around Puget Sound 1864-1910* from MOHAI. This resource has 20 slides, photographs, ephemera, and other useful information. Talk about what the railroads meant for Washington, Seattle, the economy, the lumber industry, fishing industry, migration patterns, and Chinese immigrants and their families. Then gain some background knowledge about Washington's road to statehood. Read and discuss Chapter 11 from HSD's Social Studies text, *Discovering Washington*. The title is "Washington Becomes a State."
7. Read about the making of the ship canal and the Hiram Chittenden Locks in Ballard. Chinese laborers dug the canal. What did connecting Lake Washington to the Puget Sound mean for Seattle? What did it mean for Chinese immigrants and their families? Look at pictures of this and read more about these technological changes at www.seattlehistory.org and www.historylink.org. Also read *The Strange History of the Ship Canal: This is not What Seattle's Founders had in Mind*, **The Seattle Times**, April 30, 2000. It is archived on their web site. Take a field trip to the locks to learn more about the science and technology behind them. It is a fascinating and unique feature few communities in the world have.

8. Read oral histories from early Chinese immigrant cannery workers. What can you learn about the labor conditions? Research the salmon industry. What did it mean for Washington State? Who benefited from it? A technological innovation developed in 1903 notoriously known as the *Iron Chink* was brought into the cannery industry. Its superior efficiency at cleaning, chopping and canning the salmon displaced the Chinese workers in the industry. Read more about it in *Sexless Oysters and Self-Tipping Hats*. Discuss what is meant by naming this machine “Iron Chink.” Arrange a field trip to MOHAI to see the *Iron Chink*. Learn about the cannery industry in the early 1900s.
9. Students reflect on what they’ve learned by sequencing the major events in Washington history, events in the world that have an impact on Washington, inventions, and changes made to the geographic landscape in a timeline. Each student creates an illustration and writes 3-4 sentences explaining his/her entry.
10. Students should use their notes, sketches and reflections in their journals to choose one contribution early Asian Immigrants made to this region. They begin to do research on the contribution. Students collect digital images on the contribution by doing a search on the Internet and contacting museums and libraries. Students compose a short essay showing how Asian immigrants made a difference to our community. The work students do will be pieced together on an interactive map of Washington using Hyperstudio. Students share their class project with other students in the building.

Part III: Laws, Regulations and Social Attitudes

1. Remind students of the Iron Chink and what was meant by its name. What can we infer about social attitudes towards Chinese laborers from this machine? Remind them to think of the images in the trunk from MOHAI showing social attitudes towards Japanese immigrants. Show them the first book that was read in this unit, *Who Belongs Here?* What were the social attitudes towards Nary, a Cambodian refugee? Are these examples of racism? What is racism? What is stereotyping? Discuss with the students their thoughts on these issues.
2. Research the Chinese Exclusion Act of 1892 and the subsequent movement of Chinese nationals back to China. This is followed by the increase in Japanese immigration to fill the gap left in the canneries, timber industry, and agriculture statewide. Research the Anti-Chinese Riots in Seattle on History Link’s and MOHAI’s web sites. What do laws and historical events say about the social attitudes towards the Chinese Immigrants?

3. Take a field trip to National Archives and Records Administration on Sand Point Way in Seattle to view interrogation interviews, census records, and other documents. What do these say about the social attitudes towards Asian immigrants? Why did these attitudes develop?
4. Read books and oral histories about Japanese internment during World War II. View images depicting the social attitudes towards the Japanese during this time. Read about the Japanese-American people in the Highline community during WWII in *Many Roads to Highline*. Talk about how their lives changed when they came back to their communities after the war.
5. Arrange for speakers from Wing Luke Museum. Two speakers would be ideal: One person to answer questions about the earliest Chinese immigration to the Northwest. Another who can speak to the issue of Japanese immigration to Seattle and the Internment camps during World War II.
6. Students conduct historical research by reading oral histories, and interpreting maps, photographs and documents to write a journal entry from the perspective of an Asian immigrant to the Pacific Northwest. Students will include a depiction of what daily life was like for the character of their choosing. The person they choose can be real or imaginary.

Part IV: An International Community Working Together

1. Read the story, *A Fruit and Vegetable Man* by Roni Schotter. This story is about how a recent immigrant family helps a storekeeper when he becomes ill.
2. In small groups, read a series of stories and novels about Asian American life at various phases of US history. Include such titles as *Island*, *Samurai of Gold Hill*, *The Year of the Boar and Jackie Robinson*, and *Dragonwings*. These can all be adapted for the particular interests of your students and the time available to read and discuss the books.
3. Share selections from the two books from the Wing Luke Museum, one entitled *Reflections of Chinese Americans* and *Divided Destiny, A History of Japanese Americans in Seattle*.
4. Take a walking tour of the International District. One such tour is given by Vi Mar. It's called Asian Cultural Awareness Youth Program. Ms. Mar's tour is meant to be flexible. She adapts it to the group, the weather, and the attention span of the group on tour. It can include a Chinese lunch. It will always include tours of smaller businesses and historical sites of interest. Seattle's International District is a unique place, because it is the only intentional community of a coalition of several Asian American and African American groups in the contiguous United States. While there, visit the Wing

Luke Asian Museum. Observe exhibits on early Asian Immigration into Seattle and on the Japanese Internment Camps. Look at the Densho exhibits displayed through an interactive computer room to hear first hand accounts of Japanese who were interned as a result of World War II.

5. Take a field trip to the Burke Museum to see the exhibit, *Pacific Voices*. The exhibit celebrates the ways various ethnic groups work to continue their specific traditions in the Pacific Northwest.

Part V: What Can We Learn About Immigration from Our Families?

1. As a culminating activity, students will learn how immigration was or is a part of their families. Keep in mind that this can be a sensitive issue for many families. Be open to having students investigate immigration by interviewing friends. If necessary, you might have a few contacts available for those without someone to interview. The purpose is for students to see that the study of immigration doesn't have to be a study of people we don't know. This history is close to home. And for most people living in the United States today, this is in our families. For students who are descendents of slaves from Africa, consider looking at migration from the Southern United States to the North. While it is true that slaves *immigrated* to the United States, the word "*immigrate*" really doesn't do justice to what actually caused these people to come here. For those children who don't know who their ancestors were, have them look at places that people in the family may have moved to and moved from within the United States.

Each person will complete an oral history (taped or written) of someone close to him/her who has moved from another region, with particular emphasis on that person's movement into the Northwest Region and reasons for moving. These oral histories will be combined to make a multi-media project in PowerPoint. It will have pictures, samples of the audio interview, and student written essays that can then be made into a web site.

2. Celebrate the rich ethnic diversity we all bring to our community by hosting a potluck in which each student brings a family dish from his/her ethnic background. Share where the food comes from and what it means to the family (when it is eaten, who traditionally makes it, the ingredients, where they are found, etc.) Have students munch food and share their journals, sketches, and projects with each other and other students at school.

Field Sites

The Burke Museum, University of Washington

Education Division: 206- 543-5591

They have a box on China and an exhibit called "Storytelling Around the Pacific: Pacific Voices"

Boxes can be ordered for \$25 for two weeks beginning in September.

Field Trips must be reserved at least two weeks in advance.

The Hiram Chittenden Locks in Ballard

These are free and open to the public daily. In addition to observation of the locks operation, students can also view salmon migrating at certain times during the year.

The Museum of History and Industry (MOHAI)

Education Division: 206- 433- 2487

Speak with Amanda Cook or Mikala Woodward

They have many education trunks with artifacts, photographs, resources, documents and a teacher's manual. The trunk *Years of Growth and Change* from 1870 - 1910 emphasizes technology and population diversity. The trunk is \$60 for two weeks.

Be sure to see the *Salmon Stakes* exhibit. They show what life was like for the Chinese immigrants who worked in the cannery business. They also have the infamous *Iron Chink*.

The Wing Luke Asian Museum

407 7th Avenue South

Education Division and Tour Information: 206- 623-5190

Speak with Bob Fisher or Charlene

Wing Luke is a great resource for getting oral Histories of immigrants. Ask about *Densho*, a database of oral histories of Japanese Americans telling their experiences in internment camps. They also have oral histories from other Asian ethnic groups.

Wing Luke has a permanent exhibit on Asian Immigration to the United States. You can arrange for a guest speaker through the museum. Be sure to plan at least one month ahead. The museum also has a trunk on China and a literature trunk with a selection of books to use in small groups. The books are about Asian immigrants into the United States.

A Chinatown Walking Tour, Asian Cultural Awareness Youth Program

Vi Mar, 206- 236- 0657

Ms. Mar tailors each tour to the particular group and the weather. The 1 ½ hour tour costs \$5.75 per person and \$6.75 for each adult, assuming one adult per three students. The longer 2 ½ hour tour includes a Chinese lunch and costs \$11.25 per student and \$16.50 per adult. One adult is free for every 25 students.

The National Archives and Records Administration

Pacific Northwest Region
6125 Sand Point Way NE
Seattle, WA 98115
(206) 526-6501

Talk to Susan Karren or John Ferrell regarding field trips.

Bibliography

Chew, Ron, editor. *Reflections of Seattle's Chinese Americans: The First 100 Years*. Seattle, WA: University of Washington Press, Wing Luke Asian Museum, 1994.

One page interviews with photos of older Chinese Americans reflecting on their backgrounds and lives in Seattle.

Daley, William. *The Chinese Americans*. New York: Chelsea House Publishers, 1996.

Hildebrand, Lorraine. *Straw Hats, Sandals, and Steel: The Chinese in Washington State*. Tacoma, WA: The Washington State Historical Society, 1977.

Sale, Roger. *Seattle Past to Present*. Seattle: University of Washington Press, 1976.

Sandler, Martin W., *Immigrants*; A Library of Congress Book. New York: HarperCollins Publishers, 1995.

Useful with the whole class and small groups for information about all types of immigration into the United States. Excellent photos, charts, and graphs.

Schwantes, Carlos. *The Pacific Northwest*, (textbook)

Takami, David A. *Divided Destiny: A History of Japanese Americans in Seattle*. Seattle, WA: University of Washington Press, Wing Luke Asian Museum, 1998.
One page interviews with photos of older Japanese Americans reflecting on their backgrounds and lives in Seattle.

Tsai, Shih-Shan Henry. *The Chinese Experience in America*. Indiana University Press, 1986.

White, Sid and Solberg, S. E., editors. *Peoples of Washington: Perspectives on Cultural Diversity*. Pullman, WA: Washington State University Press, 1989.

Woog, Adam. *Sexless Oysters And Self-Tipping Hats*. Seattle, WA: Sasquatch Books, 1991.

Children's Literature

Coerr, Eleanor. *Chang's Paper Pony*,

A tale of a boy and his grandpa who have moved to a mining camp near San Francisco due to the war in China. The story hinges on the developing friendship between Chang and an older miner, Big Pete.

Kids Discover Immigration, 1998.

(A nineteen-page magazine.) A pictorial history of early immigration into the United States (through Ellis Island), graphs and charts showing patterns of US immigration, and information pertaining to current immigration practices in the US and elsewhere.

Knight, Margy Burns. *Who Belongs Here? An American Story*, Tilbury House Publishers, Gardiner, ME, 1993.

Describes the new life of Nary, a Cambodian refugee, in America, as well as his encounters with prejudice. Includes some general history of U.S. Immigration.

Lai, Him Mark; Lim, Genny; Yung, Judy. *Island: Poetry and History of Chinese Immigrants on Angel Island, 1910- 1940*, Chinese Culture Foundation of San Francisco, 1980.

Accounts collected and written on the walls of an immigration detention center in the 1930's at Angel Island, off the California coast, for Chinese immigrants who were detained there.

Lord, Bette Bao. *In the Year of the Boar and Jackie Robinson*. New York.: Harper Collins, 1984.

A wonderful novel about a Chinese immigrant, Shirley Temple Wong. This 10 year -old girl recounts the upsets, the joys, and other adjustments of her new life in New York City in the 1940's.

Mayberry, Jodine. *Recent American Immigrants: Chinese*. Visual Education Corporation, Franklin Watts, Princeton, New Jersey, 1990.

Nonfiction history of the Chinese immigration and adjustments to life in the United States. Many photos and varied sections for informational reading for higher level readers, upper elementary and middle school. Very useful background for someone planning to teach about Chinese immigration into the USA.

Mochizuki, Ken. *Baseball Saved Us*. New York: Lee and Low Books, Inc. 1993.

A tale of life in a Japanese internment camp during World War II. This is well written for third and fourth grade readers and has fine illustrations which depict the life of those Japanese interned in the desert.

Montgomery, Elizabeth. *When a Ton of Gold Reached Seattle*. Champaign: Garrard Publishing Company, 1968.

Factual and occasionally fictionalized account of how the Seattle area changed after gold was discovered in 1897 in the Yukon, thus making Seattle the gateway to the Alaskan gold rush. Includes interesting photos and newspaper accounts of the time. More adept readers will enjoy perusing this to learn more about this period.

Pelz, Ruth. *Discovering Washington*. Gibbs-Smith Publisher, 1997.(Fourth Grade Social Studies Text in Highline School District)

Say, Allen. *Grandfather's Journey*. Boston: Houghton Mifflin Company, 1993. A lovely tale of an immigrant's experience with moving between two worlds, the one in his homeland, Japan, and his new home in California. Illustrated with the usual care Say takes with his moving images of the contrast of the two worlds.

Say, Allen. *Tea with Milk*. Boston: Houghton Mifflin Company, 1999. The story of two Japanese Americans who meet and marry and find a new place to make a home.

Schotter, Roni. *Fruit and Vegetable Man*. The Horn Book, Inc. 1994. This story is also in the third grade *Spotlight on Literacy*. New York: Macmillan/McGraw-Hill, 1997.

The story of an immigrant who runs a grocery store and the new younger immigrant who learns how to run the store and help take over the business. Set in contemporary New York City.

Shigekawa, Marlene. *Blue Jay In The Desert*. Chicago: Polychrome Books, 1994.

The story of young Junior's view of the Japanese internment, its effect on his family, and his grandfather's message of hope. Very moving.

Thesman, Jean. *Molly Donnelly*. Boston: Houghton Mifflin. 1993.

Longer novel for advanced readers. The story, through Molly's eyes, of her Japanese American neighbors' move out of their Northwest home into an internment camp. The novel also deals with the impact of WW II on Molly's family.

Uchida, Yoshiko. *The Bracelet*. New York: Philomel Books, 1993.

A wonderful picture book story of a young girl's coming to terms with the loss of her friend and the move into an internment camp with her family.

Uchida, Yoshiko. *Journey Home*. New York. Atheneum. 1981.

A novel for more adept readers of the adjustment of a 12-year-old girl's return to her family's home in Berkeley after their time away in internment. The story also deals with the anti-Japanese violence the family endures after the war.

Uchida, Yoshiko. *Samurai of Gold Hill*. New York: Charles Scribner's Sons. 1972.

A novel for advanced readers concerning a band of Japanese colonists who are searching for land for a tea and silk farm in California in 1869.

Voices From America's Past. New York: Steck-Vaughn Company, 1991.

Yee, Paul. *Tales from Gold Mountain*. Macmillan Publishing Company, New York, 1989.

Excellent fictionalized accounts of the lives Chinese Americans who worked on the railroads and in the canneries, among others. Wonderful to read and discuss with the whole class. Fine illustrations.

Yep, Lawrence, *Dragonwings*. New York: Harper and Row, 1975.

Websites

www.historylink.org

A wonderful online resource for information about history. Students will like this!

archives@bcc.ctc.edu

The state archives, located on the Bellevue Community College Campus, has great oral history resources. Call ahead to make an appointment. They will search their collection to help you find the resources you need.

www.seattlehistory.org

The site of the Museum of History and Industry in Seattle includes 28 photos of Chinese immigrants at the turn of the century.

www.seattletimes.com

This is the Seattle Times newspaper web site featuring an archive of their articles.

www.washington.edu/burkemuseum

The site of the Burke Museum at the University of Washington.

www.wingluke.org

The site of the Wing Luke Museum in the International District in Seattle includes general information as well as photos and information about upcoming exhibitions.

Additional Resource

Puget Sound Regional Archives
(425) 564-3940

A FAMOUS JAPANESE WOODBLOCK PRINT

Katsushika Hokusai

The Great Wave Off Kanagawa

Artist Background: Hokusai was born in 1760 near present day Tokyo. His family was poor and he was apprenticed to a woodblock engraver. The **woodblocks** he created were called **ukiyo-e**, pictures of the amusements of everyday life in Japan. Over his lifetime, Hokusai made more than 10,000 woodblock prints and 40,000 drawings.

Drawing was Hokusai's passion. He traveled constantly always carrying his sketchbook and brushes. Although he could draw very realistically, many of his works are almost cartoon like or stylized like a stage setting. When the yet-to-be French **impressionists** first saw Hokusai's work they were astounded by his beautiful use of color and flowing lines. The work of Hokusai had a dramatic effect on the progression of these artists. Look at Van Gogh's *Iris* for a clear example!

Hokusai was a character. He was always out of money, changed his name over 30 times, had three wives and many children, and didn't start his most famous works until he was 68! What he is best known for today is his Mt Fuji series, *The Thirty-six Views of Mt Fuji*, which he worked on until his death in 1849 at the age of 89. *The Great Wave Off Kanagawa* is part of the Mount Fuji series and has been used on book covers, on television, and in magazines. Unlike many famous art works, *The Great Wave Off Kanagawa* is not an oil painting but a woodblock print. It is a symbol of the strength and power of nature and the sea. Look closely; the focal point is not the wave, nor the men in the boats, but Mt. Fuji standing calmly and solidly in the middle background!

Lesson Ideas

Share the book by Deborah Kogan Ray, mentioned above with your class. It will give them lots of information, insight, and a familiarity with Hokusai's style.

Locate prints of the *Great Wave Off Kanagawa* for students to examine. Have them look for the focal point; discuss how Hokusai

uses perspective, color, line, and form to create tension and beauty in his woodblock.

Allow children to sketch nature. Make little sketchbooks and send them out on the playground to observe closely and draw what they see. If you have blossoming trees in bloom in the spring, a view of Mt. Rainier, or flowers opening up, alert your young artists to these subjects, very similar to Hokusai's!

Of course, making potato prints or any other print making materials would tie in with a lesson on Hokusai.

Resources

Hokusai, The Man Who Painted a Mountain by Deborah Kogan Ray is a great biography of the artist. It is in the Highline School District system and the King Library System County Library System.

Prints of the *Great Wave Off Kanagawa* can be found in art books, poster shops, card shops (*Papyrus*), and art museum gift shops.

Websites

<http://www.ibiblio.org/wm/paint/auth/hokusai/>

This site has a biographical overview of Hokusai, the woodblock image *The Great Wave* and links to impressionist artists

<http://spectacle.berkeley.edu/~fiorillo/welcome.html>

An extensive collection of Japanese prints with an explanation of Ukiyo-e prints

