


Lesson Guidance 1	
<b>Grade</b>	11
<b>Unit</b>	4
<b>Selected Text(s)</b>	<i>Buddha in the Attic</i> Building Background Knowledge <ul style="list-style-type: none"> <li>• <a href="#">Picture Brides and Japanese Immigration - Women &amp; the American Story</a></li> <li>•  Picture Bride Lesson Worksheet</li> </ul>
<b>Duration</b>	Approx 1-2 days

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

### Learning Goal(s)

*What should students understand about today's selected text?*

Students will understand the reasons why some Japanese women immigrated to the United States as picture brides and the roles that such women played in the Japanese American community.

### CCSS Alignment

#### CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

#### CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

#### CCSS.ELA-LITERACY.RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

#### CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



	<p><u>CCSS.ELA-LITERACY.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p><b>End of lesson task</b> <i>Formative assessment</i></p>	<p>Ask students to write a paragraph answering the following: What conclusions can you make about the reasons Japanese women came to the United States as picture brides and the contributions they made to the Japanese American community?</p>
<p><b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i></p>	<p><b>Background knowledge</b></p> <ul style="list-style-type: none"><li>● <b>Picture brides:</b> refers to the practice in the early 20th century of immigrant workers (chiefly Japanese, Okinawan, and Korean) in Hawaii and the West Coast of the United States and Canada selecting brides from their native countries via a matchmaker, who paired bride and groom using only photographs and family recommendations of the possible candidates</li><li>● <b>Gentlemen's Agreement:</b> An informal agreement (1907-1908) between Japan and the United States that restricted the inflow of Japanese immigrants in exchange for desegregating San Francisco's public schools. It reflected President Theodore Roosevelt's diplomatic efforts to address California's growing anti-Japanese sentiment and to appease a proud Japanese government.</li><li>● <b>1924 Immigration Act:</b> limited the number of immigrants allowed entry into the United States through a national origins quota. The quota provided immigration visas to two percent of the total number of people of each nationality in the United States as of the 1890 national census. It completely excluded immigrants from Asia.</li><li>● <b>Issei:</b> a Japanese-language term used by ethnic Japanese in countries in North America and South America to specify the Japanese people who were the first generation to immigrate there</li><li>● <b>Nisei:</b> specify the ethnically Japanese children born in the new country to Japanese-born immigrants (who are called Issei); second generation</li></ul> <p><b>Key terms:</b> (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none"><li>● N/A</li></ul> <p><b>Vocabulary Words</b> (<i>words found in each Jigsaw reading</i>) <i>*These words will be explored throughout the lesson and it is not necessary to preteach all of the words and concepts.</i></p> <ul style="list-style-type: none"><li>● <b>Naturalization Act of 1790 article</b><ul style="list-style-type: none"><li>○ Statute</li></ul></li></ul>

- Codify
- Indentured Servant
- Naturalize
- Abjure
- Chinese Exclusion Act article
  - Provision
  - Curtail
  - Prerequisite
  - Annexation
  - Castigate
  - Accost
  - Inassimilable
  - Racialization
  - Monolithic
- Gentlemen's Agreement article
  - Sentiment
  - Estrangement
  - Plessy v. Ferguson ruling
  - Reciprocal
  - Placate
  - Ratification
  - Bureaucratic
- Ozawa v. United States article
  - Naturalize
  - Ambiguity
  - Industriousness
  - Exclusionist
- Immigration Act of 1924 article
  - Provision
  - Radicalism
  - Exclusionist
  - Recurring
  - Anglo-Saxon
  - Nativist
  - Unassimability

### Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

Ask students to look at this image from an exhibit by the New York Historical Society: [Picture Brides and Japanese Immigration - Women & the American Story](#)

- Ask students to fill out [Part One of the worksheet](#) by first brainstorming questions that come into their minds regarding the women on the left side of the picture on the left side of the paper. Each question must start with the stem: "Why..."
- Then, ask students to look at the men on the right side of the picture and also brainstorm questions that come into their mind.
- Ask students to read some of their questions and talk about what in the picture made them pose the "Why?" question.



- At the bottom of the Part One worksheet, ask students to come up with one final “Why?” question regarding the relationship between the women on the left side of the picture and the men on the right. For example:
  - Why are the women surrounded by the men?
  - Why are the women dressed differently from the men?
  - Why are the women Asian and the men white?
  - Why are the women not looking directly at the men?
  - Why did the women want to do this? (*If they didn’t, why were they forced to do this?*)

## Content Knowledge:

Explain to students that in the next lesson we will begin reading a novel titled *Buddha in the Attic*, written in 2011 by American author Julie Otsuka. The protagonists in Chapter One of *Buddha in the Attic* are young women who are brought from Japan to the United States and Canada as picture brides in the early 1900’s. The women were called “**picture brides**” because they were married off to Japanese men— who were already living in America— without having met them beforehand. As a result, many of the women only knew what their husbands looked like from their pictures.

The picture was taken at an immigration station called Angel Island, located near San Francisco, California. Angel Island was the place where many picture brides disembarked when they first arrived in the United States. At the immigration station, the women were screened by government officials to determine if they were in good health and if they had valid passports. The women are having their passports reviewed by the men in the picture. If their passports are successfully approved, the women will then participate in a group wedding ceremony to husbands they had never met.

The experience of being uprooted from their families and traveling across the ocean to be married to strangers was fraught to say the least. As we read *Buddha in the Attic*, it is important to explore the reasons why women would undertake this and, in doing so, the historical context of this phenomenon. Explain to students that in this lesson, we will delve deeper into the experiences of these women to explore the Why questions that you have raised.

- **Note to Instructor:** For a more detailed lesson using the featured image, use this lesson written by the New York Historical Society, where the image was taken: [Picture Brides and Japanese Immigration - Women & the American Story](#)

Explain to students that it is first important to understand the experiences of picture brides within the context of racist policies enacted by the US government. Throughout the 18th to the early 20th century, the US government passed several laws that severely restricted the ability of immigrants from Asia to move to the United States and also obtain citizenship. The Supreme Court also made rulings that were used to justify the passing of those laws.

- The [Naturalization Act of 1790](#) prohibited the citizenship of blacks and Asians. It did so by prohibiting “persons whose fathers have never been residents in the United States” from being able to obtain citizenship (naturalization) and limiting naturalization to “free white person (s)”.
- The [Chinese Exclusion Act of 1882](#) restricted the ability of most Chinese from immigrating to America and was later interpreted to deny the Chinese from becoming citizens. It set a precedent for laws that specifically discriminated against groups on the basis of race.
- The Chinese Exclusion Act contributed to a shortage of farm laborers in Hawaii and the West Coast. This led other immigrant groups from Asia such as the Japanese, dealing with poverty in their home countries, to immigrate to America. However, Japanese soon found themselves unable to immigrate due to the [Gentlemen’s Agreement](#), made between the Japanese and US government. The agreement is significant because it was struck as a deal that restricted the immigration of Japanese



laborers in exchange for allowing Japanese American children to continue attending public schools in San Francisco. It also contained a loophole which allowed the parents, spouses and children of Japanese already living in the United States to obtain passports. This loophole paved the way for the immigration of picture brides.

- In the case of [Ozawa vs. United States](#) (1922), the Supreme Court ruled that Japanese Americans as a whole were ineligible for citizenship. This ruling set the stage for the Immigration Act of 1924.
- The [Immigration Act of 1924](#) was passed to curtail the migration of immigrants from Southern and Eastern Europe. A special provision in the law specifically prohibited Japanese Americans who were not eligible for citizenship from being able to migrate. Since the Supreme Court in *Ozawa v. United States* ruled that Japanese Americans were ineligible for citizenship, this law effectively barred most Japanese including picture brides from entering the United States.
- The teacher may also have students research additional racist policies that targeted Japanese Americans such as the [Alien Land Laws](#).

## Shared Reading:

Have students complete [Part Two of the worksheet](#) as a Jigsaw. On the worksheet, ask students to read their group's assigned passage from Denso Encyclopedia to determine the cause of each law/ruling and its impact on Japanese/Japanese Americans.

Ask students to go back to the "why" questions they generated from Part One. Using your understanding of policies enacted by the US government, what are some possible answers to your question? What more would you need to find out? To what extent are you able to come up with some answers to the question you wrote?

Groups will share their findings to the whole class.

## Independent Reading and Analysis:

Ask students to independently read this [article](#) from the Denso Encyclopedia with background on the reasons why Picture Brides came to the United States and the impact these women had on Japanese American communities. Using [Part Three of the worksheet](#) ask students (individually or in pairs) to take notes answering the following:

- **Motivations of the men** (desire to start a family, loophole in 1907 Gentlemen's Agreement allowed husbands to sponsor wives)
- **Motivations of the women** (family obligations, economic needs, freedom)
- **Roles of women in the Japanese American community** (raised families, provided for their families through farm labor, later worked in other areas along with other Asian ethnicities)

**Note to Instructor:** Many Japanese women immigrated to Hawaii, which at the time was a territory of the United States, not a state.

Ask students to return to the questions they wrote about in Part One, including the one they wrote about the relationship between the women on the left side of the picture and the men on the right. Using your understanding of the reading, what are some possible answers to your questions? In order to have more complete answers, what more would you need to find out?

## Formative Assessment:

Ask students to write a paragraph answering the following: What conclusions can you make about the



reasons Japanese women came to the United States as picture brides and the contributions they made to the Japanese American community? Students can utilize information from [Picture brides | Densho Encyclopedia](#)

### Optional Extension Activity:

Explain that many picture brides went to other parts of the world where Japanese immigrated including Latin America and Canada. In her book, *Picture Brides*, Miyoko Kudo presents an oral history of the lives of thirteen Japanese women who emigrated to Canada.

Assign students one of the seven chapters of the book. Have each students annotate the chapter looking for evidence of

- Motivations of the men
- Motivations of the women
- Roles of women in the Japanese Canadian community

### Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence N/A
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  Purpose of Writing III. Opinion/Argument Writing

### Additional Supports

<a href="#">ELD Practices</a>  ☰ ELD ELA Tasks an...	Practices to promote Tier 1 access
<a href="#">SpEd Practice</a>	Practices to promote Tier 1 access
<a href="#">MTSS Practices</a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access