



4.4 Chinese Exclusion Act and Washington

Lesson Plan for Grade 4 Unit 4, Lesson 4

OVERVIEW & PURPOSE

In this lesson, students will learn about Tacoma's expulsion of its Chinese residents and how the city has tried to reconcile that past with their current values.

EDUCATION STANDARDS

SEL

1. WA SEL 2B: Demonstrates responsible decision-making and problem-solving skills.

Social Studies

2. SSS1.4.2 Evaluate primary and secondary sources
3. H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.
4. E1.4.3 Compare positive and negative incentives that influence the decisions people make.
5. E4.4.2 Explain the economic issues that different communities within the Pacific Northwest faced.

ELA

6. RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
7. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

OBJECTIVES

1. I can discuss what is needed to repair the events of the past.
2. I can identify two reasons why Tacoma thought it was important to build its Chinese Reconciliation Park.

VOCABULARY (Word bank words)

1. **Exclusion:** leaving out a group of people
2. **Riots:** a violent disturbance of the peace by a crowd
3. **Reconciliation:** the process of bringing people with differences together and helping them understand each other
4. **Vigilante** - member of a group of citizens who act like the police in their community without legal permission.

MATERIALS NEEDED

1. [Lesson 4 slides](#)
2. Unit timeline and word bank
3. [Exit Ticket](#) (class set)

Slideshow:  4.4 Chinese Exclusion Act and Washington.pptx

ASSESSMENTS

Formative and summative assessments

1. Additions to Word bank
2. Additions to Timeline
3. Turn and talk opportunities throughout the lesson
4. Exit Ticket (linked above)

ACTIVITY

1. Explore and discuss the lesson slides, providing lots of turn and talk opportunities.
2. Have students complete the exit ticket (linked above), providing two reasons Tacoma thought it was important to build their Chinese Reconciliation Park. Also encourage students to form an opinion as to whether or not Tacoma was successful and why.