Name _____ Date _____

Answer Key: Analytical Reading Tool

Before You Read:

1. What is the document title? Who wrote the text? When was it written?

The Asian American Education Project
2023

After Your First Read:

2. In several sentences, summarize the author's claims.

Restrictions to Asian immigration came as a result of xenophobic attitudes and violence from white people, especially white workers. As Chinese exclusion was debated and proposed, Frederick Douglass, a prominent Black leader, publicly argued for their inclusion and rights. Still, anti-Asian sentiments led to exclusionary laws that lasted up until 1965, when they were reformed thanks to the Civil Right Movement and Civil Rights Act of 1964. Since then, Asian American leaders have used their voice to ensure Black immigrant voices and needs aren't left out of ongoing conversations about immigration reform.

During and After Your Second Read:
Annotate and code the document by writing an **M** next to the main idea, a **C** next to any important concepts, and a **D** next to any supporting details. Space is provided below for you to record the most essential examples of each.

3. Author's main idea(s) (M)	4. Important concept(s) (C)	5. Supporting details (D)
• Douglass supported the migration of people and supported Chinese immigration. • Black Civil Rights Movement made the 1965 Immigration Act possible by outlawing discrimination based on race, national origin, etc. • Black immigrants are often invisibilized in immigration conversations but some Asian American leaders and groups use their power to make sure Black immigrants aren't left out.	• Humans have the right to migration. • Immigration is an issue of racial justice; racism and xenophobia leads to exclusionary immigration laws. • Black liberatory movements help secured rights for other groups too, like Asian Americans. • Solidarity goes both ways: Asian Americans use their power in immigration conversations to make sure Black immigrants aren't left out.	• "Composite Nation" speech was pro-migration; it protested anti-Chinese stereotypes. • Exclusionary immigration laws were passed to favor mostly white immigration. • Civil Rights Movement led to Civil Rights Act, which led to immigration reforms. • 1965 Immigration Act removes quotas and opens door to immigrants of color. • Black immigrants exist and face unique challenges, anti- Black racism, xenophobia, etc. • Multiracial coalitions and Black immigrants shouldn't be left out of conversations.

Citation: Adapted from NYC Department of Education, Grade 10 Historical Thinking Tools and Analysis Strategies. https://www.weteachnyc.org/resources/resource/grade-10-historical-thinking-tools-and-analysis-strategies/ (pp. 83-84)

Name _____ Date _____

After Your Third Read:

6. Use what you have learned from the multiple readings and annotations to summarize the author's main idea. Your summary should be approximately 5–6 sentences.
U.S. immigration laws historically excluded immigrants of color while favoring white immigrants due to racism and xenophobia. However, there were people like Frederick Douglass who championed the right to migration and the rights of immigrants even in the earliest proposals of exclusion laws. Still, the United States passed laws to exclude the Chinese and then other groups from the late 1800s to the mid-1900s. The Black-led Civil Rights Movement led to the Civil Rights Act, which outlawed discrimination based on characteristics like race, national origin, and more. This led to the reform of the racist immigration system, opening doors to immigrants from Africa, Asia, the Middle East, and Latin America through the 1965 Immigration Act. Despite this change coming thanks to Black Americans, Black immigrants are often invisible in immigration conversations even though they face many unique challenges. However, multiracial coalitions of Asian, Latinx, and Black individuals and groups have emerged to treat immigration as a racial justice issue, which helps bring to light the issue of Black immigrants and make sure that they aren't left out of immigration policies and conversations.

7. What quote best exemplifies (illustrates) their argument? Choose one from the reading and write it below.
Answers will vary.

Re-read your notes.

8. Compare the first summary you wrote (#2) to the second (#6). How are they different or similar? This exercise will assist you in completing the next step.
Answers will vary; Generally, students may have been able to catch some of the larger main ideas in both summaries but should have been able to better identify how Black leaders and movements have impacted immigration conversations and policies. Additionally, students may notice and comment on the solidarity of Asian Americans with Black immigrants more in their second summary.

9. After reading the text three times and analyzing it, decide which of the following terms best describes how the text changed your understanding of the topic (circle one of the words in **bold**):
Supports: Does the text support what you already knew?
Extends: Does the text extend your thinking on the topic by adding more depth or new arguments?
Challenges: Does the text challenge your previous understanding?

Answer the question that follows the term you selected by providing specific examples of how and why the reading supported, extended, or challenged your knowledge.

Answers will vary.

Citation: Adapted from NYC Department of Education, Grade 10 Historical Thinking Tools and Analysis Strategies. https://www.weteachnyc.org/resources/resource/grade-10-historical-thinking-tools-and-analysis-strategies/ (pp. 83-84)