

Essential Questions: **Why is this artifact important to me / my family? How does this artifact relate to a specific theme in politics, economics, and/or society in a specific time period in US History?**

- ☐ Decide how you are going to take notes - paper or digital (you can use the chart on the second page of this doc)
- ☐ Make a place in your notes to log EVERY SOURCE you use.
- ☐ When you take notes put EVERYTHING YOU COPY directly IN QUOTES, otherwise you need to bullet-point summarize in your own words. Do not copy full sentences without quotes.

- ☐ Use a reliable **academic** sources to learn about the time period:
 - <https://www.gilderlehrman.org/history-now> (Browse by Time Period)
 - <http://www.digitalhistory.uh.edu/> (Search by "ERA")
- ☐ Use 2-3 MORE reliable academic sources to learn about the artifact and connected issues / events, like we did in class for your show and tell slides and for research on the Stonewall riots :
 - Check in with Ms. Strassler to verify your sources as you work on your outline and first draft.

- ☐ Take BASIC Notes

- ☐ AND FINALLY - The Big Question - What is your thesis?
 After looking at the fashion of the time period - **How do you see the influence of political and economic changes, or the influence of certain social / cultural shifts affecting your family or the person who is the source of your artifact?** Put your thesis in a bold statement that will be part of your introductory paragraph and supported with facts/details, and your analysis of those facts in your paragraphs. (See [SAMPLES](#))

WRITING IT -

Intro - What is the hook you want to start with to get your readers into your essay?

(A family story, a personal observation)

Then, can you make that hook lead smoothly into your thesis?

What key points will you make to support that thesis in the following paragraphs?

Key turning points in history

Relationship between history & your family, this type of artifact, etc.

Body Paragraphs -

- One (or more) Paragraphs on the family story that is connected to the artifact
- One (or more) Paragraphs on the TIME PERIOD / THEME that goes with it

So I would say two or three body paragraphs TOTAL. Just make sure each body paragraph is on one topic, don't go all over the place in the middle of the essay.

Conclusion -

Biggest thing(s) you have learned by working with your artifact and doing this research.

MAKE SURE YOU LIST YOUR SOURCES at the end of your blog essay!!! (Seniors - MLA/APA format)

And if you can insert a picture into your essay, that would be nice because it is your BLOG POST for our web site.

Worksheet for Research & Writing

My Artifact: Chinese Flag

Family story: Given to me the summer of 2017 from my oldest cousin when I went to China with my family. The flag symbolizes the amazing times I've had in China: beach, rafting, etc.

Associated time periods / themes / events / famous Americans / etc: Present Day, Immigration, Jobs

(this is the stuff you need to research and learn more about)

Source (url)	Facts I got from the source	How these facts connect back to my artifact / family / culture / history
	Chinese immigrants are the third-largest foreign-born group in the United States, after Mexicans and Indians.	My parents immigrated here in the early 2000's, they came here looking for work, barely carrying money with them. It was very complicated, they had to borrow money from people.
https://www.history.com/topics/immigration/chinese-exclusion-act-1882	The Chinese Exclusion Act of 1882 was the first significant law restricting immigration into the United States. Following an 1852 crop failure in China, over 20,000 Chinese immigrants came through San Francisco's customs house (up from 2,716 the previous year) looking for work. Violence soon broke out between white miners and the new arrivals, much of it racially charged.	The Chinese people were widely neglected because they took away other people's job just to earn money to help their families. The Chinese did not do anything morally wrong, they've just come here to find better opportunities for their family.
https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/chinese3.html	Once in California, they had to find work that required little facility in English, and that required skills that could be learned quickly. Once the rail construction was completed, Chinese immigrants found work in a variety of industries, from making shoes and sewing clothes to rolling cigars.	The Chinese people tried to find as many jobs as they can because if they are unable to afford rent for that month, they could be kicked out of interests. Some people don't understand chinese people make everyday supplies for people: clothes, technology, etc.
https://en.wikipedia.org/wiki/Chinese_in_New_York_City#targetText=The%20Chinese%20immigrant%20population%20in,33%25%20growth%20of%20that%20demographic	Within the Chinese population, New York City is also home to between 150,000 and 200,000 Fuzhounese Americans, who have exerted a large influence upon the Chinese restaurant industry across the United States; the vast majority of the growing population of Fuzhounese Americans have settled in New York.	There's a couple of Chinese areas: Flushing, Sunset Park, etc. Chinese people are hard workers, even though their annual salary is nothing compared to people's salary.

Thesis - Why is this artifact important to me / my family? How does this artifact relate to a specific theme in politics, economics, and/or society in a specific time period in US History?

The flag of China was officially adopted on October 1, 1949. The red of the Chinese flag symbolizes the communist revolution, and it's also the traditional color of the people. The large gold star represents communism, while the four smaller stars represent the social classes of the people. The flag was given to me the summer of 2017 from my oldest cousin when I went to China with my family. The flag symbolizes the amazing times I've had in China: beach, rafting, etc. On the top right of the flag the Chinese flag represents my family names: Lin and Chen.

Chinese immigrants are the third-largest foreign-born group in the United States, after Mexicans and Indians. Chinese immigration to the United States has consisted of two waves, the first arriving in the mid-1800s and the second from the late 1970s to the present. For instance, "The population has grown more than six-fold since 1980, reaching 2.3 million in 2016, or 5 percent of the approximately 44 million immigrant population overall." My parents did the same thing immigrating here in the early 2000's looking for a better future for their family. They wanted me and my brother to accomplish more things than them and to have a better life, making more money than them. Chinese men mainly traveled to the West Coast for agricultural, mining, railroad construction, and other low-skilled jobs.

The Chinese Exclusion Act was a United States federal law signed by President Chester A. Arthur on May 6, 1882, prohibiting all immigration of Chinese laborers. The Chinese Exclusion Act of 1882 was the first significant law restricting immigration into the United States. Following an 1852 crop failure in China, over 20,000 Chinese immigrants came through San Francisco's customs house (up from 2,716 the previous year) looking for work. For example, "But this group found it increasingly difficult to prove that they were not laborers because the 1882 act defined excludables as 'skilled and unskilled laborers and Chinese employed in mining.'" Violence soon broke out between white miners and the new arrivals, much of it racially charged. The act was initially intended to last for 10 years, but was renewed

in 1892 with the Geary Act and made permanent in 1902. It was repealed by the Magnuson Act on December 17, 1943, which allowed 105 Chinese to enter per year.

The biggest thing that I learned about researching about this topic is today, Chinese Americans make up the largest Asian population in the U.S., totaling 2.5 million. Chinese immigrants first flocked to the United States in the 1850s, eager to escape the economic chaos in China and to try their luck at the California gold rush. In 1965, all restrictions were lifted and the Chinese started to arrive in America in huge numbers. In addition, China is now the principal source of foreign students enrolled in U.S. higher education, and its nationals receive the second-largest number of employer-sponsored H-1B temporary visas, after India. Chinese immigrants are enrolled in college and graduate school at a rate more than twice of immigrants overall.

Bibliography

- <https://www.history.com/topics/immigration/chinese-exclusion-act-1882>
- <https://www.history.com/topics/immigration/chinese-exclusion-act-1882>
- <https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/chinese3.html>