

California Museum of Migration
Lesson Plans

CHINATOWN

3 Lessons from *Look Up*

Developed by CCM Curriculum and Consulting
2023

Chinatown Walk

LESSON #1:

**Location? Location?! Location!!!:
The Organic and Strategic Development of Chinatown
Lesson #1 (Simulation)**

Topic: Urban Development and the Prime Location of San Francisco's Chinatown

Grade: 9th to 12th Human Geography, World and U.S. History
On level through Advanced Placement and the International Baccalaureate

Time: 75 Minute Class Period

Overview: Essential Question: How do cities develop? Why does location matter?

The basis of this lesson relates to information found in *Scene 1: Something In Between*, *Scene 2: Look Tin Eli's Pie*, *Scene 3: The Longest 60 Seconds*, *Scene 4: Chinese Beautiful is Born*, *Scene 5: Look Up* from the CMM Chinatown Walk. This lesson plan leads students through a simulation centered around how cities develop to help them understand how San Francisco's geography and history contributed to the development of Chinatown in its central location.

Sitting at the opening of the Golden Gate the San Francisco sits surrounded on three sides where the Bay and the Pacific Ocean meet. Often covered in fog, Sir Francis Drake sailed right past San Francisco landing in Marin on 17 June 1579, the peninsula protects a vitally important natural harbor for Pacific trade routes. Relatively moderate and consistent weather allows for year-round travel, and the rivers which travel into the San Joaquin Delta and Bay stretching as far south as San Jose extends the extensive trade routes while increasing the central importance of San Francisco as the hub. On 24 January 1848 James Marshall discovered gold in Sutter's Creek in what would become Sacramento making the port of San Francisco even more attractive and vitally important. Eight days later the U.S. took possession of California in the Treaty of Guadalupe Hidalgo and the sleepy Spanish outpost turned into a boomtown of epic proportions with people flooding in and through the City, including a sizable Chinese migrant population settling into what would be quickly known as Chinatown, called Gold Mountain by the Chinese.

Objectives:

Students will:

1. Understand the centrality and importance of San Francisco's Chinatown
2. Explore how cities develop organically and strategically
3. Utilize a simulation activity to see how cities grow

Standards:Historical and Social Science Analysis Skills¹**Chronological and Spatial Thinking:**

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View:

1. Students identify bias and prejudice in historical interpretations.
2. Students construct and test hypotheses; collect, evaluate, and employ information for multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation:

1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.

¹ California State Board of Education, *History Social Science Framework For California Public Schools Kindergarten Through Grade Twelve*, 2016, 727-28, <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>.

2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

Grade Ten: World History, Culture, and Geography: The Modern World²

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology)
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Grade Eleven: United States History and Geography:

Continuity and Change in the Twentieth Century³

11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

² California State Board of Education, History Social Science Framework, 728.

³ California State Board of Education, History Social Science Framework, 736.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door Policy.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

Key Ideas: City Development, Urban Planning, 1906 Earthquake, Portsmouth Square

Assessment: Students will create their own urban map of San Francisco.

Materials/Resources: 10 x 13 blank paper, pencil, and eraser

Instruction:

Opening:

(5 minutes) Pass out the materials for the San Francisco urban game. Each student should have one piece of paper and a pencil.

Activity:

(60 minutes) The San Francisco Urban Game; Instructions are within the Supplemental Materials.

Closing:

(10 minutes) Pass out maps of San Francisco (found in Supplemental materials), allow students to compare their maps with the map of the City and allow students to discuss their thoughts on the game. How did the City develop? What was the most important and central location to the growth of San Francisco? What is the one thing they would change about how the City developed?

Supplemental Materials:

- Instructions and Slide Deck for the San Francisco Urban Game.

- Link for 1885 Map of Chinatown's "Vice":
<https://slate.com/human-interest/2013/08/san-francisco-chinatown-1885-map-shows-gambling-prostitution-overcrowding.html>
- PDF July 2022 Map of the City and County of San Francisco

LESSON #2:

*From Guangzhou to San Francisco and Beyond:
The Diffusion, Creation and Cultural Blending of Chinese Architecture and the
Chinese City Beautiful Movement of San Francisco*
Lesson #2 (Architecture)

Topic: The Development of Chinese Style Architecture in San Francisco and the Chinese City Beautiful Movement

Grade: 9th to 12th Human Geography, World and U.S. History
On level through Advanced Placement and the International Baccalaureate

Time: 75 Minute Class Period

Overview:

Essential Question: How does architecture convey a communities' culture and how does it shift or change as groups migrate to new areas?

The basis of this lesson relates to information found in *Scene 1: Something In Between*, *Scene 3: The Longest 60 Seconds*, *Scene 4: Chinese Beautiful is Born*, *Scene 5: Look Up*, *Scene 6: Fighting Back*, *Scene 7: Twin Towers* from the CMM Chinatown Walk. This lesson plan leads students through the cultural diffusion of Chinese Architecture from the Guangzhou Province to San Francisco, as the oldest and largest outside of Asia, and its influence in other Chinatowns in the U.S., Australia, Canada, and Europe.

While Chinatowns developed outside of China along the trade routes traveled by Zheng He from 1405 to 1433 in Asia, they began in the West in the 19th century. As one of the oldest, the largest in North America and arguably the most famous, San Francisco's Chinatown, founded mainly by migrants from Guangzhou province in the wake of the Gold Rush in 1849, enjoys an outsized influence on other Chinatowns and in popular culture. After the 1906 earthquake plans were drawn up by the Relocation Committee to move the Chinese population out of the perceived dangerous, but away from the centrally located, Chinatown location near the lucrative San Francisco waterfront to industrial Hunter's Point. Under the auspices of Mayor Edward Robeson Taylor, Daniel Burnham, the central architect of the nationwide City Beautiful Movement, was hired to redesign the earthquake ravaged Chinatown after the Chinese

population were moved to the outskirts of San Francisco under the Relocation Committees plan. Hoping to forestall the relocation, Chinatown resident and entrepreneur Look Tin Eli launched the Chinese Beautiful Movement to rebuild Chinatown in such a way as to incorporate Chinatown into San Francisco while maintaining their community identity.

Objectives:

Students will:

1. Understand the centrality and importance of San Francisco's Chinatown
2. Explore how communities develop through migration
3. Learn about cultural diffusion through San Francisco's City Beautiful Movement

Standards:

Historical and Social Science Analysis Skills⁴

Chronological and Spatial Thinking:

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View:

1. Students identify bias and prejudice in historical interpretations.
2. Students construct and test hypotheses; collect, evaluate, and employ information for multiple primary and secondary sources; and apply it in oral and written presentations.

⁴ California State Board of Education, *History Social Science Framework For California Public Schools Kindergarten Through Grade Twelve*, 2016, 727-28, <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>.

Historical Interpretation:

1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

Grade Ten: World History, Culture, and Geography: The Modern World⁵**10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.**

2. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology)
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century⁶**11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.**

3. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

⁵ California State Board of Education, History Social Science Framework, 728.

⁶ California State Board of Education, History Social Science Framework, 736.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

2. List the purpose and the effects of the Open Door Policy.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

Key Ideas: City Beautiful Movement, Cultural Diffusion, Cultural Blending

Assessment: Students will create an exhibition of Chinese City Beautiful Architecture

Materials/Resources: Students will need a pen, paper, computer, and access to wi-fi for Google Earth <https://earth.google.com/web/>.

Instruction:

Opening:

(5 minutes) Write the following quote on the board and have students read it before looking at the image of Grant and California Streets contrasting Old Saint Mary’s Cathedral and the Singchong Building. Student Question: What do you notice about the picture?

Notes: This can be done individually, in pairs or as a teacher led class activity. Students should be given a minute or two to look at the picture which can be found in supplemental materials.

*“Greater San Francisco may well be proud of its new Chinatown...for it is the one distinguishing mark which programs her different from any other great city in the whole civilized world. And the Chinese residents of the city are certainly deserving of unstinted praise for the pluck and courage they have shown in the rehabilitation of their particular quarter, which the united press of San Francisco declared could never be resuscitated.”
Look Tin Eli (1910)⁷*

⁷ Look Tin Eli, *Our New Oriental City: Veritable fairy palaces filled with the choicest treasures of the Orient. San Francisco: The Metropolis of the West* (San Francisco: Western Press Association, 1910) 90-93.

Activity/Discussion:

(20 minutes) Students will read and discuss Look Tin Eli's brief chapter (4 pages with images) "Our New Oriental City-Veritable Fairy Palaces Filled with the Choicest Treasures of the Orient" from the book *San Francisco: the metropolis of the west* available free from the Internet Archive

<https://archive.org/details/sanfranciscometr00wrig/page/n89/mode/2up>

Questions to Consider –

- i. How does Look Tin Eli describe the "new" Chinatown?
- ii. How does Look Tin Eli separate San Francisco's Chinatown from other Asian Cities?
- iii. What resources does Look Tin Eli think the Chinese population already possess and add to the city of San Francisco?
- iv. Why would these attributes appeal to San Francisco readers and its business community?
- v. How do the images convey both Chinese and American ideals of buildings?

Note: The questions can be answered individually on paper, in pairs for discussion or as part of a larger class discussion. Ideally students will already be familiar with the City Beautiful Movement as part of the U.S. History framework, otherwise teachers may want to include a very brief description of the movement before beginning the activity.

Group Activity:

(40 minutes) Utilizing Google Earth or Google Maps, students will first explore the Guangxiao Temple, the oldest Buddhist Temple in Guangzhou the capital of Guangzhou province. Students should then briefly review the original image from the opening activity and the drawings in Look Tin Eli's article. Next students will explore the Chinatowns of Melbourne (Australia), London (England), Vancouver (Canada), and New York City (United States) and find buildings from each city which they could argue comes from the Chinese Beautiful Movement. They will need to take a screenshot of each building they choose and create a brief explanation for their choice being sure to relate the building to one from Look Tin Eli's chapter.

Notes: Students can work individually or in groups of two to three. The assessment can be in the form of a google doc, Canva, or other format which fits the norms of the class environment. Students should also wait to begin until Google Earth has fully loaded, and in case of delay students can switch to Google Maps

Closing:

(10 minutes) Using the images from the article “Long-Awaited Muni Central Subway Opens With Grand Celebration at New Chinatown-Rose Pak Station” <https://sanfran.com/sf-new-muni-central-subway-chinatown-station-opening> students need to briefly in three to five sentences explain how the new station represents the intentions and goals of Look Tin Eli and the Chinese Beautiful Movement.

Notes: The Exit Ticket can be turned in on a piece of paper or notecard as per classroom norms.

Supplemental Materials:



- Link for *San Francisco: the metropolis of the west*:
<https://archive.org/details/sanfranciscometr00wrig/page/n89/mode/2up>
- Link for Google Earth: <https://earth.google.com/web/>
- Link for Google Maps: <https://www.google.com/maps>
- Link for “Grand Opening” Article SF Gate:
<https://sanfran.com/sf-new-muni-central-subway-chinatown-station-opening>

LESSON #3:

**Practically Perfect on Paper:
The Problematic Application of Birthright Citizenship
In the Chinese Community in California
Lesson #3 (Primary Source)**

Topic: *Wong Kim Ark*, Chinese Exclusion Act and Paper Sons

Grade: 9th to 12th Human Geography, World and U.S. History
On level through Advanced Placement and the International Baccalaureate
Advanced Placement American Government and Politics, Civics Courses

Time: 75 Minute Class Period

Overview:

Essential Question: How does the concept of birthright citizenship get applied in American society through Chinese migration?

The basis of this lesson relates to information found in *Scene 2: Look Tin Eli's Pie*, *Scene 3: The Longest 60 Seconds*, *Scene 5: Look Up*, *Scene 6: Fighting Back*, *Scene 7: The Twin Towers* from the CMM Chinatown Walk. This lesson plan leads students through the idea of birthright citizenship and the problematic application of the principle, while looking at ways the Chinese community sought to navigate the systemic racism.

Based on English Common Law, the principle of *jus solis* or “right of soil”, often called birthright citizenship, recognizes citizenship based on place of birth, unlike in the Classical Era when Romans believed in the principle of *jus sanguinis* or “right of blood” which recognized citizenship came from a person’s parents. In the United States federal law and the Constitution are built upon the foundations of English common law and in 1790 the U.S. Congress passed the Naturalization Act of 1790 which developed the first rules around citizenship and birthright citizenship.

In 1857 The U.S. Supreme Court issued their decision *Dred Scott v. Sanford* in which the majority denied citizenship to African Americans under the 5th Amendment. Outraged Republicans would later begin work on what would become known as the Reconstruction

Amendments after the end of the Civil War. The 13th Amendment (1865) ended enslavement outside of incarceration, the 14th Amendment (1868) overturned the *Dred Scott* ruling, and the 15th Amendment (1870) gave all male citizens the right to vote. Designed to address the issue of the enslavement these Amendments acknowledged the citizenship of African Americans born enslaved who now found themselves freed in the aftermath of the American Civil War. Contained within the 14th Amendment the Citizenship Doctrine Clause enshrined birthright citizenship in the U.S. Constitution creating a conflict when in 1882 Congress passed the Chinese Exclusion Act effectively banning Asian migration and denying Asian Americans born in the U.S. their right of birthright citizenship.

Objectives:

Students will:

1. Understand the centrality and importance of San Francisco's Chinatown
2. Explore how communities develop through migration
3. Learn about the relationship between Reconstruction, 14th and 15th Amendments and the Chinese communities in California

Standards:

Historical and Social Science Analysis Skills⁸

Chronological and Spatial Thinking:

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

⁸ California State Board of Education, *History Social Science Framework For California Public Schools Kindergarten Through Grade Twelve*, 2016, 727-28, <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>.

4. Students relate current events to the physical and human characteristics of places and regions.

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3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

Grade Ten: World History, Culture, and Geography: The Modern World⁹

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

6. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology)

⁹ California State Board of Education, History Social Science Framework, 728.

3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century¹⁰

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
5. Examine the effects of the Civil War and Reconstruction and the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door Policy.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

5. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

¹⁰ California State Board of Education, History Social Science Framework, 736.

Grade Twelve: Principles of American Democracy and Economics

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, culture, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

2. Explain the process through which the Constitution can be amended.

12.5 Students summarize landmark U.S. Supreme Court Interpretations of the Constitution and its amendments.

2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).

Key Ideas: Birthright Citizenship, Reconstruction, Chinese Exclusion Act, Paper Sons

Assessment: Students will engage in a debate over birthright citizenship.

Materials/Resources: Students will need devices, pen and highlighter.

Instruction:

Opening:

(10 minutes) Utilizing devices students should read and explore the “Paper Sons” page from the California Migration Museum. Student Question: Why would Low Tim need to become a Paper Son to be able to live and work in California?

Activity #1:

(20 minutes) Have students read through and annotate Dr. Martha Jones’s interview with the New York Times regarding birthright citizenship. The link can be found in the supplemental materials.

Activity #2/Discussion:

(40 minutes)

Have students self-identify as an extrovert or introvert and separate into two groups.

Note: In allowing students to separate themselves as such, it allows for a richer classroom discussion by giving the introverts time to process and prepare while the extroverts can

jump right into the discussion. This entire activity can be modified to fit the teacher's classroom norms.

ROUND 1(20 minutes)

Group #1 Extroverts: Utilizing devices students will take two to five minutes to briefly read through the *United States v. Wong Kim Ark* (1898) decision via the Supreme Court website Oyez.org. After reading through the facts of the case have students gather in a circle and ask the following two questions: Should the United States follow the principle of birthright citizenship? Why did the United States ignore the 14th Amendment regarding the Chinese?

Group #2 Introverts: Have students complete a Document Based Worksheet (see supplemental materials) while the extroverts discuss.

ROUND 2 (20 minutes)

Group #1 Extroverts: Have students complete a Document Based Worksheet (see supplemental materials) while the introverts discuss.

Group #2 Introverts: Utilizing devices students will take two to five minutes to briefly read through the *United States v. Wong Kim Ark* (1898) decision via the Supreme Court website Oyez.org. After reading through the facts of the case have students gather in a circle and ask the following two questions: Should the United States follow the principle of birthright citizenship? Why did the United States ignore the 14th Amendment regarding the Chinese?

Closing:

(5 minutes) Revisit the opening question about Low Tim but ask students to briefly write on a notecard as an exit ticket whether they think Low Tim and the Paper Sons were justified in the ways they utilized the missing records to circumvent the U.S. ban on migration and naturalization, and the denial of birthright citizenship.

Supplemental Materials:

- Link for the California Migration Museum Paper Sons page:
<https://www.calmigration.org/papersons>

- Link for the Martha Jones Interview:
<https://www.nytimes.com/2018/07/19/arts/the-history-behind-the-birthright-citizenship-battle.html?smid=url-share>
- Link for Oyez and Wong Kim Ark: <https://www.oyez.org/cases/1850-1900/169us649>
- PDF Document Based Analysis Sheet
- Link for UK Birthright Citizenship Cases:
<https://www.bbc.com/news/explainers-53428191>
- PDF Supreme Court Case Worksheet

Note: Teachers can easily adjust this assignment by assigning the article for homework and lengthening the class discussion. They can also have students read about Wong Kim Ark for homework and fill in the Supreme Court Case Worksheet before class. Teachers can also trade out one of the articles for the article about how the United Kingdom has stripped birthright citizenship from citizens for certain offenses. All links are available in the supplemental materials.

The San Francisco Urban Game

Instructions

Developed by CCM Curriculum and Consulting
2023

Note to Teachers: Below are the directions to be read by the instructor to the students. Teachers can choose to utilize the slide deck in addition to the verbal instructions. Teachers should draw the key on the board or print out the key for students to access throughout the simulation.

Introduction – 1776 (3 minutes)

The year is 1776. The location is the San Francisco Peninsula. The scene is Yelamu groups of Ohlone villages.

Draw a three-sided peninsula. Put the Pacific Ocean on the West/left of the Peninsula, the Bay on the North and East/right sides.

The villages are small and concentrated in the north and east of the peninsula.

Draw a small lake in the southeast toward the waterfront.

Introduction – 1776 (5 minutes)

In 1775 the first Spanish conquistadors landed on the Peninsula and in 1776 the first permanent Spanish bases were established. **Draw 1 church with 1 cemetery** by the small lake, this called Mission Dolores. **Draw 1 military base** called the Presidio of San Francisco at the north corner where the Bay and Ocean meet. You should also **draw 1 store by the military base and 1 cemetery.**

Place 5 houses near the church and **5 houses** near the military base.

Place 50 trees throughout the Peninsula.

Round 1 - 1821 (4 minutes)

Spain has ceded Alta California, as the region was known, to the new country of Mexico. The Californios, or Mexican ranchos, established larger farms called haciendas throughout the region.

You decide as an enterprising young capitalist to establish a trading post called Yerba Buena (this is the area that will become Chinatown) in between the Presidio and the Mission so you can handle all the goods coming from the haciendas from the East Bay and South Bay, and the trade between the Mission and Presidio.

Draw a square for trading post in the Northeast near the waterfront and between the Presidio and Mission. **Draw 1 store** next to the square. This is the most central part of the Peninsula between the haciendas, the Presidio, and the Mission, and the protected port inside the San Francisco Bay. **Draw 1 cemetery** next to the trading post.

Draw a road running from the trading post to the Presidio and the Mission. The road does not have to be straight.

Since you invested your money, making a tidy profit, build yourself **1 nice home** anywhere on the map you would like it to be. Ideally you don't want this to be too

far away from your trading post but not right next door, you need some space from your working life to maintain a good balance.

Round 2 - 1848 (3 minutes)

Population is slowly growing with about 30 nonindigenous people living at the Yerba Buena trading post. The Presidio has a small Mexican army garrison, and the Mission continues to be where the majority of Ohlone who haven't died from disease or violence are still living.

Draw 4 houses around the Yerba Buena trading post.

On 24 January 1848 James Marshall, in partnership with John Sutter, discovers gold near Sutter's Mill in modern day Sacramento. This is the beginning of the gold rush and San Francisco, and California is going to experience a massive population explosion! **Add 10 more houses** around the trading post. **Draw 1 bar and 1 hospital.**

Round 3 - 1849 (3 minutes)

The Gold Rush has begun, and the population jumps from about 1000 people in 1848 to 25,000 in 1849. Nine days after gold was discovered California became a part of the United States as part of the Mexican Cession giving up by Mexico to the U.S. in the Treaty of Guadalupe Hidalgo. Yerba Buena is now renamed San Francisco. **Draw 9 houses and 1 nice house.**

As the Forty Niners, this what the Gold Rush Miners were called, came to San Francisco many of them abandoned their ships along the waterfront. Please **draw 5 ships** along the East waterfront. **Draw 1 cemetery.**

Round 4 – 1850 (5 minutes)

In 1850 California becomes a state in the union through the Compromise of 1850.

The Presidio is still called the Presidio but now a large garrison of American troops takes control to protect the gold and trade coming through the City and Port. **Draw five houses** around the military base, at the point in the northwest where the Pacific Ocean and Bay meet.

Even more people move to San Francisco. **Draw ten more houses. Draw one school, one hospital, one jail, one bar and one cemetery.**

Round 5 – 1859 (3 minutes)

In 1859 one of the largest silver discoveries occurred in Nevada, called the Comstock Lode, bringing another mining wave of migration through San Francisco. Many people decided to stay in San Francisco instead of going to the mines. This population boom led to the development of the darker side of the City, called the Barbary Coast, located around the old Yerba Buena trading post which becomes known as Portsmouth Square. One group of people who settle in the area providing much of the infrastructure of the area were the Chinese.

Add **15 houses**, 10 houses must be centered around Portsmouth Square and reflect the beginning of Chinatown; **1 church, 3 bars, 1 store, and 1 cemetery.**

You may draw additional **roads** as they are needed.

Round 6 – 1890 (3 minutes)

By this time the Chinese make up 9.3% of the population in San Francisco and the city of San Francisco is growing around Chinatown. **Draw 5 more houses in Chinatown,** and **10 more houses** in San Francisco, including **five fancy houses** for the rich Transcontinental Railroad barons. There is an effort to add places of recreations and the Rec and Park Agency is created to develop Golden Gate Park on the Western side of San Francisco. Draw a large rectangle to indicate the Park in that area with **20 trees.** 20% larger than Central Park in New York City Golden Gate Park was open to all San Franciscans, but it was located on the opposite side of the City away from the perceived vice around Portsmouth Square. **Draw 1 museum** inside of the Park.

Round 7 – 1902 (3 minutes)

Space is getting difficult in San Francisco on the Eastern side of the city. In 1902 the City government decides to remove all the cemeteries in San Francisco except for the original ones in next to the Mission and the Presidio. **Erase all other cemeteries.**

Population continues to rapidly increase. **Please draw 1 bar, 2 stores and 10 more houses.**

From this point you can erase trees if needed but not from Golden Gate Park.

Round 8 – 1906 (4 minutes)

On 18 April 1906 at 5:12am an 8.0 earthquake struck San Francisco, lasting for almost a minute. The damage was extensive, but the fire afterwards swept through the oldest parts of San Francisco destroying everything South of Van Ness Avenue including the just finished City Hall and much of Chinatown. Thousands died and almost 400,000 people were left homeless, forced to live in tents in Golden Gate Park. The displacement of so many people provided an opportunity for the City government to create a Relocation Committee which proposed relocating the Chinese away from Portsmouth Square and to Hunter's Point in the industrial Southeast of San Francisco.

Erase 25 houses on the Eastern side of the City.

Round 9 – 1908 (5 minutes)

All the debris from the earthquake is moved to the north of the city and dumped into the ocean. Known as landfill, this debris became the foundation for a new district called the Marina. Extend the shoreline of the north part of the peninsula next to the military base of the Presidio and **draw 10 houses** on the new land.

Erase the ships on the Eastern side of the City and extend the shore for more landfill. **Add ten houses** on the new land which will be called SOMA or South of Market.

Round 10 - 1912 (5 minutes)

The mayor of San Francisco hires Michel O'Shaughnessy to oversee the reconstruction, while Look Tin Eli begins the Chinese Beautiful Movement to rebuild Chinatown and stop the relocation to Hunter's Point. The returning residents need places to live, eat, shop, drink and worship.

Add 1 store, 1 pub, 1 church, & 1 school

The wealthy continue to move to San Francisco building huge mansions centered around Pacific Heights in the North of the City. **Draw five nice houses. Draw thirty new houses to** replace the destroyed ones and the expanding population.

Round 11 – 1915 (4 minutes)

The World's Fair comes to San Francisco, **draw 1 more museum** in Golden Gate Park. Look Tin Eli's Chinese Beautiful movement has helped to keep the Chinese in Chinatown. **Draw two stores** around Portsmouth Square and **two nice houses** to indicate the beautiful new buildings being built. Draw **10 houses** around Portsmouth Square to indicate the rebuilding of Chinatown.

Round 12 – 1937 (4 minutes)

Opening in 1937 Golden Gate Bridge became one of the most famous landmarks in the world. A single suspension bridge known for its specific orange color known as International Orange, it will link San Francisco and Marin for the first time opening up the Western side of the City to settlement. A building boom begins.

Draw 15 houses on the Western side of San Francisco. **Draw 1 school, 2 churches and 1 bar in the area.**

Round 13 – 1940 (3 minute)

Since more people live in the new districts called the Sunset and the Richmond in the Western part of the city new transportation lines are created called MUNI.

Draw 2 railroad lines linking the western parts of the City with the Eastern parts of the City. You may relocate homes for the lines. Later on, as San Francisco had no room to grow many communities, particularly the African American population in the 1970s with the creation of Geary Blvd in the Western Addition, would be hard hit by these relocations.

Round 14 - 1942 (4 minutes)

San Francisco becomes a hub for military operations in the Pacific during World War II. Hunter's Point, the industrial area where the City had attempted to relocate the Chinese after the 1906 became hugely important. **Draw 2 factories in the eastern waterfront, and five ships along the waterfront.** This brought even more people into San Francisco with the population reaching 634,536 in the 1940 census. **Draw 15 more houses, including 5 nice ones, 1 school, 1 bar and 1 hospital.**

Round 15 – 1950 to 2020

After World War II the population of San Francisco remained fairly steady with the 2020 census showing 842,754 residents. Due to the City being located on a peninsula once San Francisco grew to almost 800,000 residents in 1950 the population density and the geographical boundaries could no longer support large scale growth without substantial institutional changes to the City itself, something San Francisco continues to wrestle with today.

Total Buildings Constructed

138 Houses (+25 houses that are destroyed)

2 Factories

9 Bars

19 Nice Homes

8 Stores

5 Churches

6 Cemeteries

3 Hospitals

1 Jails

3 School

2 Museum

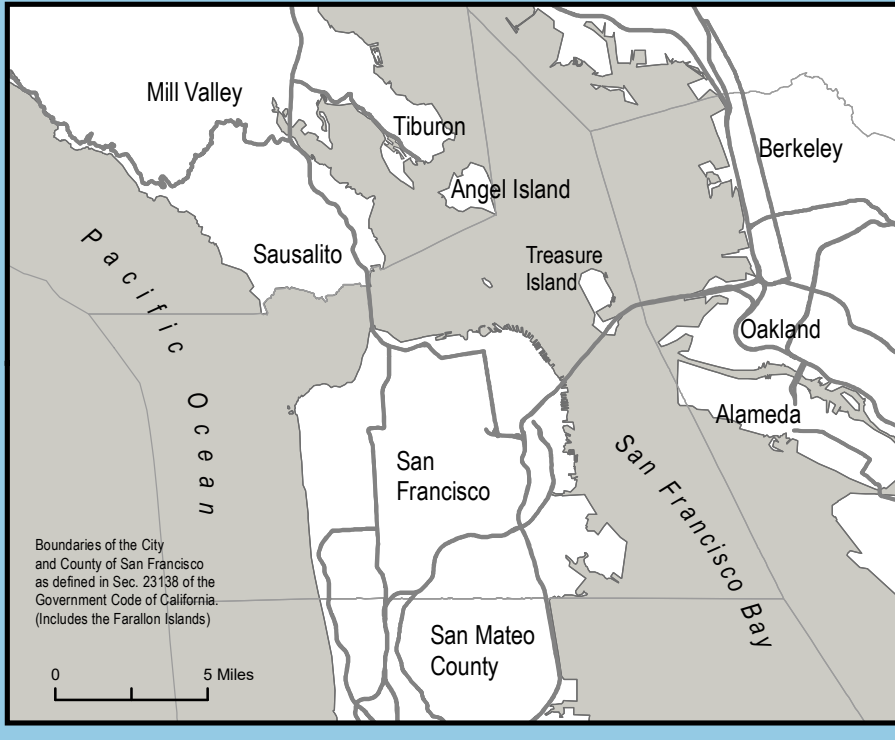
1 Lake

1 Military

5 Ships

70 Trees

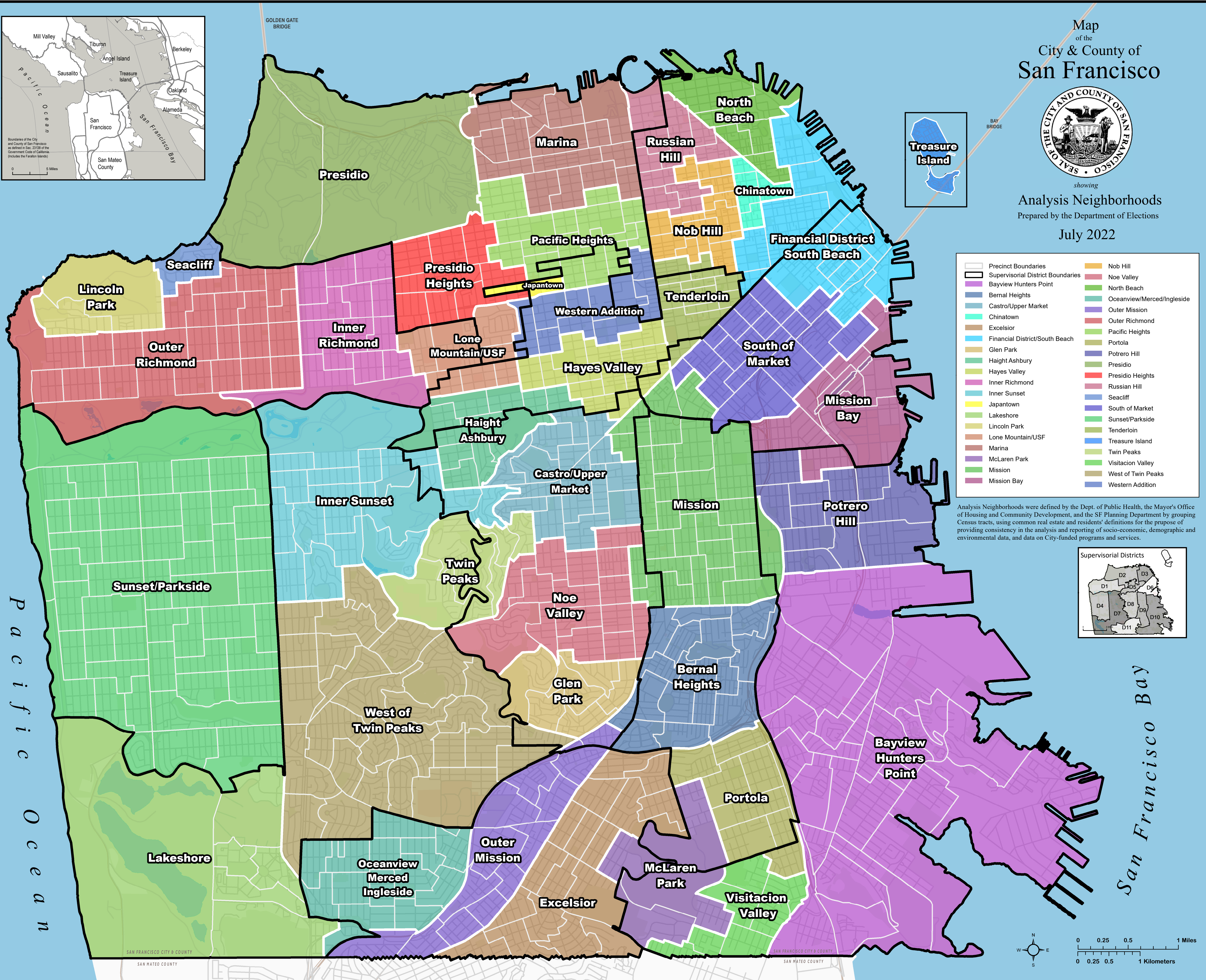
2 Railroads



Map of the City & County of San Francisco

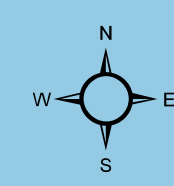
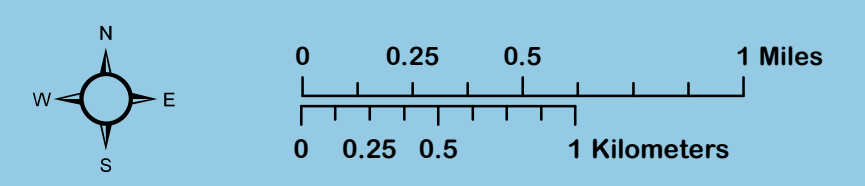
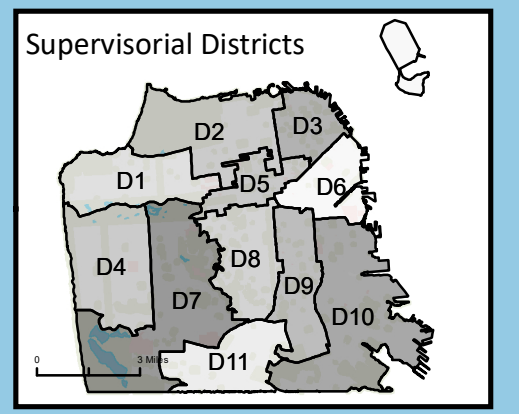


showing
Analysis Neighborhoods
Prepared by the Department of Elections
July 2022



Precinct Boundaries	Nob Hill
Supervisory District Boundaries	Noe Valley
Bayview Hunters Point	North Beach
Bernal Heights	Oceanview/Merced/Ingleside
Castro/Upper Market	Outer Mission
Excelsior	Outer Richmond
Chinatown	Pacific Heights
Financial District/South Beach	Portola
Glen Park	Potrero Hill
Haight Ashbury	Presidio
Hayes Valley	Presidio Heights
Inner Richmond	Russian Hill
Inner Sunset	Seacliff
Japantown	South of Market
Lakeshore	Sunset/Parkside
Lincoln Park	Tenderloin
Lone Mountain/USF	Treasure Island
Marina	Twin Peaks
McLaren Park	Visitacion Valley
Mission	West of Twin Peaks
Mission Bay	Western Addition

Analysis Neighborhoods were defined by the Dept. of Public Health, the Mayor's Office of Housing and Community Development, and the SF Planning Department by grouping Census tracts, using common real estate and residents' definitions for the purpose of providing consistency in the analysis and reporting of socio-economic, demographic and environmental data, and data on City-funded programs and services.



For the San Francisco Urban Game Slide Deck, please [click here](#)

Name:

Block:

**DOCUMENT BASED ANALYSIS (DBA)
APPARTS WORKSHEET**

Directions:

Read the given document and complete the APPARTS Worksheet to analyze the significance of the source in order to better understand the context of the time period we are studying. You may bullet point your answers.

Document/Source (Title): (1 point)	
Author: Who created the source? What is the author's point of view (POV)? (2 points)	
Place and Time: Where and when was the source produced? (1 point)	
Prior Knowledge/Historical Background: What do you know that would help you further understand the source? Describe the historical events surrounding this source. Be Specific. (2 points)	
Audience: For whom was the source created? How might this affect the reliability of the source (Bias)? (2 points)	
Reason: Why was this source created at the time it was produced? How might this affect the meaning of the source? How might you locate the source in a wider historical context? Be specific. (2 points)	

The Main Idea/Argument:

What argument is the source trying to convey? What is the Thesis/Main Idea(s)? How does the author support their argument/ideas? Please give at least two specific examples supporting the Thesis/Main Ideas. (3 points)

Significance:

Why is this source important in its larger historical context? What inferences can you draw from this document? Ask yourself, "So what?" (2 points)

Name:
Blk:
Date:

SUPREME COURT CASE ANALYSIS SHEET

Directions: Read through the Supreme Court decision on Oyez.org and complete the worksheet to analyze the specifics of the case. You may bullet your answers.

<p>Supreme Court Case: Title of the Case (1 point)</p>
<p>Place and Time: Where did the case take place? What State(s) and what year was the decision of the Supreme Court? (2 points)</p>
<p>Whose Court/Ideology or Trends: Name of the Chief Justice, and what was the ideology or trends of his court? (2 points)</p>
<p>Background of the Case: Facts of the Case? (2 points)</p>

Constitutional Question(s):

What is the Constitutional Question(s) being asked? (2 points)

Majority Opinion:

Summary of the Majority Opinion? (2 points)

Minority Opinion:

Summary of the Minority Opinion? (2 points)

Significance:

Why is this case significant? Does it set any precedents? Ask yourself "so what?" (2 points)