



## Journeys Period One 1850-1882: Immigration/Migration

Do some of your own family history research to compare and contrast your family's immigration/migration history with that of Chinese Americans. Find out:

1. Where did your family immigrate from, or where is your family from?

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2. What year did they come to the United States, or what time period were they alive?

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3. Why did they come to the United States?

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4. Who in your family came to the United States first, and who came after them up until you and your immediate family?

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5. How did they come to the United States (airplane, boat, etc), and what were their travel conditions like?

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6. Were there pieces of legislation like the Cubic Air Ordinance, Foreign Miners Tax, and Chinese Exclusion Act that affected the lives of your family to the United States? If yes, what were they and how did they affect your family?

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## Journeys Period One 1850-1882: Immigration/Migration (continued)

7. What were the push/pull factors in your family's immigration/migration?

Push Factors: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pull Factors: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. What are some similarities and differences in your family's push/pull factors in coming to the United States compared to Chinese Americans?

Similarities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Differences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What are some other similarities and differences between your family's history and that of Chinese Americans?

Similarities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Differences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. On a separate sheet of paper, write a history of your family's immigration/migration experience

## Journeys Period One 1850-1882: Immigration/Migration For Teachers

The purpose of this exercise is to facilitate students learning more about their own family immigration/migration history through introducing that of Chinese Americans. Students will be able to see the differences and similarities between their own families' history and experiences and that of Chinese Americans.

This exercise can also be extended to students comparing each other's family histories. This way, many different perspectives will be introduced in the classroom with students learning from each other, and serving as primary information resources.

Students can also be encouraged to do more research about a particular time period or geographic location based on their own family's history, to provide a more comprehensive history exercise.

Introduce the exercise by studying the Journeys background information provided. Students can use this as their source for comparing and contrasting their family experience with that of Chinese Americans. Encourage students to go home and interview family members about their family's history. Specific questions to be answered are provided in the exercise, but it is always useful to encourage students to gather more information.

Please note that the "or" components in questions number one and two are for students who do not have access to, or do not have a (Native Americans, African Americans, etc) family immigration history. This also provides an opportunity to have class discussion on forced migration (enslavement, trafficking, relocation, etc). The Journeys Period One Background Information provides a brief description of the forced migration of some Chinese to the United States.