

## Overview

“A Look at the Chinese Exclusion Act of 1882” unit is designed to facilitate students’ understanding of how specific acts of the United States Congress affected immigrants, with a particular emphasis on the impact on Chinese immigrants. Students will explore the reasoning behind the United States’ immigration policies and laws.

Students will analyze primary documents, images, and political cartoons in order to determine the impacts made by immigration laws. Students will create a scrapbook as a final project.

## Authors

**Hilary Stinson**

*Liberty Elementary School*

**Marie Theisz**

*Terre Haute High School*

**Gregory Lewis**

*Columbus East High School*

## Target Audience

Grades 9-12

World History

## Instructional Time

3-4 Class Periods

## Big Ideas

Identify the contributions of individuals and groups and explain developments associated with industrialization and immigration.

## Concepts & Key Terms

- Angel Island
- Chinese Exclusion Act of 1882
- Drought
- Exclusion
- Famine
- Immigration
- Tai Ping Rebellion

## **Lesson Key:**

### **Bold and Underlined Text**

Material links and location can be found in the margin.

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### **Big Ideas**

- Identify factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs
  - Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change
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### **Activities**

- [TPSCongress.org](http://TPSCongress.org) Analyzing Political Cartoons Activity
  - Analyzing Library of Congress Newspapers and Political Cartoons
  - Group discussion on Angel Island
  - Read The Chinese Exclusion Act of 1882
  - Create a Scrapbook
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### **Materials**

- Computer with Internet Access
- Projector
- Library of Congress Newspapers and Political Cartoons
- Detecting Bias Article
- Chinese Gold Rush Article
- Angel Island Articles
- Transcript of the 1882 Chinese Exclusion Act

## **Unit Overview**

### **Rationale:**

Immigration had a major impact on American society, accounting for about one-third of the United States population growth. Immigration processes and policies are continually the subject of political debate.

“A Look at the Chinese Exclusion Act of 1882” unit was designed to develop the critical thinking skills of students as they analyze the implementation and effectiveness of immigration laws that have been passed in the United States. By the end of this lesson, students should be able to apply their critical thinking skills to current events surrounding immigration.

### **Objectives:**

- Students will be able to understand and discuss immigration law and the impact United States’ immigration restrictions have on foreigners
- Students will recognize factors that contribute to conflict between peoples, as well as recognize rights and responsibilities of people and their government

### **Assessment:**

Informal assessment will be based on source analysis, ability to detect bias, and formulation of thoughtful reactions to sources and discussions. Formal assessment will be based on the thoughtfulness and creativity of tweets as well as, the thoroughness of research, detail, presentation, and organization on their scrapbook.

As a final project, students will work in groups to compile a scrapbook, using digital or physical media, to showcase the life of a Chinese immigrant worker. Their research will be focused on learning about the immigrant’s homeland, reasons for immigration, their time on Angel Island, place of employment in the United States, how they were treated, and what they sent home to their family. Students will then present their scrapbook to the class.

# Day 1. Exploring Chinese Reasons for Immigration

## I. Background Information

Present information to students about the issues in China during the 1800s. Explain that Chinese immigrants came to the United States to escape poverty, famine, overpopulation, political unrest, and civil war. In order for the students to understand the massive number of Chinese immigrants, they should be informed of the natural disasters and types of political unrest that were rampant in China.

## II. In the Shoes of a Chinese Immigrant

As a class, brainstorm ways Chinese immigrants might seek to help their families that remained in China. Also, discuss jobs that might have been available to the Chinese in the United States throughout the 1800s.

## III. Discussion of Biases in Sources

Take a poll of your classroom to find out how many students are familiar with analyzing newspaper article and political cartoon sources. Guide students in considering the differences among resources. Discuss how the same issues or events could be presented in different ways. Have students brainstorm ways to watch for biases in sources.

## IV. Analyzing Political Cartoons Activity | Online

Using the [Analyzing Political Cartoons Activity Guide](#), walk students through the steps to the [“Analyzing Political Cartoons” Activity](#) on the [tpscongress.org](http://tpscongress.org) website. Support students working through the activity on their own. Be sure to check in periodically and provide assistance as needed. Remind students to save their work as a PDF and type their names in the saving field. When finished, have students print their work and discuss it as a class.

### Alternative: Analyzing Political Cartoons | Offline

If access to a computer is not an option, display the [“Not Much of a Cut” Political Cartoon](#) and pass out the [Analyzing Political Cartoons Worksheet](#), which can be printed from the website. Give students time to complete the activity on their own, then walk through the activity as a class, allowing students to share their thoughts and responses.

## Big Ideas

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- Assess the extent to which the reasoning and evidence in a text support the author's claims

## Materials

- **Analyzing Political Cartoons Activity Guide:**  
*Included pg. 4*
- **“Analyzing Political Cartoons” Activity:**  
<http://tinyurl.com/tpsAPC>
- **“Not Much of a Cut” Political Cartoon:**  
*Included pg. 11*
- **Analyzing Political Cartoons Worksheet:**  
<http://tinyurl.com/tpsAPC>



## Steps

### Step 1:

On the tpscongress.org home page, scroll down to activity **6: Public Criticisms of Congress**, click the **arrow** to see a drop down menu, then click “View Activities”.

### Step 2:

Click on the **Analyzing Political Cartoons** image.

### Step 3:

After clicking “continue” on the introduction page, students will be taken to this page. Part one is the Overview. Be sure to click each category in the **header bar** before clicking “Continue”.

The next activity will ask students to pick a cartoon to analyze.

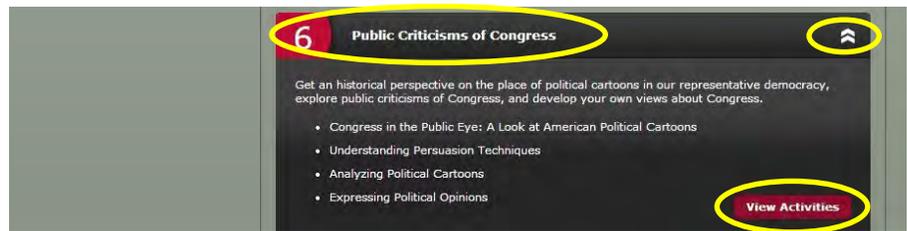
### Step 4:

After students have chosen a cartoon, they will get the opportunity to critically analyze the cartoon using these questions as a guide.

### Step 5:

Be sure to have students click “**SAVE AS PDF**” before continuing. Otherwise, the students’ responses will not be saved.

# Analyzing Political Cartoons Activity Guide



**6 Public Criticisms of Congress**

Get an historical perspective on the place of political cartoons in our representative democracy, explore public criticisms of Congress, and develop your own views about Congress.

- Congress in the Public Eye: A Look at American Political Cartoons
- Understanding Persuasion Techniques
- Analyzing Political Cartoons
- Expressing Political Opinions

**View Activities**



**Analyzing Political Cartoons**

Explore public criticisms of Congress and develop your own views about Congress. Research historical background and analyze visual and language clues to determine the meaning of contemporary and historical political cartoons.



**Analyzing Political Cartoons** 1. Overview

In this activity you will learn how to analyze political cartoons and interpret their meaning and significance.

**Historical Background** Persuasion Techniques Message Opinions Questions

**Historical Background:** Critical analysis of political cartoons involves understanding the historical background or context of the event or issue being depicted.

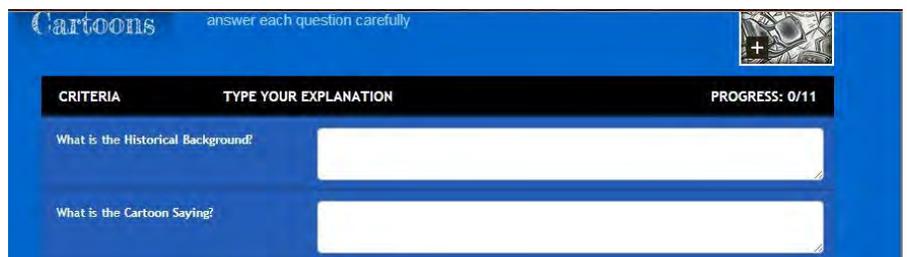
**EXAMPLE:**

"Who Says a Watched Pot Never Boils"

This cartoon wouldn't mean much to us if we didn't know about the Teapot Dome scandal of the early 1920s.

To understand a political cartoon, do some research to uncover the historical events the cartoonist is depicting or referring to.

**Continue**



**Cartoons** answer each question carefully

CRITERIA	TYPE YOUR EXPLANATION	PROGRESS: 0/11
What is the Historical Background?	<input type="text"/>	
What is the Cartoon Saying?	<input type="text"/>	



How could the cartoon have been Done Better?	<input type="text"/>
What was your Favorite part?	<input type="text"/>

**Save as PDF** **Continue**

# Day 2: Analyzing News Sources and Political Cartoons

## I. Review

Pass out the **Analyzing News Sources and Political Cartoons Questions**. Remind students that when reading or analyzing news sources, it is helpful to answer these questions and to be aware of bias.

## II. News Source and Political Cartoon Analysis

Display the **Stark County Democrat Newspaper**, **The Salt Lake Herald Times Newspaper**, **Anti-Chinese Wall Political Cartoon**, and **“Which Color is to be Tabooed Next?” Political Cartoon** around the room. Divide students into groups to analyze one of the resources using the questions that were passed out. *Note— The newspaper sources are best viewed on a computer. If your school has a poster printer, you may try printing these sources as posters.*

## IV. Looking for Bias

Tell students that every source is biased in some way. Share the **University of Washington’s, “Detecting Bias in the News”** article, allow students to read and discuss the article within their group. Discuss the article as a whole class. Next, have groups examine their resource for bias being sure to discuss their reactions to the resource.

## V. Tweets

Twitter is a social networking site that allow users to share an idea using 140 characters or less. Have each person in the group “tweet” their response to the newspaper article or political cartoon on the poster board or paper surrounding the image. Students can include a custom hash tag (#) for emphasis of their thoughts on the resource. Have each group rotate, until they have covered all four images.

## VI. Discussion

As a class, discuss the impact the articles and cartoons:

- 1) Had on the public
- 2) How they impacted the Chinese
- 3) How media changes.

Have students read **Chinese Immigrants and The Gold Rush** at home and come to class the next day prepared to discuss the Chinese Immigrants’ experiences in the United States.

## Big Ideas

Investigate and interpret multiple causation in historical actions and analyze cause-and-effect relationships.

## Materials

- **Analyzing News Sources and Political Cartoons Questions:**  
*Included pg. 12*
- **Stark County Democrat Newspaper:**  
<http://tinyurl.com/tpsCEA>
- **The Salt Lake Herald Newspaper:**  
<http://tinyurl.com/tpsCEA1>
- **Anti-Chinese Wall Political Cartoon:**  
<http://tinyurl.com/tpsCEA8>  
*Included pg. 13*
- **“Which Color is to be Tabooed Next?” Political Cartoon:**  
<http://tinyurl.com/tpsCEA2>  
*Included pg. 14*
- **University of Washington’s, “Detecting Bias in the News”:**  
<http://tinyurl.com/tpsCEA3>
- **Chinese Immigrants and The Gold Rush:**  
<http://tinyurl.com/tpsCEA4>
- **Student Access to Internet ready, FLASH® Enabled Computer**

## Big Ideas

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- Explain how America reacted to a changing society by examining issues associated with restrictions on immigration
- Explain issues and problems of the past by analyzing the interests and viewpoints of those involved

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## Materials

- **The “Ellis Island” of the West:**  
<http://tinyurl.com/tpsCEA5>
- **Angel Island: A Historical Perspective:**  
<http://tinyurl.com/tpsCEA6>
- **Chinese Exclusion Act of 1882:**  
<http://tinyurl.com/tpsCEA7>  
*Included pg. 15-17*



# Day 3: Evaluating the Chinese Exclusion Act of 1882

## I. Prejudice and Brutality in The United States

Allow students to share what they read with a partner. Open up discussion with other pairs and then the whole class. Explain to students that many of the Chinese immigrants who came to work in the United States faced prejudice and brutality. Discuss how the Chinese were eventually targeted as a group to keep out of the United States.

## II. Chinese Immigrants Versus The United States

Brainstorm why Americans would reject the Chinese and want to keep them from entering the United States. Encourage students to use knowledge from previously viewed news articles and political cartoons.

## III. Angel Island

Pass out [The “Ellis Island” of the West](#) article and the [Angel Island: A Historical Perspective](#) article. Allow students to read the articles in groups and take notes to share with the class.

## III. The Chinese Exclusion Act of 1882

Introduce the [Chinese Exclusion Act of 1882](#). Have students read excerpts from the act and compare to the news articles discussing the dislike of Chinese workers. Discuss the full purpose of Angel Island and what life would have been like for a Chinese immigrant attempting to enter the United States.

## IV. Preparation for Final Project

Divide the class into small groups of no more than four. Explain to the students that their groups will be creating a scrapbook from the perspective of a Chinese immigrant. They will research the life of a Chinese worker, the workers time in China, and their treatment at the enactment of the Chinese Exclusion Act of 1882. Allow time for students to create a group research plan.

# Final Project

## I. Research

Each group will begin research on a Chinese worker's homeland, reasons the worker left China, what Angel Island was like, and information on positions such as a gold miner or a railroad construction worker. Groups will need to address the worker's goals, immigration journey, treatment on the job, working conditions, and any other details that would impact a worker's daily life.

## II. Create a Scrapbook

Have groups compile a scrapbook, it should include maps, images, political cartoons, population growth charts, and newspaper articles that the worker might come in contact with or are relevant to their life. Students may use physical or digital media to create their scrapbook. Creativity and aesthetic appeal should be encouraged.

## III. Write Letters to Home

Each group will also compose a series of letters home describing the workers life to family members. Include how much money the worker would be sending to his family and any other relevant information that you write to your family.

## IV. Share

Allow groups to set up areas around the room to share their scrapbook. Each student should have at least three questions to ask about their peers' scrapbook, letters, and "experiences" when they visit a station.

## V. Assess

Examine each group's scrapbook and assess their understanding of Chinese immigration, Congress' choice to enact the Chinese Exclusion Act of 1882, and the impact that laws, stereotypes, and media can have on a group of people. Evaluate the students' abilities to effectively communicate and support their views about Chinese immigration and the impact of the Chinese Exclusion Act of 1882 in their letters and scrapbooks.

## Big Ideas

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively
- Deliver multimedia presentations that combine text, images, and information from many sources
- Deliver reflective presentations that explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies

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## Materials

- Computer Access
  - Craft Supplies
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**The Library of Congress**

The mission of the Library of Congress Teaching with Primary Sources (TPS) program is to: build awareness of the Library’s educational initiatives; provide content that promotes the effective educational use of the Library’s resources; and offer access to and promote sustained use of the Library’s educational resources. The Library achieves this mission through collaborations between the Library and the K-12 educational community across the United States. The program contributes to the quality of education by helping teachers use the Library’s digitized primary sources to engage students, develop their critical thinking skills and construct knowledge. Learn more about the Library’s TPS program and other resources available to teachers at: [www.loc.gov/teachers](http://www.loc.gov/teachers)

**Teaching with Primary Sources**  
 Vivian Awumey, Program Manager  
 The Library of Congress  
 101 Independence Ave., S.E.  
 Washington, DC 20540-1320  
<http://www.loc.gov/teachers/tps/>  
 202.707.8740; vawu@loc.gov



**Teaching with Primary Sources**  
 Charlene Volk, Teaching with Primary Sources Implementation Manager  
 Indiana University  
 1315 E. Tenth Street, Suite 320  
 Bloomington, IN 47405-1701  
 812.856.4706; cvolk@indiana.edu

*Standards*

**I. Exploring Chinese Reasons for Immigration**

<u>Indiana Standards</u>	<u>Common Core</u>	<u>C3 Framework:</u>
SS.USH.2.3 2007 SS.USH.9.1 2007	RH.9-10.2 RH.9-10.5 RH.9-10.8	D1.4.9-12. D1.5.9-12

**Day 2: Analyzing News Sources and Political Cartoons**

<u>Indiana Standards</u>	<u>Common Core</u>	<u>C3 Framework:</u>
SS.USH.9.3 2007 SS.USH.9.5 2007	.RH.9-10.2 RH.9-10.5 RH.9-10.8	D1.4.9-12. D1.5.9-12

**Day 3: Evaluating the Chinese Exclusion Act of 1882**

<u>Indiana Standards</u>	<u>Common Core</u>	<u>C3 Framework:</u>
SS.USH.4.3 2007 SS.USH.9.4 2007	.RH.9-10.2 RH.11-12.9	D2.Civ.3.9-12

**Final Project**

<u>Indiana Standards</u>	<u>Common Core</u>	<u>C3 Framework:</u>
EL.10.7.14 2006 EL.11.5.8 2006 EL.11.7.16 2006	WHST.9-10.4 WHST.9-10.6 WHST.9-10.8	D1.5.9-12 D2.His.4.9-12



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The Library of Congress

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Washington, DC 20540-1320

<http://www.loc.gov/teachers/tps/>

202.707.8740; [vawu@loc.gov](mailto:vawu@loc.gov)



### Teaching with Primary Sources

Charlene Volk, Teaching with Primary Sources Implementation Manager

Indiana University

1315 E. Tenth Street, Suite 320

Bloomington, IN 47405-1701

812.856.4706; [cvolk@indiana.edu](mailto:cvolk@indiana.edu)

## Bibliography



Graetz, Friedrich, artist. “The anti-Chinese wall” Cartoon. 1882. From the Library of Congress Prints and Photographs Division. <http://www.loc.gov/pictures/item/96500349/> (accessed October 8, 2013)



Angel Island “A Historical Perspective” From the Angel Island Association [http://www.americansall.com/sites/default/files/resources/pdf/ethnic-and-cultural/13.9\\_Angel\\_Island.pdf](http://www.americansall.com/sites/default/files/resources/pdf/ethnic-and-cultural/13.9_Angel_Island.pdf) (Accessed October 8, 2013)



Angel Island “United State Immigration Station” <http://angelisland.org/history/united-states-immigration-station-uis/> (Accessed October 8, 2013)



Detecting Bias in the News. From the University of Washington. <http://guides.lib.washington.edu/bias> (Accessed October 8, 2013)



Nast, Thomas. “Which color is to be tabooed next?” Cartoon. 1882. From the library of Congress, Prints and Photographs Online Catalog Collection. <http://www.loc.gov/pictures/item/91793231/> (Accessed October 8, 2013)



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Vivian Awumey, Program Manager

The Library of Congress

101 Independence Ave., S.E.

Washington, DC 20540-1320

<http://www.loc.gov/teachers/tps/>

202.707.8740; [vawu@loc.gov](mailto:vawu@loc.gov)



### Teaching with Primary Sources

Charlene Volk, Teaching with Primary

Sources Implementation Manager

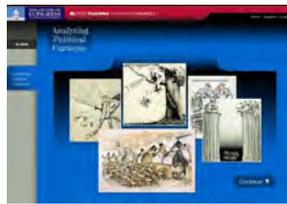
Indiana University

1315 E. Tenth Street, Suite 320

Bloomington, IN 47405-1701

812.856.4706; [cvolk@indiana.edu](mailto:cvolk@indiana.edu)

# Bibliography



Public Criticisms of Congress “Analyzing Political Cartoons” From TPS Congress. <http://tpscongress.org/analyzing-political-cartoons/> (Accessed April 4, 2014)



The Gold Rush “People and Events” From PBS (dot) Org. [http://www.pbs.org/wgbh/amex/goldrush/peopleevents/p\\_chinese.html](http://www.pbs.org/wgbh/amex/goldrush/peopleevents/p_chinese.html) (Accessed October 8, 2013)



The Salt Lake herald . Salt Lake City, Utah: W.C Dunbar & E.L Sloan. January 1, 1880. From the Library of Congress, [Chronicling America. http://chroniclingamerica.loc.gov/lccn/sn85058130/](http://chroniclingamerica.loc.gov/lccn/sn85058130/) (Accessed October 8, 2013)



The Stark County Democrat. Newspaper. Canton, Ohio: W. & G. Dunbar, Jr. June 17, 1868. From the Library of Congress, [Chronicling America. http://chroniclingamerica.loc.gov/lccn/sn84028490/](http://chroniclingamerica.loc.gov/lccn/sn84028490/) (Accessed October 8, 2013)



Transcript of Chinese Exclusion Act (1882). From Our Documents (dot) Gov. <http://www.ourdocuments.gov/doc.php?flash=true&doc=47&page=transcript> (Accessed October 8, 2013)



# Analyzing News Sources and Political Cartoons

## Questions

1. What is at issue?
2. Who are the participants on different sides of the issue or conflict?
3. What are their different proposals in attempting to resolve the issue or conflict?
4. Where is the issue or conflict taking place?
5. For how long has this been an issue?
6. Why do the different sides have different ways of solving the issue or conflict?
7. Do the different sides want to use different means of arriving at the same result, or are their goals different?



THE  
NEW DECLARATION OF "INDEPENDENCE."

"FOR TWENTY YEARS NO MORE  
CHINESE LABORERS SHALL COME TO THE  
UNITED STATES; AND NO COURT  
SHALL ADMIT CHINESE TO  
CITIZENSHIP.



WHICH COLOR IS TO BE TABOOED NEXT?

Fritz (to Pat). "If the Yankee Congress can keep the *yellow* man out, what is to hinder them from calling us *green* and keeping us out too?"

## **Transcript of Chinese Exclusion Act (1882)**

An Act to execute certain treaty stipulations relating to Chinese.

Whereas in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States.

**SEC. 2.** That the master of any vessel who shall knowingly bring within the United States on such vessel, and land or permit to be landed, any Chinese laborer, from any foreign port or place, shall be deemed guilty of a misdemeanor, and on conviction thereof shall be punished by a fine of not more than five hundred dollars for each and every such Chinese laborer so brought, and maybe also imprisoned for a term not exceeding one year.

**SEC. 3.** That the two foregoing sections shall not apply to Chinese laborers who were in the United States on the seventeenth day of November, eighteen hundred and eighty, or who shall have come into the same before the expiration of ninety days next after the passage of this act, and who shall produce to such master before going on board such vessel, and shall produce to the collector of the port in the United States at which such vessel shall arrive, the evidence hereinafter in this act required of his being one of the laborers in this section mentioned; nor shall the two foregoing sections apply to the case of any master whose vessel, being bound to a port not within the United States, shall come within the jurisdiction of the United States by reason of being in distress or in stress of weather, or touching at any port of the United States on its voyage to any foreign port or place: Provided, That all Chinese laborers brought on such vessel shall depart with the vessel on leaving port.

**SEC. 4.** That for the purpose of properly identifying Chinese laborers who were in the United States on the seventeenth day of November eighteen hundred and eighty, or who shall have come into the same before the expiration of ninety days next after the passage of this act, and in order to furnish them with the proper evidence of their right to go from and come to the United States of their free will and accord, as provided by the treaty between the United States and China dated November seventeenth, eighteen hundred and eighty, the collector of customs of the district from which any such Chinese laborer shall depart from the United States shall, in person or by deputy, go on board each vessel having on board any such Chinese laborers and cleared or about to sail from his district for a foreign port, and on such vessel make a list of all such Chinese laborers, which shall be entered in registry-books to be kept for that purpose, in which shall be stated the name, age, occupation, last place of residence, physical marks of peculiarities, and all facts necessary for the identification of each of such Chinese laborers, which books shall be safely kept in the custom-house.; and every such Chinese laborer so departing from the United States shall be entitled to, and shall receive, free of any charge or cost upon application therefor, from the collector or his deputy, at the time such list is taken, a certificate, signed by the collector or his deputy and attested by his seal of office, in such form as the Secretary of the Treasury shall prescribe, which certificate shall contain a statement of the name, age, occupation, last place of residence, persona description, and facts of identification of the Chinese laborer to whom the certificate is issued, corresponding with the said list and registry in all particulars.

In case any Chinese laborer after having received such certificate shall leave such vessel before her departure he shall deliver his certificate to the master of the vessel, and if such Chinese laborer shall fail to return to such vessel before her departure from port the certificate shall be delivered by the master to the collector of customs for cancellation. The certificate herein provided for shall entitle the Chinese laborer to whom the same is issued to return to and re-enter the United States upon producing and delivering the same to the collector of customs of the district at which such Chinese laborer shall seek to re-enter; and upon delivery of such certificate by such Chinese laborer to the collector of customs at the time of re-entry in the United States said collector shall cause the same to be filed in the custom-house anti duly canceled.

**SEC. 5.** That any Chinese laborer mentioned in section four of this act being in the United States, and desiring to depart from the United States by land, shall have the right to demand and receive, free of charge or cost, a certificate of identification similar to that provided for in section four of this act to be issued to such Chinese laborers as may desire to leave the United States by water; and it is hereby made the duty of the collector of customs of the district next adjoining the foreign country to which said Chinese laborer desires to go to issue such certificate, free of charge or cost, upon application by such Chinese laborer, and to enter the same upon registry-books to be kept by him for the purpose, as provided for in section four of this act.

**SEC. 6.** That in order to the faithful execution of articles one and two of the treaty in this act before mentioned, every Chinese person other than a laborer who may be entitled by said treaty and this act to come within the United States, and who shall be about to come to the United States, shall be identified as so entitled by the Chinese Government in each case, such identity to be evidenced by a certificate issued under the authority of said government, which certificate shall be in the English language or (if not in the English language) accompanied by a translation into English, stating such right to come, and which certificate shall state the name, title or official rank, if any, the age, height, and all physical peculiarities, former and present occupation or profession, and place of residence in China of the person to whom the certificate is issued and that such person is entitled, conformably to the treaty in this act mentioned to come within the United States. Such certificate shall be prima-facie evidence of the fact set forth therein, and shall be produced to the collector of customs, or his deputy, of the port in the district in the United States at which the person named therein shall arrive.

**SEC.7.** That any person who shall knowingly and falsely alter or substitute any name for the name written in such certificate or forge any such certificate, or knowingly utter any forged or fraudulent certificate, or falsely personate any person named in any such certificate, shall be deemed guilty of a misdemeanor; and upon conviction thereof shall be fined in a sum not exceeding one thousand dollars, and imprisoned in a penitentiary for a term of not more than five years.

**SEC.8.** That the master of any vessel arriving in the United States from any foreign port or place shall, at the same time he delivers a manifest of the cargo, and if there be no cargo, then at the time of making a report of the entry of the vessel pursuant to law, in addition to the other matter required to be reported, and before landing, or permitting to land, any Chinese passengers, deliver and report to the collector of customs of the district in which such vessels shall have arrived a separate list of all Chinese passengers taken on board his vessel at any foreign port or place, and all such passengers on board the vessel at that time. Such list shall show the names of such passengers (and if accredited officers of the Chinese Government traveling on the business of that government, or their servants, with a note of such facts), and the names and other particulars, as shown by their respective certificates; and such list shall be sworn to by the master in the manner required by law

in relation to the manifest of the cargo. Any willful refusal or neglect of any such master to comply with the provisions of this section shall incur the same penalties and forfeiture as are provided for a refusal or neglect to report and deliver a manifest of the cargo.

**SEC. 9.** That before any Chinese passengers are landed from any such line vessel, the collector, or his deputy, shall proceed to examine such passenger, comparing the certificate with the list and with the passengers ; and no passenger shall be allowed to land in the United States from such vessel in violation of law.

**SEC.10.** That every vessel whose master shall knowingly violate any of the provisions of this act shall be deemed forfeited to the United States, and shall be liable to seizure and condemnation in any district of the United States into which such vessel may enter or in which she may be found.

**SEC. 11.** That any person who shall knowingly bring into or cause to be brought into the United States by land, or who shall knowingly aid or abet the same, or aid or abet the landing in the United States from any vessel of any Chinese person not lawfully entitled to enter the United States, shall be deemed guilty of a misdemeanor, and shall, on conviction thereof, be fined in a sum not exceeding one thousand dollars, and imprisoned for a term not exceeding one year.

**SEC. 12.** That no Chinese person shall be permitted to enter the United States by land without producing to the proper officer of customs the certificate in this act required of Chinese persons seeking to land from a vessel. And any Chinese person found unlawfully within the United States shall be caused to be removed therefrom to the country from whence he came, by direction of the President of the United States, and at the cost of the United States, after being brought before some justice, judge, or commissioner of a court of the United States and found to be one not lawfully entitled to be or remain in the United States.

**SEC.13.** That this act shall not apply to diplomatic and other officers of the Chinese Government traveling upon the business of that govern- ment, whose credentials shall be taken as equivalent to the certificate in this act mentioned, and shall exempt them and their body and house- hold servants from the provisions of this act as to other Chinese persons.

**SEC. 14.** That hereafter no State court or court of the United States shall admit Chinese to citizenship; and all laws in conflict with this act are hereby repealed.

**SEC.15.** That the words "Chinese laborers", wherever used in this act shall be construed to mean both skilled and unskilled laborers and Chinese employed in mining.

**Approved, May 6, 1882.**