



# Gold Mountain

5<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

5 minutes

Ask students if they remember and can share anything about the Murphy family. You may need to remind students that in the previous read-aloud, Fiona's and Sean's family were Irish immigrants who lived on the East Coast in New York City in 1858.

[Show Image Card 7 (Ellis Island).] Ask students to tell you the name of the famous immigration center on the East Coast. (Ellis Island) Have students recall that European immigrants came through Ellis Island on the East Coast, settling in nearby cities, and sometimes moved to the Midwest. Help students find New York City, the East Coast, and the Midwest on a U.S. map.

[Show Image Card 8 (Angel Island).] Remind students that some immigrants to the United States entered the United States by the West Coast. (Angel Island) Ask students if they remember the name of the immigration center on the West Coast. Have students recall that immigrants who came through Angel Island usually came from Asia and settled in the city of San Francisco and in other areas on the West Coast. On a U.S. map, point out the West Coast and the city of San Francisco.

Ask a volunteer to point to Europe, Asia, and the East Coast and West Coast of the United States on a world map or globe.

### Vocabulary Preview

5 minutes

#### *Honor*



← Show image 5A-6

1. In today's read-aloud you will hear how the character, Lin Wen, along with many other Chinese immigrants, *honor* their ancestors such as their grandparents.
2. Say the word *honor* with me three times.

3. To *honor* means to show respect to that person or group of people.
4. The city will honor the people in the military with a parade.
5. In this image Lin Wen enters into a room to honor one of his ancestors, his grandfather. Close your eyes and try to imagine this scene:

*On the floors were plush, silk cushions (or soft and smooth pillows), and the air was fragrant with the sweet smell of incense that smelled like flowers. An old Chinese man nodded a welcome and asked, "Are you here to honor the memory of your grandfather?"*

Why do you think Lin Wen honors his grandfather? [Tell students to look and listen carefully to the read-aloud to find out about how Lin Wen practiced an important Chinese tradition.]

### ***Responsibilities***



#### ← Show Image 5A-9

1. In today's read-aloud you will hear Lin Wen's father tell Lin Wen about his *responsibilities*.
2. Say the word *responsibilities* with me three times.
3. Responsibilities are things that you are in charge of taking care of.
4. Lin Wen's responsibilities are respecting and showing kindness to his elders and getting an education. This means that he needs to treat those that are older than he is with respect and kindness, and that he needs to study hard to learn many things. Lin Wen worked at a grocery store, which is also one of his responsibilities.
5. Do you have responsibilities at home and at school? Think about how your responsibilities are similar to and different from Lin Wen's responsibilities.

### **Purpose for Listening**

Tell students to listen carefully to find out what push and pull factors inspired two Chinese immigrants to emigrate from China and settle in the United States at about the same time that Fiona and Sean emigrated from Ireland.



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← **Show image 5A-1: Lin Wen hurrying down the stairs**

One day in 1858, Lin Wen hurried down the steep stairway and out onto the street that cut through his neighborhood in San Francisco, California. Lin Wen’s neighborhood in San Francisco was called “Chinatown” because it was the area of town where many immigrants from China settled.



← **Show image 5A-2: Fabled Gold Mountain gleaming in the sun**

Like other immigrant groups, the Chinese came to America for many reasons.<sup>1</sup> “Gold Mountain,” or “Gam Saan,” as the Chinese called it, was one of the main reasons the Chinese immigrated to the United States. After word reached China of the discovery of gold in the mountains of California, Chinese people were soon crossing the Pacific Ocean in large numbers, hoping to make their fortune. People claimed, “There is a whole mountain made of gold gleaming in the sun. You just chip away pieces of the mountain and soon you are as rich as the Emperor of China!”<sup>2</sup>

1 What phrase do we use for the reasons people immigrate? (push and pull factors)

2 Do you think there was actually a mountain made of gold in California? “Gold Mountain” was a myth. Who can tell me what a myth is?



← **Show image 5A-3: Lin Wen and his father sailing into San Francisco; Angel Island is visible**

Lin Wen and his father traveled to America, hoping to make a better life for themselves and their family. In China, their family, along with many other Chinese families, were very poor. It was hard for Lin Wen’s father to support his family. He decided to take Lin Wen to America and search for gold.

They had come on a great steamship, leaving behind Lin Wen’s mother, his two sisters, and his grandmother in China. On the journey to the United States, Lin Wen’s father had told him, “We will make enough money to bring over the rest of our family, too, or we will take the money home and live as rich men.”<sup>3</sup>

3 What push and pull factors brought Lin Wen and his father to the United States?



← **Show image 5A-4: European Americans talking about Lin Wen and his father**

4 What does it mean that Lin Wen and his father experienced hostility?

5 or pay

6 Who did we hear about who emigrated from Ireland and worked on the railroad?

7 or extremely tiring

8 These jobs required the workers to start in the early morning and to leave late at night. Many immigrants, not just Chinese immigrants, had to work long, exhausting hours.

Since coming through the immigration center on Angel Island, Lin Wen and his father had discovered that life in the United States was not as easy as they had expected it to be. Chinese immigrants, like Lin Wen and his father, experienced hostility from Americans in California.<sup>4</sup> Some Americans believed Chinese immigrants would take all of their jobs because they were willing to work for lower **wages**.<sup>5</sup> Sometimes jobs paying lower wages were all the Chinese could get because some Americans at that time would not hire them to work in jobs that paid better. The few jobs Chinese immigrants were allowed to do were often hard and dangerous, such as helping to build the railroad that crossed the continent and would link the eastern and western sections of the United States. Some Irish immigrants also helped build that historic railroad.<sup>6</sup> Other Chinese immigrants took jobs working long, **exhausting**<sup>7</sup> hours in woolen mills, washing dishes in restaurant kitchens, or working in laundries where the clothes were washed in large wooden kettles of boiling water.<sup>8</sup>

Americans who were hostile to the Chinese did not like how the Chinese had very different traditions and customs from Americans. European immigrants that were settled into their new American life had trouble accepting immigrants who didn't come from their own homelands in Europe. But not all Americans were hostile to Chinese immigrants; some realized how difficult a new life in America could be for the newcomers. Many Americans were welcoming and kind to the many different immigrants in the United States.



← **Show image 5A-5: Lin Wen walking through Chinatown**

Lin Wen and his father never got as far as the gold mines or the mountains, and they quickly learned that it was not as easy to find gold as they had heard. They ended up in Chinatown where Lin Wen's father worked in a laundry and Lin Wen was lucky enough

to work in a grocery store selling traditional Chinese foods. Lin Wen was on his way to work now, but he had a stop to make first. Winding his way through the streets, he followed a side street to a small door. After passing through it, he climbed some stairs and entered a room.



← **Show image 5A-6: Lin Wen and shopkeeper**

9 Here, the word *characters* refers to the symbols used in the Chinese system of writing.

No one would have guessed from the street that this rundown building could hold such a beautiful room. Hanging on the walls were red silk cloths bearing gold-colored Chinese **characters**.<sup>9</sup> On the floors were plush, silk cushions, and the air was fragrant with the sweet smell of incense—wood that, when burned, filled the place with a smell like flowers.

10 or show respect for

An old Chinese man nodded a welcome. He asked, “You are here to **honor**<sup>10</sup> the memory of your grandfather?”

11 Sticks of incense are made from a material that burns slowly and produces a sweet and pleasant smell.

“Yes, please,” Lin Wen answered. Remembering a person’s ancestors was—and still is—an important Chinese belief. “We owe our being here to those who came before us,” Lin Wen’s father had taught him. “One way to show our respect is to say special prayers and burn incense in their memory.”<sup>11</sup> Lin Wen’s grandfather had died long before Lin Wen and his father had come to America, but they continued to honor him. Lin Wen bought a thin stick of incense from the old man, lit the end of it with a match, and said a few prayers. Afterward, he thanked the old man and continued on his way to work.



← **Show image 5A-7: Mr. Wong, Lin Wen’s father, and Lin Wen at the market**

The market was crowded with shoppers buying ducks, chickens, vegetables, rice, and other produce for traditional Chinese recipes. The owner of the market, Mr. Wong, had known Lin Wen’s family back in China. After arriving in San Francisco, Lin Wen and his father had gone to see their old friend Mr. Wong, who said, “I can hire you or your son to work in my store.”

Lin Wen's father had answered, "This is an act of great kindness, my friend. Let my son work with you. Another friend has offered us a job at his laundry. I will take that job because it will be more demanding, and that way my son will have some time to study and learn."



← **Show image 5A-8: Lin Wen's father urging him to get a good education**

At the time, Lin Wen had said nothing, but that night, he had quietly asked his father, "Father, should I not respect you as the head of our family? Yet, you will not let me take seriously the **responsibilities**<sup>12</sup> for our family that you have taught me are mine. I should take the job in the laundry. I am young and strong; it will be easy for me to work the long hours there. You should work in the grocery."<sup>13</sup>

Lin Wen's father said, "Lin Wen, the only thing as important as respecting your elders is getting an education. If you work in the laundry, you will not have time to study and educate yourself. That is also one of your responsibilities. I have made my decision, but your offer to work in the laundry means a great deal to me. I hope that someday we will have enough money so that we can bring our family here. But even if we never make a lot of money, I know now that I am a rich man, for I have something more valuable than gold: a son of whom I am very proud."

12 or things I am counted on to do

13 Why do you think Lin Wen's father would rather his son work at the grocery than the laundry?



← **Show image 5A-9: Lin Wen talking to customer**

Remembering this moment, Lin Wen smiled as he was selling spices to a customer. She noticed Lin Wen's smile. "Why are you so happy today?" she asked, handing him her money. "This market is not exactly 'Gold Mountain', you know."

"Perhaps it is," Lin Wen answered. And he smiled as he handed back her change.<sup>14</sup>

14 Why do you think Lin Wen thought of the market as being "Gold Mountain"?

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Where did the characters in today's read-aloud emigrate from? (China) What immigration center did they come through on the West Coast? (Angel Island)
2. *Literal* What pull factors brought Lin Wen and his father to the United States? (Rumors of "Gold Mountain" and other opportunities brought the Lins and other Chinese immigrants to the United States.)
3. *Literal* How did Mr. Wong help Lin Wen and his father? (He offered them a job in his grocery.)
4. *Evaluative* Why do you think Lin Wen and his father decided to live in San Francisco's Chinatown rather than in another part of San Francisco? (They had friends there; other Chinese immigrants lived there; they were able to practice their beliefs there; etc.)
5. *Inferential* What kinds of jobs did many Chinese immigrants have? (dangerous and difficult jobs; jobs in woolen mills, laundries; building railroads; etc.)
6. *Inferential* The author tells us that Chinese immigrants sometimes experienced hostility from other Americans. What are some of the reasons the author gives for this? (They had different traditions and customs; they were not from their own homelands; some felt they would take their jobs.)
7. *Evaluative* Do you think Lin Wen and his father may have called the United States the "land of opportunity"? Why or why not? (Answers may vary.)

8. *Evaluative* How was life as an immigrant the same for Chinese immigrants like Lin Wen and Irish immigrants like Sean and Fiona? (They both had hardships; they were thankful for new opportunities; etc.) How was it different? (They settled in different places; they maintained different traditions; they came for different reasons; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Do you remember the proverb “don’t judge a book by its cover”? How do you think you would have felt if you were a Chinese immigrant in the late 1800s and people were hostile toward you because you had different beliefs and ate different foods? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Exhausting**

**5 minutes**

1. In the read-aloud you heard, “Other Chinese immigrants took jobs working long, *exhausting* hours in woolen mills, washing dishes in restaurant kitchens, or working in laundries . . . ”
2. Say the word *exhausting* with me.
3. The word *exhausting* means extremely tiring.
4. “Washing clothes by hand at the laundry for the whole day is exhausting work!” exclaimed Lin Wen’s father.
5. Have you ever had to do something that was exhausting? Try to use the word *exhausting* when you tell about it.  
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I had to . . . and that was exhausting!”]
6. What’s the word we’ve been talking about?



Use an *Antonyms* activity for follow-up. Directions: The opposite, or antonym, of *exhausting* is *refreshing*. Something that is exhausting makes you extremely tired. Something that is refreshing gives you energy and makes you feel less tired. I am going to name a situation. If it is something that you think would be exhausting, say, “That would be exhausting.” If it is something that you think would be refreshing, say, “That would be refreshing.”

1. jumping into a pool on a hot summer day
2. spending the whole day to clean your home
3. reading a one-hundred-page book
4. carrying all the groceries from the market to your home
5. swinging at the playground
6. drinking a glass of lemonade
7. running ten times around the school’s field



**Complete Remainder of the Lesson Later in the Day**



# Gold Mountain

5<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Sayings and Phrases: Turn Over a New Leaf

5 minutes

**Note:** Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Remind students that in today’s read-aloud, they learned that many immigrants to the United States came in search of a better life. These immigrants might have said to each other once they landed, “Now, we can turn over a new leaf.” The proverb “turn over a new leaf” means to make a fresh start. This proverb can also mean to make an important change in the way you act.
- Have the students repeat the proverb. Ask students if they can think of any situations when they might use this proverb. Ask if they have ever turned over a new leaf. For example, “My room is usually very messy, but I’ve turned over a new leaf. I clean my room every day now!” Have two or three students share with the class.

## Push and Pull Factors: Lin Wen

10 minutes

- Review push and pull factors with students by asking the following questions:
  - What are push factors? (reasons that cause people to leave their home country)  
What are some examples of push factors? (hardships, lack of food, lack of freedom, no jobs)
  - What are pull factors? (reasons that cause people to come to a new country)  
What are some examples of pull factors? (better jobs, enough food to eat, better education, freedom)
- Help students find the pictures related to Lin Wen on the image sheet. Read the following sentence: “Lin Wen and his father came to America to find the ‘Gold Mountain.’”

Ask: “Is this a push factor or pull factor?” (It is a pull factor because many Chinese immigrated to America to find gold.)

Then read the sentence: “Many Chinese were very poor in China.”

Ask: “Is this a push factor or pull factor?” (It is a push factor because the Chinese were poor and could not make a living.)

- Have students cut out the images related to Lin Wen and paste them onto the correct charts.
- Save the charts and image sheet for use in future lessons.

## E Pluribus Unum Puzzle

### (Piece #5—Instructional Master 5B-1)

20 minutes

- Ask students what the phrase *e pluribus unum* means. (“out of many, one”)  
Ask students why *e pluribus unum* is a good motto for the United States. (Many different immigrants have come to the United States from different countries and made America one great country.)
- Have students recall important details from today’s read-aloud. You may prompt discussion with the following questions:
  - Where were Lin Wen and his father from? (China)

- Where did Lin Wen live? (San Francisco, Chinatown)
- What pull factors brought Lin Wen and his father to the United States? (gold, better life)
- Was “Gold Mountain” real, or was it a myth? (myth)
- What kinds of jobs did Lin Wen and his father do to earn a living? (working at a grocery store and laundry)
- Give students Instructional Master 5B-1. Tell students that they will be designing the fifth piece of the puzzle.
  - First, they should write a word or phrase about the main topic of the read-aloud in the box (e.g., Gold Mountain, Chinatown, San Francisco, Chinese immigrants, Lin Wen.)
  - Next, they should write one or two sentences about what they have learned, using the word or phrase in the box. They should write the sentence within the puzzle piece.
  - Then, students may either draw a picture about their sentences or shade in and design their puzzle piece.
  - Finally, students should share their writing with their partner, small group, or home-language peers.