

Eth-Noh-Tec
Storytelling Theater
Presents

EDUCATION PROJECT: RED ALTAR



AN AMERICAN STORY



WHAT WERE THEIR
DREAMS?



**Teacher
Resource
Guide**
(4th & 5th Grades)

Hundreds of Chinese communities dotted the West Coast for decades starting in 1849. They came to make a better life and helped build America.

In one small coastal area along the Carmel Bay, six teens survived their junk boat crash and started the fishing industry.



WHAT HAPPENED
TO THEM?...

This powerful tale is told in Eth-Noh-Tec's movement-based, "tandem style" storytelling theater with projected imagery, video, animations and original sound tracks



A Multi-Media Performance Narrative

RED ALTAR

AN AMERICAN STORY

TEACHER RESOURCE GUIDE FOR “RED ALTAR”

(FOR GRADES 4th & 5th)

- PAGE 1.....** DESCRIPTION: What is the Red Altar Story About?
K-W-L LEARNING MATRIX
- PAGE 2 & 3....** GEOGRAPHY: Early California, Monterey Bay, First Nations California
- PAGES 4- 6.....** PHOTO ARCHIVES: McAbee Beach Fishing Villages (photos & model), Ruins caused by Arson (photos)
- PAGES 7 & 8.....** HISTORY: Chinese Exclusion Act 1882 (Sample) Timeline of Chinese American History
- PAGES 9-12.....** HANDS ON ACTIVITIES: Family Quilt Project, Family Tree, Immigration Venn diagram
- PAGE 13-16.....** CULTURAL INFO: Symbolism of Red Altar, Samples of Altars, Kau Cim Fortune Sticks.
- PAGE 17.....** OTHER FAMOUS Chinese Americans
- PAGE 18.....** HOW TO ORDER THE DVD or STREAM
- PAGE 19.....** ABOUT ETH-NOH-TEC



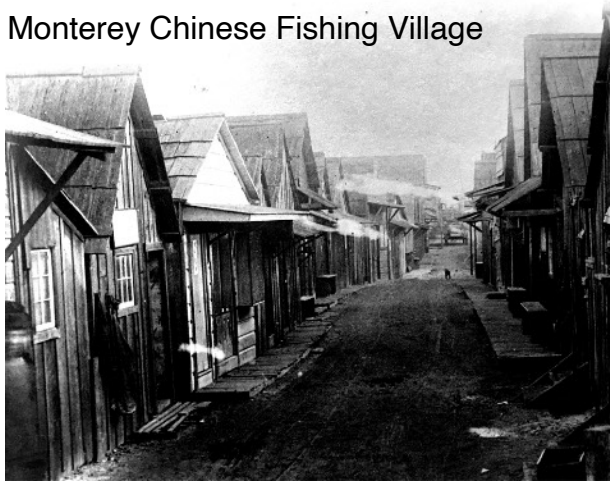
RESOURCE GUIDE FOR “RED ALTAR”

CALIFORNIA HISTORY * CHINESE AMERICANS * FISHING VILLAGE

WHAT IS THE STORY OF “RED ALTAR” ABOUT?

Red Altar, the story of Monterey Bay area’s Chinese fishing villages of the 1850s, is the true story of three generations of Chinese fishermen successfully surviving the anti-Chinese laws and violence... still pertinent to what is going on now, and can give hope and encouragement to immigrants and immigrant *activists*.

Monterey Chinese Fishing Village



VOCABULARY WORDS TO EXPLORE

Immigration

Chinese vs Chinese American

Chinese Exclusion Act

Discrimination

Racism

Refugee

Emigration

Migration

Allies/Alliances

QUESTIONS TO EXPLORE

What is Immigration?

What is Chinese Immigration?

In Early California History, What do we know?

How were the many different peoples treated?

What were their relationships between them?

**WHAT DO YOU
KNOW?**

**WHAT DO YOU
WANT TO KNOW?**

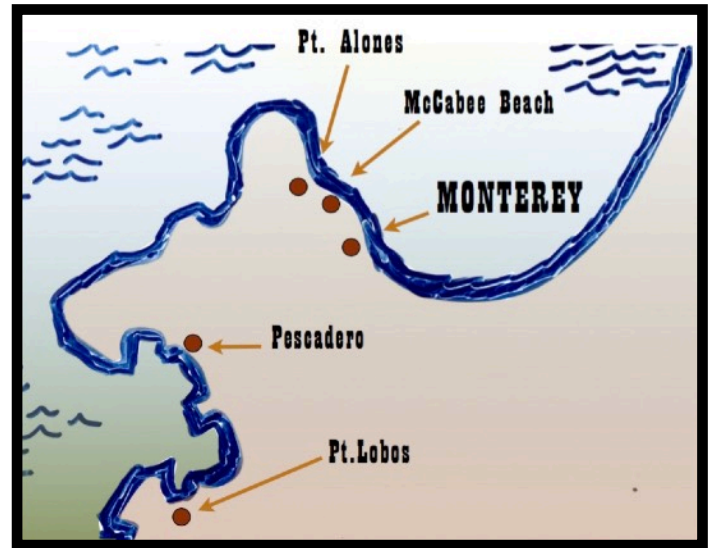
**WHAT HAVE
YOU LEARNED?**

GEOGRAPHY OF THE RED ALTAR STORY

China & Nearby Asian countries



Monterey Bay, California



CHINESE FISHING VILLAGES:

- 1) Point Lobos
- 2) Pescadero
- 3) Point Alones
- 4) McCabe Beach



First Nations People of California

Monterey region originally inhabited by Rumsen / Esalen First Nations People of the Ohlone Group. It was the Rumsen & Esalen Peoples that help rescue the Chinese teens from the shipwreck in 1850- The camaraderie between these two peoples lasted for years to follow.

Map Courtesy of Timara Lotah Link

EARLY WEST COAST OF AMERICA 1848
(CALIFORNIA & OREGON: PART OF MEXICO AT THIS TIME)



SAN FRANCISCO

MONTEREY BAY

CHINESE FISHING VILLAGES OF MONTEREY CA.



A New Home in a New Land

After their shipwreck of 1850 the Chinese teenagers, Rumsen/ Esalen peoples introduced them to the land, the waters of the Monterey Bay, where and how to find local food. As the Chinese were from fishing communities back in China, over time, they eventually built boats and small villages and welcomed other Chinese to start commercial fishing, fish drying for import, and seaweed harvesting.



CHINESE FISHING VILLAGES

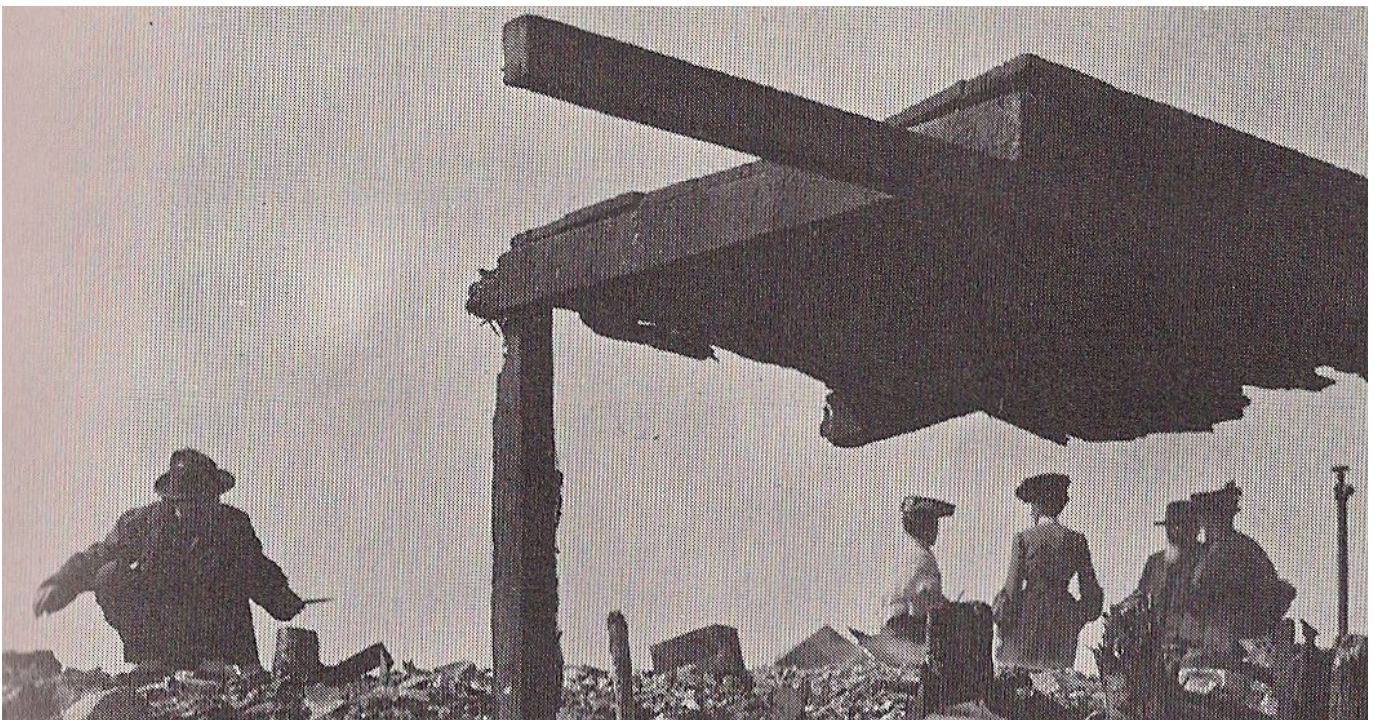
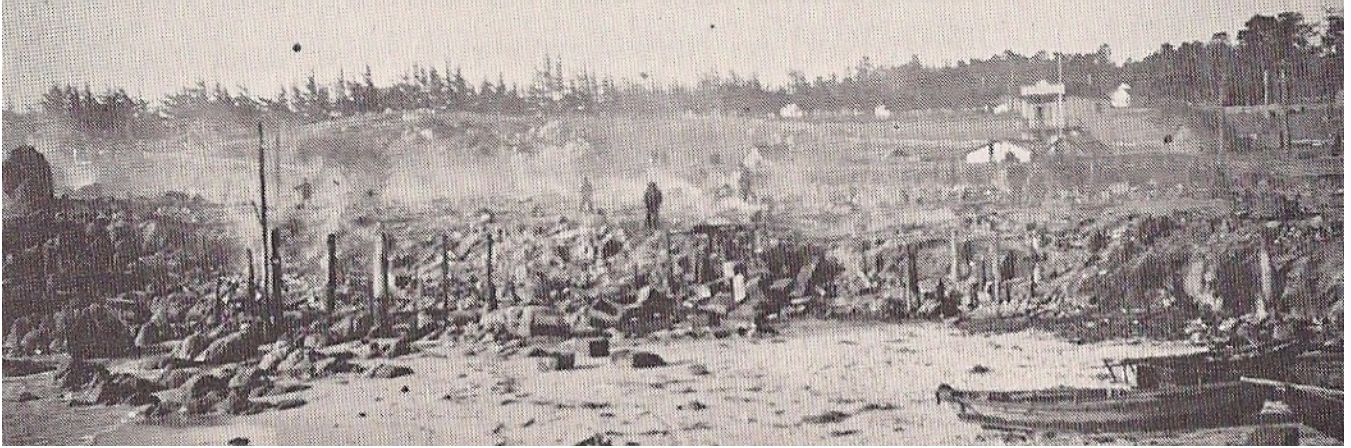
MODEL CONSTRUCTED FROM PHOTOS BY MICHAEL CROFT



Micheal Croft (below) reconstructed a miniature model built to scale of the Chinese fishing village at McAbee Beach using the archival photographs as a guide. Nancy Wang (left) is the playwright and descendant (great grand niece) of Quock Mui (“Spanish Mary”)



RUINS OF CHINESE VILLAGE
AFTER THE "MYSTERIOUS FIRE"



CHINESE EXCLUSION ACT 1882 (PARTIAL TRANSCRIPT ONLY)

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.



TIME LINE: CHINESE AMERICAN HISTORY

The First Wave of Chinese Immigration Begins

- 1849 – First Chinese gold miners land in California
- 1850 – California imposes Foreign Miner's Tax on Chinese gold miners. The tax is ruled unconstitutional in 1870
- 1852 – 195 Chinese Contract Laborers land in Hawaii
- 1854 – People v. Hall rules that Chinese cannot give testimony in court against whites
- **1865 – Central Pacific Railroad Co. recruits Chinese workers for the first transcontinental railroad**
- 1869 – First transcontinental railroad completed
- 1879 – California's second constitution prevents municipalities and corporations from employing Chinese
- **1882 – Chinese Exclusion Act is passed by the United States Congress, suspending immigration of Chinese laborers for ten years**
- 1892 – Geary Law renews Chinese Exclusion Act for another ten years
- 1904 – Chinese Exclusion Act extended indefinitely
- **1906 – San Francisco earthquake and fire destroys Chinatown**
 - Earthquake destroys immigration records, so Chinese immigrants and creates the opportunity for paper sons – immigrants who claim they are U.S. citizens and have the right to bring wives and children to America
- 1910 – Angel Island opens in San Francisco Bay as an official west coast immigration station
- 1924 – Immigration Act virtually cuts off all Chinese immigration
- **1943 – The Chinese Exclusion Act is repealed**

The Second Wave of Chinese Immigration to the United States Begins

- 1952 - The Walter-McCarran Immigration and Naturalization Act repeals the Asian Exclusion Act of 1924 and allows a small token of Asians to immigrate to the U.S. with right of citizenship
- 1965 - Immigration Act of 1965 allows the admission of 20,000 immigrants per year from China
 - Lily Lee Chen of Monterey Park becomes the first Chinese American female to serve as Mayor of an American City
- 2005 – Steven Chen founds You Tube
- 2009 – Steven Chu named Secretary of Energy in President Obama's Cabinet

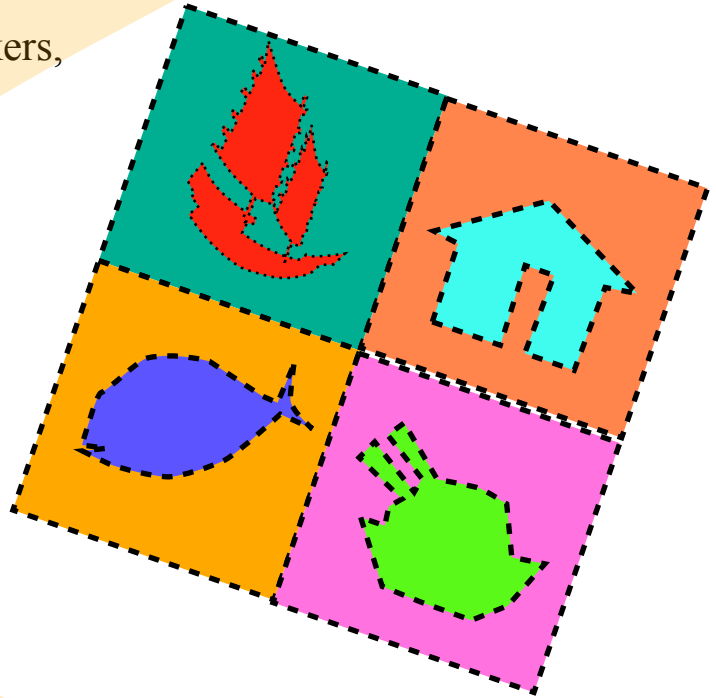
CLASS QUILT PROJECT

(by Alexandra Lee-Jobe)

Objective: to provide students with a tactile way to express their individual/familial Cultural heritage/history

Materials: (all varies according to # of students, these quantities are

- 1) based on a 25 student class)
- 2) blank ½ sheet of white paper
- 3) Pencils, color pencils, washable markers, permanent markers-assorted colors
- 4) Quilts, pictures of quilts, photos
- 5) Muslin-4 yds.
- 6) Embroidery thread-colored + fluorescent
- 7) Embroidery needles
- 8) Fabric crayons-6 sets
- 9) Batting-4 bags



Instructions:

- 1) Pre-cut muslin to 6"x6" squares
- 2) Separate thread by colors

Student instructions

- 1) Ask each student to think of an image that represents: themselves, their culture, or their family's culture. Sketch it on the ½ sheet of paper, first using pencil, then add color.
- 2) Sketch it on the square of muslin, use thread +sewing, fabric crayons, or permanent markers in any combination to decorate your square. Sew up the sides of your square, and stuff it with the batting. 3) Then sew it closed.
- 4) Work in small groups (2-4) to sew all squares together to make a quilt.
- 5) Admire your accomplishment!
- 6) Photograph & share
- 7) Post online
- 8) Display in classroom

Fourth Grade Lesson

Comparing Immigrant Family Photographs Images from the National Archives

Objective: Students will closely observe two immigrant families entering the United States from China and Ireland at approximately the same decade in US history.

1. During the class discussion, teacher will create a Venn Diagram honoring the comments made by students. One side of the Venn diagram will collect observations about the Chinese family, the other side of the Venn diagram will collect observations about the Irish family. In the middle of the Venn diagram where circles intersect, teacher writes things both families have in common.
2. It would be helpful for the teacher to do some research prior to creating the Venn diagram about both photos. Both families faced difficult challenges and uncertainty as new families entering the United States.
3. The Venn diagram is not static, remember to add to the Venn diagram as students learn more information about immigration.

Immigrants from Asia



Immigrants from Europe



Vocabulary:
family tree,
heritage,
family history,
genealogy, relatives

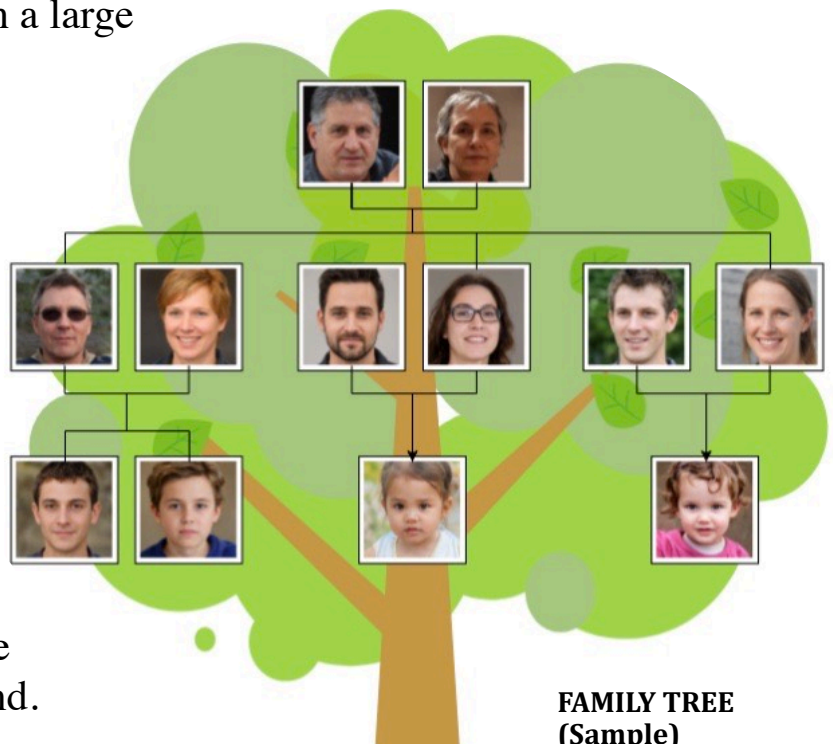
Project Based Learning

CREATING A FAMILY TREE (4th Grade Activity)

1. Before starting the project, it would be a great idea to enlist the help from parents at home. Send a letter explaining that students will need help finding names (and maybe Photographs) of family members. Students will be reminded that not all families look alike, and that it will be an interesting investigation of family history.
2. Use an example of a family tree. You might use a character from a familiar book, or even the teacher's own example. You can decide upon adding dates and locations. Encourage students to go back as far as they can in family history, perhaps suggesting. Looking through old photo albums, family Bibles, and maybe telephone calls to relatives.
3. If possible, encourage students to investigate immigration stories.
4. You can grab their attention by showing a video clip of the PBS television show, Finding Your Roots At the end of each program, guests are presented with a large family tree.

5. A few templates are below:

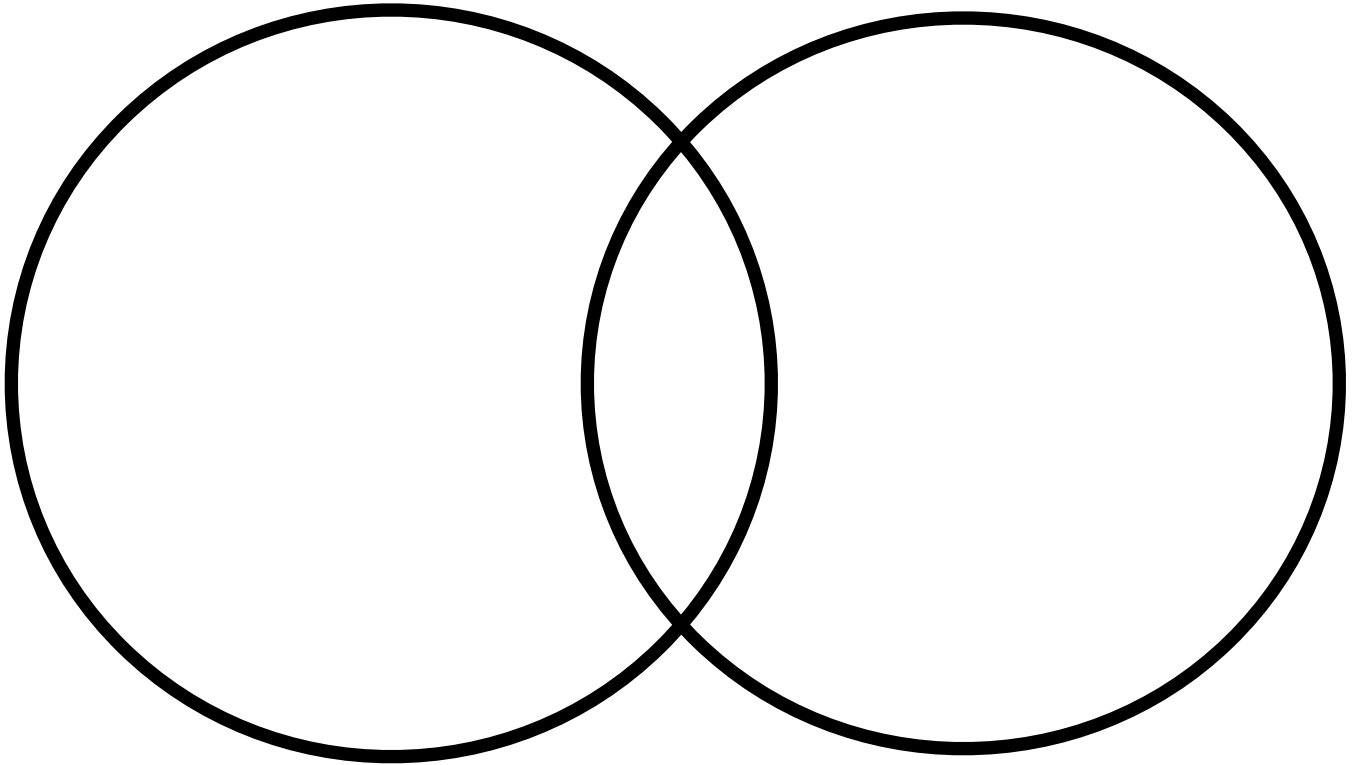
6. When family trees are finished, use discretion on whether to keep them personal or whether to display them. Some students and families may be reluctant to share the information in a public display. The purpose is for each student to learn and create a visual for their family background.



What are some of differences?

Immigrants from Asia

Immigrants from Europe



What things are common?

Things to Think About:
What was it like for these
Immigrant Families
before and after coming to
America: Foods, Clothing,
Environment, Climate, Housing,
Work Lifestyle and Skills,
Communities, Education, Means of
Travel, Language, Culture,
Religion, Holidays & Celebrations

What is the symbolism of the Red Altar?

People from China traditionally were very spiritual; they practiced Ancestor Worship, Buddhism, Taoism, and Confucianism. They believed in a strong connection with their ancestral past and invoked gods and deities to guide their lives, especially during challenging times. It was common to have a family altar in one's home as a source of strength and reverence. These altars may include photos of departed family members (ancestor worship), candles and incense, and figurines representing deities (Taoism) such as the Mazu, Goddess of the Sea and Guanyin, the Goddess of Mercy, as invoked in the story of The Red Altar.



The color red, in feng shui^[1], gives off energy and vibrancy, often referred to as the color of good luck. The travelers in the story of The Red Altar brought with them their red altar from their home in China on their journey to America to seek a better life, praying to their Goddesses for protection and good fortune along the way. Their red altar was a source of spiritual guidance and faith in the future, rooted deeply in their homeland.



[1]Feng Shui is a traditional practice originating from ancient China, which uses energy forces to harmonize individuals with their surrounding environment.



Other Examples of Chinese Altars



Kau Cim: The Fortune Sticks

In the story of Red Altar, the married couple need spiritual advise about whether it is time to have a baby. They are seen shaking a container of bamboo sticks and reading from a small book.

The Fortune Sticks, *kau cim*, in Chinese are a kind of divination (fortune telling), perhaps one of the oldest methods of fortune telling. Some Chinese consulted the fortune sticks as a guide before beginning each day, while others used the *kau cim* for special occasions.



Each of the 78 fortune sticks inside a bamboo cylinder had a number at one end that corresponded to a numbered fortune written in the Book of Fortunes. Before sharing the sticks in the bamboo container, one asked a question. The bamboo container is then shaken until one stick protrudes out more than the others.

This stick is your fortune stick. The number on the stick is then looked up in the Book of Fortunes. Some fortunes are clear and instructive, but many are told in metaphor or as a poetic “hint” such as: “Find the wise man living on the mountain and his kind word will turn your life around.” Or “the immortal peach tree gives forth it’s fruit and all the lost fin their way home.”



Building the Railroads... and MUCH MORE!

Ah Bing & the Bing Cherries

Born in 1893, Mr. Bing, as an adult immigrated to California, and slowly worked his way up the Pacific coast. Eventually in Milwaukie, OR started working for a man named Seth Lewelling as a cook. Seth was also an amateur horticulturalist, and Bing adopted that lifestyle as well. Mr Bing started cross-pollenating cherries, and created one of the most well known cherry species to date, the Bing Cherry.



Lue Gim Gong & the Valencia Orange

In 1898 Mr. Lue cross pollinated varieties of oranges creating a new sweet Valencia hybrid that was frost tolerant. Properly called the “Lue Gim Gong Strain” it was awarded a medal from the American Pomological Society in 1911, the first awarded ever given to a circus fruit.

Tie Sing : Famous Cook of Yosemite Park

The year was 1915. A two-week wilderness expedition of Yosemite was intended to convince business and cultural leaders of the importance of a national park system. Mr. Sing so impressed them with his “fabulous dinners” these leaders were encouraged to establish the federal government’s National Park Service.



Mabel Ping-Hua Lee Women’s Voting Rights Activist

She fought for women’s voting rights—In May 1914, at the age of 18, she published “The Meaning of Woman Suffrage” where she wrote that “the fundamental principle of democracy is equality of opportunity,”

Margaret Chung, First Chinese American Woman Doctor

Graduating from the University of Southern California Medical School in 1916, she was first American-born Chinese female doctor. In the 1920s, she helped establish the first Western hospital in San Francisco’s Chinatown. Later during World War Two, helped establish WAVES, Women Accepted for Volunteer Emergency Services for the US Navy, even though she herself was rejected from serving in the Navy, because of her race and her gender.





Meeting Requirements for History-Social Science Content Standards for California Public Schools (4th Grade)

4.1

Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

For specifics see: 4.1.4 and 4.1.5

4.2

Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

For specifics see: 4.2.1, 4.2.2, and 4.2.5

4.3

Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

For specifics see: 4.3.2 and 4.3.4

4.4

Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

For specifics see: 4.4.1, 4.4.2, 4.4.3, and 4.4.4

4.5

Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

For specifics see: 4.5.1

DVD: "Red Altar"

Eth-Noh-Tec: Kinetic Story Theater Presents



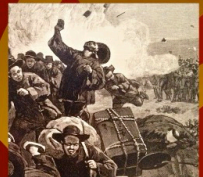
A Multi-Media Performance Narrative

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Info: 415-282-8705

email: contact@ethnohtec.org www.ethnohtec.org

DVD TESTIMONIAL

Hear what people are saying:

<https://vimeo.com/190626518>

DVD SAMPLE

Scenes from the DVD

<https://vimeo.com/530641250>

ONLINE STREAMING

Write to us with details: location, grades, how many schools, name of district or library system. We'll contact you directly for instructions for multiple site viewing licensing.

HOW TO ORDER DVD

(Mention if you are a school or library)

General Public Cost: \$20

School or library: \$10 *Special

Visit <http://www.ethnohtec.org/shop/> for payment & shipping details

ROBERT
JOSEPH
LOUIE
Memorial Fund

*Special Discount made possible by the Robert Louise Memorial Fund

ABOUT THE ARTISTS



Eth-Noh-Tec has been telling stories in schools, libraries, museums and festivals for the past 40 years. Since 1981, founding performers, **Nancy Wang and Robert Kikuchi-Yngojo** have been pioneers in the Asian American cultural movement, having shared their stories nationally and internationally to well over a million people. Their research, preservation and innovation have include both traditional Asian performing arts as well as modern, contemporary performances. Eth-Noh-Tec is known for blending of storytelling with movement theater and music to create performances that may be inspired by Asian myths and folk tales as well as Asian American historical events and people.

WHERE HAVE THEY PERFORMED?

Eth-Noh-Tec has performed several thousand schools and libraries throughout the United States as well as upon the notable stages such as the Kennedy Center, Smithsonian, Wolftrap Virginia, the National Storytelling Festival. They are the recipients of the National Storytelling Network’s Circle of Excellence Award. Their performances were included in the Inaugural Presidential Celebrations of Presidents Clinton and Obama. For 4 decades they have served the schools systems through notable arts education organizations as Young Audiences of Northern California, Youth in Arts, San Benito Arts Council, Rhythmix, LOV Newark, The Association of Children’s Librarians, Cultural Council of Monterey Co, and SPECTRA in Santa Cruz.

FIND OUT MORE:

Visit: www.ethnohtec.org; phone: 415-282-8705; YouTube Channel: “Storytelling with Eth-Noh-Tec” and of course: “Like Us” on Facebook: “Eth-Noh-Tec”
Email: contact@ethnohtec.org