

Unit 4 - Ain't No Angels -	
<i>Passé dans le présent:</i> You know about the Melting Pot and Ellis Island. But have you ever heard about Angel Island?	
	What was it like to be an Asian living in the US ?

1- Asian immigration

1a- Chinese immigration to the US: travail de repérage sur le text

Travail de rédaction lettre à une personne restée au pays => choisir un évènement qui a amené la personne à émigrer

(eventuellement Kahoot => vérification des connaissances ou tout à la fin)

<https://www.pbs.org/opb/historydetectives/feature/chinese-immigration/>

1b- Railroad workers remembers, www.abc7news.com, history of the historical society America

travail sur la vidéo :

<https://abc7news.com/transcontinental-railroad-chinese-rail-workers-history-of-the-historical-society-america/903452/>

1c- Growing up in Oklahoma: rédaction d'un point de vue autre ou de la suite

1d- The Chinese Exclusion Act : à réfléchir

2- Angel island

2a- Traces of the past : photo + poem: describe the momebnt and the surrounding, read the translation and guess why it was built,

list the verbs used in the poem and explain what i reveals about the immigratn's lives

travail sur les 2 doc: attribution d'un texte au hasard, pair work on rentre dans le rôle, on s'invente la suite puis on se sépare et on partage les expériences (groupe doc b et c)

2b- David, 8 years old : "paper son"

2c- Don Lee: my arrival and my interrogation

2d - *Us immigration history preserved on Angel Island*, AP Archive, 2009 (video) : cO

Video You tube: <https://www.youtube.com/watch?v=cW6f96SgknY> cf question dans drive ou en bas

annexe: annexe: <https://www.youtube.com/watch?v=cW6f96SgknY>

3- Remembering Angel Island

3a – The Angel Island Immigration Station today : parage impression sur le batiment, sur les mots écrits => pourquoi , que représentent il?

3b- *Historical testimonies in poems*, www.ked.com, March 16, 2014 : devoir de mémoire (texte let's meet up p177)

4- A forgotten past

4a- tableau Roger Shimomura, *American Infamy*, 2008

4b- testimony : George Takei's life in an internment camp : <https://www.youtube.com/watch?v=PP3lWftprjQ>

4c- life in camp : Roger Shimomura, *An American Diary Series*, 2002-2003 remettre les légendes dans l'ordre, faire faire exercice de rédaction

Ain't No Angels -	
<i>Passé dans le présent:</i> You know about the Melting Pot and Ellis Island. But have you ever heard about Angel Island?	
	What was it like to be an Asian living in the US
At the end of the Unit, I will be	<ul style="list-style-type: none"> - know more about the Asian immigration - learn about how Japanese American were treated during WWII - remember old memories
What vocabulary will I need ?	<ul style="list-style-type: none"> - immigration - feeling - war
What grammatical structure will I need ?	<ul style="list-style-type: none"> - preterite V-Ing - present perfect - make supposition
What documents will be used ?	<p>1- knowing more about Asian immigration</p> <p>1a- The Reason for Chinese immigration to the US</p> <p>1b- Railroad workers remembers, www.abc7news.com, history of the historical society America</p> <p>1c- Growing up in Oakland's Chinatown</p> <p>1d1- The Chinese Exclusion Act (text)</p> <p>1d2- The Chinese exclusion Act - questions</p> <p>2- Angel island</p> <p>2a- Traces of the past</p> <p>2b- David, 8 years old : "paper son"</p> <p>2c- Don Lee: my arrival and my interrogation</p> <p>2d - <i>Us immigration history preserved on Angel Island</i>, AP Archive, 2009 (video)</p> <p>3- Remembering Angel Island</p> <p>3a – The Angel Island Immigration Station today</p> <p>3b- <i>Historical testimonies in poems</i>, www.ked.com, March 16, 2014</p> <p>4- A forgotten past</p> <p>4a- tableau Roger Shimomura, <i>American Infamy</i>, 2008</p> <p>4b- testimony : George Takei's life in an internment camp</p> <p>4c- life in camp : Roger Shimomura, <i>An American Diary Series</i>, 2002-2003</p>
What will I learn about ?	- how immigration of the West occurred

	- how Asian immigratns were treated - the importance of memory and the work done around it
Final Task	You will meet an Angel descendant and interview him in order to write a school article

Instructions for your Final Task :

- 1) You will hold a discussion with someone from the class but you will not be told who before hand
- 2) You will have a go in front of the class for both role: an elderly remembering and a young student in want of informations to write an article
- 3) You will need to make your conversation natural and plausible
- 4) your memories will need to be based on one of the elements seen in class.

Video You tube: <https://www.youtube.com/watch?v=cW6f96SgknY>

The Ellis island of the west

annexe: <https://www.youtube.com/watch?v=cW6f96SgknY>

railroad

<https://abc7news.com/transcontinental-railroad-chinese-rail-workers-history-of-the-historical-society-america/903452/>

1a- Chinese immigration



Feature

Chinese Immigration

Find out more about Chinese immigrants in America.

More from Elyse on Chinese immigration.

Today, Chinese Americans make up the largest Asian population in the U.S., totaling 2.5 million.

Chinese immigrants first flocked to the United States in the 1850s, eager to escape the economic chaos in China and to try their luck at the California gold rush.

When the Gold Rush ended, Chinese Americans were considered cheap labor.

They easily found employment as farmhands, gardeners, domestics, laundry workers, and most famously, railroad workers.

In the 1860s, it was the Chinese Americans who built the Transcontinental Railroad.

By the 1870s, there was widespread economic depression in America and jobs became scarce.

Hostility had been growing toward the Chinese American workers.

By 1882, things got so bad that Congress passed the Chinese Exclusion Act, virtually banning all Chinese immigration into the United States.

It was only in 1943, when China became America's ally in World War II, that congress finally repealed the Exclusion Act.

Even then, Chinese immigration was still limited to a mere 105 people a year.

In 1965, all restrictions were lifted and the Chinese started to arrive in America in huge numbers.

The first Chinatowns started appearing in U.S. cities as far back as 1900.

Today, the largest Chinatown is in New York City, where almost 100,000 Chinese Americans live and work.

1b- script Chinese Railroad workers

STANFORD, Calif. (KGO) -- It is an American success story -- the linking of the east and west by railroad in the 1860s. However many of the people who built it weren't Americans but Chinese, and now there's an effort underway to better tell their story.

It has been more than 146 years since this group of rail workers gathered in front of two trains at Promontory Summit in Utah. The famous photo was taken to celebrate the linking of the Central Pacific and Union Pacific Railroads with the "Golden Spike."

What this picture doesn't show are the people who played a huge part in building the railroad. Two researchers at Stanford University are focusing in on them.

Gordon Chang and Shelley Fisher Fishkin are looking for answers about the Chinese who worked the railroad.

"We're trying to recover the history of the 10 to 12,000 Chinese who came to America to build the Central Pacific Railroad. Their labor was absolutely key to the railroad being completed," said Fishkin.

"We know very little about who they were, their names even, what they experienced, how they were recruited, how they lived and worked and died on the railroad and what happened to them subsequently," said Chang.

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"We know very little about who they were, their names even, what they experienced, how they were recruited, how they lived and worked and died on the railroad and what happened to them subsequently," said Chang.

"Their story is hard to tell because they left no written records themselves. There is not a single letter or journal or even remittance envelope in the hand in one of these workers that has yet surfaced in the U.S. or China," added Fishkin.

Generations of racism and discrimination left the story of the Chinese laborers largely untold -- until now.

Sue Lee, with the Chinese Historical Society of America, said, "This is an attempt to educate people about the importance of the transcontinental, that it joined the country, that it provided a highway, if

you will, between east and the west but it was also was a gateway to the orient."

The Chinese Railroad Workers in North America project is piecing together what really happened. So far, there isn't a lot go on, just family stories, old photos and drawings and documents from the railroad's builders.

Stanford University founder Leland Stanford was among them.

The researchers are working with the Chinese Historical Society of America. Video provide by the CHSA shows archaeologists sifting through the past for items that might tell them exactly where the Chinese came from and how they lived.

The society is also collecting oral histories for the project.

But they aren't just looking for Chinese descendants to tell the story of the "Iron Road." They are also looking for clues in the diaries or letters of others who worked on the railroad.

"We are trying to reach out to historians of Mormons, because many Mormons worked on the rail lines, Irish, and others, so we're hopeful that maybe one of those elusive diaries will turn up," added Chang.

The project hopes to know more about the Chinese workers by 2019. Just in time for the 150th anniversary of the completion of the transcontinental railroad.

Think you can help? [Click here](#) to visit the project's website.

Written and produced by Ken Miguel

1c Growing up in Oklahoma



We lived in Oakland's Chinatown from 1933 to 1948. Chinatown was a small enclave of four square blocks. Like us, most of the Chinese living here spoke the Toishan dialect because they came from the Pearl River Delta of Guangdong Province in southern China.

We attended American school and concentrated on learning English.

All the children in our neighborhood attended Lincoln Grammar School, a school within walking distance from Chinatown. The student body was made up of mostly Chinese, some Caucasians and a few Japanese. The students spoke Chinese and English. The new immigrants were put in limited-English- proficiency classes and received extra help. Sister Li Hong and I were assigned to these classes. Slowly we started to learn English.

We attended Chinese school after American school each day. We had very little time to play or to get into mischief. There was very little money during the Depression years. Even though life was hard, we loved being Americans.

Although we were now Americans, we did not know many Caucasian Americans except for the teachers at school. We socialized with the other Chinese Americans in Chinatown. Chinese Americans were not allowed to buy property in certain areas of Oakland because of racial prejudice. We were also not allowed to do certain jobs like law enforcement, government work, and many professions. Because of these restrictions, many Chinese opened restaurants, grocery stores, and laundries.

My father was one of those people. During World War II, my father opened a restaurant in Oakland's Chinatown. We children all worked in that restaurant — from waiting on tables to mopping the floor. We never got paid because, as a family business, we worked to make the restaurant succeed. The entire family worked seven days a week. Our hard work paid off when in 1948 we were able to purchase a home outside of Chinatown.

http://teacher.scholastic.com/activities/asian-american/angel_island/chapter7.htm

1d- Chinese exclusion Act

Name _____



The Chinese Exclusion Act

By Sharon Fabian

In 1848, Chinese immigrants began arriving in America. Laborers who had not been able to earn a good living in China heard about the Gold Rush in California, and they came to America. They boarded ships and crossed the Pacific Ocean. Many arrived at the port of San Francisco in California.



Year after year, more immigrants came from China to America. Some still hoped to find gold. Others just wanted a job.

In the 1860s, many of these Chinese immigrants found jobs with the Central Pacific Railroad Company. They were hired to help build the western half of the transcontinental railroad. It was a job that required great strength and stamina. The men laid tracks through some of the most difficult terrain of the whole project - the Sierra Nevada Mountains. Often they worked in the cold and the snow. They had to blast through the mountains with dynamite. It was dangerous work.

Other Chinese immigrants found jobs in the cities. Although the better jobs were often not open to them, many found low-paying jobs in restaurants and laundries.

Workers of other nationalities who could not find jobs that paid well began to resent the Chinese workers. They blamed the Chinese workers for taking jobs and for keeping the pay rate low. Some states began to pass laws that discriminated against immigrants from China and other Asian immigrants.

Then in 1882, the United States passed a federal law. It was called the Chinese Exclusion Act. When President Chester A. Arthur signed the Chinese Exclusion Act, it restricted immigration from China into the United States for the next ten years.

The Chinese Exclusion Act banned Chinese laborers, both unskilled and skilled. It also banned miners. Immigrants from China who were already in the United States were not allowed to leave and re-enter. Chinese immigrants already living in the United States were not allowed to become citizens.

The law had devastating effects on Chinese communities in America. Chinese men who had come to America to work could not go home to visit their families. They could not bring their wives to America. In addition, since they were not citizens, they could not own their own land or register mining claims.

As a result of all of these restrictions, many Chinese people in America continued to live in segregated neighborhoods in the cities. San Francisco's Chinatown is the best known of these ethnic Chinese neighborhoods.

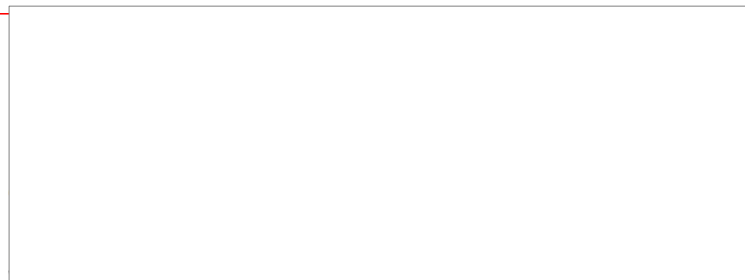
In the 1800s, the Chinese Exclusion Act had broad support from labor unions and other groups. Other people criticized the act, calling it legalized discrimination, but still it remained in effect for many years. In 1892, it was reauthorized for another ten years by the passage of the Geary Act.

In 1902, it was again reauthorized - this time with no ending date.

It was only when our country became involved in World War II that the Chinese Exclusion Act was finally repealed. China was an ally of the United States in the war. The Magnuson Act was passed in 1943 to finally repeal the Chinese Exclusion Act, but even then, there were still limits on immigration. Finally in the 1960s, the exclusion of Chinese immigration was completely ended.

The United States is often called a "melting pot," a mixture of people of all nationalities and races, but at certain times, American lawmakers have chosen to discriminate against one group or another. The year when they passed the Chinese Exclusion Act was one of those times. It affected not only Chinese-Americans, but all of America, for many years.





_____ 1. When was the Chinese Exclusion Act passed?

- A. 1882
- B. 1943
- C. 1848
- D. 1892

_____ 2. Many Chinese immigrants landed in America at _____.

- A. San Francisco
- B. Boston
- C. Honolulu
- D. New York

_____ 3. Immigrants from China came to America to find _____.

- A. jobs
- B. gold
- C. both A and B
- D. neither A nor B

_____ 4. Many Chinese Americans were hired to work on the _____.

- A. stagecoaches
- B. cattle ranches
- C. Ford Assembly Plant
- D. transcontinental railroad

_____ 5. Typical jobs for Chinese immigrants included working in a _____.

- A. fast food restaurant
- B. laundry
- C. school
- D. all of the above

_____ 6. The Chinese Exclusion Act was repealed by the _____.

- A. Magnuson Act
- B. World War II Act
- C. Chinese Immigration Act
- D. Geary Act

7. What was the Chinese Exclusion Act?

8. How did World War II affect the immigration of people from China to America?

Do you think that a law like the Chinese Exclusion Act could be passed today? Why or why not?

2a- Traces from the past

Traces from the past



- 1 Describe the monument and its surroundings.
- 2 Read the translation below and guess the reason why it was built.
- 3 List the verbs used in the poem. Explain what they reveal about these immigrants' lives.

"Leaving their homes and villages,
they crossed the ocean
Only to endure confinement in these barracks;
Conquering frontiers and barriers
they pioneered
A new life by the Golden Gate."

NGOOT P. CHIN



♦ Monument near the United States Immigration Station, Angel Island, San Francisco

2b -

Alone on Angel Island: David Leong's story

His [family] put eight-year-old David on the boat for America to join his father who was already in the United States. [...]

David came to the United States in 1940 as a paper son, the son of a son of a native. He used false papers his father had purchased¹, and he had to familiarize himself with his fake² story and family history. He also had a set of "coaching papers," which described where he was living, how many siblings³ he had, his father's name, and other basic family information. [...]

While David's aunt and cousins – American citizens – disembarked at San Francisco, David was sent on to Angel Island. [...]

Three to four weeks after arriving at Angel Island, it was finally time for David's interrogation. He entered a small [...] room with just a desk and several chairs.

There, a Caucasian⁴ interrogator, assisted by an interpreter, peppered⁵ him with questions about his parents, siblings, and birthplace. [...] On paper, David's name was Chan Way Tong. The initial interrogation lasted just thirty to forty-five minutes, although David underwent two or three interrogations before leaving Angel Island. When David learned he passed⁶ the interrogation process, he remembers feeling proud. But reuniting with his father was a somewhat strange experience, as his father felt like a stranger to David.

♦ www.aiisf.org (adapted)

1. bought 2. not true 3. brothers and sisters 4. white person 5. (here) asked him many questions 6. succeeded

Culture Tip

The Chinese Exclusion Act was a federal law signed in 1882 following an anti-Chinese movement in the second half of the 19th century. This act prohibited the immigration of Chinese workers to the USA. It was the first law that prohibited a specific group from immigrating. It was abandoned in 1943. Chinese immigration started to increase again from 1952 onwards.

2c-

G Don Lee: my arrival and my interrogation



While I was at the Angel Island Immigration Station, I went for interrogations. [...] I know I gave wrong answers and all that. That's why they kept me there 28 days. [...]

5 I was interrogated maybe three or four times. They lasted up to half an hour. I was intimidated because I was only 11 years old. [...] There was an official sitting there, with a secretary, typing. There was a translator, and there was a guard. [...] The Chinese interpreter
10 was pretty much professional. He wasn't smiling. He

didn't try to help me. [...] There was a blackboard with the numbers on it. Everybody's got a number. I think my number — I wrote it down — is 80340. They would put your number up there on the blackboard, and you know you have to go to interrogation. They didn't use names. [...] The only other thing I remember is that on the day they let you go, your number is on the blackboard and it says "San Francisco".

♦ www.aiisf.org

- 1 Find information about Don Lee (age, nationality, place of detention).
- 2 Focus on numbers. Describe the interrogation and find out how many times Don Lee was interrogated.



- 3 Pick out expressions of feelings and show that the time spent on Angel Island was difficult.
- 4 In your own words, write a tweet about Don Lee's story. Use hashtags for your key words to make your tweet more visible.

3a- historical testimonies:

In 1970, Alexander Weiss, a state park ranger at the time, was roaming¹ the site when he discovered that nearly every square inch of its walls was covered in carvings in multiple languages. Some were simple
5 messages, affirmations like "I was here" followed by a date. Others were impassioned works of poetry, cries of anger, frustration, sorrow, and despair from the detainees² whose dreams of a better life in the land of opportunity were brutally cut short by racist legislation.
10 Mostly written in Chinese by poets who spoke Cantonese or Toisanese dialects, the poems as much speak about the poverty-stricken, turbulent pasts the authors left behind and their current frustrations as they reach out to immigrants to come, encouraging

15 them to work hard to succeed in the United States. Numbering nearly 135, the poems seem to have been the result of collaborative efforts on the part of multiple authors detained at the station for a period of months or years, who, by the poems' various allusions to Confucius or Chinese literary or folkloric heroes, were well educated and highly literate³. Meticulous restoration of the carvings, obscured by age and a government covering up its missteps⁴, is now under-way⁵. We can understand how Weiss knew immediately
25 that the site had to be saved.

♦ www.ked.com, March 16, 2014

1. walking around 2. forced residents, prisoners
3. well educated 4. errors, mistakes 5. in progress

E-workbook

Classe inversée
hatier-clic.fr/tmu093

- 1 Explain how the poems were discovered and who wrote them.
- 2 Find out how and why they were written. Summarise the feelings they convey.
- 3 Find out two reasons why the carvings had to be restored (l. 21-25).
- 4 Explain in your own words why it is important to restore such sites.



Culture Tip

The **Angel Island Immigration Station** opened in 1910 and closed in 1940. During these thirty years, a total of 500,000 immigrants were processed through the Immigration Station. Most of them were Chinese and were detained for weeks, even months.

In 1970, Alexander Weiss, a state park ranger at the time, was roaming¹ the site when he discovered that nearly every square inch of its walls was covered in carvings in multiple languages. Some were simple messages, affirmations like "I was here" followed by a date. Others were impassioned works of poetry, cries of anger, frustration, sorrow, and despair from the detainees² whose dreams of a better life in the land of opportunity were brutally cut short by racist legislation. Mostly written in Chinese by poets who spoke Cantonese or Toisanese dialects, the poems as much speak about the poverty-stricken, turbulent pasts the authors left behind and their current frustrations as they reach out to immigrants to come, encouraging them to work hard to succeed in the United States. Numbering nearly 135, the poems seem to have been the result of collaborative efforts on the part of multiple authors detained at the station for a period of months or years, who, by the poems' various allusions to Confucius or Chinese literary or folkloric heroes, were well educated and highly literate³. Meticulous restoration of the carvings, obscured by age and a government covering up its missteps⁴, is now underway⁵. We can understand how Weiss knew immediately that the site had to be saved.

♦ www.ked.com, March 16, 2014

1. walking around 2. forced residents, prisoners
3. well educated 4. errors, mistakes 5. in progress

3b- travail sur la vidéo

- 1 Pick out information about the person talking (country of origin, dates, family).
- 2 Focus on numbers and dates to explain what Angel Island consisted in.
- 3 Focus on emotions and explain how the speaker felt there.
- 4 Explain the statement: "You have to prove yourself."



♦ US immigration history preserved on Angel Island, AP Archive, 2009

Culture Tip

The first major wave of **Asian immigration to the USA** started in the 1850s during the California Gold Rush. The population of Asian immigrants increased until the Chinese Exclusion Act of 1882. Asian immigration was then controlled and it is only after the Second World War that Asian immigrants could become naturalised citizens or own property in the USA.

Grammar Spot

Preterite V-ing p. 180

"Alexander Weiss **was roaming** the site when he discovered..."

Word Spot

newcomer
gatekeeper: a **person** who controls **access**
immigrate
travel by ship
be **processed** (through **Angel Island**)
be held in **detention**: be in captivity: be **detained**

disembark
be **intimidated**
endure: **experience** sth **difficult**
be **interrogated**: be **questioned**
prove your **self**: show that you are good
cross the **ocean**

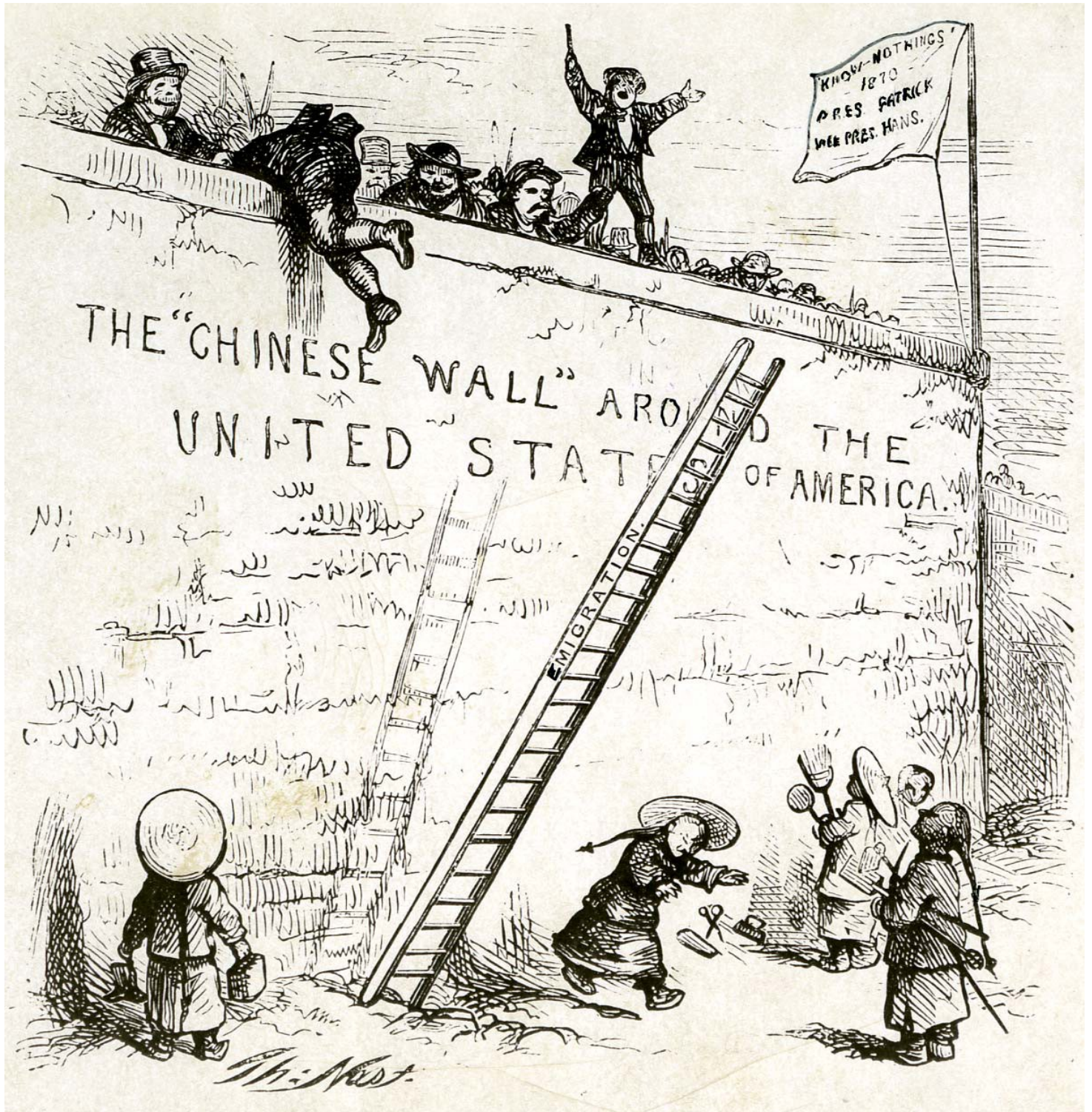
<https://www.youtube.com/watch?v=cW6f96SgknY>

video:

annexe: <https://www.youtube.com/watch?v=cW6f96SgknY>

4- cf scan vieyx manuel

idée DST:



- rédaction des souvenirs en question après TF

Unit 4- Ain't No Angels TF

You will meet an Angel descendant and interview him in order to write a school article

	Qualité du contenu	Pt score	Expression orale en interaction	Pt score	Correction de la langue écrite	Pt score	Richesse de la langue	Pt score
C2	J'ai rendu de fines nuances de sens en rapport avec le sujet complexe . J'ai su développer et articuler les arguments de mes camarades et les miens.	30	J'ai interagi avec aisance et spontanéité et contribué habilement à la construction de l'échange , y compris en exploitant des références (inter)culturelles et sur un sujet complexe.	30	J'ai utilisé avec une bonne maîtrise tout l'éventail des traits phonologiques de la langue cible , de façon à être toujours intelligible, même sur un sujet complexe .	30	J'ai employé de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées même sur un sujet complexe .	30
C1	J'ai traité le sujet et produit un écrit fluide et convaincant, étayé par des éléments (inter)culturels pertinents, en démontrant un usage maîtrisé de moyens linguistiques de structuration et d'articulation de l'ensemble des arguments donnés.	20	J'ai interagi avec aisance et contribuer habilement à la construction de l'échange , y compris en exploitant des références (inter)culturelles.	20	J'ai utilisé avec une assez bonne maîtrise tout l'éventail des traits phonologiques de la langue cible , de façon à être toujours intelligible. Les rares erreurs de langue ne donnent pas lieu à des malentendus.	20	J'ai employé de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées.	20
B2	J'ai traité le sujet de façon claire, détaillée et globalement efficace . J'ai bien exploité les éléments que l'on m'a donné pour écrire mon interview. J'ai écrit une histoire pertinente et intéressante	10	J'ai argumenté et cherché à convaincre . J'ai réagi avec pertinence et relancé la discussion , j'ai posé des questions intéressantes, mes réponses étaient développées et travaillées.	10	Mon accent subit l'influence d'autres langues mais n'entrave pas l'intelligibilité . Mes erreurs de langue ne donnent pas lieu à malentendu.	10	J'ai produit un discours et des énoncés assez fluides, l'étendue de mon lexique est suffisante pour permettre précision et variété des formulations .	10
B1	J'ai traité le sujet de façon intelligible et relativement développée . Je me suis appuyé sur le récit qui m'a été fait pour faire mon interview. J'ai cherché à développer les idées, à m'appuyer sur le contenu du cours	5	J'ai engagé, soutenu et clos une conversation simple sur des sujets familiers . J'ai fait référence à des aspects du cours de façon pertinente et approfondies.	5	Je m' exprime de manière intelligible malgré l'influence d'autres langues. J'ai une bonne maîtrise des structures simples .	5	J'ai produit un discours et des énoncés dont l'étendue lexicale relative nécessite l'usage de périphrases et répétitions .	5
A2	J'ai traité le sujet, ma production est courte (moins de 150 mots) et l'argumentation est trop superficielle.	3	J'ai répondu et réagi de manière simple . Je n'avais pas beaucoup travaillé le sujet, mes connaissances étaient limitées	3	Je m' exprime de manière suffisamment claire pour être compris, mais la compréhension requiert un effort de mes interlocuteurs .	3	J'ai produit un discours et des énoncés dont les mots sont adaptés à l'intention de communication, en dépit d'un répertoire lexical limité .	3

A1	J' ai simplement amorcé une production écrite en lien avec le sujet.	1	La communication repose sur la répétition et la reformulation.	1	J'ai utilisé un répertoire très limité d'expressions et de mots mémorisés de façon compréhensible.	1	J'ai produit des énoncés intelligibles malgré un lexique très limité.	
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Points score	0	1-3 pt				A1 : 4-7 pt			8-9 pt			10-11 pt			A2 : 12-15 pt			16-19 pt			20 et +	A2 / B1
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

STANFORD, Calif. (KGO) -- It is an American success story -- the linking of the east and west by railroad in the 1860s. However many of the people who built it weren't Americans but Chinese, and now there's an effort underway to better tell their story.

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What this picture doesn't show are the people who played a huge part in building the railroad. Two researchers at Stanford University are focusing in on them.

Gordon Chang and Shelley Fisher Fishkin are looking for answers about the Chinese who worked the railroad.

"We're trying to recover the history of the 10 to 12,000 Chinese who came to America to build the Central Pacific Railroad. Their labor was absolutely key to the railroad being completed," said Fishkin.

"We know very little about who they were, their names even, what they experienced, how they were recruited, how they lived and worked and died on the railroad and what happened to them subsequently," said Chang.

"Their story is hard to tell because they left no written records themselves. There is not a single letter or journal or even remittance envelope in the hand in one of these workers that has yet surfaced in the U.S. or China," added Fishkin.

Generations of racism and discrimination left the story of the Chinese laborers largely untold -- until now.

Sue Lee, with the Chinese Historical Society of America, said, "This is an attempt to educate people about the importance of the transcontinental, that it joined the country, that it provided a highway, if you will, between east and the west but it was also was a gateway to the orient."

The Chinese Railroad Workers in North America project is piecing together what really happened. So far, there isn't a lot go on, just family stories, old photos and drawings and documents from the railroad's builders.

Stanford University founder Leland Stanford was among them.

The researchers are working with the Chinese Historical Society of America. Video

provide by the CHSA shows archaeologists sifting through the past for items that might tell them exactly where the Chinese came from and how they lived.

The society is also collecting oral histories for the project.

But they aren't just looking for Chinese descendants to tell the story of the "Iron Road." They are also looking for clues in the diaries or letters of others who worked on the railroad.

"We are trying to reach out to historians of Mormons, because many Mormons worked on the rail lines, Irish, and others, so we're hopeful that maybe one of those elusive diaries will turn up," added Chang.

The project hopes to know more about the Chinese workers by 2019. Just in time for the 150th anniversary of the completion of the transcontinental railroad.