



TITLE

# 1974 JUNG SAI WORKERS' STRIKE

GRADE LEVEL: 9-12

**DISCIPLINE:** History, AP U.S. History

**TOPIC:** The 1974 Jung Sai Workers' Strike that took place in San Francisco's garment district, led by Chinese immigrant women.

**STANDARDS:** CCSS.ELA-LITERACY.RH.9-10.1 | CCSS.ELA-LITERACY.RH.9-10.2 | CCSS.ELA-LITERACY.RH.9-10.4  
CCSS.ELA-LITERACY.RH.11-12.1 | CCSS.ELA-LITERACY.RH.11-12.2 | CCSS.ELA-LITERACY.RH.11-12.7  
APUSH-NAT-1.0 | APUSH-NAT.4.0 | APUSH-POL-2.0 | APUSH-CUL-4.0 | APUSH-WXT-1.0 | APUSH-MIG-2.0

**OBJECTIVES:**

- Demonstrate an understanding of the intersection between Chinese immigrant labor and the labor industry in the late 1900s.
- Analyze multiple sources about one historical event to explain the causes, effects, and overall impact of the event on American society.
- Compare and contrast historical events to identify historical trends and explain why varying groups of Americans may have different experiences with labor unions, labor laws, and organizing strikes.

**ESSENTIAL QUESTIONS:**

- How did exploitative labor practices affect immigrant labor at this time?
- How did the social and political environment of the time contribute to the causes and effects of the 1974 Jung Sai Strike?
- What similarities and differences can be found between the 1974 Jung Sai Strike and other historical labor strikes?

**MATERIALS NEEDED:**

(Opt.) Projector for slides presentation  
(Opt.) Printouts of the assignment

**KIT INCLUDES:**

- [1974 Jung Sai Strike Presentation Slides](#)
- [Educator Supplementary Information](#)
- [Bonus Resources](#)
- [Student Activity](#)
- [Glossary of Terms](#)

**CLASSROOM HOURS NEEDED:**

45-60 minutes for each lesson

**FINAL ASSESSMENT TYPE:**

Worksheet /presentation

CREDIT AUTHOR AND CONTACT: Anusha Nadkarni | [anadkarni@diversifyournarrative.com](mailto:anadkarni@diversifyournarrative.com)

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## INTRODUCTION:

Introduce the 1974 Jung Sai Workers' Strike to your students using the visual presentation provided, or a lecture-style presentation. Students may also use this presentation as a supplementary resource to explore on their own, so you may edit the slides accordingly:.

### [1974 Jung Sai Strike Presentation Slides](#)

Below is a document containing relevant links, a summary of the event, and the event's historical significance. This may be used to supplement your knowledge of the event and/or the informational slides if they are used as a student-facing resource:

### [Educator Supplementary Information](#)

Review the presentation notes included in each slide to customize the slide/lecture material in a way that appeals to your students best. You may also choose to keep the slides as they are.

Once you have finished going over the key points of the event, go over the instructions for the activity (provided in the next section) and introduce students to the [Bonus Resource](#) list (Slide 8).

## ACTIVITY (20 MIN)

Students may work on this activity individually or in small groups for the first section. Adjust the number of questions, the number of source activities required, and/or the number of individuals allowed in a group to fit the needs of your classroom.

### [Student Activity](#)

*Alternate Activity:* Educators may choose to have students split into four groups to evaluate one primary source each and integrate their responses into a visual/auditory presentation for their classmates to learn from at the end of the class period. This would give students 15 minutes for the activity and the rest of the class period (approx. 20 min.) for presentations, in place of the discussion activity. In this case, Part II of the assignment would be homework. This presentation assignment may also be used as optional review material for the following day, where students would use their completed assignments to supplement a visual presentation with a group of their peers and present it to the class (10 minutes for creating the visual presentation on a source they were assigned, and 20 minutes for presenting).

Once students complete Part I of the activity (Source Analysis), they should complete Part II of the activity (Comparing and Contrasting) individually. This portion of the lesson should take approximately 20 minutes.



**DISCUSSION**  
(15 MINUTES)

- Once the allotted period of time is up, bring students/groups back to discuss their findings (Slide 9).
- Have students share their responses, thoughts, any connections they made, etc. Engage the students with guiding questions and reinforce key American History

*Ask: What made the strike successful? What challenged the success of the strikes?*  
([Reference Educator Supplementary Information for guiding responses.](#))

- This discussion should take up the remainder of the class period and focus on guiding students to make connections, reinforce key concepts, and understand the content introduced. You may choose to refer to the "Assessment" section of the [Educator Supplementary Information](#) to judge how well students understood this lesson.

**TAKE HOME  
ASSIGNMENT:**

- Anything that students do not complete in class should be assigned for homework.
- The bonus resource list may be provided to students as a resource for exploration or used to develop a homework/extra-credit assignment.
- If the alternate activity was chosen, then Part II of the activity (Comparing and Contrasting) should be assigned as homework.



**CREDIT AUTHOR** *Leiana Talo Lepule*  
**AND CONTACT:** [llepule@diversifyournarrative.com](mailto:llepule@diversifyournarrative.com)

**LAST  
UPDATE:**