

Curriculum Class

Lesson Title: Immigration

Teacher: Genevieve Hodges

Subject: Social Studies (1800's)

Date: July 27, 2009

Goal(s):

To understand the importance of immigration and immigrants to the United States.

STANDARDS:

National Standards:

Era 6

Standard 2

History

STANDARD 1:

Students understand the chronological organization of history and know how to organize events and people in to major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

1.2 Students use chronology to organize historical events and people.

1.3 Students use chronology to examine and explain historical relationships.

STANDARD 2:

Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

STANDARD 3:

Students understand that societies are diverse and have changed over time.

3.2 Students understand the history of social organization* in various societies.

STANDARD 5:

Students understand political institutions and theories that have developed and changed over time.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

5.2 Students know how various systems of government have developed and functioned throughout history.

5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.

Geography

STANDARD 4 Students understand how economic, political, cultural, and social processes* interact to shape patterns of human populations, interdependence*, cooperation, and conflict.

STANDARD 5 Students understand the effects of interactions between human* and physical systems* and the changes in meaning, use, distribution*, and importance of resources*.

STANDARD 6 Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

Reading and Writing

STANDARD 1 Students read and understand a variety of materials.

STANDARD 2 Students write and speak for a variety of purposes and audiences.

STANDARD 3 Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

STANDARD 4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

STANDARD 5 Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

STANDARD 6 Students read and recognize literature as a record of human experience.

Art

STANDARD 1: Students recognize and use the visual arts as a form of communication.

STANDARD 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

STANDARD 3: Students know and apply visual arts materials, tools, techniques, and processes.

STANDARD 4: Students relate the visual arts to various historical and cultural traditions.

Theatre

STANDARD 1: Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.

STANDARD 4: Students understand and relate the role of theatre arts to culture and history.

Math

STANDARD 3: Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

STANDARD 5: Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

Attention Grabber: See activity 1

Accessing Prior Knowledge/Directing Knowledge:

- What is the difference between emigration and immigration?
- What regions do immigrants come from (Mexico, Central America, South America, Middle East, Asia, etc.)?
- What role do immigrants play in our history during the 1800's?

Objective(s):

Develop an understanding of the importance of historical inquiry.

Recognize the factors which contributed to the Industrial Revolution in the United States.

Function as historians by formulating their own questions from encounters with primary source documents and images.

Identify the problems confronted by people in the past, analyze how decisions for actions were made and propose alternative solutions. Understand that political, economic, and social history are connected.

Recognize the impact of citizen action on public policy.

Materials & Technology:

Construction Paper

Scissors

Glue

Crayons, Markers, etc.

Computer Lab/Printers

Paper

Pencil

Self Critique Checklist

Participation Checklist "Island of Hope Island of Tears"

Immigrant Presentations Rubric

Journal Entries

Unit Test

Differentiation Strategies:

Connect Charter School is different than public school. Most of the students are considered "gifted" and their parents are very involved with their education. In Social Studies 6, 7, and 8 graders are in the same class. In order to differentiate for this I put the students in groups so that there is a student from each grade level. In addition when assessing individual work I recognize the gap between a 6 and 8 grader and adjust accordingly. In this particular assignment the students are required to work in groups and are required to present a project (see activity 2 day 2). In activity 1 of day 2 I gave the harder roles to the eighth graders as well. Also, when it is necessary I

		<p>will help any student that needs it. The conditions at Connect allow me to work one on one with students when needed.</p> <p>Some other differentiation associated with this lesson is the use of bodily/kinesthetic.</p>
<p>Procedures:</p> <p>Day One</p> <p>Activity 1 *Verbal/Linguistic / Visual/Spatial / Logical/Mathematical Begin Immigration (20 min) Immigration concept web. Read and discuss overhead of Sandler quote (<i>Immigrants</i>, p. 7) with the class. Also read and discuss overhead "Yearning to Breathe Free" (<i>Ellis Island and Beyond</i>, p. 41). Define "immigration" and "emigration." Students should copy these definitions into their journals:</p> <ul style="list-style-type: none"> • Immigration is "the act of coming into a foreign country and taking up permanent residence there." • Emigration is "the act of leaving a country to settle elsewhere." <p>Activity 2 (30 minutes) *Verbal/Linguistic / Visual/Spatial / Logical/Mathematical Bodily/Kinesthetic Show overhead of world map. Show them on the map which countries "old" and "new" immigrants came from. Discuss how the pre-1880s and 1880-1914 waves were just two waves of American immigration. We wouldn't think of them as "new." What other regions do immigrants come from (Mexico, Central America, South America, Middle East, Asia, etc.)? Highlight students' countries of origins to discuss role of immigration in American history. Take volunteers to come up to the map and place sticky notes with their names on the countries their families are from originally. (Suggest students who are unsure research on their own. Older family members are great resources).</p> <p>Activity 3 (20 min) *Verbal/Linguistic / Visual/Spatial Interpersonal Logical/Mathematical Hand out concept maps and discuss "push" v. "pull" reasons for immigration. Give students time to individually brainstorm push and pull factors and write them down. Use one color for "push" and another color for "pull." Then fill in concept map overhead together. Have students staple their concept maps in their journals.</p> <p>Activity 4 (50 min) * Visual/Spatial Watch <i>Ellis Island: Vol. 1</i> video Students will write 10 bulleted journal notes on the video.</p> <p>Day 2</p> <p>Activity 5 (60 min) *Verbal/Linguistic / Visual/Spatial Interpersonal / Intrapersonal Logical/Mathematical / Bodily/Kinesthetic Ellis Island Simulation Students will role-play immigrants as they prepare for a journey to America.</p> <p><u>Island of Hope, Island of Tears</u></p> <ol style="list-style-type: none"> 1. Go over checklists (self critique and participation) with students so they know what they are being graded on. 		<p>Intelligences:</p> <p>Verbal/Linguistic Visual/Spatial Interpersonal Intrapersonal Logical/Mathematical Bodily/Kinesthetic</p> <p>Skills:</p> <ul style="list-style-type: none"> • Interpret what is read • Detect cause and effect • Assume the perspective of the other person • Interpret various materials • Draw logical conclusions • Evaluate sources of info • Prepare summary paper • Identify biases • Recognize the values implicit in issues and the possible courses of action that flow around them • Form opinions based critical examination of relevant information • Communicate effectively both orally and written • Listen carefully for information

2. Select an eighth-grader as ship captain. He or she will use a copy of the role cards to fill out the ship's manifest. Some roles will not be filled by students, so have the captain leave the unused names off the manifest (list of names of people on the ship).
 3. Select three other responsible students (primarily eighth-graders) to play the roles of Inspector 1, Inspector 2, and Inspector 3.
 4. Assign or have students draw their immigrant roles. Some immigrants are single people, and some are family members. Each family group or single will fill out "What Will You Bring?" packing list. You might choose to select which students will be the single immigrants.
 5. The first-class passenger is waited upon by Inspector 3. He or she gets to eat candy, and he or she gets whisked through the immigration process without being questioned.
 6. The other passengers are steerage-class. They eat saltine crackers.
 7. While the immigrants fill out their packing lists, the captain completes the manifest, and the inspectors prepare the Ellis Island area.
 8. The immigrants (with the exception of first-class passenger) line up at the Ellis Island station. You might want to use a larger space than your classroom for this.
- **Station One:** Inspector 1 has a stack of inspection cards with the ship name and date filled in. Immigrants come up in family groups, with the parents answering the questions. Immigrants verbally assert their names and countries; the inspector writes them down however he or she hears them. Inspector 1 asks the immigrants some of the questions from his list. They answer. Inspector 1 marks the inspection card "US" for approval, or "D" for deportation. The immigrants take their cards with them to the next stations. Beforehand, the teacher should instruct Inspector 1 to deport two students at random (such as #7 and #14).
 - **Station 2:** Inspector 2 uses a stopwatch to time immigrants putting together the frame puzzle. Each teacher has four sets of the puzzle pieces (yellow, salmon, pink, and blue). Inspector 2 approves all immigrants, whether they figure out the puzzle or not.
 - **Station 3:** Then immigrants are inspected by the Medical Inspector (teacher). Instruct the immigrants to turn around, open their mouths and say "Ah!", follow a pencil with their eyes, etc. Mark inspection cards "US" or "D." Deport at least two students at random (#3 and #12).
 - **Station 4:** If immigrants have been approved for entry into the United States. Inspector 3 welcomes them and gives them landing cards--the green Statue of Liberty cards.

Roles: Ellis Island Simulation

Captain: Tell passengers they must leave one personal item behind. Fill out ship's manifest.

Passengers: Break up into family groups. Fill out one packing list per family. Follow instructions of captain and inspectors.

First-class passenger: Waited on; no delays with paperwork, spacious quarters, gets candy, etc.

Inspector #1: Hand out inspection cards. Write immigrants' names and residences. Ask each immigrant questions. **Deport 2 students.**

Inspector #2: Administer the Healy Frame Pattern test; use a stopwatch to time immigrants taking the test. **Pass all immigrants.**

Medical Inspector (teacher): Check immigrants for signs of physical/mental illness; have immigrants open their mouths and say "Ah!" **Deport 2 immigrants.**

Inspector #3: Consult with medical examiner (teacher) which immigrants are allowed in and which must be deported. Hand out landing cards to those allowed in.

9. After students complete the simulation, have them write one-paragraph journal entries about their experiences. Discuss as a class what they felt going through the immigrant process.

Activity 2 (30 min) *Verbal/Linguistic / Visual/Spatial

"Departure for the New World" Political Cartoons

1. Put up overheads of illustrations/photographs. Read background information to students. As a class, discuss the questions that go with the illustrations. Discuss the four illustrations in Packet One. Discuss more if you have time.

Activity 3 (1 hour 15 min) *Verbal/Linguistic / Visual/Spatial Interpersonal Logical/Mathematical

Immigrant Presentations

1. Read "America, Land of Immigrants" together as a class.
2. Students should then be divided into five immigrant groups, four to five students per group. (preferably at least one 6, 7, and 8 grader in each group)
3. Each group receives a broadsheet and supplemental information pertaining to the immigrant group they are representing. Groups will design a series of first-person journal entries as immigrants.
4. Each student in the group is responsible for one journal entry and an illustration to go with it.
5. Jigsaw: Form focus groups consisting of one person from each immigrant group. All the students who answered question one should form a group; all the questions twos together, etc. Each student will share his or her immigrant journal entry and illustration with his or her focus group peers. In their journals, students in the focus groups will write sentences about what they had in common and what was different about their immigrant groups.
6. After all the students have shared in their focus groups, each group should report briefly to the class about their similarities and differences.
7. Be sure to go over the rubric so students know what it is they are being assessed on.

Day 3

Activity 1 *Visual/Spatial

Watch *Ellis Island: Vol. 1* video (30 min)

1. Students will write 10 bulleted journal notes on the video.

Activity 2 (45 min) *Verbal/Linguistic / Visual/Spatial

1. Students complete "Writing History: Ode to Ellis Island"
2. Students will complete the worksheet with details about the Ellis Island experience.
3. Then students will write a three-stanza poem. Each stanza should contain three-

five lines.

Activity 3 (30 min) *Verbal/Linguistic / Visual/Spatial / Logical/Mathematical

Chart U.S. Census Statistics

1. Working in pairs, students will use Appleworks Spreadsheet to make two charts.
2. The first set of data is the percentage of total American population reported as foreign-born from the years 1850-2000.
3. The second set of data is the foreign-born population (100%) during those years, broken down into four main regions. The U.S. Census actually has five or six regions, but the percentages are slight for those regions. Mexico is considered part of Latin America, not North America, for the purpose of the census. Native-born descendants of immigrants are not included in these data. Also, no regional data was available for 1940 and 1950.
4. To cut down on printer traffic, don't have your students print their charts. Check their work from the computer screens.

Activity 4 (30 min)

1. Unit Test

Assessment:

- Students complete a self critique checklist (how well they worked in their groups)
- Participation Checklist "Island of Hope Island of Tears"
- Immigrant Presentations Rubric
- Journal Entries (complete/not complete)
- Unit Test

Resources:

Political Cartoons

www.victoriana.com/Irish/page1.JPG

<http://home.comcast.net/~DiazStudents/Imm28.jpg>

http://2.bp.blogspot.com/_sSICf_MFjSY/SAFTJneAbTI/AAAAAAAAAFM/x-ZcbZw3yIQ/s320/go+west+++go+east.JPG

http://4.bp.blogspot.com/_sSICf_MFjSY/SAFcjHeAbUI/AAAAAAAAAFU/pnJaxtMMPrU/s320/AntiChinese+Cartoon.jpg

http://regentsprep.org/Regents/ushisgov/graphics/3b_6.gif

<http://www.connorsgenealogy.com/NYIrishList/nastcartoon.jpg>

http://www.historycooperative.org/journals/jga/7.3/images/culbertson_fig14b.jpg

Books

Ellis Island and Beyond

Immigrants

Movie

Ellis Island: Vol. 1