

The Story Of Immigration

Lesson presented by Elzy Linder and Gil Gorospe

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Teacher Questions

Can students read and interpret primary source documents?

Can students compare points of view?

Will students be able to identify push and pull factors that led to the massive immigration wave in the late 1800s?

Student Questions

What were the push and pull factors that led to immigration?

Why were some people opposed to immigration?

Instructional Strategy

Students examine primary source documents and use small group discussion to gain an understanding of the tensions that surrounded the issue of immigration in the United States in the late 1800s.

CA K-12 Academic Content Standards, Historical Thinking, & Academic Skills

General Topic: History-Social Studies

Grade Level: 8

Standard 8.7: Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism

Background Information

Learning Context: This lesson is tied to the past through the study of immigration, starting with the original 13 colonies and leading to the present. Immigration has always been happening in America, as is pro- and anti-immigration legislation.

Student Background: Students will need prior experience with or teacher support in analyzing primary sources and historical pictures.

Instructional Materials and Resources:

- Primary source documents (articles, pictures, political cartoons, etc.)
- 4- square worksheet.

Procedure

Anticipatory Set: While the world map is pulled down ask students "whose family is from Germany?" "England?" Russia?" "Mexico?" Have students stand in groups as their country is called. This will allow the students to see how many ethnicities make up the class room. Tell them that today we are going to look at how this happened and examine the attitudes toward immigration in the late 1800s.

1. Divide students into groups of four.
2. Pass out a 4-square worksheet to each student.
3. Each group will analyze two packets (one pro-immigration & one anti-immigration).
4. Each group starts with one pro-immigration or anti-immigration packet containing four articles (1 political cartoon, 1 picture, and 2 primary source documents).
5. The group will go through the packet and individually answer the questions on their 4- square worksheets (approximately 10 minutes). When students are finished, the teacher gathers up documents and switches packets.
6. This time each group will receive a packet representing the opposite view on immigration. Students fill in the other side of their 4-square.
7. Group members share their answers on the 4-square with each other, then each group reports back on their responses during a closing whole-class discussion.
8. Students work individually to answer the reflection questions.

Reflection: Have students answer the following two questions in their learning logs, exit tickets, or reflection worksheet:

- why did people oppose immigration?
- what were some of the push and pull factors that caused immigration?

E.L. Strategies: Visuals, homogenous groups, shortened and underlined texts.

Assessment: Student understanding will be assessed by examining their 4-square and reflection worksheets.