Coming to America: U.S. Immigration

Grade Level or Special Area: 6th grade
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Length of Unit: 9 lessons, 12 days (approximately)

I.   **ABSTRACT**

In this unit, students will examine the experiences and struggles of American immigrants in the late 19th and early 20th centuries. The influx of millions of immigrants to the United States during this period greatly affected U.S. policies and national culture. The skills of note-taking, journaling, and following directions are integrated into activities throughout the unit. A variety of assessments includes students creating a thematic map, responding to non-fiction text, analyzing and memorizing poetry, and completing graphic organizers.

II.   **OVERVIEW**

A.   Concept Objectives

1.   The student develops an awareness of maps, globes, graphs, charts, models, and databases to answer geographic questions. (TEKS 6.3)

2.   The student understands relationships that exist among world cultures. (TEKS 6.17)

3.   The student understands and supports responses to various types of texts. (Language Arts TEKS 6.11)

B.   Content from the *Core Knowledge Sequence*

1.   Waves of new immigrants from about 1830 onward (page 142)

a.   Great migration from Ireland (potato famine) and Germany

b.   From about 1880 on, many immigrants arrive from southern and eastern Europe.

c.   Immigrants from Asian countries, especially China

d.   Ellis Island, "The New Colossus" (poem on the Statue of Liberty, written by Emma Lazarus)

e.   Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco

2.   The tension between ideals and realities (page 142)

a.   The metaphor of America as a "melting pot"

b.   America perceived as "land of opportunity" vs. resistance, discrimination, and "nativism"

c.   Resistance to Catholics and Jews

d.   Chinese Exclusion Act

3.   Poetry terms (page 135)

a.   Rhyme scheme

C.   Skill Objectives

1.   The student is expected to identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration. (TEKS 8.24A)

2.   The student is expected to create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities. (TEKS 6.3A)

3.   The student is expected to explain ways in which human migration influences the character of places and regions. (TEKS 6.4C)

4. The student is expected to explain aspects that link or separate cultures and societies. (TEKS 6.17A)
5. The student is expected to evaluate the consequences of improved communication among cultures. (TEKS 6.17F)
6. The student is expected to listen to learn by taking notes, organizing, and summarizing spoken ideas. (Language Arts TEKS 6.1D)
7. The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (Language Arts TEKS 6.11A)
8. The student is expected to present dramatic interpretations of experiences, stories, poems, or plays to communicate. (Language Arts TEKS 6.5C)
9. The student is expected to follow a set of directions to complete a task.

III. BACKGROUND KNOWLEDGE
A. For Teachers
   1. Johnston, R.D. *The Making of America.* Washington, D.C.: National Geographic, 2002. 0-7922-6944-6.
   2. Hakim, Joy. *The History of US: Reconstruction and Reform.* New York: Oxford University Press, 1994. 0-19-507758-X.
B. For Students
   1. The Industrial Revolution—unsafe, oppressive working conditions in mills (page 140)

IV. RESOURCES
A. Pearson History & Geography texts for sixth grade
B. Television/VCR
C. "Godfather, Part Two" movie
D. World atlases
E. Ellis Island videos from History Channel (or other equivalent documentaries)
F. Dictionaries
G. Chart paper

V. LESSONS
Lesson One: The Beginnings of Immigration (1810-1860) (1 day)
A. *Daily Objectives*
   1. Concept Objective(s)
      a. The student understands relationships that exist among world cultures. (TEKS 6.17)
   2. Lesson Content
      a. Waves of new immigrants from about 1830 onward
      b. Great migration from Ireland (potato famine) and Germany
   3. Skill Objective(s)
      a. The student is expected to identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration. (TEKS 8.24A)
      b. The student is expected to listen to learn by taking notes, organizing, and summarizing spoken ideas. (Language Arts TEKS 6.1D)
B. *Materials*
   1. Pearson History & Geography texts for sixth grade

2. Lesson notes (Appendix A)
C. *Key Vocabulary*
   1. emigration—leaving one country to live in another
   2. economic—having to do with a country's or person's money and possessions
D. *Procedures/Activities*
   1. Ask students to write and respond to this question in their learning logs: **What are reasons people move to the United States from other countries?**
   2. After a few minutes of individual response time, students may share their responses with a small group and/or with entire class.
   3. Students take notes in learning logs for Lesson 1 (Appendix A).
   4. Direct students to the sample letters from immigrants on p. 245-6 in Pearson History & Geography texts. Discussion question: **What benefits did immigrants have after moving to the United States?**
E. *Assessment/Evaluation*
   1. Journal entry: Students should respond in their notes to the question **Which reason do you think was most convincing to immigrate to the United States? Why?** Teacher may informally assess for understanding based on the student's reasoning.

Lesson Two: Mapping the First Wave of Immigration (1810-1860) (2 days)
A. *Daily Objectives*
   1. Concept Objective(s)
      a. The student understands relationships that exist among world cultures. (TEKS 6.17)
      b. The student develops an awareness of maps, globes, graphs, charts, models, and databases to answer geographic questions. (TEKS 6.3)
   2. Lesson Content
      a. Waves of new immigrants from about 1830 onward
      b. Great migration from Ireland (potato famine) and Germany
   3. Skill Objective(s)
      a. The student is expected to create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities. (TEKS 6.3A)
      b. The student is expected to follow a set of directions to complete a task.
B. *Materials*
   1. world atlases
   2. chart paper
   3. copies of World Map (Appendix B)
   4. overhead projector
   5. copies, or overhead transparency, of U.S. Immigration Map Instructions (Appendix C)
   6. colored pencils
C. *Key Vocabulary*
   1. atlas—a bound collection of maps, which could include charts and tables
   2. map key—list and description of the symbols on a map
D. *Procedures/Activities*
   Day One:

1. After distributing them, allow students to explore world atlases for a few minutes, depending on their familiarity with the atlases.
2. Ask students to brainstorm a list in small groups, answering this question: **What things do you notice all (or almost all) maps have?**
3. After small groups have developed lists of five to eight items, groups report to the class. The class can develop a list of items and record them on chart paper. The list needs to include a title, map key, and labels, but it may include more obvious things like colors or lines. Inform students that they will be developing maps based on U.S. immigration and need to include the items from the chart created in class on their maps.

Day Two:
4. Distribute blank world maps (Appendix B). Distribute map instructions (Appendix C) or project them on overhead transparency. Using world atlases, students will complete map instructions for first wave of immigration only in this lesson. Instruct students to keep their maps for an upcoming lesson or collect them to keep for the students.

E. *Assessment/Evaluation*
1. World Map (Appendix B): Informally check students' maps for whether or not they are following directions so far. These maps will be formally evaluated after Lesson 4.

Lesson Three: New Immigration (1860-1920) (1 day)
A. *Daily Objectives*
1. Concept Objective(s)
   a. The student understands relationships that exist among world cultures. (TEKS 6.17)
2. Lesson Content
   a. From about 1880 on, many immigrants arrive from southern and eastern Europe.
   b. Immigrants from Asian countries, especially China
   c. Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco
3. Skill Objective(s)
   a. The student is expected to identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration. (TEKS 8.24A)
   b. The student is expected to listen to learn by taking notes, organizing, and summarizing spoken ideas. (Language Arts TEKS 6.1D)
   c. The student is expected to explain ways in which human migration influences the character of places and regions. (TEKS 6.4C)
B. *Materials*
1. Pearson History & Geography texts for sixth grade
2. Lesson notes (Appendix A)
3. "Godfather, Part Two" movie
4. copies of 1st Wave vs. 2nd Wave of Immigration Venn Diagram (Appendix E)
5. Venn Diagram Rubric (Appendix F)
C. *Key Vocabulary*
1. persecute—to treat people harshly or cruelly and deny their rights
D. *Procedures/Activities*

1. Ask students to write and respond to this question in their learning logs as a review of Lesson 1: **What were the "push" and "pull" factors that convinced immigrants to come to the U.S.?**
2. After a few minutes of individual response time, students review answers with a small group and/or entire class. This question should help review the information from Lesson 1.
3. Students take notes in learning logs for Lesson 3 (Appendix A).
4. Direct students to read sections of the Pearson texts:
    - p. 254, 1st column—info on just how many immigrants settled in the U.S.
    - p. 254, 2nd column—shows portion of newspaper article that pays Italian workers less than others
5. Show students city scene from the movie "Godfather, Part Two" located from 49:10 through 49:50 (in minutes and seconds). In this scene, Vito Corleone delivers groceries through the streets of the Italian neighborhoods of New York City. Before viewing the short clip, ask students to be thinking about this question: **How did the immigrants' presence change the city?**
6. Now ask students to think about the city in which they live. Discussion question: **How has immigration affected the city you live in?**
E. *Assessment/Evaluation*
    1. 1st Wave vs. 2nd Wave of Immigration Venn Diagram (Appendix E): Show students the Venn diagram rubric (Appendix F) so that they know how they will be assessed before beginning the activity. This would be a good opportunity to assess the students to give them feedback and show them a couple good examples after they complete the Venn diagram.

Lesson Four: Mapping New Immigration (1860-1920) (1 day)
A. *Daily Objectives*
    1. Concept Objective(s)
        a. The student understands relationships that exist among world cultures. (TEKS 6.17)
        b. The student develops an awareness of maps, globes, graphs, charts, models, and databases to answer geographic questions. (TEKS 6.3)
    2. Lesson Content
        a. From about 1880 on, many immigrants arrive from southern and eastern Europe.
        b. Immigrants from Asian countries, especially China
        c. Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco
    3. Skill Objective(s)
        a. The student is expected to create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities. (TEKS 6.3A)
        b. The student is expected to follow a set of directions to complete a task.
B. *Materials*
    1. world atlases
    2. overhead projector
    3. copies of World Map (Appendix B), began in Lesson 2
    4. U.S. Immigration Map Instructions (Appendix C)
    5. U.S. Immigration Map Checklist (Appendix D)

6. colored pencils
C. *Key Vocabulary*
D. *Procedures/Activities*
1. Review the list of components that all (or almost all) maps have that was generated in Lesson 2.
2. Direct students to take out the world maps they worked on in Lesson 2. Display map instructions (Appendix C) on overhead transparency (or ask students to get out the instructions if they kept copies of them). Using world atlases, students will complete map instructions for second wave of immigration, which will complete the map activity.
E. *Assessment/Evaluation*
1. World Map (Appendix B): Evaluate world maps according to Immigration Map Checklist (Appendix D).

Lesson Five: New Lives for Immigrants (1 day)
A. *Daily Objectives*
1. Concept Objective(s)
   a. The student understands relationships that exist among world cultures. (TEKS 6.17)
   b. The student understands and supports responses to various types of texts. (Language Arts TEKS 6.11)
2. Lesson Content
   a. Great migration from Ireland (potato famine) and Germany
   b. From about 1880 on, many immigrants arrive from southern and eastern Europe.
   c. Immigrants from Asian countries, especially China
   d. Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco
   e. The tension between ideals and realities
3. Skill Objective(s)
   a. The student is expected to explain aspects that link or separate cultures and societies. (TEKS 6.17A)
   b. The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (Language Arts TEKS 6.11A)
B. *Materials*
1. Pearson History & Geography texts for sixth grade
2. chart paper
C. *Key Vocabulary*
1. port—a city with a harbor where ships can load and unload
2. tenement—an apartment building, often overcrowded and poorly kept, usually in a slum
D. *Procedures/Activities*
1. **Activity Option 1:** If the teacher is familiar with the non-fiction literature circle process, students in small groups may conduct literature circles over Immigration Chapter 2, p. 247-250 in the Pearson text. In this format, students would read the selection, write 3-4 higher level discussion questions, and then conduct their discussions. Whole group discussion may be conducted by the teacher, asking groups to present their best question for whole class discussion.

Activity Option 2: Students read Immigration Chapter 2, p. 247-250 in the Pearson text. They may read in a group or individually, depending on needs of students. If doing this activity, ask students to focus on this question as they read: **What difficulties did immigrants face in America?**

2. Ask students to brainstorm a list in small groups, answering this question: **What difficulties did immigrants face in America?**

3. After small groups have developed lists of five to eight items in answer to above question, ask for groups to report to the class. The class can develop a list of ideas and record them on chart paper.

E. *Assessment/Evaluation*

1. Journal entry: Students should respond in their notes to the question **In your opinion, what would be the most difficult struggle for an immigrant to face? Explain your answer.** Teacher may informally assess for understanding based on the student's reasoning.

Lesson Six: The Immigrant's Experience (2 days)
A. *Daily Objectives*
1. Concept Objective(s)
a. The student understands relationships that exist among world cultures. (TEKS 6.17)
2. Lesson Content
a. Ellis Island
b. The tension between ideals and realities
3. Skill Objective(s)
a. The student is expected to explain aspects that link or separate cultures and societies. (TEKS 6.17A)

B. *Materials*
1. Ellis Island videos from History Channel (or other equivalent documentaries)
2. "Godfather, Part Two" movie
3. Ellis Island Experience (Appendix G)

C. *Key Vocabulary*
1. Ellis Island—open from 1892 to 1954, the government receiving station for thousands of immigrants that entered the U.S. through New York harbor
2. harbor—body of water close to the shore that is deep enough to anchor (or park) ships

D. *Procedures/Activities*
Day One:
1. Ask students to write and respond to this question in their learning logs: **How do you think immigrants felt when they entered the U.S.?**
2. Tell students some background on Ellis Island, one of the main entry points for immigrants during the second wave of immigration:
   - Located in New York harbor
   - Open from 1892 to 1954
   - Sometimes more than 15,000 immigrants were processed in a day
   - Newcomers were questioned about relatives, beliefs, jobs
   - Sometimes immigrants were given new "American" names that were easier to pronounce
3. View video(s) so that students can view images, including:
   - Large cargo ships that carried immigrants to America

- Views of Statue of Liberty and New York harbor from ships
- Lines of immigrants waiting for processing at Ellis Island
- Medical exams given to immigrants upon arrival

(The suggested History Channel videos are strong and age appropriate, but any videos containing the above content would work. Make sure to preview the video or videos before your students do so that you are aware of what information is shared.)

4. As students watch the video(s), ask them to answer these questions in their notes: **What hopes did the immigrants have when entering the U.S.? What fears did they have? What difficulties did the immigrants face when entering the U.S.?**

Day Two:

5. Continue video(s) and note-taking from previous day, if necessary.
6. After viewing the video(s), students may share their responses to above questions with a small group and/or with entire class.

E. *Assessment/Evaluation*
1. Ellis Island Experience (Appendix G): Students will view video clip from "Godfather, Part Two" located from 7:00 through 10:45 (in minutes and seconds) and complete Appendix F while viewing. The teacher may choose to show the video clip twice. In this clip, a young Vito Corleone arrives by boat in America and is processed through immigration at Ellis Island. The teacher should assess for understanding based on what students have learned about Ellis Island and the immigrant's experience in this lesson

Lesson Seven: "The New Colossus" Poetry Analysis (2 days)
A. *Daily Objectives*
1. Concept Objective(s)
   a. The student understands relationships that exist among world cultures. (TEKS 6.17)
   b. The student understands and supports responses to various types of texts. (Language Arts TEKS 6.11)
2. Lesson Content
   a. "The New Colossus" (poem on the Statue of Liberty, written by Emma Lazarus)
   b. Poetry terms: rhyme scheme
3. Skill Objective(s)
   a. The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (Language Arts TEKS 6.11A)
   b. The student is expected to present dramatic interpretations of experiences, stories, poems, or plays to communicate. (Language Arts TEKS 6.5C)
   c. The student is expected to listen to learn by taking notes, organizing, and summarizing spoken ideas. (Language Arts TEKS 6.1D)
B. *Materials*
1. overhead projector and overhead marker
2. copies of "The New Colossus" by Emma Lazarus (Appendix H)
3. transparency copy of "The New Colossus" by Emma Lazarus (Appendix H)
4. dictionaries

5.   Poetry Analysis Example (Appendix I)

C.   *Key Vocabulary*

     1.   Colossus—giant bronze statue that stood at the harbor to Rhodes, considered one of the seven wonders of the world

D.   *Procedures/Activities*

<u>Day One:</u>

     1.   Place a picture of the Greek statue the Colossus on the overhead or project from the internet (found at www.ancientroute.com/Monument/7wonders/colossus.htm). The Statue of Liberty was constructed based on this classic statue. Ask students to try to identify the statue, so that they will look at it and think about the Statue of Liberty. Then ask: **Would you be surprised to discover that this statue is over 2,000 years old and no longer standing?**

     2.   Now display a picture of the Statue of Liberty (found at www.worldfromtheweb.com/Parks/EllisIsland/EllisIsland.html). Ask students to observe *physical* comparisons and contrasts between the Colossus and the Statue of Liberty.

     3.   Students take notes in learning logs for Lesson 7 (Appendix A).

     4.   Ask students to make comparisons and contrasts between the Colossus and the Statue of Liberty from the notes. Ask them to think about questions like: **Why was it built? What does it symbolize?** If time allows, students may draw a Venn diagram in their learning logs as a way to organize the information.

<u>Day Two:</u>

     5.   Analyze the poem "The New Colossus":

          ➢   Hand out copies of the poem and project it on the overhead (Appendix H)

          ➢   Number the lines 1-14

          ➢   Label the lines to identify rhyme scheme (ABAB, etc.)

          ➢   Break poem into chunks in order to answer question: **What does this poem say about the Statue of Liberty?** (Four chunks could be lines 1-6a, 6b-8, 9-11, and 12-14)

          ➢   For every chunk, students help identify "one dollar" words, or words that are unfamiliar to them. Underline these words with a straight line. Ask a handful of volunteer students to look up these words in the dictionaries and write a synonym or definition above the word. (EX: brazen means "of bronze")

          ➢   Students also identify "50 cent" words that are familiar to them, but might have a synonym that is in sixth grade language. Underline these words with a squiggly line and write a synonym or definition above the word. (EX: imprisoned means "contained, trapped")

          ➢   To the right side of each chunk, write brief notes restating the main idea of the section.

          ➢   At the end of the poetry analysis, students should be able answer the question stated at the outset of the analysis: **What does this poem say about the Statue of Liberty?**

     6.   Please refer to Poetry analysis example (Appendix I) for an idea of what the poem should look like at the end of the analysis. For background on poetry analysis, refer to p. 66-69 in *What Your 6th Grader Needs to Know*.

E.   *Assessment/Evaluation*

1.   Journal Entry: Students should respond in their notes to the question **What does Emma Lazarus' poem say about the Statue of Liberty?** Teacher may informally assess for understanding based on the student's reasoning.
2.   Memorization of poem: Students will memorize part or all of "The New Colossus to say aloud to the teacher in 3-5 school days. Grading scale could be as follows:
   - ✓ Entire poem: 100 points (out of 100)
   - ✓ Lines 6b-14: 90 points
   - ✓ Lines 9-14: 80 points
   - ✓ Lines 9-11: 70 points

   The reasoning for the middle part of the poem being the base of the memorization grade has to do with those lines being referred to the most in other literature, etc. Remind students to begin memorizing lines 9-11 and NOT just the first few lines!

Lesson Eight: Rise of Nativism and Discrimination (1 day)

A.   *Daily Objectives*
   1.   Concept Objective(s)
      a.   The student understands relationships that exist among world cultures. (TEKS 6.17)
      b.   The student understands and supports responses to various types of texts. (Language Arts TEKS 6.11)
   2.   Lesson Content
      a.   America perceived as "land of opportunity" vs. resistance, discrimination, and "nativism"
      b.   Resistance to Catholics and Jews
      c.   Chinese Exclusion Act
   3.   Skill Objective(s)
      a.   The student is expected to explain aspects that link or separate cultures and societies. (TEKS 6.17A)
      b.   The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (Language Arts TEKS 6.11A)

B.   *Materials*
   1.   Pearson History & Geography texts for sixth grade
   2.   chart paper
   3.   Cause/Effect Graphic Organizer (Appendix J)

C.   *Key Vocabulary*
   1.   discrimination—treating people in a different way because of prejudice
   2.   nativist—someone with strong feelings against immigrants; someone who wants laws banning further immigration

D.   *Procedures/Activities*
   1.   Review with students the definition of discrimination. Ask students to write and respond to this question in their learning logs: **What causes a person to discriminate against someone else?**
   2.   After a few minutes of individual response time, students may share their responses with a small group and/or with entire class.
   3.   **Activity Option 1:** If the teacher is familiar with the non-fiction literature circle process, students in small groups may conduct literature circles over "The Rise of

Nativism" section in Immigration Chapter 4, p. 258-259 in the Pearson text. In this format, students would read the selection, write 2-3 higher level discussion questions, and then conduct their discussions. Whole group discussion may be conducted by the teacher, asking groups to present their best question for whole class discussion.

Activity Option 2: Students read "The Rise of Nativism" section in Immigration Chapter 4, p. 258-259 in the Pearson text. They may read in a group or individually, depending on needs of students. If doing this activity, ask students to focus on these questions as they read: **What fears did Americans have about immigrants? How did these fears affect how they treated immigrants?**

4. Ask students to brainstorm a list in small groups, answering these questions: **What fears did Americans have about immigrants? How did these fears affect how they treated immigrants?**

5. After small groups have identified two or three fears and their effects, ask groups to share their ideas with the entire class. The class can compile their ideas on chart paper. The compiled list may be formatted with an arrow to show the relationship between the fears the nativists had and how they acted towards immigrants (EX: fears of differences in new Chinese Americans in the West→passing of Chinese Exclusion Act). When leading this discussion, ensure that students recognize the cause and effect relationship between the fears of differences and discrimination.

E. *Assessment/Evaluation*
   1. Cause/Effect Graphic Organizer (Appendix J): Students fill in blank boxes for cause or effect according to the reading.

Lesson Nine: 1ˢᵗ, 2ⁿᵈ, & 3ʳᵈ Generations (1 day)

A. *Daily Objectives*
   1. Concept Objective(s)
      a. The student understands relationships that exist among world cultures. (TEKS 6.17)
   2. Lesson Content
      a. The metaphor of America as a "melting pot"
   3. Skill Objective(s)
      a. The student is expected to evaluate the consequences of improved communication among cultures. (TEKS 6.17F)
      b. The student is expected to explain aspects that link or separate cultures and societies. (TEKS 6.17A)

B. *Materials*
   1. Pearson History & Geography texts for sixth grade
   2. copies of 1ˢᵗ Generation vs. 2ⁿᵈ Generation Venn Diagram (Appendix K)
   3. Venn Diagram Rubric (Appendix F)

C. *Key Vocabulary*
   1. crucible—a pot in which ores or metals are melted
   2. integrate—to bring together parts to make a whole

D. *Procedures/Activities*
   1. Introduce the crucible, or melting pot, as a metaphor for how immigrants integrated into American culture. In this metaphor, people from different countries are seen to melt into the "mix" of America so that all become the same. As students progress through this lesson, ask students to keep in the back of their

minds the question: **Do you think a crucible, or melting pot, describes how immigrants integrated into America?**

2. Students should make three columns in their learning logs, one each for first, second, and third generations. Students read Immigration Chapter 5, p.260-262 in Pearson text. They may read individually or in pairs, depending on needs of students. As they read, students should identify and record characteristics of each generation in their learning logs.

3. Ask students to brainstorm a list in small groups, answering this question: **What main differences were there between first and second generation immigrants?**

4. After small groups have developed lists of three to five items in answer to above question, ask for groups to report to the class. Be sure that class highlights this question: **How did improved communication with the rest of the U.S. change how the second generation of immigrants saw themselves?**

5. Remind students of the question posed at the beginning of the lesson: **Do you think a crucible, or melting pot, describes how immigrants integrated into America?** Ask students to defend whether this metaphor is accurate or inaccurate. A commonly used alternative of the melting pot metaphor is a metaphor of soup or stew. **Is the metaphor of soup or stew better? Why?**

E. *Assessment/Evaluation*
1. Journal entry: Students should respond in their notes to the question **Which generation would you identify yourself with? Why?** (Students who are past second generation need not worry about fourth or fifth generation—they may identify themselves as third generation.) Teacher may informally assess for understanding based on the student's reasoning.

2. 1st Generation vs. 2nd Generation Venn Diagram (Appendix K): Evaluate Venn diagrams according to Venn Diagram Rubric (Appendix F).

VI. CULMINATING ACTIVITY

A. This unit will most likely bring up conversations among students regarding immigration issues today, especially if the class has a high population of first or second generation immigrants. As a culminating activity, organize debates regarding current U.S. policies in immigration. See U.S. Immigration Policy Debates (Appendix L) for ideas of how to assign teams different arguments. The debate could involve research or simply student learning and experiences.

B. Students complete a citizenship test (found at http://uscis.gov/graphics/services/natz/100q.pdf). These tests are given to immigrants to when they apply for citizenship in the U.S. Teacher may help students score the test to determine whether or not they could pass.

VII. HANDOUTS/WORKSHEETS

A. Appendix A: Lesson Notes
B. Appendix B: World Map
C. Appendix C: U.S. Immigration Map Instructions
D. Appendix D: Immigration Map Checklist
E. Appendix E: 1st Wave vs. 2nd Wave of Immigration Venn Diagram
F. Appendix F: Venn Diagram Rubric
G. Appendix G: Ellis Island Experience
H. Appendix H: "The New Colossus" by Emma Lazarus

I.   Appendix I: Poetry Analysis Example
J.   Appendix J: Cause/Effect Graphic Organizer
K.   Appendix K: 1st Generation vs. 2nd Generation Venn Diagram
L.   Appendix L: U.S. Immigration Policy Debates

VIII. BIBLIOGRAPHY

A.   Books
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C.   Websites
1.   *Atlantic Online, The.* www.theatlantic.com.
2.   Baird, Rod. *Ancient Routes*. www.ancientroute.com.
3.   *Close Up Foundation.* www.closeup.org.
4.   *Discovery School.* www.discoveryschool.com.
5.   *Montana Heritage Project.* www.edheritage.org.
6.   National Park Service, U.S. Department of the Interior. *Ellis Island Immigration Museum.* www.ellisisland.com.
7.   *Oracle ThinkQuest.* http://library.thinkquest.org.
8.   *Public Broadcasting Service*. www.pbs.org.
9.   U.S. Department of Homeland Security. *U.S. Citizenship and Immigration Services.* http://uscis.gov.
10. *World from the Web.* www.worldfromtheweb.com.

Appendix A
Lesson Notes

Lesson 1:

American population NOW (300 million people) come from:

- Native American ancestry (about 1 million people now)

- Brought over as slaves (forced immigration)

- Ancestors immigrated (moved from another country to the U.S.)

→vast majority of Americans have ancestors that immigrated to U.S.

→of course, first immigrants were original settlers to Jamestown, Pilgrims, etc.

FIRST WAVE OF IMMIGRATION (approximately 1810-1860)

"PUSH"—reasons people wanted to move out of their country

- Economic: crop failures in Germany and Ireland in the 1840's (Irish Potato Famine of 1846) ruins farmers who survived on money from small plots of land

- Economic: skilled workers and craftsmen in Europe lose jobs to factories during Industrial Revolution

- Religious freedom: Protestants face religious persecution in Germany

"PULL"—reasons U.S. enticed people to move

- Economic: plentiful land to farm

- Economic: plentiful jobs

- Religious freedom: rights guaranteed in Constitution

ROADBLOCKS to immigration from 1810-1860

- Dangerous boat trip

- There were many wars during this time in Europe, so some European governments actually passed laws against emigration so that they wouldn't lose soldiers.

From 1810-1860, 5 million immigrants come to U.S. (2 million Irish, 1 million German, most others from Europe)

Considering there were only 5 million people in America in 1810, this is a LARGE amount of people that emigrated!!!

Lesson 3:

SECOND WAVE OF IMMIGRATION (approximately 1861-1920)

After U.S. Civil War, immigration is UP!

Reasons immigrants came:

- Many of the same reasons from the first wave, including economic reasons and to escape religious and political persecution
- U.S. economy, especially in the Northeast, is strong
- Easier voyage: more affordable, shorter trip, more comfortable

Where did new immigrants come from?

- Some still come from Western Europe (England, Ireland, Germany)
- More and more coming from Southern and Eastern Europe (Italy, Greece)
- Also coming from Asia (China, Japan) and settling on west coast of U.S.

Whereas most immigrants before 1860 came for farming, after 1860 more immigrants come for jobs in cities.

- Overwhelmingly settled in large cities like New York and Boston, or San Francisco on the west coast
- Lived in neighborhoods where their countrymen settled
- Immigrants were expected to work—built most of infrastructure of cities, built railroad lines, most of the time for less pay because of discrimination

Lesson 7:

The Colossus of Rhodes:

- Considered one of the Seven Wonders of the World
- Rhodes was a Greek city-state, famous for its trading port
- Statue depicted Apollo, the sun god and protector of Rhodes
- Stood at the entrance to harbor, roughly 105 feet high, welcoming merchant ships
- Made of bronze
- Made entirely from melted-down weapons of the Macedonian army that attacked the island with a massive amount of troops and was still repelled—a great victory for Rhodes
- Only stood about 50 years (approx. 280 to 224 BCE); destroyed by earthquake

- By the time the statue fell, Rhodes had lost earlier prosperity and could not re-erect the statue; ruins laid in harbor for hundreds of years and eventually pieces were sold for scrap metal
- Seems to represent Rhodes victory and wealth, which fell into ruin

The Statue of Liberty:

- Still stands at entrance to New York City harbor, 151 feet high
- Statue depicts woman in Roman dress holding torch and tablet
- By the stance, we know that the sculptor, Frédéric Bartholdi, meant to imitate the Colossus
- Erected in 1886
- Made of copper (hollow)
- Given by French people (literally, money to make it came from donations from French citizens) to pay homage to the freedoms that the U.S. promised to its citizens and to celebrate friendship between U.S. and France

Appendix B
World Map

Appendix C
U.S. Immigration Map Instructions

FIRST WAVE OF IMMIGRATION:
1. In the bottom left corner, draw a box where the map key will be; label it "Key."

2. Draw a small box in the Key and color the inside green. Label this box "First Wave of Immigration (1810-1860)."

3. Color the countries **Germany, Ireland,** and **Great Britain** green to mark where immigrants came from during the first wave.

4. Place a dot in pencil and label the U.S. cities of **New York City** and **Boston** to mark where these immigrants settled.

5. Draw in ONE green arrow going from colored countries, across Atlantic, to Northeast coast of U.S. to mark immigrants' journey to U.S.

SECOND WAVE OF IMMIGRATION:
6. Draw a small box in the Key and color the inside red. Label this box "Second Wave of Immigration (1861-1920)."

7. Outline **Germany, Ireland,** and **Great Britain** in red to mark that immigrants continued coming from these countries during the second wave.

8. Color the following countries red to mark where immigrants came from during the second wave:

Norway	**Poland**	**Italy**	**Portugal**
Sweden	**Austria**	**France**	**Japan**
Russia	**Greece**	**Spain**	**China**

9. Place a dot in pencil and label the U.S. city of San Francisco to mark where Asian immigrants settled.

10. Draw in ONE red arrow going from red colored countries in Europe, across Atlantic, to Northeast coast of U.S. to mark European immigrants' journey to U.S. Then, draw in ONE red arrow going from red colored countries in Asia, across Pacific, to West coast of U.S. to mark Asian immigrants' journey to U.S.

11. Add an appropriate title to the top of the map.
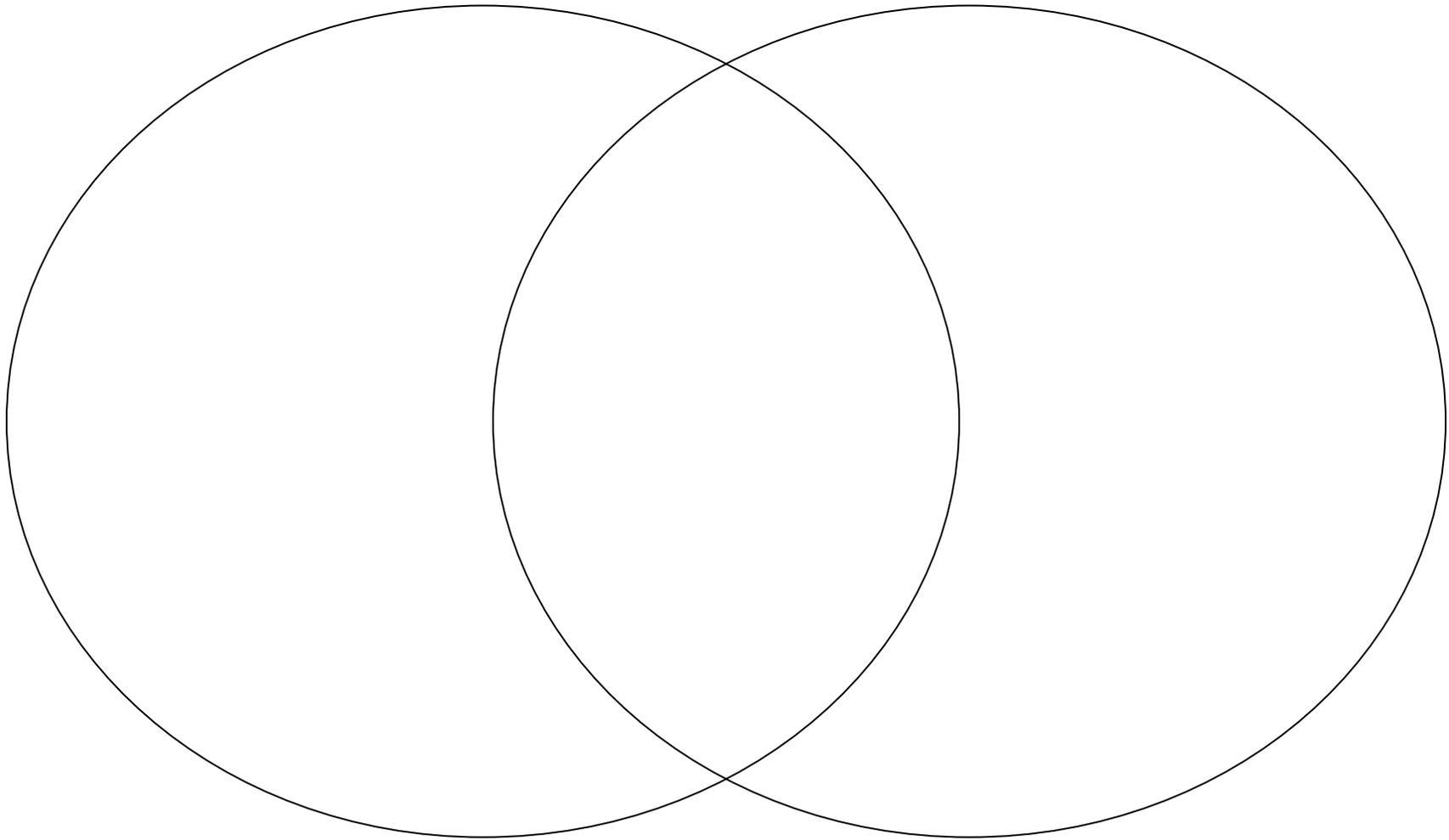
Appendix D
Immigration Map Checklist

(C=complete; I=incomplete)

Item	C	I
Key drawn and labeled		
One box in key colored green and labeled for First Wave		
Countries where immigrants came from during First Wave colored green		
Cities of New York and Boston marked and labeled		
Green arrow going across Atlantic Ocean		
One box in key colored red and labeled for Second Wave		
Countries where immigrants came from during First AND Second Waves outlined red		
Countries where immigrants came from during Second Wave colored red		
City of San Francisco marked and labeled		
Red arrows going across Atlantic and Pacific Oceans		
Appropriate title included		
TOTALS		

1st Wave vs. 2nd Wave of Immigration Venn Diagram

1st Wave of Immigration   **2nd Wave of Immigration**

Venn Diagram Rubric

4	3	2	1
Information in the Venn diagram is **accurate and complete**, demonstrating a **full awareness of differences and similarities.** Information is **clearly organized** and presented with **easy-to-follow bulleted points.**	Information in the Venn diagram is **accurate and complete**, demonstrating a **focus on main points.** Information is **organized correctly** and presented with **clear, bulleted points.**	Information in the Venn diagram is **mostly accurate**, but **does not demonstrate a focus on main points.** Information is **mostly organized** and **presented with bulleted points.**	Information in the Venn diagram is **inaccurate** and demonstrates **little to no focus on main points.** Information is **unorganized** and is **not presented with clear, bulleted points.**

Sarah Schnell, San Antonio, TX, September 10, 2003

Appendix G
Ellis Island Experience

As you write down your answers to these questions, think about <u>examples</u> you could use from the film clip. Defend your thinking!

What do you notice about the boy's arrival to New York City?

What sights and sounds are present in the hall at Ellis Island?

How would you describe the boy's treatment by immigration officials?

What thoughts and feelings do you imagine the boy has?

The New Colossus
Emma Lazarus

Not like the brazen giant of Greek fame,

With conquering limbs astride from land to land;

Here at our sea-washed sunset gates shall stand

A mighty woman with a torch, whose flame

Is the imprisoned lightning, and her name

Mother of Exiles. From her beacon-hand

Glows world-wide welcome; her mild eyes command

The air-bridged harbor that twin cities frame.

"Keep, ancient lands, your storied pomp!" cries she

With silent lips. "Give me your tired, your poor,

Your huddled masses yearning to breathe free,

The wretched refuse of your teeming shore.

Send these, the homeless, tempest-tost to me.
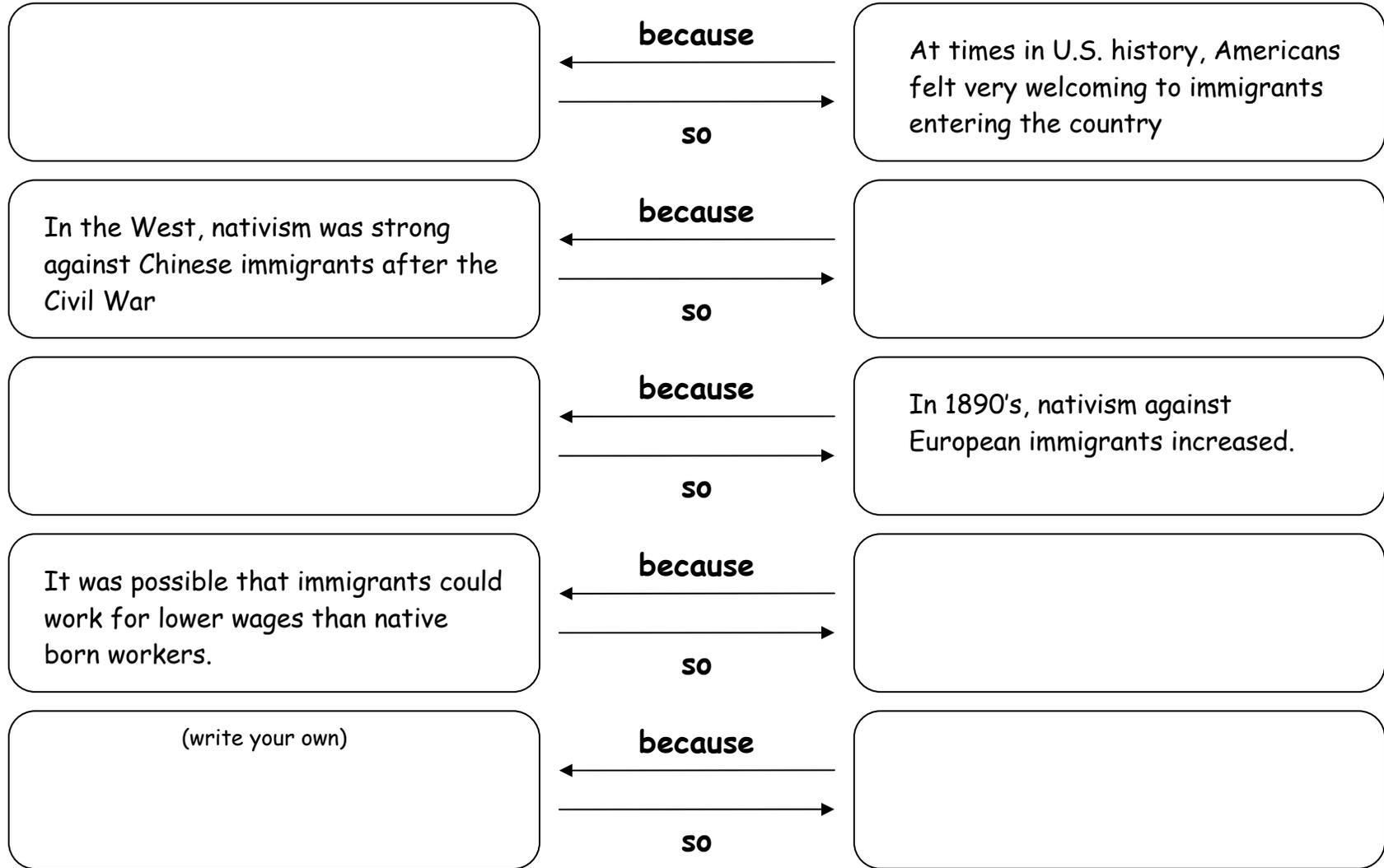
I lift my lamp beside the golden door!"

The New Colossus = The Statue of Liberty
Emma Lazarus

poem-about
differences
of bronze (→ Old Colossus)

A 1 |Not| like the brazen giant of Greek fame,   OLD = symbol of victory

Controlling
victorious arms across

B 2 With conquering limbs astride from land to land;

ocean   *pass through (EX: Ellis Island)*

B 3 Here at our sea-washed sunset gates shall stand

powerful   *full of light*

A 4 A mighty woman with a torch, whose flame   figure → strong, powerful, great

contained
trapped   ↓

A 5 Is the imprisoned lightning, and her name   also watching, protecting

ppl. living away from home   *lamp, lantern*

B 6 Mother of Exiles. |From her beacon-hand → guide to freedom

international   *gentle kind*

B 7 Glows world-wide welcome; her mild eyes command   ↓

can't cross it *water-where boats go*   *NYC goes around, surround*   also beautiful, nice, gentle

A 8 The air-bridged harbor that twin cities frame.

old *Europe* *famous* *fancy display*

C 9 "Keep, ancient lands, your storied pomp!" cries she   talking to Europe, old world

figurative-
if she could talk

D 10 With silent lips. "Give me your tired, your poor, →   describes immigrants

close together,
scared/nervous *portion* *filled w/ desire* *or be free*

C 11 Your huddled masses yearning to breathe free,   "Keep your fancy stuff & give

miserable, waste,
unhappy *trash* *full; swarming*

D 12 The wretched refuse of your teeming shore. →   Ppl. Europe didn't want me your poor people!"

storm tossed

C 13 Send these, the homeless, tempest-tost to me.

guide them to ————→

D 14 I lift my lamp beside the golden door!" → U.S., new future, hopes, freedom

NEW = symbol of freedom, hope, friendship

Cause/ Effect Graphic Organizer

Cause

Effect

because

so

At times in U.S. history, Americans felt very welcoming to immigrants entering the country

In the West, nativism was strong against Chinese immigrants after the Civil War

because

so

because

so

In 1890's, nativism against European immigrants increased.

It was possible that immigrants could work for lower wages than native born workers.

because

so

(write your own)
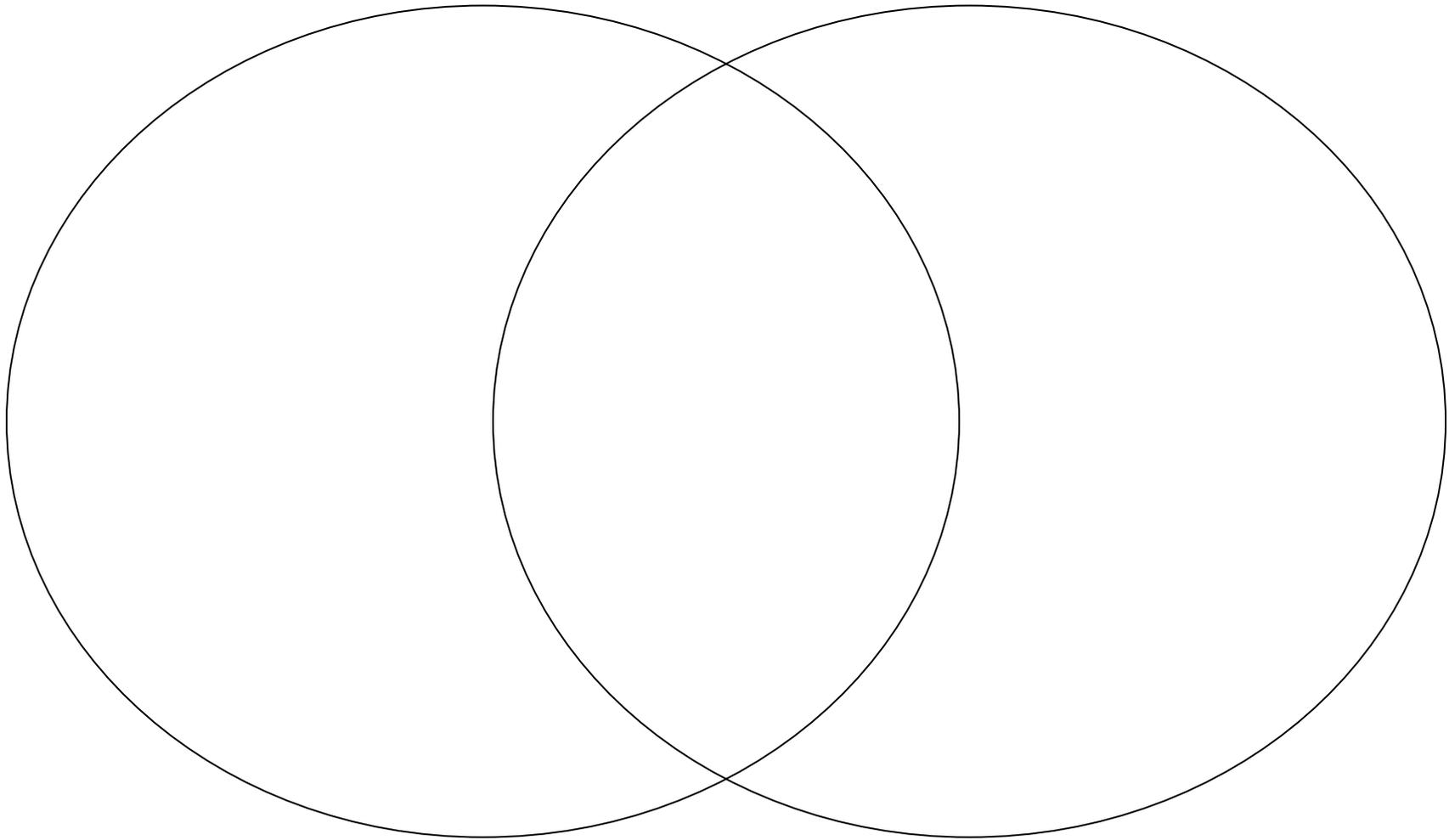
because

so

Appendix K
1st Generation vs. 2nd Generation Venn Diagram

1st Generation Immigrants   **2nd Generation Immigrants**

Appendix L
U.S. Immigration Policy Debates

Take a few moments to think about these questions by writing in your journal.
Why have people come to the United States in the past?
Why do people come to the United States today?
What are the benefits for immigrants and for the country when people from other countries settle here?
What challenges or complications can develop for immigrants and for the country when people from other countries settle here?

Circle the statement your group will defend.

1. The United States should allow anyone to immigrate.

2. The United States should allow put a quota, or limit, on how many people come here from other countries.

3. The United States should not allow anyone from another country to love here permanently.

Brainstorm some ideas you have to support the statement your group will defend. Then, your group will construct a web to show reasons to support that statement.

Other questions to consider:
- **What are some ways to tell if an immigrant has assimilated, or fit into, American society? Why do these things show they are fitting in?**
- **Should immigrants still be welcome in the U.S. even though we do not have land for them to settle like in the 1800's?**
- **Should immigration to the U.S. be a *right* or a *privilege*?**
- **What does the U.S. owe to its citizens? What responsibility, if any, does the government have to other citizens of the world?**