

Teaching American History Grant: Learning Experience 2008-2009
Christina Tantillo – Highland Middle School

Topic Title: Compare/Contrast Immigrant Groups
Grade Level: 8

DATE: April 23, 2009

Overview of the Learning Experience:

- Students will compare/contrast immigrants from different backgrounds in order to determine that many immigrants were not welcomed when they first arrived
- Students will write a dialogue comparing/contrasting immigrant groups
- This lesson plan can be integrated into a larger unit about immigration.

Standard 1: History of New York State and the United States - *Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. This will be evident because students will complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups in the United States at different times and in different locations.*

Essential Question:

How does the experience of immigrants compare/contrast over space and time?

Topical Question:

Were immigrants from different races treated differently when they first arrived?

Time Allotment: 3-5 days

Vocabulary: Students should have a working knowledge of these terms prior to this lesson

Push Factors: Conditions that cause a person to leave a country or region

Pull Factors Conditions that cause a person to go to a specific country

Wave of Immigration: Periods in which large groups of immigrants came to the United States

Circa: Approximately

Immigration: The movements of peoples from one area to another

Emigration: The movement of peoples to one area from another

Materials/Resources:

- Student-Completed Homework Assignment
- Computer and Internet Access for each student
- Project Packet

Preparation:

Students should already have a working knowledge of western expansion (including the growth of the railroad and the Oklahoma Land Rush), which immigrants came to the United States, when these immigrants arrived, the names of the waves of immigration, push factors, pull factors and the discrimination faced by each immigrant group.

Preparatory Homework assignment:

Family Immigration Inventory

DAY 1:

- **5-minutes:** DO NOW: What were you surprised to learn about your family when you completed the Family Immigration Inventory?
- **15-minutes:** Teacher will assign each student an immigrant group to become an “expert” about: Africans, Germans, Irish, Scandinavian, Italian, Japanese, Mexican, Chinese, Puerto Rican/Cuban, and Polish/Russian (students may pick the group based upon their own lineage).
- **5-minutes:** Teacher will explain that students will go to the Computer Lab to research their immigrant group by taking notes on the “Part A” Chart.
- **20-minutes:** Students read about their assigned immigrant group and take notes on provided chart. Please give the students the list of “IMMIGRATION RESOURCES” that include information about each immigrant group.

DAY 2:

- **5-minutes:** DO NOW: Teacher will ask the class if they had any questions while they were working yesterday.
- **40-minutes:** Students are given time to finish their notes about the topic that they researched

DAY 3:

- **10-minutes:** Students are given time to finish researching their group
- **35-minutes:** Students are assigned a partner and work with that partner to fill in the chart
- If they complete the chart, students are to begin writing the dialogue

Day 4-5:

- Students are given these days to complete the earlier work if they were absent OR to work on their dialogue
- If students finish a draft of their dialogue, they are to evaluate it using the rubric and then work on a final draft

Assessment:

See Rubric.

IMMIGRATION RESOURCES

Overall:

http://memory.loc.gov/learn/features/immig/immigration_set1.html
<http://www.spartacus.schoolnet.co.uk/USAESpeakS.htm>
<http://library.thinkquest.org/20619/African.html>
<http://www.spartacus.schoolnet.co.uk/USAESpeakS.htm>
http://www.digitalhistory.uh.edu/photo_album/photo_album.html
http://www.digitalhistory.uh.edu/historyonline/immigration_chron.cfm

Africans:

<http://www.pbs.org/wgbh/aia/part1/1p277.html>
http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=35
http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=39

Polish/Russians:

<http://culture.polishsite.us/articles/art41fr.htm>
<http://www.poloniatoday.com/immigration1.htm>
<http://www.spartacus.schoolnet.co.uk/USAErussia.htm>

Cubans/Puerto Ricans:

http://www3.baylor.edu/~Charles_Kemp/cuban_refugees.htm
<http://www.latinamericanstudies.org/exile/transit-house.htm>
<http://www.usimmigrationsupport.org/cubaimmigration.html>
<http://www.cosmos.ne.jp/~miyagawa/nagocnet/data/prhistory.html>
<http://www.americansall.com/PDFs/02-americans-all/9.9.pdf>

Mexican:

http://www.digitalhistory.uh.edu/mexican_voices/voices_display.cfm?id=123
<http://www.migrationinformation.org/feature/display.cfm?ID=208>
<http://www.pbs.org/itvs/beyondtheborder/immigration.html>
<http://www.usnews.com/articles/news/national/2008/05/15/mexican-immigrants-prove-slow-to-fit-in.html>

Japanese:

<http://library.thinkquest.org/20619/Japanese.html>
<http://americanhistory.si.edu/perfectunion/experience/index.html>
<http://brownvboard.org/brwnqurt/03-4/03-4a.htm>
<http://www.asianamericans.com/JapaneseImmigration.htm>
<http://www.britannica.com/EBchecked/topic/229394/Gentlemens-Agreement>
http://www.usc.edu/libraries/archives/ethnicstudies/historicdocs/japan_immig.txt

Chinese:

<http://camla.org/history.htm>
<http://www.asianamericanmedia.org/separatelivesbrokendreams/>
<http://www.angel-island.com/history.html>
<http://www.aiisf.org/>
<http://www.museumca.org/goldrush/fever13-ch.html>
<http://library.thinkquest.org/20619/Chinese.html>

<http://www.digitalhistory.uh.edu/historyonline/china1.cfm>
http://www.digitalhistory.uh.edu/asian_voices/voices_display.cfm?id=27

Irish:

<http://library.thinkquest.org/20619/Irish.html>
<http://www.spartacus.schoolnet.co.uk/USA/Eireland.htm>
<http://www.kinsella.org/history/histira.htm>
<http://web.archive.org/web/19990117024345/http://avery.med.virginia.edu/~eas5e/Irish/Famine.html>
<http://xroads.virginia.edu/~HYPER/SADLIER/IRISH/Sadlier.htm>

Scandinavian:

<http://www.spartacus.schoolnet.co.uk/USA/Esweden.htm>
<http://www.spartacus.schoolnet.co.uk/USA/Enorway.htm>
<http://www.spartacus.schoolnet.co.uk/USA/Efinland.htm>
<http://www.spartacus.schoolnet.co.uk/USA/Edenmark.htm>

Italians:

<http://www.niaf.org/milestones/index.asp>
<http://library.thinkquest.org/20619/Italian.html>
<http://www.spartacus.schoolnet.co.uk/USA/Eitaly.htm>
http://www.digitalhistory.uh.edu/historyonline/italian_immigration.cfm

Germans:

<http://www.mrshea.com/germusa/geramfr.htm>
<http://library.thinkquest.org/20619/German.html>
<http://www.spartacus.schoolnet.co.uk/USA/Egermany.htm>

NAME: _____
SOCIAL STUDIES

DATE: _____
PERIOD: ____

IMMIGRATION COMPARE/CONTRAST

DIRECTIONS:

PART A: Research your assigned immigrant group and complete chart with information requested. **Use the immigration resources provided.**

PART B: Work with your partner to fill in the compare/contrast chart about your two immigrant groups

PART C: COMPARE/CONTRAST CREATIVE WRITING ASSIGNMENT

FIRST, introduce yourself and your partner (you may wish to make up names that would be appropriate for each ethnicity). Be sure to include what countries you have immigrated from and what years you arrived in the United States. Remember that this is a fictional exercise, so you are having this discussion even if you arrived in this country hundreds of years apart. Just be sure to indicate for the reader that you are arriving at different times.

SECOND, discuss which parts of your experience are *similar*. Were any of the push factors or pull factors that brought you to the United States the same? Which ones? Which were different? Do you plan on returning to your home country? Why/Why not? What discrimination did you face when you arrived? Did that discrimination get better in future generations? Why/Why not?

THIRD, discuss what was *different* about your experiences in America. *Be sure to make connections to other events that we've learned about in class.*

This dialogue is due: _____

PART A	IMMIGRANT GROUP: _____
Dates of Immigration	
What other events were occurring in US History during this time period? (use your textbook)	
Wave(s) of Immigration (circle one)	COLONIAL OLD NEW “ CONTEMPORARY” c.1600-1820 c.1820-1870 c.1870-1930 c.1930-2000
Push Factor(s)	
Pull Factor(s)	
Type of work done by this group in the United States	
Regions in the United States of major settlement	
Reaction by United States’ to these Immigrants (anti-immigration , nativism, etc.)	

PART B		SAME	
Dates of Immigration			
US Events during time period			
Wave(s) of Immigration			
Push Factor(s)			
Pull Factor(s)			
Type of work done by this group in USA			
Regions in the United States of major settlement			
Reaction by United States' Citizens and Government to these immigrants			

PLEASE READ THIS RUBRIC BEFORE CREATING YOUR DIALOGUE

CATEGORY	20	17	15	10
Research	Part A and Part B complete and with detail. Student uses all available space in all categories. Additional notes taken.	Part A and Part B complete and with detail. Student uses all available space in almost all categories.	Part A and Part B complete and with detail. Student uses all available space in several categories. Student does not take additional notes.	Student made very little effort in Part A and Part B.
Accuracy of Facts	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Support for Topic	Relevant, quality details give the reader important information that shows the writers understand the topic	Supporting details and information are relevant, but one key idea is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Analyze the topic	Many connections are made between these two groups/other immigrant groups and/or other periods in US History	Some connections are made between these two groups/other immigrant groups and/or other periods in US History	Few connections are made between these two groups/other immigrant groups and/or other periods in US History	No connections are made between these two groups/other immigrant groups and/or other periods in US History
Quality of Writing and Presentation	Writer makes no errors in grammar or spelling that distracts the reader from the content. Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. Paper is neatly written or typed with no distracting corrections.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. Writer makes 1-2 errors in capitalization or punctuation, but the paper is still easy to read. Paper is neatly written or typed with 1-2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. Writer makes 3-4 errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. Writer makes more than 4 errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. Many words are unreadable OR there are several distracting corrections.