

**TEACHING AMERICAN HISTORY GRANT:  
LEARNING EXPERIENCE 2008-2009**

John Sprenkle – Newburgh Enlarged City School District

**Topic Title:** TAH 106: BEYOND EUROPE- Asian Emigration to the U.S. in the Nineteenth and Twentieth Centuries.

**Grade Level:** 8<sup>th</sup> Grade

**Overview of the Learning Experience:**

**-Identifies where this module integrates within the curriculum.** This module is introduced just after the first discussions and lessons begin on early immigration to the U.S., both from Europe and Asia. This will give students prior knowledge about the experiences of other immigrant and allow them to make connections and see patterns between immigrant groups. This learning experience focuses students on the broad history of Asian immigrants from the 1830s up through modern times. This more comprehensive approach allows students to get a greater appreciation of the Asian immigrant experience in the U.S. and their contribution to our American history.

**-Includes goals and objectives:** The goal is to give students a broad understanding of the Asian immigrant experience overtime. This comprehensive approach is more enriching for the students. The discussion of Asian immigrants to the U.S. often is simply a side note to the material that is presented on European immigration. Curriculum constraints do not however allow deeper understanding of the immigration experiences of the various groups that make up the vast Asian community. The objective here also is to enable students to use the approach taken in this lesson and apply it when learning about immigration from other areas of the world. Often students only learn of a particular immigrant group as a single historical event. However, once anchored in the U.S. immigrant life and their contributions to the fabric of America continues forward. Students close the book (and the book does not discuss further) on how a particular immigrant groups' experience unfolds overtime. The approach taken here should converge with the lesson's goal of fostering student inquiry and having them make connection with ideals that transcend a particular historical period. Students should see a progression in the socio-economic status of Asian Americans. This understanding will be necessary for students to see and appreciate similar patterns in the experiences of other immigrant groups. This continual improvement in the lives of the immigrant groups through the generations should be seen by students as a testament of the American Dream. This approach also engenders sensitivity and appreciation for all immigrant groups, both old and new. In my very diverse student population, students can see that all first new immigrants suffered hardships which they eventually (and most often only partially) overcame. Once students see that they, their parents or grandparents all share similar histories, hopefully less stigmatization occurs and more pride and respect will be fostered by and among the students.

Still will develop and use the structure of a timeline to help answer the essential questions that are presented to them and to identify specific historical milestones between the Asian and other immigrant experience. Through pair/sharing students can practice using multiple timelines as a way of drawing connections between separate events

**-Identify NYS learning standard and performance indicators that will be assessed.**

**Standard SS1: *History of the United States and New York***

**Key Idea SS1.1:** The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

**Performance Indicator SS1.I.1A:** Students explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior and traditions that help define it and unite all Americans

**Performance Indicator SS1.I.1B:** Students interpret the ideas, values and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents

**Key Idea SS1.2:** Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives

**Performance Indicator SS1.I.2A:** Students describe the reasons for periodizing history in different ways.

**Key Idea SS1.I.3:** Study about how 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

**Performance Indicator SS1.I.3A:** Students complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national and religious groups, including Native American Indians, in New York State and the United States at different times in different locations

**Performance Indicator SS1.I.3B:** Students gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States

**Performance Indicator SS1.I.3C:** Students describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and the United States Constitutions, the Bill of Rights, and other important historical documents.

**Performance Indicator SS1.I.3D:** Students classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious

**Standard SS3: *Geography*** Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

**Performance Indicator** SS3.I.1C Students investigate why people and places are located where they are located and what patterns can be perceived in these locations

**Standard SS4: Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

**Key Idea** SS4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

**Performance Indicator** SS4.I.1A: Students explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources

**Performance Indicator** SS4.I.1B: Students define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems

**Performance Indicator** SS4.I.1C Students understand how scarcity requires people and nations to make choices which involve costs and future considerations

**Key Idea** SS4.2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life

**Performance Indicator** SS4.I.2A: Students identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources.

**Standard SS5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation

**Key Idea** SS5.2 The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government

**Performance Indicator** SS5.I.2E: Students value the principles, ideals, and the core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality.

**Performance Indicator** SS5.I.2F: Students understand how the United States and the New York State Constitutions support majority rule but also protect the rights of the minority

## Essential Questions:

1. What overall pattern can you see in the social, political and economic status of Asian Americans overtime?
2. What do you think may be the pattern for other immigrant groups (i.e. Italians, Irish, Jewish)? Do you see a similar pattern with respect to African Americans after slavery?

**Time Allotment:** Two class periods (approximately)

## Vocabulary:

- |              |                     |                              |
|--------------|---------------------|------------------------------|
| 1. immigrant | 3. assimilation     | 5. transcontinental railroad |
| 2. Emigrant  | 4. Internment camps | 6. Quotas                    |

## Materials/Resources:

1. Students will need use of laptop computers and printers provided by the school's media center.
2. Students will need an 8 X 24 inch piece of manila construction paper provided by the Art department.
3. Students will make use of colored pencils
4. Secondary sources and primary documents are found by each student.

(Teacher will need the help of the media center teacher to provide the class with the laptops and a committed printer.)

## Procedure

**Step 1.** Students are asked to define the vocabulary terms listed above which will already be written on the board when they walk in. The current textbook should provide the meaning of the above terms. Give students about 10 – 15 minutes.

**Step 2.** Students are then asked to turn on the laptops that are already on their desks. After definitions and logons are completed students will be instructed on the following research strategies.

1. Help students understand that the search for specific information within a website begins by analyzing and using the site's structure (architecture). This analysis—a process similar to previewing print materials—allows them to better locate information.
2. Suggest to students that timelines are useful because they display events over a period of time, letting the reader know what happened in chronological order so that connections between the events can be considered.

Their task will be to locate web based information that provides major milestone events in Asian American lives from about the 1830's to present. Students are asked to find 10 to 15 major

events that relate to Asian American immigration and their experience in the U.S. overtime. There has to be at least 5 major events that occurred for each 50 year period after 1830. Students are asked to preview, bookmark, and cite the websites they find on the back of their timelines. Although students are working independently there is a good chance that they will come across similar websites. Students are asked to have at least 5 primary source documents (including pictures) that are printable and can be made part of their timelines. Point out to students that timelines are combined lists, consisting of a list of dates and a list of major events.

Students will be given approximately 20 minutes this class period and 15 minutes next class period to locate, take note of and print out what they find.

**Step 3.** Have students note the characteristics of a timeline that is hanging in your room. Have them take note of notice its scale, title, and labels. Using the colored pencils and rulers that they have they are instructed to map out the significant events on the timelines they created.

**Step 4.** Upon completion of the timelines students are asked to write one or two paragraphs for homework describing any patterns in the historical experience of Asian immigrants in America. In the same paragraph(s) assigned students are then asked to think about the experiences and history other immigrant groups in the U.S. and discuss if similar patterns exist.

**Assessment:**

Student performance will be evaluated based on two main components.

1. The research component - How well did they students use the internet to gather, synthesize and communicate the information they found. Students should primarily be assessed on their ability to conduct successful research, to incorporate their findings into documents (in this case, timelines).

2. The finalized timeline will be evaluated based on the rubric below which was created on [www. Rubrics.com](http://www.Rubrics.com).



# Heritage Jr. High School

## *Asian Immigration to the U.S.*

Name: \_\_\_\_\_

Teacher: Mr. Sprenkle

Date Submitted: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Documentation of Events</b>	At least six (6) significant events are present. This includes date and description.	At least five (5) significant events are present. This includes date and description.	At least three (3) significant events are present. This includes date and description.	Less than three (3) significant events are present. This includes date and description.	—
<b>Accuracy</b>	All dates indicated on timeline are correct and are sequenced in the proper order.	At least 1 of the dates or sequences is not in the proper order.	At least 2 of the dates or sequences are not in the proper order.	At least 3 of the dates or sequences are not in the proper order.	—
<b>Requirements</b>	Goes beyond the requirements of the timeline.	Meets the requirements of the timeline.	Does not meet the requirements of the timeline.		—
<b>Legibility</b>	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	—
				<b>Total----&gt;</b>	—

**Teacher Comments:**

NAME: \_\_\_\_\_

Social Studies

VOCABULARY FOR ASIAN IMMIGRATION

immigrant  
emigrant

assimilation  
internment camps

transcontinental railroad  
quotas

1. immigrant - \_\_\_\_\_

\_\_\_\_\_

2. assimilation- \_\_\_\_\_

\_\_\_\_\_

3. transcontinental railroad - \_\_\_\_\_

\_\_\_\_\_

4. emigrant - \_\_\_\_\_

\_\_\_\_\_

5. internment camps - \_\_\_\_\_

\_\_\_\_\_

6. quotas - \_\_\_\_\_

\_\_\_\_\_