Topic Title: Compare/Contrast Immigrant Groups

DATE: April 23, 2009

Grade Level: 8

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

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

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.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
Irish:
http://library.thinkquest.org/20619/Irish.html
http://www.spartacus.schoolnet.co.uk/USAElreland.htm
http://www.kinsella.org/history/histira.htm
http://xroads.virginia.edu/~HYPER/SADLIER/IRISH/Sadlier.htm

Scandinavian:
http://www.spartacus.schoolnet.co.uk/USAEnorway.htm
http://www.spartacus.schoolnet.co.uk/USAEdenmark.htm
http://www.spartacus.schoolnet.co.uk/USAEdenmark.htm

Italians:
http://www.niaf.org/milestones/index.asp
http://library.thinkquest.org/20619/Italian.html
http://www.spartacus.schoolnet.co.uk/USAEitaly.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/USAEgermany.htm
Family Immigration Inventory

**DIRECTIONS:** To answer these questions please ask a parent, grandparent, aunt, uncle, etc for help. If you would like to, you may do an inventory on both sides of your family on a separate sheet of paper. If you do not want to discuss your own family, feel free to ask a neighbor or friend.

1. Which country did your family leave before arriving in the United States?

2. Circa what year did your family immigrate?

3. Why did your family come to the United States (Push/Pull factors)

4. Who in your family came to the United States first? When did other members of the family follow them?

5. Did your family ever return to the home country and/or does your family plan to return to the home country?
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: ________________________
<table>
<thead>
<tr>
<th>PART A</th>
<th>IMMIGRANT GROUP: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of Immigration</td>
<td></td>
</tr>
<tr>
<td>Wave(s) of Immigration (circle one)</td>
<td>COLONIAL  OLD  NEW  “CONTEMPORARY”</td>
</tr>
<tr>
<td>Push Factor(s)</td>
<td></td>
</tr>
<tr>
<td>Pull Factor(s)</td>
<td></td>
</tr>
<tr>
<td>Type of work done by this group in the United States</td>
<td></td>
</tr>
<tr>
<td>Regions in the United States of major settlement</td>
<td></td>
</tr>
<tr>
<td>Reaction by United States’ to these Immigrants (anti-immigration, nativism, etc.)</td>
<td></td>
</tr>
<tr>
<td>PART B</td>
<td>SAME</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Dates of Immigration</td>
<td></td>
</tr>
<tr>
<td>US Events during time period</td>
<td></td>
</tr>
<tr>
<td>Wave(s) of Immigration</td>
<td></td>
</tr>
<tr>
<td>Push Factor(s)</td>
<td></td>
</tr>
<tr>
<td>Pull Factor(s)</td>
<td></td>
</tr>
<tr>
<td>Type of work done by this group in USA</td>
<td></td>
</tr>
<tr>
<td>Regions in the United States of major settlement</td>
<td></td>
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<tr>
<td>Reaction by United States’ Citizens and Government to these immigrants</td>
<td></td>
</tr>
<tr>
<td>CATEGORY</td>
<td>20</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Research</td>
<td>Part A and Part B complete and with detail. Student uses all available space in all categories. Additional notes taken.</td>
</tr>
<tr>
<td>Accuracy of Facts</td>
<td>All supportive facts are reported accurately.</td>
</tr>
<tr>
<td>Support for Topic</td>
<td>Relevant, quality details give the reader important information that shows the writers understand the topic</td>
</tr>
<tr>
<td>Analyze the topic</td>
<td>Many connections are made between these two groups/other immigrant groups and/or other periods in US History</td>
</tr>
<tr>
<td>Quality of Writing and Presentation</td>
<td>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.</td>
</tr>
</tbody>
</table>