

TITLE OF UNIT: Turn of the Century Immigration

Grade: 10/11 (High School US History)

Content Standards:

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States. Objective(s): By the end of U.S. History II, the student will be able to: 9-12.USH2.1.2.1 Identify motives for continued immigration to the United States. 9-12.USH2.1.2.2 Identify the political and social resistance to immigration. 9-12.USH2.1.2.3 Analyze the changes in the political, social, and economic conditions of immigrant groups. 9-12.USH2.1.2.4 Discuss the causes and

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ENVISION the destination and MAP the path to expertise:

Vision and Values:

This unit typically falls somewhere within the Gilded Age or Progressive Era of US History. Some ways it could be used is to make connections to Labor, Urbanization, Social Darwinism, Progressivism, Nativism, or WWI.

The themes of my US History class are connections and perspectives. The environment I want to create in my classroom focusing on learning over grades. I want to expose students to concepts and content that they can use to solve problems both real and hypothetical. They do this through conversations and reflection that doesn't always get assessed directly. The hope is that the process of grappling with content from multiple perspectives and striving to connect information to historical, contemporary, or current events will prepare them to apply their burgeoning historical understanding to situations that arise in their lives.

Throughout this unit students will experience and grapple with a topic that has been and likely always will be a topic of social and political importance. My goal for the unit is for students to be exposed to a variety of perspectives (that of the immigrant, that of the politician, that of the employers, that of labor, etc...) that have driven our national discourse on immigration from its beginnings. Ideally, students will make connections between the historical perspectives and discussions surrounding immigration and modern or future perspectives surrounding immigration.

Learning Objectives:

- Students will be able to identify causes of immigration.
- Students will be able to describe the attitudes toward immigration from various perspectives
- Student will be able to make connections between external forces, internal attitudes, and legislation regarding immigration.
- Students will be able to analyze editorial cartoons regarding immigration.

Culminating Projects:

The Culminating Project for the unit is to write a letter to a newspaper commenting on “The Immigration Question” that was being debated in the 1920s.

The letter to the newspaper will be written from one of the perspectives shown in the political cartoon “The Immigrant” published in “Judge” on September 19, 1903 which can be found at the following link. <https://www.loc.gov/item/95507541/>

One option to frame the activity is to use [this page of a newspaper](#) (which contains several articles regarding the immigration question in the 1980s) to set up a “Letter to the editor” type of response. A search for other immigration articles from the time period can be conducted on the website [Chronicling America](#) (maintained by the Library of Congress).

Essential Question: How do the lived experiences and needs of an individual influence their attitudes toward immigration?

Guiding Questions/Sub-questions:

- What causes people to emigrate?
- How has the US interacted with immigrants and immigration at the turn of the century?
- How have arguments surrounding immigration changed or remained the same throughout US History?
- What can turn of the century immigration teach about current immigration.

Misconceptions/Evolving Conceptions:

Students may conflate immigration as a general concept and illegal immigration. This can be addressed as primer or warm up.

It is much easier to find anti-immigration sources and content from the turn of the century than explicitly pro-immigration content. Challenge students to imagine what pro or neutral immigration positions might be at that time.

PRIME your learners and ORIENT the learning:

Frontloading Activity/ies:

Begin the Unit with “[The Arrival](#)” by Shaun Tan

This picture book is filled with evocative images that are understood to be shared by humans and of particular influence of people who decide to emigrate. Get a few copies and go through it in groups or “Read” it to the class in a throwback to elementary circle time. Note: The book has no written words so the narration can be filled in by the students or an open discussion of shared understanding can ensue.

This unit is broken up into 3 sections followed by a synthesis/assessment activity. This priming activity will lead directly into section #1 - Why?

Orienting to the Learning:

The goal is for students to place 19th century immigration into the context of The Gilded Age and The Progressive Era while also experiencing that shared experience of immigrants from all eras along with the similarities and differences in the responses across eras.

The big picture goal is that students would view immigration and the multitude issues surrounding it as a complex concept with few simple answers. This would inform them civically as members of our democracy to help have empathy for their fellow citizens in the future discourse surrounding the topic. This will manifest itself in the lifelong application of social, and civic responsibilities in addressing the topic of immigration as adults.

WALK-THROUGH new concepts and skills:

Sequence of Activities:

Section #1 - Why do people Emigrate?

- Push/Pull factors in general
- Specific reasons for immigration from specific areas of the world

****Empathy and Culture Building Enrichment - [Narrative 4 Story Exchange \(N4\)](#)**

- Consider facilitating a story exchange with students where they share their own experiences. I use a prompt of “Tell me a story about a time in your life that you had to do something difficult with an unknown or scary outcome.”
- Plan for at least 2 days, one day for students to choose stories and flesh out the details, and one for sharing stories in the N4 format.

Section #2 - The Immigrant Experience

- Use video clips, photos, and journal entries for students to explore the experience of Immigrants

as they make the crossing, navigate the immigrations, and begin to assimilate into American communities.

- PBS American Experience, The History Channel, and the Ellis Island and Angel Island websites all contain useful pieces on this.
- [This document](#) is a dramatized version of the intake process at Ellis island that students can be assigned parts and read. It is fiction, but was written during the immigration era

Section #3 - Responses to Immigration

- This is a great time to discuss political cartoons if they haven't already been taught.
 - I use this: [Editorial Cartoons Worksheet](#). It has an information slideshow embedded within it.
 - I change the example cartoons each year to address current events.
 - [The Oppor Project](#) has several lessons using political cartoons. I use several from the [immigration tab](#).
- The anchor of this portion of the unit is in the DBI - [Attitudes Toward Immigration](#)
 - The DBI primes students to view several different perspectives on immigration and how it results in some backlash and eventually restrictive immigration laws.

Ongoing Formative Assessments/reflections:

Formatively assess students by allowing for peer feedback. Each activity provides opportunities to turn and talk in pairs and groups to try out ideas and learn multiple perspectives.

Students should keep a learning journal for each day, activity, or episode to compile their thoughts and takeaway. Sentence frames should be used to stimulate the students' writing. Some frames should prompt students to ask questions. They can be collected at the discretion of the teacher.

Ongoing formative assessment will be used to guide and feedback teaching and learning in the following ways

1. Sentence frames for creating content.
2. Turn and talk with elbow partners to "try out" thoughts and ideas.
3. Students will write 1 minute essays and summaries throughout the unit to synthesize their learning day to day.

EXTEND expertise and EXPLORE new territory:

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Other possible extensions:

Modern Immigration Extension - The class will curate a publication (Website) on the topic of a hypothetical immigration era in the (near) future. The website will consist of analysis and editorial created by the students in various forms such as, podcasts, political cartoons, news debates, articles, and opinion articles.

REFLECT on the journey:

Student Reflection:

1. Students will reflect on their learning by consuming other student submissions and comparing it to their own learning and encourage consideration of multiple perspectives.
2. Students will complete a unit questionnaire related to personal and civic analysis and extension of the learning.
3. Student’s will share their most comfortable questionnaire answers with one another to “click save”

Summative Assessment:

As the goal is to prepare students for the ongoing discourse surrounding the topic of immigration, the culminating project will ask them to consider a perspective that may not be their own and write about immigration in that character. This is a Democratic Disposition of empathy perspective taking. It is

also an historical thinking skill. So I use the historical thinking rubric below.

The student should be provided the rubric prior to writing, and assess themselves on the writing before submitting a final draft. Consider using a peer graded and feedback process as well.

<i>criteria</i>	Basic-1	Developing-2	Proficient-3	Advanced-4
Claim	Restates the question without adding any direction or complexity.	May restate the question or makes a simple claim that addresses the question.	Makes a defensible claim and may provide direction or evaluation of the question.	Makes a historically defensible claim in the form of an evaluative thesis to answer the question.
Support	Does not support the argument with any evidence.	Uses some evidence that is mostly general in nature and only peripheral to the argument.	Supports an argument with some specific and relevant evidence	Supports an argument using many examples of specific and relevant evidence.
Reasoning	Does not explain any relationships among pieces of evidence or place any support in historical context.	May explain how a few pieces of evidence relate to each other and may use brief historical context.	Explains how pieces of historical evidence relate to each other and is able to place most of the argument and support within historical context.	Uses analytical and mature historical reasoning to explain relationships among pieces of historical evidence. Places all support of the argument within historical context.
Concession/Complexity of argument	Does not address any alternative evidence or arguments.	May suggest how alternative evidence could be used to qualify the argument.	Suggests at least one alternative piece of evidence and may discuss it in relation to the argument or place it within a historical context.	Considers ways that diverse or alternative evidence could be used to qualify or modify an argument and places them within a historical context.

Additional Helpful Resources: *(Cite sources for lessons, websites, and all resources that might be useful in extending your unit, etc.)*

Additional resources have been embedded throughout the unit plan in the hyperlinks.