**Primary Teaching Lesson Plan**

**Name:** Sandy Thomson

**Title:** Migration to the United States: Impact on People and Places

**Grade Level:** 7

**Subject:** World Cultures

**Topic:** Emigration/Immigration

**Standards:**

**Iowa Core in Social Studies:**

* **Behavior Sciences 6-8**
	+ Understand the changing nature of society
	+ Understand the influences on individual and group decision making
	+ Understand how to evaluate social research and information (Identify and utilize primary sources)
* **Geography 6-8**
	+ Understand how geographic and human characteristics create culture and define regions
* **History 6-8**
	+ Understand historical patterns, periods of time and the relationships among those elements

**Iowa Core for Literacy in History/Socials Studies**

* **#2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
* **#5** Describe how a text presents information (e.g., sequentially, comparatively, casually.)
* **#6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion, or avoidance of particular facts.
* **#8** Distinguish among fact, opinion, and reasoned judgment in a text.

**Compelling Questions:** How does migration affect the people and places of both the home and immigrant country?

**Learning Objectives:**

 Students will understand the primary reasons people emigrate from their country of birth and immigrate to the United States.

Students will identify key ways in which migration impacts the United States, immigrants, and the countries they left behind

Students will learn about other important migration streams around the world

Students will understand the changes in migration impacts on the United States and compare American response to immigration over time

**Materials:**

* One computer for each group with bookmarked pages of images and documents
* Copies of the materials for each group:
	+ **Group One:**
		- Carte fidurative et approxiamtive representatn pour l’anne 1858 les emigrans du globe, les pays dou ils partent et ceux ow ils arrivent (migration map of the late 19th Century)
		- Auswanderer-karte und wegweiser nach Nordamerika (another late migration map of the 19th century)
		- Copy of Migration Streams Around the World, 2007
		- Worksheet for labeled group one
	+ **Group Two:**
		- View of Ellis Island, N.Y
		- Goody Bye to old Ireland
		- Steerage Passengers Taking Life Easy on an Ocean Liner
		- Photo Analysis Sheet
	+ **Group Three:**
		- Free Classes in English! Learn to speak, read, & write the language of your children
		- For united America, YWCA division for foreign born women
		- Letter, California vigilante committee to John Stephens, 5 September 1856
		- US Inspectors examining eyes of immigrants, Ellis Island
		- The Americanese wall – as Congressman (John Lawson) Burnet would build it
		- Cartoon analysis worksheet and written document analysis worksheet
		- Worksheet for group three
* *Biography of A Recent U.S. Immigrant*  from the TCI Lesson Masters for Chapter 8
	+ *Jose Rodriquez*
	+ *Ricardo Flores*
	+ *Rachel Tang*
	+ *Olanre Nwidor*
	+ *Anna Vinski*
	+ *Sumatra Singh*
	+ *Ahmed Al-Mokalla*

**Resource Table of Library Congress Materials:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Image** | **Description**  | **Citation** | **URL** |
| Auswanderer-karte und wegweiser nach Nordamerika | Emmigration/Immigration Map to the US in 1850’s | Stuttgart: JB Metzler’schern Buchh, 1853 | <http://lccn.loc.gov/98687132> |
| Carte figurative et approximative representant porut l’annee 1858 les emigrants du globe, les pays dou ils parrtent et ceux ou ils arriventhttp://lcweb2.loc.gov/service/gmd/gmd3/g3201/g3201e/ct000242.gif | Migration map 1862 | Paris: Charels Joseph Minard, 1862 | <http://lccn.loc.gov/9687134> |
| Goodbye to Old Ireland (1903) Goodbye to Old Ireland! | Passengers going out to ocean liner | American Stereoscopic Company, No. 60 | <http://www.loc.gov/pictures/item/006512064> |
| Steerage Passengers Taking Life Easy on an Ocean LinerSteerage Passengers Taking Life Easy on an Ocean Liner. | Immigrants. Open deck with bridge in background 3 funnels center, immigrants walking and seated at sides of image | The Ingersoll View Co., No. 1705G | [**http://www.loc.gove/pictures/item/2005693063**](http://www.loc.gove/pictures/item/2005693063) |
| View of Ellis Island, N.Y., looking across water toward immigrations stationView of Ellis Island, N.Y. | Immigrant view of Ellis Island | George Grantham Collection | [**http://www.loc.gov/pictures/item/200170443**](http://www.loc.gov/pictures/item/200170443) |
| U.S. inspectors examining eyes of immigrants, Ellis Island, New York HarborU.S. Inspectors Examining Eyes of Immigrants. | Examination of immigrants at Ellis Island | U.S. Copyright Office, Emigration & Immigration Ellis Island, N.Y. 1907 N.O. 11164 | [**http://www.loc.gov/pictures/item/97501532**](http://www.loc.gov/pictures/item/97501532) |
| The Americanese wall – as Congressman (John Lawson) Burnett would build itThe Americanese Wall | Uncle Same, behind high wall marked “Literacy Test” which is spiked with pen points, says to immigrant family below: “You’re welcome, if you can climb it”. | Evans, Raymond O., Illus. in: Puck, v. 79, 1916 Mar. 25, p. 10. PI Works; Immigration; PI: Cartoons, US; Shelf | [**http://www.loc.gov/pitures/item/200681433**](http://www.loc.gov/pitures/item/200681433) |
| Letter, California vigilante committee to John Stephens, 5 September 1856 (Isaac D. Bluxome Collection) California Vigilante Committee | Letter regarding role of vigilantes, people they targeted and overall legality of the group  | Bluxome, Issac D., Issac D. Bluxome Papers, 1856 | [**http://hdl.loc.gov/loc.mss/mss.hom**](http://hdl.loc.gov/loc.mss/mss.hom) |
| For united America , YWCA division for foreign born womenFor United America, YWCA Division for Foreign Born Women | Poster showing a female figure holding large standards bearing many shields emblazoned with national flags. Possibly part of an Americanization theme | YWCA, 1919 Jan | [**http://loc.gov/pictures/item/2003652824**](http://loc.gov/pictures/item/2003652824) |
| Free classes in English! Learn to speak, read, & write the language of your children.Free Classes in English! | Poster announcing free English language classes; includes Yiddish text in Hebrea alphabet over Star of David | N.Y.C. Federal Art Project (1936-1941) “From Haven to Home: A Library of Congress Exhibition Marking 350 Years of Jewish Life in America” at the Library of Congress, 2004 | [**http://www.loc.gov/pitures/item/98513719**](http://www.loc.gov/pitures/item/98513719) |

**PROCEDURES:**

1. Students will be put into three groups to be working together through the next two/three days
2. Each group will be assigned one of the following centers
	1. Migration maps (Group 1)
	2. Immigration push pull/factors (Group 2)
	3. Immigrant struggles (Group 3)
3. **Group One**: Group has copy of each of the following
	1. Carte fidurative et approxiamtive representatn pour l’anne 1858 les emigrans du globe, les pays dou ils partent et ceux ow ils arrivent (migration map of the late 19th Century)
	2. Auswanderer-karte und wegweiser nach Nordamerika (another late migration map of the 19th century)
	3. Copy of Migration Streams Around the World, 2007
		1. Once in group students are to compare maps
		2. Students are to answer the following questions
			1. What changes in migration do they observe over the last 100 years?
			2. What do these maps tells us about where most migrants leave from and where they move to?
			3. Do you see changes in where migrants emigrate from today compared to 100 years ago?
			4. Are the “push” factors or “pull” factors similar today as they were in the late 1800s early 1900s?
			5. For what reasons might people come to the United States?
			6. How might the US and the home countries be affected by the migration?
4. **Group Two:** Group should have copy of each of the following
	1. View of Ellis Island, N.Y
	2. Goody Bye to old Ireland
	3. Steerage Passengers Taking Life Easy on an Ocean Liner
		1. Once in group students are to look over visuals and answer the following on their worksheets
			1. See Photo Analysis worksheet
			2. Based on our studies what might be some of the migrants “push” factors?
			3. Based on our studies what might be some of the migrants “pull” factors towards the U.S. over other countries?
			4. What are some hopes for those passengers along the ocean-liner?
			5. Based on images can you tell the emotions of the passengers?
5. **Group Three:** Group should have copy of each of the following
	1. Free Classes in English! Learn to speak, read, read, & write the language of your children
	2. For united America, YWCA division for foreign born women
	3. Letter, California vigilante committee to John Stephens, 5 September 1856
	4. US Inspectors examining eyes of immigrants, Ellis Island
	5. The Americanese wall – as Congressman (John Lawson) Burnet would build it
	6. Cartoon analysis worksheet and written document analysis worksheet
		1. Once in groups students are to:
			1. Complete the Cartoon analysis and written document analysis worksheet for the appropriate sources
			2. Discuss the following questions:
				1. What challenges faced immigrants once entering the U.S?
				2. What are some ways the U.S. might be affected by migration?
				3. How have American ideas about immigration stayed the same or changed over the course of the last 100 years?
				4. How do you believe immigration has affected both the immigrant and the United States?
				5. In what ways does immigration affect the countries they left behind?
6. After groups have rotated through the three different groups allow time for discussion on how they feel migration or immigration has changed in the US over the last 100 years.
7. Then assign each student a *Biography of A Recent U.S. Immigrant*  from the TCI Lesson Masters for Chapter 8
	1. Each student is to read and prepare questions to conduct interview for the following class period
8. Conduct Immigrant Interviews
9. Put students in groups of two with people that do not have the same immigrants
	1. Have students conduct interview based on their student handouts A and B
10. Debrief the interview by asking
	1. What were some of the pull/push factors of your immigrants?
	2. What did you learn about how emigration effects the countries immigrants leave behind?
	3. How did emigration affect the U.S?
11. As a class discusses the difference they observed about immigration today compared to 100 years ago?
	1. Have American ideas changed?
	2. Do Americans still view immigration as a “melting pot” ( all conforming to be the same) or as a “salad”(where each peace adds its own flavor and touch making it much more flavorful or interesting rather than the same)

**Assessment:**

**Students will show mastering of content by the answers on their analysis and interview questions. As well as completion of their unit exam regarding how migration affects the lives of people and the character of places.**

**GROUP ONE – MIGRATION STREAMS (EMMIGRATION/IMMIGRATION)**

* What changes in migration do they observe over the last 100 years?
* What do these maps tells us about where most migrants leave from and where they move to?
* Do you see changes in where migrants emigrate from today compared to 100 years ago?
* Are the “push” factors or “pull” factors similar today as they were in the late 1800s early 1900s?
* For what reasons might people come to the United States?
* How might the US and the home countries be affected by the migration?

**GROUP TWO – LEAVING HOME AND ARRIVING IN NEW WORLD**

* Based on our studies what might be some of the migrants “push” factors?
* Based on our studies what might be some of the migrants “pull” factors towards the U.S. over other countries?
* What are some hopes for those passengers along the ocean-liner?
* Based on images can you tell the emotions of the passengers?

**GROUP THREE – STRUGGLES AND OPINIONS OF IMMIGRANTS**

* What challenges faced immigrants once entering the U.S?
* What are some ways the U.S. might be affected by migration?
* How have American ideas about immigration stayed the same or changed over the last 100 years?
* How do you believe immigration has affected both the immigrant and the United States?
* In what ways does immigration affect the countries they left behind?