

Lesson Title: Immigration to the United States- Past and Present

Overview: ESOL students will discuss the push-pull factors that encourage people to move to the United States. They will then compare and contrast the factors of early immigrants (1700-1900s) with the immigrants of today (1960s-2003), using their text, maps, graphs, and the results of a student survey.

Objectives and Standards:

Students will learn the following:

- Ethnic origins of the early immigrants to the United States

- Push and Pull factors of early and current immigrants to the United States

- Contributions of immigrants to the United States

Grade Level: Grade 8, ESOL World Geography

Subjects:

This lesson will be taught in conjunction with a literature lesson on immigration.

Time:

This lesson is part of a 4-week unit on immigration. Other lessons will help students develop vocabulary, background knowledge, and geographical concepts of movement and location.

Prerequisites:

Students will need to have developed an understanding of vocabulary related to this unit, as well as understand that there are push-pull factors that cause migration. They will also need background knowledge of early American history as related to immigration in the 1880-1990s.

Required Materials:

World View, A Global Study of Geography, History, and Culture, by Susan Labov, Linmore Publications, a transparency of U.S. immigrants from 1960-1990, a large world map, student atlases, Anticipation Guide, (two copies for each student) student KWHL Chart, Large KWHL wall chart, Comparison Matrix, vocabulary and definition terms on index cards, Post-it notes, student materials as determined.

Suggested Procedure:

Opening: Day One

1. Pre-test – Anticipation Guide

Each student will receive an Anticipation Guide to complete independently, by checking “Agree” or Disagree” after each statement. The Guides will be kept to compare with student work at the end of the lesson.

2. Activate Prior Knowledge:

Pair work- Students will complete the KWH section of the KWHL chart.

Large Group- Each pair will discuss their charts. The teacher will use student lists to complete a large KWHL wall chart, which will be used for future reference at the end of the unit.

Day Two: Vocabulary Development and Pre-Reading

1. Vocabulary

Each student will receive either a vocabulary or a definition card.

Students will walk around the room to try and match their cards together correctly.

Large group – The teacher will lead students to discuss their matches, and then use pre-cut transparency cards on the overhead, so students can check their work.

2. Pre-Reading Activity

Pair work – Students will use the World View text to skim pages 129-131, and use the chart to jot down their ideas.

Large Group – Discuss student ideas and comments.

Day Three: Pre-reading Task

Materials – Page 129-131, World View text

Pair Work -Read the text with a partner, using the Comparison Matrix to jot down information. Discuss the Matrix with a large group, making additions as needed.

Large Group –Students will transfer information to “post-its”, and then place their post-its on a large white-board chart Teacher will lead discussion of results.

Use the transparency “U.S.Immigrants by Regions of Birth, 1960s to 1990s” to supplement the text.

Day Four: Introduce the Survey of Ethnic Origins

Large Group:

Review the early immigrants' countries of origin.

Ask if students know the countries of origin of the staff at their school.

Ask them how they would find out. Lead them to the idea of a staff survey.

Count the staff, including all workers in the building. Divide by the number of students.

Each student will be responsible for an equal share of staff. They will then survey staff before, after, or during advisory time. The staff should be alerted to this before students begin the survey. Set a date for the results of the survey. (One week is adequate)

Students will compile the information at a later date, and then work in a small group to create a visual display of their results. (maps, bar graphs, pie graphs, etc.) Their finished products will be displayed by the front office, for all staff and students to see. It would be ideal to have the student work displayed during parent conferences, or another parent event.

ESOL Differentiation:

Generate appropriate questions to use when surveying the staff. List these on the board.

Students may copy questions they wish to use. Divide into pairs and practice asking questions to each other.

Closing: Modified Discussion Web

The teacher will write the following statement on the board or on the overhead:

“There should be laws to restrict the number of people who can immigrate to the United States.”

Each student will be given two index cards.

They should write “Pros” on one card and “Cons” on the other card.

They should then write three reasons to support each card.

Students should form small groups of 3 - 4. One student leader should read the statement, and then have students take turns sharing their thoughts.

Groups share their comments and record on the board.

Class discussion of the group comments.

Written work: “Write a paragraph to explain how YOU feel about the number of people who immigrate to the United States. Should there be laws to restrict the number of people coming to the United States? Why or why not? Give reasons to support your thinking.”

Assessment:

Students will complete another copy of the Anticipation Guide, and compare answers with their Pre-Test.

Immigration Anticipation Guide

Read the following statements.

Check "Agree" if you agree with the statement.

Check "Disagree" if you disagree with the statement.

Agree Disagree

- 1 ___ ___ The earliest immigrants came to the United States from Eastern Europe.
- 2 ___ ___ Early immigrants came to the United States for democracy.
- 3 ___ ___ In the 1840s, immigrants came to the United States from Southern Europe.
- 4 ___ ___ The Chinese could not bring their families with them when they immigrated.
- 5 ___ ___ Italians were forced to immigrate to the United States.
- 6 ___ ___ Most immigrants from Mexico came to the United States for land.
- 7 ___ ___ Immigrants from Laos and Cambodia came to the United States for jobs.
- 8 ___ ___ Immigrants did not contribute to the American culture.
- 9 ___ ___ Immigrants from Africa came to the U.S. for land and better educations.
- 10 ___ ___ The early immigrants from Ireland were wealthy potato farmers.
- 11 ___ ___ All people immigrated to the U.S. because they wanted a better life.
- 12 ___ ___ Refugees come to the U.S. because they do not want to live in their country.
- 13 ___ ___ No one has ever been forced to immigrate to the United States.
- 14 ___ ___ Most immigrants came to the U.S. in the 1860s.
- 15 ___ ___ Many immigrants came to the United States during World War II.

Vocabulary and Definition List for “Card Match” Activity

Immigrant – a person who moves into another country. (a noun)

Immigrate – to move to another country (a verb)

Famine – A time when there is not enough food for people.

Refugees – People who must leave their country or face danger and/or death.

Ethnic Cleansing – A systematic killing of one group of people.

Legal Documentation – Government papers that are required to enter a new country.

Democratic Government – A government that allows people to have the right to vote and to make choices in their laws.

Communist Government – A government that chooses its own leaders, and makes its own laws that the people must follow.

Discriminate- To treat people differently based on their race, gender, age, etc.

Economic – Dealing with the money a country makes, has, or owes.

Political – Dealing with the rulers and the ruling system of a country.

Citizens – The people who belong to a country either by birth or by taking an oath to be loyal to their new country.