

United States Immigration Patterns Past and Present

Overview: Students will be identifying the various groups that migrated to the United States during the 1800s and the groups that are migrating here today. Students will also identify the push/pull factors involved with this migration today and in the past. They will do this by analyzing primary sources along with current immigrant's stories. Students will be comparing the experiences of immigrants and in the process examining the past and current U.S. policy on immigration. Students will voice their opinions, based upon their knowledge, on where U.S. immigration policy should be heading while comparing immigration patterns of the past to the present in an essay.

Minnesota Social Studies Standard:

V. Geography

B. Essential Skills

2. The student will understand the regional distribution of the human population at local to global scales and its patterns of change.

#4. Students will use the concepts of push and pull factors to explain the general patterns of human movement in the modern era, including international migration, migration within the United States and major migration in other parts of the world.

I. U.S. History

J. Reshaping the Nation and the Emergence of Modern America, 1877-1916

1. The student will analyze the process of westward expansion in the late 19th century

#1. Students will demonstrate knowledge of the effects of post-Civil War westward expansion including the resulting conflicts with American Indian nations.

Objectives:

1. Students will be able to identify the location of major groups who migrated to the United States during the 1800s and today.
2. Students will be able to identify the push and pull factors for the immigrants within the peak migration period and also today.
3. Students will be able to evaluate, analyze, and synthesize the data of the experiences of the various immigrant groups in the past and of today to write a comparison contrast essay.
4. Students will be able to identify the United States' policy on immigration during the 19th, 20th, and 21st centuries.
5. Students will be able to demonstrate a well written formal essay stating their opinion on the United States' immigration policy of today and outline the direction the policy should be heading in the future.

Grade Level: 9-12

Time: This lesson will take 8-45 minute class periods.

Subjects/Topics: U.S. History

Required Materials: Atlases, LCD projector, computers with internet access and colored pencils.

Handouts for students such as Immigrant Case Studies, World Maps, Rubrics, and a timeline of immigration policy found at:

http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_03.html

Immigration Power Point

Suggested Procedure:

Day 1

In this lesson students will be working within cooperative groups in many different forms. The primary form will be in a central base group through most of the lesson. To begin the lesson students will have been asked to research what countries their ancestors migrated from to the U.S. This will be homework from the previous day. On day 1 each student will be given a small sticky tab when they walk into the room. A world map will be posted on the board. Students will be asked to identify what country or countries their ancestors are from and place the tab on that country. The students will then be placed into their base groups of 5 which they will be working with for the remainder of the lesson. As an informal pretest of their previous knowledge students will need to collaborate within their base group to create a list of reasons why their ancestors left their home countries (push factors) and why they came to the United States (pull factors). The students will also need to answer whether or not they believe immigrants are coming into the US at the same pace today as in the late 1800s. The students will also address what countries the immigrants are coming from today and what the push/pull factors are today. After their list is complete the groups will share their lists with the large group. The remainder of the class period will be spent explaining what the students will be doing for the next 7 days, what they will have to produce, and where they can find their information.

Day 2

On day 2 students will be asked to find 1 other person to work with that is not in their base group at the beginning of the hour to read through the Immigrant Case Studies. Once they have chosen a partner they will be given a WS face down. They will be given the home country of the immigrant that their WS describes and asked to predict the push and pull factors of that specific immigrant. They will also be asked to predict how that immigrant will depict the United States in their description given. They will then read to see if they are correct. Once they are finished they will go back into their base group of 5 and discuss what push and pull factors they read about. There will be 8 different descriptions across the room. The importance of this exercise is for students to identify the push and pull factors through primary sources. As a class we will list the push and pull factors from the different immigrant groups on the board.

After the completion of the Immigrant Case Studies, students will then go to the computer lab and research the amount of immigrants who came to the US in the given time periods on the Ellis Island website. Each student will have a role as they work in their base group. One will need to chart the total amount of immigrants in each time period through a bar graph, another will need to record how many came from each country in each time period through a pie chart, another will need to identify on a world map which countries immigrated in which time period using different colors, the other 2 students will need to identify the possible push and pull factors for the various groups from each time period. Their results will be due the next day and will be graded.

Day 3

After the students report their findings to their groups we will discuss their results as a large group. I will then present information through a PowerPoint presentation of the various reasons why immigrants came to the US, the specific groups, the time periods of significance, and the US policy on immigration during the 1800s and into the 1930s through various maps, graphs, and notes. Students will spend most of the hour analyzing a timeline on US immigration policy within their base groups. They will focus on immigration policy through the 1950s.

Day 4

The following day students will be given 5 choices on which immigrant group they would like to read about within their base groups. Students will go to the computer lab and go to the Library of Congress link and read about their specific immigrant group. They will need to read the introduction at the beginning of the site and answer the given questions for their specific group as they read. Beyond answering the questions that follow the article from the website students will be given a few general questions to help prepare them for teaching their base group about the specific immigrant they researched.

Day 5

The next day students will find a practice pair to compare their research with. They will then share their research with their base group. As they share students within the group will be paying attention to the similarities and differences within the 5 experiences. They will record those similarities and differences within their notes. After they have shared, as a pre-reading strategy students will be given an anticipation guide of 6-7 statements based on immigration today. They will answer the questions and discuss their answers in their group. For homework students will need to go to the link at PBS on The New Americans. They will take the immigration myth quiz. They will need to record which questions they got wrong and the correct answer to share with their group the following day. Special need students or students who can not access the internet overnight will be given a typed copy of the quiz to take at home.

Day 6

When students arrive the following day they will share their quiz results with their base group. They will then be given a PowerPoint presentation of which immigrant groups are coming into the U.S. today, what states they are settling in through population maps, the push/pull factors, pros and cons of current immigration, along with the US immigration policy of today. Students will use the timeline of US immigration policy to identify the policy changes from 1960 on. Students will then choose one immigrant group out of 5 choices to further research in their base group. Students will then need to read about the immigrant through the PBS website, summarize that immigrant's experiences, and identify the specific push/pull factors involved to share with their base group the following day.

Day 7

Students will share their information on their specific immigrant group the following day with their base group. Each group member of the 5 will present on a different group. As individuals present they will need to pay attention to the similarities and differences within the groups and record that information in their notes. They will then be given some questions to discuss in their group about immigration that help compare the past patterns to the current patterns of

immigration. The purpose of the discussion questions is to enable the students to start analyzing the data they have been researching. Each person will need to express their views within the group and listen to their group member's opinions. Students will need to write a comparison essay on the immigrants they have learned about and the United States policy on immigration. Each essay will need to clearly identify the similarities and differences between the immigrant groups examined in their given time period. They will also need to clearly identify the similarities and differences between the immigrants during the late 1800s and today. The students will need to also compare the U.S. policy on immigration in the past and of today. In their final paragraph they will have to clearly lay out their opinion on where the immigration policy needs to go in the future. This essay will be graded based on content, clarity of their ideas expressed, and for grammar and punctuation. Students will be given an outline format and a rubric that will guide their writing. They will need to complete an outline for their essay for the following day.

Day 8

The following day will be spent checking their outlines within their base groups and with me. Students will be able to collaborate with their group members for facts and ideas that should be presented in their essays. They will spend the remainder of the hour writing a rough draft. They will be given 2 or 3 days to finish revising their rough drafts into a final draft outside of class.

Resources:

Ellis Island Website

A graph of what immigrant groups migrated when to the United States.

http://www.ellisland.org/immexp/wseix_4_3.asp?

Library of Congress American Memory Website

Primary sources of various immigrants with a description of their experiences during the peak migration period.

<http://memory.loc.gov/learn/features/timeline/riseind/immgnts/immgrnts.html>

PBS The New Americans Website

A description of various immigrants who have migrated to the United States today.

<http://www.pbs.org/independentlens/newamericans/newamericans.html>

Assessment:

Students will be assessed on their participation within their group, through the research they complete and submit, and through a compare and contrast essay on the US immigration time periods and policies.

Credit: Andy Stephenson, Social Studies Teacher, Spring Lake Park High School, Spring Lake Park, MN, asteph@isd16.org