

PROJECT TITLE: Why Did They Come?	
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CLASSROOM PRACTICE (DOCUMENT #1)

1. HI Overview & Teaching Thesis:

The choice to migrate to the United States was influenced by economic, political, and global factors that “pushed” people to consider leaving their homelands, and at the same time “pulled” immigrants to want to settle in the United States. Beyond these historic factors, immigrants were also moved to come to the U.S. because of family and personal connections. Students will consider a variety of perspectives as they build their class “Network of Immigrants.” This project looks at the macro-level factors that affected U.S. immigration, but also looks at personal letters, memoirs, and immigration records that help students further understand “Why Did They Come?”

2. Suggested Grade Level and Length of Activities:

7th Grade U.S. History. Two 60 minute lessons.

3. Significance & Relevance:

Thinking about immigration and the external and personal factors that motivate people to migrate to the U.S. is an essential idea for many units of U.S. history. Students should look to understand a pattern of immigration throughout U.S. history, rather than just cover it as part of the unit following the Civil War. The issue continues to be a relevant political discussion today, and can also help students connect their families personal history with the historical content.

Virginia Standards of Learning USII.4b

The student will demonstrate knowledge of how life changed after the Civil War by
b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion.

Make connections between past and present. (USII.1b)

Sequence events in United States history. (USII.1c)

Interpret ideas and events from different historical perspectives. (USII.1d)

OAH National History Standards

Era 6, Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

OAH Historical Skills Taught:

Historical Comprehension

- Students will analyze political cartoons from the era of increased US immigration and determine what differing views of immigration are displayed.

Historical Analysis and Interpretation

- Students will read and interpret primary source documents from new immigrants to the United States. They will analyze the sources to analyze what factors may have been a “push/pull” factor to their migration as well as what opportunities or discrimination awaited these immigrants in the United States.

4. Technology (if applicable) –

The “Why Did They Come” presentation is a PowerPoint presentation that can be delivered by classroom projector or shared to student laptops or tablet devices. The “Student Migration Packet” can be shared, edited, and turned back into the teacher as a Word document (or GoogleDoc) instead of printing out the packets. Students can also edit the PPT slides to create their “Immigrant Fake-Book Profile” and display them to the class.

5. Modifications, Differentiation, and Extensions –

Teachers can modify the “Student Migration Packet” to include more guided notes as needed. Teachers can also choose to assign the immigrants in the “Network of Immigrants” assignment based on the reading level of the primary documents.

Students can extend the unit by collecting primary documents and information on their own family migration stories or by adding additional stories of famous U.S. immigrants to the “Immigrant Fake-Book Profiles”.

LESSON PLAN MATRIX

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Title: Why Did They Come? Guiding Question: From 1850 to 1900, why did people migrate to the United States? Question: Where did immigrants come from? Question: What was life like for immigrants when they arrived in the U.S.? Question: What were the global factors that affected immigration to the U.S.?	1. Students will be able to explain what immigrants are and why they came to America 2. Students will be able to identify where immigrants came from. 3. Students will be able to identify global “push/pull” factors that affected immigration to the United States. 4. Students will describe some of the ways migration changes the immigrant and their destination. 5. Students will be able to compare and contrast the experiences of immigrants who arrived from different countries.	The Student Migration Packet includes the following: Key terms and their definitions. A “free-write” on Migration. A Push/Pull chart that considers global factors on migration. A Political Cartoon Analysis sheet to help them analyze differing views of immigration. Their immigrant “fake-book” profiles that show an immigrants background, relationships, and thoughts on their voyage and first year in America. Their “Network of Immigrants” write-up at the end of the packet.	To help activate prior understanding of migration, the lesson starts with a “free-write” on migration and students experience “migrating” to a new school. Students will complete their Migration Packet while going through the WhyTheyCame PowerPoint presentation. Students will be split into 8 groups to consider the stories of 8 different immigrants and their migration experiences. Students will complete their designs for their “Immigrant Fake-Book Profile” for homework before Day2.

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Title: A Network of Immigrants Guiding Question From 1850 to 1900, why did people migrate to the United States? Question What were some of the common experiences that immigrants faced when traveling to and entering the U.S.? Question: What personal, familial, and global factors influenced immigrants to come to the United States?	1. Students will be able to compare and contrast the experiences of immigrants who arrived from different countries. 2. Students will be able to create a digital profile of an immigrant based on their analysis of primary document and their understanding of global migration from 1850-1900. 3. Students will be able to identify global “push/pull” factors that affected immigration to the United States.	The Student Migration Packet includes the following: Their 3-slide design for their group’s “Immigrant Fake-Book Profile” The “Network of Immigrants” write-up that will be completed after viewing each of the eight “Immigrant Fake-Book Profiles” A Push/Pull chart that compares and contrasts global factors on migration.	Students will return to their groups with ideas for the design of their 3-slide Immigrant Fake-Book Profile. Each group will create their 3-slide Immigrant Fake-Book Profile for class display. Students will view the other Fake-Book Walls and complete the Network of Immigrants write-up page in their Migration Packets.

7. Related Materials and Resources:

- Lesson Plan 1: “Why Did They Come?” with Teacher Notes
- Lesson Plan 2: “A Network of Immigrants” with Teacher Notes
- WhyDidTheyCome.ppt PowerPoint Presentation. Includes demonstration slides for the “Immigrant Fake-Book Profile”
- Student Migration Packet that includes the following:
 - Migration Free-Write assignment
 - Guided notes on vocabulary and historic events
 - Push/Pull chart on global factors on migration to the U.S.
 - Political Cartoons on immigration
 - Cartoon Analysis Worksheet
 - Instructions for the “Network of Immigrants” assignment
 - Demonstration slides for the “Immigrant Fake-Book Profile”
 - “Network of Immigrants” write-up Worksheet

8. Annotated Instructional Bibliography

- [Open Collections Program: Immigration to the US, Timeline](http://ocp.hul.harvard.edu/immigration/timeline.html)
<http://ocp.hul.harvard.edu/immigration/timeline.html>

This “Open Collection” from Harvard includes a wealth of primary documents relating to immigration, and a fantastic set of well-organized links in their bibliography. This site led me to nearly all of the other useful sites for this project.

- <http://www.yale.edu/ynhti/curriculum/units/1990/5/90.05.07.x.html>

Lesson plans for unit on “Irish Immigrant Families in the Mid- Late 19th Century America”. Includes a bibliography and internet links. This course linked to others on Italian and Asian immigrants with a similar set of links. Some of the links are no longer active, but the outline of the course is still helpful.

- <http://www.loc.gov/teachers/>

Library of Congress website includes “The Teachers’ Page” with a wealth of primary sources for classroom use. One of the main sets is “Immigration Challenges for New Americans,” which has a teacher’s guide and collection of photos, letters, and immigration records.

- <http://ihrc.umn.edu/research/dil/index.html>

The Digital Immigrant Letters collection from the University of Minnesota has numerous collections of letters from immigrants to their families in Europe. The site also has links to other digital collection of letters from immigrants.

- [On the Trail of the Immigrant](http://www.digitalhistory.uh.edu/photo_album/photo_album.html)

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From the University of Houston, it includes articles and primary documents on Irish, Italian and Asian immigration to the U.S. with primary sources, lesson plans, and other ideas for teaching U.S. Immigration.

- Leslie Page Moch, *Moving Europeans: Migration in Western Europe Since 1850*, 2nd ed. (Bloomington: Indiana University Press, 2003).

Recommended by Dr. Sinke. Looks at the movement of people through Europe—not just in who’s leaving and who’s coming in, but at movement within countries and regions and a look at how a changing society affects people’s choice to move.