

Title “Why Did They Come?”

Key Words immigration, push factors, pull factors

Grade Level 7th grade, US History

Time Allotted 60 minutes

Lesson Overview	Students will use an Immigration packet to take notes, identify push/pull factors, answer questions on the history of US Immigration, and analyze political cartoons as they view PowerPoint slides on the rise of immigration in the 2 nd half of the 19 th century. As a class, students will read a letter from an immigrant and determine what global push/pull factors and what individual factors may have affected his/her choice to migrate to the United States.
Guiding Question(s)	What global factors affected migration to the U.S.? What were some of the personal/familial factors that led people to choose to migrate to the U.S.? From 1850 to 1900, why did people migrate to the United States? Question: Where did immigrants come from? Question What were the global factors that affected immigration to the U.S.? Question What were some of the common experiences that immigrants faced when traveling to and entering the U.S.?

Learning Objectives (SWBAT – Students Will Be Able to)

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.

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. 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

Assessment Tool(s) –

Students will complete an Immigration Packet that includes a Push/Pull factors chart, political cartoon analysis, and a free write on how it felt to “migrate” to 7th grade in a new school. Students will also design a 3-slide “Immigrant Fake-Book Profile” to illustrate their immigrant’s background, relationships, and thoughts as they migrate to the United States.

Materials/Resources (List of Annotated Primary Sources [embed or attach if possible] and Additional Materials – Teacher Guides, PPT, question frames, class worksheets/assessments, answer keys, etc)

WhyTheyCame.PPT Teacher’s PPT file that includes all of the Immigration Overview slides as well as the 8 sets of “My Immigrant” slides and the template for the Fake-Book PPT slides.

Migration Packet.doc Students handout materials for the 2-day lesson. The packet includes space for a free-write on how it felt to “migrate” to a new school, a Push/Pull

chart on global factors on Migration, and the “Fake-Book” template slides to create their immigrant’s profile.

Modifications (to meet needs of diverse learners): Students can be provided the packets and the PPT files by paper or digitally onto a computer or tablet. Student roles can be assigned within each group to allow for different abilities. Teachers can also alter the student packet for different reading levels and skills.

Instructional Procedures/Process (How will you guide your students through this activity)

The Student Migration Packet can be issued to your students digitally (by email or through a class website, Moodle/Blackboard, etc.). Students can complete the packet on paper or on their computer/tablet.

Hand out the Student Migration packet as you show the Emma Lazarus poem. Ask students if they know where that poem is displayed? (Statue of Liberty)

Slide 3 overview of US Immigration 1850-1900.

Slide 4-Migration writing assignment. Have students think back to their first week at their new school. Have the students consider the following questions:

What new places, rules, and people did they encounter? Who helped them?

What challenges did they face? How did they feel as new “immigrants”?

Have students complete their 10 minute Migration Write-Up on Page 2 of their Student Migration Packet.

Slide 5- Vocabulary. Have students fill in the answers on their guided notes

Slide 6 Why did immigration increase? The 4 reasons are from the VA SOLs. Have students add them to their guided notes.

Slide 7 Push/Pull Factors. Have students add these to their Push/Pull chart. They can use those items to identify the other global events as a Push or Pull affect on migration to the U.S.

Slide 8 Eras of U.S. Immigration. Have students note that global factors affected where immigrants came from. Have them guess where many of the Irish settled after traveling to the U.S. (New York City, Boston, near other major Northeast Cities as many did not have the money to travel further West).

Slide 9—A networked view of immigration. Emphasize that while there were larger global factors, every immigrant had different reasons and motivation when they left for the U.S.

Slide 10-13 Political Cartoons. Students can choose one of the 4 political cartoons and complete their Political Cartoons Analysis in their packets. Have one student per cartoon share some of their answers.

Slide 14—Map—US Immigration from 1880-1920. Millions of Europeans came to the U.S. during this time period. Many of them arrived in New York City, and eventually Ellis Island was built as a immigration gateway where immigrants would be questioned and physically examined to determine if they could enter the U.S. On the West Coast, hundreds of thousands from Japan and China (and other Asian countries) arrived, mainly men looking for work. Later, Angel Island is built in San Francisco to handle the arrival of immigrants to the West Coast.

Slide 15—Chinese Exclusion Act 1882. While this lesson covers 1850-1900, the Chinese Exclusion Act of 1882 is the end of an era of mainly open immigration to the U.S. The majority of subsequent immigration laws are aimed at particular ethnicities or countries of origin. This comes to define the pattern of U.S. immigration law.

Slide 16—Follow in their footsteps. Split the class into 8 groups and assign each group one of the 8 immigrants. For students who are able to open the PPT file on their computer or tablet, they can click on the picture of their immigrant to go to their background information and primary documents. If students don't have access to laptops or tablets open the ppt, you can print off the 2 slides for each immigrant (one for background info, and one that includes primary documents). Students should use that information to begin to sketch out their 3-slide Immigrant Fake-Book Profile in their packet. Instructions below.

Slide 17- "American Land" You can play this clip of Bruce Springsteen's "American Land" while students are writing their profiles sketches, or to start day 2.

Designing their Immigrant Fake-Book Profile. Students will create a 3-slide profile that mirrors a Facebook profile page. Their three slides will include 1) a timeline of their immigration experience with at least 10 status updates; 2) an Inbox with messages to and from their immigrant; 3) a page that shows their location, relationship-status, likes and interests. If they are using powerpoint to create those slides on a laptop or tablet, they will complete that part on the 2nd day during the “Network of Immigrants” lesson.

Closure (Activity/Procedure that brings the lesson back to the guiding question)

Students will take their Student Migration Packets to work on their designs for their profile for the following lesson, “Network of Immigrants”. Students will use the information in today’s section of their packets for their Immigrant Fake-Book profiles. Let them know that their task is to go through their immigrants background info, their letters or other primary documents, and the knowledge they gained in today’s lesson on U.S. immigration to try to figure out the answers to this big question: Why Did They Come?