

Title “A Network of Immigrants”

Key Words immigration, push factors, pull factors

Grade Level 7th grade, US History

Time Allotted 60 minutes

Lesson Overview	Students will use the information from their Immigration Packet and primary documents (letters, photos, immigration records) to create a “Fake-book” profile of their immigrant. There are 8 immigrants to divide among the class in small groups. Students will consider what global “push/pull” factors had an influence as well as what other personal and familial influences had an effect. Each group will create a 3-slide “Fake-book” profile to show how these factors could have affected the thoughts and actions of this immigrant, as well as how they may interact with others upon arriving in the U.S.
Guiding Question(s)	From 1850 to 1900, why did people migrate to the United States? Question: What global factors affected migration to the U.S.? Question: What were some of the personal/familial factors that led people to choose to migrate 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 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.

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 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) –

Their 3-slide design for their group’s “Immigrant Fake-Book Profile”

A Push/Pull chart that compares and contrasts global factors on migration.

The “Network of Immigrants” write-up that will be completed after viewing each of the eight “Immigrant Fake-Book Profiles”

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. A possible extension activity would be for students to interview family members about their families “migration story” and see how it compares with these 8 immigrant profiles. The teacher could also look back to these 8 different immigration stories and have students hypothesize how they would have felt about later events in US history that come up in the course (i.e. how would your immigrant have felt about Woman’s Suffrage, WWII, the Red Scare and Joseph McCarthy, etc...)

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

Students will bring in their 3-slide design for their immigrant’s Fake-Book profile. They will work in their 8 groups (ideally on a laptop or tablet with PowerPoint to digitally create the profile, but it can also be done by hand as part of the packet).

Remind students that each profile should include:

1. a “Wall” with a picture and at least 10 status updates that show the thoughts and actions of their immigrant as they prepare to migrate, during the journey, their arrival in the U.S., and their first year in the U.S.
2. a Profile page that includes their relationship-status, interests, likes, location, etc.
3. an Inbox that includes at least 4 messages to and from their immigrant.

The groups should work on compiling their Fake-Book profile for 15-20 minutes. Once they are ready to be shared, each group will set up a computer/tablet to present their 3-slide PowerPoint presentation. Students will take their Migration Packets as they move (“migrate”...) around the room to view the profiles of the other 7 immigrants. They will use that information to complete the “Network of Immigrants” Write-Up page in their packet.

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

Students will be asked to share their answers to the final question of the “Network of Immigrants” Write-Up page: Which of these 8 immigrants do you most closely relate to? Why?

Students will turn in their Student Migration Packets for review.