

*Waves of U.S. immigration from 1820 to the Present*

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**Introduction**

Who we were and where we came from was very important to my family. I knew my Great-Grandmother came to the United States in the 1920s from Germany and that my Great Grandfather was from a German farming family. My Grandmother's family was also of German decent and had been lived in Northwest Ohio for almost 100 years. My Mom's family is Irish, German, and Welsh. I learned how to make Irish Soda bread and filled noodles from both my grandmothers. St. Patrick's Day is a holiday that you better celebrate, not because you are Irish for a day!

In America, immigrant stories are everywhere. Some go back a hundred years and some five years, but America should pride itself on allowing it to be safe haven for many looking for a better life. Is America perfect? Is it really a safe haven? As a history teacher my answer is no. America's history is full of strife, but also happiness – and, as immigrant stories tell us, full of opportunity and promise

My curriculum unit will focus on immigration and three significant waves of immigration that have defined America. Prior to 1820 no formal records were kept of the number of immigrants who arrived in the United States. Though this time of colonization and the formation period of America are important, I chose to focus on the three waves starting from 1820.

I will focus on the geographical location of different immigrant groups coming to America, the push and pull factors that brought them here, actual immigrant stories, and laws and groups that challenged the immigration process in each of these eras.

I teach in an urban school district with significant immigrant populations. I think it is important for this unit to teach students to think critically about the issue of immigration because it surrounds them every day and, for some students, is a defining feature of who they are. I will have students in my class reading and researching to create a better understanding of the historical significance of immigration and a deeper appreciation of the many ways immigrants shaped American society. As Thomas Paine argued in the federalist papers, "Europe not England, is the parent country of America."<sup>1</sup> It can be argued today that Europe is no longer the parent of America, but the world.

In my urban district we face the challenges of high stakes testing, new common core standards, and producing significant data on student achievement. It is a time when our

students need to be strong readers, writers, and thinkers, not just good test takers. My unit will focus on strategies that will promote the new common core standards and address these needs and do so in a way that is engaging and interesting.

The unit will consist of research, primary source reading, immigrant accounts, vocabulary, and discussion all of which will follow the common core standards for social studies, especially writing narratives and reading complex texts to form an argument.<sup>ii</sup> The unit will also focus on the American history essential standards created by the Department of Public Instruction of North Carolina. American history goal 1.3 states that students will be able to “understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.”<sup>iii</sup> Looking more specifically, the American history I objective 3.3, states the student will be able to “explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups...”<sup>iv</sup> The strategies in the curriculum unit will also use all four aspects of historical thinking: chorological thinking, historical comprehension, historical analysis and interpretation, historical research.<sup>v</sup>

## **Rationale**

The goal of this unit is to understand the effect immigration had on the United States, specifically focusing on the three major waves of immigration. The unit will allow the students to compare and contrast the different waves of immigration, learn from primary sources about life during this time (both positive and negative), examine laws that may have affected the immigrants and/or processes of immigration, and explore the social impact of the immigrants.

## **Selected Waves of Immigration**

### *The Second Wave of Immigration*

The unit begins with an exploration of the Second Wave of U.S. immigration from 1820-1860. In this wave, the U.S. received ten million immigrants primarily from Western and Northern Europe.<sup>vi</sup> The largest groups coming to America at this time were from England, Ireland, and Germany. The English easily fit into American society since they spoke the language and had similar customs as Americans.<sup>vii</sup> The Germans also fared better because they had more money and more skills. “German immigrants came from various ranks of society, with merchants, professionals, artisans, skilled workers, and farmers well represented along with a cultural elite of intellectuals and artists.”<sup>viii</sup> The Germans were also mostly protestant and coming from a range of different protestant

religions. Comparatively, the Irish faced many challenges. Many were fleeing starvation during the Great Potato famine. And, when they came to the United States, they faced discrimination because they were Catholic in a predominantly protestant nation. The Irish also tended to be less skilled. Signs that said “Irish need not apply” were prominent in some areas of the U.S. In terms of settlement, many Irish traveled west to try farming or moved to co-ethnic neighborhoods in the cities. The neighborhoods provided a sense of belonging and safety. In addition, “the nativist movement...sought to exclude the Irish from political life and even from the country.”<sup>xix</sup> Nativists believed that America should be for Americans and they were against immigration from any part of the world. Nativists did not like the new immigrants taking jobs, even when there was a labor shortage, and the nativists resented the political weight of the immigrants by the political machines (groups of politicians who ran the cities).<sup>x</sup> The Chinese faced the most discrimination of any immigrant group during this time even though only 200,000 came to America.<sup>xi</sup> The Chinese were “the objects of vicious stereotypes depicting them as morally degenerate pagans, they were subjected to riots, lynchings, and legal restrictions.”<sup>xii</sup>

### *The Third Wave of Immigration*

The Third Wave spanned from 1880-1930. During this time the United States saw a shift in immigration in terms of where the immigrants came from. In 1880, as the country was expanding westward, railroad companies sent recruiters to other nations looking for workers.<sup>xiii</sup> Indeed there was abundant opportunity and over 23 million immigrants came to the United States from all over the world with the most coming from Southern and Eastern Europe.<sup>xiv</sup> Many also came from Russia, Poland, and Italy. As with the Irish, these immigrant groups were predominantly Catholic and uneducated. Additionally, they spoke a different language than English.<sup>xv</sup> All of these things contributed to more people joining the Know-Nothing Party, the political party started by nativists. It was also a time when the political machines were taking a bigger role in securing the immigrant vote. They now offered help in finding a job, locating lodging, and other social services that would leave the immigrants indebted to them. Settlement houses created another place for immigrants to get help. Settlement houses offered classes, health services, day care, and other amenities to help immigrants adjust to their new lives in America. During this wave is when the U.S. passes a law that bans the immigration of “all idiots, insane persons, paupers or persons likely to become a public charge, persons suffering from contagious or lissome disease, persons who have been convicted of a felony or other infamous crime or misdemeanor involving moral turpitude or polygamists.”<sup>xvi</sup> The Chinese were the first ethno-racial group to be restricted from immigrating to the United States. “The Chinese Exclusion Act of 1882, which denied entry to Chinese laborers for a period of ten years, was renewed for a similar period in 1892, and in 1902 Chinese immigration was suspended for an indefinite period.”<sup>xvii</sup> The government also passed the Naturalization Act (1870); Anarchist Exclusion Act (1903) all limited the immigration of

certain groups.<sup>xviii</sup> “World War I intensified the anti immigration climate, with demands for ‘One Hundred Percent Americanism.’”<sup>xxix</sup> The adoption of the quota system in Europe stopped the flow of immigrants coming from Southern and Eastern Europe and severely limited immigrants coming from Asia.<sup>xx</sup> This shows a very different view of immigration than in the previous immigration waves.

### *Immigration Pause*

Some scholars view the period from 1930 -1964 an immigration pause.<sup>xxi</sup> The U.S. certainly did have immigrants arriving over this time, but not in as great of numbers as before. New and stricter immigration laws were put into place that limited immigration by setting certain quotas. It is important to note that the western hemisphere was not included in the quota system.<sup>xxii</sup> In addition, during this time was the worldwide Great Depression. Also, big events such as World War I and World War II limited the number of immigrants coming from Europe. In Europe, the population growth was slowing; therefore many people chose to stay in Europe.<sup>xxiii</sup> The Bracero program, initiated during World War II because the U.S. needed agricultural workers also brought in more immigrants from Mexico.<sup>xxiv</sup>

### *The Fourth Wave*

The Fourth Wave is from 1965 to the present.<sup>xxv</sup> The quota system was removed and a new law replaced it; it was called the Immigration Act of 1965.<sup>xxvi</sup> “This law eliminated the national-origins quota system and instead established preferences favoring relatives of U.S. citizens or of resident aliens, persons with particular skills and talents, and refugees from communist countries or the Middle East.”<sup>xxvii</sup> Most of the new immigrants were coming from Latin America and Asia.<sup>xxviii</sup> “Mexico contributed more immigrants to the United States after 1960 than any other country – about 18% total.”<sup>xxix</sup> In the 1970s many immigrants came as refugees from Vietnam, Laos and Cambodia.<sup>xxx</sup> People from these countries were suffering from oppressive communist regimes or dictators.<sup>xxxi</sup> From 1980 to 1990 new immigration laws were enacted, such as the Refugee Act of 1980, the Immigration Reform and Control Act (1986), and the Immigration Act of 1990.<sup>xxxii</sup> Then in 1996, there was a shift in immigration policy with the Welfare Reforms Reconciliation Act, which cut government aid to undocumented immigrants.<sup>xxxiii</sup> In addition, in 1996 the Illegal Immigration Reform and Immigration Responsibility Act passed, making it easier to deport immigrants who did not have the proper documents.<sup>xxxiv</sup>

Today in the U.S., immigration is still a hotly debated topic. In 2012, Asians became the dominate immigration group. It is a clear shift in U.S. policy from the 1882 Chinese Exclusion act. The U.S. is also dealing with the large number of undocumented

immigrants who came to the U.S. for a better life. “To the founding fathers *e pluribus Unum* meant the fusion of the thirteen states into a single political unit; to the nineteenth-century American it denotes the unity that has developed from the mingling of peoples diverse in origin by sharing a common devotion to liberty, democracy, and tolerance.”<sup>xxxv</sup>

### **Introduction of students/background:**

Independence high school is a diverse campus. It is located on the south east side of Charlotte, N.C. It is 40% African-American, 34% white, 19% Latino, 6% Asian or Pacific Islander, .6% American Indian/Alaskan, and 2% are of mixed race.<sup>xxxvi</sup> We have a large population of English Language Learners. They are from Mexico, Central, and South America and Asia. It is very common to have at least 2 students who are bi-lingual or children of immigrant parents in a class. The diversity of the school is obvious and is one of its strengths. Because of the exposure to many different cultures, I think it makes the students more curious about the world and the walls beyond Independence High School. Many students at Independence will have friends and acquaintances of different races and cultures, which theoretically should help students to be more accepting and tolerant. As we are moving to a more globalized society, one of the goals of this unit is to help the students be even more receptive of other cultures and less timid or wary of difference.

### **Strategies**

This unit will focus on many different strategies to create a curriculum that is interesting and relevant to today’s high school students.

The preview assignment will be done before the unit begins. It is a vocabulary strategy that includes a visual that the students must create. According to education experts, drawings and other visuals help all students achieve success.<sup>xxxvii</sup> Also, it helps the student’s nonlinguistic processing of information.

In the first lesson of the unit, the students will read a brief description of the different waves of immigration and take notes on the important information about each wave by filling out a graphic organizer. Then the students will do a note comparison. Note comparisons allow students to review one another’s work and help them self-assess their own note taking and revise their work accordingly.<sup>xxxviii</sup> A second strategy in lesson one will be the use of maps, charts, and internet research. In 2010, the National Council of Social studies said that the use of visuals such as charts, maps, illustrations should be done prior to reading.<sup>xxxix</sup> Using charts about the immigration waves the students will label maps of the significant countries that immigrants came from and another map of the

U.S. labeling where they landed. The students will do this for the three significant waves in U.S. history.

In the second lesson, they will also be researching one of the countries in each wave and answering questions using the internet about that country using target notes to help organize the information. Target notes help organize information and prove to be a great pre-writing tool.<sup>x1</sup> Certain vocabulary will also need to be reviewed from the preview vocabulary lesson. The second lesson will involve the students researching the push and pull factors from one immigrant group in each wave. This is especially important because the students need to understand the similarities and differences of each immigrant story and what factors are going on in countries of origin that lead to large influxes of immigration to the United States. Also included is a homework assignment about each student's family history. They will be interviewing a family member about their family history and traditions. Even if the family history has been lost, it is important for the students to understand the importance of family history – and its intersection with immigration - no matter how recent. Comparing and contrasting activities “help move students from existing knowledge to new knowledge, concrete to abstract, and separate to connected ideas.”<sup>xli</sup>

The third lesson will focus on significant immigration legislation passed in each wave. The students will be required to use prior knowledge of U.S. history along with new research to fill out a chart and answer questions. They will be asked to focus especially on context – in other words, what was going on at that time that would motivate the U.S. to pass a new or amended immigration law. The students, in a cooperative learning format, will also create new immigration legislation for today. They will, for example, need to research current policy and gather information about documented and undocumented immigrants and their respective impacts on society.

The fourth lesson will deal with the treatment of immigrants. The students will read and analyze historical primary source documents that both support and do not support immigration, such as a 1894 document from the U.S. Immigration Restriction League and a document from President Grover Cleveland supporting immigration. The students will then use the Library of Congress' observe, reflect, and question strategy for primary source document analysis.<sup>xliii</sup> Then, the students will read actual immigrant stories from each wave of immigration and analyze how each was different and similar. The students will choose the immigrant accounts that they would like to read from one of the books listed in the specific lesson plans. Once again the strategy of comparing and contrasting will be used to generate understanding and comprehension of the immigrant experience in the United States. Comparing and contrasting activities “help move students from existing knowledge to new knowledge, concrete to abstract, and separate to connected ideas.”<sup>xliiii</sup>

In the final lesson the students will be writing a children's book about the experience of an immigrant. This is their time to be creative. They may create a character from any of the three waves that were addressed and from any of the top ten countries that immigrated to the United States in those time periods. The story must have a story line about life as an immigrant in the United States. They must have pictures and follow the rubric given. You may want to read the book *Hannah's Journal* by Marissa Moss. The students will need to brainstorm ideas using their prior knowledge, and then reflect on the process and what they have learned.

### **Objectives:**

The goal of my unit is to create a better understanding of immigration through an exploration of the historical waves of immigration in U.S. history. Each wave is different but many of the same experiences and responses run through each wave. Many of the economic and social reasons for the big waves are also similar. I think it is important for students to have solid facts on immigration to create a better understanding of immigration to the U.S. both historically and today.

The common core standards for social studies will be used throughout the unit. These are the standards adopted by most states in the U.S. to increase students' reading and writing ability. Students will be able to analyze primary source documents noting the author's point of view, motive, etc. Students will be able to recognize the similarities and differences of each wave of immigration. Students will be able to identify the locations of countries and gain a better understanding of their culture, language, etc. to help them be more competitive in a global society. Students will understand the contexts and impacts of immigration on laws and government policies.

### **Lesson Plans/Classroom Activities**

Preview Lesson:

#### *Important vocabulary*

Send home the list of vocabulary words before the curriculum unit begins. The students need notecards for each word. On the front they will put the word and on the back the definition with a picture or symbol that represents what the word means. The visual may seem elementary, but it is a very good strategy to help the student remember the meaning of the word.

Vocabulary words for the Immigrant unit:

1. Push Factors
2. Pull Factors
3. Immigration
4. port
5. urban
6. rural
7. nativist
8. Know-nothing party
9. American party
10. political machine
11. sweat shop
12. labor union
13. Knights of Labor
14. American Federation of Labor
15. tenement house
16. migrant
17. assimilation
18. melting pot
19. cultural pluralism
20. settlement houses

## Lesson Plan One

### *Reading and Mapping the Waves of immigration*

The reason for this lesson is for the students to gain knowledge of the three waves of immigration and understand geographically the immigrants' countries of origin. Cornell notes have been used for years to help students organize what they have learned. The student will read the teacher selected books or articles about the three waves of immigration after the American Revolution and the student will take notes. The students should then do note comparisons with a partner to self assess their note taking skills. Next, the students will fill in either a world map or specific location maps showing where significant populations of immigrants moved from to the United States. Which maps will be used, is up to the teacher's discretion and student knowledge of immigration. It may be important for the student with less geographic knowledge to start with a world map and identify the continents and regions before moving on to significant immigrant sending countries. After the countries are filled out on the assigned maps, one map for each wave, color the top ten countries of origin for each wave. Color the top country red, the second country orange, the third country yellow, the fourth country green, the fifth

country blue, the sixth country purple, the seventh country pink, the eighth country brown, the ninth country turquoise, and the tenth country gray. Use the same colors for each of the tree waves the unit addresses. As an exit question, ask the students why they think the number one country changed in each wave, and why.

Supplies needed:

1. Computer lab, books that discuss the different waves of immigration, or articles describing the three different waves of immigration if computers are not available. Recommended articles: Immigration and the United States History by Hasia Diner <http://www.america.gov/st/peopleplace-english/2008/February/20080307112004ebyeessedo0.1716272.html>
2. A copy of the Cornell notes
3. 3 world, European maps, or Asian maps: <http://www.eduplace.com/ss/maps/>
4. 3 U.S. Maps: <http://www.eduplace.com/ss/maps/>
5. This in an interactive map of where people came from in Europe during the different waves of immigration: [http://www.pbs.org/destinationamerica/usim\\_wn\\_flash.html](http://www.pbs.org/destinationamerica/usim_wn_flash.html) or use *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity* by Paul Spicard pages 175, 292, 343, 485, 486-508

**Immigration Wave  
Cornell Notes**

<i>Title</i>	<i>Notes</i>

## Second lesson

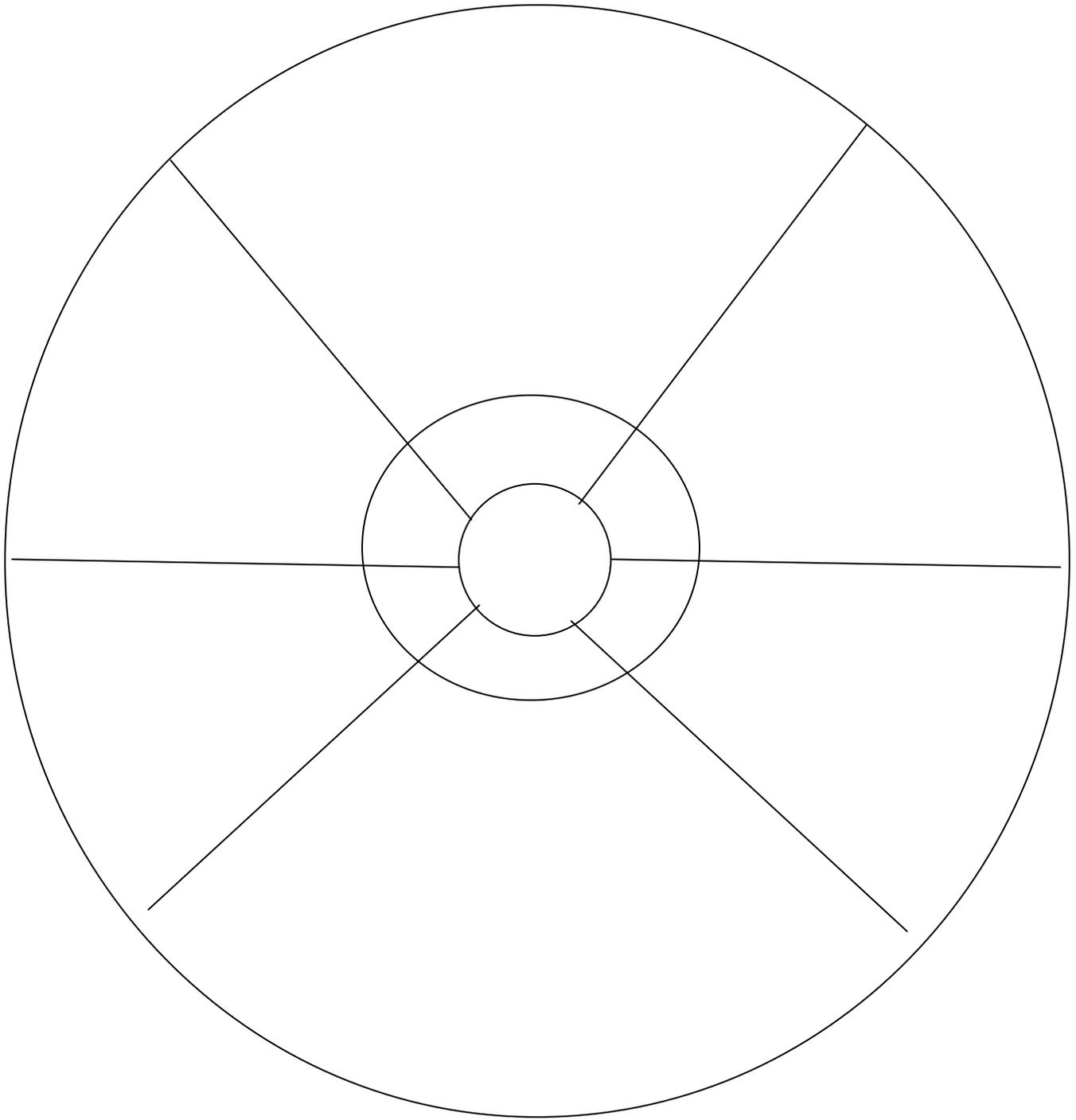
### *Why did they immigrate?*

The students will pick one of the top ten groups immigrating to the United States in each wave. They will then research each group and fill out the target notes form. Make sure the students are picking immigrants from different countries to research. The idea is for the students to understand the similarities and differences of each immigration group and get a better understanding of the comparative push and pull factors of these groups. Use the target notes for the student to find their information. As homework, the students need to interview their parents about what they know about their ancestors. Questions to be asked are very basic. Following the interview, students will also need to answer the question: Why do you think it is important to know your family history or start learning about your family history?

#### Materials needed:

1. Target note template
2. Computer lab with internet access and media center books
3. World history books, if available or European history text books, if available
4. Copies of the ancestor interview

Directions: Put the name of the country you are researching in the center box. In the six surrounding sections in the next boxes put the questions:  
**1.**What were the push Factors? **2.** What were the pull factors? **3.** Famous Americans whose ancestors came from that country. **4.** Most popular jobs done by that immigrant group when they came to America: **5.** Where did they move to and settle in the U.S.? **6.** Problems they faced when they arrived to the U.S.



## AGENDA for your family interview or relative interview

Date:

Who:

Age:

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**1. What do you know about our ancestors? (Where they moved from, why, etc.)**

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**2. Who told you that information?**

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**3. Do you know of any family heirlooms – bibles, books, pictures, recipes?**

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**4. What family traditions do you have? If so what are they?**

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**5. What traditions are you most proud of?**

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**6. What family tradition do you hope I keep alive?**

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Any other interesting facts you found out:

Essay on a separate sheet of paper: *Why do you think it is important to know your family history or start learning about your family history?*

## Lesson Three

### *Significant immigration laws*

In this lesson the student will be analyzing important U.S. legislation that impacted immigration to the U.S. Once again, books may be used but there are many good websites that describe immigration legislation. After the students finish their research, they will work in teacher created cooperating groups. In this group, the students need to imagine they are Congressmen and Congresswomen who are in charge of coming up with new immigration legislation that addresses the large number of undocumented immigrants in the country and seeks to provide a new way for them to gain green cards or documented status in the U.S. Students will need to research the economic contributions of undocumented immigrants. Students will need to think critically about the information they gather and evaluate both the positive and negative aspects of immigration before developing their own new immigration law for the United States.

### Materials

1. Copy of the law chart for each student
2. Books for research about immigration laws such as *From Open Door to Dutch Door* by Michael C. LeMay or websites such as: <http://www.law.georgetown.edu/library/research/guides/ImmigrationLaw.cfm>
3. <http://www.usimmigrationsupport.org/patriot-act.html>,  
[http://library.uwb.edu/guides/usimmigration/1891\\_immigration\\_act.html](http://library.uwb.edu/guides/usimmigration/1891_immigration_act.html),  
<http://www.unc.edu/~perreira/198timeline.html>
4. Cooperative Learning sheet
5. Books and websites to help with researching ideas for a new law such as *American Immigration Policy: Confronting the Nation's Challenges* by Steven G. Koven and Frank Gotzke,  
[http://www.urban.org/health\\_policy/url.cfm?ID=1000587](http://www.urban.org/health_policy/url.cfm?ID=1000587),  
<http://www.gao.gov/products/GAO-05-646R>,  
<http://www.americanprogress.org/issues/immigration/report/2012/11/14/44885/time-to-legalize-our-11-million-undocumented-immigrants/>,  
[http://www.analysisonline.org/site/aoarticle\\_display.asp?issue\\_id=1&sec\\_id=140002434&news\\_id=140001394](http://www.analysisonline.org/site/aoarticle_display.asp?issue_id=1&sec_id=140002434&news_id=140001394)

Law, Law, Act, or Court Case	Year Passed	What did it do?	Why was it passed?	Do you think it was a good law? Why or Why not?
<b>Henderson v. Mayor of New York</b>	<b>1875</b>			
<b>Chinese Exclusion Act</b>	<b>1882</b>			
<b>1891 Immigration Act</b>	<b>1891</b>			
<b>Anarchist Exclusion Act</b>	<b>1903</b>			
<b>Gentlemen's Agreement</b>	<b>1907-1908</b>			
<b>1917 Immigration Act or Asiatic Barred Zone Act</b>	<b>1917</b>			

Law, Act, or Court Case	Year Passed	What did it do?	Why was it passed?	Do you think it was a good law? Why or Why not?
<b>Emergency Quota Law/Act</b>	<b>1921</b>			
<b>National Origins Act</b>	<b>1924</b>			
<b>Bracero Program</b>	<b>1942-1964</b>			
<b>Chinese Exclusion Act Repealed</b>	<b>1943</b>			
<b>Immigration Act of 1965</b>	<b>1965</b>			
<b>Refugee Act of 1980</b>	<b>1980</b>			
<b>Immigration Reform and Control Act</b>	<b>1986</b>			

Law, Act, or Court Case	Year Passed	What did it do?	Why was it passed?	Do you think it was a good law? Why or Why not?
<b>Immigration Act of 1990</b>	<b>1990</b>			
<b>Illegal Immigration Reform and Immigrant Responsibility Act</b>	<b>1996</b>			
<i><b>Patriot Act</b></i>	<i><b>2002</b></i>			
<i><b>President Obama's Consideration of Deferred Action for Childhood Arrivals</b></i>	<i><b>2012</b></i>			
<i><b>Dream Act</b></i>	<i><b>Not passed yet</b></i>			

Cooperative Learning  
Immigration 2012

Group Leader's Name:

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Group Members:

2.

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3.

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4.

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Imagine you are a group of Congresswomen and Congressmen. It is your job to research and write new legislation to deal with the number of undocumented immigrants in the United States. You also need to research current immigration policy that may need to be reformed, like under what circumstances and how long it takes to achieve a green card. It is your job to create fair legislation for the betterment of the United States. You will type up your proposal with documentation and present it to the class. When you present it to the class, you need to imagine that they are your fellow congresswomen and men as well as your constituents. Good Luck.

Immigration policy today:

How many undocumented immigrants does the U.S. have?

Why factors explain the growth of undocumented immigrants in the U.S.?

What impact (both positive and negative) do undocumented immigrants have on society?

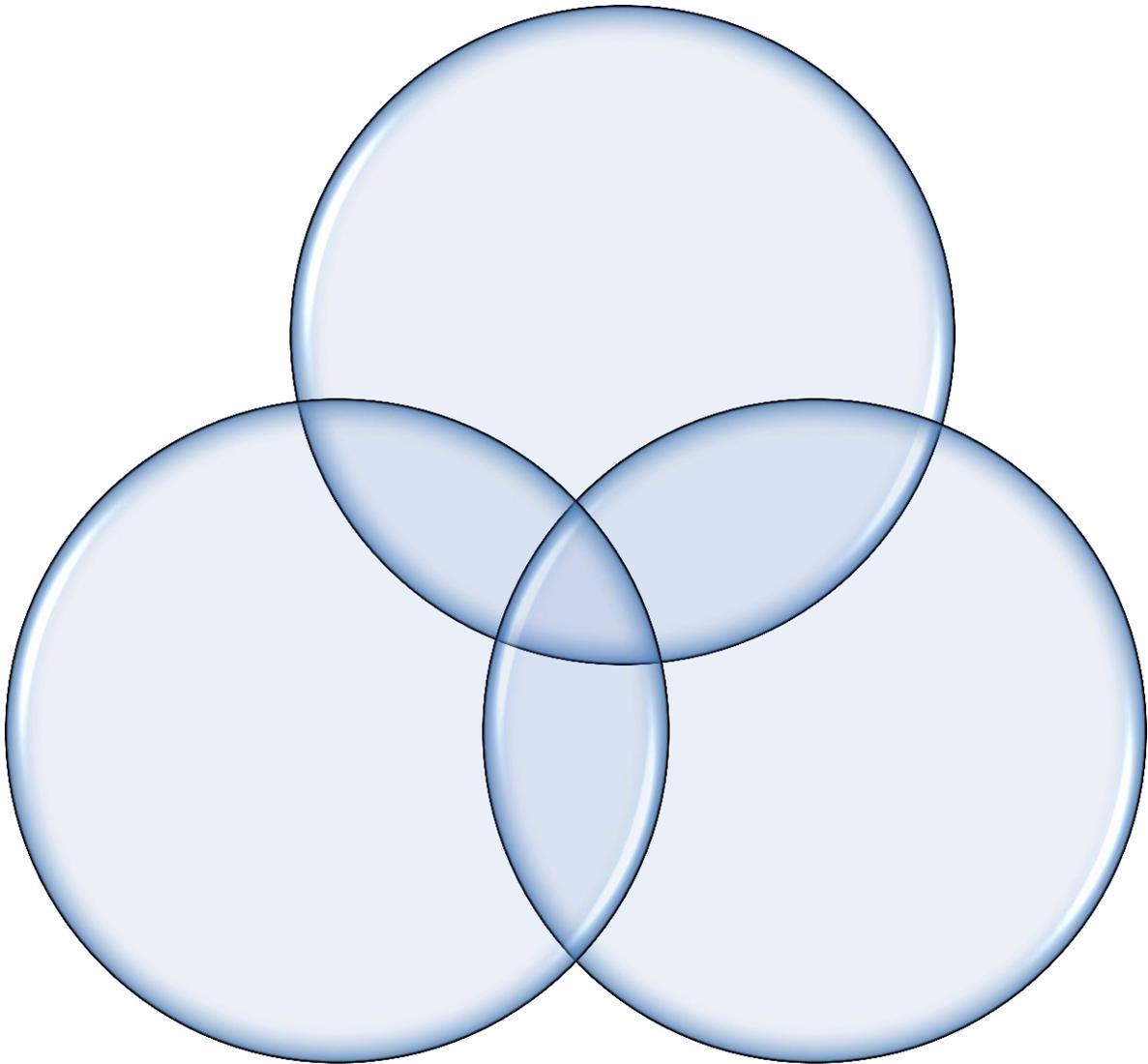
What needs to be changed?

## Lesson Four

### *Historical immigrant supporters and detractors*

In this lesson the students will read primary source documents pertaining to immigration. Then they will discuss each primary source using the Library of Congress primary source analysis strategy of observe, reflect, and question. Then the students will read 3 immigrant stories and analyze the similarities and differences between each wave by filling out a three circle Venn diagram.

1. Library of Congress primary source strategy  
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Primary\\_Sources.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf)[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Primary\\_Sources.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf)
2. Copies of *Immigration Restriction League (U.S.). Twenty reasons why immigration should be further restricted now. [Boston, Mass. : Immigration Restriction League, 1894?]* at <http://pds.lib.harvard.edu/pds/view/6523551>; and a copy of President Cleveland's veto of the literacy test act in the Immigration bill of 1897 found in *Immigration: From the Founding of Virginia to the Closing of Ellis Island* by Dennis Wepman. This book has many first-hand accounts of immigration at the end of each chapter.
3. Immigrant stories from the second wave: *Immigrant Voices: New Lives in America 1773-1986* edited by Thomas Dublin
4. Immigrant stories from the third wave: *First Generation: In the Words of Twentieth-Century American Immigrants* by June Namias or *Ellis Island Interviews: 1892-1924* By Peter Morton Coan
5. Immigrant stories from the fourth wave: *The Chosen Shore: Stories of Immigrants* by Ellen Alexander Conley, or <http://weareamericastories.org/stories/written/> , <http://www.pbs.org/destinationamerica/ps.html>
6. Copies of the diagrams for each student.



**Immigrant stories: similarities and differences**

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## Lesson five

### *Culminating activity: Creating an immigrant children's book*

In this lesson the students will create a children's book about immigrating to the United States or a story about their life once they arrived in the United States. It must have pictures and be historically accurate. Each student will fill out an information sheet about their book with their name, what immigration wave they will be using, and what facts will be included in the book. This project helps to encapsulate everything learned in the unit and allows students to use their creativity to create an original work. The book will include character development, setting, and plot. This book is not for a toddler but for a child 4-8 years old. It must have at least 3 sentences per page and at least ten pages. After the students complete their book they will fill in what they learned from writing their book. Most likely, the students will finish this at home and have it due a week later. The students will also fill out a reflection paper for the teacher addressing what they have learned and opinions about the process.

#### Materials needed:

1. Paper
2. Hole punch
3. String to bind the book
4. Crayons, markers, etc.
5. Printed rubrics
6. Printed outline sheets to be turned in with the book

### *Story book rubric*

Character development	10	
Plot	20	
Historical accuracy	20	
Art/pictures	20	
Overview sheet	5	
Reflection	5	
Neat and colorful	10	
<b>Total</b>	<b>100</b>	

Over view:

Name:

Immigration wave:

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Main Character

Brainstorm: \_\_\_\_\_

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Brainstorm plot ideas:

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Final idea: \_\_\_\_\_

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Main character: \_\_\_\_\_

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Plot: \_\_\_\_\_

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**Reflection: Please answer each question in complete sentences.**

Name:

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How did you like writing your story? What motivated you to create your main character?

What was difficult about writing it? Why?

What did you learn about immigration from this experience?

## Bibliography for Teachers

" The Patriot Act and US Immigration ." United States Immigration: Green Card, Visas and U.S. Citizenship . <http://www.usimmigrationsupport.org/patriot-act.html> (accessed November 25, 2012). This gives a description of how the Patriot Act affected immigration. It is short and concise.

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November 25, 2012). Ms. Diner writes a great article about the history of

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Jones, Maldwyn. *American Immigration*. 1960. Reprint, Chicago: The University of Chicago Press, 1992. *American Immigration* is an engaging book about U.S. immigration. It offers a wealth of information.

Koven, Steven G., and Frank Goetzke. *American immigration policy confronting the nation's challenges*. New York: Springer, 2010. In this book, the author discusses the historical aspect of immigration policy and the problems the U.S. faces today.

LeMay, Michael C.. *From open door to Dutch door: an analysis of U.S. immigration policy since 1820*. New York: Praeger, 1987. Mr. LeMay focuses on the historical policies of immigration since the 1820s. It is informative without being biased.

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2012). This document address the tie to undocumented immigration and the

crime rate in the U.S.

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This website offers immigrant stories from today's immigrants.

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great book on immigration.

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[http://www.analysisonline.org/site/aoarticle\\_display.asp?issue\\_id=1&sec\\_id=140](http://www.analysisonline.org/site/aoarticle_display.asp?issue_id=1&sec_id=140)

[002434&news\\_id=140001394](http://www.analysisonline.org/site/aoarticle_display.asp?issue_id=1&sec_id=140002434&news_id=140001394) (accessed November 25, 2012). This is an

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## Reading List for Students

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Library of Congress. "Teacher's Guide to Analyzing Primary Sources." [loc.gov](http://www.loc.gov). [www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Primary\\_Sources.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf) (accessed November 25, 2012). The Library of Congress guide to analyzing primary sources is a great resource for teachers who are new to common core.

"Timeline." University of North Carolina at Chapel Hill. <http://www.unc.edu/~perreira/198timeline.html> (accessed November 25, 2012). UNC created this immigration policy timeline it is a great resource for the unit.

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[http://library.uwb.edu/guides/usimmigration/1891\\_immigration\\_act.html](http://library.uwb.edu/guides/usimmigration/1891_immigration_act.html)

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[http://www.analysisonline.org/site/aoarticle\\_display.asp?issue\\_id=1&sec\\_id=140002434&news\\_id=140001394](http://www.analysisonline.org/site/aoarticle_display.asp?issue_id=1&sec_id=140002434&news_id=140001394) (accessed November 25, 2012). This is an economic perspective on immigration.

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## List of Materials for Classroom Use

### Lesson One

1. Computer lab, books that discuss the different waves of immigration, or articles describing the three different waves of immigration if computers are not available.
2. Recommended articles: Immigration and the United States History by Hasia Diner
3. <http://www.america.gov/st/peopleplace-english/2008/February/20080307112004ebyeessedo0.1716272.html>
4. A copy of the Cornell notes
5. 3 world, European maps, or Asian maps: <http://www.eduplace.com/ss/maps/>
6. 3 U.S. Maps: <http://www.eduplace.com/ss/maps/>
7. This is an interactive map of where people came from in Europe during the different waves of immigration:  
[http://www.pbs.org/destinationamerica/usim\\_wn\\_flash.html](http://www.pbs.org/destinationamerica/usim_wn_flash.html) or use *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity* by Paul Spicard pages 175, 292, 343, 485, 486-508

### Lesson Two

8. Materials needed:
9. Target note template
10. Computer lab with internet access and media center books
11. World history books, if available or European history text books, if available
12. Copies of the ancestor interview

### Lesson Three

13. Copy of the law chart for each student
14. Books for research of the immigration laws such as *From Open Door to Dutch Door* by Michael C. LeMay or websites  
<http://www.usimmigrationsupport.org/patriot-act.html>,
15. [http://library.uwb.edu/guides/usimmigration/1891\\_immigration\\_act.html](http://library.uwb.edu/guides/usimmigration/1891_immigration_act.html),
16. <http://www.unc.edu/~perreira/198timeline.html>, etc.
17. Cooperative Learning sheet
18. Books and websites to help with researching ideas for a new law such as *American Immigration Policy: Confronting the Nation's Challenges* by Steven G. Koven and Frank Gotzke,  
[http://www.urban.org/health\\_policy/url.cfm?ID=1000587](http://www.urban.org/health_policy/url.cfm?ID=1000587),  
<http://www.gao.gov/products/GAO-05-646R>,  
<http://www.americanprogress.org/issues/immigration/report/2012/11/14/44885/ti-me-to-legalize-our-11-million-undocumented-immigrants/>,  
[http://www.analysisonline.org/site/aoarticle\\_display.asp?issue\\_id=1&sec\\_id=140002434&news\\_id=140001394](http://www.analysisonline.org/site/aoarticle_display.asp?issue_id=1&sec_id=140002434&news_id=140001394)

### Lesson Four

19. Library of Congress primary source strategy  
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Primary\\_Sources.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf)[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Primary\\_Sources.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf)
20. Copies of *Immigration Restriction League (U.S.). Twenty reasons why immigration should be further restricted now. [Boston, Mass. : Immigration Restriction League, 1894?]* at <http://pds.lib.harvard.edu/pds/view/6523551>; and a copy of President Cleveland's veto of the literacy test act in the Immigration bill of 1897 found in *Immigration: From the Founding of Virginia to the Closing of Ellis Island* by Dennis Wepman. This book has many first hand accounts of immigration at the end of each chapter.

#### Lesson Five

21. Immigrant stories from the second wave: *Immigrant Voices: New Lives in America 1773-1986* edited by Thomas Dublin
22. Immigrant story from the third wave: *First Generation: In the Words of Twentieth-Century American Immigrants* by June Namias or *Ellis Island Interviews: 1892-1924* By Peter Morton Coan
23. Immigrant stories from the 4<sup>th</sup> wave: *The Chosen Shore: Stories of Immigrants* by Ellen Alexander Conley, or <http://weareamericastories.org/stories/written/> , <http://www.pbs.org/destinationamerica/ps.html>
24. Copies of the diagrams for each student.

#### Lesson Six

25. Materials needed:
26. Paper
27. Hole punch
28. String to bind the book
29. Crayons, markers, etc.
30. Printed rubrics
31. Printed outline sheets to be turned in with the book

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- <sup>i</sup> Paine, Thomas. "Common Sense by Thomas Paine." TeachingAmericanHistory.org -- Free Seminars and Summer Institutes for Social Studies Teachers. <http://teachingamericanhistory.org/library/index.asp?document=38> (accessed November 25, 2012), pg. 2.
- <sup>ii</sup> National Governors Association Center for Best Practices, Council of Chief State School Officers. ": Common Core State Standards ." Common Core State Standards. [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) (accessed September 16, 2012) pg. 63.
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