

Teaching New Scholarship Primary Source Documents & Teaching the American West

“Against the Grain”

Lesson Plan Title: Analyzing the History of Immigration in America: Reflections of New Immigrants in American Schools (Are we the same or different from those before us?)

Duration, Class, Grade Level, Number of Students:

- **Duration:** 12 class periods, 45 minutes each class period
- **Class:** Enrichment/Intervention Block to support language and social studies core instruction
- **Grade:** Ohio-grades 4 and 6, 36 second language learners

Location: West Chester, Ohio Adena Elementary, Lakota Local Schools

Key Vocabulary:

- Immigration
- Refugee
- Oral history
- Perception
- Benefit/Advantage
- Literacy
- Journey
- Primary sources/secondary sources
- Census data
- Analysis
- Inquiry
- Civil Rights
- Industrialization
- Perspective

Instructional Material:

- Standards/learning targets and student “ I can statements”
- Technology (computers, tablets, iPads)
- Primary sources: census data, cartoons, murals, maps, photographs
- Photo-analysis tools from Library of Congress
- Audio-analysis tool from Library of Congress
- KWL chart
- 3M interactive map
- Interview Sheets
- Wifi
- Writing Reflection Assessment
- Chart paper, post-it notes, markers, paper
- Literature components: Civil Rights legislation
- Story books on coming to America from Ellis Island and Angel Island

Enduring Understanding (Big Idea):

This unit promotes reflection on the value of diverse perspectives about immigrant experiences. The underlying goal is for students to understand that the United States is a nation of immigrants with a variety of backgrounds. These immigrants have different reasons for coming to the United States and have unique stories about their journeys that need to be shared with others. Students will experience what immigration was like 100-150 years ago and explore the Immigration Act of 1917 and its implications. Students will analyze a collection of images from the past to reflect on their personal immigration experiences discussing what has changed in immigration today. In talking with each other students will compare journeys to America as a means to share experiences and record their oral histories digitally.

Essential Question:

How do the experiences of immigrants in the 19th and 20th centuries compare to those of immigrants today?

Additional Guiding Questions to explore:

- Did past immigrants have it easier? Why do you think so?
- What has changed about how people come to America destined for a new life and what happens once they arrive?
- How does government's authority affect citizens' rights?
- How do people affect the area in which they live?
- How does where you live affect how you live?
- What is the benefit of coming to America from one entry point over another?
- How did immigrants benefit America in the 1800's, 1900's?
- What challenges did immigrants face? Are those challenges different today?

Learning Objectives:

1. Students will demonstrate an ability to recall various facts about the following:
 - a. Various waves of immigration to the U.S.
 - b. Why the immigrants left their homelands
 - c. Why they chose to come to the U.S.
 - d. Where they settled when they came
2. Students will demonstrate an understanding of the many difficulties that the immigrants faced when they arrived in America, and how these problems would be dealt with through charitable organizations and demands that the American government legislate reform.
3. Students will demonstrate an understanding of the many roles that immigrants have played in the development of the U.S. through the production of personal autobiography, family genealogy, biography, oral histories, and group research on a specific immigrant group.
4. Students will compare and contrast the lifestyles and problems associated with living in a rural setting and an urban setting.

5. Through research, students will discover the literature of immigrants to enhance their appreciation of immigrants' experiences.
6. Students will write multi-genre pieces related to their own family's immigration, including an oral history.
7. While studying the primary and secondary sources, students will demonstrate knowledge and understanding of the fight for civil rights by the many groups that make up America.

Student “I can statements”

I can . . .

- Use web technology to access immigration history
- Develop an understanding of the concept of immigration
- Develop oral history writing skills, including note-taking and coming up with questions
- Read for detail
- Use real-world examples as models for writing an oral history
- Compare and contrast immigration stories of the past with the present
- Compare and contrast immigration through Ellis Island and Angel Island
- Use technology to explore a historical place and event
- Use graphs and facts to respond to several research-based questions and activities
- Share my personal immigration story to enrich others

Standards: or Common Core Standards that the lesson meets.

National Standards for Social Studies:

Subject Matter Standards: We will be addressing 7 of the 10 Thematic Standards

1. Culture and Cultural Diversity
2. Time, Continuity and Change
3. People, Places, and the Environment
4. Individual Development and Identity
5. Individual, Groups, and Institution
6. Power, Authority and Governance
8. Global Connections

Common Core Standards:

1. CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
2. CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. CCSS.ELA-LITERACY.RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies
4. CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Background:

This lesson will share the personal student journeys to America within our classroom (Meet Young Immigrants). Students will discuss how they came to America and their journey as immigrants. Their point of view and their experiences will be compared to immigrants of the past. *How do the experiences of immigrants 100 years ago in U.S. history compare to those of immigrants today? Did past immigrants have it easier? Why do you think so? What has changed about how people come to America destined for a new life and what happens once they arrive?* After modeling how to think critically and examine photographs to learn about the past in whole group, students will then connect with other primary source photographs and find similarities they can relate to in their experiences as immigrants in modern day America. The [Scholastic Lesson Meet Young Immigrants](#) helps teachers conceptualize how to expose the idea of immigration with young students. This lesson was created after I read the following article: [Teaching Immigrant Students to Look Forward](#)

Both students and teachers should begin this lesson by looking at themselves and their own idea of immigration in America and what they believe should happen with the current immigration laws in America. As the various lesson components unfold, new information about the history of immigration will be presented. Also, the history, purpose and impact of the United States immigration data will help students to evaluate the expansion of the United States to include many different kinds of people.

Suggested Procedure:

Setting the Stage: Students will see the following image from the Library of Congress Primary Sources: <http://www.loc.gov/pictures/resource/cph.3b00563/> Students will answer the question: What do you see? What do you think? What do you wonder? Demonstrate that we can learn a lot from examining photos from the past. Introduce the topic immigration with the 100 year anniversary of the Immigration Act of 1917, also known as the Literacy Act. Ask students to discuss feelings about this photography and the Immigration Act of 1917. Being immigrants themselves, I am assuming this idea from the past would anger them.



Part 1: Building Background-What is immigration?

Introduce the topic of immigration to the United States through a class discussion. Use the Discussion Starters below for ideas. Ask students to volunteer any information they may already know about U.S immigration, both in the past and the present. Encourage students to share family stories. Write repeating themes on the board for students to copy down.

Discussion Starters:

- What is the definition of immigration?
- What are some reasons people immigrate?
- Why is America a popular destination for immigrants?
- What are some of the obstacles that an immigrant faced in the past?
- What are some of the obstacles that an immigrant faces today?
- Who were some famous immigrants that made important contributions to America?
- What are some controversial issues surrounding immigration today?
- What does it mean to be "Americanized"?
- What are some creative ways Americans can assist newly arrived immigrants?

1) **Start by introducing the Essential Question:** *How do the experiences of immigrants in the 19th and 20th centuries compare to those of immigrants today?*

2) **Explain** that before we can answer the EQ, we must first have an understanding of what "immigration" means. Pose the question, "What is "immigration"? Have students do a Think-Pair-Share activity, starting with a 5 minute pre-write.

3) **First Person Stories: Videos** of students interviewed who are immigrants to America. Have students take notes. What did they learn from the video that either confirmed or changed their thinking of what an immigrant is? [Meet Young Immigrant Videos](#)

4) **Gathering Knowledge** through [KWL Chart](#): Students will record what they know about immigration in the United States from the 19th and 20th centuries and what they want to know and share with a partner. Come back as whole group to share ideas. Connecting core content from social studies class to our class. Reaching back to reach forward in our learning.

5) **Immigrant Stories-Literacy Connection**-students will hear two stories about immigration through interactive read-aloud. One story about immigrants arriving through Ellis Island and one story about immigrants arriving through Angel Island. Whole group discussion on the similarities and differences of each story. Reading aloud in whole group helps build background and understanding of the stories.

[Read Aloud 1: At Ellis Island, A History in Many Voices](#)

[Read Aloud 2: Landed](#)

[Additional Books about immigrant children coming to America](#)

Supplemental Video Clip: <https://www.youtube.com/watch?v=5rz5whByOts>

6) **Five minute quick write** on the differences between the two stories and how the entry points affected each character. Turn and talk with a shoulder partner to practice listening and speaking and story elements.

7) **On an interactive map** from [Map Maker Nat Geo](#) on the 3M, students will locate the countries the characters came from and their travel route as well as the countries they came from themselves and trace their own travel route in which they arrived to America using the interactive pen. Students will graph where everyone came from. What is the dominant ethnicity in our classroom? Students will then locate Ellis Island and Angel Island on the map going back to the KWL chart to record new information or new questions that arise. What else do you want to know? Students will create their own questions practicing using W/H question words.

8) **Virtual Field Trip:** What did Ellis Island and Angel Island look like? Students will explore the entry ports by taking a virtual fieldtrip to gather more knowledge from digital resources to cement new learning heard in the read-aloud texts. Students will add more information to KWL chart as well as fill out the WebQuest regarding being an immigrant through Ellis Island and Angel Island:

<http://www.arrowheadschoools.org/faculty/flesch/ImmigrationWebQuest2013.docx>

[Ellis Island Virtual Tour](#)

[Angel Island Virtual Tour](#)

[Additional](#)

9) **Using technology:** Students will read stories on the [Scholastic News](#) website about people who immigrated to America to gain perspective of modern day immigrants through oral histories. Students will explore the Immigration: [Stories of Yesterday and Today online activity](#) individually on computers or tablets. With their copies of the KWL Chart printable to fill out as they explore the activity.

10) Students will review a [timeline of immigration](#) to gather more information about what affected immigration in America in the past. Each time students gather more or new information they will add it to the KWL chart as a formative assessment of reading and transcribing new information from various sources.

Part 2: Looking at the Past through Primary and Secondary Sources

- 1) Review the differences and advantages of primary and secondary source usage to answer an essential question and dig deeper into learning about the past. Explore components of the following [Primary vs. Secondary Sources PPT](#)
- 2) Students will be exposed to 1 photograph of immigrants arriving to America in the early 1900's from the Library of Congress website as a model of how to use the photography analysis tool to observe, reflect and question the raw material (whole group-teaching students how to engage with a primary source, thinking critically and construct knowledge). As a result of this activity students will have examined raw materials of history to original documents which were created between 1900-2017. Students will make meaning from photographs by thinking critically and moving through an inquiry process to make comparisons between the past and present. Helping students analyze primary sources will guide them toward higher-order thinking and better critical thinking and analysis skills in other classes as well.
Photograph used: <https://www.loc.gov/item/97501668/>



LOC Photo Analysis Tool: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

Additional Construction of Knowledge: Students will discuss the image and with a partner they can choose one of two way to interact with the photograph: create a caption for the photograph or create speech bubbles to imagine dialogue from the perspective of one of the people in the images. **The Reveal:** Image source and information will be shared. Was your caption close to describing this image? What surprised you? What new caption could you create with the new information you have now? Think and discuss in whole group. Ellis Island immigrants, what do you already know about Ellis Island? Where is it? What did it serve as? What other national symbols and places do you know about that may have been around at the same time? Liberty? Freedom? Why would people come to America?

- 3) **Using the Cropping Tool**, students will listen to a series of question prompts to dig deeper into the photograph to think critically and construct knowledge.

Cropping Tool:



Cropping Tool Questions:

1. Crop to show what first caught your eye

Think and Discuss (T/D): Discuss why you noticed this part.

2. Crop to show who this image is about

Think and Discuss (T/D): Discuss why this person is important

3. Crop to show clue of when this is happening

Think and Discuss (T/D): What helps us recognize specific times?

4. Crop to a clue you have a question about

Think and Discuss (T/D): What question do you have?

*With a partner: Students take turns using their cropping tool, thinking and discussing this image

Additional Cropping Questions:

Crop to a clue that shows where this takes place.

Think: What has happened at this place?

Crop to show tension or a problem.

Think: Do you see other problems?

Crop to a clue that you have a question about.

Think: What is your question?

Crop to a fact that this image definitively tells us about the past.

Think: How do you know this is a fact?

Crop to why this image was important during the time that it was created.

Think: What else was going on during that time period?

Crop to a place where you would add something to this image.

Think: What would you add and why?

Share out with whole group to encourage open thinking and reflecting, hear voice, making connections to what others say.

- 4) **Gallery Walk:** Students will see a series of photographs of immigrants and immigrant related laws and primary sources from 1900's in a gallery walk. They will take post-it-notes and find something in the photograph that they can relate to, a similar experience or feeling, jot it down and post under the picture (making real-world connections, construct knowledge, make meaning). Whole group share out of connections and observations, go back to the essential question, what more information can we add now (teacher adds to question from student responses).

Primary Sources: See images in the image gallery at the end of lesson plan
LOC Photo Analysis Tool: <http://www.loc.gov/teachers/primary-source-analysis-tool/>

- 5) **Formative Assessment and Reflection:** Students will be informally assessed throughout the lesson and their engagement by the answers they give in whole group, what they write and what they decided to share. Students will be evaluated using a reflection tool to indicate how they made connections from the past to their present lives and how they answered the essential question with evidence from primary sources. Students will answer the question, “when I see this image it makes me think about the time when . . .”

Evaluation tool:

<https://docs.google.com/document/d/10pP1iieeoOD1QoTvDqr460dmwhYfotTOYiamovr4CGM/edit?usp=sharing>

Part 3: Understanding Data

Students will use various forms of data (graphs, charts, tables) to collect more information regarding statistical information on immigrants in America. Students will record new learnings on KWL chart and share new learning with a shoulder partner. What surprised you? What did you find interesting? What do you have more questions about? Look over the various charts, graphs, and tables in this section of the activity with students. Ask volunteers to describe the kind of information each one is showing. Ask them about ways they could use the data. Ask students to compare a table with a chart or graph that shows the same information. How are they similar and different?

Have students state the advantages and disadvantages to using each one.

<https://www.scholastic.com/teachers/activities/teaching-content/explore-immigration-data/>

As a class we will gather our own immigration data and graph our ethnicities and dates of entry.

Part 5: Impact of Immigrants on the United States

a. The ESL students in this class will read and research to explore the [impact of expansion on the Chinese and Hispanics during the West Ward Expansion](#). Students will describe the treatment of Chinese immigrants and Hispanic citizens during the westward expansion of the nineteenth century. This class is comprised of a majority of Chinese and Hispanic students. Using real world experiences from history to show how others before them affected America is important in understanding what happened in the west during the 19th and 29th century. We tend to remember more information when we can make a connection.

Students will choose one of the following questions to answer and discuss with a peer: What new learning do you have? What surprised you? How were immigrants important to the Westward Expansion? How did immigrants contribute to the success of the railroad? How was racism expressed during that time? Does this happen today? With a partner, explore the video clips below on an electronic device. Discuss new learning.

Video Clip: <https://www.youtube.com/watch?v=89auXmDHcl4>

Video Clip: <https://www.youtube.com/watch?v=bRNos3m-z5k>

b. Students will explore Library of Congress primary resource sets on the Chinese Exclusion Act and answer the 5W and 1H questions to retell what they learned about how the Chinese were treated in the west citing evidence from their resources:

<https://www.loc.gov/rr/program/bib/ourdocs/chinese.html>

Part 6: Interviewing Classmates

Forming relationships with peers, exchanging personal information and personal stories. Due to the sensitivity of the issue of undocumented and illegal students, we will NOT be exploring that issue in this unit. We will however, exchange information with our peers about our experiences to begin to talk about ourselves. Students will conduct an interview with a partner while practicing note taking skills, punctuation, listening and speaking and recording primary source information. The following questions were created to assist students in initiating a conversation:

<https://drive.google.com/file/d/0BxtNkRop-CImM2Z2OFNJVEF1N3c/view?usp=sharing>

Part 7: Oral History

Students will hear and audio recording from the LOC of one immigrant who came to the United States and what they experienced. Before listening, students will review the essential question. They will then go back and answer, what new learning do we have from hearing someone's story? Is a story a primary source? How do you know? Students will listen a second time using the Primary Source Analysis Tool for Audio.

What is your evidence? What new learning do you have? What can we learn from the stories of immigrants from the past?

The students in class have come to American through some very challenging circumstances like other immigrants before them. Capturing these stories is not only important for their personal journey, but also important for others to know and appreciate as we create a diverse program in a new school. Students will create personal story charts detailing their arrival to America. With their story charts, students will then create an audio recording of their history, telling their personal stories of how and when they came to America.

Students will share their personal oral histories they recorded with Educreations or iMovie at a listening station for each other to hear. Students will spend time talking about the similarities, differences, and connections they can make to each other and immigrants of the past.

LOC audio primary source: Oral history with 82 year old female, Fruita, Colorado

<https://www.loc.gov/item/afcca1000075/>

[LOC Audio Analysis Tool](#)

Part 8: Whole Group Panel Discussion-Analyzing and Discussing Various Immigrant Experiences

Students will be divided into two groups-Groups A and B. One group will be considered panelists or Group A that will receive questions from group B. Group B will have five minutes to write questions to ask the panelists about how their experiences of immigration were similar or different from those in the past. Students will then in whole group compare and contrast immigrant stories and discuss examples that connect their experience to the past.

Self-reflection: Students will answer the question, “How does the immigrant experience relate to my own identity?”

Evaluations (Assessment):

Students will be informally assessed throughout the lesson and their engagement by the answers they give in whole group, what they write and what they decided to share to demonstrate understanding of new learning. Students will be evaluated using a personal reflection tool to indicate how they made connections from the past to their present lives and how they answered the essential question with evidence from primary sources.

Formative:

1. Photograph Reflection Tool: Personal Connections Document from Gallery Walk
2. Primary Source Analysis tools and recorded thoughts
3. KWL chart information
4. Interview information, Panel Questions
5. Self-Reflections

Summative:

Immigration Written Reflection

6. Convey to students that they are to be thinking about the Immigration information gathered and the activities overarching concepts and ideas. Students will reflect upon and answer the following questions in their writer’s notebook:

What are some reasons that people have immigrated to the United States?

How have immigrants shaped America since the 18th and 19th centuries?

How have the experiences of immigrants from the 18th and 19th centuries changed for modern day immigrants? Make a claim and support with 3 forms of evidence from your learning in this unit.

Extensions: The lesson as it is presented, offers many extension possibilities. Teachers can choose to do just one part of this lesson, or all parts. The oral histories and interviews provide students with the opportunity to create their very own primary sources to be shared with classmates and other teachers.

a. Great ways to publish and celebrate each other:

- Publish a class book containing each student's oral history project.
- Create a taped version of each report.
- Write a play based on the life of the person interviewed and then act out your play.
- Read your report during a school parent night.
- Use a multimedia software program to create an interactive version of oral histories complete with photos and voice recordings of your subject.
- Host a young author's conference in the classroom.

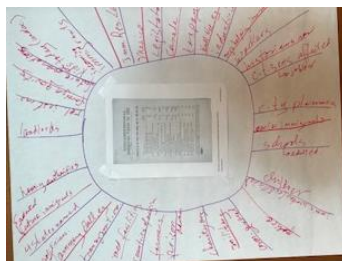
b. Using Primary Sources: Students can use the primary source photographs from the Library of Congress in comparison to their own illustrations they draw about their arrival to America. Students can also use their own photographs of their journey to American to show similarities and differences between the two while other students use the photo analysis tools to dig deep into the photographs.

c. Circle of Viewpoints: Students can research and choose their own primary sources to support their investigation of the essential question. Allow students to dig deeper into the primary source to show their visible thinking of multiple perspectives of the primary source.

Brainstorm a list of different perspectives and then use this script skeleton to explore each one:

1. **I am thinking of ... the topic... From the point of view of ...** the viewpoint you've chosen
2. **I think ...** describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint
3. **A question I have from this viewpoint is ...** ask a question from this viewpoint

Wrap up: What new ideas do you have about the topic that you didn't have before? What new questions do you have?



**This would have to be modeled before given as an extension.*

Resources: A list of print, electronic, and artifacts that will aid in the preparation and development of this lesson.

Immigrants:

<https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=immigration>

<http://teacher.scholastic.com/activities/immigration/webcast.htm>

<https://www.youtube.com/watch?v=ZnpgiUY5ip4>

http://teacher.scholastic.com/activities/asian-american/angel_island/

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/immigration-lesson-plan-grades-3-5/>

<http://www.arrowheadschoools.org/faculty/flesch/ImmigrationWebQuest2013.docx>

Primary Sources:

https://www.georgewbushlibrary.smu.edu/~media/GWBL/Files/Education%20pdfs/ElementaryLP_PrimarySecondarySources_Web.aspx

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Oral_Histories.pdf

<https://www.loc.gov/item/afccal000075/>

[LOC Audio Analysis Tool](#)

Immigration Data:

http://teacher.scholastic.com/activities/immigration/immigration_data/index.htm

<http://www.latinamericanstudies.org/immigration-statistics.htm>

<http://www.migrationpolicy.org/programs/data-hub/charts/immigrant-population-over-time>

Impact of Immigrants on America:

<https://courses.lumenlearning.com/ushistory2os2xmaster/chapter/the-impact-of-expansion-on-chinese-immigrants-and-hispanic-citizens/>

<https://www.uscitizenship.info/Chinese-immigration-and-the-Transcontinental-railroad/>

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/ri-seind/chinimms/>

Video Playlist:

<https://www.youtube.com/watch?v=5rz5whByOts>

<https://www.youtube.com/watch?v=89auXmDHcl4>

<https://www.youtube.com/watch?v=bRNos3m-z5k>

Images:

Primary Resources Used from LOC:

1. Setting the State Photograph: <http://www.loc.gov/pictures/resource/cph.3b00563/>



2. **Model activity resource:** Thinking Critically, What we can learn from photos of the past
Four immigrants and their belongings, on a dock, looking out over the water; view from behind
<https://www.loc.gov/item/97501668/>



3. **Gallery Walk Primary Source Images:**

a. **Immigrants, Ellis Island**

<http://www.loc.gov/pictures/resource/cph.3a21817/>



b. **Recently Arrived Immigrants, Ellis Island, NY**

<http://www.loc.gov/pictures/resource/cph.3a40444/>



c. **Immigrants waiting to be transferred, Ellis Island, October 30, 1912**

<http://www.loc.gov/pictures/resource/cph.3a13599/>



d. Immigrant family at Ellis Island. New York City. March 1917

<https://www.loc.gov/resource/cph.3a32171/>



e. Many Peoples

<https://www.loc.gov/item/00651568/>



f. Free Classes in English

<http://www.loc.gov/pictures/resource/ppmsca.05660/>



4. Audio resource:

Oral history with 82 year old female, Fruita, Colorado

<https://www.loc.gov/item/afcca1000075/>