

TPS at Waynesburg University Unit Outline



Challenges for Immigrants

Subjects: History, Geography & English

Grade Level/Range: 8th & 9th grade

Overarching Goal or Concept for the Learning Unit:

- Teach the students about where their ancestors immigrated from and where they went in America.
- Discuss the American Dream and its importance in the decision to immigrate to the United States.
- Implement student-based research to utilize and better the students' computer skills.
- Discuss the types of jobs immigrants did in the United States and how this affects the economy.

Overview:

- The United States is considered an immigrant nation. This unit uses the discussion of the students' ancestors and teaches the students about diversity in the United States. Compare Angel and Ellis Island to help the students understand the route of migration. Teach the students about the challenge immigrants face finding jobs. The concept of the American Dream is also used to discuss the quality of jobs acquired by immigrants.

Written By: Jason Poland & Jon Carlier

Date: 4/5/2014

Pre-instructional Assessment/Introduction:

- To introduce this lesson, ask the students about their ancestors and ethnic background. Talk about the people from various countries and discuss with the students any stories they have been told about how their ancestors immigrated to America.



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Lesson/Activity #1

Lesson Name/Activity #1: The Immigrants to Angel Island

Created By: Jason Poland

Overview of Lesson:

- This lesson will give the students the opportunity to better understand immigration in the 20th century. The students will look at European countries that contributed to the increase in American population during this time and examine why America was the destination for so many immigrants.

PA Standards:

- CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Investigative Question for this activity:

- What was the reason for the sudden boom in European immigration to America in the early 20th century?

Objective(s):

1. Students will identify which European countries were contributing the most immigrants to America in the 20th century.
2. Students will demonstrate an understanding of some of the issues that were occurring in Europe during the 20th century.
3. Students will describe reasons why the European immigrants chose America as their destination.

Materials:

- Worksheets
- Maps
- Highlighters
- Notebooks



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Print Sources:

1. Statistical atlas of the United States, based upon the results of the eleventh census, Henry Gannett, 1898: <http://hdl.loc.gov/loc.gmd/g3701gm.gct00010>
2. Carte figurative et aproximative representant, Charles Joseph, 1781-1870: <http://hdl.loc.gov/loc.gmd/g3201e.ct000242>
3. Auswanderer-karte und wegweiser nach Nordamerika, Zimmermann, Gotthelf, 1853: <http://hdl.loc.gov/loc.gmd/g3701e.ct000244>
4. Four immigrants and their belongings, on a dock, looking out over the water; view from behind, 1912: <http://www.loc.gov/pictures/item/97501668/>

Student Learning Process:

- Have the students discuss their ancestors' nationality.
- Ask why they think there is such diversity.
- Go over the major European countries by covering their economic policies, government types, and religious views.
- Offer the students the chance to understand the diversity throughout Europe.
- Discuss any major issues going on in Europe in the 20th century.
- Conduct a lecture about the ways that the immigrants would travel to America, specifically Ellis Island.
- Use the maps from the treasure box to explain the routes of travel.

Closure:

- Have the students talk again about their ancestors and where they came from in greater detail.

Modifications/Accommodation Techniques for Students with Special Needs:

- Vocabulary sheets
- Slower pace on the more difficult concepts
- Guided worksheets

Informal Assessment:

- The teacher would be responsible for informing the students on all of the background knowledge of the individual countries. Also, the teacher should be prepared to answer diverse questions about the countries.



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Lesson/Activity #2

Title of Lesson/Activity #2: Angel Island

Created By: Jonathan Carlier

Overview of Lesson:

- A strong majority of students know about Ellis Island, but few know about Angel Island which is the equivalent immigration port in San Francisco. This port is the immigration headquarters of the West Coast. In many history books, all of the fame goes to Ellis Island; however, Angel Island is considered the Ellis Island of the West. This lesson is intended for students to learn more and research about Angel Island.

PA Standards:

- **CC.8.6.9-10.E:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **CC.8.6.9-10.F:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CC.8.5.9-10.G:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Investigative Question for this activity:

- How does Angel Island compare to Ellis Island?

Objective(s):

1. Students will compare the two different immigration ports of Ellis Island and Angel Island.
2. Students will understand where the immigrants that came through Angel Island came from and why they chose to immigrate to the United States.
3. Students will analyze the concept of "The American Dream."
4. Students will effectively use technology to engage in research on the topic.
5. Students will develop a PowerPoint project that demonstrates the students understanding of Angel and Ellis Island.
6. Students will compare Angel and Ellis Island and cite specific data found regarding the statistics of the number of immigrants that came through each port.



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Materials:

- Internet access/ access to a mobile lab and/or computer lab
- Power Point capability
- Tri Fold poster board
- Colored pencils (Poster)
- Scissors (Poster)

Print Sources:

1. View of Ellis Island, N.Y., looking across water toward immigration station, c1913:
<http://www.loc.gov/pictures/item/2001704443/>
2. Statistical atlas of the United States based upon the results of the eleventh census by Henry Gannett: <http://hdl.loc.gov/loc.gmd/g3701gm.gct00010>
3. U.S. inspectors examining eyes of immigrants, Ellis Island , New York Harbor:
<http://www.loc.gov/pictures/item/97501532/>
4. Immigration Station Angel Island, California:
<http://www.loc.gov/item/2007660596/>

Online Collections/Exhibits/Websites:

1. <http://www.loc.gov/>
2. <http://angelisland.org/history/united-states-immigration-station-usis/>

Student Learning Process:

- Start the class out by showing the primary sources of Angel Island. Ask the students what they think it looks like to them.
- Give the students the directions to the web quest. (Use the following websites to research Angel Island compared to Ellis Island. Gather research from the websites and other approved sites that you believe are important and instruct students to create a PowerPoint presentation or a tri-fold poster presentation about Angel Island. In your project, include a small section about the comparisons of Angel Island to Ellis Island. Questions and statistics to search for include the amount of immigrants that came from each country and the population of people living in each area. For this assignment, you must use the two sources provided and cite two sources that you found on your own. When creating this project, make sure that you provide at least 5 power point slides including a title page).

Closure:

- After the students complete their project, have students present their work to the class. Once the students have all presented their project, the closing section of the lesson will include an explanation of the American Dream to the class. Explain the influence of the American Dream on the immigrants. Finally, show the students the primary sources from above and have them analyze each source individually and relate how these sources are going to tie into the next lesson. The wrap-up question for this lesson is as follows: How do the numbers compare between Angel Island and Ellis Island. Have the students discuss the surprises they found in their research.



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Modifications/Accommodation Techniques for Students with Special Needs:

- For students with special needs, give each the option to pair up into groups instead of working individually. Also, provide the students vocabulary that may be beneficial in understanding some of the terms in their research.

Formal Assessment: The total project is worth 30 points.

Content	Student's content is not enough. Student's slide show is not over 5 slides. 3 (points)	Student's content is average. Student's slide show is over 5 but below 7. 6 (points)	Student has excellent amount of content. Student's slide show is around 8 or 9 slides. 9 (points)
Creativity	Student had no creativity. 4 (points)	Student's creativity is average. 7 (points)	Student has a great amount of creativity 10 (points)
Use of search sites	Student did not use the sources provided. 4 (points)	Student only used two sources provided. 8 (points)	Student used both sources and found two of his or her own. 11 (points)

Informal Assessment:

- Assess the participation of each student when asking questions to open and close the class.



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Lesson/Activity #3

Title of Lesson/Activity #3: Arrival and the Challenge of Jobs.

Created By: Jonathan Carlier & Jason Poland

Overview of Lesson:

- This lesson will help students understand the process directly after arriving at Ellis and Angel Island. Students will learn about the labor intensive jobs that most immigrants held during the late 19th and early 20th century. Students will also understand the horrors of one Yugoslavian immigrant in a Chicago Meat packing industry.

PA Standards:

- **CC.8.5.9-10.A:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CC.8.6.9-10.A:** Write arguments focused on discipline-specific content.

Investigative Question for this activity:

- Was the American Dream really a dream?

Objective(s):

1. Students will learn the arrival process of immigrants.
2. Students will understand the conditions of the jobs they acquired.
3. Students will use the text to produce an educated opinion of immigrant workers.

Materials:

- Access to Internet and video player
- Smart board

Sources:

- Primary: US inspectors Examining Eyes of Immigrants, Ellis Island, New York Harbor. New York' Underwood. 1913: <http://www.loc.gov/pictures/item/97501532/>
- Video: <http://www.history.com/topics/ellis-island/videos/the-ellis-island-medical-inspection>
- Book: Sinclair, Upton. *The Jungle*. Mineola, NY: Dover Publications, 2001. Print.

Online Collections/Exhibits/Websites:

- Sinclair, Upton. *The Jungle*. Mineola, NY: Dover Publications, 2001. Print.



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Student Learning Process:

1. Show the primary source and have the students analyze what they see to make decisions about what they believe is going on in the picture.
2. Use the book backdrop sources to give the students an idea of what they are going to be reading about.
3. Have the students analyze the book backdrop primary sources.
4. Show the History Channel video. Then, have a class discussion about if they were right or not.
5. Discuss the immigrant workers' jobs. What types? What kind?
6. Present a couple pages of the text from the book and have the students read to make decisions about what immigrant working life was like. This reading is intended to be individual; however, it is fine to work as a group.

Closure:

- Discuss the American Dream and whether it was what you thought.

Modifications/Accommodation Techniques for Students with Special Needs:

- Vocabulary support and a shorter text provided for the students.

Informal Assessment:

- Assess the students on participation in the discussion during the class.
- Assess the students on their knowledge of what they read and how they interpreted the material.



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Post-instruction Assessment :

Name: _____

Grade: _____

Challenges for Immigrants

Answer the two following questions providing facts and information to support your answer. These essays are worth a cumulative value of 50 points.

1. How did the 20th century immigration influence American culture?

2. What is the truth about the American Dream?

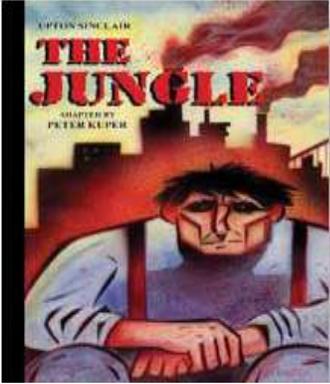


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Book Backdrops: Connecting Literature and Primary Sources

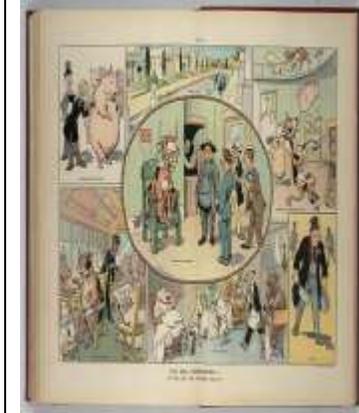
Created by: Jonathan Carlier

Date: 2/8/14

	<p>Title of Book: <i>The Jungle</i> Author: Upton Sinclair Book Type/Genre: Political Fiction Setting and Time Period: Chicago Early 1900's</p>	<p>Recommended Grade Level(s): 8-10th grades Major Topic/Theme(s): Socialism and The American Dream Curricular Connections/Subject(s): History, Political Science and Language Arts</p>
<p>Primary Source Thumbnail</p>	<p>Caption Publication Information Book Notes</p>	<p>URL</p>
	<p>Title: The Day Book Creator(s): N/A Date Created/Published: November 07, 1914 Book Notes: This Newspaper article shows insight to the disease and terrible conditions the workers of the meat packing industry underwent. I will use this source by having the students read it in class after they have read the book to give them a better understanding of the working conditions and show them proof. Reference: http://pabook.libraries.psu.edu/palitmap/bios/Cather_Willa_Sibert.html)</p>	<p>http://chroniclingamerica.loc.gov/lccn/sn83045487/1914-11-07/ed-1/seq-4/</p>

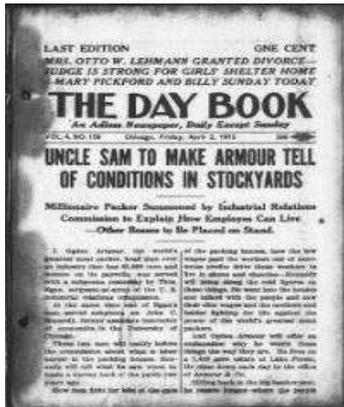


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Title: The Real Packingtown
Creators: Glackens, L.M.
Date Created/Published: July 4, 1906
Book Notes: This is a political cartoon showing the treatment of cattle before the animals are slaughtered in the meat packing industry. This political cartoon connects to the book, *The Treatment of the Animals in the Slaughtering House*. This cartoon is a visual aid that students will analyze to understand the way the public viewed the meat packing industry in Chicago in the newspapers.
Reference:
<http://www.loc.gov/pictures/item/2011645916/>

<http://www.loc.gov/pictures/resource/ppmsca.26074/>



Title: The Day Book
Creators: N/A
Date Created/ Published: April, 2 1915
Book Notes: This is a head line newspaper showing the justice being brought to the heads of the meat packing industry. This source does not directly affect the book but shows historical context of the meat packing. This would be used as a source to go along with my Teddy Roosevelt lecture where I will explain the justice brought to the boss men and what Roosevelt did to prevent the bad meat that was produced.
Reference:
<http://chroniclingamerica.loc.gov/lccn/sn83045487/1915-04-02/ed-2/seq-1/>

<http://chroniclingamerica.loc.gov/lccn/sn83045487/1915-04-02/ed-2/seq-1/>



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Title: Chicago- Meat Packing Industry

Creators: No known authors

Date Created/ Published: 1906

Book Notes: This is a picture of workers preparing to strike the cattle to start the slaughtering process. This connects the Horrors of the Meat packing industry to the book. This source would be used before they read the book. This is to show students a picture of the book, and I will have a discussion based topic of whether students would want to work this job or in this place.

Reference:

<http://www.loc.gov/pictures/item/2006679965/>

<http://www.loc.gov/pictures/resource/cph.3a51814/>



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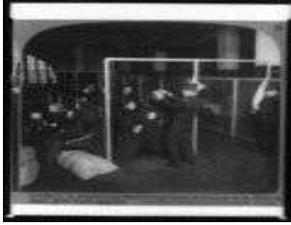
Bibliographic Organizer of Library of Congress Sources

Title of Learning Unit: Immigration Challenges for New Americans		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: The Immigrants to Angel Island		
	Statistical atlas of the United States, based upon the results of the eleventh census, Henry Gannett, 1898.	http://www.loc.gov/pictures/item/2001704443/
	Carte figurative et approximative representant, Charles Joseph, 1781-1870.	http://hdl.loc.gov/loc.gmd/g3201e.ct000242
	Auswanderer-karte und wegweiser nach Nordamerika, Zimmermann, Gotthelf, 1853.	http://hdl.loc.gov/loc.gmd/g3701e.ct000244
Lesson #2: Angel Island		
	View of Ellis Island, N.Y., looking across water toward immigration station, c1913.	http://www.loc.gov/pictures/item/2001704443/
	Immigration Station, Angel Island, Cal.	http://www.loc.gov/item/2007660596/



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Lesson #3: Arrival and Challenge of Jobs



US Inspectors Examining Eyes of Immigrants, Ellis Island, New York Harbor. New York: Underwood, c1913.

<http://www.loc.gov/pictures/item/97501532/>



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