

COMING TO AMERICA

Grade: 5
GSE Met: SS5H1d



Supplies:

- White board
- Map of America
- Primary source set with icons
- Weighing diagram or ability to project it onto board
- Sticky tack if projecting the Weighing diagram
- Coming to America powerpoint (optional)

Explain to students that everyone living in the United States has an immigrant past, with the exception of Native Americans. Write the word "immigration" on the board, as well as its definition.

Over the last 500 years, millions of people have made their way to America. Some people, like slaves, came unwillingly. Most immigrants were drawn by the promise of greater freedom and opportunity or came because their own countries were experiencing war, famine, or natural disasters.

Explain there are different factors that influence immigration – these are called “Push and Pull” factors.

Push factors are those that force the individual to move voluntarily, and in many cases, they are forced because the individuals risk something if they stay. Push factors may include conflict, drought, famine, lack of jobs, and discrimination.

Pull factors are those factors in the destination country that attract the individual or group to leave their home. Better economic opportunities, more jobs, and the promise of a better life often pull people into new locations.

Forced or involuntary migration is when people are forcibly moved, as with slavery, or become residents of a different country due to border changes and war.

Discuss events in U.S. and world history that are related to immigration. List these on the board and see if students can figure out what the Push or the Pull may have been, also, if it was voluntary or forced.

- Jamestown colonists, 1607 (pull)
- Pilgrims seeking religious freedom, 1620 (push)
- Indentured servants, 1700s (pull)
- Irish potato famine, 1840 (push)
- Slaves brought to the west, legal until 1807 (involuntary/forced)
- Mexican-American War, 1840s – Mexicans now Americans (involuntary/forced)
- Gold Rushes, 1849 & 1859 – Chinese came to mine, people moved west (pull)
- Homestead Act, 1862 -- cheap land (pull)
- Freed slaves moving to Northern cities during & after Reconstruction – (push & pull)
- Industrialization in Eastern and Southern Europe, 1880-1930 -- surplus labor (pull)
- Dust Bowl/Great Depression, 1929 – 1939 – jobs, away from farms (pull & push)
- Holocaust, 1944-1952 – Jews escaping Europe (push)

Write "Ellis Island," on the board and explain how it is an important part of the history of American immigration. Find Ellis Island on a map of the New York City area.

Explain that America has always had strong feelings about Immigration and that it has changed over time.

Begin with the 1903 Ellis Island film clip – discuss what the students see and what they wonder.

STUDENT ACTIVITY:

1. Project the Weighing diagram onto the Board.

2. Explain that there are primary sources that reflect America's changing ideas about immigration over time.
3. Pass out a primary source to each student or pair of students. Be sure the Icons are attached.
4. Ask the students to study their primary source and to figure out, with help, which side of the balance it reflects or if it is neutral:
 - a. America welcomes immigrants and opens her doors to them.
 - b. Neutral – does not reflect a positive or negative view.
 - c. Americans are skeptical or fearful of new immigrants and have tried to exclude them.
5. Discuss each primary source and whether it is placed in the correct location.
6. Optional – Give them 10 questions from the verbal portion of the US Citizenship Test

List of Sources:

Film: Ellis Island; Edison Company, 1903. <https://www.loc.gov/item/00694367/>

Photos:

- President Lyndon B. Johnson Signing the Immigration Act; 10/3/1965,
- New York. Ellis Island, Immigrants walking across pier from bridge, between 1909 and 1932
- San Francisco, California. Japanese family heads and persons living alone, form a line outside Civil Control Station at Japanese American Citizens League Auditorium at 2031 Bush Street, to appear for "processing" in response to Civilian Exclusion Order Number 20. April 1942

Cartoons:

- *Go Back to Where you Came From*; Artist: Herbert Block, June 6, 1947
 - Which color is to be tabooed next? ; Artist: Thomas Nast, 1882
 - A group of 171 people in America illegally wave goodbye to the Statue of Liberty from the Coast Guard boat that took them from Ellis Island to the ship *Argentina*. Date: 1952
 - The only one barred out [caricature of Chinese man seated outside Golden Gate of Liberty], 1882
 - Women & Chinamen Not Admitted, *Judge* magazine, 22, 1884
 - The Propagation Society, 1855
 - No Latinos, *The Denver Post*, Artist: Khalil Bendib; July 2011
- HS add: Mike O'Keefe, *The Denver Post*, April 24, 2010

Documents/Newspapers:

- Demand Return Fare, *Mohave Times Newspaper*, July 1920
 - Excerpt from 1864 Republican Party Presidential Platform
 - Aug 26, 1981 US Embassy immigration document for 5 Vietnamese refugees, Hang & Huynh families
 - Walter Horn (German) Citizenship application, 1943
 - Manifest listing immigrant passengers on the S.S. Brasilia, January 31, 1899
 - No Irish Ad, *New York journal and advertiser*, November 30, 1898
 - *American Patriot*, Boston : Published by J.E. Farwell & Co., 1852
- HS add: Advertisement for sale of enslaved Africans, Ashley (River) Ferry, Charleston, SC, 1780

Maps:

- Map of where foreign born people are living, Date: 1880
- Map of where foreign born people are living, Date: 1890
- Map of the Voyage of the S.S. St. Louis, May 13, 1939

Broadsides:

- "Foreign-Born Friends who are Applicants for American Citizenship"; Publications of the U.S. Government, 1922
- For United America, YWCA Division for Foreign Born Women, 1919
- "Remember Your First Thrill of American Liberty. Your Duty- Buy United States Government Bonds. 2nd Liberty Loan of 1917."; Records of the U.S. Food Administration.
- Boycott - America vs Asia, distributed by Silver Bow Trades & Labor Assembly and Butte Miners' Union; August 1898

War on the Water: Lusitania



Essential/Investigative Question: Why was the sinking of the Lusitania such a big deal? What really happened? Did the sinking of the Lusitania cause the United States to Enter World War I?

Objective(s):

1. Students will learn that there are many different types of primary sources.
2. Students will examine a primary source to learn about the events surrounding the sinking of the Lusitania and its ultimate influence on the United States' involvement in World War I.
3. Students will work with a partner and the class as a whole to answer questions about primary sources.

Standard(s) Addressed:

Georgia Standards of Excellence: Social Sciences and English Language Arts

SS5H2 Describe U.S. involvement in World War I and post-World War I America.

a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.

ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Procedure:

1. Quickly review with the class what a primary source is and why they are important tools when thinking about history. Tell the students that for the course of this lesson they will be history detectives, examining primary sources for clues about a major historical event.
2. Split the class into smaller groups of two or three students, make sure each group has a copy of the primary source analysis tool, a pencil, and one of the primary sources from the Lusitania Primary Source Set.
3. Remind the students how to use the analysis tool, to not only infer, but to really observe the object and make notes about important observations and ideas. Give the students time to look, read, discuss, and make notes about their source. Help them with any newspaper or speech excerpts that may have more difficult language.
4. Bring the class back together. Project images of each source onto the board and have each group of students talk about their primary source. It may help to discuss the sources in chronological order. Allow other students to make observations as well, and guide the conversation to ensure that students understand the significance of each item.
5. After looking at all of the primary sources, discuss the sinking of the Lusitania with the students. Do they think the German U-Boat should have attacked the merchant ship? Should the Cunard Line or the US government have allowed civilians to travel given German threats? Would they (the students) have travelled on the boat? What should the United States and President Wilson's reaction have been?
6. Play a round of War on the Water Battleship to assess learning.

Primary Sources:

Film:

- Passengers arrive at the dock and go aboard the ship. The Lusitania's flag is raised. Passengers, including author Elbert Hubert, pose at the ship's rail. Tugs maneuver the Lusitania into the channel; Creator(s): Department of Defense. Department of the Army

Newspapers:

- New "Berlin Decree" Declares Waters Around British Isles War Zone On and After Feb. 18," *New York Tribune* (New York, NY), February 5, 1915
- "America Faces Gravest Peril of War as Result of Germany's Blockade," *The Washington Times* (Washington, DC), February 5, 1915
- "Notice!" *The Washington times*. (Washington [D.C.]), 01 May 1915
- *The Washington times*. (Washington [D.C.]), 07 May 1915
- *Bismarck daily tribune*. (Bismarck, Dakota [N.D.]), 08 May 1915
- British Officially Find Submarines Sank Lusitania," *Evening Public Ledger* (Philadelphia, PA), July 17, 1915
- Toll of Lusitania Victims Laid to German Murder Lust," *Washington Herald* (Washington, DC), July 18, 1915

Cartoons:

- *Strictly impartial*, Artist: : Luther Daniels Bradley, Feb. 13, 1915
- *Booty*, Artist: John Scott Clubb; May 11, 1915
- *Cousin William said you'd forgotten all about them, Samuel*; Artist: W. A. (William Allen) Rogers; [1915]
- *Those cannon on the forward deck*; Artist: W. A. (William Allen) Rogers; [1915?]
- *When you fire remember this - Enlist in the Navy*; Artist: W. A. (William Allen) Rogers; [1917]

Documents/ Books/ebooks/Articles/Speeches:

- English Translation of His Majesty's Submarine U-20 War Diary, 1915
- The United States and the war; President Wilson's notes on the Lusitania and Germany's reply; diplomatic correspondence between Germany, England and the United States on events preceding the sinking of the Lusitania, with decrees and incidents affecting American lives, property, and rights in the war zone; Brooklyn, N.Y., The Brooklyn Daily Eagle, 1915.
- President Wilson's Declaration of War Message to Congress, April 2, 1917
- Mulally, Erin. "Lusitania's Secret Cargo." *Archaeology* 62 No. 1, January/February 2009
- "The Cunard Turbine-Driven Quadruple Screw Atlantic Liner *Lusitania*." *Engineering: The Illustrated Weekly Journal* 84, August 1907

Images:

- LUSITANIA arriving in N.Y. for first time, Sept. 13, 1907: Photographer: Frances Benjamin Johnston; Sept. 13, 1907
- [RMS Lusitania, New York City, September 1907, stern-side view, during maiden voyage, with a large crowd of men, in foreground, standing on top of barrels], 1907
- A German illustration of "freedom of the seas" in war time : [Western Europe and western Mediterranean Sea]; ca.1915
- *For the freedom of the world*; President Woodrow Wilson asking Congress to declare war on Germany, April 2, 1917