

# Title: Immigration Unit

Unit duration: about 2 weeks (cut activities as needed). Please note this is the actual lesson I will do at my school and students have many years of exposure to the AVID strategies and technology used in the slideshow so they are able to move very quickly. The timing of my days in the table below might be way too fast for most 6th graders but would probably work quite well for higher grades.

Grade level: 6-9

## Objectives

See agenda in table below

### Essential Question:

What are the roles and responsibilities of citizens?

Colorado State Standards Addressed: 6th Grade Core Knowledge History - Immigration Unit

Free online Textbook [HERE](#)

### Key Concepts from Core Knowledge

- Waves of new immigrants from about 1830 onward
- From about 1870 on, many immigrants arrive from southern and eastern Europe.
- Immigrants from Asian countries, especially China
- Ellis Island, "The New Colossus" (poem on the Statue of Liberty, written by Emma Lazarus)
- Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco
- Great migrations from Ireland (potato famine) and Germany
- The tension between ideals and realities
- The metaphor of America as a "melting pot"
- America perceived as "land of opportunity" vs. resistance, discrimination, and "nativism"
- Resistance to Catholics and Jews
- Chinese Exclusion Act

### Lesson content and procedures:

All content is included in [THIS](#) immigration slideshow. Alternately, some/all slides can be printed and completed on paper.

Plan (each class period is 90 minutes so adjust accordingly)

Day/time/duration	Agenda to show students	Step by step instructions	Materials needed/notes
<b>Day 1</b>	<p><b>Essential Question</b></p> <p>What are the roles and responsibilities of citizens?</p> <p><b>Learning Target</b></p> <p>-I will be able to explore main concepts of immigration and create a map of immigration.</p>		

	<p>-I will be able to rewrite "The New Colossus" poem using my own words and ideas</p> <p><b>Agenda</b></p>	
1- Immigration Pre-Test	<ul style="list-style-type: none"> <li>-Assign <a href="#">slideshow</a> to students through google classroom by making a copy for each student</li> <li>-Students should go to slide 3 to click and take the vocabulary pre-test</li> </ul>	<ul style="list-style-type: none"> <li>-Slide 3-5 on immigration slideshow</li> </ul>
2- Work on Vocab	<ul style="list-style-type: none"> <li>-Students should follow directions for completing the vocabulary and work through slide 7</li> </ul>	<ul style="list-style-type: none"> <li>-Slides 4-7 on slideshow</li> <li>-Glossary from digital textbook <a href="#">HERE</a></li> </ul>
3- The New Colossus	<ul style="list-style-type: none"> <li>-When most students are finished with vocabulary, discuss history of Colossus of Rhodes and invite students to share background knowledge about the Statue of Liberty while showing slide 9. This also might be a good time to write names of students on the board who are first or second generation immigrants.</li> <li>-Read Poem on slide 10</li> <li>-Discuss directions for Primary Source Rewrite and example on slide 11</li> <li>-Students should complete slide 12 on own or in a group</li> </ul>	<ul style="list-style-type: none"> <li>-Slides 9-12</li> <li>-Less challenging-teacher should model how to define the words they don't know on the board before they start the rewrite</li> </ul>
4-Waves of Immigration Annotations	<ul style="list-style-type: none"> <li>-Go over annotations on slide 14</li> <li>-As a class, read and annotate slide 15 and have students share out ideas about what to annotate and why</li> <li>-In table groups, have students take turns reading phrases and deciding which annotations should be made on slide 16</li> <li>-Students should annotate slide 17 on their own quietly and then some should share out what they annotated and why</li> </ul>	<ul style="list-style-type: none"> <li>-Slides 15-17</li> <li>-Extension-Have students use the written annotation option and write their thoughts on the side of the slide as they read</li> </ul>
<b>Day 2</b>	<p><b>Essential Question</b></p> <p>What are the roles and responsibilities of citizens?</p> <p><b>Learning Target</b></p> <p>I will be able to describe the different waves of</p>	

	<p>immigration and the relevance of the statue of liberty.</p> <p><b>Agenda</b></p>		
	1-Immigration Map	<ul style="list-style-type: none"> <li>-Students should open to slide 18 and look over directions</li> <li>-Teacher should project slide 19 and lead students through tasks one at a time. Consider having an atlas available for students at their desk.</li> </ul>	<ul style="list-style-type: none"> <li>-Slides 18 &amp; 19</li> <li>-Less challenging-Have some of the map already labeled</li> <li>-Extensions-1. Students can create another wave on the map showing migration from the south</li> <li>2. Have student put the city/country of origin of their family members</li> </ul>
	2-Immigration chart	<ul style="list-style-type: none"> <li>-Show slide 21 to students before reading</li> <li>-Use textbook and additional resource for southern migration such as primary sources</li> <li>-Read as a class, in groups, for homework, etc.</li> <li>-Complete chart individually, small groups, class discussion, or hybrid. Consider doing at least one example as a class.</li> </ul>	<ul style="list-style-type: none"> <li>-Slide 21 and reading (textbook or alternate source)</li> <li>-Extension-add additional columns (different age/gender of immigrants for example)</li> </ul>
	3-Experience Activity	<ul style="list-style-type: none"> <li>-If at all possible have students do the Ellis Island Google Expeditions VR tour with partners. This includes Liberty Island, Ellis Island, Chinatown, and the Tenement Museum in NYC.</li> <li>-Alternately, it is valuable to have a parent come in and guest speak about their first generation immigrant experience</li> </ul>	<ul style="list-style-type: none"> <li>-VR goggles (if possible)</li> <li>-Guest speaker</li> <li>-Other experience sites: <a href="#">tenement museum</a></li> </ul>
<b>Day 3</b>	<p><b>Essential Question</b></p> <p>What are the roles and responsibilities of citizens?</p> <p><b>Learning Target</b></p> <p>I will be able to analyze political cartoons and internet resources to deepen my understanding of the immigrant experience.</p> <p><b>Agenda</b></p>		
	1-Political Cartoon Analysis	<ul style="list-style-type: none"> <li>-Discuss what a political cartoon is and encourage students to share background knowledge through</li> </ul>	-Slides 23-28

	<p>discussion. Discuss the meaning behind size, facial expression, background, color, etc.</p> <ul style="list-style-type: none"> <li>-Peruse through the political cartoons on slides 24-28 (or introduce others) as class, group, or individually</li> <li>-Introduce primary source analysis on slide 23</li> <li>-Student should complete slide 23. Encourage students to go to each website so they can zoom in on details.</li> <li>-Have a few students come up and share their analysis so students can develop a deeper connection between the cartoons and immigration experience</li> </ul>	<ul style="list-style-type: none"> <li>-Less challenge-sit will small group and analyze together</li> <li>-Extension-Student should create their own political cartoon</li> </ul>	
	<p>2-Immigration Experience Hyperdoc</p>	<ul style="list-style-type: none"> <li>-Have students go to the link on slide 29 and discuss <a href="#">the hyperdoc</a> as a class</li> <li>-Be sure to post hyperdoc to google classroom as well so each student can have a copy</li> <li>-Sections can be done as a class, in partners, groups, or individually</li> </ul>	<ul style="list-style-type: none"> <li>-Slide 29/hyperdoc</li> <li>-Less challenging-take out some sections</li> <li>-Extension-Student should create their own hyperdoc on immigration subject discussed with teacher</li> </ul>
<b>Day 4</b>	<p><b>Essential Question</b> What are the roles and responsibilities of citizens?</p> <p><b>Learning Target</b> I will be able to explore some causes and effects of Nativism and complete my internet research on immigration using a hyperdoc.</p> <p><b>Agenda</b></p>		
	<p>1-Nativism Chart</p>	<ul style="list-style-type: none"> <li>-Follow directions on Nativism slide (31) and students complete as class, in groups, or individually.</li> </ul>	<ul style="list-style-type: none"> <li>-Slide 31</li> <li>-Previous slides and resources</li> <li>-Extension-Students can add boxes or create a different product.</li> </ul>
	<p>2-Finish Immigration Hyperdoc</p>	<ul style="list-style-type: none"> <li>-Give students time to finish</li> </ul>	
<b>Day 5</b>	<p><b>Essential Question</b> What are the roles and responsibilities of citizens?</p>		

<p><b>Learning Target</b></p> <p>I will be able to demonstrate my knowledge of immigration by finishing my slideshow and taking a quiz. Additionally, I will create an annotated timeline of immigration.</p> <p><b>Due Today</b></p> <p>Immigration slideshow</p> <p><b>Agenda</b></p>		
1-Review	-Use review game to prepare for quiz	-Study Guide slide 34
2-Take Quiz	<p>-Quiz should have the same questions as the vocabulary pre-test as well as questions that cover material in the slideshow (including study guide) and higher level questions. Example: <i>Write a diary entry from the perspective of an immigrant describing their emigration and immigration experience. You must use at least 4 vocabulary words. Include push/pull factors for your story, what the experience was like, what you encountered when you arrived, and any other details that demonstrate evidence of your learning. Find a way to show what you learned!</i></p>	<p>-Alternative assessments for the unit are endless and formative assessments should be used throughout the unit. Ideas include warm ups, quick writes, tickets out the door, etc.</p> <p>-Extension-compare and contrast the immigrant experience of the past vs. the present</p>
3-Complete annotated timeline and finish slides	<p>-After students finish quiz, they should open the slideshow and complete annotated timeline</p>	-Slide 32
4-Harkness Discussion	<p>-In addition to or in place of quiz</p>	<p>-Use <a href="#">THIS</a> to explain how this works to students</p> <p>-<a href="#">Reading</a> for foundation of discussion</p>

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