

Contemporary Immigration (NCSS1)

I. General Information

Subject:	US History	Teacher:	Sarah Hendren
Unit:	Modern History	Grade:	11
Lesson:	Modern Immigration	# of Students:	20

II. Big Question For Today's Lesson:

How have the waves of immigrants changed over the past century and a half (1850-2000)?

III. Content Narrative / Rationale:

So far this year this American history class has sought to untangle the web of information that began with the signing of the Declaration of Independence. As time allows, this final unit focuses on modern history (1980s to present day) and current events that will be essential for students to know as they grow in their academic careers. A focus on this unit is placed upon the small nations around the world and the U.S. reaction to events beyond it's own borders.

As we largely become a part of mass globalization, the ability of these students to understand the AIDS epidemic in Africa and genocide in Bosnia will help them to understand decisions made in their own nation. The war in Iraq did not occur because some servicemen wanted to vacation in the dessert. Quite the contrary, it began and has continued to be a controversial topic in American politics, one that will go down in history. If these students are to study history in the future, a base knowledge of current events will serve them well.

Additionally and key to this lesson, the actions of these smaller nations around the world directly effect the diversity of the United States. As Jews feel persecuted in Russia or as Muslims feel no longer safe in Pakistan, the immigration rates into America have swelled. This nation seeks to analyze the waves of Immigrants over time and see what has changed today.

IV. Goal: The student will be able to (TSWBAT),

- Analyze and evaluate graphs and charts showing how immigration evolved from 1820-2000 and synthesize the information in order to share with their peers and explore the reasons why new immigrants come to this country, how their immigration changes the diversity of this country and recent immigrants contributions to American life.

V. How does this lesson fit into the unit?

This is the final unit of the year and the class is asked to examine economic, political, and recent historical trends in America. Yesterday the class examined the global picture and sought to point out international events that have affected American domestic and international policies. The students largely focused upon aid and relief money that has been given to disadvantaged nations, but also learned about recent political instability, famine, disease, and wars in the Balkans, Rwanda, Caribbean, specific parts of Central and South America, and Africa.

Tomorrow the class will focus on economic trends such as bear and bull stock markets, the recession of the early 1990s and early years of the new century. They will be able to fit this economic information into the picture they are creating about recent history.

VI. Lesson Objectives:

Obj₁ 1. TSWBAT recall prior knowledge about early American immigration and experiences with immigrants. (Knowledge)

Obj₂ 2. TSWBAT analyze a collection of charts and graphs and evaluate their meaning with regards to immigration similarities and differences across time. (Analysis and Synthesis)

Obj₃ 3. TSWBAT construct a brief presentation about immigration during the one section of two decades to which they were assigned. (Synthesis)

Obj₄ 4. TSWBAT reflect upon the new knowledge gained about modern immigration by interviewing and writing a brief paragraph about a recent immigrants reason for leaving his/her homeland and contributions to American society. (Synthesis)

VII. NCSS Themes with Indicators:

Culture and Diversity

NCSS₁ 1. TSWBAT: identify reasons immigrants sought to leave their homeland and come to the United States from 1820 to 2000. Additionally the students will recognize what being a nation of immigrants means to the diversity of this nation. (This begins with the JUST DO IT and continues throughout the lesson.)

Time, Continuity, and Change

NCSS₁₁ 1. TSWBAT: recognize the relationships between immigration across time (the 1820s to the year 2000) and identify changes in diversity as the nation of immigrants continued to grow. (This is seen as the students work cooperatively in groups and present their conclusions about their two decades to the class.)

Individuals, Groups, and Institutions

NCSS_v 1. TSWBAT: understand the national and international events (war, conflict, famine, disease, intolerance, etc) that cause individuals and more often groups of individuals to seek refuge in the United States. (This is seen as the students work cooperatively in groups and present their conclusions about their two decades to the class.)

Power, Authority, and Governance

NCSS_{vi} 1. TSWBAT: identify political issues often associated with immigration (Communism, slavery, etc.) as well as recent political actions (California legislation) taken in regards to illegal immigration. (This is seen as the tenth group presents their understanding of immigration from 1996 to today.)

VIII. Standards of Learning

Virginia and United States History SOL: 11

Skills

- VUS.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;

The United States since World War II

- VUS.14 The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
- analyzing how changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America;

IX. Essential Understandings, Knowledge, and Skills

- Identify and analyze secondary documents that include graphs, charts, and timelines, that analyze immigration in America. (US.1 a)
- Analyze how immigration patterns have changed overtime. (US.14 b)
- Understand how immigration effects diversity in the United States. (US.14 b)
- Identify reasons why new immigrants might choose to come to this country, and what their contributions are to modern America. (US.14 b)

X. Prerequisite Skills

For this activity students need to have skills that involve graph and chart reading. Students do need to be able to work cooperatively in groups, but the ability to read graphs is a main prerequisite skill.

XI. Lesson Format

Objectives	Method / Activity	Time
NCSS ₁ (this is the entire lesson) Obj ₁	Lesson Introduction: JUST DO IT: The teacher will put question on the overhead and have the children answer the questions on their own for 4 minutes (Materials). Once they have accomplished this, the class will share their answers as a whole. The teacher will write the answers in the space provided on the ooverhead. Here are some answers the students will probably come to: <ol style="list-style-type: none">What does it mean to be a nation of immigrants? That we all came from different places.What is an illegal alien? Someone who has come to the U.S. looking for a better life even though they do not meet the qualifications for legal immigration. Most of these people live in fear of being sent	10 minutes

	<p>back to their native countries.</p> <p>3. Where do you think most of today’s immigrants come from? Most come from the Western hemisphere- meaning Central and South America, Canada, and Mexico.</p> <p>4. Are Puerto Ricans immigrants? No, Puerto Rico is an U.S. territory and are already U.S. citizens, but they still contribute to the cultural diversity of the U.S.</p> <p>The teacher should stress that these are just five interesting questions for the activity they are about to do. It should get their minds rolling and thinking about immigration and diversity today.</p>	
<p>NCSS₁₁ NCSS_V Obj₂</p>	<p>Lesson Activities:</p> <p>Directions</p> <p>The students will be divided into ten groups of two and given the “Waves of Immigrants” worksheet (Materials). Each group will be assigned two decades. Group one will get 1820-1840, two will get 1840-1860, and so on. The tenth group will receive 1996-2004. The students will be instructed that they have five minutes to quickly scan their two decades and gather as much information as they can. They should focus on the graphs and the quotes in each decade, but also think about what events were happening domestically and internationally. All of this will help shape immigration into the United States.</p> <p>The tenth group may be given access to the teacher’s computer or may choose to use the encyclopedia. At any rate the teacher should be prepared to show them the department of immigration website as well as census data websites. Their directions should be written on the board or placed on an overhead. The overhead sheet is listed in the Materials section of this lesson plan.</p>	7 minutes
<p>NCSS₁₁ NCSS_V Obj₃</p>	<p>Presentations</p> <p>The students will now emerge from their groups of two to share their two decades with the class. They should be encouraged to only list events that may have caused immigration and the cultural groups that were immigrating the most to America at that time. Each group will be given only 2 minutes.</p> <p>The tenth group will probably not have that much information and so the teacher should feel prepared to discuss recent laws including the California legislation limiting the rights of illegal immigrants.</p>	20 minutes
<p>Obj₄</p>	<p>Closure</p> <p>A discussion of similarities and differences should follow. The students should note the shift from European to Latin American immigration over time as well as the fluctuations in numbers who immigrate based upon foreign crises.</p> <p>If time allows the students should be allowed to begin their</p>	7 minutes

	<p>homework (Materials). This assignment which includes a quote from Gloria Estefan requires children to locate an immigrant (famous or not) who immigrated to the United States after 1960. The students can use a friend, neighbor, or a famous person. If they need help thinking of some the teacher can name a few, but then those can not be used.</p>	
	<p>Lesson Assessment</p> <p>Formative Assessment: This lesson will be assessed on this day through participation in the group, which the teacher will note as he/she walks about the room assisting group who need it. The teacher will also evaluate on this day by asking students to turn in their comments and interviews from/about a recent immigrant.</p> <p>Summative Assessment: As this is the final unit of the year, this information will be covered on the final test of the year. Largely the most important aspects that the students will be questioned on later in this test are those with regards to immigrant patterns. The students will have to recognize that most immigrants today come from Latin and South America, they come because of social and domestic issues like conflict and health care, they also will have to recognize illegal immigration and California recent legislative acts against it.</p>	<p>Total: 45 minutes</p>

XII. Lesson Modification

Although this lesson requires groups assigned by the teacher and ideally the teacher will count off by ten to pick groups, the teacher can control the situation by making sure she places more advanced students with those who need more assistance. Although a debated topic, I feel that this will help students who need it. The teacher will also be circulating the room. For the JUST DO IT, the teacher can also give printed copies to Special Education students.

XIII. Materials and Equipment

All of the following materials are provided in Section XIII.

- Overhead Projector
- Overhead Markers
- 20 copies of “Waves of Immigrants”
- Overhead sheets for the Just do it, the directions, and the homework
- Copies of the JUST DO IT for Special Education students if necessary

JUST DO IT!!!

**You have FOUR minutes to answer the
FOUR following questions:
(You may not use a lifeline)**

- 1. What does it mean to be a nation of immigrants?**
- 2. What is an illegal alien?**
- 3. Where do you think most of today's immigrants come from?**
- 4. Are Puerto Ricans who come to the U.S. considered immigrants?**

DIRECTIONS:

Within your group find out two things:

- 1. Which cultural or ethnic group was immigrating to America in the greatest quantity at this time?**
- 2. What events were going on in the world to perhaps cause the immigration of this group? (War, Famine, Disease, Intolerance, etc)**

Once you have finished one person will have two minutes to present these findings from your group. I'll be "Whipping Around" the classroom to get these answers, so be prepared when I get to you!

“When immigrants come to America they bring their culture, and that culture becomes a part of a new country. It makes everyone stronger.”

-Gloria Estefan, Singer and Immigrant

Your homework assignment is to write a biographical sketch about an individual who immigrated to America from anywhere in the world after 1960. The individual can be famous (look it up in the dictionary or online) or he/she can be someone you know.

Answer two questions:

- 1. What is their contribution to America?**
- 2. How would their life have been different if they had remained in their homeland?**