

Unit Title: U.S. Immigration in the Late 19th Century

Subject/Topic Area: History

Grade Level(s): 5

**Designed By:
District**

District(s): Seaford School

Candace Whitelock and Kimberlee Zellhart

Time Frame: Two weeks

Date: July 1, 2009

Brief Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

The goal of this unit is for students to study and understand how immigration to the U.S. in the late 19th century affected American life. Students will be exposed to primary and secondary sources. Technology integration will also be an important part of this unit.

Stage 1: Desired Results

(Determine What Students Will Know, Do and Understand)

Delaware History Content Standard (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

History Standard Two: Students will gather, examine, and analyze historical data [Analysis]

History Standard Four:

Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

Big Idea (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

- Immigration

Unit Enduring Understandings (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)

- *Different types of sources exist to help us gather information about the past, such as artifacts and documents.*
- *Students should study historical topics which are integrated and important in order to provide themselves with a cultural context.*

Unit Essential Question(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

How did the rapid increase in the nation’s population during the last forty years of the 19th century change the landscape of America?

Who are the American people? (demographics, immigration)

Knowledge & Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.)

It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document,

Students will know....

- *Famine*
- *Immigrant*
- *Prejudice*
- *Homestead Act*
- *Tenement*
- *Boarding system*
- *Immigration restriction*
- *Melting Pot*
- *Assimilation*

Students will be able to...

- **Assess the impact of immigrants on American life and the impact of American culture on immigrants**
- **Analyze primary sources by identifying, collecting, organizing, and weighing evidence**

Stage 2: Assessment Evidence
(Design Assessments To Guide Instruction)

This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence – quizzes, worksheets, observations, etc.]

Suggested Performance Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Essential Question Measured by the Transfer Task:

How did the rapid increase in the nation’s population during the last forty years of the 19th century change the landscape of America?

Who are the American people?(demographics, immigration)

Prior Knowledge	Now that you have examined and studied the primary source documents depicting immigration into the United States in the late 19 th century, you are prepared to weigh the evidence and organize the facts.
Problem	Your principal has asked you to present a federal naturalization ceremony and reception reflecting

	the impact of immigrants on American life and the impact of American culture on immigrants.
Role/Perspective	You will need to include key vocabulary and concepts that depict immigration to the U.S. in the late 1800's.
Product	Students will present a Federal naturalization ceremony and reception that includes representation of at least six European countries. You must also include a paragraph using the information obtained from the primary source documents to support or dispute America as a "Melting Pot."

Rubrics for Performance Task (Be sure to align your rubric to the benchmark. A student should not be able to score all on a rubric if he or she has not mastered the standard/benchmark itself.)

Transfer Task Rubric

Scoring Category			
This ceremony contains ...	Score Point 3	Score Point 2	Score Point 1
Representation of major European countries	This ceremony contains 6 major European countries	This ceremony contains 4 major European countries	This ceremony contains 2 major European countries

Key vocabulary terms	This ceremony contains key vocabulary terms depicting critical events	This ceremony contains some vocabulary terms depicting critical events	This ceremony contains few vocabulary terms depicting critical events
Concepts	This ceremony contains appropriate and thorough explanations of the concepts	This ceremony contains appropriate or partial explanations of the concepts	This ceremony contains minimal explanations of the concepts
A paragraph supporting or refuting America as a “melting pot.”	The paragraph provides an appropriate and thorough description for or against assimilation.	The paragraph provides an appropriate and partial description for or against assimilation.	The paragraph provides an inappropriate and/or minimal description for or against assimilation.
			Total Score: _____ Above the Standard: 10 to 12 Meets the Standard: 7 to 9 Below the Standard: 7 and below

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Formative Assessments conclude each teaching strategy as a Check for Understanding.

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teacher name that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want follow would consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired outcomes reflected in the assessment evidence to be gathered (Stage 2).

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations

Include these instructional elements when designing an effective and engaging learning plan for ALL students

- Align with expectations of Stage 1 and Stage 2
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Include a wide range of research-based, effective, and engaging strategies
- Differentiate and personalize content, process, and product for diverse learners

Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson One - Essential Questions

How did the rapid increase in the nation's population during the last forty years of the 19th century change the landscape of America?

Who are the American people? (demographics, immigration)

Background



Millions of immigrants came to the United States mostly from Europe in the late 1800's. This migration was a substantial share of the growth especially into urban areas. First, a wave of by and large uneducated immigrants entered the United States in the 1840's as a result of a potato famine that uprooted the people and devastated their economy. During this first wave, many young men were tied to family members who usually had resources. These men were semi-skilled labor who found work building the cities trying to keep up with industrialization.



Chinese people came to the US in high numbers after the California gold rush. Some Chinese worked in mining and agriculture. However, most were hired by the Central Pacific Railroad to build the transcontinental railway. There was tremendous prejudice against the Asian immigrants. In 1882, the government passed the Chinese Exclusion Act, making them the only group that was not allowed to freely enter the United States. At this time, about 75,000 Chinese were already living in the US.



Before 1890, most Europeans came from northern and western Europe. These immigrants helped build the West and took part in the westward expansion.

After 1890, Italians, Jews, Poles, and Russians came from Southern and Eastern Europe. Governments forced some to leave and others came to find work because they couldn't earn a living in their country. Most of these immigrants had little money to buy farmland and lacked the education to establish themselves in professions.



There were many different ways that people reached the port cities. Difficulties reaching the ship were present for many immigrants. Some immigrants did not possess the special permits needed to cross the border into another country. Finding food and shelter was another problem facing immigrants who slept in inns or fields along the way. Immigrants often had to walk or ride by wagon to the train station that eventually took them to the ship.



The trip across the Atlantic Ocean usually took about 40 days or even up to 6 months. Most people could not afford first-class tickets. These rooms were at the bottom of the ship where several hundred people were crammed together with little fresh air. These were the noisiest and hottest rooms on the ship. Bunk beds housed the immigrants. Immigrants often ate worm-infested food that included cold soup, potatoes, herring, bread and stringy beef. Only people who could afford it could travel in nicer compartments with windows higher on the ship.



Disease plagued the immigrants due to the unsanitary conditions on the ship. People died from typhus and

Children often contracted measles. Steamships in the late 1800's improved sailing conditions tremendously.



Before immigrants actually descended from the ships they witnessed the Statue of Liberty in New York Harbor. Immigrants were transported to a large building on Ellis Island for inspection where they were required to undergo examination upon arrival. If you were found curable by doctors you were put in a hospital until you were cured. If a disease was contagious or incurable you were deported.



Most of the foreigners had certain things in common. For example, many came because land was cheap and because of the Homestead Act. Most lived in the cities and were young. Many had romantic visions of what life would be like in the United States. They had dreams of becoming true "Americans." Second generation immigrants tried to assimilate into real American culture. Sometimes it was not a matter of choice because English was spoken at work, in churches, and in schools.

Unfortunately, conditions surrounded the new immigrants because urban America was overcrowded, disease and crime flourished. Many immigrants were very poor and several were uneducated. Most lived in boarding houses or tenement homes. As a result, old immigrants were extremely hostile with new immigrants. They felt their culture, religion, and poverty would interfere with their way of life. However, even though this is how it was perceived, in actuality the new immigrants were no different than the old immigrants. But, these poor relations did affect assimilation.



Instructional Strategies

Strategy One – Gathering Information: Think-Pair-Share

Focus on the following six documents in groups of 4 or 5. Ask each group to review source for evidence of how immigrants did to fit in the United States in the late 19th century. These groups should, as much as possible, be homogenous. For example, having four students with a strong understanding of the same concept (e.g., civic responsibility) will not promote a sharing of ideas. Groups should be no larger than 4 students, and 2-3 is preferred.

Ask each group to share its document and tell the types of activities reported in the document.

Check for Understanding

Rubric

- This response gives a valid word(s).
- This response does not give a valid word(s).

Note: If the teacher would like a two-point rubric, the question “why” will need to be added to each question.

- This response gives valid words with accurate and relevant evidence of activities.
- This response gives valid words with an inaccurate, irrelevant, or no explanation of activities.

Strategy Two – Extending and Refining – Panel Discussion

Assign four volunteers to act as a moderator and three immigrants from documents 46, 47, 48, and 49. The three students playing the immigrants should study their documents for clues to assist them in answering questions relating to their assimilation into American culture.

Check for Understanding

rubric

- This response gives an accurate and relevant explanation.
- This response gives an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy Three – Application - Paragraph

Ask students to support or dispute America as a “melting pot”, a country in which people of many different cultures come together to form one society.

Check for Understanding

rubric

- This response gives valid information with accurate and relevant evidence of America as a “melting pot”
- This response gives valid information with an inaccurate, irrelevant, or no explanation of America as a “melting pot”.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Did you consider the following unit design principles?

P – International education perspective

L – Information Literacy

VR – Workplace readiness / 21st century skills

A – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

T – Technology Literacy

Resources & Teaching Tips (Consider the two questions below when completing this section.)

○ **What text/print/media/kit/web resources best support this unit?**

- Brinkley, Alan. American History- A Survey – Volume III. New York. McGraw – Hill, 2009
- Benson, Barbara and Carol Hofferker. The Delaware Adventure. Salt Lake City. Gibbs Smith, 2007
- United States. Orlando: Harcourt Brace, 2002.
- Levine, Ellen. If Your Name was Changed at Ellis Island. New York. Scholastic. 1993
- The Immigrant Experience, 1890-1925 – Volume II: Teaching with Primary Sources. New Hampshire Cobblestone Publishing, 1996
- **Freedman, Russell. Immigrant Kids. New York. Scholastic.1980**
- [http://www.teachertube.com/viewVideo.php?video_id=106958&title=Ellis Island Immigrants](http://www.teachertube.com/viewVideo.php?video_id=106958&title=Ellis_Island_Immigrants)
- http://teachertube.com/members/viewVideo.php?video_id=113014&title=Immigration
- [http://www.teachertube.com/members/viewVideo.php?video_id=35949&title=Ellis Island](http://www.teachertube.com/members/viewVideo.php?video_id=35949&title=Ellis_Island)
- <http://player.discoveryeducation.com/index.cfm?guidAssetId=C0AA0670->

○ **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

Differentiation (This should include a list or description of ways that you will differentiate instruction according to students and include any curricular adaptations/accommodations that are needed to meet the needs of **ALL** students, including students with disabilities. Examples include: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at reading level, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

Differentiation is embedded throughout this unit in the instructional strategies. For example, using graphic organizers, cooperative learning, and peer discussions take place throughout the unit.

Technology Integration

Useful websites are embedded within the lessons. Student use of computers for some strategies is encouraged.

Content Connections

History Standard Two:

Students will gather, examine, and analyze historical data [Analysis].

History Standard Four:

Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

ELA 1.3 (4-6): Writers will produce examples that illustrate the following discourse classifications: by the completion of the grade, writers will be able to write persuasive, informative, and expressive pieces.

ELA 2.3c (5-12): Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding or oral and written text – use a graphic organizer or other note taking technique to record important ideas or information

ELA 3.1a2 (2-12): By the completion of the grade, students will be able to identify, locate, and select sources of information relevant to a defined need by developing and using procedures to gather information and ideas; developing and following a process for research completion