

Unit Name: 3c - Immigration and Urbanization
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UNIT

Subject: **Social Studies**
Course/Grade: **U.S. History**
School: **EHTHS**

Country:
State/Group: **NJ**

UNIT SUMMARY

Around the turn of the twentieth century, mass immigration from eastern and southern Europe dramatically altered the population's ethnic and religious composition. Unlike earlier immigrants, who had come from Britain, Canada, Germany, Ireland, and Scandinavia, the "new immigrants" came increasingly from Hungary, Italy, Poland, and Russia. The newcomers were often Catholic or Jewish and two-thirds of them settled in cities.

Today, Americans are highly conscious of the impact of immigration. Since 1965, when the United States eliminated quotas that restricted the number of people who could come from certain parts of the world, the face of the nation has changed visibly. The recent movement of millions of migrants to the United States has had profound political and social repercussions, spurring intense public debate over such issues as bilingual education and immigration restriction. But this influx of people is only the most recent example of a long history of immigration to the United States. In a single decade—1900 to 1910--8.8 million immigrants entered the United States.

UNIT RESOURCES

Resources:

DVD: America - The Story of US (view Cities)

Internet Resource Links:

<http://www.digitalhistory.uh.edu/modules/immigration/index.cfm>

<http://www.eyewitnesstohistory.com/snpim1.htm>

http://www.ellisland.org/genealogy/ellis_island_history.asp

<http://www.authentichistory.com/1898-1913/2-progressivism/1-urban-immigr/index.html>

STAGE ONE

GOALS AND STANDARDS

Goal:

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ENDURING UNDERSTANDINGS

With the exception of Native Americans, everyone in the United States is either an immigrant or a descendant of immigrants from the past five centuries

Immigration continues to be a major force in the United States economy and in political discussions. Many of the social services and labor laws we enjoy today began as responses to poor living and working conditions for immigrants.

The development of American towns, cities, and infrastructure owe a great deal to immigrant labor.

Public attitudes and the political landscape in the United States have often reflected negative reactions toward new groups of immigrants.

Groups of immigrants came to the United States for a variety of reasons, including changing economic conditions and religious persecution in their home countries

ESSENTIAL QUESTIONS

How did nativism affect government policies toward immigrants?

Why did the United States encourage immigration?

What was the impact of the growth of the American cities?

How do you account for the growth of the American city?

What role did certain industries have in the growth of American cities?

Did America fulfill the dreams of immigrants?

Has immigration been the key to America's success?

In what ways is the United States a “nation of immigrants”?

What factors might a person have to weigh when considering whether to immigrate to another country? What might it be like to be faced with this decision?

What might be some of the greatest challenges and rewards for immigrants to a new country? How might various immigrant groups from different periods of U.S. history have answered this question?

Why has anti-immigrant sentiment arisen at different points in U.S. history?

How has immigration influenced the laws and social services we have in the United States today?

How do the experiences of immigrants in various periods of United States history compare to those of immigrants today?

KNOWLEDGE AND SKILLS

SWBAT:

define *refugee*, *assimilation*, *anti-Semitism* and *nativism*

explain why it was difficult for immigrants to assimilate into American society

list contributions made by immigrants to American culture

identify the various reasons Southern and Eastern Europeans emigrated to the U.S.

Research and interpret information about immigration patterns, immigrant life, and the response to major waves of immigration

Explain the reasons why many people chose to leave their native countries and come to the United States

Explain the correlations between the arrival of immigrant groups, and public opinion and legislation in the United States

Identify some of the significant legacies that earlier immigrant groups left behind and that can still be observed in the United States today

Trace present-day social services and labor laws to their roots in earlier movements to help immigrants

Relate historical immigration patterns to modern immigration trends

STAGE TWO

PERFORMANCE TASKS

Title: Unassigned

Rubric:

Trait:

Weight: 0%	Weight: 0%	Weight: 0%	Weight: 0%

Title: Looking Backward

students will look at and discuss Keppler's "Looking Backward" cartoon. Key concepts that should be discussed include the physical appearances of the "new" immigrant coming off of the boat and the men waiting for him, and the meaning of the shadows behind the men.

Students should then collaborate on ideas as to why the men do not want the immigrant to come onshore and compare those reasons to the shadows.

Title: Welcome to All

Students will analyze Keppler's "Welcome to All" cartoon and identify symbolism that shows acceptance of immigrants into the U.S.

Then, they can compare and contrast this cartoon to Keppler's "Looking Backward" and discuss possible reasons for the change in the opinions towards immigrants

Title: Could you be a citizen?

Have students complete the sample citizenship test to see if they would pass.

http://www.teachervision.fen.com/tv/printables/TCR/1557342344_63_key.pdf

Title: Immigration Journal

Students will assume the role of an immigrant to the US during the late 1800s to early 1900s and they will create a journal of their experiences. Journal entries should include details about why they left their homeland, and describe what the journey across the Atlantic was like, the process of going through Ellis Island, and where they will live and what type of job they hope to get.

Story Writing : Immigrant Experience Journal

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Requirements	All of the written requirements (reason for leaving, journey across Atlantic, processing at Ellis Island, where they will live and what job they will have) were met.	Almost all (4 out of 5) the written requirements were met.	Most (3 out of 5) of the written requirements were met, but several were not.	Many requirements were not met.

OTHER EVIDENCE

test, quizzes, self-assessment, worksheets

STAGE THREE

LEARNING ACTIVITIES

Students and teachers will take a field trip to the Statue of Liberty and Ellis Island.

<http://www.nps.gov/stli/forteachers/planafieldtrip.htm>

<http://www.nps.gov/elis/forteachers/planafieldtrip.htm>