

# **Immigration**

## *Backwards Planning Curriculum Units*

Betsey Hedberg, Writer

Dr. Aaron Willis, Project Coordinator

Kerry Gordonson, Editor

Justin Coffey, Editor

Starr Balmer, Editorial Assistant

Earl Collins, Graphic Designer

Social Studies School Service  
10200 Jefferson Blvd., P.O. Box 802  
Culver City, CA 90232

<http://socialstudies.com>  
[access@socialstudies.com](mailto:access@socialstudies.com)

(800) 421-4246

© 2008 Social Studies School Service

10200 Jefferson Blvd., P.O. Box 802  
Culver City, CA 90232  
United States of America

(310) 839-2436  
(800) 421-4246

Fax: (800) 944-5432  
Fax: (310) 839-2249

<http://socialstudies.com>  
[access@socialstudies.com](mailto:access@socialstudies.com)

Permission is granted to reproduce individual worksheets for classroom use only.  
Printed in the United States of America

ISBN 978-1-56004-344-7

**Product Code: ZP394**

# TABLE OF CONTENTS

<b>Introduction.....</b>	<b>IV</b>
<b>Lecture Notes.....</b>	<b>S1</b>
<b>Student Handouts.....</b>	<b>H1</b>
<b>Backwards Planning Curriculum:</b>	
Immigration: Backwards Planning Activities.....	<b>1</b>
Project #1: Local Immigration History Museum.....	<b>3</b>
Project #2: Postcard Home.....	<b>10</b>
Project #3: Reactions to Immigration .....	<b>15</b>
Immigration: Multiple-Choice Quiz .....	<b>23</b>
Immigration: Multiple-Choice Quiz Answer Key .....	<b>27</b>

# How To Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.
2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.
3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.
4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

**5.** End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

**6.** If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at [access@socialstudies.com](mailto:access@socialstudies.com). We look forward to hearing from you.

Dr. Aaron Willis  
Chief Education Officer  
Social Studies School Service

# Immigration



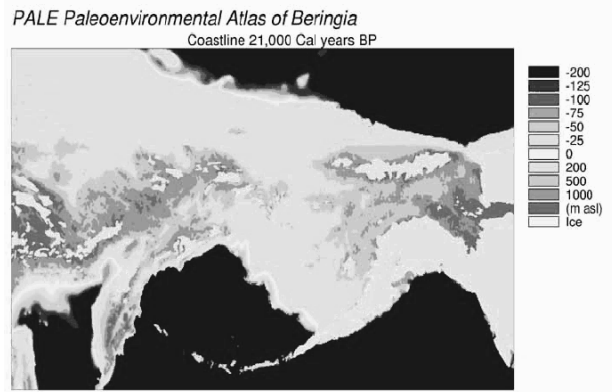
Immigration has shaped and defined the United States since its beginning. This presentation highlights some of the important trends in U.S. immigration history, from the different peoples who have come to America throughout its history, to prejudices and hardships immigrants have had to face, to the ways in which immigrants have helped build this country, to attitudes towards immigrants today.

## **Essential Questions**

- 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?

# The First Migrants

- Bering Land Bridge
- 12,000 years ago
- This theory is under revision due to new scientific evidence—stay tuned!

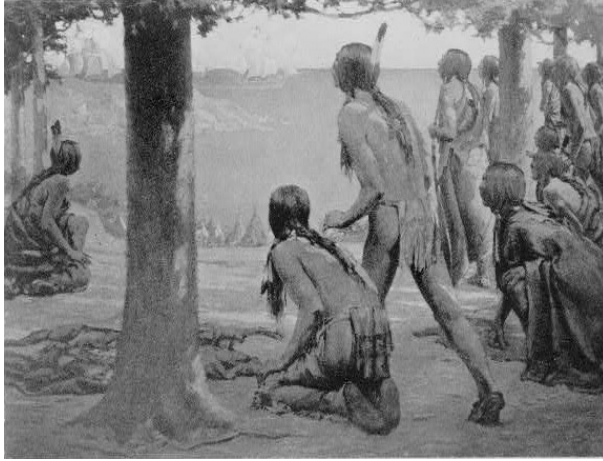


This map shows the Bering Land Bridge disappearing over time

Until at least 12,000 years ago, no humans lived in the Americas. Many scientists believe that the first people to enter North America crossed the Bering Land Bridge during the Ice Age 12,000 years ago, although this theory is currently under revision due to new scientific evidence. This land bridge connected present-day Russia with present-day Alaska, allowing groups of people to migrate from Asia into America. This migration process would have occurred over generations; it's likely that an individual would not have realized that he or she was undertaking a major migration. While we don't technically refer to these people as immigrants, we may consider them the first true migrants to what is today the United States.



# Native Americans



Native Americans watching the arrival of Europeans

- Native Americans
- Settled throughout the continent
- Major changes when Europeans arrived

Some of these early groups of migrants became the people we now call Native Americans. They established communities and cultures throughout the present-day U.S. Many of these cultures were extensive and complex, such as the Mississippians and the Hopewells in the Midwest, and the Pueblos in the Southwest. Although these cultures evolved and changed over the centuries, their world and way of life was changed irrevocably by the arrival of Europeans.

## Early Europeans and Africans



Painting depicting the Pilgrims' landing  
in 1620

- First Europeans came in the 17th century
- African slaves



Captured Africans intended to be sold  
as slaves

The first Europeans to settle in what is today the United States came from England in the 17th century. Other colonists arrived from France, Germany, Ireland, and other European countries. During this time, African slaves also became part of America's cultural makeup. By the time the United States became a nation in 1776, its residents included a relatively diverse array of backgrounds, primarily Western European and African. The largest representation came from Great Britain.

# Immigration: Backwards Planning Activities

## 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
- Groups of immigrants came to the United States for a variety of reasons, including changing economic conditions and religious persecution in their home countries
- Public attitudes and the political landscape in the United States have often reflected negative reactions toward new groups of immigrants
- The development of American towns, cities, and infrastructure owe a great deal to immigrant labor
- Many of the social services and labor laws we enjoy today began as responses to poor living and working conditions for immigrants
- Immigration continues to be a major force in the United States economy and in political discussions

## Essential questions:

- 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 U.S. history compare to those of immigrants today?

## Learning experiences and instruction:

Students will need to know...	Students will need to be able to...
<ol style="list-style-type: none"> <li>1. Patterns of immigration and immigrant settlement from the 17th century to the present</li> <li>2. “Push” factors that led immigrants to leave their home countries and “pull” factors that drew them to the United States</li> <li>3. Reactions to new immigrant groups, as manifested in public attitudes and in politics</li> <li>4. The role of immigrants in the development of the United States</li> <li>5. The conditions under which new immigrants often lived, particularly in the cities, and the social programs of the Progressive Era that began in response to these conditions</li> <li>6. The conceptual differences between the “melting pot” and “salad bowl” models of immigrant adjustment to American culture</li> </ol>	<ol style="list-style-type: none"> <li>1. Research and interpret information about immigration patterns, immigrant life, and the response to major waves of immigration</li> <li>2. Explain the reasons why many people chose to leave their native countries and come to the United States</li> <li>3. Explain the correlations between the arrival of immigrant groups, and public opinion and legislation in the United States</li> <li>4. Identify some of the significant legacies that earlier immigrant groups left behind and that can still be observed in the United States today</li> <li>5. Trace present-day social services and labor laws to their roots in earlier movements to help immigrants</li> <li>6. Relate historical immigration patterns to modern immigration trends</li> </ol>

### Teaching and learning activities that will equip students to demonstrate targeted understandings:

- Research and report on local immigrant groups from the early 19th to mid-20th centuries, focusing on the visible legacies these groups left. (**Enduring understanding:** The development of American towns, cities, and infrastructures owe a great deal to immigrant labor. This is particularly true with regard to westward expansion, including the notable immigrant participation in building the transcontinental railroad and in California gold mines.)
- Research and write about the challenges and rewards of being a new immigrant to the United States in the 19th or early 20th centuries. (**Enduring understanding:** Groups of immigrants came to the U.S. for a variety of reasons, including changing economic conditions and religious persecution in their home countries.)
- Research and diagram the historical relationships between immigration, public opinion, and governmental response. (**Enduring understanding:** Public attitudes and the political landscape in the United States have often reflected negative reactions toward new groups of immigrants.)

Permission granted to reproduce for classroom use only. © 2008 Social Studies School Service. (800) 421-4246. <http://socialstudies.com>

## Performance Tasks and Projects

# Project #1: Local Immigration History Museum

### Overview:

In this lesson, students research immigrant groups from earlier eras (preferably the 19th and early 20th centuries) that settled in their community or region. They create museum exhibits highlighting specific landmarks that still exist in their community or region and that were developed through immigrant labor and effort. These landmarks may include physical structures (e.g. buildings, bridges, railroad tracks) or less-tangible entities (e.g. community or religious organizations).

In much of the United States today, it is easy to see evidence of immigrant groups that have recently arrived. Students might ask if they can focus on more-recent groups, especially if they have a personal connection to these groups and the structures and organizations these groups have created. While this would be an excellent extension to this lesson, ask students to focus on immigrant groups from earlier eras (before the mid-20th century) for this lesson.

### Objectives:

As a result of completing the lesson, students will:

- Understand the significance of immigration to the development of their local area
- Make connections between local landmarks they can see today and the contributions of past immigrant groups
- Possess a deeper knowledge of specific ways in which immigrants participated in the development of the United States

### Time required:

Five to seven class periods

### Methodology:

Pose to the class the question “What evidence can we see today of the contributions of immigrants in past decades and centuries?” Discuss students’ ideas.

Students might recall from the PowerPoint the importance of immigrants in the development of major cities and in building the transcontinental railroad. The railroad exists to this day, as do many of the buildings that immigrants helped construct. Remind students that immigrants from

earlier eras left a tangible legacy of physical structures that we can still see today. They also left their marks in terms of place and personal names, local organizations, and cultural and religious institutions, among other contributions. Thus, we live today on a foundation built by immigrants.

Ask students if they're aware of the history of immigration in their town or region. Use the following questions to guide the discussion. Students might have no idea about the answers, but encourage them to brainstorm, and provide guidance and clues when appropriate.

- What immigrant groups settled here?
- When did they come to this area in the greatest numbers?
- What lasting legacies have they left? What evidence remains of these immigrant groups from earlier eras (e.g. buildings, neighborhoods, place names)?
- Do these groups still have a noticeable presence in the area? If so, what presence do they have today?

Have students conduct research to find out more about the influence of past groups of immigrants in their local area. They should concentrate on at least one immigrant group (and up to three) from the 19th to mid-20th centuries.

The type of research students do will depend on the setting in which your school is located. If you're in a small town, they might visit a local library or historical society and talk to some "old timers" who may be part of these immigrant groups (or remember people who were). You might also have students focus on a broader region, incorporating several towns or counties. If you're in a larger city, the Internet will probably offer more substantive information than for a smaller town, and there may be books about local immigration. It might be of particular interest for urban students to concentrate on one or two neighborhoods near their homes or school. They might visit a local branch of the public library or invite a neighborhood historian to talk to the class.

This research may be done individually, in pairs, or in small groups. If you take a field trip or have a guest speaker come to class, that part of the research will naturally be conducted as an entire class.

To the best of their ability, students should find information to fill in the charts in the student handout for this lesson. Depending on your time frame and the immigration history of your area, students may use only one chart (focusing on one immigrant group), or they may fill in two or three (focusing on two or three immigrant groups).

When students have finished their research, discuss their findings as a class. In particular, ask them to describe some of the structures and other entities (e.g., organizations, place names) created by immigrants from earlier times that still exist today in their community or region. Have students seen any of these landmarks firsthand? In what ways do these landmarks serve as monuments to previous generations of immigrants?

Divide the class into small groups (if you have not already done so). Assign each group a particular community or regional landmark that represents immigrants from an earlier time.

Permission granted to reproduce for classroom use only. © 2008 Social Studies School Service. (800) 421-4246. <http://socialstudies.com>