

Title:

Finding Our Way Home: Immigration to the United States, 1815-1860)

Authors:

Margo Gramling, Jefferson Elementary, Manitowoc,
Andrea Friis, Westwood Elementary, DePere,

Abstract:

This is a one-week unit for grades 4 & 5. Its focus is immigrants who came to the United States from 1815 to 1860. Prior to this unit, students should have studied why people immigrate, where they have settled, and some of the surrounding issues related to immigration. This unit would serve as their final performance assessment.

State Standard(s):

B 4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.
B 8.4 Explain how and why events may be interpreted differently depending upon perspectives of participants, witnesses, reporters, and historians.

Essential Historical Question:

How did immigration affect families?

Perspectives on the Question:

Father	How will I provide for my family?
Mother	How can I keep my family together and safe?
Children	How will I get along? Where and how can I find friends?
Grandparent	What is my role? What will I be doing?

Learning Targets:

Knowledge

Vocabulary

Immigrant

Ethnicity

Discrimination

Culture

Immigrate

Migrate

Emigrate

Concepts

culture,

industrialization
transportation
slavery
independence
urban
interdependence
point-of-view

Factual Questions

Why do people move?
Where did immigrants settle?
What were some issues related to immigrant families?

Events:

Indian Wars
Network of westward trails and railroads
Industrial Revolution
Gold Rush
statehood

Skills and Processes

- Compare/Contrast
- Analyze
- Interpret
- Relate
- Explain

Reasoning and Critical and Creative Thinking

History Thinking Standard 2: The student comprehends a variety of historical sources.

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- B. Reconstruct the literal meaning of a historical passage.
- D. Differentiate between historical facts and interpretation.
- E. Read historical facts imaginatively.
- F. Appreciate historical perspectives.
- G. Draw upon data in historical maps
- I. Draw upon visual, literary, and musical sources.

Dispositions and Attitudes

- Empathy for struggle
- Appreciation of individual differences/diversity
- Cooperation among members of a group
- Influence of environment on behaviors

Instruction:

Preliminary Activities:

Day 1

Teacher will break students into families of 4 members each. After students are in family groups, they should brainstorm issues that they would encounter as an immigrant family by creating a web. Students in each group will be given one of the following roles to research focusing on that perspective: father, mother, grandparent, child. Discuss the performance assessment by going over the rubric and interview form. **Rubric explanation**

Accurate Historical Information should be pulled from resources provided or interviews with immigrants. *Issues related to immigration* are things that a family may encounter such as meeting their basic needs, transportation, location, etc. *Types of conflict/struggle* relates to accounts of personal interactions and feelings regarding family and community, as well as internal struggles.

New Learning Activities:

Days 2 – 3

Teacher will have a wide variety of resources available to students. Students will be reorganized according to roles to read, study, discuss and prepare for the interview. During these two days, students can select appropriate material and read individually, in pairs, or as small groups. At the end of each day, students will meet in role groups to discuss the interview sheets and/or webs created the first day.

Day 4

Students will meet in assigned families to share findings, and to prepare for interviews. They may use a mock interviewer to question the group. Suggested interviewers: principal, reading teacher, ESL teacher, aide.

Post-Learning Activities:

Day 5

Teacher will need to have video recording equipment set up and ready to go at the beginning of class. Families will be interviewed by the classroom teacher. The rest of the class will be the “studio audience”.

Teacher will use the videotape recording for the assessment.

Assignment:

Students will answer the following question: How were/are individual families affected by immigrating/migrating?

Assessment:

Goal of Performance or Product:

Students will present in interview format, a perspective of issues related to a specific immigrant family member.

Role of Student:

Each student of the group will read, study, interview, and prepare for being one member of the family. They will be interviewed about their perspective about immigrating.

Audience of Performance or Product:

Teacher, and class

Situation:

The family will be interviewed by a documentary filmmaker. The film will go in a resource library for other families and social scientists to use.

Criteria Used to Evaluate Performance or Product:

Rubric with the following ideas: presents an accurate historical information, addresses issues related to immigration, responds to and explains types of conflicts/struggles, follows guidelines for oral presentation.

Resources:

Primary Sources:

Yale Strom, *Quilted Landscape: Conversations with Young Immigrants*

William Jay Jacobs, *Ellis Island: New Hope in a New Land*

Veronica Lawlor, *I Was Dreaming to Come to America*

North American Immigrant Letters, Diaries, and Oral Histories

<http://www.alexanderst.com>

Diaries, Memoirs, Letters, and Reports Along The Trails West,

<http://www.over-land.com>

Ancestor Hunt

<http://www.ancestorhunt.com>

Selected Images of Ellis Island and Immigration

<http://lcweb.loc.gov>

Secondary Sources:

Roger Daniels, *Coming to America: A History of Race and Ethnicity in American Life*

Ronald Takaki, *Different Mirror*