

Unit: The Immigrant Experience

Whitman-Hanson Regional High School, September 2011

Teaching American History Grant Year 3

Abstract: In this unit students will explore when, why, and how people immigrated to the United States in the 1920's. Students will analyze the effects and consequences of immigration on the country, themselves, and the populations already living there. Students will analyze primary sources, view power points, and complete web searches in order to gain a comprehensive picture of the immigrant experience in the 1920's.

This series of lessons will be a part of a larger unit on the 1920's. The rest of the unit focuses on the economics and politics of the 1920's. Because immigration significantly impacted the economics and politics of the 1920's the immigrant experience is a good place to start and sets a foundation to base future lessons on. Immigration in the United States continues to be a relevant issue in current events and politics so there are many extension activities that can be done with this topic as well. The students who will complete this lesson are juniors in academic or on-level classes. Regardless of level, students will complete extensive primary source analysis in this unit as one of my professional goals this year will be to increase the use and understanding of primary sources in my curriculum. In the past I have used primary sources 1-2 times a week. I want to increase that to 3-4 times.

Key questions:

1. What difficulties did immigrants face when arriving in the United States in the 1920's?
2. How are those difficulties different from the ones immigrants experience today?
3. How did the new immigrants transform the United States economically, politically, and socially?

Learning objectives: Students will be able to....

1. Analyze why people immigrated to the United States
2. Describe the living and work conditions of immigrants in the 1920's
3. Explain how immigrants contributed to the economy in the 1920's

Learning activity # 1- Analyzing poem and image

Emma Lazarus and the New Colossus

**Not like the brazen giant of Greek fame
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame,
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"**

By Emma Lazarus, New York City, 1883

Step 1: Display a picture of the statue of liberty on the smart board. Ask the students what is in the picture and ask them to explain the significance. Once students have answered or instructor has guided them to correct answers ask the students if anyone knows the inscription on the statue of liberty.

Step 2: Assign students to pairs of two and have them read Emma Lazarus's poem.

Step 3: Have students complete the primary source document analysis form and then answer the additional questions.

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Additional Questions



"New York-Welcome to the Land of Freedom" Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Directions: Complete the following questions on a separate sheet of paper

1. What does "mother of exiles" mean? And how does the statue represent that?
2. Write down three references to light found in the poem.
3. What do the references to light symbolize or represent?
4. Who is the statue lighting the way for?
5. Analyze the last five lines of the poem. What do they mean? Why are those lines appropriate for the many immigrants passing the statue in the 1920's?
6. What is occurring in the picture above? Be descriptive and detailed in your answer

Learning Activity # 2: Ellis Island

Step 1: Have students work alone or in pairs depending on the amount of computers in a lab. Direct them to the following website.

<http://www.history.com/topics/ellis-island>

Directions: Follow the steps below to complete the websearch

Step 1: Click on the clip "Arrival at Ellis Island" and answer the following questions

1. Between 1892 and 1954 how many immigrants passed through Ellis Island?
2. What is the first thing immigrants saw?
3. What was the original name for the statue of liberty?
4. What is the overall message of the song the lady speaks in English?

Step 2: Click on the clip "Ellis Island: Registering as an American citizen"

1. What was difficult about the legal exam?
2. What was the first question they asked?

Step 3: Click on the clip "Citizenship quiz: New York"

1. What questions are asked?
2. What are the answers?

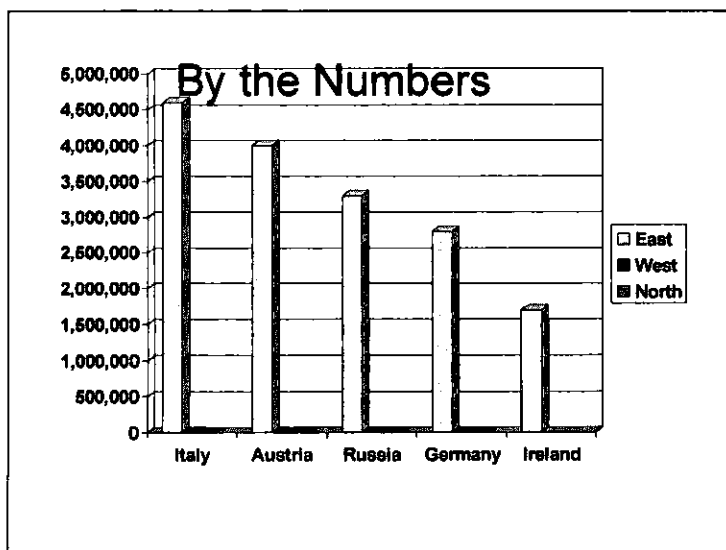
Step 4: Click on the clip "Detention on Ellis Island" and answer the following questions

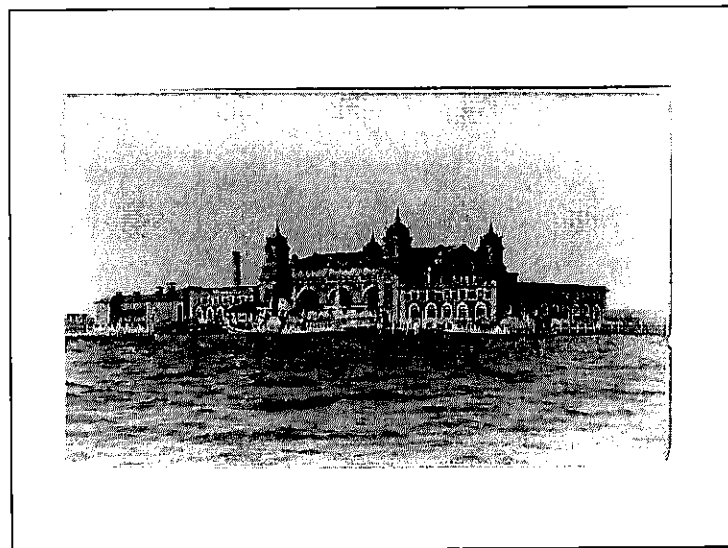
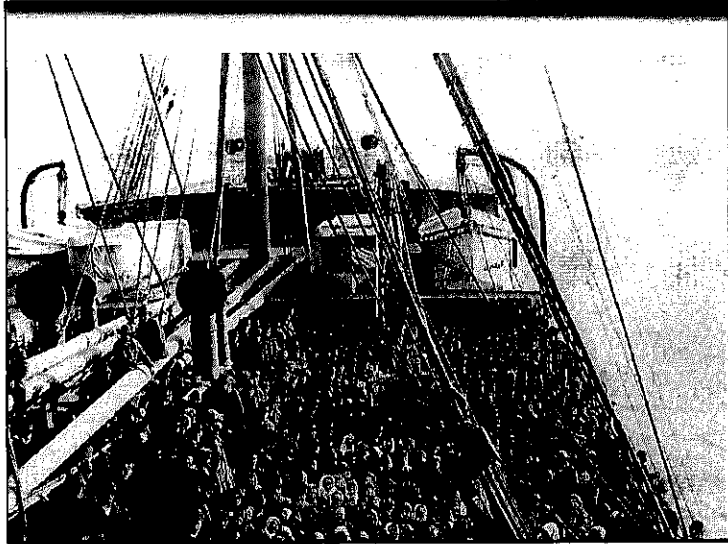
1. Describe how and where the immigrants lived when they were detained.
2. How long and why were immigrants detained?

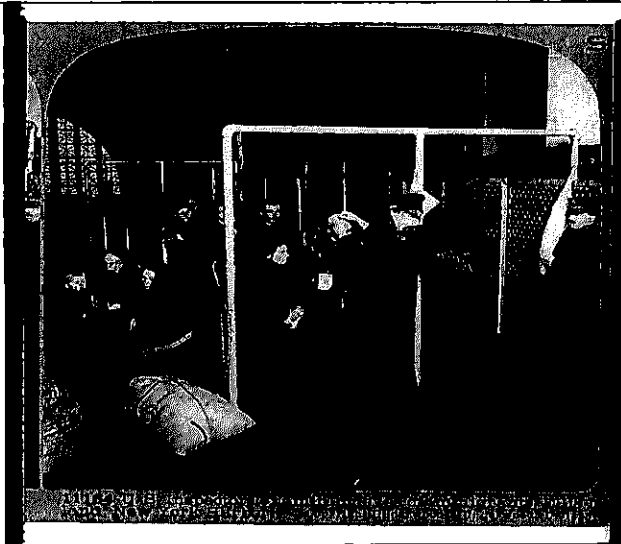
Learning Activity # 3 Power Point

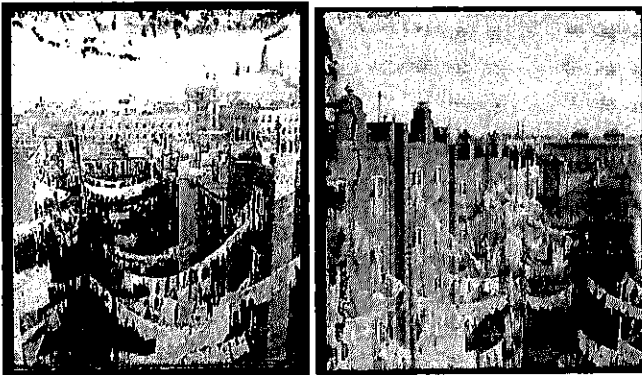
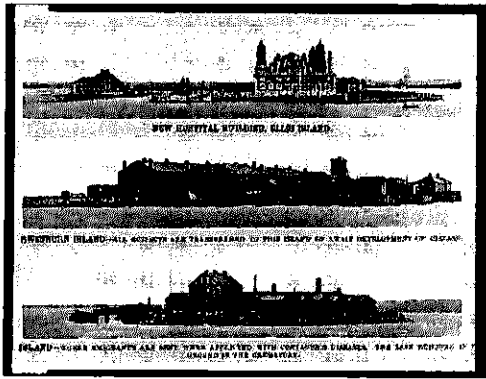
See worksheet and directions below power point images

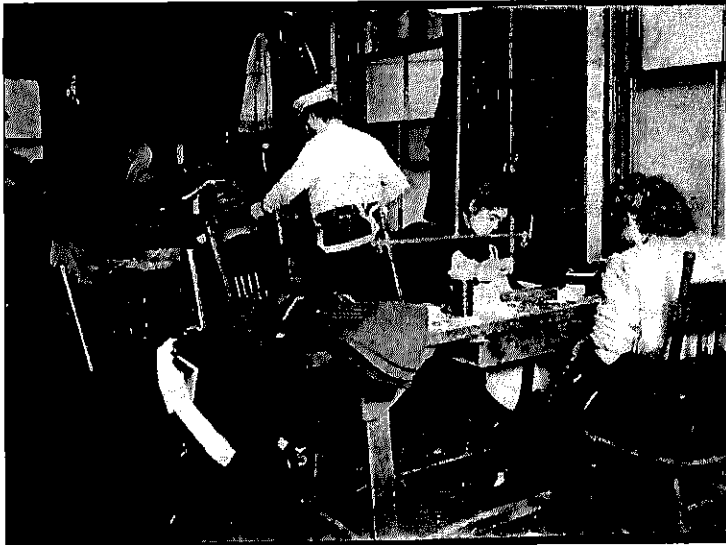
Immigration
American Studies II













Name _____

Date _____

Directions: As you discuss each slide, record notes in the appropriate space. Then, write a journal entry from the perspective of your immigrant in response to the journal prompt. Use descriptive language in your journal entries.

Slide	Notes about Slide	
Slide 2		Introduce yourself and state why you are writing this journal. Include your name, country of origin, and occupation Dear Journal, _____ _____ _____ _____ _____ _____ _____ _____ _____
Slide 3		Record reasons for leaving your homeland Dear Journal, _____ _____ _____ _____ _____ _____ _____ _____ _____

Slide	Notes about Slide	
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Slide 4		<p>Record your thoughts and feelings about the voyage to America.</p> <p>Dear Journal,</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Slides 5-12		<p>Describe your thoughts and feelings upon arriving at Ellis Island. What was it like to be processed through Ellis Island?</p> <p>Dear Journal,</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Slide	Notes about Slide	
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Learning Activity # 4 Journal Entry

Directions: Using what you have learned about immigration in the 1920's and using the primary sources and power points for information, write a one page journal entry from the perspective of an immigrant. In the entry explain who you are, why you are coming to America and what you hope America will be like. Describe your fears and anxieties about coming to a new land. Remember the habits of historical thinking that were discussed at the beginning of the year and use your empathetic ability to put yourself in the shoes of an immigrant. Do not include your own personal opinion; include historically accurate information that describes the immigrant's experience.

See attached rubric

Learning Activity # 5 Writing with primary sources

Using the primary sources given to you, address the following writing prompt:

Why did native born Americans dislike many of the immigrants that came to America between 1900 and 1920? What caused the tension between the two groups? Using your understanding of time and continuity in history discuss connections between the past and present in your conclusion

Requirements

- 2 page maximum
- Double spaced
- Use at least four quotes or references to the primary source documents
- Turabian citations

Use the following radio programs to gain understanding of current issues relating to immigration

Carlos Mencia

<http://www.npr.org/templates/story/story.php?storyId=5478147>

Traci Hong

<http://www.npr.org/templates/story/story.php?storyId=5489495>

Immigration Rhetoric

<http://www.npr.org/templates/story/story.php?storyId=5486480>

ORIGINALLY INTRODUCED BY ED. MORTON

"DON'T BITE THE HAND THAT'S FEEDING YOU"



WORDS BY
THOMAS HOIER

MUSIC BY
JIMMIE MORGAN

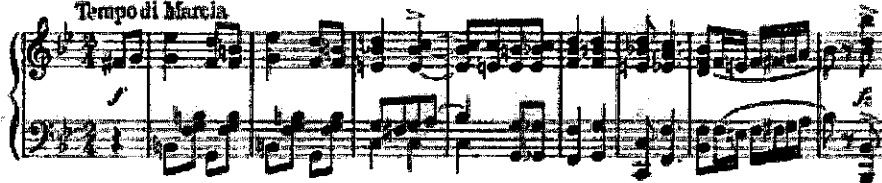
POPULAR EDITION
LEO FEIST, INC. NEW YORK
AGENTS: BERO, HOPKINS & CO. 15, N. 4TH ST. PHILADELPHIA

Don't Bite The Hand That's Feeding You


Words by
THOMAS HOIER

Music by
JIMMIE MORGAN

Tempo di Marcia



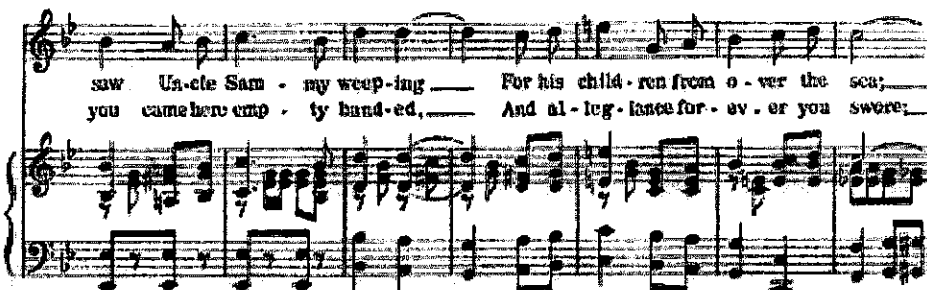
Till Ready



Last night, as I lay a -
You re - call the day you



sleep - ing, A won - der - ful dream came to me, I
land - ed, How I wel - comed you to my shore, When



saw Un - cle Sam - my weep - ing For his child - ren from o - ver the sea,
you came here emp - ty hand - ed, And al - leg - iance for - ev - er you swore,

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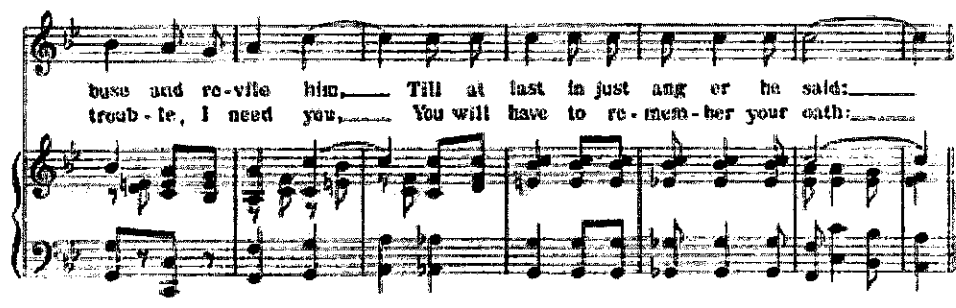
1
They had come to him, friend-less and starv-ing, When from
I gath-ered you close to my bos-om, Of



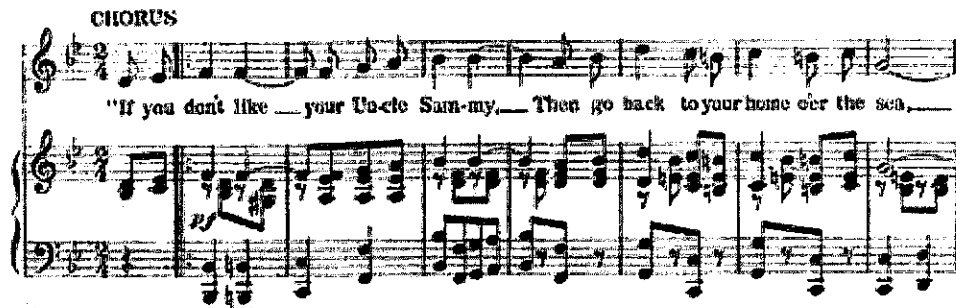
ty-rant's op-press-ion they fled, But now they a-
food and of clothes you got both, So, when in



base and re-vile him, Till at last in just ang-er he said:
troub-le, I need you, You will have to re-mem-ber your oath:



CHORUS
"If you don't like — your Un-cle Sam-my, — Then go back to your home o'er the sea, —"



33000-3

- To the land from where you came, What-ev-er be its name; But don't be un-

grate-ful to me! _____ If you don't like the stars in Old Glor-y, _____ If you

don't like the Red, White and Blue. _____ Then don't act like the cur in the

stor-y. _____ Don't bite the hand that's feed-ing you! _____ "If you you!" _____

9800-3

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“Mr. Calvert has an objection to an Irish Man...” Letter from John Muir, n.d.

Irish were often discriminated against by employers, particularly for skilled jobs. Here, John Muir sends a letter on behalf of his employer indicating that he will not hire an Irish American for a tailor's job.

D^r Sir,

Mr. Calvert is in want of a Taylor, who is a good Workman, if you have such a one among your number, be pleased to send him down by first good Opportunity with an Am^t of his Price. Mr. Calvert has an objection to an Irish Man, therefore be pleased no to send one of that Nation. I remain,

D^r Sir

Your Obedient Srv^t.—

John Muir