**Title: Immigration: A Gallery Walk through Immigration to the U.S., Turn of the 20th Century**

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**Intended use**: Day 4 and Day 5 of an 8-day unit on immigration. Link to the full unit is given at the end of this Lesson Plan.

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| **Lesson Overview** | Newspaper articles, photos, cartoons, and maps displayed at each gallery station bring the period of around 1900 alive for each of 6 immigrant groups that came to the U.S. By using primary and secondary sources, students will be able to see and experience immigration and the immigrant experience and relate it to their own lives. Using a graphic organizer allows students to analyze what they are looking at and be able to sort out important information as well as helping with content comprehension. |
| **Author(s)** | Jennifer Kraemer |
| **Grade Level/**  **Course** | High School, 11th Grade, United States History |
| **Standards** | History  1.1. Develop an understanding of how people view, construct, and interpret history  · Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.  1.2. Analyze key historical periods and patterns of change over time within and across nations and cultures  · The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.  1.3. Analyze key historical periods and patterns of change over time within and across nations and cultures.  · The significance of ideas as powerful forces throughout history. |
| **Time Required** | Multi-Day, 2 90-minute class periods |
| **Topics** | Immigration, Mexico/Mexicans  Outline topic: Immigration from Mexico |
| **Time Period** | 1900s-1910s, 1920s-1930s |
| **Tags (key words)** | High School, United States History, primary sources, immigration, maps, cartoons, photos, Italy, Ireland, Mexico, China, Germany, Russia, immigrants, migration |

**Preparation** *(Links to worksheets, primary sources and other materials):*

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| **Materials** | **Material:**  **Graphic Organizer**  **Primary and Secondary Sources**  [**http://www.pbs.org/destinationamerica/usim.html**](http://www.pbs.org/destinationamerica/usim.html)    **Irish**  **<http://dcc.newberry.org/system/artifacts/476/original/Puck-Mortar-of-Assimilation.jpg>**  **<http://4.bp.blogspot.com/-tlaFy5KS_ZM/TvSkueN9TUI/AAAAAAAACCw/JunyyRFfnvE/s1600/nast+9.jpg>**  **<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/irish2.html>**    **Italian**  [**http://cdn.loc.gov/service/pnp/cph/3b30000/3b34000/3b34000/3b34008r.jpg**](http://cdn.loc.gov/service/pnp/cph/3b30000/3b34000/3b34000/3b34008r.jpg) **picture of earthquake victims**  **<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/italian3.html>**  **<http://www.italianhall.org/images/history/1mascotcartoon.jpg> political cartoon**  **<http://www.gilderlehrman.org/history-by-era/roaring-twenties/resources/sacco-and-vanzetti-1921>**    **Russian**  **<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/polish.html>**  **<http://4.bp.blogspot.com/-jcrhtPjoPwg/UvAlGt9gY0I/AAAAAAAAAq8/2flt4Eyayjk/s1600/anti-immigrant-cartoon-1896.jpg> political cartoon**    **German**  **<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/german.html>**  **<http://mrclark.aretesys.com/450px-Smith1921.jpg> political cartoon**  [**http://lbwwii.wikispaces.com/file/view/immap1.jpg/498840974/immap1.jpg**](http://lbwwii.wikispaces.com/file/view/immap1.jpg/498840974/immap1.jpg) **quota map**  [**http://www.neh.gov/files/divisions/preservation/images/antigerman-resize.jpg**](http://www.neh.gov/files/divisions/preservation/images/antigerman-resize.jpg) **anti-German photo**    **Mexican**  **<http://bocolatinohistory.colorado.edu/document/biographies-of-boulders-madrigal-family-p-1>**  **<http://bocolatinohistory.colorado.edu/document/biographies-of-boulders-madrigal-family-p-2>**  **<http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Map-3.1.docx> map**  [**http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Text\_-\_Immigration-from-Mexico-1900-1940\_.docx**](http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Text_-_Immigration-from-Mexico-1900-1940_.docx) **text**  **<http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/App.-3.1.-Birthplace-of-Latino-Adults-Census-Data-1900-1940.xlsx>** **Birthplace doc**  **<http://bocolatinohistory.colorado.edu/document/migration-from-new-mexico-to-boulder-county-list-of-places-mentioned-in>**  **<http://bocolatinohistory.colorado.edu/us-census-records-for-longmont-1910>**  **<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/mexican.html>**  **<https://redanglespanish.files.wordpress.com/2015/05/screen-shot-2015-05-11-at-2-41-47-pm.png> labor shortage because of Chinese Exclusion Act**    **Chinese**  **<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/chinese.html>**  **<https://upload.wikimedia.org/wikipedia/commons/f/f1/The_only_one_barred_out_cph.3b48680.jpg> political cartoon**  [**http://ocp.hul.harvard.edu//immigration/exclusion.html**](http://ocp.hul.harvard.edu//immigration/exclusion.html) **- text**  [**http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm**](http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm) **Chinese exclusion text** |
| **Resources/Links** | **Immigration Unit Link**  **<http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Instructional-Unit-–-Immigration-Around-the-Turn-of-the-Century-Era.docx>** |

**Lesson Procedure** *(Step by Step Instructions):*

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| 1. Distribute Graphic Organizers. 2. Divide students into 6 groups, each with online access. Have each group download the primary and secondary materials for one nationality of immigrants. 3. Put sources from the immigrant groups around the room to create 6 stations. 4. Give students 15 minutes for each station to complete the graphic organizers. 5. Collect graphic organizers |

**Evaluation/Assessment:** *(Methods for collecting evidence of student learning)*

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| Work in groups creating the stations  Graphic Organizers |