



Boulder County Latino History Project Lesson Plans

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.

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.
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Grade Level/ Course	High School, 11th Grade, United States History
Standards	<p>History</p> <p>1.1. Develop an understanding of how people view, construct, and interpret history</p> <ul style="list-style-type: none"> · 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. <p>1.2. Analyze key historical periods and patterns of change over time within and across nations and cultures</p> <ul style="list-style-type: none"> · The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time. <p>1.3. Analyze key historical periods and patterns of change over time within and across nations and cultures.</p> <ul style="list-style-type: none"> · 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*):

Materials	<p>Material: Graphic Organizer</p> <p>Primary and Secondary Sources http://www.pbs.org/destinationamerica/usim.html</p> <p>Irish http://dcc.newberry.org/system/artifacts/476/original/Puck-Mortar-of-Assimilation.jpg http://4.bp.blogspot.com/-tlaFy5KS_ZM/TvSkueN9TUI/AAAAAAAAACCw/JunyyRFfvE/s1600/nast+9.jpg http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/irish2.html</p> <p>Italian 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</p> <p>Russian http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/polish.html http://4.bp.blogspot.com/-jcrhtPjoPwg/UvAlGt9qY0I/AAAAAAAAAq8/2flt4Eyayjk/s1600/anti-immigrant-cartoon-1896.jpg political cartoon</p>
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	<p><u>German</u> http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/german.html http://mrclark.aretasys.com/450px-Smith1921.jpg political cartoon http://lbwii.wikispaces.com/file/view/immmap1.jpg/498840974/immmap1.jpg quota map http://www.neh.gov/files/divisions/preservation/images/antigerman-resize.jpg anti-German photo</p> <p><u>Mexican</u> 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 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</p> <p><u>Exclusion Act</u></p> <p><u>Chinese</u> http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/chinese.html https://upload.wikimedia.org/wikipedia/commons/ff/f1/The_only_one_barred_out_cph.3b48680.jpg political cartoon http://ocp.hul.harvard.edu/immigration/exclusion.html - text http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm Chinese exclusion text</p>
Resources/Links	<p>Immigration Unit Link http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Instructional-Unit---Immigration-Around-the-Turn-of-the-Century-Era.docx</p>



Lesson Procedure *(Step by Step Instructions):*

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)*

Work in groups creating the stations
Graphic Organizers

