

Immigration: What's Old is New Again
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Lesson Plan Summary

This lesson plan is designed to tie current events with the history of immigration in the United States, specifically during the late 1800s and early 1900s. Students will utilize technology via the Internet to obtain information, prejudices, data and different points of view concerning 21st issues of immigration into the United States and compare and contrast with the same issues in the specified historical period.

Objectives:

Florida Sunshine State Standards as follows:

Middle School/8th Grade:SS.A.5.3.1, SS.A.5.3.3, SS.B.1.3.2, SS.B.2.3.1, SS.C.2.3.3, SS.C.2.3.7, LA.8.6.1.2, LA. 8.6.1.3

High School: SS.A.1.4.2, SS.A.5.4.2, SS.B.2.4.6, SS.C.1.4.4, LA.8.6.1.2, LA. 8.6.1.3

Curriculum Map Link: 8th Grade: America: People, Places and Events 1880 to Present
High School: Post Civil War Growth and Change

Historical Time Period: primarily early 1900s (to present time)

Grade Levels: Middle and High School

Materials/Resources Needed: Internet access
www.uscis.gov (Immigration and Nationality Act) for quotas, etc.
Copy of or access to video from the following website:
www.numbersusa.com
Adopted history textbooks

Lesson Time: approximately 180 class minutes: to view video, discuss issues, write ER
additional time will be needed for internet research and textbook research

Lesson Procedures:

1. American Immigrants: Students should be asked to provide the definition of "immigrant" as a class discussion to open the lesson. "Who are immigrants?" "What is an immigrant?", etc. Definitions may differ among students.

It is imperative at this point to caution students against any inflammatory remarks and to maintain objectivity.

2. The teacher should provide a definition of "immigrant", "to immigrate", etc for clarification and consensus.

3. Students are then directed to locate information in their appropriate grade level textbooks and internet, any reference to immigration and write notes on the following: Small group research: The instructor may wish to assign immigrant groups to small student groups or pairs for expediency.

Dates

Immigrant Groups

Push/Pull Factors (why did they immigrate?)

Cultural and Societal Issues and Backlashes

Ease of Assimilation

Concentration Areas

Federal and State Legislation regarding immigration

Identify the single most important effect on America with each major immigrant group

Possible immigrant groups: Irish, Eastern European, Chinese, Japanese, Jews, Central and South American, Asian (Vietnamese, Korean), Cuban, Mexican, Middle East, etc.

4. Each group will present their findings to the class. The class should then compare and contrast the different major immigrant groups.
5. The instructor should then provide a summary of the current Federal legislation on immigration quotas and criteria (www.uscis.gov)
6. Students will need to view Roy Beck's video "Immigration by the Numbers" obtained from the website: www.numbersusa.com. Teachers: on the website's main page, scroll down the left to reach "Our TV and video clips" to obtain the video. Encourage students to take notes.
7. Class discussion on the video.

