



4-1-2014

Coming to America: Immigration

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Recommended Citation

Musacchio, Annalisa, "Coming to America: Immigration" (2014). *Lesson Plans*. Paper 43.
<http://via.library.depaul.edu/tps-lesson-plans/43>

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Coming To America

Immigration

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5th Grade Cross-Curricular Unit Plan

"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." - Emma Lazarus, The New Colossus

Teacher Page

Student Page

Lesson Plan Description:

This is a two week multi-discipline unit plan incorporating Social Studies, Language Arts, and Technology. Students will choose three individual activities from the student page to complete, and one group activity. Students will gain an understanding of the impact immigrants have made on the American culture. Secondly, students will understand what it was like for immigrants to enter America for the first time by way of Ellis Island. Lastly, students will be able to compare and contrast early 20th century immigration to later 20th century immigration/migration.

ISBE Standard 16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

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Objective #1 - Students will gain an understanding of the impact immigrants have made on the American culture.

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Objective #2 - Students will understand what it is like for immigrants to enter America for the first time by way of Ellis Island.

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Objective #3 - Students will be able to compare and contrast late 20 century immigration to early 20th century immigration.

- Objective #4 - Students will complete Unit Activities (see student page)

Assessments:

Assessment of student learning will be measured by a weekly activity (see student page), and a final project (see student page) in which students are able to choose from four different activities.

Week One

Lesson One

Open Unit by reading *The Keeping Quilt*, by Patricia Polacco. Discuss with students what it means to be an immigrant is. Next, have students identify individuals they know who are immigrants.

Lesson Two

Using a smart board have students view a short movie that I have created from film clips from the American Memory site. *Ellis Island.mpg* Students will also locate pictures of immigrants and write a brief description about three of them. Explain this week's activity.

Week One Activity

Using the Library of Congress-American Memory Site website find a photo using the keyword "immigrant". You are to evaluate your photo using the following criteria:

1. What are they wearing?
2. Where do you think they are going?
3. What country do you think the people or persons came from?
4. After studying the picture, write a short story about the people or person's life or lives were like in America.

Lesson Three

Students will view a PowerPoint presentation *Coming To America.ppt* on Ellis Island, followed by a discussion on the significance of Ellis Island. Using documents from my own grandparents that I scanned in and included in the presentation, students will be able to view an actual ship passenger manifest, and other papers from Ellis Island.

Introduce Final Project that will serve as a final assessment for the unit (see student page). Students will be given time during our language arts to period to begin their research.

Lesson Four

Using <http://memory.loc.gov/ammem/ndlpedu/features/immig/introduction.html> as a supplement to our class discussion students will be able to understand the impact immigrants have made on our culture. Students will identify the cultural contribution immigrants have made to the American culture. We will identify the different ethnic neighborhoods in Chicago. We will create a mural depicting the different neighborhoods.

Week Two

Lesson One

We will view a timeline from <http://memory.loc.gov/ammem/ndlpedu/features/immig/introduction.html> that shows the different waves of immigrants from the late 1800's to the 1980's. We will compare and contrast the early 20th century immigration to late 20th century immigration.

Introduce this week's activity:

Week Two Activity

Assignment

"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."

Emma Lazarus wrote these words in her 19th century poem, "The New Colossus". Do the words reflect the American sentiment about immigration at that time? Do these words express America's feelings about immigration, today?

Lesson Two

Discuss the Emma Lazarus poem "The New Colossus". Have students interpret the meaning she is trying to convey. Have students listen to oral histories of immigrants from the 1980's from the American Memory site. Have a class discussion about we heard.

Lesson Three

Using PowerPoint students will view pictures of immigrants from the different eras. Students will compare and contrast them. Students will view an etching by artist Ester Hernandez titled "Libertad"(1976) This print reflects the modern immigrants view of assimilation, or their resistance to fully assimilate into the modern culture.

Student Activities

20 Points

Week One

Assignment

Using the Library of Congress-[American Memory Site](#) website find a photo using the keyword "immigrant". You are to evaluate your photo using the following criteria:

1. What are they wearing?
2. Where do you think they are going?
3. What country do you think the people or persons came from?
4. After studying the picture, write a short story about the people or person's life or lives were like in America.

Week Two

20 Points

Assignment

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
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Emma Lazarus penned these words in her 19th century poem, The New Colossus. Do the words reflect the American sentiment about immigration at that time? Do these words express America's feelings about immigration, today?

[Link to website](#)

Final Project

60 Points

You may choose one of the following activities:

1. Interview someone you know who is an immigrant. You are to write a paper with the information that you have collected. You can prepare a written paper or an oral presentation. Your project should include the following information:

- The person's name.
- The country that they have immigrated from.
- How long have they lived in United States?
- What their life was like in their home country?
- What their life is like in the United States?
- How is the United States different from their home country?

2. Prepare a written paper or oral presentation comparing and contrasting early 20th century immigration to late 20 century/21st century immigration.

3. Create a piece of artwork that portrays what it means to be an immigrant.

4. Write and perform a short play about immigration. (This may be done in groups of three).

Citation Page

Kitchen and Laundry Facility. 1933. Historic Buildings Survey, Historic American Engineering Record,

Photographs from the Library of Congress,

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Photographs from the Library of Congress, 1949

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Major Immigration Facilities, Ellis Island. 1933. Historic Buildings Survey, Historic American Engineering Record, Photographs from the Library of Congress, 1978. [Http://memory.loc.gov/cgi-bin/query/?ammem/hh:@field\(DOCID+@lit\(NY1252\)\)](http://memory.loc.gov/cgi-bin/query/?ammem/hh:@field(DOCID+@lit(NY1252))) (October 18, 2004).

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