

# Unit 8 New Immigrants, Political, and Social Issues 1865-1900

Content Area: **Social Studies**  
Course(s): **English I, U.S. History I, U.S. History II**  
Time Period: **March**  
Length: **2 weeks**  
Status: **Published**

## Benchmark Assessments

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### Unit Overview

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In late nineteenth century, America, particularly on the eastern seaboard became dominated by large cities. Because of the industrial revolution, work was plentiful and multitudes of immigrants, many from South and Eastern Europe poured into America's urban centers. Soon overcrowded communities became festering centers of disease and crime.

Social hostility was evidenced by clashes between immigrant groups, and native-born Americans. These clashes were most obviously manifested by differences in religion, language and other cultural issues. Before long, a nativist movement emerged in American cities.

In spite of difficult working, and living conditions, and rampant bigotry from many Americans, immigrants, through hard work, and relentless pursuit of the American Dream attained upward mobility.

Immigration also advanced the progressive movement which sought to guarantee the rights of all Americans through cooperative action.

### Enduring Understandings

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- Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children and minority groups.
- Immigration can result in transformational shifts in societies.
- The American system of capitalism and constitutional rights allowed for the relatively smooth influx of large groups of immigrants.
- Plentiful resources made America an attractive destination for immigrants.

## Essential Questions

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- What was the impact of rapid immigration into American cities?
- Can the American system of government assimilate foreigners?
- Did the United States have the resources to accommodate immigrants?
- How and why was immigration successful?

## Standards/Indicators/Student Learning Objectives (SLOs)

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SWBAT compare and contrast immigration pros and cons over time

relate immigration of the late 19th century to modern times

understand the struggles and discrimination immigrants faced

analyze the push and pull factors of the late 1800s

analyze the immigrant experience for people from different countries of origins

understand the significance of Ellis and Angel islands

SOC.6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
SOC.6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

## Lesson Titles

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Push and pull factors

The Journey to America

Opportunity and discrimination

Ellis and Angel Island

Immigrant settlements across the country

Contributions to American society

Nativism

Immigration and industry

Government policies dealing with immigration

## **21st Century Skills and Career Ready Practices**

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- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

## **Inter-Disciplinary Connections**

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English

Sociology

LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.4	American values

SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality

Relating population statistics to individual predictions.

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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Thesis statement writing as students write essays about immigration and nativism

Socratic Questioning relating to issues of immigration and social reforms of the late 1800s

Deductive/Inductive analysis to determine why people made the decisions they did in the past

Thematic thinking how does this unit relate to the overall themes of migration and technology

Pair/Share at the end of lessons to review and analyze concepts

Lecture about push and pull factors, assimilation, and social issues of the late 1800s

Artifact analysis students will examine the political cartoons and advertising posters of the time

Linking historical events (immigration, racial discrimination, treatment of women, presidential elections and corruption, and technological improvements)

Delsea One

SWAG

## **Modifications**

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### **ELL Modifications**

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- Google Translate tool
- Modified Readings
- Testing Modifications
- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer

- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language ( Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

## **IEP and 504 Modifications**

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- Repeat information and directions.
- The SHEG lesson provides a modified text for lower-level readers.
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud

- Test in small groups
- Projects can be submitted digitally or paper
- Options for type of project relating to content
- Delsea One
- SWAG

## **G&T Modifications**

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- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics.
- Creation of technology-based assessments to address the higher levels of Bloom's
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Document Based Questions (DBQs)
- Student led/directed discussions
- Inquiry based learning
- Argumentation and debate
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Options for type of project relating to content
- Thematic learning
- Delsea One
- SWAG

## **At Risk**

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- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration

- Allow extra time for completion of homework dependent upon circumstances
- Delsea One
- SWAG

## **Formative Assessment**

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Warm-up:

- Document review of immigrant diaries
- Q&A dealing with immigration to America over time

Anticipatory Set:

- Reflect upon how the precepts of nativists impacted immigrants
- Consider immigration through the lense of current times
- Evaluate how the treatment of immigrants varies over time
- Be cognizant of the diverse Icontrintutions of immigrants to American culture

Closure:

- Exit Ticket
- 1 minute essay
- Q&A

## **Summative Assessment**

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Exams includign multiple choice, matching, and a short answer section about the causes of immigration and its impact

Presentations on current events research about how immigration issues of today are similar or different from the late 1800s

Marking Period Assessment for the 4th quarter

Quizzes on tier three vocabulary relating to immigration

## **Resources & Materials**

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Prentice Hall US History text Chapter 14 and 15

### **History Channel:**

- America The Story of US segments on Immigration and the movement of various immigrant groups.

### **Gilder-Lehrman:**

- Winning the Vote: A History of Voting Rights

### **Official websites of Ellis and Angel Island**

#### **Amistad Comission Resources:**

- Hull House Established in 1889 by Jane Addams and Ellen Starr
- Primary Source: Booker T. Washington:
- George Washnton Carver
- Mother Drexel
- Landmark Documents, Speeches, and Correspondence
- Plessy v. Ferguson
- Dawes Act
- Chinese Exclusion Act
- Booker T. Washington
- Tuskegee University

## **Technology**

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Google Docs

Chromebooks

Google Classroom

### **iCivics:**

<https://www.icivics.org/games/immigration-nation>

### **Ellis Island**

<https://www.libertyellisfoundation.org/>

## Angel Island:

- <http://angelisland.org/history/>

## Youtube:

- The Story of US: [https://www.youtube.com/playlist?list=PLY2JYIS1dTjp9WjhZybngRElIDxF0o\\_3m](https://www.youtube.com/playlist?list=PLY2JYIS1dTjp9WjhZybngRElIDxF0o_3m)

Smartboard Presentations examining Immigration

Google search engine for students to research famous immigrants in our history

## Gilder-Lehrman:

- Winning the Vote: A History of Voting Rights: <https://www.gilderlehrman.org/history-by-era/government-and-civics/essays/winning-vote-history-voting-rights>

## Amistad Resources

Hull House Established in 1889 by Jane Addams and Ellen

Starr: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/3580/5799>

Primary Source: Booker T. Washington: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4024/7351>

George Washnton Carver: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4024/7352>

Mother Drexel: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/content/4025/7426>

Landmark Documents, Speeches, and

Correspondence: <http://www.njamistadcurriculum.net/history/unit/post-reconstruction/navigations/3572>

Plessy v. Ferguson: <https://www.oyez.org/cases/1850-1900/163us537>

Dawes Act: [http://bancroft.berkeley.edu/collections/italianamericans/exhibit\\_room02.html](http://bancroft.berkeley.edu/collections/italianamericans/exhibit_room02.html)

Chinese Exclusion Act (1882): <https://www.ourdocuments.gov/doc.php?flash=true&doc=47>

Booker T. Washinton: Atlanta Compromise: <http://www.georgiaencyclopedia.org/articles/history-archaeology/atlanta-compromise-speech>

Tuskegee University: [http://www.tuskegee.edu/about\\_us.aspx](http://www.tuskegee.edu/about_us.aspx)

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.CS1

Understand and use technology systems.

TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.A.CS1	The characteristics and scope of technology.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.