

# 2017 Honors Unit 7 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**

## 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

DBQ on the government's stance on immigration in the late 19th century

FRQ efforts to help assimilation

Short Answers opportunities and discrimination in America

Multiple Choice practice day with entire class discussion of correct answers

## 21st Century Skills and Career Ready Practices

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Students will discuss potential employment that would require understanding of multiple languages and the

potential to be a translator.

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
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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### ELA

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.
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

LA.WHST.9-10.1.E

of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented.

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.

Relating population statistics to individual predictions.

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

- DBQ analysis of government immigration policy
- Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.
- DBQ writing using immigrant diaries and graphs of population growth
- Socratic Questioning
- Deductive/Inductive analysis of push and pull factors and changes to societies as populations shift
- Thematic thinking migration and culture
- Annotation writing of AMSCO book chapter 15- 18
- Pair/Share at the end of daily lessons to review and re-evaluate take-aways from the lesson
- Lecture to present basic concepts on immigration and social reform issues of the late 19th century
- Music analysis songs about immigrants and music styles impacted by various immigrant groups
- Artifact analysis of the immigrant experience through the Ellis Island and Angel Island websites
- Linking historical events immigration from the colonial era to present day.
- Delsea One
- SWAG

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## **Modifications**

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## **Formative Assessment**

Warm-up:

- Document review of immigrant diaries
- Q&A dealing with immigration to America over time
- 3-2-1 from the previous day about push and pull factors

Anticipatory Set:

- iCivics immigration digital learning game
- Consider immigration through the lense of current times

- Evaluate how the treatment of immigrants varies over time
- Be cognizant of the diverse contributions of immigrants to American culture

Closure:

- Exit Ticket on contributions of immigrants to American society
- 1 minute essay on nativism
- Q&A on the activities of each day's lessons dealing with Progressivism

## **Summative Assessment**

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- Exams including 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
- DBQ on government policy towards immigrants
- FRQ on social reforms and assimilation efforts
- Short Answers on push and pull factors
- Vocabulary Quizzes using Cengage test generator for chapters 16-18
- AP level practice multiple choice questions from AMSCO text and Cengage Test Generator

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps  
Case-based scenarios  
Portfolios

## **Resources & Materials**

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AMSCO publishing AP Test Prep Text Chapter 15-18

The American Pageant chapters 22-25

5 Steps to a 5

Teaching History Beyond the Textbook by Williams

America: Past and Present by Divine

DBQ Practice Workbook by Walch Publishing

Cengage AP test Generator

AP Central website

[Women in Science:](#) First Female Astronomer

Amistad Comission Resources

- Jane Addams and Hull House
- Booker T. Washington
- Mother Drexel
- George Washington Carver
- Landmark Documents, Speeches, and Correspondence from the era using Unit 9. (Documents used will vary on class interest and discussion had with different students)

Gilder Lehrman resources for AP prep and review