

Unit 4: Immigrants

Content Area: **Basic Skills**
Course(s): **English I, English II, English III, RaceGenderEthnicityinAmerCulture**
Time Period: **November**
Length: **20**
Status: **Published**

Unit Overview:

Unit four focuses on the examination of various immigrant groups in American history. Students will explore the arrival of immigrants with the very first boats to land on American soil. The examination of immigrants will continue into the contributions of immigrants during various American conflicts (The American Revolution, The Civil War, and WWII) and industry/technology. The struggle to end discrimination will be thoroughly evaluated as well. Discussion will center upon the Irish, Germans, Italians, Chinese, and Japanese, but other groups will be analyzed throughout the course.

Important examples of discrimination will be examined such as the Chinese Exclusion Act, the Alien and Sedition Acts, Espionage laws during WWI, immigration quotas, the Sacco and Vanzetti case, and the nativism movement.

Enduring Understandings:

The various immigrant groups that have come to America have faced unique hardships and have made significant contributions to American society.

- Discrimination in American history has taken a variety of forms against a variety of peoples.
- For most groups in American society, struggle is an essential part of the American experience.
- Minority groups have been essential in time of war.
- Minority groups have helped to advance American technology and industry.
- Minority groups have played a vital role in shaping American society.
- Political change can have positive effects when limiting discrimination.

Essential Questions:

How does the experience of immigrants shape American society?

How does America benefit from contributions from immigrants?

How does the experience of immigrants compare to that of other minority groups?

How do immigrants face challenges in modern society compared to previous periods in our history?

- How does America reconcile its claims of liberty, equality, and freedom with its past treatment of minority groups?
- How has struggle led to change for American minority groups?
- How have minority groups shaped American culture?
- What has the impact of discrimination been on the political, social, and economic pieces of American society?

Standards/Indicators/Student Learning Objectives (SLOs):

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.A.11.c Evaluate authors' differing points of view to determine if the American internment of Japanese, German, and Italians was a denial of civil rights.

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.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
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.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
SOC.6.1.12.CS5	The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
SOC.6.1.12.CS6	The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

Lesson Titles:

Immigrants in American society (Contributions to culture, roles in society, job options, push and pull factors and image in culture over time)

Immigrants in War (Contributions to the many American wars, but there will be a focus on the Irish in the Civil War and the treatment of Japanese immigrants during WWII including the creation of internment camps)

Immigrants and Industry (The jobs available in factories, inventing items, low wages, life in the cities, and the role of consumers of new items.)

Immigrants and the government (Legislation that helped and hurt immigrants' chances for equality and important leaders throughout time.)

Discrimination (Students will examine the various discrimination experienced by different immigrant groups. A focus here will be on the Irish in New York, the mistreatment of Mexican Americans after the Mexican- American War, and resentment towards Asians out west.)

Fact vs. Fiction (Students will view the movie *Gangs of New York*. They will then complete a research assignment to assess the validity and historical accurateness of the film)

21st Century Skills and Career Ready Practices:

- Global perspectives
- Business, financial, entrepreneurship
- Civic literacy
- Critical thinking and creativity
- Information and media literacy
- Communication and collaboration
- Life and career skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
PFL.9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
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.

Inter-Disciplinary Connections:

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
SOC.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.2	Countercultures
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.2.4	Identity
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

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Students will define the push and pull factors regarding immigrants. (Knowledge)

Students will research and evaluate contributions from immigrants in American society. (Knowledge-Evaluation).

Students will research the Irish involvement in the Civil War. (Knowledge)

Students will research the Japanese immigrants during WWII. (Knowledge)

Students will compare and contrast the treatment and involvement of the Irish and the Japanese in wartime. (Knowledge- Synthesis)

Students will evaluate the fairness and effectiveness of Japanese Internment Camps. (Knowledge-Evaluation)

Students will explain life of an immigrant during Industrial Revolution and in cities throughout time in America. (Knowledge - Comprehension)

Students will compare and contrast bias in the news regarding immigrants. (Knowledge - Synthesis)

Students will research and compare various Presidents policies regarding immigration throughout time. (Knowledge - Application)

Students will examine the various discrimination experienced by different immigrant groups throughout American history. (Knowledge - Analysis)

Students will analyze the movie *Gangs of New York*. They will then complete a research assignment to assess the validity and historical accurateness of the film. (Knowledge - Analysis)

Delsea One

SWAG

- Discussion
- Debate
- Group Work
- Movie Analysis
- Reading and Writing Activity
- Research Project

Modifications

ELL 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 & 504 Modifications:

Testing modifications:

- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- 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

Instructional modifications/accommodations:

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Options for type of project relating to content
- Delsea One
- SWAG

G&T Modifications:

- Encourage students to explore concepts in depth and encourage independent studies or

investigations.

- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- specific career they are interested in? How would this apply to their interest?)
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Repetition of key concepts through varied methods
- 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.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- ELA - Cross-curricular connections, especially to historical events and people
- ELA - More rhetorical analysis/inquiry (evaluate how author's writing style is persuasive)
- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Free Response Question (FRQs)
- Document Based Questions (DBQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Inquiry based learning
- Modeling
- Jigsaw
- Generating and testing hypotheses
- Argumentation and debate
- Annotating
- 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 Modifications

- teaching the main ideas/concepts (limiting not needed details)to be taught and repeating

them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)

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Formative Assessment:

Warm-Up:

- Question of the Day

- Can you name 25 famous historical individuals of different ethnicity

Anticipatory Set:

- Headlines of major events
- Pictures
- Video clips
- Student Groupings

Closure:

- "The Thing That Got Me Today" which is an activity in which the students briefly say the thing that stuck out to them about the readings/discussions. Form of feedback will vary.
- Exit ticket
- Q&A relating to the lesson objective
- Think-Pair-Share
- Self Assessment

Summative Assessment:

Benchmark:

- Quizzes
- Writing Prompt responses

Marking Period Assessment:

- MPA - At the end of the semester students will be assessed on knowledge obtained throughout the entire course.

Alternate Assessment:

- Post test
- Projects

Resources & Materials:

- DVD - *Gangs of New York*
- DVD - *An American Tale*
- PBS
- Scholastic

- CNN/Fox News
- History Channel
- YouTube
- ABC news
- Smithsonian
- National Treasury
- Columbia University Resources

Technology:

- SmartBoard
- Chromebooks
- Google Classroom
- G-suite
- *Gangs of New York*
- *American Tale*
- Cell phones
- <https://www.treasury.gov/connect/blog/Pages/The-Many-Contributions-of-Immigrants-to-the-American-Economy.aspx>
- <https://www.americanimmigrationcouncil.org/research/immigrants-in-the-united-states>
- http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_05.html
- http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/lesson1_main.html
- <https://www.history.com/topics/american-civil-war/the-irish-brigade>
- http://afe.easia.columbia.edu/tps/1900_jp.htm
- <http://www.foxnews.com/category/us/immigration.html>
- <https://www.cnn.com/specials/politics/immigration>
- <http://wjla.com/news/nation-world/list-presidential-immigration-policies-in-history>
- https://abcnews.go.com/ABC_Univision/News/23-defining-moments-immigration-policy-history/story?id=17810440

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.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.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.