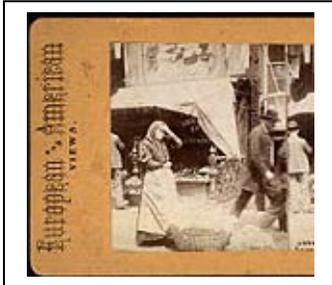


The Immigrant Experience in the United States



[14th Street in Manhattan](#),
between 1860(?) and 1925
[Small Town America, 1850-1920](#)

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Students will advance their sense of the development of the American culture and the development of this ideology through the United States immigrant experience.

[Overview/ Materials/LOC Resources/Standards/ Procedures/Evaluation/Rubric/Handouts/Extension](#)

Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none"> Analyze a political cartoon of the era. Develop questions for and interview an immigrant to the United States. Produce a historical memoir of the immigrant experience 	
Recommended time frame	3 sessions (55 minutes approximately per session)	
Grade level	8 th grade	
Curriculum fit	Social Studies and Language Arts	
Materials	Overhead projector, Overhead of "Welcome To All" cartoon, Interview question worksheet (created on day 2), Library of Congress-Immigrant Feature , Cartoon Study Worksheet, Immigrant Memoir Project Sheet, Rubric, pencil, paper, projector/monitor, internet connection and computer.	
MI Grade Level Contents Expectations		Back to Navigation Bar
Language Arts	W.GN.08.02 Write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.	
Social Studies	8 – U6.1.1 America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America.	



Procedures

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Day One:

Introduce and review the idea of primary sources with students. Identify primary sources as those documents that are the originals. Also, identify secondary sources as those that contain information obtained and gathered from primary sources information.

[Evaluating Primary Sources - LOC](#) (10 mins.)

Display or distribute the political cartoon "[Welcome To All](#)". Place students in small groups and hand out a Cartoon Study Worksheet to each group. This may be found on the [handouts](#) page. Read through and answer any questions students may have. Move throughout groups and assist students in completing the worksheet. (15-20 mins.)

Using their worksheets, have students/groups discuss as a class their insights and thoughts on the cartoon. Direct the discussion towards how the American culture began to grow out of the influx of immigrants that were arriving in the later part of the 19th century. (10-15 mins.)

Introduce the students to the [Immigration Feature Event](#). (If individual computers are available have students select and click an immigrant group from the immigrant pictures on the left side of the page.) Have students name some of the immigrant groups that began moving into the United States following the Restoration. Click on these groups on the left side of the website. Read through with students some of the information that is available on these groups. Remember this is simply an introduction to the site. (10-15 mins.)

Day 2:

Review what was discussed from yesterday's session. (5 mins.)

Ask students to identify an immigrant that they know. Remind them that it may be a family member, a neighbor or a family friend. Make a list of some of the countries that these immigrants are from. (5 mins.)

Return to the [Immigrant Feature Event](#) and click on Interviews at the top of the page. Have students read through some of these interviews. (10-15 mins.)

In small groups have students work to develop relevant interview



questions for immigrants. Inform students that they will be completing an interview with an immigrant, they will be using these questions, and that they will need to have complete information to do so. Through local cultural organizations, you can set up a list of immigrant contacts for those students who do not have anyone they can think of, or you may opt to have them use the questions and the interviews that are found at the [Immigrant Interviews](#), to complete the interview questions. Then have the groups rank their questions. (10-15 mins.)

As a full group, have students share their questions. On the overhead write these questions out. Have students make their cases for why certain questions should be included or removed from the group list. This list will then be copied and distributed to each student in the class at the following class meeting period. (10-15 mins.)

Day 3:

Take some time to review the previous class session and what the students have done. Ask how many have contacted their interviewee. Have them discuss what they are interested in finding out most about the immigrant experience. (5 minutes)

Distribute the interview questions sheet to each student. (On this interview form, leave space to write in responses that are received and also space for 2-3 related questions that may be unique to the interview) This is the list that the group developed during the previous class period. Talk to the students about the interview and expectations. Tell them that they will be using the interview responses to create an immigrant memoir. Return to the [Immigration Feature Event](#) at the Library of Congress site. On the left control panel is a watch. Click on the watch and bring up the timeline feature. With the students, review the time line and show them how the events in the U.S. and World affected the immigrant groups that were moving into the U.S. Also, make sure to show them how this affected the native population that occupied the U.S. territory. (20-25 mins.)

Distribute the [Immigrant Memoir Project Sheet](#). This is the framework for the final project evaluation and is found in the Handout section. Go through the project sheet and answer any and all student questions.



Evaluation	Back to Navigation Bar
	<p>Students will interview an immigrant to the United States. The student will then create a memoir project of the immigrant's experience. The requirements for the project are attached as well as the rubric.</p>
Extension	Back to Navigation Bar
	<p>Students will use their own favorite recipes to create our own classroom Potluck Recipe Cookbook to publish and share.</p> <p>Have students visit the Ellis Island website and explore. Have students take the Citizenship Test.</p> <p>They may be able to enter their interviewee's name at the Passenger Search Page and see the travel information as the immigrant entered the Ellis Island Port.</p>



Primary Resources from the Library of Congress

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Keppler, J.. "Welcome To All." Illus. in: Puck, vol. VII (1880 April 28), p. 130-131.: (color film copy transparency) cph 3b52460
<http://hdl.loc.gov/loc.pnp/cph.3b52460>
(b&w film copy neg.) cph 3a29703
<http://hdl.loc.gov/loc.pnp/cph.3a29703>



Rubric

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Immigrant Memoir Project

CATEGORY	10	8	6	4
<u>Memoir</u> Title	The memoir has a creative title that accurately describes the material and is easy to locate.	The memoir has an effective title that accurately describes the material and is easy to locate.	The memoir has a title that is easy to locate.	The title is missing or difficult to locate.
Content/Facts	Facts were accurate for all events reported in the memoir.	Facts were accurate for almost all events reported in the memoir.	Facts were accurate for most (~75%) of the events reported in the memoir	Facts were often inaccurate for events reported in the memoir.
<u>Interview</u> Written Memoir	The student edited and organized the transcript in a way that made the information clear and interesting.	The student edited and organized the transcript in a way that made the information clear.	The student edited and organized the transcript but the information was not as clear or as interesting as it could have been.	The student did NOT edit or organize the transcript.
Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
Preparation	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
<u>Timeline</u> Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.



Handouts

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Immigrant Memoir Project Sheet

- For the immigrant Memoir Project, you must **interview** an immigrant to the United States.
- The memoir should contain a **timeline** that accurately depicts ten dates that are relevant to the experience of the immigrant that is interviewed.
- The interview should be edited and rewritten in a neat and organized manner.
- The memoir should contain details that are relevant to the unique immigrant experience of the person that is interviewed.

Within the memoir study, for the final handed in project, all of the following items must be included;

A Cartoon Study Worksheet (10 points)

Interview Question Worksheet (10 points)

Written Memoir (30 points)

Timeline (20 points)

Memoir Study (20 points)

Rubric (10 points)

Total _____/100 Points



Cartoon Study Worksheet

What do you see? Summarize what is visually seen in this cartoon.

Identify the cartoon caption and/or title.

What important information, ideas or numbers appear in this cartoon?

Explain in detail (identifying at least 5 specific symbols, objects or phrases) the message the author is trying to convey in this cartoon.

Do you think most people would agree with the message that portrayed in this cartoon? Why?

