

# Immigration to the United States in the Nineteenth and Twentieth Centuries

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## Lesson Plan

### Learning Activities Sequence

Set Induction: Students will be working in groups of three to brainstorm reasons why people moved to the United States during the 1800s and 1900s. Then, each group will be given a push and pull chart to complete (Handout #1). When they finish, a member of each group will stand to share their push and pull factors with the rest of the class. Afterward students and the teacher will spend ten minutes discussing the chart.

Learning Activities: Students will read four short paragraphs about immigrants in the United States in the 1800s and 1900s. Afterwards, they will leave their home group and move into new groups to find the main idea for each paragraph. A volunteer from each group will share and explain what their group thinks are the main idea. The teacher will help if necessary.

Teacher will post five pictures about immigration to the United States on the board. Divided into five groups, students should answer some questions about the pictures. There will be no right or wrong answers. The most important thing will be their opinions.

Students will be reading the stories of six immigrants who came to Waterloo, New York during the early years of the 20<sup>th</sup> century. Using a graphic organizer, students will summarize each immigrant's ethnic origin, home country, reason for coming to the waterloo, occupation, and cultural aspects they brought with them when making a new life in America.

Closure: Teacher will ask students to write down their own opinion on a sheet of notebook paper. They should address this question: If you had the opportunity to move to America would you? Why or why not? Right after, they will share with one another.

### Evaluation

1. Students will debate the reasons why Haitians have been immigrating to other countries, especially United States.

2. Students should write a ten line paragraph about a parent, a relative, a friend immigrated either to the United States or another country by answering the following questions:

- a) How long has he/she been an immigrant in the country?
- b) Why did he/she leave Haiti?
- c) Has the experience been positive? Why or why not?

3. The teacher will have students work in pairs to interview each other. During their interview, they should answer the following questions:

- d) Do you think food and language are a challenge for immigrants?
- e) If you immigrated, how would you overcome it?
- f) Cite two other things that you think might be challenging for immigrants?

### **Materials and Resources**

board, marker, sheet of paper, handout, flags, pictures, pencil

### **References**

Andreson, Dale. (2002). Arriving at Ellis Island. (Landmark Events in American History series) World Almanac.

Hoobler, Dorothy. (2003). We Are Americans: Voices of Immigrant Experience. Scholastic.

Hughes, G. E. (1978). Reading American History: United States. Scott, Foresman and Company.

Reimers. D.M. (2009). Ethnic Americans. New York: Columbia University.

Wepman, D. (2008). Immigration, New York: Facts on, Ink.

### **Websites**

<http://lcwebe2.loc.gov./ammen/ndlpedu/features/timeline/riseind/immigrants.htm>

<http://digital.nypl.org/dennis/enlarge.cfm?&nlin=nypg91%>

<http://www.spartacus.schoolnet.co.uk/usa1800.htm>

<http://www.campsilos.org/grout/one>

Handout #1: Push/Pull Chart

# Reasons for Immigration to the United States

<u>Push factors</u>	<u>Pull factors</u>