

CLEAR THINKING: US History Immigration Over Time Lesson Narrative

Topic: Immigration

Persistent Issue: What should society do to promote fairness and justice for people who live within its jurisdiction?

Central Question: To what extent has the US supported or opposed immigration over time?

Activity/Deliberation: Historical document analysis

Grabber: The lesson begins with a PowerPoint titled “Immigration Lesson” the teacher introducing the concept of immigration and the question “Let’s discuss how has immigration impacted you personally?” The teacher then progresses to having the students examine “What are Push and Pull Factors?” The teacher will have instructions at tables for groups of students to discuss what are push and pull factors in regard to immigration, they will out the scaffold titled Graphic Organizer.

Beyond the Classroom: With this lesson, students will be encouraged to fill out and conduct a “Take Home Interview” see scaffold. In this, students will go home and interview a family member, friend, or mentor to learn what they know about immigration in the United States and what their push and pull factors are. Complete the worksheet and return to class ready to share.

Activity 1: The teacher will begin a brief lecture where they discuss with students the facts of immigration. From 1607-1875 there was no official legislation to regulate immigration which allowed for more open borders to the United States. After 1875 major immigration entry to the United States was through Ellis Island and Angel Island. Today, immigration is a hot button topic with concerns with lower birth rates and questions about labor with the retiring generation. Students will participate in a Stations Activity where with their group, they will visit a distinct period of US Immigration. Students will be told to look for negatives, positives, or neutral moments. This will transition into an Expert Groups activity see scaffold titled Document Analysis Expert Groups, students will be assigned a time period, where each group will research the resources on immigration in your assigned era. Fill out the Graphic Organizer as you learn about how immigrants were welcomed or viewed negatively during your time. Afterwards, your expert group will report to the class with a 4-slide presentation. You will rank your period of immigration with a 3 for Supportive, 2 for Neutral, or 1 for Opposed. During presentations, the audience will fill out the graphic organizer notes and record each group ranking during the presentations.

Following the presentations, the teacher will lead students in a debrief and deliberation where students revisit the Central Question, Persistent Issue in History question, Push/Pull Factors, and the students Take Home Interview experiences. Questions for the debrief include:

Central Question: To what extent has the US supported or opposed immigration over time? Support with evidence.

PIH: What should society do to promote fairness and justice for people who live within its jurisdiction?

What was a **Push Factor** for you? What was a **Pull factor** for you?

What stood out to you in your **Take Home Interview**? What were some responses that surprised or shocked you?

What immigration reform would you propose if you were taking on a role in Congress or the Senate?

What's one thing **YOU** would change in U.S. immigration policy?

Summative Activity: Students will take the role of Historian and answer the question You have studied the difficult topic of how US immigration has evolved over time in American History. You are now going to write an essay answering the question, **To what extent has the US supported or opposed immigration over time?** Support with evidence. Your letter should include 4 paragraphs and answer the question. You may reference your Push/Pull factors worksheet and your Document Analysis Graphic Organizer worksheet. There is **a rubric** for the Summative Activity.

Differentiation: To aid in student learning and understanding, scaffolds have been made to help students with an ESOL background. Included are scaffolds are the Push/Pull factors scaffold, and a graphic organizer for **English, Spanish, Arabic, and Bengali** students.