Lesson 1

In Class Simulation-Stereotyping and Prejudice

1. Materials-Create 9’ by 11’ signs out of ordinary copy paper or poster board. Label them with markers. On one side they should say stapler, tape, paper, and eraser. The other side of each sign should have some kind of immigration status, such as illegal alien, foreigner, worker with a green card, and U.S. citizen. These labels should not show.

2. Place the signs up saying four different objects and tell the kids to go wherever they want to go.

3. The U.S. citizens get the candy, and all of the others get items that are not as favorable......they get stickers, pencils, and erasers.

4. See what the reaction is!

5. Have a discussion.

6. Ask them if they thought their ‘gift’ was fair?

7. Were they surprised they had other labels?

8. Did they feel funny, or have thoughts about the other labels on the papers?

9. Did they think any one group was treated special? Why?

10. How did this make them feel?
Lesson 2

Hook: Simulation "How Has the United States Treated Immigrants Through History?"-Primary Source

http://www.gilderlehrman.org/historynow/03_2005/inter1.php

Summary of Lesson:

This simulation traces the treatment of immigrants by the United States judicial system through the nineteenth century until present day. It is an interesting way to get your middle school students to engage in thoughtful discussions and decisions about immigration laws. They are asked the question repeatedly: What would you do? This simulation could be done independently, or it could be used for a whole-class activity. The activity itself includes plenty of questions and leaves itself open to a lot of classroom discussion.
Lesson Three-Primary Source

On the Trail of an Immigrant

http://www.gilderlehrman.org/historynow03_2005/interactive.html

1. Go to Education; Teachers and Students;
2. Modules on Major Topics in American History;
3. Immigration;
4. Visual Aids;
5. Photo Album of Immigration

ON THE TRAIL OF THE IMMIGRANT

Summary of Lesson:

This is a primary source. It is an actual journal of an immigrant. The children can see real photos of immigrants, the ships they came in on, the facilities they were initially held in, and the general conditions of life as an immigrant in the nineteenth century. This is a way to make the experience seem more personal. The children can begin to think about their own ancestors, or how it might feel if it were them.
Lesson 4: Immigration to the United States Theme
Set-Irish, Chinese, Mexican, German-Jewish
For the Link, go to www.ngsp.com; in the isbn box put in the # 079224902x; go
to Teacher’s Guide; print it out, and you will have hand outs.

Introduction to Unit:

The following is a Teacher’s guide which can be found on the National
Geographic web site. It is to be used with a set of four leveled readers
addressing 3rd to 8th grade ability within your classroom. In the middle school,
this is commonly the variety of need when it comes to non-fiction reading.
These books are and excellent resource to build background knowledge and
develop the concept of what it means to be an immigrant. Our country was
founded on this concept; the opinions and views on the immigrant have
morphed and changed in so many ways. This is truly a concept kids need to
embrace, comprehend, internalize, and redefine for their own lives. This is a
great place to start.
Introduce the Theme

Activate Prior Knowledge

Explain that everyone will be reading about a different group of people who immigrated to the United States. Some students will be reading about Irish immigration, while others will be reading about Chinese immigration, Mexican immigration, or German-Jewish immigration. Write immigration on the board. Explain that immigration is when people move from one country to another. Ask:

Have you ever moved across town, across the country, or from another country?

Why do people move from one place to another?

What do you think is difficult about moving?

Distribute the Pre-Reading Handout found in the Teacher's Guide, page 59. You may want to create a transparency to model filling in the handout with students. With the class, make a 2-column chart listing reasons people move and the challenges they face. At the end of Lesson 1, students can add words and phrases to the lists as they learn new information about their specific topic.

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<thead>
<tr>
<th>Why people move</th>
<th>Challenges they face</th>
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Introduce the Books

Preview the Books

Have students flip through their books, paying attention to titles, headings, maps, photographs, illustrations, captions, and graphs. Invite students to identify photographs, illustrations, or other parts of the book that seem interesting or familiar to them.

Explain that the first article starting on page 6 and ending on page 16 is an informational article. It gives the kind of information you might find in a report. The headings and subheadings give clues about what the text will describe and explain. Ask students to predict what kind of information they might find out when reading this article.

Then have students turn to page 21. Have them examine pages 21 to 26. Tell students that this article is a biography. Ask:

How is the information in this article organized?

Does this kind of article remind you of other books or materials you have read?

Point out that knowing how an article is organized helps students better understand the information in an article.
Discuss the Introduction

Have students turn to pages 4-5 in their books. Read aloud the title and introductory text, including the Key Concepts. Ask students to review their Pre-Reading Masters and discuss any questions they may have that might be answered by reading this book.

Then ask for a show of hands for each book. Point out that although not all students will be reading the same book, they all will be reading information that explains the Key Concepts. Explain that the Key Concepts are the big ideas or most important ideas. Read each Key Concept aloud and ask:

What do you think this Key Concept means?

Then point out how the Key Concepts are used to organize the first article. Read the first Key Concept and have students turn to page 6 and find the Key Concept on that page. Follow this routine for Key Concept 2 on page 10 and Key Concept 3 on page 14. Explain that the information they read after each Key Concept explains the big idea of the concept.

Discuss with students the pictures and captions across the bottom of pages 4-5 and say:

The text on page 4 says that people immigrate to the United States for many different reasons. What do you think might be one reason the Irish immigrated to the United States?

Accept students' ideas, and review the other pictures and captions in a similar way.

Then direct students' attention to the large photograph on page 5. Have students turn to a neighbor who has a different book and have them share the photograph and caption shown on page 5.

Teach Key Vocabulary

Introduce the Key Vocabulary words:
- challenges, culture, immigrate, society

Explain that these words are important for understanding the Key Concepts, or main ideas, in the book. To introduce each word:

- Write challenges on the board. Show how the word should be divided to pronounce it. Say each word part and blend the parts to say the word. Have students repeat the word chorally.
- Draw a chart with 5 columns on the board. Write the following heads at the top of the columns: Word, Know the word well, Have heard the word, Know nothing about the word, Definition.
- Have students slam the first article to find the word challenges in green print on page 10. Write challenges in the first column of the chart.
- Next, ask a volunteer to say whether he or she knows the word well, has heard the word, or knows nothing about the word. Make a check mark in the appropriate box on the chart.
- If the student knows the word well or has heard a word before, have him or her offer a word or two to help define it. Write these words on the chart. If the student gives a definition that is not appropriate for how the word is used in context, comment that some words have several meanings. Have students look the word up in the glossary.
- If there is a word that no students find familiar, ask a volunteer to look the word up in the glossary and then offer words that define it to put on the chart.
- Then ask students to look for pictures in their books that help to show what the word means. Invite students to point to or explain which pictures help them understand the meaning of the word or relate to the word.

Continue in this way for the words culture, immigrate, and society.

Students will use this word knowledge chart for specific book vocabulary words later in this Lesson.
Lesson 1

Begin Reading: Pages 6-16

With the Teacher
Begin Reading:
- Introduce words difficult for students to read.
- Introduce book vocabulary.
- Begin reading the article in sections.
- Check comprehension following each section.

Pairs
Vocabulary
Word Knowledge Chart
To each student, distribute the Chinese Immigration Vocabulary Master. Students can work in pairs to complete this master.

Pairs
Vocabulary
Word Knowledge Chart
To each student, distribute the Mexican Immigration Vocabulary Master. Students can work in pairs to complete this master.

Pairs
Vocabulary
Word Knowledge Chart
To each student, distribute the German-Jewish Immigration Vocabulary Master. Students can work in pairs to complete this master.

First Activity Block

With the Teacher
Begin Reading:
- Introduce words difficult for students to read.
- Introduce book vocabulary.
- Begin reading the article in sections.
- Check comprehension following each section.

Independent Reading
Students begin reading
Mexican Immigration in the 1940s and 1950s. Student book pages 6-15.
Students can use their Previewing Masters to check their ideas, add information, and write questions they may have.

Second Activity Block

With the Teacher

Independent Reading
Students begin reading
German-Jewish Immigration in the 1930s. Student book pages 6-15.
Students can use their Previewing Masters to check their ideas, add information, and write questions they may have.
Lesson Notes for Irish Immigration

Introduce difficult words
Identify four of the words in the section that may be difficult for students to read. These can include the key vocabulary words if needed. Write the words and show students how to find parts of the words that they already know. Sound out the parts they do not know, and blend the parts together.

Introduce vocabulary
Introduce the key vocabulary words. (See the Teaching Notes on the inside front cover of the Student Books.) Use an approach similar to how you introduced the key vocabulary words. Have students read the word with you and decide how familiar they are with the word. If they are familiar with it, they can offer a few words to define it. If not, they can look up the word in the glossary.

See page 22-25 for strategies for all students.

Begin reading the article in sections
Point out that the article is divided into sections based on the Key Concepts. Have students read each section about. Students can read carefully or take turns. Be sure each student follows along when others read. Spend time reviewing the graphic elements (maps, graphs, photographs, and captions). After each section, discuss the content and ask comprehension questions such as:

**Key Concept 1**
- What are some reasons the Irish chose to immigrate to the United States?

**Key Concept 2**
- What were some of the challenges the Irish faced during their journey to the United States?
- What were some of the challenges the Irish faced in the United States?

**Key Concept 3**
- What are some ways the Irish helped American society?
- What are some examples of culture that the Irish brought to the United States?

Encourage students to use vocabulary words in their responses.

Lesson Notes for Chinese Immigration

Introduce difficult words
Identify four of the words in the section that may be difficult for students to read. These can include the key vocabulary words if needed. Write the words and show students how to find parts of the words that they already know. Sound out the parts they do not know, and blend the parts together.

Introduce vocabulary
Have students bring their vocabulary sheets with them to this group. Write one vocabulary word on the board. Have students read the word with you and decide how familiar they are with the word. If they are familiar with it, they can offer a few words to define it. If not, they can look up the word in the glossary. Continue with other vocabulary words.

See page 22-25 for strategies for all students.

Begin reading the article in sections
Point out that the article is divided into sections based on the Key Concepts. Have students read each section about. Students can read carefully or take turns. Be sure each student follows along when others read. Spend time reviewing the graphic elements (maps, graphs, photographs, and captions). After each section, discuss the content and ask comprehension questions such as:

**Key Concept 1**
- What are some reasons the Chinese chose to immigrate to the United States?

**Key Concept 2**
- What were some of the challenges the Chinese faced during their journey to the United States?
- What were some of the challenges the Chinese faced in the United States?

**Key Concept 3**
- What are some ways the Chinese helped American society?
- What are some examples of culture that the Chinese brought to the United States?

Encourage students to use vocabulary words in their responses.
Lesson 1

Check Understanding

Share Learning
By now, all students have read most of the informational article, either independently or in small groups with the teacher.

Bring the class together and have students share what they learned from the books in this theme. Ask:

What group of immigrants did you read about?
What are the big ideas in the article?
What was the experience of immigration like for these people?
What are some of the challenges immigrants face?

Discuss the Key Concepts
Students reading different books can explain how the Key Concepts apply to the individual topics. With examples about specific groups of immigrants, students can begin to see how the same big ideas apply to the experience of immigration in general.

Review the Key Concepts with the class. Then use a web graphic organizer with the students. Ask a volunteer to say what he or she knows about the group of immigrants he or she read about in the informational article. Write the name of that group in a box on the board. Ask the class:

What was life like in this group’s home country?
What was this group’s life like in the United States?

Continue in this way until the questions are answered for each of the four titles. As a class, compare the outer boxes to make connections to the big ideas among titles.

Revisit the Prereading Master
Now that students have read most of Article 1, have them revisit the Prereading Master they began at the beginning of the Lesson. Students can work in pairs or independently to compare what they have written. Students can now add information about why people move to a new country. They may also begin to compare the experience of the immigrants they each read about and include this information on their charts.
<table>
<thead>
<tr>
<th>Activity &amp; Assessment Masters</th>
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<tbody>
<tr>
<td><strong>Preceding: 20-item Chart</strong></td>
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<tr>
<td>Irish Immigration Vocabulary</td>
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<td>Chinese Immigration Vocabulary</td>
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<td>German-Jewish Immigration Vocabulary</td>
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<td>Comprehension Strategy</td>
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<td>Word Cards, Irish Immigration</td>
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<td>Share Learning</td>
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<td>Key Concept Questions</td>
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<td>Fluency Practice</td>
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<td>Content Reading Guide</td>
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<td>Pre-writing</td>
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<td>Open-Book Test</td>
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<td>Irish Immigration Test</td>
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<td>Mexican Immigration Test</td>
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<tr>
<td>German-Jewish Immigration Test</td>
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</tbody>
</table>
Prereading: 2-Column Chart

You will be reading about immigration to the United States. In the first column below, write some reasons people move. In the second column, write some of the challenges they may face. As you read, write new information on the chart.

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<thead>
<tr>
<th>Why people move</th>
<th>Challenges they face</th>
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</table>
Vocabulary: Word Knowledge Chart

The words below are from *Irish Immigration*. Put a check mark in the box that describes how well you know the word. If you know the word, write the definition. Then compare your definition to the glossary definition. If you do not know the word, look it up in the glossary and then write the definition in the last column.

<table>
<thead>
<tr>
<th>Word</th>
<th>Know the word well</th>
<th>Know nothing about the word</th>
<th>Definition</th>
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<tr>
<td>challenges</td>
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<td>culture</td>
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<td>immigrate</td>
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<td>local governments</td>
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<td>overcrowding</td>
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</table>
Vocabulary: Word Knowledge Chart

The words below are from Chinese Immigration. Put a check mark in the box that describes how well you know the word. If you know the word, write the definition. Then compare your definition to the glossary definition. If you do not know the word, look it up in the glossary and then write the definition in the last column.

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<thead>
<tr>
<th>Word</th>
<th>Know the word well</th>
<th>Have heard the word</th>
<th>Know nothing about the word</th>
<th>Definition</th>
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<td>culture</td>
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<td>discrimination</td>
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<td>drought</td>
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<td>peasant</td>
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Vocabulary: Word Knowledge Chart

The words below are from *Mexican Immigration*. Put a check mark in the box that describes how well you know the word. If you know the word, write the definition. Then compare your definition to the glossary definition. If you do not know the word, look it up in the glossary and then write the definition in the last column.

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<th>Know nothing about the word</th>
<th>Definition</th>
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<td>revolution</td>
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</table>
Vocabulary: Word Knowledge Chart

The words below are from *German-Jewish Immigration*. Put a check mark in the box that describes how well you know the word. If you know the word, write the definition. Then compare your definition to the glossary definition. If you do not know the word, look it up in the glossary and then write the definition in the last column.

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<td>society</td>
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<td>dictator</td>
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<td>ethnic group</td>
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<td>prejudice</td>
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Comprehension Model: Determining Importance

**A Home in a New Land**

During the 1880s, people from all over the world began to immigrate to the United States. Many immigrants who came from Japan settled in California. Some came to study; others came to work. They all found a new home in the United States.

These Japanese immigrants formed communities with other people who came from the same town in Japan. They celebrated the same holidays they celebrated back home. They also started Japanese schools. This way they would not forget their culture, or their way of life back home.

**A Better Life**

Many Japanese men who came to the United States were second sons. In Japanese society, the first son was given the family land or business. The second sons received very little. Many second sons left Japan. They came to California hoping for a better life.

The second sons, like other immigrants, faced many challenges in their new country. They had to find new places to live, new jobs, and even learn a new language. But they also contributed to the life and culture of their new home, the United States.

More Japanese immigrants came to the United States on ships.

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**Steps for Determining Importance**

- Look for key words in the title and in the subheadings.
- Study the features in the article, such as the photographs and words in bold print.
- Read the first and last sentence in each paragraph carefully.
- Separate important ideas from interesting details.
Comprehension Strategy: Determining Importance

Use this chart as you read. Write important ideas and interesting details in the first two columns. Write your comments and questions in column 3.

<table>
<thead>
<tr>
<th>Important ideas</th>
<th>Interesting details</th>
<th>Comments</th>
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