



## **Educator Guide for Lesson 12.5 “Perspectives on Immigration”**

### **Unit 12: Immigration in the Industrial Age**

#### **Lesson Objectives**

- Students will define “perspective” and give examples.
- Students will analyze a non-fiction reading and describe different perspectives of the event.
- Students will discuss the impact of perspectives in history and current day events.

#### **Lesson Competencies**

- I can determine the central idea of a text and explain how key details and text structure/organization support the focus. (ELA 3)
- I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning. (ELA 3)
- I can initiate and sustain a focused discussion. (ELA 7)

#### **Essential Questions**

How has New Hampshire been shaped by many voices?  
How has New Hampshire come to be the way it is?

#### **Focus Questions**

How has immigration shaped New Hampshire?  
How did people respond to immigrants?

#### **Estimated Time**

One 40-minute class session

#### **Materials & Equipment**

*The Elephant and the Blind Men* parable (See “Other Resources” on page 5 of this document)  
Class set of “Perspectives on the Manchester Riot”  
Student content reading “Responses to Immigration”



## Educator Introduction & Rationale

Arriving in a new place where they might not speak the language and did not know the customs was difficult for immigrants during the Industrial Age, but they were willing to change their lives to escape the often-bleak situation left behind and for the promise of opportunity in the United States. However, this did not mean people in the United States, who were immigrants in their own ancestry but now regarded themselves as Americans, welcomed the newcomers. New immigrants were usually met with fear and hostility. Reference the [Educator Overview](#) for more information.

This is the fifth lesson in the Immigration in the Industrial Age unit. Although it can stand alone, achievement of the learning objectives in Lesson 12.1 “What Is Immigration?” and Lesson 12.2 “Push and Pull Factors” is recommended before engaging with the activities in this lesson.

This lesson reviews the general responses to immigration in New Hampshire, then focuses on one particular event, a nativist riot in Manchester in 1854. After using a parable to introduce the idea of different perspectives on the same event, it uses jigsaw-style instruction, where students become experts on their own topic and then teach others. Students examine the riot through three perspectives: recent immigrants, settled townspeople, and John H. Maynard and the police, who succeeded in calming down the rioters. Students then discuss how the recent immigrants and settled townspeople might come to understand each other’s perspectives better and reflect on the question of different perspectives on the same event in their own lives. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom.

A reinforcement activity is offered for students who will benefit from spending more time with the concepts of the lesson or for students who enjoy writing dialogue. Extension activities are offered for those interested in investigating primary sources, poetry, or current perspectives on immigration.

## Learning Activity

### Activation

**The Elephant and the Blind Men.** To introduce the idea of differing perspectives on the same event, tell your students the parable of the elephant and the blind men (see Other Resources). Alternatively, choose an appropriate object from the classroom and three volunteers. Have each student feel a different part of the object in front of the class. When all three have finished, students open their eyes and describe the object they felt. Ideally, descriptions will be different even though the object is the same.

Discuss with students the moral of the story or activity. Consider a pair-share or small group conversation as a brainstorm space. Include in your discussion the definition of “perspective.”

#### **Possible outcomes:**

- **Perspective:** a mental view (Merriam-webster.com)
- Even if you think you know something, you may not “see” the whole situation.
- It is better to listen and incorporate other viewpoints before assuming you know the whole story.
- One person usually doesn’t experience or know all perspectives.
- No one person is “right.”

### Student Reading

**Responses to Immigration.** Before moving to Guided Practice, direct students to read Unit 12: Learn It! “[Responses to Immigration](#),” pages 1 to 6.

### Guided Practice

**Applying to history.** Ask students what they noticed in the Student Reading about how people in the state responded to immigrants during the time period 1840–1924. Discuss the idea that although some people were welcoming to new immigrants, many immigrants were met with fear and hostility.

Distribute the “Perspectives on the Manchester Riot” student worksheet. Support students as they complete the worksheet with details from the Student Reading that illustrate the different perspectives on immigration to New Hampshire during the Great Wave. Consider doing this activity as a “jigsaw” and divide students into groups focused on one of the three perspectives. When students have finished completing their portion of the chart, groups can take turns teaching other groups about their assigned perspective so that all students have complete worksheets.

**Teaching Tip:** If you will complete this lesson in two sessions, this is a good place to pause.

**Independent  
Practice &  
Formative  
Assessment**

**Personal reflection.** Students should individually answer reflection questions on the back of the paper. Discuss as a class what groups can do to understand each other's perspectives and how different perspectives on the same event occurs every day in life today.

**Reinforcement**

1. **Write a dialogue.** Revisit the "Perspectives on Manchester Riot" and the student content reading of the same. What might John H. Maynard and the police have said the night that they protected the church from the rioters? Pretend there are recent immigrants also protecting the church. Write a dialogue that shows their perspectives.

**Extension**

1. **Letter from 1854.** Read the transcription of the letter from E. E. Sturtevant to George Sturtevant, July 9, 1854, specifically pages 2 and 3, which mentions the riot. Have students decide what perspective Edward Sturtevant is writing from and why. How would his letter be different if he wrote from a different perspective?
2. **Current Events.** Look up immigration in current events, guided by the educator. How are settled townspeople and recent immigrant perspectives seen today in the news?
3. **Poetry about perspectives.** Read the first stanza of the poem "We and They" by Rudyard Kipling. How do the terms "We" and "They" apply to immigration history and to everyday life?

Father and Mother, and Me,  
Sister and Auntie say  
All the people like us are We,  
And everyone else is They.  
And They live over the sea,  
While We live over the way,  
But—would you believe it?—They look upon We  
As only a sort of They!

## Supporting Materials

### New Hampshire Historical Society Resources

1. Haebler, Peter, "Nativist Riots in Manchester: An Episode of Know-Nothingism in New Hampshire," *Historical New Hampshire* 39, nos. 3&4 (1984): 122–38. Available online for members.
2. "Letter from E. E. Sturtevant to George W. Sturtevant, July 9, 1854."

### Other Resources

- The Blind Men and an Elephant resources:
  - [en.wikipedia.org/wiki/Blind\\_men\\_and\\_an\\_elephant](https://en.wikipedia.org/wiki/Blind_men_and_an_elephant)  
Comprehensive retelling of the parable with links to various cultures and religions.
  - [www.peacecorps.gov/educators/resources/story-blind-men-and-elephant/](http://www.peacecorps.gov/educators/resources/story-blind-men-and-elephant/) An extensive retelling of the parable for the Peace Corps Educator Resources website. Includes link to lesson plan about using the folk tale in the classroom.
- Kipling, Rudyard, "We and They," *The Kipling Society*.  
[www.kiplingsociety.co.uk/poems\\_wethey.htm](http://www.kiplingsociety.co.uk/poems_wethey.htm)

# Standards

## “Moose on the Loose” Content:

- ✓ Students will understand that many people migrated and immigrated to New Hampshire during industrialization, generally for economic reasons, contributing to its development. (3-5.T5.2)

## “Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1, 3-5.S2.2)
- ✓ Effective Historical Thinking (3-5.S3.1, 3-5.S3.2)
- ✓ Understanding and Participating in Government (3-5.S6.2)

## New Hampshire Social Studies Frameworks:

- ✓ Human systems (SS:GE:4:4.3)
- ✓ Contacts, Exchanges, and International Relations (SS:HI.4.2.1)
- ✓ Social/Cultural (SS:HI:4:5.4, SS:HI:4:5.5)

## NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 6: Power, Authority, and Governance
- ✓ Theme 9: Global Connections

## C3 Frameworks:

- ✓ Participation and Deliberation (D2.Civ.10.3-5)
- ✓ Perspectives (D2.His.4.3-5, D2.His.5.3-5)
- ✓ Causation and Argumentation (D2.His.17.3-5)
- ✓ Communicating Conclusions (D4.2.3-5)
- ✓ Taking Informed Action (D4.7.3-5)

## Common Core ELA Grade 3:

- ✓ Key Ideas and Details in Reading Informational Texts (RI.3.3)
- ✓ Craft and Structure in Reading Informational Texts (RI.3.4, RI.3.6)
- ✓ Range of Reading and Level of Text Complexity in Informational Texts (RI.3.10)
- ✓ Fluency in Foundational Skills (RF.3.4a)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.3.1, SL.3.1b)

### **Common Core ELA Grade 4:**

- ✓ Key Ideas and Details in Reading Informational Texts (RI.4.3)
- ✓ Craft and Structure in Reading Informational Texts (RI.4.4, RI.4.5)
- ✓ Range of Reading and Level of Text Complexity in Informational Texts (RI.4.10)
- ✓ Fluency in Foundational Skills (RF.4.4a)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1b)

### **Common Core ELA Grade 5:**

- ✓ Fluency in Foundational Skills (RF.5.4a)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.5.1b)
- ✓ Presentation of Knowledge and Ideas in Speaking and Listening (SL.5.5)