



Educator Guide for Lesson 12.7 “Immigration Expert Project”

Unit 12: Immigration in the Industrial Age

Lesson Objectives

- Students will work cooperatively with their group to respond to letters from a relative in the home country.
- Students will use unit and personal knowledge to decide how to respond to letters from a relative in the home country.
- Students will respond appropriately in a variety of ways to letters from a relative in the home country.

Lesson Competencies

- I can initiate and sustain a focused discussion. (ELA 7)
- I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of the topic/text and locate information to support my point of view. (ELA 6)
- 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 integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)
- I can use illustrations to add interesting and relevant details and elaboration to my storyline or focus. (ELA 4)
- I can develop a sequence of events that unfold logically and maintain my focus or message throughout the text. (ELA 4)

Essential Questions

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

Focus Questions

How has immigration shaped New Hampshire?
What was it like to be an immigrant?
Why did people come to New Hampshire?
How did people respond to immigrants?

Estimated Time

Five 40-minute class sessions

Materials & Equipment

Class set of “Immigration Expert Project” and “Immigration Expert Project Rubric”
Necessary copies for each group of “Expert on Immigration Introduction” and of letters from home country
Materials to make responses to letters to send back to home country



Educator Introduction & Rationale

During the Great Wave of Immigration to the United States from the 1840s to 1924, tens of thousands of immigrants came to New Hampshire from Europe and Canada. They came largely for economic reasons, but other push and pull factors influenced immigration as well. As immigrants adapted to life in New Hampshire, they formed close communities with family, friends, and neighbors from the same country. Immigrants were largely met with fear and hostility, although relations between immigrants and American-born residents were smoother in New Hampshire than many other places. Immigrants have had a significant cultural impact on New Hampshire. Reference the [Educator Overview](#) for more information.

This is the seventh and final lesson in the Immigration in the Industrial Age unit and is a project lesson. In groups, students take on the persona of a settled immigrant—an expert in immigration. They then respond to letters from the home country written by a relative looking for advice and details about immigrating. Students work together in groups to respond thoroughly and appropriately to each of four letters and hopefully end by encouraging new immigration to New Hampshire. Although Lessons 12.1, 12.2, 12.3, and 12.5 are particularly necessary for students to complete the project successfully, achievement of the learning objectives in all earlier lessons is recommended before engaging with the project. Completing more lessons will enable students to produce more thoughtful and thorough projects.

Students should use information from the unit to complete the project, including information from lessons the class did not complete. All [Learn It!](#) sections from the “Moose on the Loose” Unit 12 will be helpful. See the “[Resources](#)” tab in the Unit 12 unit plan for fiction and non-fiction texts appropriate for 4th grade readers. Adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom. Please note, lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

There are no separate reinforcement or extension activities in this lesson, as those goals can be met by revisiting important topics in the unit or extending the project with additional materials.

Teaching Tips:

Some students may observe that the letters from the homeland should be written in the language of the homeland (French, Gaelic, Russian, or Hebrew). Assure students that these letters are as historically accurate as possible and written in English to make them accessible to all learners.

Use this project to encourage non-traditional learners in the classroom. Much of what students will convey to relatives back in the homeland can be done through drawings, newspaper-style articles, poems, or the construction of small replica artifacts. Additionally, the responses to relatives in the homeland could be done through videos, multi-media presentations or other technology-enhanced product.

Learning Activity

Actuation

Mind maps from Lesson 12.1. Direct students to find the “Immigration Mind Map” worksheets they built in Lesson 12.1. Recall that these mind maps were built with their previous knowledge of immigration as well as with details from fiction books read together. Give students time to review their mind maps, then ask them what new information they have learned since creating the mind map. Without requiring students to write additional items on their mind maps, encourage a discussion to review what they have learned about the different facets of immigration to New Hampshire.

If students did not complete mind maps, or if mind maps are unavailable, you could ask students, now that they are at the end of the unit, what they know about immigration to New Hampshire and create a whole-group mind-map to record their understanding. Additionally, students may wish to locate other materials from the Immigration in the Industrial Age Unit for reference during the project.

Tell students that now they are the experts on immigration, they will be giving advice to relatives from the home country about immigrating to New Hampshire.

Guided Practice

Hand out project directions. To each student, give “Immigration Expert Project” and “Immigration Expert Project Rubric” and review as appropriate for your classroom. Best practice is to help students envision what an “Above Standard” project might look like, using the rubric and instructions. Decide on and be very clear about due dates; posting them in an appropriate place in the classroom works well.

Introduce the experts. Divide students into groups as best for your class. A group of at least two students but no larger than four is recommended. There are three ethnicities to choose from, each in a different town at different dates. Depending upon the size of your class, some ethnicities and towns may need to be repeated.

Ethnicity & Origin Country	Date	Town in New Hampshire	New Hampshire Resident Expert	Relative in home country
Jewish from Russia	1906	Portsmouth	Yakov Levich (brother)	Natasha Shestov (sister)
French-Canadian from Canada	1868	Berlin	Leonie Bouchard (sister)	Andre Marcoux (brother)
Irish from Ireland	1849	Manchester	Cathleen Kenefick (cousin)	Niall McGowan (cousin)

Once students have been grouped, give each group their assignments. Ensure there is one "Expert on Introduction" worksheet per student for personal reference. Students should read over their expert's introduction, then talk about them. Encourage students to delve into the story of their expert through creating some details for them. Some questions students might discuss include:

- What else do they wonder about their expert?
- What might they "invent" about their expert to enrich the story?
- What do they look like? What is their personality?
- How many kids do they have? What are their names and ages?
- What does their house or apartment look like?
- What do they like or dislike for food or activities?

Give students time to brainstorm and record ideas about their family and their own experiences in New Hampshire before they have to respond to letters from the home country. Note that the instructions encourage creativity but remind students to be historically accurate.

Independent Practice

The letters from home. After students have had time to get to know their expert, give them the first letter from the home country, and encourage them to read it out loud. Over the next five class sessions, students should be reading and responding to the letters. Circulate among the groups to ensure all are participating, students are responding authentically to the letters, and the responses are organized appropriately.

Teaching Tips: Educators should decide for themselves when to give students the next letter from the home country. You may decide that students should answer the letters one by one without knowing what communication is coming, but if students are having trouble organizing their responses, having access to all the letters at once might help them plan out their project.

Encourage creativity when students are deciding upon and crafting their responses. Writing letters back meets most of the criteria of the project, but adding drawings, small items of interest, or even creating newspaper articles from the time would add to the dimension of the project.

Educators should also decide for their classes whether students can use material outside the curriculum to aid in their projects. If students are allowed to use outside information, see the "Moose on the Loose" Additional Resources in the "Teaching the Unit" section of the website for Unit 12. The list includes suggested fiction and non-fiction books that will help students envision the immigrant experience.

**Summative
Assessment**

Present the projects. When groups have responded to all the letters from the home country and completed the projects, students should grade themselves individually on the rubric before they hand in the projects and rubric.

Then, give students a chance to present their expertise. They can share them with the other groups, other classes, or even through an event where members of the community are invited into the classroom. Invite each group to present their stories and letters and to talk about the challenges and successes of their families.

**Reinforcement
& Extension**

Provided through differentiation of project.



Supporting Materials

Other Resources Map outlines highlighting various countries available at Wikimedia commons.

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 Sources (3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1, 3-5.S2.2)
- ✓ Comprehensive Geographic Reasoning (3-5.S4.2)
- ✓ Understanding Economic and Economic Systems (3-5.S5.1)

New Hampshire Social Studies Frameworks:

- ✓ Basic Economic Concepts (SS.EC:4:2.2, SS.EC:4:2.3)
- ✓ Human Systems (SS.GE:4:4.2)
- ✓ Contacts, Exchanges, and International Relations (SS.HI:4:2.1)
- ✓ Social/Cultural (SS.HI:4:5.1, SS.HI:4:5.5)

NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 5: Individuals, Groups, and Institutions
- ✓ Theme 9: Global Connections

C3 Frameworks:

- ✓ Determining Helpful Sources (D.1.5.3-5)
- ✓ Civic and Political Institutions (D2.Civ.6.3-5)
- ✓ Economic Decision Making (D2.Eco.1.3-5, D2.Eco.2.3-5)
- ✓ Historical Sources and Evidence (D2.His.10.3-5, D2.His.13.3-5)
- ✓ Causation and Argumentation (D2.His.16.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Developing Claims and Using Evidence (D3.4.3-5)
- ✓ Communicating Conclusions (D4.2.3-5)

Common Core ELA Grade 3:

- ✓ Key Ideas and Details in Reading an Informational Text (RI.3.3)
- ✓ Integration of Knowledge and Ideas in Reading an Informational Text (RI.3.7)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.3.10)
- ✓ Text Types and Purposes in Writing (W.3.3a, W.3.3d)
- ✓ Production and Distribution of Writing (W.3.4)
- ✓ Research to Build and Present Knowledge in Writing (W.3.8)

Common Core ELA Grade 4:

- ✓ Key Ideas and Details in Reading an Informational Text (RI.4.3)
- ✓ Integration of Knowledge and Ideas in Reading an Informational Text (RI.4.7)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.4.10)
- ✓ Text Types and Purposes in Writing Narrative Texts (W.4.3a, W.4.3d)
- ✓ Production and Distribution of Appropriate Writing (W.4.4)
- ✓ Research to Build and Present Knowledge in Writing (W.4.8)

Common Core ELA Grade 5:

- ✓ Key Ideas and Details in Reading an Informational Text (RI.5.3)
- ✓ Integration of Knowledge and Ideas in Reading an Informational Text (RI.5.7)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.5.10)
- ✓ Text Types and Purposes in Writing Narrative Texts (W.5.3a, W.5.3d)
- ✓ Production and Distribution of Appropriate Writing (W.5.4)
- ✓ Research to Build and Present Knowledge in Writing (W.5.8)

Lesson Vocabulary

ancestor	(noun) A person in a family who lived generations ago
citizen	(noun) A member by law of a nation or group
culture	(noun) The beliefs, values, and practices learned and shared by a group of people from generation to generation
descendants	(noun) Family members who come from a specific ancestor
emigrate	(verb) To leave a country to live in another country permanently
emigrant	(noun) A person who leaves a country to live in another country permanently
ethnicity	(noun) The shared ancestral, cultural, national, and social experience of a particular group of people
Great Wave	(noun) The time period from 1840 to 1924 when over 26 million people, mostly from western and eastern Europe, immigrated to the United States
immigrant	(noun) A person who moves from one country to live in another country
immigrate	(verb) To move to a new country to live there permanently
melting pot	(noun) The United States is sometimes described as a melting pot. Many people from different cultures have come to America. Some people believe that all these cultures melt together to create a new "American" culture.
migration	(noun) The movement from one place to another
pull factor	(noun) Something that encourages a person to move to a new country
push factor	(noun) Something that makes a person leave their own country
refugee	(noun) A person who leaves their home because they are threatened in some way
salad bowl	(noun) The United States is sometimes described a salad bowl instead of a melting pot. Many people from different cultures have come to America. Some people believe that instead of those cultures melting together to create a new American culture, these cultures are like the ingredients of a salad. Each culture keeps its unique identity, but when they are all mixed together they create a new dish.