



Educator Guide for Lesson 12.1 “What Is Immigration?”

Unit 12: Immigration in the Industrial Age

Lesson Objectives

- Students will use class resources to complete vocabulary classwork.
- Students will determine what they know and don't know about immigration, as well as what they would like to know.

Lesson Competencies

- When appropriate, I can use context to determine intended meanings of words and phrases. (ELA 1)
- I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible. (ELA 2)
- I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)

Essential Question

How has New Hampshire been shaped by many voices?

Focus Question

What was it like to be an immigrant?

Estimated Time

Two 40-minute class sessions

Materials & Equipment

Class set of “Immigration Mind Map” worksheet and for projection
Literature about immigration chosen from “Other Resources”
Class set of “Investigate Immigration Vocabulary” worksheet
Class set of “Immigration Vocabulary Matching” worksheet



Educator Introduction & Rationale

This is the first lesson in Unit 12: "Immigration in the Industrial Age" and it addresses the big question, "What is immigration?" Immigrants came in the millions from western and eastern Europe to the United States from 1840 to 1924. During the Great Wave, thousands of people made their way to New Hampshire for a variety of reasons. This lesson introduces the big ideas of immigration and vocabulary associated with those concepts, while the remainder of the lessons in this unit address Great Wave immigration in New Hampshire. This lesson starts with the creation of a mind map about immigration in general and uses 4th grade appropriate fiction to complete the mind map. Students then investigate immigration vocabulary using a worksheet based on a Frayer Model. Using the class collection of completed vocabulary investigations, students play a vocabulary matching game. Students finish the lesson by documenting questions they still have about immigration in New Hampshire.

Please reference the [Educator Overview](#) for more specific information on immigration during the industrial age in New Hampshire. 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.

The reinforcement activities are appropriate for students who will benefit from additional time with the vocabulary words or concepts of immigration. The extension activities are for students who would like to explore these ideas more in depth or in current events.

Teaching Tip: The discussion of immigration includes preconceived notions and sometimes prejudices. Be sensitive to the language students use and take care to require respect for all people throughout the unit. Note with students that all ancestors of the citizens of New Hampshire, even the Native Americans, originally came from somewhere else. Specifically, students should be aware that when they call a person "alien" to refer to their immigration status, they are calling a person non-human. Students should also discuss people as people rather than dehumanize people as a status; use "people who are here legally/illegally" rather than "illegals" as a noun. Let students know that the more they learn about other people and their choices, the more they will be able to put themselves in others' places and understand a variety of perspectives.

Learning Activity

Activation

Make a mind map about immigration. To begin unit on immigration, write the word IMMIGRATION on the board. Inform the class that together you will create a mind map of what the class knows and what they want to know about immigration. Give each student about three post-it notes and invite them to write questions, facts, or words that are about immigration to show what they know or what they want to know.

If necessary, prompt students with questions.

- What does immigration mean?
- Who is an immigrant?
- Why do people immigrate?
- What happens during immigration?
- What is immigration like?

When students have completed writing, project the blank mind map on the board. Invite students to consider their post-it notes and to come up and place them appropriately. Decide for your class whether students read them as they post them or whether you will read them to the class when all students have posted them. You should rewrite in larger print on the mind map and correct as necessary as ideas are summarized and discussed.

Guided Practice & Discussion

Literature about immigration. Pre-select a story about immigration (see Other Resources, page 5 of this document). Tell students that there have been millions of immigrants all throughout the history of the United States, and while each immigrant had their own story, many stories have aspects in common. Read students the story. When you've finished, expand the mind map with new information through class discussion.

To include in your discussion of the book:

- Why did the person/family leave their home?
- Why did they choose to come to the United States?
- What happened when they came here?
- What job(s) did they do?
- What was their living situation like?
- How did the character feel about immigrating at the beginning of the story? Did they feel differently at the end? Why?

Distribute "Immigration Mind Map" worksheets to students. Discuss together what is the most essential information on the class mind map and ask them to write it on their copies so they have a finished product. Be sure the essential information is clearly noted on the class mind map for students.

Teaching Tip: This is a good spot to pause if you will divide the lesson between two teaching periods.

Student Reading	The Great Wave. Before moving to Independent Practice, direct students to read Unit 12: Learn It! " The Great Wave ," pages 1 to 3.
Independent Practice	Explore the vocabulary. Pair students up and give one "Investigate Immigration Vocabulary" worksheet per pair. Review the instructions and what should go in each square (emphasize that drawings are welcome). Encourage them to include aspects of the story you read aloud or details from the Student Reading. Assign each pair of students a word and give them time and materials to complete their work.
Closure and Formative Assessment	Vocabulary display wall. When all students have completed the "Investigate Immigration Vocabulary" worksheets, arrange a display of the completed worksheets either in the hallway or on a wall in the classroom. Students should use them as necessary to complete the "Immigration Vocabulary Matching" worksheets. When all have completed the "Immigration Vocabulary Matching" worksheets, convene the class around the mind map again. Continued inquiry. Now that students have a baseline of knowledge about immigration, what questions do they have about immigration to New Hampshire? Note the questions as best for your class and in a place where they can be referenced throughout the unit. Note that although this unit covers the period 1840–1924, there are additional lessons on colonial immigration and modern immigration.
Reinforcement	Literature connections. Students read other literature books about immigration and use the Immigration Literature Connections worksheet to connect the characters and storylines to vocabulary. Concentration. Students play Concentration with pairs of word cards and definitions.
Extension	Graphic novel. Students read <i>The Arrival</i> by Shaun Tan, a wordless graphic novel about immigration, and connect the characters and storylines to vocabulary. How does the author use illustration to represent the experiences, challenges, and successes of being an immigrant? Newspaper search. Students do a newspaper search for a set of the vocabulary words and report to the class how the words are present in current events. Class questions. Students choose from the list of class questions about immigration and answer them using the student content readings or other resources. Students should then present their answers to the class in the format of their choice.

Supporting Materials

Other

Literature about immigration:

Resources

Fleischman, Paul, *The Matchbox Diary* (2013)

A kindergartener's conversation with her great-grandfather about artifacts that he has kept in matchboxes to chronicle his journey from Italy to America as well as his first few years in the states when he couldn't read or write. Good for examples of record keeping through artifacts. Subject is Great Wave Italian immigration.

Hest, Amy, *When Jessie Came Across the Sea* (1997)

Jessie leaves a small village and her grandmother when she is sponsored by her rabbi to travel to the United States during Great Wave immigration. She moves there, learns English, and practices a trade (sewing). Book is comprehensive; shows decision to leave, voyage, arrival, life upon arriving, and three years later. Beautiful illustrations; a lot of text.

Jaspersohn, William, *The Two Brothers* (2000)

Two brothers live in Germany during the 1880s, and one leaves to find work in the United States. He goes to farm in Vermont and saves money to send for his brother. Meanwhile, mother passes and so second brother goes to the United States. He is sent by chance to neighboring farm; brothers find each other 15 months later. Quick moving tale, engaging. True story; note from author at end.

Pérez, Amada Irma, *My Diary from Here to There* (2002)

Modern day story in English and Spanish about moving from Mexico to the United States for a better life (father is citizen as was born in Arizona). Written from a child's perspective, chronicling her emotions and thoughts. Lighter on specific details. Note from author and pictures of her during her own immigration at end.

Polacco, Patricia, *Fiona's Lace* (2014)

Subject is family in Ireland deciding to move to the United States for a better life in late 1800s. Story spends time in Ireland understanding why they left but less time on voyage. Many details about life once they arrived in Chicago. A lot of text and note from author at end.

Tan, Shaun, *The Arrival* (2006)

Wordless graphic novel about one man's journey and new life as an immigrant. While earning money to bring his family to the new place, he learns many stories about why people immigrated to his new country. Engrossing and long, a beautifully drawn imaginary world.

Tarbescu, Edith, *Annushka's Voyage* (1998)

Great Wave immigration story of two sisters traveling from Russia to New York to join their father (mother has died and they live with grandparents). Many details about voyage and Ellis Island. Less text than other stories; picture of real-life sisters (author's mother and aunt) and note from author at end.



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:

- ✓ Comprehensive Geographic Reasoning (3-5.S4.2)
- ✓ Understanding Economics and Economic Systems (3-5.S5.2)
- ✓ Understanding and Participating in Government (3-5.S6.2)

New Hampshire Social Studies Frameworks:

- ✓ Human Systems (SS:GE:4:4.1)
- ✓ Social/Cultural (SS:HI:4:5.1; SS:HI:4:5.5)

C3 Frameworks:

- ✓ Economic Decision Making (D2.Eco.2.3-5)
- ✓ Human Population: Spatial Patterns and Movements (D2.Geo.8.3-5)
- ✓ Communicating Conclusions (D4.2.3-5)

NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 9: Global Connections

Common Core ELA Grade 3:

- ✓ Key Ideas and Details in Reading Literature (RL.3.2)
- ✓ Craft and Structure in Reading Literature (RL.3.4)
- ✓ Range of Reading and Level of Text Complexity in Reading Literature (RL.3.10)
- ✓ Phonics and Word Recognition in Foundational Skills (RF.3.3)
- ✓ Vocabulary Acquisition and Use in Language (L.3.4a, L.3.4c)

Common Core ELA Grade 4:

- ✓ Craft and Structure in Reading Literature (RL.4.4)
- ✓ Range of Reading and Level of Text Complexity in Reading Literature (RL.4.10)
- ✓ Phonics and Word Recognition in Foundational Skills (RF.4.3)
- ✓ Vocabulary Acquisition and Use in Language (L.4.4a)

Common Core ELA Grade 5:

- ✓ Key Ideas and Details in Reading Literature (RL.5.2)
- ✓ Craft and Structure in Reading Literature (RL.5.4)
- ✓ Range of Reading and Level of Text Complexity in Reading Literature (RL.5.10)
- ✓ Phonics and Word Recognition in Foundational Skills (RF.5.3)
- ✓ Vocabulary Acquisition and Use in Language (L.5.4a)

Lesson Vocabulary

ancestor	(noun) A person from your family who lived generations ago
citizen	(noun) A member by law of a nation or group
descendant	(noun) Family members who come from a specific ancestor
emigrate	(verb) To leave a place for another place to live
Great Wave	(noun) From 1840 to 1924 when over 30 million people, mostly from western and eastern Europe, immigrated to the United States
immigrant	(noun) A person who comes to a place from another place to live
immigrate	(verb) To come to a place from another place to live
migration	(noun) The movement from one place to another, permanently or not permanently
pull factor	(noun) Something that draws a person to a place
push factor	(noun) Something that drives a person away from a place
refugee	(noun) A person who leaves their home because they are threatened in some way