

Immigration Unit Organizer

6th Grade Crisafulli /Huey /Jordan

Previous Unit

Independence for Latin America

Next Unit

Industrialization and
Urbanization of
America

Integrated Units

Industrialism, Capitalism, and Socialism
Reform

Core Knowledge Content (Knowledge)

- ✓ Waves of new immigrants from about 1830 onward
 - a. Great migrations from Ireland and Germany
 - b. In 1880, immigrants arrive from southern and eastern Europe
 - c. Immigrants from Asian countries, especially China
 - d. Ellis Island
- ✓ The tension between ideals and realities
 - a. “Melting pot”
 - b. America perceived as “land of opportunity” vs. resistance, discrimination, and “nativism”
 - c. Resistance to Catholics and Jews
 - d. Chinese Exclusion Act

State and District Guidelines (Patterns)

HIS.6.3.A describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated, immigrated, or were brought into the Western Hemisphere’s history

GEO.6.1.2.F demonstrate expanded knowledge of the geography of the U.S. and the world in relation to nineteenth century immigration, industrialization, urbanization, social reforms

GEO.5-8.4.1.A describe and discuss the reasons for human migration (e.g. famine, slave trade, wars, persecution) after studying related literature

GEO.5-8.2.3.C explain why immigrants to the United States hold on to customs from their home countries

Standards for Achievement and Performance (Mental Modeling)

Students will -

- Define the terms immigrant and native
- Discuss the waves of immigrants that arrived in the U.S. from about the 1830 onward
- Read to be informed about the journey by ship from Europe to America
- Read to be informed about the fate of immigrant child laborers
- Read to be informed about the Statue of Liberty
- Read to be informed about the experience of immigrants at the immigration station
- Read to be informed about Chinese immigrants
- Read to be informed about German immigrants
- Identify factors that pulled people toward America, and factors that pushed people out of their homeland
- Reflect on the image of America as a “melting pot”
- Read to be informed about the migration of Jews from eastern Europe to the U.S.
- Read to be informed about the immigration of the Irish
- Analyze the relationship between the number of immigrants to the U.S. and events taking place both in the U.S. and abroad
- Read to be informed about isolationism in America in the 1920s, and its affect on immigration policy
- Read to be informed about laws passed in an attempt to limit or control immigration
- Contrast the difference between the idea of America as the “land of opportunity” and the reality that many immigrants faced

Types of Assessments (Creativity)

- Students will take a variety of quizzes over the content covered.
- Students will demonstrate their understanding of the content through various activities and entries in packet.
- Students will review the content with a study guide
- Students will take a final exam