

## On the Move: An Introduction to Immigration

Introduction	This lesson introduces students to the concept of immigration.
Time	one class period or approximately one hour
Level	Elementary, grades 3 - 5
Lesson Preparation	Poster boards or chart paper with questions written at top Colored Markers Reference materials for introduction to activity
Prior Knowledge Required	Historically, people came to America from many countries. Immigrants and refugees continue to come to America today.
Background Information	See “Immigration to America” essay and “Immigration Time Line”
Vocabulary	<b>Immigration</b> – the process of entering a new country with the purpose of settling there <b>Immigrant</b> – a person who moves to a new country <b>Migrate</b> - to move from one region or country to another, often to seek work or other economic opportunities <b>Refugee</b> - someone who seeks a safe place or takes refuge in a different country, especially to avoid war, persecution, or natural disaster <b>Region</b> – a section or part of a country or territory <b>Famine</b> – food shortage that causes widespread hardship and starvation
Anticipated Student Preconceptions/ Misconceptions	Students may believe all immigrants from one country settled in a particular area of the United States. They could also have stereotypes about certain groups. They may believe immigrants do not want to learn English or that immigrants take jobs away from native-born Americans.
Frameworks	<b>Massachusetts, Grade 4:</b> <b>Regions of the US:</b> 4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). <b>History/Geography:</b> 4.1 Use map and globe skills to determine absolute location of places.  <b>New Hampshire, Grade 3-4:</b> <b>Geography:</b> SS:GE:4:4.2: Describe the types of historical patterns of human migration, e.g., chain migration or slave migration (Themes: C: People, Places, and Environment, I: Patterns of Social and Political Interaction) SS: GE:4:4.3: Evaluate the effects of migration on the characteristics of place, e.g., cultural awareness of food choices. (Themes: E: Cultural Development, Interaction,

	<p>and Change)</p> <p><b>Common Core</b>  <b>Speaking and Listening Standards K-5</b>  <b>Grade 4: 1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and text, building on others’ ideas and expressing own clearly.</p> <p>C: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</p> <p>D: Review key ideas expressed and explain their own ideas and understanding in light of the discussion</p>
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Guiding Question	What is immigration? Why do people come to America and settle where they do?
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify different groups of people that came to America.</li> <li>• Discuss why immigrants settle in certain areas.</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Read aloud short passages about immigration to build and activate background knowledge and information about immigration. (<i>The bibliography lists suggested resources. You may also share the background information “Immigration in Lowell.”</i>)</li> <li>• Review/discuss vocabulary and “poster questions” (see below) to ensure students are prepared to participate in the lesson.</li> <li>• Students will participate in carousel brainstorming, during which they rotate around the classroom in small groups, stopping at various stations for a designated amount of time. While at each station, students activate their prior knowledge of immigration topics through conversation with their peers. They post their ideas at each station for all groups to read. <ol style="list-style-type: none"> <li>1. Set up stations in four corners of classroom, with one of the following questions on each poster board/chart paper: <ul style="list-style-type: none"> <li>• Where do people who live in America come from?</li> <li>• Why did/do people move to America?</li> <li>• What factors influence where immigrants choose to settle in America?</li> <li>• How might immigrants feel when they arrive in America?</li> </ul> </li> <li>2. Divide students into four groups that will rotate around the room. Each group should have a designated recorder and presenter. Give each group a different colored marker to help track of their responses</li> <li>3. Give each group about 3 - 5 minutes to brainstorm and write their responses to each question. When time is up, groups rotate to the</li> </ol> </li> </ul>

	<p>next station in clockwise order. Numbering stations and using a timer makes it easier to manage rotations.</p> <ol style="list-style-type: none"> <li>4. Continue until each group has answered all four questions.</li> <li>5. Before leaving the final station, have each group chose three to five ideas from their whole chart to share with the entire class.</li> </ol> <ul style="list-style-type: none"> <li>• Teacher should facilitate discussion with whole class as each group shares the ideas they selected. <ul style="list-style-type: none"> <li>• Identify places of origin on maps or globes.</li> <li>• Divide reasons for immigration into pushes (from their homeland) and pulls (to come to America).</li> <li>• Discuss the influences of job opportunities, as well as, geography and chain migration on where immigrants settle. Encourage students to empathize with young immigrants who have left their homeland to come to a new country.</li> <li>• Clarify misconceptions throughout the discussion.</li> </ul> </li> </ul>
<p>Assessment</p>	<ol style="list-style-type: none"> <li>1. Write two journal entries from the perspective of an immigrant. The first entry should be about your decision to leave your homeland and the preparations you need to make to go to America, and the second should detail what you do when you arrive and how you feel about being in America. Make sure to include why you came, where you settled and why and how you feel now that you are here.</li> <li>2. Write a letter to a friend or family member in your homeland describing your new life and persuading them to join you. Make sure you include why you settled in your new neighborhood and how you feel now that you have settled there.</li> </ol>
<p>Differentiated Suggestions</p>	<p>Group students by mixed abilities. You may want to assign jobs according to their strengths (recorder, presenter, timer...)</p>
<p>Adapting the Activity for Other Grades</p>	<p>You can adjust this activity for higher grades/levels by using higher level resources for background information and substituting more complex questions at the four stations – for example:</p> <ul style="list-style-type: none"> <li>• Should our government control who comes into our country? Why or why not?</li> <li>• What steps do immigrants have to take/rules to follow in order to come to our country? What type of additional steps would you add to immigration requirements?</li> <li>• How do world politics, economics and immigration policies affect immigration today?</li> <li>• What makes immigrant groups settle in certain regions (include economic, political and geographic influences)?</li> </ul>
<p>Bibliography</p>	<p>Denenberg, Barry. <i>So Far From Home: The Diary of Mary Driscoll, an Irish Mill Girl</i>. New York: Scholastic, Inc., 1997. Fictional diary account of a fourteen-year-old girl's journey from Ireland in 1847 and of her work in a mill in Lowell,</p>

Massachusetts. Grades 4-8. (*Pages 145 – 164 provide good historic background for this lesson.*)

Freedman, Russell. *Immigrant Kids*. New York: Puffin Books, 1980. Photographs and text that tell about the life of immigrant children growing up in industrial America. Photographs chronicle their lives at home, school, work and play through the late 1800's to the early 1900's New York City. Grades 4–8 and up. (*Pages 4 – 14 provide good background information for this lesson.*)

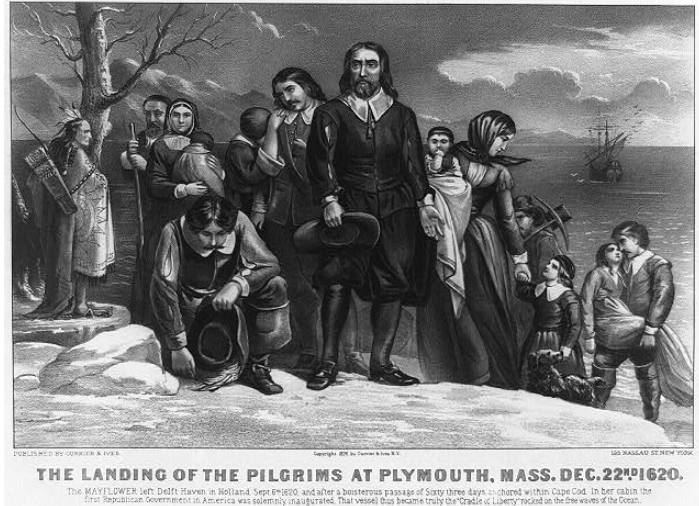
Levine, Emily. *If Your Name Was Changed at Ellis Island*. New York: Scholastic, Inc., 1993. This book describes the immigrant experience at Ellis Island when it opened in 1892 as a center for immigrants coming to live in America. Grades 4–8. (*Pages 6 – 20 provide good background information for this lesson.*)

Avi. *The Escape From Home and Beyond the Western Sea*. 2 volumes. New York: Orchard Books, 1996. Fictional account of trials and hardships first in Ireland during the famine, then during voyage to America and last in the mills of Lowell. Grades 5-9 and up. (*Volume One describes conditions in Ireland and reasons for emigrating. Volume Two describes life in America, Lowell in particular*)

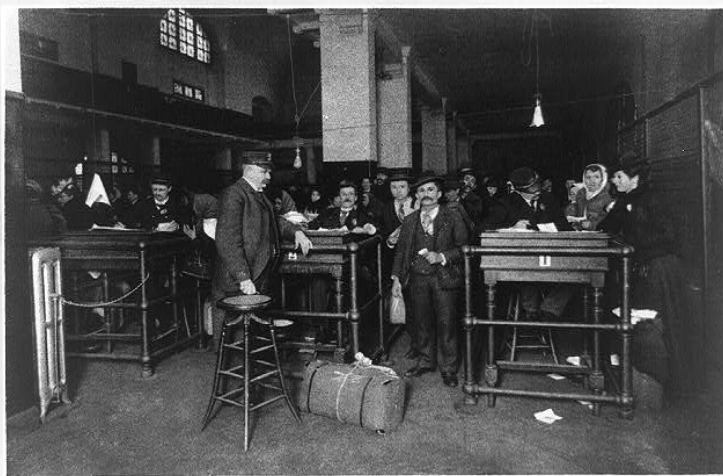
Adapted from MA Department of Elementary & Secondary Education “America’s Salad: The Story of Immigration to Massachusetts.”

## Immigration to America

From its beginnings, America has been a nation of immigrants. Europeans, led by the Spanish and French, began establishing settlements in the 1500's on land that would become the United States. In 1607, the English started the first permanent settlement in America at Jamestown, Virginia. In 1620, English pilgrims fled religious persecution and established a colony in Plymouth, Massachusetts. A larger group seeking religious freedom, the Puritans, who established the Massachusetts Bay Colony, followed them.



While some immigrants came to America in search of religious freedom, others arrived during the 19<sup>th</sup> century seeking economic opportunities. Many of these immigrants came from northern and western Europe, with large numbers coming from Ireland where they were experiencing a famine. By the 1840's almost half of America's immigrants were from Ireland. Usually these impoverished Irish immigrants settled near their point of arrival in cities along the east coast where jobs were available. Between 1820 and 1930, 4.5 million Irish migrated to the United States.



By the late 19<sup>th</sup> century, the majority of arrivals were from central, eastern and southern Europe. In the 1890s, 600,000 Italians migrated to America, and by 1920, more than four million had entered the United States. Jews from Eastern Europe fleeing religious persecution also arrived in large numbers. In 1907, the peak year for admission of new immigrants, approximately 1.3 million people entered the United States.

However, in the following century, immigration patterns shifted due to laws, war, and economic factors. With the outbreak of World War I, immigration to the US declined. By 1917, the government passed laws requiring immigrants over age 16 to pass a literacy test. In the 1920s immigration quotas, the number of people allowed in, were established. Again, immigration decreased during the age of the Great Depression of the 1930s and during World War II.

In 1965, Congress passed the Immigration and Nationality Act, which removed quotas. This act and subsequent legislation resulted in the nation experiencing a shift in immigration patterns. Today, the majority of U.S. immigrants come from Asia and Latin America rather than Europe.

Excerpted from: <http://www.history.com/topics/u-s-immigration-before-1965>

Photos from: [www.loc.gov](http://www.loc.gov)

General Immigration Timelines:

<http://www.annenbergclassroom.org/files/documents/immigration.pdf>

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/timeline.html>

## Immigration in Lowell

In the 1820s and 1830s, Irish people moved to Lowell to help build mills and dig canals. They typically did not work in the mills and lived in a neighborhood called the Acre. The situation changed in the 1840s. Mill owners needed workers, and the Irish were ready to work. More were arriving daily, fleeing the potato famine in Ireland. By 1860, about 1/4 of the 37,000 people in Lowell were Irish. Lowell continued to grow during the 1800s, as more and more workers were needed.



Beginning in the 1860s, thousands of French-Canadians moved south from Quebec. Later, thousands of immigrants moved to Lowell from Greece, Portugal, Poland, and other European countries. All of these immigrants were looking for a better life in the United States.



They came to Lowell because they had heard that there were jobs in the mills. There were jobs, but it was not pleasant work. The day was long: 10-12 hours per day, six days a week. The conditions were dangerous: injuries and serious illness were very common. The pay was low and whole families often had to work in the mills to make ends meet.

Immigrants kept coming, though, because life was even worse in their home country.

Outside the mills, immigrants formed strong ethnic communities. Churches, coffee houses,

marketplaces, and social clubs helped ease the change to a new culture. Life was hard, but many immigrants told fond stories of Lowell's close communities they lived in.

Immigration is still part of the story of Lowell. Today, people emigrate from places like Brazil and Cambodia, and refugees arrive from Nepal, Bhutan, Burma, Iraq, Ghana and many other countries. Their experiences of hope and hardship are very similar to those of earlier immigrants.



Images: *Lowell National Historical Park*  
See also: *Lowell Immigration Time Line*

## **Lowell's Immigration Time Line**

- 1822** Led by Hugh Cummisky, 30 Irishmen walk from Charlestown to Lowell to build canals and mills. They camp near their work in an area called the "Paddy Camp Lands." This area is known later as the Acre.
- 1823** Mill agents begin recruiting young women and men from New England farms to work in the mills. They live in boardinghouses run by the corporations for which they work.
- 1831** St. Patrick's Church opens in the Acre. It is the first ethnic and first Catholic Church in Lowell.
- 1840s** Waves of Irish immigrants come to Lowell fleeing starvation from the Potato Famine in their homeland. Irish immigration continues throughout the nineteenth century.
- 1844** The Ten Hour Movement begins. Workers petition the state legislature to pass a law limiting the workday to ten hours.
- 1850s** "Know Nothing" movement flourishes in northern states. This nativist backlash against immigration is caused by Protestant fears about increased numbers of Catholic voters.
- 1865** Mill agents send recruiters to Quebec to find new workers. Starvation and lack of work cause French Canadians to leave their homeland and immigrate to Lowell in large numbers. Many go back and forth between the US and Canada.
- 1882** Congress passes Chinese Exclusion Act. Virtually no Chinese are admitted to the United States until its repeal in 1943.
- 1890s** The first Greek immigrants to work in the mills arrive. Most are young, single men living in tenement houses in the Acre. Many hope to save money and return to Greece, but few do.
- 1892** Ellis Island opens. Annual immigration to the US averages about 1,000,000 over the next two decades.
- 1890s** Polish immigrants begin to arrive in Lowell. Fleeing starvation and mistreatment, many hope to return to their homeland. They settle in tenement houses near the mills, and are forced to take low-paying jobs because they do not speak English.

- 1905** Greek women, brought over by their fathers and brothers, begin to settle in Lowell. Many single women take jobs in the mills. Once married, most work in the home, raising children. The Greek community grows stronger.
- 1910s** Portuguese immigrants begin arriving in large numbers. Most are from the Azores Islands, and settle in the Chapel Hill neighborhood of Lowell.
- 1914-1918** World War I disrupts ocean travel and dramatically decreases immigration.
- 1921** Congress passes law restricting immigration. Annual quota is about 150,000.
- 1924** Congress passes National Origins Act, drastically reducing immigration from Eastern and Southern Europe (14% of 150,000, or about 20,000 annually).
- 1950s** People from Puerto Rico begin their migration to Lowell.
- 1960s** People from Columbia begin immigrating to Lowell. Many are skilled textile workers recruited by the few remaining mills.
- 1970s-1980s** Southeast Asians, including Cambodians, Laotians, and Vietnamese begin to settle in Lowell. Most are refugees forced to leave their homelands because of the Vietnam war.
- Today** Newcomers arrive weekly, adding to Lowell's diverse immigrant community. Many immigrants still come from Cambodia, Vietnam, Laos, and Thailand. Others arrive from India, Central and South America, and Africa. Lowell continues to be home to many immigrants and refugees. The immigrant/refugee/migrant experience continues to shape Lowell and the nation.



## Rubric for “On the Move: An Introduction to Immigration”

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Ideas</b>	Ideas expressed in a clear and organized fashion. It was easy to figure out what the assignment was about.	Ideas expressed in a relatively clear manner, but the organization could have been better.	Ideas somewhat organized, but were not very clear. It took more than one reading to figure out what the assignment was about.	The assignment seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
<b>Content Accuracy</b>	Assignment contains at least 5 distinct, accurate facts about the topic.	Assignment contains 3-4 accurate facts about the topic.	Assignment contains 1 – 2 accurate facts about the topic.	Assignment contains no accurate facts about the topic.
<b>Grammar &amp; Spelling</b>	Writer makes no errors in grammar or spelling.	Writer makes 1 -2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.
<b>Sentences &amp; Paragraphs</b>	All sentences and paragraphs are complete, well-constructed and of varied structure	All sentences are complete and well-constructed (no run-ons, no fragments) Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences or paragraphing needs lots of work.
<b>Length</b>	Total assignment contains 7 or more sentences.	Total assignment contains 5 -6 sentences.	Total assignment contains 3 – 4 sentences.	Total assignment contains less than 3 sentences.