

Why do Immigrants come to America?

Introduction	Students will use oral histories and cartoons to understand the push and pull factors that influence immigration
Time	This lesson should take one class period or approximately one hour
Level	Grades 4 -8
Lesson Preparation	Set of excerpts from oral histories of immigrants who have settled in Lowell Set of immigration cartoons and graphics Colored paper, markers
Prior Knowledge Required	People have moved to Lowell, Massachusetts for many reasons. Immigrants continue to settle in Lowell today.
Background Information	See “Immigration to Lowell” and “Immigration to America” essays and timeline.
Vocabulary	<p>Immigration – the process of entering a new country for the purpose of settling there.</p> <p>Immigrant – person who moves to a new country.</p> <p>Oral History – information of historical importance obtained by interviews with people whose experiences and memories are representative of others in their situation.</p> <p>Political Cartoon – drawing created to inform or to persuade the viewer, shows a point of view</p> <p>Refugee - someone who seeks a safe place or takes refuge in a different country, especially to avoid war, persecution, or natural disaster</p> <p>Famine – food shortage that causes widespread hardship and starvation</p>
Anticipated Student Preconceptions/ Misconceptions	Students may believe all immigrants come to the United States for the same reasons. They may also have stereotypes about certain immigrant/ethnic groups. They may believe all immigrants are refugees.
Frameworks	<p>Massachusetts:</p> <p>Regions of the US:</p> <p>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).</p> <p>History/Geography:</p> <p>4.1 Use map and globe skills to determine absolute location of places.</p> <p>New Hampshire: Grade 3-4</p> <p>Geography:</p> <p>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)</p> <p>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, and Change)</p>

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Common Core

Speaking and Listening Standards K-5

Grade 4: 1: 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. (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, D: Review key ideas expressed and explain their own ideas and understanding in light of the discussion)

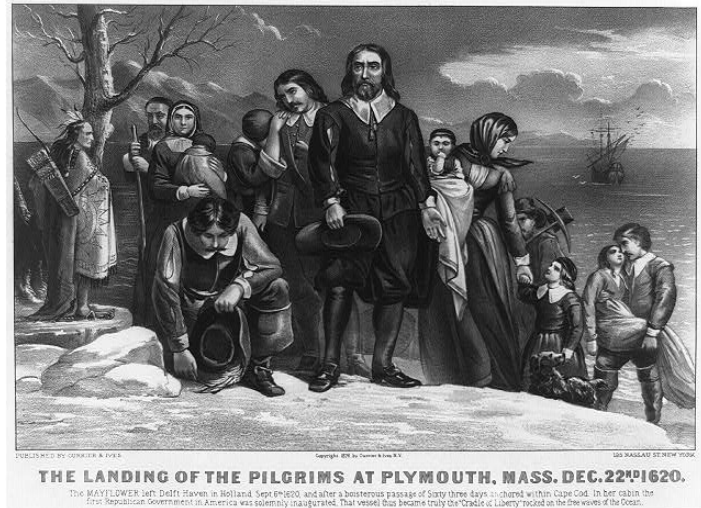
Guiding Question	Why do people leave their homeland and move to another country? Have these reasons changed significantly over time?
Objectives	Identify factors that have influenced immigration to America in the past and today. Categorize immigration factors into pushes and pulls.
Activity	<p>Part 1</p> <ul style="list-style-type: none">• Discuss definition of an oral history. Emphasize these are quotes from real people who have actually immigrated from another country and come to Lowell. Remind students that English often is not the first language of these immigrants so the quotes may sound awkward or use incorrect grammar.• Pass out colored paper and oral histories to small groups or pairs of students. Ask students to read and discuss the quotes in their small groups. Groups should discuss whether their quote is from a recent immigrant or from someone who came many years ago. Have each group come up with one word that best describes the reason each immigrant moved to the United States. Write this word on the colored paper.• Groups share their word with the class. Ask students to group the words into "Pushes" (from their home country) and "Pulls" (to their new home). Create a word wall or "word splash" that describes the pushes and pulls of immigration. <p>Part 2</p> <ul style="list-style-type: none">• Discuss the use of cartoons to share a point of view or to get a message across. Explain that political cartoons can be very funny, especially if you understand the issue that they're commenting on. Their main purpose, though, is not to amuse you but to persuade you or teach you.• Pass out one cartoon or graphic to each small group or pair. Each group should discuss their cartoon or graphic and answer the questions at the bottom of the page. On colored paper write additional words that describe why immigrants leave their homeland and/or why they choose to come to the United States. Only one word should be written on each piece of colored paper. Add these words to the "word splash" that the class has already begun to create. <p>Wrap-up</p> <ul style="list-style-type: none">• Teachers should facilitate a class discussion on why people leave their homeland and come to a new land. Examine whether the reasons today are similar or different than the reasons immigrants came in the past. Discuss why these reasons would stay the same or change?

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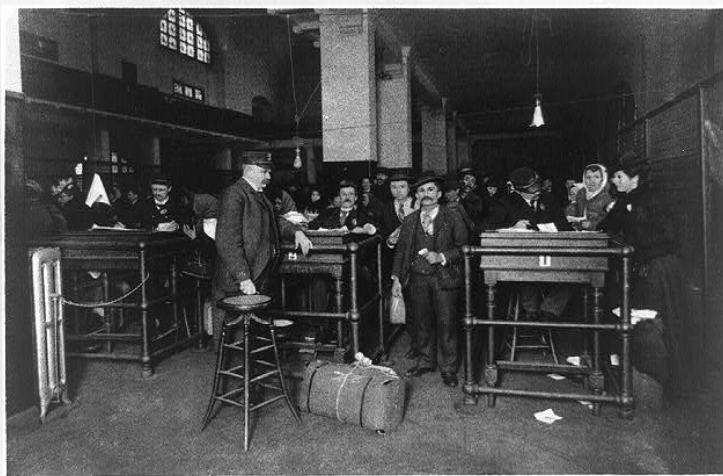
	<ul style="list-style-type: none"> Discuss how these pushes or pulls influence where the immigrants decide to settle? Students should discover that it is usually the “Pull factors” that influence where the immigrants settle. Discuss how economic, geographic and social influences impact where immigrants settle.
Assessment	<ol style="list-style-type: none"> Make a poster or brochure advertising America as a good place for an immigrant to resettle. Make sure you include where they might want to settle and reasons why they would want to settle there. Create your own political cartoon about immigration. Explain the message you are trying to convey with your drawing.
Differentiated Suggestions	Partners or small groups can be arranged with mixed abilities. Students can be assigned jobs according to their strengths (recorder, presenter....)
Adapting the Activity for Other Grades	<p>This activity can be adjusted to be appropriate for higher grades/levels by using higher level resources for background information and substituting more complex cartoons or cartoons that reflect more complex issues of immigration.</p> <p>http://museum.msu.edu/?q=node/226 http://thomasnastcartoons.com/2014/02/</p> <p>Younger students may skip Part 2 (political cartoon portion of the activity) or this part can be presented as a whole group activity and discuss each cartoon and its meaning as a class.</p>
Bibliography	<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, Massachusetts. Grades 4-8.</p> <p>Forrant, Robert and Strobel, Christoph. <i>The Big Move: Immigrant Voices from a Mill City</i>. Lowell, Massachusetts, Loom Press, 2011. The book features nine oral histories of men and women in Lowell, Mass., whose stories capture the essence of the immigrant and refugee experience not only among people in the United States but also those who have made 'the big move' anywhere in the world. Grades 6 – 12 (short passages can be adapted for younger grades).</p> <p>Avi. <i>The Escape From Home and Beyond the Western Sea</i>. 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.</p>

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 19th 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 19th 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

General Immigration Timelines:

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

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

Oral Histories

Excerpts from oral histories found in The Big Move: Immigrant Voices from a Mill City

Bowa Tucker, *immigrated to the United States from Sierra Leone in the 1970's:*

"My mother and father were here in the United States and we stayed back in Sierra Leone until they got fairly stable and then they decided we should join them. Most people aspired to come to the United States. It was viewed as paradise on earth, if there is any such a place. And so there was a lot of excitement about coming to America. I was absolutely ecstatic when I learned that we were going."

Muriel Parseghian, *an Armenian American, came to the United States with her family in the 1960's:*

"My mother wanted to be reunited with her family. Actually, the only expectation was that we knew my parents were going to be able to get jobs, steady jobs, and economically we were going to do better."

Gordon Halm, *originally from Ghana, he lived in Liberia before coming to America in the 1990's:*

"I was in Liberia and you can just imagine what it's like when there are gunshots here and there every day. But with the help of friends I was able to get out."

Phala Chea, *came to the US with her family in 1981 as a refugee from Cambodia:*

"We had a very difficult situation in our country. The Khmer Rouge took over Cambodia from 1975 to 1979. The Khmer Rouge forced us to go to Battambang's countryside to work the fields. We were forced to escape to save ourselves."

Excerpts from oral histories researched for *Their Stories: Lowell's Refugee Youth Exhibit*, Mogan Cultural Center

Bawi Kham, *immigrated from Burma in 2010:*

"I lived in the poorest state in Burma. If I stayed there I would be forced into child labor or forced to become the soldier for the Burmese army. When I got to America I was happy that I was able to go to school for free."

Naina Desari, *immigrated from Nepal in 2011:*

"I am an immigrant from Nepal. I am really thankful that the United States gave us the chance to come here and then study, plus make our lives, I mean our future, bright." The king started to threaten... threaten the people, so my parents and grandparents moved back to Nepal [from Bhutan]. They were in a refugee camp. I was born in the refugee camp and grew up in the refugee camp. I lived there for sixteen years."

Excerpt from oral histories researched for Tsongas Industrial History Center programming:

Demetrios Palavras, *immigrated from Greece in 1912:*

"In my village there were forty or fifty families and now there are two hundred. The land has not changed but it has to feed many more mouths. That's why most of us left our country. My uncle had fields... but when his children grew up, they had to divide it and each one only got a small share of the land."



Teach for America

What do you think the author means by “equal education”?

How can “equal education” be a bridge to a better life?



Citizenship Counts

The message from the home country's government is *"We hope you are enjoying our great nation. Some of our many benefits include: ..."*

Why isn't the boy happy?

What do you think the "message from your government" should really say?

Celebrating the First Amendment...



Which five freedoms are guaranteed to all Americans by the first amendment to the constitution?

Which of these freedoms do you think attracts immigrants to America and why?



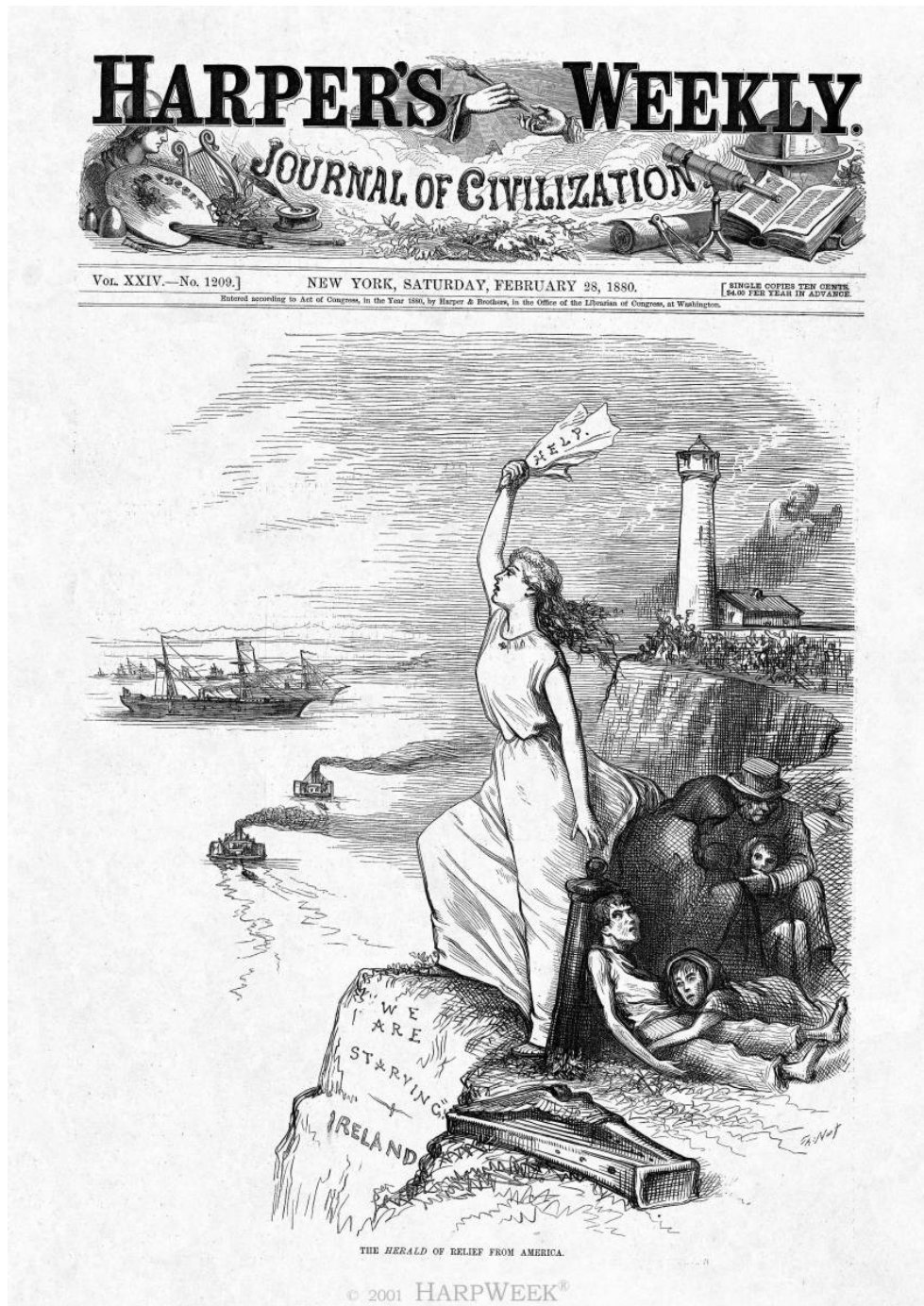
<http://www.loc.gov/pictures/item/2002719044/>

Caption above Uncle Sam: "U.S. Ark of Refuge." Caption on small sign next to Uncle Sam: "Free education, free land, free speech, free ballot, free lunch". Caption on sign: "No oppressive Taxes. No expensive Kings. No compulsory military service. No knouts or dungeons."

List the "Pushes and Pulls" of immigration referred to in this cartoon:

Pushes

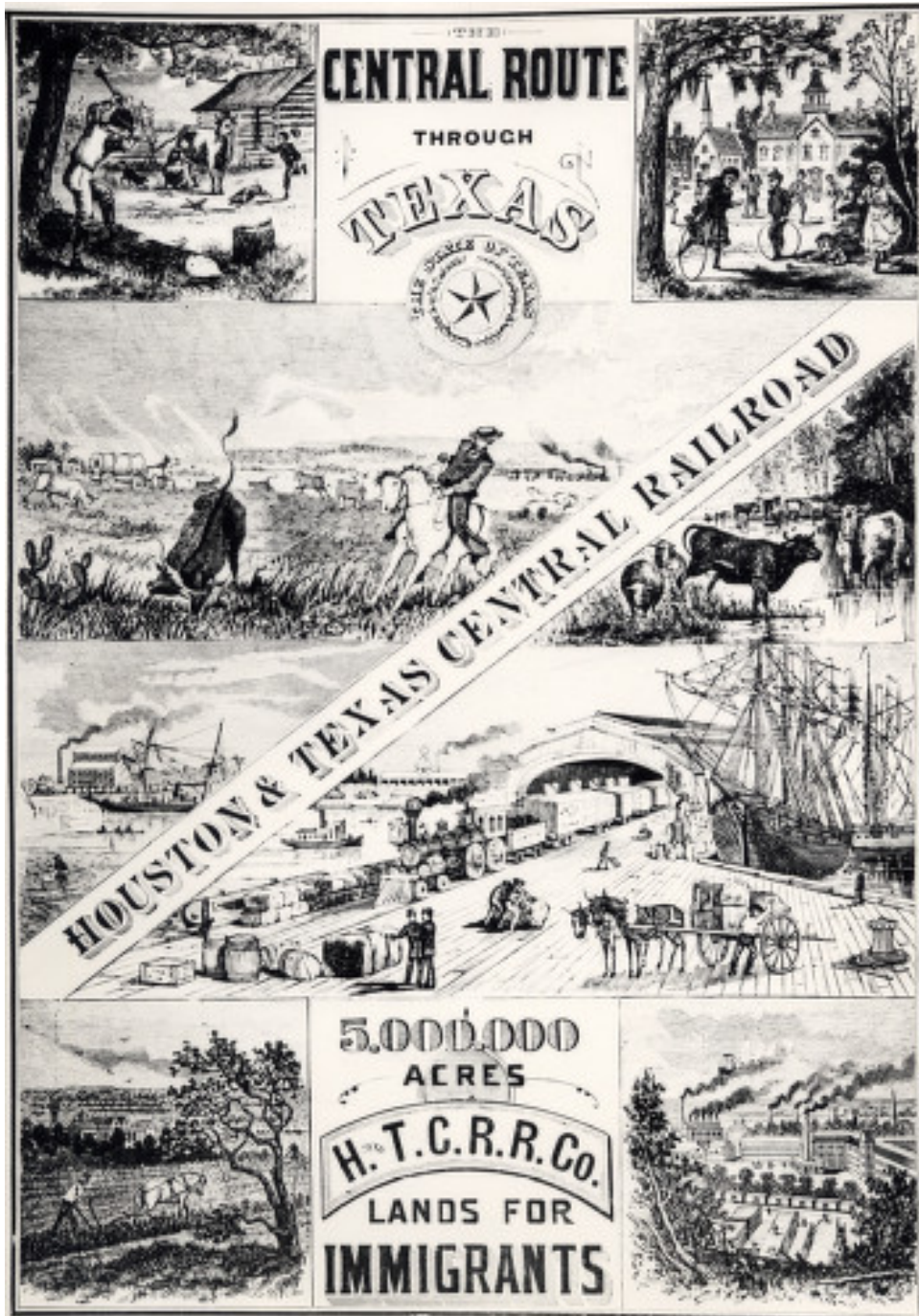
Pulls



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What is the message of this cartoon?

What symbols, drawings and words help to tell the message of this picture?



Courtesy of Special Collections, University of Houston Libraries.

What do the drawings show about life in America?

How would this poster influence immigrants to come to America?

Rubric for “Why do Immigrants Come to America” Assessment #1

Category	4	3	2	1
Ideas	Ideas expressed in a clear and organized fashion. It was easy to figure out what the poster or brochure 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 poster or brochure was about.	The assignment seemed to be a collection of unrelated facts. It was very difficult to figure out what the poster or brochure was about.
Content Accuracy	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.
Grammar & Spelling	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.
Sentences & Paragraphs	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.
Graphics	Student used a variety graphics to enhance the message of the assignment.	Student used one or two graphics that related to the message of the assignment.	Very limited graphics were included that related to the message of the assignment.	Graphics were not included or did not relate to the message of the assignment.

Rubric for “Why do Immigrants Come to America” Assessment #2

Category	4	3	2	1
Ideas	Ideas expressed in a clear and organized fashion. It was easy to figure out what the cartoon was about.	Ideas expressed in a relatively well-defined manner, but the message could have been clearer.	Ideas were not well defined. It took more than one reading to figure out what the cartoon was about.	The assignment seemed to be a collection of unrelated facts or pictures. It was very difficult to figure out what the cartoon was about.
Content Accuracy	Assignment contains clear, accurate information about immigration.	Assignment contains some information that relates to immigration.	Assignment contains information that is vaguely related to immigration.	Assignment contains no accurate or related information.
Grammar & Spelling	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.
Graphics	Student used graphics/drawing to enhance the message of the cartoon and showed the students understanding of the assignment.	Student used related graphics that helped relay message of the cartoon, but graphics were not as clear as could be.	Graphics were included but were unclear or difficult to understand the connection to the message of the cartoon.	Graphics were not included or did not relate to the message of the assignment.