GLOBAL PHILADELPHIA

Meet the World Here

Component	Description
Title of Lesson	Immigration: Late 20th-21st century
Content/Subject Area	World History, US History
Context	This lesson can be used as an introduction to the reasons for migration/immigration. In the 19th and 20th century, Philadelphia was a major port of arrival and settlement area for immigrants. More recently, 2006 data of metropolitan cities reveals that Philadelphia ranks 16th in percentage of foreign born residents, with approximately a half million.
Duration	45 minutes
Objective	**SWBAT** determine a theme or central idea of a text **IOT** analyze the push or pull factors for immigration in Philadelphians' bios and situational examples.
Standard(s)	-Standard - **CC.1.3.9-10.A** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. -Standard - **CC.8.6.9-10.H** Draw evidence from informational texts to support analysis, reflection, and research. -Standard - **CC.8.5.9-10.B** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Anticipatory Set	-Display or distribute images of Philadelphia's "The History of Immigration". -In pairs, students discuss what the artists of the mural were trying to depict about the immigrant experience and reasons for immigration.
Direct Instruction	-Philadelphia was an important port of immigration in the 19th and 20th century. An immigrant station stood on the Delaware River on Washington Avenue in South Philadelphia. Hundreds of thousands of people passed through the immigration station in 1873-1915.

	-Introduce the meaning/definition of "push" and "pull" factors of migration and the four areas: economics, political, social, and environmental.
Guided Practice (and/or Cooperative Practice)	-In partners or small groups, students hypothesize reasons why people would want to/have to migrate from their homeland. These reasons are written on post-its. Students decide if it is a push or pull reason and affix to chart paper titled "Push" or "Pull". Student explains if the rationale is economics, political, social, or environmental. -Students complete attached activity, determining if each example reason for migration is a push or pull factor (Philadelphia based). Students add additional "pull" factors for why people would want to immigrate to Philadelphia.
Independent Practice	-Distribute a short bio of someone who recently immigrated to Philadelphia. (http://www.welcomingcenter.org/sites/default/files/immigrant_philadelphia.pdf Bios are located throughout this document) -Students determine the reason for immigrating, whether it was "push" or "pull", and which of the 4 areas it corresponds.
Closure	-Students split into either a push or pull group. In these groups, they summarize the bio and rationale for immigrating to Philadelphia.
Assessment	Student discussion and presentation
Key Terms	Immigrate, migrate, push factors, pull factors.
Resources and Materials	Post-its, chart paper Push and Pull Factors activity (see below) Photos of the "History of Immigration" mural http://www.artsobserver.com/2012/02/26/philadelphia-mural-program-features-narrative-installation-on-immigration-to-u-s/ http://explorepahistory.com/displaygallery.php?gallery_id=1-7-3C&bcolor=ggreen&showimage=10 Philadelphia Immigrant bios http://www.welcomingcenter.org/sites/default/files/immigrant_philadelphia.pdf Washington Avenue Immigration Station https://southwarkhistory.org/2013/01/09/immigrationstation/

Push and Pull Factors in Immigration

A push factor means _____

_____.

A pull factor means _____

_____

Identify if the following reasons for immigration are push or pull factors.

Philadelphia's shipbuilding industry attracted many skilled workers from Europe.

_____

Many Irish people immigrated to the United States during the Potato Famine in Ireland.

_____

Many Chinese people immigrated to the US during the Taiping Rebellion (1850-1864), a civil war in China in which hundreds of thousands of peasants were killed.

_____

The industrial revolution encouraged many immigrants to go to US cities, such as Philadelphia, in the hope of finding work.

_____

Philadelphia's medical schools have attracted people worldwide for centuries.

_____

Due to persecution in Bhutan, many Bhutanese refugees have settled in South Philadelphia.

_____

English Quakers immigrated to Philadelphia for the promise of religious freedom.

_____

Component	Description
Title of Lesson	Attitudes toward Immigration through Political Cartoons
Content/Subject Area	US History, World History
Context	Since its founding, Philadelphia has been an important port for immigration. To this day, its neighborhoods hold distinct characteristics of the immigrant groups that settled there. Immigration was a contentious issue in the 19th and 20th century and today. This lesson can be used as an introduction to anti immigration attitudes and legislation in the 19th and 20th century (quotas, literacy tests, Immigration Restriction Act, Asian Exclusion Act, Immigration Act of 1924).
Duration	45 minutes-1 hour
Objective	SWBAT analyze various accounts of a subject told in different mediums IOT analyze attitudes toward immigration through political cartoons.
Standard(s)	-Standard - CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. -Standard - CC.8.5.9-10.A Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Standard - CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Anticipatory Set	-Students examine the 1869 Harper's Weekly image (see below). What do you see? What is the artist trying to portray? -Students then examine The High Tide of Immigration- A National Menace" (See below). What do you see? What is the artist trying to portray? -Compare the images' message.
Direct Instruction	-Introduce the concept of nativism, which is defined as "a policy or belief that protects or favors the interest of the native population of

	a country over the interests of immigrants." (http://www.scholastic.com/teachers/article/nativism-america-and-europe)
Guided Practice (and/or Cooperative Practice)	-In pairs or small groups, students view the remaining 4 political cartoons from the later 19th/early 20th century. (see below). Student groups can review all cartoons or review 1 cartoon and present with the class.

-On index cards, students write their observations of each cartoon. What is the message? Does it demonstrate a nativist attitude? A sentence starter may also be used to guide writing (example- This cartoon illustrates that the artist believes immigration_____.
The following details from the cartoon support my analysis:
1._____
2._____
3._____
The cartoon does/does not support a nativist ideology because _____.) |
Independent Practice	Students research 2 modern cartoons about immigration. Students interpret the cartoon. Students interpret the cartoons using the political cartoon anlysis sheet: http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf
Closure	Class discussion on their observations of modern cartoon. Students compare attitudes toward immigration in the 19th/20th century and now.
Assessment	Cartoon analysis in groups and independently
Key Terms	nativism
Resources and Materials	Political cartoon pictures (see below)

political cartoon anlysis sheet: http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

Nativism information http://www.scholastic.com/teachers/article/nativism-america-and-europe |
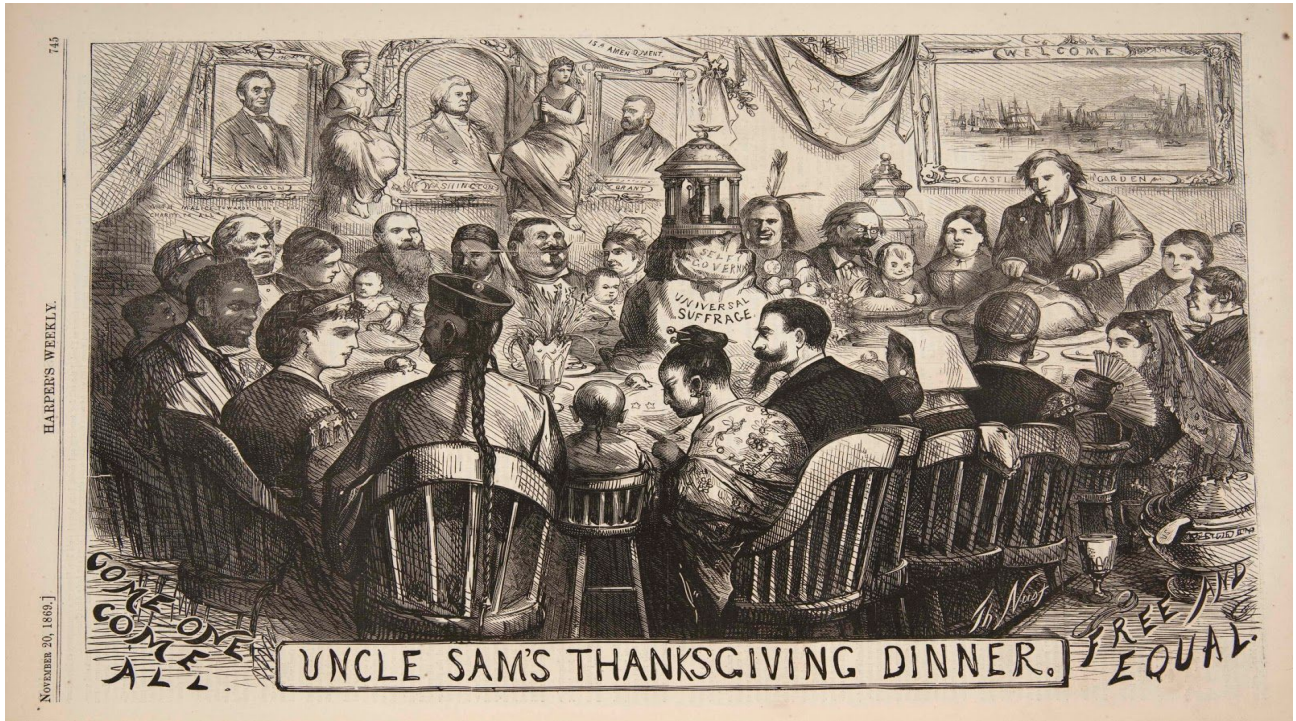
Thomas Nast. From Harper's Weekly, November 20, 1869.
http://dcc.newberry.org/collections/immigration-and-citizenship

"The High Tide of Immigration- A National Menace" in Judge (1903)
http://herb.ashp.cuny.edu/items/show/1875

"Where the Blame Lies" G. Hamilton, Judge, 1891
https://woodwardapush.wikispaces.com/Unit+6--Gilded+Age+(1865-1900)

"Welcome to All" (1880) http://historyproject.ucdavis.edu/ic/image_details.php?id=9158

"Uncle Sam's lodging-house," in Puck (June 7, 1882).
http://www.americanyawp.com/text/19-american-empire/#VI_Immigration

"The Immigrant" T. Bernhard Gillam. (1910) in Judge
http://hti.osu.edu/opper/lesson-plans/immigration/images/the-immigrant