

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.

Why do Immigrants come to America?

**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)

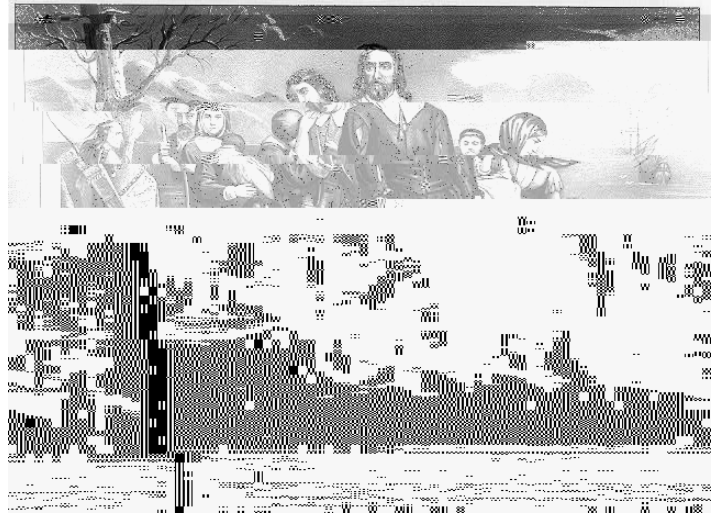
!

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	Part 1 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

Why do Immigrants come to America?

	<p>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.</p>
Assessment	<ol style="list-style-type: none"> 1. 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. 2. Create your own political cartoon about immigration. Explain the message you are trying to convey with your drawing.
Differentiated Suggestions	<p>Partners or small groups can be arranged with mixed abilities. Students can be assigned jobs according to their strengths (recorder, presenter....)</p>
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. <i>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.</i> 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



Oral Histories

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

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

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

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

Their Stories: Lowell's Refugee Youth

Bawi Kham *immigrated from Burma in 2010:*

Naina Desari *immigrated from Nepal in 2011:*

Demetrios Palavras *immigrated from Greece in 1912:*



="-%/-00#;-%.'/%'"-%' /-%')+\$. (>0% ' ?-.+/-+\$\$%0

! "(%0+>\$\$%"-%1' (%'#@@(7%

! "#\$%&'%()%""*+, %"-%2/ -00#;-%.' /%(').% ' ?-.+/-+\$\$%0"")4&% -#44(%0#(7

.....!

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 “