

2009 *Back to History* Lesson Plan Template

Immigration/Migration

Due: July 24, 2009

Team Members:	Kathy Feltz, in conjunction with work going on by Cameron Quick and Katie Pierce as cross-curricular lesson
Instructional Unit:	Ellis Island (math component)
Title of Lesson:	Ellis Island-How the First Quota Act decided who came to America: Looking at the Numbers
Grade Level:	6 th Grade
Description:	This lesson will look at how the First Quota Act worked to decide who could come to America, and decreased the number of immigrants passing through Ellis Island. The students will be interpreting and displaying the data, and looking for trends with possible explanations.
Standards: Include Standard, Benchmark Letters, and GLI numbers	6 th grade math Number, Number Sense and Operations *use real-life examples to find percentages of numbers. Data Analysis *Select, create and use line graphs, circle graphs and histograms.
Duration:	Two math blocks (approximately 85 minutes each day)

Materials and Resources (List all books, attached worksheets, website resources, texts)

From LA/SS Classes:

- Lecture notes on immigration through port at Ellis Island
- Powerpoint- Ellis Island: Fact or Fiction

Math Class:

- Lecture notes on legislation for restriction of immigration
- Fourteenth Census of the United States
- Warm-Up Activity Sheet: Graphic Organizer: Why would people want to immigrate to the United States (Push and Pull Factors) versus Factors affecting immigrants acceptance in the United States
- Activity Sheet with table to complete with total foreign-born and area totals for 1910 and 1920, area percent of total foreign born for each decade, amount increased or decreased in the decade, and 3% of the 1910 area totals to determine quota for given countries of birth allowed in to US after First Quota Act of 1921.
- Activity Sheet Creating Circle Graphs to display data
- Questions Comparing Data
- Student Calculators
- Protractors
- Colored pencils

Primary Source Materials: (Include attachments or link to online sources)

Fourteenth Census of the United States Taken in the Year 1920 (<http://www.census.gov/prod/www/abs/decennial/1920.htm>) and scroll to Census Monographs I-XI, 1922-1931; click on VII: Immigrants and their children 1920; click on PDF, file p.69 (document p. 78).

Warm Up: Students will work in three groups (count off by 3's) to complete Warm-Up Activity Sheet (15 min.) Then group will come together to write ideas on overhead. The students may add new ideas to their sheets. Discussion will be held, with students writing plus or minus by each idea as to its effect on immigration.

Instructional Strategies:

1. Class will begin with a lecture on the push for immigration restrictions in the early 1920s. This will include information about WWI ending, impact on Europe, "Red Scare" in U.S., immigrants were unskilled, needing public assistance, fear of immigrants working for less pay and taking jobs from Americans, and the eventual passage of the First Quota Act. (20 min.)
2. Students will be given a copy of page 78 from the 1920s U.S. Census identifying "Country of Birth of Foreign Born" for the years 1870-1920. The students will be instructed to highlight the total foreign born and totals for these areas for 1920 and 1910: Northwestern Europe, Central and Eastern Europe, Southern Europe, Other Europe, Asia, and America (not the U.S- Canada, Mexico, Central and South America). This will be used to help complete the Activity Sheet with table. The students may work with a partner or alone, but individual activity sheets must be completed and turned in. (50 min.) (Reminder steps with an example will be displayed on white board for finding percent of total for activity sheet and converting to degrees for making circle graph.) End Day 1

Day 2;

3. Students, working with partners, will make circle graphs. One partner's graph will represent area percents of total foreign-born for 1910, the other partner's will represent area percents of total foreign-born for 1920.
4. Students will use graphs to help answer questions comparing

the data. Then the teacher will lead a group discussion about the questions.

Homework and Practice: Using the 3% figures for each of the areas, what should their immigration figures be for the 1930 Census?

Assessment Question: (This should be a 4pt Extended Response type question based on the content of your lesson. Include rubric.)

In 1924, the Second Quota Act restricted immigration even more. To determine the quota for each area, it allowed only 2% of the areas totals from the 1890 Census and excluded all Asians. Using p. 78 of the 1920 Census, what was the new quota figure for each area?

Explain why you think this was done.

Re-teach Activity: Math skills used in finding percents, degrees and using the protractor to create circle graphs can be used for other decades for further comparison.

Extension Activity: This information will be used to lead into study of immigration's impact on the United States.

IMMIGRANTS AND THEIR CHILDREN

TABLE 43.—COUNTRY OF BIRTH OF FOREIGN-BORN

[Figures for each census year relate to

COUNTRY OF BIRTH	NUMBER					
	1920	1910	1900	1890	1880	1870
1 Total foreign born.....	13,020,692	13,515,886	10,841,276	9,240,660	6,679,043	5,567,220
2 Europe.....	11,882,053	11,791,841	8,871,780	8,020,608	5,744,311	4,030,618
3 Northwestern Europe.....	5,516,202	6,650,304	6,806,101	7,165,040	5,401,220	4,215,171
4 England.....	813,863	877,719	840,513	909,082	684,160	555,048
5 Scotland.....	254,570	291,076	233,524	242,231	170,130	140,835
6 Wales.....	67,066	82,488	93,586	100,079	83,303	74,533
7 Ireland.....	1,037,234	1,362,251	1,615,459	1,871,609	1,854,571	1,855,827
8 Norway.....	393,803	403,877	336,388	322,605	181,729	114,240
9 Sweden.....	625,585	685,207	582,014	478,041	194,337	97,332
10 Denmark.....	189,154	181,049	153,690	132,543	64,106	30,107
11 Netherlands.....	131,760	120,063	94,931	81,828	58,090	40,802
12 Belgium.....	62,687	49,400	29,757	23,639	15,535	12,553
13 Luxembourg.....	12,685	3,071	3,031	2,882	12,330	5,802
14 Switzerland.....	118,659	124,848	115,503	104,009	88,621	75,153
15 France.....	153,072	117,418	104,197	113,174	106,971	116,402
16 Germany.....	1,680,108	2,311,237	2,653,418	2,734,804	1,906,742	1,690,533
17 Central and eastern Europe.....	4,443,737	3,712,804	1,473,228	635,735	221,034	93,916
18 Poland.....	1,139,979	2,037,834	363,407	147,440	48,557	14,430
19 Czechoslovakia.....	352,428					
20 Austria.....	575,627	2,845,555	432,708	241,377	124,024	70,707
21 Hungary.....	397,283	495,009	145,714	62,455	11,520	3,737
22 Yugoslavia.....	169,439					
23 Serbia.....		4,630				
24 Montenegro.....		5,374				
25 Russia.....	1,400,405	11,184,412	423,720			
26 Lithuania.....	135,089			182,044	35,722	4,644
27 Finland.....	149,824	129,680	62,641			
28 Rumania.....	102,823	65,923	15,032			
29 Bulgaria.....	10,477	11,498				
30 Turkey in Europe.....	5,284	2,220	2,910	1,830	1,205	802
31 Southern Europe.....	1,011,213	1,525,375	530,200	200,648	58,265	25,853
32 Greece.....	176,976	101,232	8,515	1,837	776	390
33 Albania.....	5,608	(^c)				
34 Italy.....	1,010,113	1,343,125	434,027	182,580	44,230	17,157
35 Spain.....	49,535	22,103	7,050	0,185	5,121	3,704
36 Portugal.....	69,981	59,360	30,608	15,990	8,138	4,542
37 Other Europe ^a	5,901	2,358	2,251	12,579	3,786	1,678
38 Asia.....	237,050	191,484	120,248	113,306	107,630	64,595
39 Armenia.....	36,626					
40 Palestine.....	3,203					
41 Syria.....	51,901	59,720	(^c)	(^c)	(^c)	(^c)
42 Turkey in Asia.....	11,010					
43 China.....	43,560	56,750	31,534	100,701	104,468	63,042
44 Japan.....	81,503	67,744	24,788	2,292	401	73
45 India.....	4,901	4,664	2,031	2,143	1,707	580
46 Other Asia.....	5,238	2,591	11,895	3,260	1,054	804
47 America.....	1,727,017	1,489,231	1,317,380	1,088,245	807,230	551,335
48 Canada—French ^e	307,786	385,033	395,120	302,496		
49 Canada—Other ^e	817,139	819,554	784,796	678,442	717,157	493,464
50 Newfoundland ^a	13,249	5,050				
51 Cuba.....	14,872	15,153	11,031			
52 Other West Indies.....	704,090	732,502	714,354	23,250	6,917	5,310
53 Mexico.....	436,418	221,915	103,303	77,853	68,399	42,435
54 Central America.....	4,912	1,736	3,307	1,192	707	301
55 South America.....	18,551	3,223	4,733	5,006	4,566	3,555
56 All other ^a	73,672	43,330	31,808	27,311	20,772	14,711

¹ Less than one-tenth of 1 per cent.² Persons reported in 1910 as of Polish mother tongue born in Germany (98,182 males; 91,014 females), Austria (109,485 males; 129,933 females), and Russia (270,303 males; 148,007 females) have been deducted from the respective countries and combined as Poland for comparison with number reported in 1920 as born in Poland.³ Albania included with Turkey in Europe in 1910.

Foreign-born	United States
Push Factors:	U.S. reasons to encourage immigration:
Pull Factors	U.S. reasons to discourage immigration:

Warm-Up Thoughts

Name _____ Date _____

1910 and 1920 Foreign-Born Population Questions

1910

1. From which of our areas were most of the foreign-born?

2. Using other resources (books, notes, online, etc.) what were some of the factors that might have lead to their immigration?

3. Using other resources, what were some of the pull factors to the U.S?

4. Why do you think the First Quota Act used this decade's figures for their formula?

1920

1. From which of our areas were most of the foreign-born?

2. Were there any areas that decreased in immigration?
_____ Give 2 possible reasons for this decrease. _____
3. Using other resources (books, notes, online, etc.) what were some of the factors that might have lead to their immigration?

4. Using other resources, what were some of the pull factors to the U.S.?

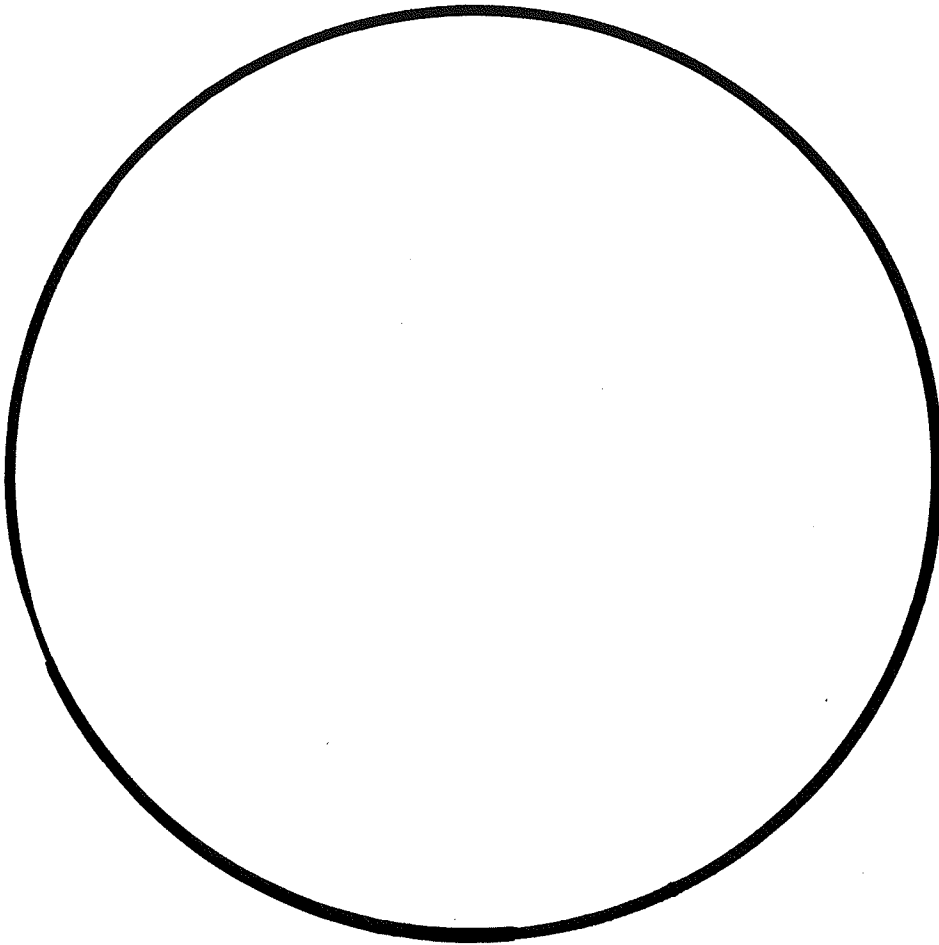
5. Name at least 3 reasons the US restricted immigration.

6. What about immigration, today? Name at least 2 things you think you have heard.

7. Immigration does/does not need restrictions. Choose how you would answer this and explain why you feel this way.

Name _____ Date _____

Circle Graph of _____



Assessment Question

Name _____ Date _____

In 1924, the Second Quota Act restricted immigration even more. To determine the quota for each area, it allowed only 2% of the areas' totals from the 1890 Census, and excluded all Asians. Using p. 78 of the 1920 Census, what was the new quota figure for each area? Explain why you think this Second Quota Act was written, giving at least 3 reasons.

Activity Sheet: Table of Foreign-Born Data 1910 and 1920

Area of birth	1910	Percent of Total For 1910	3% of 1910	1920	Percent of Total For 1920	Immigration Increase or decrease over decade
Total Foreign Born	13,515,880			13,920,692		+404,812
Northwestern Europe: England, Scotland, Wales, Ireland, Norway, Sweden, Denmark, Netherlands, Belgium, Luxembourg, Switzerland, France, Germany	6,550,304	$(6,550,304 \div 13,515,880 \times 100) = 48\%$	$(6,550,304 \times .03) = 196,509$ (to nearest whole number)	5,516,202	$(5,516,202 \div 13,920,692 \times 100)$	6550304 <u>-5516202</u> -1034102 immigration decreased
Central & Eastern Europe: Poland, Czech., Austria, Hungary, Yugoslavia, Russia, Lithuania, Finland, Rumania, Bulgaria, Turkey in Europe,						
Southern Europe: Greece, Albania, Italy, Spain, Portugal						
Other Europe						
Asia: Armenia, Palestine, Syria, Turkey in Asia, China, Japan, India, Other Asia						
America: Canada, Cuba, West Indies, Mexico, Central America, South America						