



Mississippi Valley Archaeology Center
1725 State Street
La Crosse, Wisconsin 54601
Phone: 608-785-6473
Web site: <http://mvac.uwlax.edu/>
Facebook: <https://www.facebook.com/UWLMVAC>



The following lessons were created by **Katie Joyce**, a teacher participating in the National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

Any views, findings, conclusions or recommendations expressed in this publication do not necessarily represent those of the National Endowment for the Humanities.

Immigration: Lesson 3: Using Photographs to Learn about Immigration

Grade Level: 4

Subjects: Social Studies, Language Arts

Objectives:

1. Students will be able to describe why immigrants move to a new country. (Some reasons include: finding work, finding resources they need to meet their basic needs.)
2. Students will be able to describe how immigrants adapt to a new environment. (Some ways include: finding work that is similar to what they did in their home country, finding a type of work that is needed and filling it, learning a new language)

Standards:

- 4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:
- C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).
- 1.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese)

Duration:

2-3 45-minute periods

Materials:

Coming to America series by Lewis K. Parker

Photograph of Irish Woman working

“Engaging Students with Primary Sources” Smithsonian Nation Museum of American History. historyexplorer.si.edu/PrimarySources.pdf pages 24-28

Vocabulary:

Immigrate- to come to a new country to live

Adapt- to change your behavior so that it is easier to live in a particular place

Assimilate- to become a part of a different country or culture

Background:

As an introduction to a year long curriculum in studying the regions of the United States, students will begin to gain an understanding of why people came to and continue to come to our country.

In the first part of this lesson, students will focus on Irish immigrants who came to the United States in waves through the 19th century. Many of these immigrants settled in the Boston area as well as the former industrial towns of Holyoke and Springfield in Western Massachusetts. Both Boston and Holyoke continue to celebrate their Irish heritage today and many students in the area will be familiar with Saint Patrick’s Day parades.

Irish immigrants moved to the United States due to desperate poverty in Ireland caused largely by the potato famine, but also as a result of over taxation and oppression by the British. The Irish lived a rural agricultural lifestyle and depended on their potato crop for survival.

When they arrived in the United States, there were not enough jobs for all the immigrants. This caused hostility and discrimination against the Irish. They worked for low pay and filled a need for unskilled labor in factories, on railroad construction and dam construction.

Setting the Stage:

1. Review the concept that the U.S. is a country of mostly immigrants
2. Share vocabulary
3. Present the essential questions: Why did people immigrate to the United States? How do immigrants adapt to their new country?

4. Tell the class that we will be learning about people who immigrated to the United States from Ireland and then they will have the opportunity to study another ethnic group.
5. Remind the students about the process of studying a Photograph from Lesson 2.

Procedure Day 1:

1. Present the picture of an Irish family in Ireland on Page 9 of Coming to America. Ask students to use the guide from “history explorer” with a partner to notice as much as they can about the picture. Then make inferences about what the Irish family’s life is like and what could have caused them to immigrate to the United States.
2. Present the picture of an Irish women working in a factory. Ask students to use the photo analysis sheet with a partner to notice as much as they can about the picture. Then make inferences about what the Irish family’s life is like in New York City and how they have adapted to their new country.
3. Students will complete the “Coming to America” sheet.

Procedure Day 2:

1. Present the “Coming to America” series and model reading a book, studying the pictures, reading the captions, and reading the headings to help answer the essential questions.
2. Students will choose an ethnic group to read about with a partner, read together, then go back and complete the “Coming to America” worksheet.
3. Students share with the class what they learned about their immigrant group.

Closure:

Class will discuss in small groups common reasons for coming to the United States and common ways that immigrants adapt. Then groups will share ideas with the class.

Evaluation:

“Coming to America” worksheets

Extensions:

1. Students ask parents or grandparents what countries their ancestors immigrated from and post their ethnicity on a map.

2. Students closely study photographs from other time periods and observe the people, objects, and setting in the photograph.

References:

Coming to America by Lewis K. Parker

“Engaging Students with Primary Sources” Smithsonian Nation Museum of American History. historyexplorer.si.edu/PrimarySources.pdf pages 24-28

Image of Woman Working in Factory: <http://www.livingwork.ca/?p=75>

Map of Immigration patterns in the United States over Time:

<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>

Name _____

Coming to America

1. Read about the immigrant group that you are studying.
2. Choose one part in your book that shows what life was like in the country where this group came from. Which page or pages did you choose?

3. What was life like in the country where this group came from?

4. Why do you think they came to the United States?

5. Choose one part in your book that shows what life was like for this group in the United States. Which page or pages did you choose?

6. What was life like for this group when they arrived in the United States?

7. How do you think they adapted to life in the United States?
