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WASAH Project Proposal

Intended Audience: 8th grade U.S. History students with varied backgrounds and learning styles

Historical Topic: 19th Century Immigration

Few contemporary issues generate as much passionate discussion in U.S. History classrooms as the topic of immigration. Students are quick to list the problems associated with immigration; overcrowding, job loss, and its impact on schools and healthcare. Many of my students feel that problems associated with immigration outweigh any potential benefits for our country. They often feel that freedom to provide for one's family or freedom to live under democratic principles is an exclusively American right. Student's inability to objectively examine the topic is due, in large part, to the fact that they fail to see the issue in historical context. They rarely make the connection between modern day immigration and the waves of immigration that brought many of their family members to America. In my unit, I want to design lessons that encourage students to compare and contrast these two distinct time periods. I think that they will find that many of the push and pull factors and attitudes toward immigration are similar.

Several presenters have helped shape my thinking and lesson plan design for this unit. Ed O'Donnell's presentation provided me with new techniques and ideas for using images and I hope that Joshua Ranger can help me gather some of the materials I will need to create multimedia presentations. Tom Rowland's presentation provided a wealth of information on anti-immigrant sentiment and I plan to design a lesson using propaganda. I am also contemplating creating a mock trial based on the reading we did for Jane Pederson's session.

Possible Sources

<http://projects.nytimes.com/immigration/> This web site is part of a series the Times created on immigration. It provides a comprehensive look at immigration past and present. It also includes interactive media.

The Making of An American Community: A Case Study of Democracy in a Frontier County by Merle Curti This is a book recommended by Jane Pedersen

The Immigration Photographs of Lewis Hine I like to make Oshkosh connections whenever I can

<http://www.ellisland.org/default.asp> Not only a great source of information about Ellis Island but it allows students to search their own family records.

ancestry.com I have never used this site in my classroom but it was recommended to me by several WASAH colleagues

www.wisconsinhistory.org This site features a collection of 19th Century primary sources

Debating Immigration by Carol Swain Although I do not plan a debate on this sensitive topic I think I can use some of the essays in this collection.

Coming to America: A History of Immigration and Ethnicity in American Life by Roger Daniels

A Nation by Design: Immigration Policy in the Fashioning Of America by Aristide Zolberg

Atlas of Ethnic Diversity in Wisconsin by Kazimierz Zaniewski

State Standards

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights

B.8.7 Identify significant events and people in the major eras of United States and world history

B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues

