**Title:** Immigration in the Early 20th Century

**Time:** 50 minutes

**Setting:**

Standard Academic Literature Class for 10th Grade  
  
The class consists of twenty-four students, ten girls and fourteen boys. This high school is located in a rural town, middle socioeconomic status. There are three students who receive free or reduced lunch. Most students are on track for their grade level reading, however two students read at above average and five students read two years below grade level. Twenty of the students are Caucasian and speak English. Three students are African American and speak in the African American English Vernacular. One student is fluent in Spanish but has limited English proficiency. He has difficulty writing in English but is working on it. One student has an emotional behavior disorder that makes it difficult for him to stay on task and concentrate in class. One student is diagnosed as legally blind, however still has the ability to read large print text.  
  
The district is composed of 97.6% white students, 0.6% Black students, 0% Hispanic students, 1% Asian students, and 0.4% Native American students. 7.1% of the school population is low income, the attendance rate is 94% and the high school graduation rate is 91.5%. The average ACT composite score is 21.0. The average size of a high school class is 16.6.

**Theory Into Practice Background:**

“Writing is an activity that forces thought: you cannot write without thinking, for to arrange language into meaningful units- sentences, phrases, poems, narratives- is to use the mind,” (Burke 245). The example of this theory that I will use in this lesson is by having them write in their journals that I will have the students complete at the end of the lesson. The writing activity will allow the students to think creatively and use their mind in order to think about how they would feel if they were in the immigrant’s shoes. The background information that the students need to already have in this content area are grammar rules. The students need to know when to capitalize words, where to put punctuation marks, etc. Writing is extremely important in today’s society; therefore, by having the students write a journal response at the end of the class everyday will allow them to practice their writing and writing conventions. “The growing demand for good writers requires more time and attention devoted to writing instruction and assessment in order to prepare all students for a changing world,” (Policy Brief 2). By spending time on writing in my lesson, the students are preparing for this changing world by improving their writing day by day. This lesson is linked to lessons to follow because the whole novel is about immigration, and our secondary text are about immigration too.

**Objectives:** By the end of class…

* Students will have knowledge on immigration during the early 20th century
* Students will know what Ellis Island was
* Students will be able to connect immigration with the novel
* Students will be able to creatively use their imagination in order to put themselves in the shoes of an immigrant

**Materials:**

* Immigration worksheet
* Immigration clip
* Journal worksheet
* *In the Skin of a Lion* book

**Preparation:**

* Print out the Immigration and journal worksheet
* Make sure that the power point is functioning
* Make sure the Immigration clip is functioning

**Procedure:**

Opening:

* Begin the lesson by taking attendance
* Ask the students if they know anything about immigration in the early 20th century
* Hand out the immigration worksheet

Body:

* Present the power point about immigration in the United States and Canada
* Make sure that the students are filling out the worksheet throughout the lecture
* Ask the students if they have any questions about the information that was just presented
* Present a clip about immigration during the early 20th century and about Ellis Island

Closing:

* Have the students complete the journal worksheet
* Have the students turn in the journal worksheet to the assigned hour folder
* Assign the homework: Read pages 5-23 in *In the Skin of the Lion*

**Discussion Ideas:**

* How were immigrants treated when they came to America?
* What are the key characteristics of Ellis Island?
* How do you think that immigration ties into the unit that we are learning?

**Language Accommodations:**

I will accommodate the lesson for the students that speak African American English by allowing them to write their journal entry in their own vernacular without any form of deductions on grammar. I will try to push them to write in Standard English vernacular in order to improve their English.

I will accommodate the lesson for the student that speaks Spanish by giving him the journal prompt a day in advance, so that he has an idea of what he wants to write about. It will also help him understand the prompt better. When I am presenting the video clips, I will make sure that I have Spanish captions on the bottom of the screen.

**Special Education Accommodations:**

I will accommodate the lesson for the student that has an emotional disorder by clearly stating the directions and behavioral expectations at the beginning of class. During the power point and video clips, if the student is losing interest, I will have him run something to the office for me, and hopefully he will calm down by the time he comes back into the classroom. When filling out the journal entry, I will let him know how much time he has left in the class so that he can manage his time appropriately.

I will accommodate the lesson for the student that is legally blind by giving them an IPAD with the power point already on it with enlarged font. Instead of having them fill out the immigrant worksheet, I will have filled it out for them. When it comes time for them to write the journal entry, I will make sure that the words on the worksheet are in enlarged font, and I will allow them to answer the journal entry via audio clip.

**Assessment:**

Directions: Have students choose a person in the photo and write a journal entry describing the person’s thoughts at that moment. Students should include information about where the person came from and how he/she thinks life in the United States will be different. Your response needs to be five to seven sentences long.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds Expectations: 5 | Meets Expectations: 3 | Does Not Meet Expectations: 1 | Comments: |
| Content | The student understands the prompt and uses 5-7 sentences | The student understands the prompt, but does not use the correct amount of sentences | The student does not respond to the prompt correctly and does not use the correct amount of sentences |  |
| Grammar | 0-2 grammar errors | 3-4 grammar errors | 5 or more grammar errors |  |

A: 10-9 B: 8-7 C: 6-5 D: 4-3 F: 2-0

**Extension Ideas:**

* Have the students do research on Ellis Island and the importance it played in immigration.
* Have the students begin reading their homework for tomorrow.

**Source of Activity:**

My cooperating teacher at a local high school that I taught at this semester did a lesson with a power point in order to teach the students about background information.

**Resources and References:**

Burke, Jim. *English Teachers Companion.* Third ed. [S.l.]: Heinemann, 2012. Print.

"History Archive - Canadian Immigration in the Late 19th and Early 20th Century." *History Archive – Canadian Immigration in the Late 19th and Early 20th Century*. N.p., n.d. Web. 18 Dec. 2012.<http://historyarchive.whitetree.ca/pages/article0023.html>

"Immigration in the Early 1900s." *Immigration in the Early 1900s*. Eyewitness to History, n.d. Web. 18 Dec. 2012.<http://www.eyewitnesstohistory.com/snpim1.htm>

"WatchKnowLearn - Free Educational Videos for K-12 Students." *WatchKnowLearn - Free Educational Videos for K-12 Students*. Watch Know Learn, n.d. Web. 18 Dec. 2012.<http://www.watchknowlearn.org/Video.aspx?VideoID=7930&CategoryID=1591>

“Writing Now: An NCTE Policy Research Brief.” *National Council of Teachers*

*of English*. March 2011. Web. 5 November 2012.

**Illinois State English Language Arts Goals:**

Performance Indicator 5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student.

-This indicator is represented in my lesson because I use technology (power point, video clips) in order to enhance learning for each student, and in order to make sure that they are more engaged.

Knowledge Indicator 3E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning.

-This indicator is represented in my lesson because I understand the role of technology and the importance of using it in order to ensure differentiated instruction. By using video clips and a power point, I will maximize student learning.

**Common Core English Language Arts Standards:**

[CCSS.ELA-Literacy.W.9-10.3](http://www.corestandards.org/ELA-Literacy/W/9-10/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

This standard is apparent in my lesson by the use of my immigration journal that I have them write at the end of the class. They have to imagine that they are an immigrant, and write about how that immigrant would feel, where they came from, and how they envision the United States.

[CCSS.ELA-Literacy.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

This standard is apparent in my lesson by the use of my power point on Immigration. I also use video clips to portray the information in order to add interest. In order to enhance their understanding of the material, I created a worksheet which will help them organize their information.