

Project HOPE

Title: Immigration of the early 19th Century

Teacher Name: Samuel A. Wilson

Overview and Significance: The purposes of these lessons are to help the student understand the impact and importance that early immigration from Europe had on the development of the early republic era of the United States. Specifically, students will look at the push and pull factors of the Irish and German migration from the 1820s until the end of the Civil War. Students should also understand how these immigrants adapted to, and in many ways changed, American culture, economics, politics and religion.

Essential Questions: What factors brought the Irish and German immigrants to the United States from the mid 1820s until the end of the Civil War and how did these immigrants blend into American society and change the environment that they lived in?

Lesson Question: Students should be able to:

Lesson #1: What were the push/pull factors that brought the Irish and German immigrants to the United States from 1820 to 1865?

Lesson #2: How were the early Irish received by the native population of America and how did they adapt and change the environment that they moved into?

Lesson #3: How did the Germans differ from that of the Irish immigrants in their reception by the native American population and the way they integrated into American society?

Desired Student Outcome: Students should be able to, in an effective Document Based Question essay, chart out the reasons why and the impact of the early 19th century immigration on American urban and rural society as well as the politics, economics and social differences with the Irish, German and native American population.

Objectives with identified TEKS:

113.24 (B) (24) Culture (a) identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration.

(d) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity;

(31) Skills (d) create written, oral, and visual presentations of social studies information

Primary Sources: Lesson #1: Germans in America

National Archives, Documents that Teach

<http://docsteach.org/documents>

Lesson #2: Irish in America

Views of the Famine, Vassar University Archives

(Illustrated London News, Cork Examiner, Punch Magazine)

<http://adminstaff.vassar.edu/sttaylor/FAMINE/>

Materials: Flip charts (2) on German and Irish Migration to the United States

Students will need colored pencils, card stock or scrapbook paper

Family history chart

Illustrated Family Record examples (handout #1)

News clippings lithographs from the Irish Migration examples (handout #2)

Allotted Time: 3 classes at 45 minutes (2 lesson days one assessment day) with time allotted for homework project (2-5 days)

Procedures:

1. Preview Activity
 - a. Discuss with students about their family origin.
 - b. Discuss the issues and decisions that people make in moving from one area to another area. What makes them want to move? Are they forced, or are they drawn to a new location?
2. Student Engagement
 - a. Lecture
 - i. Using the flip charts, discuss the Push and Pull factors of Irish and German Migration
 - b. Document analysis
 - i. Look at the primary documents of German Illustrated Family Records
 1. Analysis the different characteristics of these records and why they were so important for them to be done.
 - ii. Look at the newspaper accounts, lithographs and magazine articles of Irish migration due to the famine in the early 1800s
 1. Analysis the many factors that caused the mass migration of the Irish people
 - c. Peer or small group discussion
 - i. German Migration
 1. Have students gather in small groups and begin to plot out their own family trees. Have them discuss major events in their family's history, their migration, participation in historical events, etc.
 2. Have each student begin to chart or layout an Illustrated Family Record. They should use the many examples of the charts to develop their own.
 - ii. Irish Migration

1. Have students gather in pairs and hand them the different accounts and lithographs, the groups should read each account and analyze the pictures.
2. Have students look at the individual accounts and discuss the reasons why and the experiences of the different individuals who migrated to the United States from Ireland.
3. Each student will then write a series of diary entries illustrating the movement from Ireland to America and what experiences they may encounter.

3. Process

- a. Illustrated Family Record (German Lesson)
- b. Migration Diary (Irish Lesson)
- c. Cornell t-notes

4. Assessment

- a. Free Response Essay
 - i. “Compare the experiences of TWO of the following groups of immigrants during the period 1830-1860.” AP Free Response 2007
- b. or Multiple choice quizzes

5. Differentiation strategies

- a. Cooperative /pair learning
- b. Cornell t-notes
- c. Graphic organizers