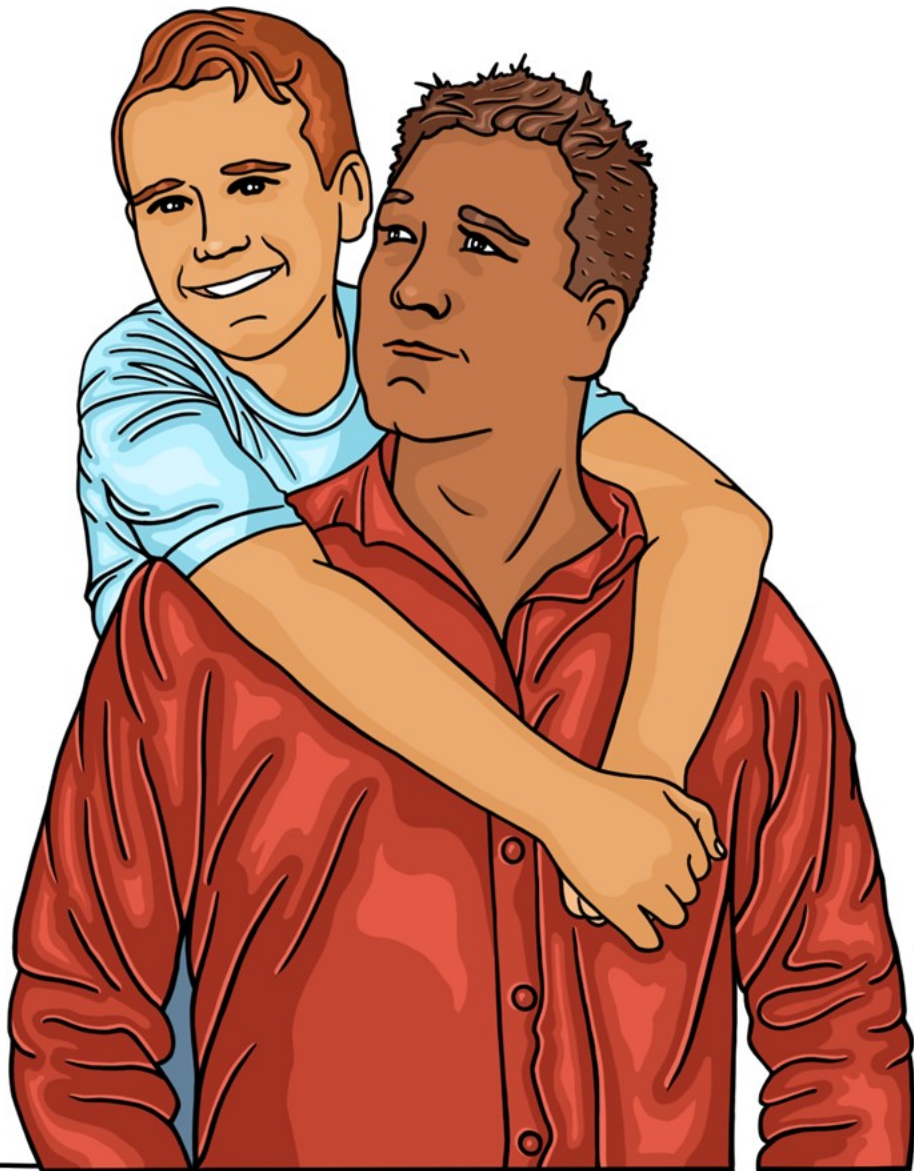


The United States

A Nation of Immigrants

Character Collages





Directions



Prior to the lesson –

- ☐ Print the **Word Wall** terms, **Vocabulary Pyramid** activity, background readings, Immigrant Group readings, **Doodle Notes**, **Character Collage** directions, teacher checklist and rubric. Each student will need their own set of **Doodle Notes** and the **Character Collage** directions. You will need a class set of the background readings on Immigration and enough copies of the Immigrant Group readings to make small groups.
- ☐ Prepare large sheets of chart paper or posterboard.
- ☐ Create heterogenous groups of three and enough Immigrant group handouts for a variety of groups in your class.

Day of the lesson –

1. Share with your students the purpose of this lesson. It is designed for your students to analyze the experiences and contributions of different groups of immigrants to the United States.
2. Use the **Word Wall** images to teach the vocabulary. Be sure to pronounce each term for your students, give your students definitions, and discuss the images before you assign the vocabulary activity. Pass out the **Vocabulary Pyramid** activity and give your students time to complete one.
3. Introduce the lesson by asking the following questions: *"What reasons might a person want to leave their country?"* Debrief the questions with your class.
4. Read the **Immigration background readings** together as a class or allow students to read the handouts with a partner. Complete the Immigration Doodle Notes and discuss the answers.
5. Place your students into their groups of three. Assign them an immigrant group to research. I have provided background readings for the **Chinese, Irish, German, Mexican, and Vietnamese**, but you can choose to assign different groups for your students to research.
6. Review the step-by-step directions on the **Character Collage Project Steps**.
7. Follow the steps to complete the activity. Continue this process until your students complete their character collage. Post the character collages around your room. Allow students to "visit" a character collage of whatever side they did not research to learn about different immigrant groups to the United States.
8. You can assess this activity by asking your students to write a paragraph comparing two different immigrant groups to the United States.



This activity will take several days for your students to complete. Keep your students on task by using the checklist and monitoring their progress.

Vocabulary Pyramid

What is it?

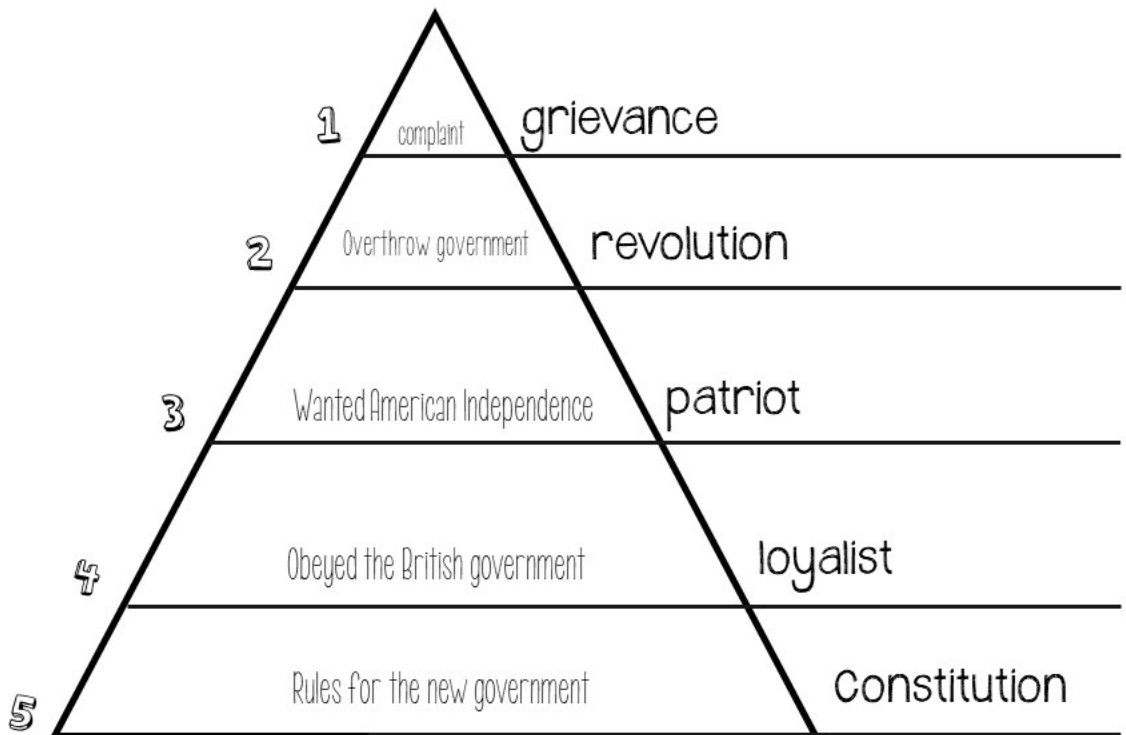
Vocabulary Pyramid is a strategy that encourages students to define words in a simplified way.

How Does It Work?

1. Allow your students to choose 5 terms from the Word Wall images.
2. Give students the pyramid template or have them draw it in their notebooks.
3. Each line of the pyramid is the numbered, that number corresponds to the number of words the student can use to define the vocabulary term.
4. Extension: have students draw a visual for each term

Why use it?

This strategy encourages students to use higher levels of thinking and process the vocabulary in such a way that the teacher can tell if the student understood the vocabulary terms and concepts.

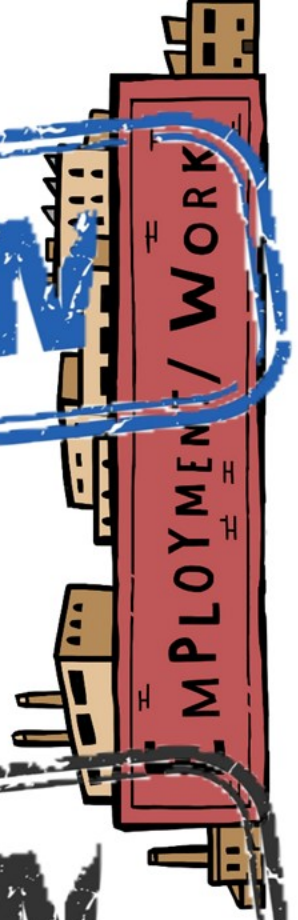
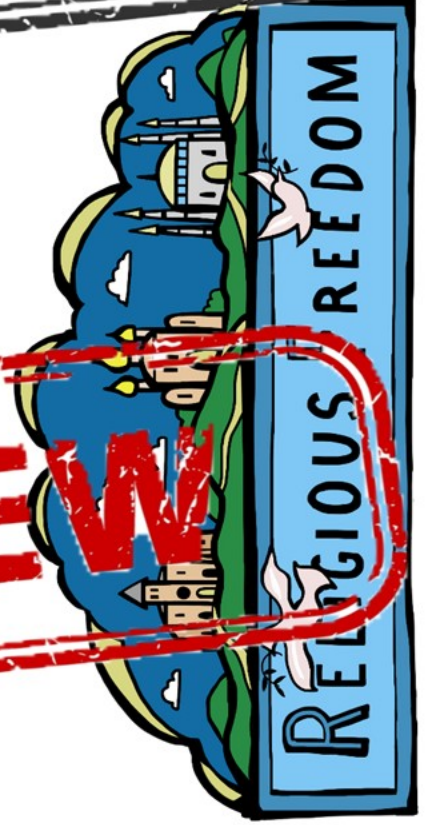


pull factors

PREVIEW

PREVIEW

PREVIEW

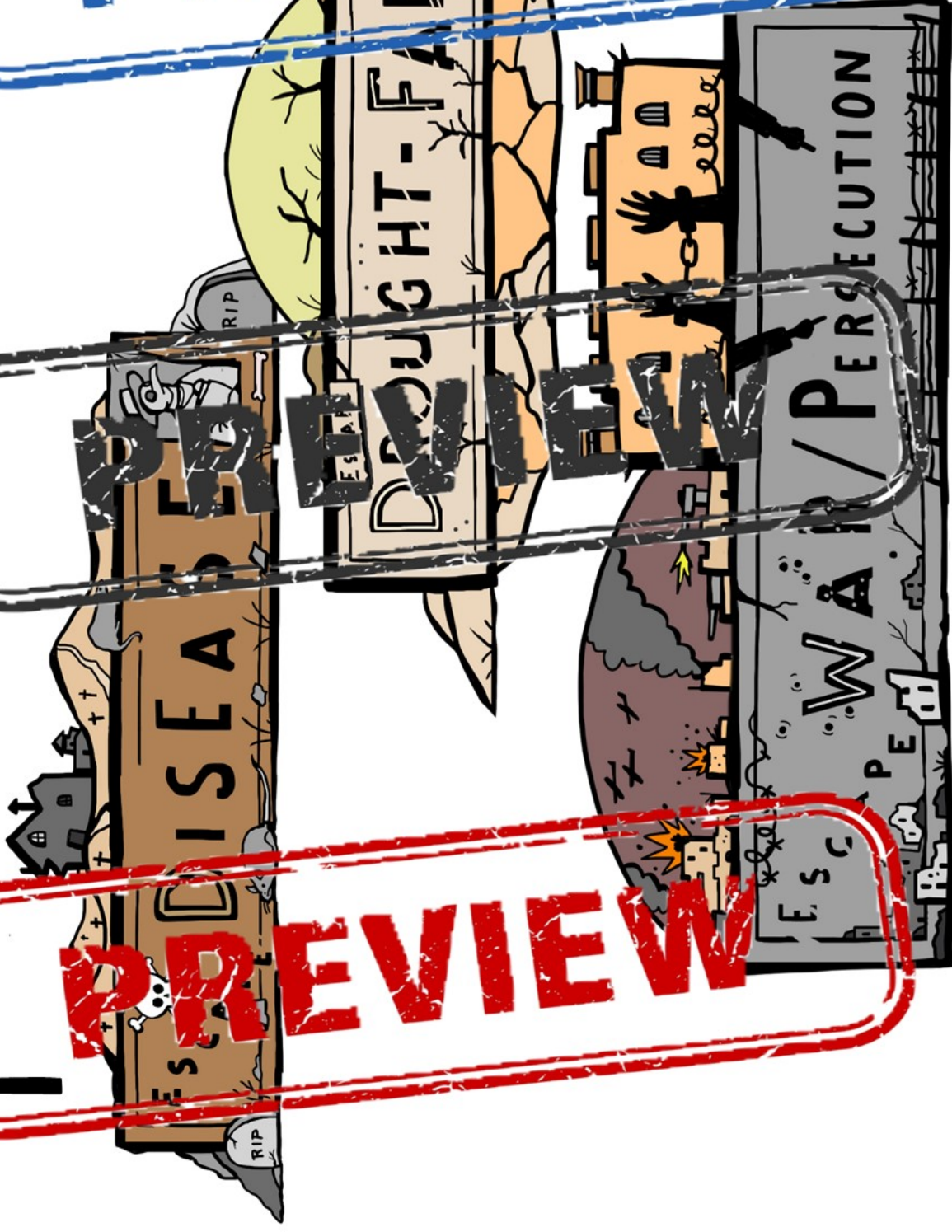


push factors

PREVIEW

PREVIEW

PREVIEW



in my imagination

PREVIEW



PREVIEW



PREVIEW

USA

Immigration

The United States has always been a nation of **immigrants**. For centuries, people have moved to new places because they were either pushed out of where they live, or because they wanted to move to a new place that would provide them new opportunities.

When a person moves because someone or something forced them to leave, this is called a **push factor**. Push factors can include natural disasters like drought or famine, political factors like hostile governments or war, and social factors like overpopulation or religious persecution. **Pull factors** are what would cause a person to choose a specific place to go. Pull factors can include desirable physical features like natural harbors, mild climate, rivers or fertile soil. Pull factors can also include government stability, religious freedom, or the desire to join other family members. New **economic opportunities** are one of the greatest pull factors to the United States.

Starting in the 1500s, millions of people have migrated to the United States based on either push or pull factors. The **first wave of migration** occurred in the 1500s when the Spanish migrated to areas that later became Florida and the Southwestern United States. They brought enslaved Africans to help develop the Americas. These Spanish settlers were pulled to the region in search of economic opportunities.

In 1607, English colonists settled along the Atlantic coast, creating the 13 Colonies. They came to North America in search of religious freedom and new **economic opportunities**. Along with the English settlers came their form of limited government, but it was complicated by the huge distance between England and the British Colonies. After hundreds of years, a new form of representative government developed in the 13 Colonies based on democratic principles. Their culture also included the English language and Protestant Christian religions.

Enslaved Africans were forced to migrate to the English Colonies starting in the early 1600s. Their rights were severely limited, and they were long denied a rightful share in the economic, social, and political progress of the United States. Despite their hardships, the United States benefited from their contributions. Africans brought with them their language, history, traditions, religion, literature, music, art, and dance, which have influenced the way people live in the United States today.

A Push Factor is a reason a person leaves their home country. A Pull Factor is a reason a person comes to a specific country.



IMMIGRATION



PULL FACTORS

Identify the different reasons people moved to the United States. Remember, people can have more than one reason to move. One example has been done for you.

PREVIEW

Irish

TOUGH FAN

RELIGIOUS FREEDOM

PULL FACTORS

Identify the different reasons people moved to the United States. Remember, people can have more than one reason to move. One example has been done for you.

PREVIEW

EMPLOYMENT

WAR/PERSECUTION

PULL FACTORS

Identify the different reasons people moved to the United States. Remember, people can have more than one reason to move. One example has been done for you.

PREVIEW

Spanish

English

Chinese

African

Irish

How do immigrants contribute to the United States?

Immigrant Group

Push Factors

PREVIEW

Area
Settled

Contributions

PREVIEW

Pull Factors

PREVIEW

Character Collage Project Steps

Directions: Follow each step to research and create your character collage on an immigrant group to the United States. As you complete each step, have your teacher check your work and initial this handout.

Step 1: Choose Your Roles

Project Manager - Ensures the success of the group. Makes sure everyone is completing their assigned task and that the character collage is ready by the due date. Gathers any supplies needed. Communicates any issues to the teacher.

The project manager is:

Architect - Leads the development of the design of the character collage for the group. Creates the sketch for the character collage with input from the project manager and information specialist.

The architect is:

Information Specialist - Leads the research on your topic. The architect guides discussion to complete the Doodle Notes. Works with the architect to ensure the information included in the character collage is accurate and complete.

The information specialist is:

*Even though everyone has a different role,
you will need to help anyone who needs it in your group!*

After your group has chosen their roles, have your teacher initial here _____

Step 2: Research Your Immigrant Group

Research your immigrant group by taking turns reading the handout. Take notes on the Doodle Notes. Show your completed research to your teacher before you move on to the next step. The Information Specialist will lead the group during this step. But remember - everyone needs to help, and everyone needs a completed copy of the Doodle Notes.

After your group has completed their research and Doodle Notes, have your teacher initial here _____



The Vietnam War triggered a large wave of migration to the United States in the 1970s. More than 125,000 Vietnamese refugees arrived in the United States and settled in various cities throughout the country, mostly in Texas and California. The cities with the largest number of Vietnamese immigrants are Los Angeles (13 percent), San Jose, California (8 percent) and Houston (7 percent). One-third of all Vietnamese immigrants settled in these three American cities.

The wave of immigration from Vietnam continued after the end of the war. The Vietnam War had left the country in shambles. People left to escape poverty, severe food shortages, and lack of job opportunities. Many Vietnamese came to the United States to be reunited with family members already living in the U.S.

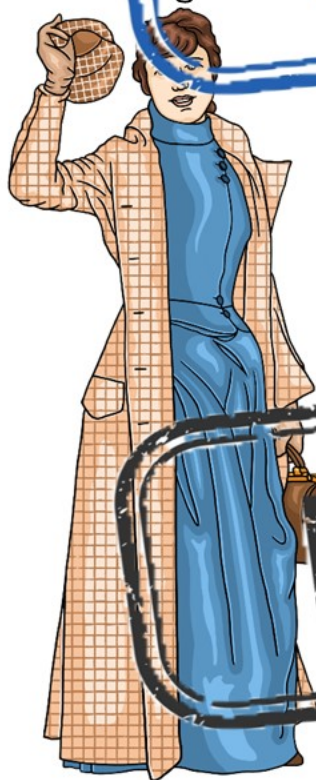
Most of the first wave of Vietnamese immigrants worked low-paying jobs in small services or industries. Finding work was difficult for these immigrants due to their limited educational background and job skills. They were employed in low-skill jobs. Many Vietnamese worked as restaurant cooks, repairmen and movers. Recent immigrants not yet proficient in English work in assembly, restaurants, shops, and nail and hair salons.

Many Vietnamese Americans are **entrepreneurs** and small business owners. Between 1997 and 2002 there was an increase in the number of Vietnamese-owned business. Throughout the country, many Vietnamese (especially first or second-generation immigrants) have opened supermarkets, restaurants, bakeries, beauty salons, barber shops and auto-repair businesses. Eighty percent of California's nail technicians and 43 percent nationwide are Vietnamese Americans. Nail salon work is called manicure, which requires limited English-speaking ability. Some Vietnamese Americans see the work as a way to accumulate wealth quickly and many send money to family members in Vietnam.

United
States

German

In the mid-1800's, events in Germany led to the immigration of thousands of Germans to the United States. Most German immigrants settled in the rural Midwest and Texas. They established towns like New Braunfels, Texas, and its surrounding area. In 1848, they also moved to the Midwest cities of Milwaukee and Chicago.



Many Germans were farmers who came to the United States looking for new job opportunities. Others were craftsmen such as furniture-makers, brewers, metalworkers, and engineers. Many of these craftsmen joined the growing urban factories, to which they introduced their craft guild tradition. This tradition soon evolved into trade unions, and from there the labor union movement emerged, reaching its peak in the late 19th and early 20th century.

Most Germans who emigrated in the 1840s and 1850s were well educated, particularly in comparison to the average immigrant. German immigrants placed great emphasis on early public education, which they enjoyed in their homeland. In 1857, Germans established the first American kindergarten in Wisconsin. Germans introduced physical education and vocational education into the public schools and were responsible for including gyms in school buildings. More important, they were leaders in the call for universal education, a notion not common in the U.S. at the time.

Because of the discrimination faced by immigrants, Germans settled primarily in German neighborhoods and all-German towns, but their cultural traditions and food soon spread to the rest of the United States. Beginning in the 1850s, German holiday traditions, including Christmas trees, Santa Claus, and even the Easter Bunny, became popular in the United States. Germans invented the American weekend before the arrival of the Germans; many communities in the American colonies observed a quiet Sunday, with an emphasis on rest. Germans, however, had a long tradition of organized Sunday recreation and were enthusiastic about visiting friends and relatives on the weekend.



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About the Author

What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.
-Schlechty's *Design Qualities of engagement*
- ✓ History can be fun and rigorous at the same time.
-Bower's *Bring Learning Alive!*
- ✓ All students can learn – we just need to support them in different ways.
-Seidlitz's *Seven Steps*
- ✓ Kids should need to continuously review content through games and engaging activities.
-Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.
-Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.
-Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.
-Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.
-Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.
-Kinsella's *Considerate Text*
- ✓ "Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.
-Muir *Reasons Millennials Get Fired*
- ✓ Everyone's story needs to be told – we have a great responsibility for helping students see patterns in history across time. Teachers should not be afraid to teach the "hard history".
-Dawn



Dawn Viñas has served in education for over a quarter of a century.

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and teacher-author. Dawn has provided Social Studies professional development for over 20 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success[®] with the mission to revolutionize social studies instruction. With a goal of improving instruction, Dawn is currently providing consulting, classroom resources, and professional development services to several school districts across the state of Texas. Do you have a question or would you like to purchase a license for your district? You can reach Dawn [here](#).



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