
What was it like to be an early 20th century immigrant ?

Goals & Objectives

Students will learn what it was like to be an immigrant in the early 20th century. Students will explore the voyage that immigrants took to get to America and explore the living conditions of the tenements.

California State Content and Common Core Standards

11.2.1 Trace the effect of the Americanization movement.

*11.2.3 Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.*

Common Core:

WSLH 11-12, 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson Introduction

The teacher will lead a short discussion on what the class has learned over the unit. Students will think-pair-share for this activity. The teacher will give them a minute to think individually of three things they have learned. Then the teacher will give students two minutes to pair up with a partner and share three things that they learned with each other. Then the teacher will pick cards for students to share what they have learned throughout the unit.

Vocabulary

Students will add the following words in their picture dictionary:

- Nickelodeon
- Ellis Island
- Tenement

Students are required to use these words in their postcards for the assessment.

Content Delivery

Students will engage in a simulation activity in the school's computer lab. This simulation activity will put students in the footsteps of immigrants during the early 20th century. The teacher will model a few of the steps for them to understand.

The simulation can be found at <http://tenement.org/immigrate/>

Student Engagement

Students will engage with the immigration simulation in the computer lab. Throughout the simulation, they will use their historical imagination to put themselves in the shoes of immigrants during this period. Towards the end of the simulation, they will be asked by the simulation to produce a postcard and email it. Students will answer the questions asked on the webpage and send the postcard to the teacher's email.

Lesson Closure

After students have completed the simulation, students will share their experience as immigrants. They will do a whip around of how they felt as they were moving to America.

Assessment

Students will email the postcard that they created at the end of the simulation. The teacher will assess their writing skills in regards to how well they answered the questions on the webpage.

Accommodations for English Learners, Striving Readers and Students with Special Needs

English learners, striving readers, and students with special needs will be accommodated by having a longer time period to complete the assignment. Because the simulation is completed individually, students will be able to view the videos within the simulation as many times as they need. This works well for EL students because it will allow them to go back and translate any words that are unknown to them. Select videos are closed-captioned for students that need accommodations for hearing.

Lesson Resources

<http://tenement.org/immigrate/>