HOW "IMMIGRATION" SHAPED THE RACIAL AND CULTURAL LANDSCAPE OF THE UNITED STATES — THE PERSECUTION, RESISTANCE, AND CONTRIBUTIONS OF IMMIGRANTS AND ENSLAVED PEOPLE

SUMMARY:

The full collection of Racial Literacy Grade 5 lessons will trace the history of immigration to the United States, a country "made by" and "made of" immigrants. Unfortunately, a dominant narrative for immigration often presents the false image of a melting pot, without analyzing the structures of power that dictated either the exclusion or inclusion of various groups of people, and how such treatment simultaneously impacted the idea of what an "American" — or more accurately, a resident or citizen of the U.S. — should "look like" and be. This unit will investigate the following: How did immigration policy impact the conceptualization of race and the overall racial and ethnic landscape of the United States? Why do Eurocentric perspectives dominate the historical narrative of immigration? How did demographics in the U.S. change over time? And what were the forms of resistance and various contributions made by those who lived in the U.S.? Finally, it's important to note that not all "immigrants" came to the U.S. by choice, as many were captured and forced to endure a life of enslavement. In an effort to explore general patterns of immigration and the forced movement of people, some lessons will follow a general structure — including a review of the cultural contributions, persecution, and resistance of such populations — but obviously cannot represent all groups of people and all stories. More stories are included in Grade 6. Thus, please read through all lessons in Grade 5 and 6 before launching the unit.

GRADE 5 LESSONS BY TOPIC:

1. What is Immigration? A Brief Historical Overview of Migration to the United States
2. First Peoples of the Americas
3. Persecution and Legacy of Native Americans
4. Who Were Enslaved People? The Continent of Africa Before the Transatlantic Slave Trade
5. Stories of Resistance: A Fight to End Slavery
6. Unequal (Mis)treatment of Immigrants: Was Angel Island the "Ellis Island of the West"?
7. Citizenship Without Representation: The Arrival of Puerto Ricans in New York
8. New Laws and Shifting Demographics: The Immigration and Naturalization Act of 1965

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LESSON 1

WHAT IS IMMIGRATION? A BRIEF HISTORICAL OVERVIEW OF MIGRATION TO THE UNITED STATES

Grade: 5 | Suggested Time: About 60-75 minutes (may be extended)
Unit: How "Immigration" Shaped the Racial and Cultural Landscape of the United States — The Persecution, Resistance, and Contributions of Immigrants and Enslaved People
Related Subject(s): Reading/Literacy; Social Studies/History

Background

OBJECTIVES

- To define the word immigrant. To understand that not all "immigrants" arrived by choice.
- To review the general timeline of immigration, or the forced and unforced migration of people, throughout U.S. history, beginning with the arrival of Indigenous people, up to the The Immigration and Nationality Act of 1965.
- To discuss and begin to understand how immigration has shaped the racial, ethnic, and cultural landscape of the United States.
- To compare and contrast immigration experiences across race, ethnicity, and nation of origin.
- To understand that while racial groups do not have a monolithic experience, legal and social codes were enacted to give some racial groups either a greater sense of privilege or a more subjugated and/or enslaved experience.

MATERIALS AND RESOURCES

- Excerpts from *A Different Mirror For Young People: A History of Multicultural America (For Young People Series)* by Ronald Takaki adapted by Rebecca Stefoff. Recommended selection: Chapter 1, Sections: "Challenging the Master Narrative" and "A More Inclusive History."
- "U.S. Immigration Before 1965," article on History.com. Available here: https://www.history.com/topics/immigration/u-s-immigration-before-1965
- For a resource to enhance teacher understanding, consider the following: "U.S. Immigration: A Brief History of Immigration Laws from the 19th Century Into the 20th Century," article sponsored by Pacific Link: KQED Asian Education Initiative. Available here: https://www.kqed.org/w/pacificlink/history/usimmigration/
- For another resource to enhance teacher understanding, consider the following: "Trends in Migration to the U.S." an article produced by the Population Reference Bureau. Available here: https://www.prb.org/us-migration-trends/
- For another resource, consider using the "Immigration Explorer," an interactive feature hosted by *The New York Times*. Available here: https://archive.nytimes.com/www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html?_r=
- Audio-visual equipment, to screen suggested video.
- Note-taking supplies for students.

ESSENTIAL IDEAS AND QUESTIONS

- This lesson dives into a review of the major events of immigration in the United States, beginning with the arrival of Native Americans. If immigration is a new topic for a classroom, we recommend beginning with the book *Arrival* by Shaun Tan, and the interactive feature, titled "Immigration Explorer," hosted by *The New York Times*.

- For this lesson, we'll ask the following: What is an immigrant? What are some of the reasons immigrants move? Do all immigrants arrive by choice? What groups of people were embraced upon arrival? Who were excluded? Why? Finally, how did immigration impact the changing formation and categorization of what it means to be "American," as well as helping to define the idea of race and/or ethnicity in the U.S.?
- Please note that we quoted the use of "American," as many people use that term to describe people from the United States. Because people from North America, Central America, and South America are technically American, using the term "American" to only describe people from the U.S. may be considered erroneous or myopic. Thus, the most accurate way to describe people of the United States is exactly that: people who are from or live in the United States.

VOCABULARY

- To provide a foundation of common knowledge, review the following terms with students: immigrant (someone who enters a new country, often to live there), emigrant (someone who exits or leaves their home country, often to live somewhere new), and migration (the movement of people from one place to another).
- Also consider reviewing and/or defining the following terms referenced in the suggested materials of this lesson: epic, teeming, concept of "majority" vs "minority," pogroms, "alien," Eurocentric, chronological, immigrate, emigrate, monolithic, etc.
- Create and/or revisit definitions for race and ethnicity. Keep in mind that definitions for race and ethnicity are "working" definitions, and from source to source, may be fluid, as are other labels and categories for identity.
- Consider the following definition of "ethnicity" from *Britannica Kids*:
  - Ethnicity: "The term ethnicity may be used to describe the cultural background of a person. An ethnic group is made up of people who share the same ethnicity." While ethnicity is often used in reference to race, some applications of the term ethnicity are more connected to a societal group, often rooted in religious, cultural, and/or linguistic affiliation. Using the term ethnicity can often include nationality and culture, and sometimes envelop the social idea of race.
- Consider the following definitions of "race," and "Eurocentric," as defined in Merriam-Webster:
  - Race: "a category of humankind that shares certain distinctive physical traits." Remind students that the concept of race is not biologically true, but there is a social reality to race, especially in the United States.
  - Eurocentric: "reflecting a tendency to interpret the world in terms of European or Anglo-American values and experiences."
- Consider the following term, as defined by historian and educator Howard Zinn, in *A Young People's History of the United States*:
  - Racism: "The belief that racial differences make some people better or worse than others; also, treating people differently because of race."
- To enhance teacher understanding, consider the following video, "What Is Ethnicity," produced by PBS for *Origin of Everything*. Available here: https://www.pbs.org/video/what-is-ethnicity-5ohuil/

Lesson Procedure

BACKGROUND

- What exactly is immigration? It may be recent, or deep in our lineage, yet on some level, all of us are connected to immigration stories. The United States is a country "made by" and "made of" immigrants. Beginning with Native Americans, people from all over the world have arrived on the shores of the U.S. Yet, a particular story dominates the concept of immigration. According to historian Ronald Takaki, this exclusionary tale is the "epic story of great migrations... [of] those who came to the United States from Europe." Why do European, or Eurocentric, perspectives dominate the historical narrative? Why did Europeans initially outnumber other racial, ethnic, geographical, and/or national groups who emigrated to the US in the colonial era and beyond? What sort of immigration policies were passed? How did demographics change over time?

OPENING

- Tell students that today's lesson will introduce concepts regarding immigration. Consider establishing guidelines before beginning discussions, such as words that are considered "appropriate" for the classroom, and other guidelines that the teacher feels are necessary for the class to construct a safer space for dialogue.

- Throughout the history of this country, immigration has come to represent many things. Consider writing the word "immigration" on the board or chart paper. Note students' contributions of words or ideas that they associate with immigration.
- After sharing, ask students to think about where their ideas are coming from (media, school, family, etc.). Students may associate immigration with freedom and opportunity. While this is not necessarily an incorrect association, make sure to remind students that not all immigrants came by choice. In fact, some people were captured and forcibly exploited as free labor, such as enslaved Africans, as part of the Transatlantic Slave Trade. Is "immigrant" a fair or appropriate label for the enslaved people who did not choose to emigrate, and were subjected to a life of servitude in the Americas? Are Native Americans immigrants? What exactly is an immigrant? How may we define it for our class discussions? From the colonial era onward, where did the majority of immigrants come from? Why did populations from Europe outnumber other regions of the world? We'll unpack some of these ideas today, and will continue asking and answering such questions in upcoming lessons.
- If time warrants, introduce the idea of push and pull factors for immigration, which can often be categorized as environmental, political, social, and economic. For example, a person may be "pushed" out of a place because of natural disaster, fear of the government, unemployment or economic poverty. A person may be "pulled" into a new place in an effort to find safety, stability, economic opportunity, or in search of a feeling or idea, like "freedom."
- Remind students that not all stories are alike, and while some are filled with hope and courage, some are also horrifying, driven by racist ideology and systems of inequality. In short, immigration is not a monolithic experience, yet one idea that may be agreed on is how essential immigration was and is to the development of the United States.

GUIDED PRACTICE

- Tell students they will read two articles today: 1) "U.S. Immigration Before 1965," from History.com and 2) Chapter 1, Sections: "Challenging the Master Narrative" and "A More Inclusive History" from *A Different Mirror For Young People: A History of Multicultural America*.
- As a class, review the format of both texts. Note that each is structured differently. Takaki's text moves through a quick summary, focusing on racial/ethnic groups, in the following order (this list contains the terms he uses): African Americans, Asian Americans, Irish immigrants, Jews (or Jewish people), Mexican Americans, Puerto Ricans and other immigrants from the Caribbean, Muslim Americans, ending with a reflection on Native Americans. The History.com article follows a mostly chronological order, including: an overview of "U.S. Immigration Before 1965," followed by "Immigration in the Colonial Era," "Immigration in the Mid-19th Century," "Ellis Island and Federal Immigration Regulation," "European Immigration: 1880-1920," and finally, "The Immigration and Nationality Act of 1965." (Since immigration post-1965 is covered in another lesson, reading the final section is optional for this lesson.)
- Read the first paragraph or two of each text. Note language and/or tone differences. What is similar about the texts? What is Takaki trying to accomplish? What may he mean by "Challenging the Master Narrative"? How does his text compare with the other article? Model annotation for both texts, such as highlighting key ideas, important facts, potential vocabulary, words that reveal tone and author's purpose, something that is surprising, etc.
- Tell students that their task today is: 1) To note historical events that capture key moments in the history of immigration. And 2) To think about how immigration impacted the (changing) formation and categorization of what it means to be "American," as well as helping to define the idea of race and/or ethnicity in the U.S.

INDEPENDENT WORK

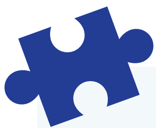
- Either in small groups, partners, or on their own, students should read through and annotate both texts.
- When they are done reading, they should craft a written response to the question already posed for them to consider while reading: How has immigration impacted the (changing) formation and categorization of what it means to be "American," as well as helped to define the idea of race and/or ethnicity in the U.S.? Students may craft their response independently or in small groups/partners. If working alone, students may compare ideas when done. The teacher should circulate the room, assisting as needed.

DISCUSSION AND CLOSING

- As a class, regroup. Have students share their responses to the prompt.
- Ask the class: Why do European, or Eurocentric, perspectives dominate the historical narrative? Why did Europeans initially outnumber other ethnic or geographical groups who immigrated into the U.S.? How did the demographics of the U.S. change over time? How did immigration policy shape the demographics, or ethnic population, of the United States, and how did policy and rhetoric impact the formation of race (such as Europeans becoming "White"), nativism and racist ideologies, etc. Consider providing a contextual example. For instance, President Calvin Coolidge, in support of the Immigration Act of 1924, said, "America must be kept American." What does that mean? How does that kind of perspective (what an "American must be") connect to the idea of the "Master Narrative," which Takaki referenced in his writing?
- To provide some guidance to the teacher, we've listed events and legislative actions below, which impacted immigration in the U.S. Please note this is not an exhaustive list, but should provide a sound foundation for fifth graders. Events and acts are noted in a mostly chronological order. In order to better unpack the historical events, consider utilizing another class period to review the timeline.
- **Brief Historical Overview of U.S. Immigration and/or Migration:**
    - Native Americans populated the Americas. Estimates range, but most historians agree that this happened more than 15,000 years ago.
    - One of the first "successful" European colonies was Jamestown, founded in 1607, followed by Plymouth, which included a group of 102 "Saints and Strangers" who arrived in 1620. From 1630-1640, about 20,000 more colonists immigrated to Plymouth. As the numbers of European settlers increased, so did the campaigns of violence committed against local Native American communities, in efforts to obtain land and resources.
    - In 1619, 20 Africans were forced into enslavement in Jamestown, Virginia, marking the beginning of "forced immigration" and the enslavement of Africans in what would become the United States. (African enslavement happened much earlier in other parts of the Americas and the Caribbean. By 1680, there were an estimated 7,000 enslaved Africans in the American colonies; and by 1790, there were an estimated 700,000 enslaved people. Though some historians consider this to be a conservative estimate.)
    - The 1790 Naturalization Acts state that a foreign-born person can be a U.S. citizen only if "free and white." The act actually uses the term "white."
    - In 1830, President Andrew Jackson signs the "Indian Removal Act." Over the course of the next few years, tens of thousands of Native Americans are forcibly removed from their lands, and "relocated" to "federal territory" west of the Mississippi River. Many Native American lives are lost in the process of relocation, at the hands of the U.S. government.
    - In 1848, the United States — through a violent campaign of military force — annexed nearly half of northern Mexico, moving the U.S. border further south. As a result, people who were of Mexican citizenship in this land area were technically living in the U.S. at that point. Many lost rights to and ownership of their homeland.
    - Until the 1800s, U.S. immigration policy was mostly handled by the states. The 1882 Immigration Act made immigration a federal issue. In the same year, the Chinese Exclusion Act was passed, which banned all immigration of Chinese laborers. This was the first law to ban a group of immigrants based on nationality or race.
    - "Waves" of additional European immigrants arrived to the U.S. in the 1800s and 1900s. A "first wave" was around 1815 to 1865 of mostly northern and western Europeans, such as people from Germany, Norway, the Netherlands, etc. About one-third came from Ireland, due to the Irish Potato Blight. From 1820 to 1930, about 4.5 million Irish immigrants arrived. Throughout the 19th century, about 5 million German immigrants arrived. The second "wave" of European immigrants took place around 1880 to 1920, with 20 million immigrants arriving, mostly from central, eastern, and southern Europe, such as Bulgaria, Greece, Portugal, Poland, Romania, Russia, Italy, Spain, and Turkey. With the Chinese Exclusion Act in place, most immigrants of this era were European, and although faced with various forms of discrimination upon arrival, eventually were able to blend into a homogenous idea of "whiteness."
    - The 1907 Gentlemen's Agreement regulated the numbers of Japanese immigrants to the U.S., generally allowing for only skilled "businessmen."
    - Also in 1907, Congress passed the Expatriation Act, which stripped U.S. women of their citizenship status if they married any "foreigners," such as Chinese men.
    - The year 1916 marked the beginning of "The Great Migration," or the mass migration of about six million Black Americans, who — over the course of decades — relocated to escape racial violence and an

absence of economic opportunity in the rural south to urban centers in the north, midwest, and west. Forms of racial discrimination continued in these urban centers, such as the race riots of Chicago in 1919.

- After WWI, a “reactionary nativism” swept across some White communities in the U.S., resulting in the 1917 Immigration Act, the first significant legislation to restrict immigrants (even from parts of Europe) by requiring literacy tests and enforcing other parameters, such as the “Asiatic Barred Zone,” which blocked south and southeast Asians from entering the U.S. An anti-communist ideology also flourished at this time, resulting in limited immigration from Russia, and the deportation of around 5,000 Russians from the U.S.
- In 1917, the U.S. granted citizenship rights to people of Puerto Rico — which became a U.S. territory in 1898 — but barred them from voting in presidential elections.
- The Emergency Immigration Act of 1921 kept newly arrived immigrants at three percent of existing foreign-born numbers based on the 1890 Census, which favored European immigrants over other ethnic or racial groups.
- The Immigration Act of 1924 set quotas on the number of immigrants from specific countries and/or regions, in order to decrease the immigration of specific groups of people, such as southern Europeans and eastern Europeans, “Arabs,” as well as people with religious differences from the dominant norm of the U.S., such as those from Roman Catholic-majority countries and Jewish people.
- In the 1940s, the U.S. government sent 120,000 Japanese Americans to internment camps. Two-thirds of them were citizens of the U.S.
- In 1943, Congress repealed many of the laws that banned immigration from Asia, but quotas were set extremely low (specifically 105 immigrants were allowed from China, 100 immigrants from the Philippines, and only 100 immigrants allowed from India).
- The Immigration and Naturalization Act of 1965 abolished the previous quota system based on national origin, establishing a new immigration policy based on family reunification and skilled laborers. This marked an “unintended,” radical transition of the racial/ethnic landscape, allowing those from other countries (outside of Europe) to immigrate into the U.S. This changed the demographics of the country and the general cultural fabric.



Extension Activities

SUGGESTIONS

- In another class period, consider showing, “The Racist History of U.S. Immigration Policy,” a three-minute video by Vox, to connect immigration policy to the formation of racial identity, racism, and structural inequalities in the U.S. After viewing and/or reading suggested materials, students may write a reflection. The teacher may assign various prompts. Consider the following for ideas: How has immigration policy impacted various groups of people in the U.S.? How has immigration policy favored some groups over others? How was U.S. immigration policy before 1965 Eurocentric? Can U.S. immigration policy before 1965 be considered racist? Why or why not? Allow for student reflections to have opinions and feelings. Tell students they won’t have to share their responses, if they choose not to. Vox video available here: https://www.vox.com/2016/1/15/10775602/immigration-map-data-racism
- For a more “hands-on” experience, direct students to the interactive infographic also created by Vox, “Watch How Immigration in America Has Changed in the Last 200 Years.” The feature allows students the opportunity to move through the data at their own pace, and includes helpful captions to support the visual observations of an animated bar graph. Available here: https://www.vox.com/2016/1/4/10709366/immigration-america-200-years

LESSON 2

FIRST PEOPLES OF THE AMERICAS

Grade: 5 | Suggested Time: 60 minutes (teacher may extend)
Unit: How "Immigration" Shaped the Racial and Cultural Landscape of the United States — The Persecution, Resistance, and Contributions of Immigrants and Enslaved People
Related Subject(s): Reading/Literacy; Social Studies/History

Background

OBJECTIVES

- To understand that Native Americans are not a monolithic people.
- To understand that the term "Native American" encompasses a diverse group of Indigenous peoples, cultures, and/or tribes that span from North to South America.
- To learn more about various Native American cultures, such as by region, tribe, or nation.
- To conduct research.

MATERIALS

- "Native American Cultures," article and video on History.com. Available here: https://www.history.com/topics/native-american-history/native-american-cultures
- Consider providing students with a collection of pre-selected reading materials. For non-fiction texts, the following may serve well for your classroom: *The Navajo* by Kevin Cunningham and Peter Benoit; *The Sioux* by Kevin Cunningham and Peter Benoit; *The Pueblo* by Kevin Cunningham and Peter Benoit; *The Wampanoag* by Kevin Cunningham and Peter Benoit; *The Iroquois* by Emily J. Dolbear and Peter Benoit; *The Hopi* by Andrew Santella.
- For more background information and/or to enhance teacher understanding, consider watching the following documentaries before teaching the lessons: "First Peoples: America," PBS video; and "Native America," PBS episode series.
- For an optional resource to enhance teacher understanding, consider the following: "An Overview of Native American History," article by Scholastic. Available here: https://www.scholastic.com/teachers/articles/teaching-content/history-native-americans/
- Access to pre-selected books and/or library resources.
- Art and writing material for students, including software to create presentations.

ESSENTIAL IDEA

- Native Americans, the earliest immigrants of the current-day United States, are believed to have crossed the land bridge that connected Asia to North America, thousands of years ago. When we say "Native Americans," what do we mean?
- When speaking of Native Americans, please keep in mind that, like any ethnic or racial group, it is not a monolithic identity. There is great diversity among Native American tribes, in regard to language, food, belief systems, etc. When using the term Native Americans, we are referring to the first peoples to populate the Americas, as well as their descendants.
- If available, consider teaching this lesson, or subsequent research periods, in conjunction with the school librarian.

VOCABULARY

- Consider reviewing various terms, such as Native American and Indigenous people, compared to Indian and/or Indian American. Though some texts use the term "Indian" to describe people who are indigenous to the Americas, this curriculum recommends using terms like Native American and/or Indigenous people.
- If unfamiliar terms arise throughout student reading, assist as needed.

Lesson Procedure

BACKGROUND

- There are many theories as to the origins of the Americas' first human inhabitants. Skilled navigators, Native Americans have been theorized to have arrived anywhere from 12,000 years ago, to even 70,000 years ago, most likely crossing the Bering Strait during a recent Ice Age.
- It should be noted that different people will use different names, such as Native Americans, American Indians, Indians, and the names of specific tribes to refer to themselves and others. This curriculum will use the term Native Americans and/or Indigenous people to encompass this population.
- Another idea to keep in mind is that while some historians use the word genocide to describe the plight of Native Americans (with the U.S. Census reporting about 1.3 percent of the population as "American Indian or Alaska Native"), it is important to recognize that Native Americans and their descendants still exist to this day and that they were the first known inhabitants of the Americas. Thus, it is recommended that teachers and students use the present tense when speaking of Indigenous communities today, and the past tense when referring to actual events and people in history.

OPENING

- Revisit the writing of Ronald Takaki's *A Different Mirror For Young People*. In the first chapter, he writes the following about Native Americans: "Native Americans are different from all other groups within United States society. Theirs was not an immigrant experience — the [Native Americans] were the original Americans, here for thousands of years before Europeans arrived." Even if we do or do not consider them to be "immigrants," Native Americans were the first people to populate this land. Who were these diverse groups of people? What were their cultures like? Remind students that Native Americans and people with such ancestry still live in the United States.
- Tell students: The goal of this lesson is to celebrate Native American cultures. To do that, we are going to learn more about different tribes and/or communities that are indigenous to the Americas. (If desired by the teacher, students may instead research more about a local Native American community.)
- A good place to begin is by checking to see if there's a nearby museum that focuses on, or includes, Indigenous communities. If not, online resources are available. When sharing information about local Native American communities, consider researching cultural contributions that may be visible or experienced today. For example, words in the English language have Native American origin, such as hickory, squash, and skunk, and geographical terms like Connecticut, Massachusetts, and Manhattan. Beyond language, students and teachers may explore housing or architectural engineering feats of Native American tribes (i.e. the cliff dwellings and hogans of the southwest; longhouses of the northeast, etc.) as well as food, dance, religious beliefs, customs, astrological findings, etc., to review cultural contributions.
- Our end goal will be to share what we've learned. When sharing, we can tap into our various learning modalities, such as by writing a summary, creating a poster or a miniature replica of a cultural item, etc. Encourage students to be creative and to seek teacher approval before committing to a presentation idea.

GUIDED PRACTICE

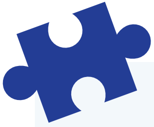
- If time is limited, students may read and annotate the recommended article "Native American Cultures," available on History.com. The article includes a brief review of Native American history and culture, divided into the following regions: Arctic, Subarctic, Northeast, Southeast, Plains, Southwest, Great Basin, California, Northwest Coast, and Plateaus. A photo gallery follows the article.
- If more time is available, we recommend extending the lesson over the span of a few class periods. Ideally, with a school librarian, guide students through resources to conduct additional research about various Native American cultures. If using the library, how do we find physical books? How do we find and use online resources? Consider reviewing digital literacy ideas, such as safety parameters for online research. Provide students with support on gathering their information, such as how to store it and keep track of it (i.e. folder systems, notecards, online bibliography tools, etc.).

INDEPENDENT AND/OR GROUP WORK

- As students read through materials, provide them with either graphic organizers, templates, or guided questions to help them record what they've learned. Provide ample time for research, such as a few class periods.

PRESENTATIONS AND CLOSING

- Whether they only read the recommended article or conducted additional research, students will present their findings. What were some of the cultural differences of Native Americans from different regions? What were some of the similarities? While reading, did anything surprise and/or inspire them? Finally, remind students that even if current populations for Native Americans are estimated to be about one percent of the U.S. population, their historical and current cultural contributions should be honored, as diverse Indigenous cultures — like any other culture — have value and have influenced the formation of the Americas.



Extension Activities

SUGGESTIONS

- If time allows, students can explore an interactive website to enhance understanding and build knowledge of Native American culture and history. Consider using the Interactive PBS site with students, created in conjunction with their documentary series *Native America*. Available here: https://www.pbs.org/native-america/extras/interactive-map/

LESSON 3

PERSECUTION AND LEGACY OF NATIVE AMERICANS

Grade: 5 | Suggested Time: 60+ minutes (time needed for reading)
Unit: How "Immigration" Shaped the Racial and Cultural Landscape of the United States — The Persecution, Resistance, and Contributions of Immigrants and Enslaved People
Related Subject(s): Reading/Literacy; Social Studies/History

Background

OBJECTIVES

- To understand a general overview of the violent persecution committed against Native Americans.
- To understand that disease was a huge, unintended component of European warfare.
- To explore the enduring legacy of Native Americans, including leaders who led resistance efforts.

MATERIALS

- *Native American Heroes: Osceola, Tecumseh, and Cochise* by Ann McGovern.
- For an additional resource, consider: "Osceola: Seminole Leader," an article for *Encyclopaedia Britannica*. Available here: https://www.britannica.com/biography/Osceola-Seminole-leader
- For an additional resource, consider: "Tecumseh," an article on History.com. Available here: https://www.history.com/topics/native-american-history/tecumseh
- For an additional resource, consider: "Cochise," an article on History.com. Available here: https://www.history.com/topics/native-american-history/cochise

ESSENTIAL IDEA

- As far as historians know, the first immigrants on American soil were Native Americans. Yet, today, a combined Native American population hovers around one percent of the U.S. population. How did that happen? Despite violent military campaigns, and the unintended detrimental weapon of disease, many Native Americans resisted European occupation.
- This lesson will highlight the contribution of three Native American leaders who — despite unfathomable obstacles — led efforts of resistance.

VOCABULARY

- Consider reviewing various terms, such as Native American and Indigenous people, compared to Indian and/or Indian American. Though some texts use the term "Indian" to describe people who are indigenous to the Americas, this curriculum recommends using terms like Native American and/or Indigenous people.
- If unfamiliar terms arise throughout student reading, assist as needed.

Lesson Procedure

BACKGROUND

- A combination of disease, enslavement, genocide, war, and the removal of Indigenous communities from their native land to government-proposed reservations nearly annihilated Native American populations. Even with campaigns of targeted violence, disease may have been the most powerful "weapon" European colonists brought with them to the Americas. From our previous unit of study in Grade 4, we know that European disease was devastating to Native American peoples, wiping out at least 90 percent of the population (with some estimates at 95 percent) with the arrival of European colonists beginning in the 1500s. Facing a dwindling Indigenous population, early European colonists, had a "clear path" for conquest.
- The "relationship" between Native Americans and European colonists oscillated for centuries. In the late 1400s until the mid-1700s, moments of peace and campaigns of violence occurred. By the end of the Revolutionary War, some European Americans led a bloodthirsty campaign for land. Sometimes treaties were signed, and wars were regularly fought. In the 1800s, "relocation" and removal efforts began, sponsored by the U.S. government, such as those by President Andrew Jackson, and through laws like the Indian Removal Act of 1830, which forced southern Native American tribes from their homes to foreign land, west of the Mississippi. In an effort to remove, disempower, assimilate, and/or annihilate Indigenous communities, a myriad of tragic events continued, again, which were led by the ruling European American, or White elite, and leaders of government. These include events like the Trail of Tears (1830-1850), the Battle of the Little Bighorn (1876), and the Wounded Knee Massacre (1890). Assimilation efforts and laws to disempower Indigenous communities were also pushed, such as General Allotment Act, and the Dawes Act (1887). In summary, by the mid-19th century, the U.S. government in many ways attempted to "exterminate" the Native American population. Since then, it may be argued that some legislative and executive efforts have been made to "provide measures which would improve the social and economic life of tribes and their people," yet 80 percent of Supreme Court decisions have gone against Native American interest.
- Despite facing what seemed to be impossible obstacles, many Native Americans resisted European colonization and occupation. This lesson highlights three leaders who fought for freedom: Osceola, Tecumseh, and Cochise.

OPENING

- Remind students of the diverse Native American cultures and tribes they learned about in the previous lesson. Tell students that even though there were rich cultures present at the time of European colonization, Native Americans unfortunately died at high rates, from violence and disease. Share a review of Native American persecution (such as the one listed above).
- Tell students that despite facing near impossible obstacles, many Native Americans resisted European colonization and occupation. Today, we are going to start learning more about the lives of three Indigenous leaders: Osceola, Tecumseh, and Cochise.

GUIDED PRACTICE

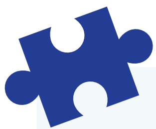
- Introduce students to the text, *Native American Heroes: Osceola, Tecumseh, and Cochise*. Together, review the cover and other features, such as the table of contents, name pronunciation guides, etc. Tells students that they will work in small groups to learn more about one particular leader. Consider creating groups ahead of time, such as three groups, or six groups (we recommend a multiple of three, as three leaders are featured in this text). Assign a leader to each group (if there are six groups, two groups may study the same leader).
- Before reading, set a clear purpose. Tell students that their task today is to pay attention to important biographical information for each leader, the various ways they helped others, and how they led efforts of resistance.
- As a class, take note of each page that marks the beginning of a new section for Osceola, Tecumseh, and Cochise. Together, read the opening of each section. The teacher may read the first few paragraphs of each section chapter, modeling "think-aloud" or annotation strategies for the text, such as highlighting key ideas, important facts, vocabulary, etc. The teacher may read additional paragraphs out loud, asking students to turn and talk with a partner to share their thoughts about the author's purpose, main idea, etc. The teacher may circulate during "turn and talk" to check for students' understanding. For another method, consider guiding students so they practice "chunking" strategies while reading, or writing a word, or a few words, to capture the main idea of each paragraph.
- Assign students to small groups and designate which leader they will learn more about.

INDEPENDENT AND/OR GROUP WORK

- In small groups, or independently, students will read and annotate their portion of the text. Since the reading material is quite long, consider giving students a few class periods to read through their sections.
- As students read through materials, consider providing them with either graphic organizers, templates, or guided questions to help them record what they've learned.

DISCUSSION AND CLOSING

- Regroup as a class. To summarize, ask students to think about key events in each leader's life. For example, what was their childhood like? How did they fight against wrongdoing? How did they work with others (even sometimes across racial lines)? What can we learn from their lives and efforts of resistance? In what ways may they be considered inspiring? Ask students to write a brief response to the posed question(s). Give students time to reflect and revisit the text. When finished, ask for a few volunteers to share their writing.
- If time allows, students may create presentations, such as slides, posters, lines of poetry, etc. to share more about their leader's life to the larger class.
- For a final activity, ask students to think about legacy. If they had to craft a title of a book to highlight the long-lasting impact of their leader's life work, what would it be? Ask students to share, perhaps in a "wraparound" fashion — students may gather in a circle, reading their titles, one by one.



Extension Activities

SUGGESTIONS

- For another exercise, consider having students recount the lives of Osceola, Tecumseh, and Cochise, specifically focusing on the racism and violence their tribes faced, and how despite adversity, they showed resistance, and managed on some level to endure. Students can unpack the racist ideology of the "Manifest Destiny." In what ways was racism used to rationalize the dehumanization of Native Americans? Who did this benefit? Who were the allies and those who fought for equality?
- To learn more about the life of a female Native American, consider the biography of Sacajawea. With vast knowledge of the land and edible plants, Sacajawea proved to be a crucial force in the survival and eventual "success" of explorers Lewis and Clark. Without her support, guidance, and wisdom, the outcome of the expedition would have likely been different, and quite grave for those explorers. Watch: "The True Story of Sacajawea," TED-Ed Video by Karen Mensing. Available here: https://ed.ted.com/lessons/the-true-story-of-sacajawea-karen-mensing

LESSON 4

WHO WERE ENSLAVED PEOPLE? THE CONTINENT OF AFRICA BEFORE THE TRANSATLANTIC SLAVE TRADE

Grade: 5 | Suggested Time: 60 minutes (teacher may extend)
Unit: How "Immigration" Shaped the Racial and Cultural Landscape of the United States — The Persecution, Resistance, and Contributions of Immigrants and Enslaved People
Related Subject(s): Reading/Literacy; Social Studies/History

Background

OBJECTIVES

- To understand that people from the continent of Africa are not a monolithic group.
- To understand that the term "African" encompasses a diverse group of peoples and cultures that span across the continent.
- To learn more about various African cultures — including cities and empires — before the Transatlantic Slave Trade.
- To conduct research.

MATERIALS

- "7 Influential African Empires," article on History.com. Available here: https://www.history.com/news/7-influential-african-empires
- Consider showing videos about empires and cities in Africa before the Transatlantic Slave Trade, titles and links included below. The suggested videos may serve as an introduction to the idea that Africans across the continent — from northern Africa to sub-Saharan Africa — built cities and forms of technology. All materials should be pre-screened by the teacher to ensure the content is age and grade-appropriate:
  - "Who Built Great Zimbabwe? And Why?," TED-Ed Video and further lesson suggestions by Breeanna Elliott. Available here: https://ed.ted.com/lessons/who-built-great-zimbabwe-and-why-breeanna-elliott
  - "Mansa Musa, One of the Wealthiest People Who Ever Lived," Ted-Ed Video and further lesson suggestions by Jessica Smith. Available here: https://ed.ted.com/lessons/mansa-musa-one-of-the-wealthiest-people-who-ever-lived-jessica-smith
  - "The Swahili Coast," clip from the documentary series for PBS by Henry Louis Gates, *Africa's Great Civilizations*. Available here: https://www.pbs.org/video/africas-great-civilizations-swahili-coast-africas-great-civilizations/
  - "Ironworking," clip from the documentary series for PBS by Henry Louis Gates, *Africa's Great Civilizations*. Available here: https://www.pbs.org/video/africas-great-civilizations-central-african-republic-africas-great-civilizations/
  - "The City of Great Zimbabwe," clip from the documentary series for PBS by Henry Louis Gates, *Africa's Great Civilizations*. Available here: https://www.pbs.org/video/africas-great-civilizations-city-great-zimbabwe-africas-great-civilizations/
  - "Lalibela," clip from the documentary series for PBS by Henry Louis Gates, *Africa's Great Civilizations*. Available here: https://www.pbs.org/video/africas-great-civilizations-lalibela-africas-great-civilizations/
  - "City of Timbuktu," clip from the documentary series for PBS by Henry Louis Gates, *Africa's Great Civilizations*. Available here: https://www.pbs.org/video/africas-great-civilizations-city-timbuktu-africas-great-civilizations/
  - "City of M'banza-Kongo," clip from the documentary series for PBS by Henry Louis Gates, *Africa's Great Civilizations*. Available here: https://www.pbs.org/video/africas-great-civilizations-city-mbanza-kongo-africas-great-civilizations/

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    - "City of Meroe," clip from the documentary series for PBS by Henry Louis Gates, *Africa's Great Civilizations*. Available here: https://www.pbs.org/video/africas-great-civilizations-city-meroe-africas-great-civilizations/
    - "City of Marrakesh," clip from the documentary series for PBS by Henry Louis Gates, *Africa's Great Civilizations*. Available here: https://www.pbs.org/video/africas-great-civilizations-city-marrakesh-africas-great-civilizations/
- Access to pre-selected books and/or library resources.
- Art and writing material for students, including software to create presentations.

ESSENTIAL IDEA

- This lesson will focus on the idea that before the Transatlantic Slave Trade, the continent of Africa was home to diverse cultures, including cities and empires. The goal is to underscore the humanity and dignity of those who were eventually captured and forced to live a life of enslavement. In order to highlight their humanity, we'll explore the various cultures enslaved people came from and/or some of the culture(s) they inherited.
- When speaking of "Africans," please keep in mind that, like any ethnic or racial group, it is not a monolithic identity. There is great diversity among communities and groups across Africa. In fact, Africa is home to great linguistic, cultural, and genetic diversity.
- If available, consider teaching this lesson, or subsequent research periods, in conjunction with the school librarian.

VOCABULARY

- Please note that we recommend using the term "enslaved people" as opposed to slaves, in an effort to underscore the humanity and dignity of those who suffered in an unfair, racist institution.

Lesson Procedure

BACKGROUND

- Not all people or populations had a choice or any say when immigrating to the United States, such as enslaved Africans. Many topics in history are challenging to talk about, but chattel slavery, or the enslavement of Africans in the Americas, is a particularly painful topic. But one that cannot be ignored. A popular saying is that the U.S. was built on the backs of immigrants. But in truth, it was primarily built through the forced labor of enslaved people.
- Historians' estimates vary, but it is commonly believed that at least 12.5 million enslaved people were captured in Africa and forced onto vessels; and that about 10.7 million survived the gruesome Middle Passage, arriving on the shores of the Americas to then live a life of subservience and forced labor.
- Who were the people that were enslaved? What parts of Africa and cultures did they come from?

OPENING

- Begin the lesson by differentiating between the term "slave" and "enslaved person." Ask students what each term may mean, and if they see a difference in the terms. In order to honor the human beings who suffered, died, and — through great strength — survived such an inhumane operation, encourage students to refer to "slaves" as enslaved people.
- Continue the lesson by recognizing that slavery is a timeless system that has existed in the world in various ways, likely since the beginning of human civilization (such as serfs and indentured servants). Yet, the Transatlantic Slave Trade stands out for scale and enduring legacy. It changed the world.
- Who were the people that were enslaved? What parts of Africa and cultures did they come from? Ask students what they think they know about the different cultures of Africa — including cities and empires — before the Transatlantic Slave Trade. In regard to African cultures and civilizations, what would they like to learn more about?

GUIDED PRACTICE

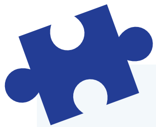
- Tell students: The goal of this lesson is to celebrate various African cultures before the slave trade. To do that, we are going to learn more about different cities and empires.
- If time is limited, students may read and annotate the recommended article "7 Influential African Empires," available on History.com. The article includes a brief review of African history and culture, divided into the following empires: The Kingdom of Kush, The Land of Punt, Carthage, The Kingdom of Axum, The Mali Empire, The Songhai Empire, and The Great Zimbabwe.
- If more time is available, we recommend extending the lesson over the span of a few class periods. Ideally, students may use time to watch videos and/or work with a school librarian, who may guide students to resources to learn more about various African cultures. If using the library, how do we find physical books? How do we find and use online resources? Consider reviewing digital literacy ideas, such as safety parameters for online research. Provide students with support on gathering their information, such as how to store it and keep track of it (i.e. folder systems, notecards, online bibliography tools, etc.).
- Our end goal will be to share what we've learned. When sharing, we can tap into our various learning modalities, such as by writing a summary, creating a poster or miniature replica of a cultural item, etc. Encourage students to be creative and to seek teacher approval before committing to a presentation idea.

INDEPENDENT AND/OR GROUP WORK

- Either independently, or with a partner/in small groups, students can watch videos and/or read through recommended or researched materials.
- Provide them with either graphic organizers, templates, or guided questions to help them record what they've learned. Provide ample time for research, such as a few class periods.

PRESENTATIONS AND CLOSING

- Whether they only read the recommended article or conducted additional research, students will present their findings. What were some of the cultural differences among Africans from different regions? What were some of the similarities? Finally, remind students that even if many Africans were historically brought to the U.S by force, their historical, cultural contributions should be honored, because diverse African cultures — like any other culture — have value and have influenced the fabric of U.S. society.



Extension Activities

SUGGESTIONS

- In Grade 3, students were introduced to the life of Olaudah Equiano, reading an adapted version of his autobiography titled, *The Kidnapped Prince: The Life of Olaudah Equiano*. The lesson, however, recommended that students only read the opening chapter, title, "My Home." If a teacher believes the content is appropriate for their given fifth grade class, consider reading more chapters of Olaudah's story, to better understand the institution of chattel slavery. More about this topic will be covered in the next lesson.

LESSON 5

STORIES OF RESISTANCE: A FIGHT TO END SLAVERY

Grade: 5 | Suggested Time: 60+ minutes (time needed for reading)
Unit: How “Immigration” Shaped the Racial and Cultural Landscape of the United States — The Persecution, Resistance, and Contributions of Immigrants and Enslaved People
Related Subject(s): Reading/Literacy; Social Studies/History

Background

OBJECTIVES

- To understand the general overview of how systemic violence and legal subjugation was created to support the institution of the Transatlantic Slave Trade.
- To explore how abolitionists and activists led efforts of resistance.
- To understand the enduring impact of such brave leadership.

MATERIALS

- “Harriet Tubman,” article on History.com. Available here: https://www.history.com/topics/black-history/harriet-tubman
- “Sojourner Truth,” article on History.com. Available here: https://www.history.com/topics/black-history/sojourner-truth
- “Frederick Douglass,” article on History.com. Available here: https://www.history.com/topics/black-history/frederick-douglass
- The following books — a range of picture books to lengthier texts — may be helpful: *Harriet Tubman: Conductor of the Underground Railroad* by Ann Petry; *Harriet Tubman: A Woman of Courage (Time for Kids Biographies); Who Was Harriet Tubman* by Yona Zeldis McDonough; *Who Was Sojourner Truth* by Yona Zeldis McDonough; *Only Passing Through: The Story of Sojourner Truth* by Anne Rockwell; *Sojourner Truth’s Step-Stomp Stride* by Andrea Davis Pinkney; *My Name is Truth: The Life of Sojourner Truth* by Ann Turner; *Who was Frederick Douglass?* by April Jones Prince; and *National Geographic Readers: Frederick Douglass* by Barbara Kramer.

ESSENTIAL IDEA

- The enslavement of people from Africa lasted for centuries and impacted societies and economies all over the world. Despite centuries of targeted, strategic violence and systemic oppression, many people — including those who were enslaved or formerly enslaved — resisted slavery in various ways, and some even fought to end it.
- This lesson will highlight the contributions of abolitionists and activists, including Harriet Tubman, Sojourner Truth, and Frederick Douglass.

VOCABULARY

- Consider reviewing the following terms with students: abolish, abolition, abolitionist, emancipate, emancipation, manumit, manumission.
- If unfamiliar terms arise throughout student reading, assist as needed.

Lesson Procedure

BACKGROUND

- Throughout the Transatlantic Slave Trade, real life examples of resistance occurred, such as the activists or abolitionists who fought to end slavery, the everyday people who boycotted goods, like sugar, and the enslaved people who thwarted work contributions to impact economic profits. While the U.S. (and much of the world) legally upheld slavery throughout the 1800s, there were voices and people who along the way spoke up against the inhumane system. Many people worked together, even risking their lives to help others, and even their own lives, for emancipation.

OPENING

- Remind students of the diverse African empires they learned about in the previous lesson. Tell students that even though there were rich cultures present at the time of the Transatlantic Slave Trade, European enslavers ignored such humanity. But not everyone treated others in inhumane ways. In fact, despite facing near impossible obstacles, many people resisted enslavement and/or fought to end it. Today, we are going to start learning more about the lives of three abolitionists or activists of U.S. history: Harriet Tubman, Sojourner Truth, and Frederick Douglass, all of whom were enslaved people whose efforts of resistance made a difference in their lives and the lives of countless others.

GUIDED PRACTICE

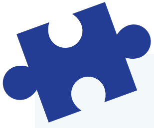
- If time is limited, students may read and annotate the recommended articles “Harriet Tubman,” “Sojourner Truth,” and “Frederick Douglass,” on History.com.
- Before reading, set a clear purpose. Tell students that their task today is to pay attention to important biographical information for each leader, the various ways they helped others, and how they led efforts of resistance.
- Remind students to practice “chunking” strategies while reading, or writing a word, or a few words, to capture the main idea of each paragraph.
- Assign students to small groups and designate which leader they will learn more about.
- If more time is available, we recommend extending the lesson over the span of a few class periods, allowing students to read additional material. If using books, introduce students to the texts. Together, review the covers and other features of the books. Tell students that they will work in small groups to learn more about one particular leader. Consider creating groups ahead of time, such as three groups, or six groups (we recommend a multiple of three, as three leaders are featured in this text). Assign a leader to each group (if there are six groups, two groups may study the same leader).

INDEPENDENT AND/OR GROUP WORK

- In small groups, or independently, students will read and annotate their portion of the text. Since the reading material is quite long, consider giving students a few class periods to read through their sections.
- As students read through materials, consider providing them with either graphic organizers, templates, or guided questions to help them record what they’ve learned.

DISCUSSION AND CLOSING

- Regroup as a class. To summarize, ask students to think about key events in each leader’s life. For example, what was their childhood like? How did they fight against wrongdoing? How did they work with others (even sometimes across racial lines)? What can we learn from their lives and efforts of resistance? In what ways may they be considered inspiring? Ask students to write a brief response to the posed question(s). Give students time to reflect and revisit the text. When finished, ask for a few volunteers to share their writing.
- If time allows, students may create presentations, such as slides, posters, lines of poetry, etc. to share more about their leader’s life to the larger class.
- For a final activity, ask students to think about legacy. If they had to craft a title of a book to highlight the long-lasting impact of their leader’s life work, what would it be? Ask students to share, perhaps in a “wraparound” fashion — students may gather in a circle, reading their titles, one by one.



Extension Activities

SUGGESTIONS

- More resources about abolition are included below. As always, pre-screen material to ensure it is age-appropriate for your particular class.
- To learn more about the life of Harriet Tubman, consider watching: "The Breathtaking Courage of Harriet Tubman," Ted-Ed Video by Janell Hobson. Available here: https://ed.ted.com/lessons/the-courage-of-harriet-tubman-janell-hobson#watch
- To learn more about the oratorical power of Sojourner Truth, consider reading: "Sojourner Truth's 'Ain't I A Woman,' Is One of the Greatest Speeches in American Rhetoric," article on Vox by Constance Grady. Available here: https://www.vox.com/culture/2019/2/1/18206645/celebrating-sojourner-truth-google-doodle-aint-i-a-woman
- To learn more about the history of abolition in the U.S., consider viewing: "From the Abolitionist Movement to #BlackLivesMatter," on PBS. Available here: https://www.pbs.org/video/good-stuff-abolitionist-movement-blacklivesmatter/
- To learn about the nonviolent abolitionist efforts of White women in Boston, consider watching: "How Women Used Christmas to Fight Slavery," video on History.com. Available here: https://www.history.com/topics/abolitionist-movement/how-women-used-christmas-to-fight-slavery-video
- To learn about the militant abolitionist efforts of a White man named John Brown, consider watching: "John Brown's Raid," video on History.com. Available here: https://www.history.com/topics/abolotionist-movement/john-browns-raid-video

LESSON 6

UNEQUAL (MIS)TREATMENT OF IMMIGRANTS: WAS ANGEL ISLAND THE "ELLIS ISLAND OF THE WEST"?

Grade: 5 | Suggested Time: 60 minutes (teacher may extend)
Unit: How "Immigration" Shaped the Racial and Cultural Landscape of the United States — The Persecution, Resistance, and Contributions of Immigrants and Enslaved People
Related Subject(s): Reading/Literacy; Social Studies/History

Background

OBJECTIVES

- To understand how immigration has shaped the racial, ethnic, and cultural landscape of the United States.
- To compare and contrast immigration experiences across race, ethnicity, and nation of origin.
- To understand that legal and social codes were enacted to give some racial groups either a greater sense of privilege or a more subjugated experience.
- To compare and contrast Ellis Island to Angel Island.
- To review immigration laws, such as the Chinese Exclusion Act of 1882.
- To understand that, despite racist or prejudiced systems, a multitude of peoples contributed to the social and cultural fabric of the Americas.
- To examine instances of assimilation, exclusion and persecution of immigrants, as well as individual and collective efforts of resistance and persistence of those who survived and dared to thrive.

MATERIALS AND RESOURCES

- "Angel Island," article by Pacific Link/KQED, available here: https://www.kqed.org/w/pacificlink/history/angelisland/
- "Discovering Angel Island: The Story Behind the Poems," available here: https://www.youtube.com/watch?v=f_EQY-0ThOM
- "Ellis Island," article and three-minute video on History.com, available here: https://www.history.com/topics/immigration/ellis-island
- If there is more time available for this lesson (such as multiple class periods), consider using these slim books for reading groups in lieu of, or in addition to, the articles: *We the People: Angel Island* by Alice K. Flanagan and *We the People: Ellis Island* by Lucia Raatma.
- Audio-visual equipment, to screen suggested video.
- Note-taking supplies for students.

ESSENTIAL IDEAS AND QUESTIONS

- Not all immigrants were/are treated the same. Throughout American history, some immigrant groups were "preferred" over others, the favored group being northern and western Europeans. During the 1800s and 1900s, most immigrants came from Europe, and many were processed at Ellis Island. But, there was also a processing center on the West Coast, in the bay of San Francisco, called Angel Island, which processed mostly Chinese immigrants. Due to racist ideologies and laws based on racial and ethnic exclusion (i.e. the Chinese Exclusion Act of 1882), how was the experience at Angel Island different from those who traveled through Ellis Island?

VOCABULARY

- Consider reviewing and/or defining the following terms referenced in the suggested materials for this lesson: detained, detention, internment, rediscovered, demolish, elaborate, preservation, restoration, ancestors, oppression, opportunity, arduous, persecution, nativism, paper sons/daughters, etc.

Lesson Procedure

BACKGROUND

- Most Americans have heard of Ellis Island. Many classrooms study this immigration center, as it, along with the Statue of Liberty, may symbolize the freedom many associate with immigration. Some may even know the story of the first person to be processed at Ellis Island, that of Annie Moore, just a teenage girl from Ireland, who made a two-week journey with her younger brothers, eventually raising a family of her own in New York City's Lower East Side. For many, the trip to Ellis Island was tiring, and hopeful. But, there was another island, much less known, off the coast of California, which represented dread and suffering, a place ironically named Angel Island. This wasn't just a place to process new immigrants, it served more as a prison, a place to hold and detain people, allowing only those deemed "worthy" (such as by having relatives and/or business prospects in the U.S.) the chance to walk on mainland U.S. soil.

OPENING

- Poet Walt Whitman described the United States as a "teeming nation of nations." What did he mean by this? Using the knowledge you have at this point, would you agree or disagree with that statement? What sort of "nations" were allowed to immigrate to the United States?
- Ask students if they have heard of Ellis Island? What do they know about it? Ask students if they've heard of Angel Island? An immigration station of the west, Angel Island is considered by some to be the "Ellis Island of the West?" Was it similar? How was it different? We'll explore this idea in the lesson today.

GUIDED PRACTICE

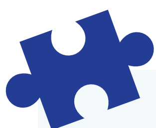
- Tell students that they will watch two videos, one about Ellis Island and the other about Angel Island (titles referenced in the Materials section of this lesson). Give students the task of noting, and comparing, the experiences of those who were processed at Ellis Island to those who were detained at Angel Island. Encourage students to take notes on facts, ideas that surprised them, etc. (Teacher may have students complete a Venn diagram or an S-I-T chart, noting things that they found "Surprising," "Interesting," and/ or "Troubling.") For example, students may notice that most immigrants who were processed at Ellis Island were allowed to enter the United States (as only two percent were turned away). While there, discriminatory and assimilation efforts did take place, such as labeling immigrants with chalk, the changing of surnames, etc. However, compared to Angel Island, Ellis Island was a more "fair" or humane experience. At Angel Island, mostly Asian (Chinese) immigrants were processed and had to prove they were related to someone already living in the United States? Why? The government had passed the Chinese Exclusion Act in 1882 (just after many Chinese immigrants — along with Irish immigrants — endured brutal labor requirements to build the Transcontinental Railroad). They were detained on the island anywhere from days, to weeks, to months and even years. Why?
- After viewing the two videos, give students a chance to reflect and/or revisit any notes they took. With sensitivity, ask students why Chinese immigrants may have faced different hurdles? Why was there brewing anti-Chinese sentiment in the United States at this time? Rather than dialoguing at this moment, consider allowing students to complete a "Rapid-Fire Writing" or "Quickwrite" exercise, such as by contemplating the question silently for one minute, writing about it for three minutes, then rereading the work for a minute, highlighting key ideas. If comfortable, they may then share.

INDEPENDENT WORK

- Either in small groups, partners, or on their own, students should read through and annotate the two articles: "Ellis Island" and "Angel Island." (If more time allows, the teacher may assign the slim books, *We the People: Angel Island* by Alice K. Flanagan and *We the People: Ellis Island* by Lucia Raatma.)
- Based on the readings, students may add more facts and ideas to their notes, such as by filling in their Venn diagrams to compare and contrast the various and/or average experiences of immigrants who came through Ellis Island compared to those who came through or were detained at Angel Island. In lieu of Venn diagrams, the teacher may have asked students to complete an S-I-T chart, noting things that they found "Surprising," "Interesting," and/or "Troubling." In short, for either form, students should add more ideas to their notes.

DISCUSSION AND CLOSING

- What were the similarities and differences? Why did such differences exist? Revisit concepts discussed in the previous lesson, such as President Calvin Coolidge's idea that "America must be kept American." What is the benefit of associating the U.S. with "whiteness" (in other words, who benefits from this)? What is the disadvantage and danger of promoting this monolithic idea of the U.S.? Given our demographics, what is a typical "American," or U.S. citizen/resident today? Encourage students to develop an inclusive, multicultural approach.
- Finally, how can we do better going forward? How can we embrace others who do "look like" us and those who don't? What do we have in common?



Extension Activities

SUGGESTIONS

- For more information, consider reading the article, "Chinese Immigration and the Chinese Exclusion Act," Available here: https://history.state.gov/milestones/1866-1898/chinese-immigration
- For an extension activity, consider having students write journal entries from the point of view of an immigrant entering Ellis Island and that of an immigrant detained on Angel Island. How are these experiences different? How might they be the same? (This exercise is best if students have read additional resources, such as the recommended texts below.)
- For a lengthier period of study, including forming book groups, or for use in small group reading or independent reading, consider adding picture books to the classroom library.
    - Suggested picture books and novels about *Angel Island: Landed* by Milly Lee; *Kai's Journey to Gold Mountain* by Katrina Saltonstall Currier; *Paper Son: Lee's Journey to America (Tales of Young Americans)* by Helen Foster James; *Angel Island: Gateway to Gold Mountain* by Russell Freedman; *The Dragon's Child: A Story of Angel Island* by Laurence Yep.
    - Suggested picture books and novels about Ellis Island: *When Jessie Came Across the Sea* by Amy Hest ; *If Your Name Was Changed at Ellis Island* by Ellen Levine; *Journey to Ellis Island* by Carol Bierman; *At Ellis Island: A History in Many Voices* by Louise Peacock; *National Geographic Readers: Ellis Island* by Elizabeth Carney; *Letters from Rifka* by Karen Hesse.

LESSON 7

CITIZENSHIP WITHOUT REPRESENTATION — THE ARRIVAL OF PUERTO RICANS IN NEW YORK CITY

Grade: 5 | Suggested Time: 45-60 minutes
Unit: How "Immigration" Shaped the Racial and Cultural Landscape of the United States — The Persecution, Resistance, and Contributions of Immigrants and Enslaved People
Related Subject(s): Reading/Literacy; Social Studies

Background

OBJECTIVES

- To understand how immigration and/or migration has shaped the racial, ethnic, and cultural landscape of the United States.
- To compare and contrast immigration and/or migration experiences across race, ethnicity, and nation of origin.
- To understand that, despite racist or prejudiced systems, a multitude of peoples contributed to the social and cultural fabric of the Americas.
- To examine the racial discrimination faced by many Puerto Ricans who migrated to the United States, especially those in New York City.
- To understand the history of Puerto Rico, from an island of Indigenous Americans, to a colony of Spain, to a territory of the United States.
- To analyze the status of Puerto Rico as a U.S. territory and whether or not the lack of legislative power is unjust.

MATERIALS AND RESOURCES

- "Puerto Rico to New York," video by PBS as part of their *Latino Americans* documentary series. Available here: https://www.pbs.org/video/latino-americans-puerto-rico-new-york/
- "Puerto Rican Youth and West Side Story," video by PBS as part of their *Latino Americans* documentary series. Available here: https://www.pbs.org/video/latino-americans-puerto-rican-youth-and-west-side-story/
- "Puerto Rico," article and video on History.com. Available here: https://www.history.com/topics/us-states/puerto-rico-history
- For an additional resource, consider: "Puerto Rico – History and Heritage," article on Smithsonian.com. Available here: https://www.smithsonianmag.com/travel/puerto-rico-history-and-heritage-13990189/

ESSENTIAL IDEAS AND QUESTIONS

- In the early to mid-1900s, the Puerto Rican population of New York City flourished. In 1917, the same year Puerto Ricans were made citizens of the U.S., there were 20,000 Puerto Ricans in New York. By 1952, the population increased to 300,000. While Puerto Ricans added to the cultural fabric of New York, and the larger U.S. society, they also experienced forms of racial discrimination. How did they persist and/or resist racial stereotypes? Furthermore, as citizens of the U.S., should Puerto Ricans be considered immigrants, or something else? What were the historical events that led to Puerto Rico becoming part of the "Commonwealth," or a territory of the United States?

VOCABULARY

- Consider reviewing the following terms and/or ideas for this lesson: Indigenous, Commonwealth, territory, etc.
- As a discussion point, ask students to consider the term "immigrant(s)" and if it should be used for Puerto Ricans, who are citizens of the United States.

Lesson Procedure

BACKGROUND

- More than a thousand years before the arrival of Europeans, a community of Indigenous people, the Taíno, occupied the island that is now known as Puerto Rico. They called the island Boriquén and referred to themselves as Boricua. After the arrival of Columbus, the island eventually became known as Puerto Rico, or "rich port." Unfortunately, smallpox killed the majority of the Indigenous population, and those who survived were enslaved to mine for gold and silver. Over time, Spanish colonists imported enslaved Africans to produce cash crops, such as sugar cane, tobacco, coffee, and ginger, as well as to raise cattle. In 1898, after four months of the "Spanish American War," Spain ceded the territories of Puerto Rico, Cuba, the Philippines, and Guam. As a result, these territories were seized by the United States. In 1917, Puerto Ricans were granted U.S. citizenship. Decades later, in 1952, Puerto Rico became a territory of the U.S., officially becoming the Commonwealth of Puerto Rico. Even though Puerto Ricans are technically citizens, those living on the island of Puerto Rico are not allowed to vote in presidential elections. Additionally, there is one member of Congress who "represents" Puerto Rico, but is not allowed to vote on the actual federal laws governing the territory. The current status of Puerto Rico, which is somewhat between a state and an independent nation, is continuously up for debate.

OPENING

- At this point, we've discussed the immigration of various groups of people to the United States, including the first peoples of the Americas as well as the forced immigration and enslavement of Africans and people of African descent. Recently, we compared the experiences of immigrants who came from Europe and arrived at Ellis Island to those who came from mostly China and arrived at Angel Island. Today, we are going to learn more about the migration of people who were already U.S. citizens, specifically Puerto Ricans who arrived in New York City in the early to mid-1900s.

GUIDED PRACTICE

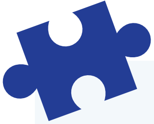
- Tell students that today they will learn about the history of Puerto Rico and the ways some Puerto Rican migrants were treated in the United States, especially in New York City. Ask students what they think they know about Puerto Rico's current status as a U.S. territory? What do they think they know about Puerto Rican migration?
- Share a brief introduction to Puerto Rican migration, such as stating: The migration of Puerto Ricans to the U.S., especially New York, is considered, "the first airborne mass migration in American history." With a dozen daily flights from San Juan to New York airports, the population of Puerto Ricans in New York City soared. In 1917, the same year Puerto Ricans were made "citizens" of the U.S., there were 20,000 Puerto Ricans in New York. By 1952, the population increased to 300,000.
- Introduce two videos: "Puerto Rico to New York," and "Puerto Rican Youth and West Side Story." (Please note a racial epithet is used in one the videos. As always, please pre-screen to assess if it is appropriate for your particular classroom.) Before showing the videos, please advise students ahead of time to view the film with the utmost maturity and respect.
- After viewing the video, have a class discussion: In what ways were Puerto Ricans able to have both social mobility in New York while also facing racial discrimination? How did race and ethnicity become a source of conflict for Puerto Ricans in New York City? How did the youth cope with such tension and forms of discrimination? What role did the press or media play in creating and/or perpetuating racial stereotypes and instigating fear in the White American public? In what ways was the Broadway production of West Side Story limiting, in regard to casting, and in what ways did it serve as a representation for Puerto Ricans? How was it important that Rita Moreno relate to her character? How was her performance noteworthy?

INDEPENDENT AND/OR GROUP WORK

- In order to better understand the history of Puerto Rico, have students read the recommended article, "Puerto Rico," either independently or in small groups. Before reading, show the three-minute video that reviews the history of Puerto Rico and explains its current status as a U.S. territory.

DISCUSSION AND CLOSING

- When students are done reading, have a discussion. Consider the following prompts for guidance: While Puerto Ricans added to the cultural fabric of New York, and the larger U.S. society, they also experienced forms of racial discrimination. How did they persist and/or resist racial stereotypes? Furthermore, as citizens of the U.S., should Puerto Ricans be considered immigrants or migrants? What were the historical events that led to Puerto Rico becoming a "Commonwealth," or territory of the United States?
- Ask students to think about the status of Puerto Rico, and whether or not it is "just." Pose questions for the class. For example, if some Puerto Ricans do pay federal taxes and are considered citizens of the U.S., should their representative in Congress be able to vote on issues related to the territory of Puerto Rico? Should they be able to vote in U.S. presidential elections? Why or why not?
- If time allows, students may respond to the prompt with a written reflection.



Extension Activities

SUGGESTIONS

- For an advanced conversation about the status and lack of federal aid given to Puerto Rico, consider viewing the PBS Newshour video segment, "Why Federal Aid for Struggling Puerto Rico Remains a Political Battle, Available here: https://www.pbs.org/newshour/show/why-federal-aid-for-struggling-puerto-rico-remains-a-political-battle

LESSON 8

NEW LAWS AND SHIFTING DEMOGRAPHICS: THE IMMIGRATION AND NATURALIZATION ACT OF 1965

Grade: 5 | Suggested Time: 60 minutes (teacher may extend)
Unit: How "Immigration" Shaped the Racial and Cultural Landscape of the United States — The Persecution, Resistance, and Contributions of Immigrants and Enslaved People
Related Subject(s): Reading/Literacy; Social Studies/History

Background

OBJECTIVES

- To understand how immigration has shaped the racial, ethnic, and cultural landscape of the United States. To compare and contrast immigration experiences across race, ethnicity, and nation of origin.
- To review an immigration law that dramatically changed the sociological landscape and makeup of the United States.
- To understand that, despite racist or prejudiced systems, a multitude of peoples contributed to the social and cultural fabric of the Americas.
- To examine instances of assimilation, exclusion and persecution of immigrants, as well as individual and collective efforts of resistance and persistence of those who survived and dared to thrive.
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MATERIALS AND RESOURCES

- "U.S. Immigration Since 1965," article and three-minute video on History.com. Available here: https://www.history.com/topics/immigration/us-immigration-since-1965
- Excerpts from *A Different Mirror For Young People: A History of Multicultural America (For Young People Series)* by Ronald Takaki adapted by Rebecca Stefoff. Recommended section: Chapter 17, "We Will All Be Minorities."
- Optional video: "Immigration 101: History of Immigration," a two-minute video by KCETOnline. Available here: https://www.youtube.com/watch?v=TqnxATig5s4
- To enhance teacher knowledge, consider reading or viewing the following:
    - "50 Years Later, Americans Give Thumbs-Up to Immigration Law that Changed the Nation," articles (with stats) by Andrew Kohut for Pew Research Center. Available here: http://www.pewresearch.org/fact-tank/2015/02/04/50-years-later-americans-give-thumbs-up-to-immigration-law-that-changed-the-nation/
    - "The Immigration Act That Inadvertently Changed America" article by Tom Gjelten in *The Atlantic*. Available here: https://www.theatlantic.com/politics/archive/2015/10/immigration-act-1965/408409/
    - "The 1965 Law That Gave the Republican Party Its Race Problem," article by Josh Zeitz on Politico. Available here: https://www.politico.com/magazine/story/2016/08/immigration-1965-law-donald-trump-gop-214179
    - "In 1965, A Conservative Tried to Keep America White. His Plan Backfired," article and seven-minute audio clip by Tom Gjelten on NPR. Available here: https://www.npr.org/2015/10/03/445339838/the-unintended-consequences-of-the-1965-immigration-act
    - "How a Little-Known '60s Congressman Unwittingly Upended U.S. Immigration," article by Steven Gillon for History.com. Available here: https://www.history.com/news/1965-immigration-policy-lyndon-johnson
    - "Fifty Years On, The 1965 Immigration and Nationality Act Continues to Reshape the United States," report by Muzaffar Chishti, Faye Hipsman, and Isabel Ball for Migration Policy Institute. Available here: https://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states

- "How the 1965 Immigration Act Changed America," two-minute video of author Tom Gjelten speaking about the law (in reference to his book *A Nation of Nations*). Available here: https://www.youtube.com/watch?v=DU-D6b40WX0

ESSENTIAL IDEAS AND QUESTIONS

- The U.S. is often considered a nation of immigrants. Who does this include? Throughout the history of this country, since the time of the colonial era and the formation of a post-Revolutionary "American" identity, who was allowed to claim citizenship. Who wasn't? Who was allowed to enter? Who was barred? Who was allowed to be considered "American"? And how has that identity shifted over time?

VOCABULARY

- Consider reviewing and/or defining the following terms referenced in the suggested materials for this lesson: discrimination, revolutionary, citizenship, exclusion, inclusion, restrictions, etc.

Lesson Procedure

BACKGROUND

- The era of the 1960s ushered in a set of new laws that granted more civil rights to a larger portion of the U.S. population, such as the Civil Rights Act of 1964, a groundbreaking law that banned discrimination based on race, color, religion, sex, or national origin. This was followed by the Voting Rights Act of 1965, which outlawed racial discrimination for voting. The Immigration and Nationality Act of 1965 also put an end to the National Origins Formula, which severely limited the number of immigrants that were essentially not from northern Europe. While "quotas" were still in place, new "waves" of immigrants from other parts of the world entered the United States, eventually shifting the racial, ethnic, cultural, and sociological landscape. Apparently, this was not fully intended. In fact, President Johnson, perhaps in an effort to play to both sides of the political aisle, said, "This bill that we will sign today is not a revolutionary bill. It does not affect the lives of millions." Whether it was intended or not, The Immigration and Naturalization Act of 1965 radically changed demographics for the next 50+ years. How?

OPENING

- When we reviewed the history of immigration, many lessons ago, we mentioned The Immigration and Naturalization Act of 1965. What was that? Consider writing the "The Immigration and Naturalization Act of 1965" on the board or chart paper. Note students' contributions of words or ideas that they remember about this act (write down true statements, as we are aiming for accuracy with this lesson, not guesses).
- When students have shared, the teacher should add more ideas. For example, The Immigration and Naturalization Act of 1965 was part of President John F Kennedy's legacy and mission. Before his assassination, Kennedy argued that "every American who ever lived, with the exception of one group, was either an immigrant himself or a descendant of immigrants and that the exception — Native Americans — were considered by some to be immigrants themselves."
- The Immigration and Naturalization Act of 1965 passed after the assassination of President Kennedy, in some ways, as a form of "tribute" and an effort to push civil rights legislation forward. According to the Anti-Defamation League: "In tribute to the death of President Kennedy in 1963, Congress passed the Immigration and Nationality Act Amendments of 1965, signed by President Lyndon B. Johnson. This act removed racial quotas inherent in previous immigration laws, thus leveling the immigration playing field."

GUIDED PRACTICE

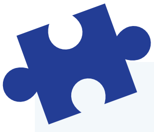
- Tell students that they will watch a video about The Immigration and Naturalization Act of 1965 (titles referenced in the Materials section of the lesson). Encourage students to take notes on facts, ideas that surprised them, etc.
- Let's revisit President Lyndon B. Johnson's statement: "This bill that we will sign today is not a revolutionary bill. It does not affect the lives of millions." Was this a revolutionary bill? (Define the word revolutionary as a class.) Write the question on the board. We'll explore this idea in the lesson today.

INDEPENDENT WORK

- Either in small groups, partners, or on their own, students should read through and annotate two texts: "U.S. Immigration Since 1965," and the excerpts from Chapter 17 of Takaki's book, "We Will All Be Minorities." Based on the readings, students should craft a list of ideas to answer the question: Was this a revolutionary bill? If so, how?
- As they read, consider having students take Two Column Notes, noting Key or Main Ideas on one side, and their Response or Details on the other. If there's time, they may turn their notes into the following: 1) A brief paragraph, describing the major ideas of the bill and how it was (or was not) revolutionary, and why. 2) They may write their ideas as a newspaper "headline," in an effort to encapsulate as much of the "story" as possible in a concise manner. 3) Develop a concept map, in an effort to measure cause and effect.

DISCUSSION AND CLOSING

- Consider asking students whether or not The Immigration and Naturalization Act of 1965 was revolutionary. Students may complete a "turn and talk" or a "think-pair-share" strategy to answer the question, such as by first thinking about the question, then sharing their idea(s) with a partner, and ultimately the whole class.
- Review big ideas as a class. Whether it was truly unintentional, or even intentional, the act did change the racial, ethnic, cultural, and social landscape of the U.S. When reviewing the big impact of the law, highlight some of the demographic changes that took place in the U.S. after 1965. (Many articles have been suggested for teacher reading.) For instance, consider sharing the following with the class:
    - According to a report in Migration Policy Institute: "The [Immigration and Naturalization Act of 1965] dramatically altered the racial and ethnic makeup of the United States. In 1965, Whites of European descent comprised 84 percent of the U.S. population, while Hispanics accounted for 4 percent and Asians for less than 1 percent. Fifty years [later], 62 percent of the U.S. population is White, 18 percent is Hispanic, and 6 percent is Asian. By 2065, just 46 percent of the U.S. population will be White, the Hispanic share will rise to 24 percent, Asians will comprise 14 percent — and the country will be home to 78 million foreign born, according to Pew projections."



Extension Activities

SUGGESTIONS

- It may be interesting to learn about the history of voting rights and attempts to repress voting. For instance, only 6 percent of the population was eligible to vote in the U.S.'s first election. Now, it's close to 70 percent, yet efforts to repress voting continue. To learn more, view: "The Fight for the Right to Vote in the United States," TED-Ed Video by Nicki Beaman Griffin. Available here: https://ed.ted.com/lessons/the-fight-for-the-right-to-vote-in-the-united-states-nicki-beaman-griffin
- To learn more about his political thoughts on immigration, consider listening to John F. Kennedy's Anti-Defamation League's Address, "We Are a Nation of Immigrants." Available here: https://www.youtube.com/watch?v=ewk_9wQVVz4
- One of the most famous symbols of U.S. freedom and/or immigration is the Statue of Liberty. Because of this, consider reviewing the life and famous words of Emma Lazarus, an American author and activist, of Sephardic Jewish descent. She wrote the famous poem, which is inscribed on the bronze plaque of the Statue of Liberty. To push the conversation, ask students to reflect on the accuracy of these words. In what ways has U.S. immigration policy mirrored this sentiment and how has it overlooked or objected this optimistic message? In short, who did this poem apply to — all, some, or a select few? JFK revised her words to also include: "as long as they come from Northern Europe, are not too tired or too poor or slightly ill, never stole a loaf of bread, never joined any questionable organization, and can document their activities for the past two years." Consider having students adapt the poem to be a more "accurate" representation of how immigrants were treated in the past. For an optimistic angle, consider having students write a second stanza that is more inclusive, such as a call for how we should treat immigrants in the future, or going forward. Students may also borrow and reorganize words from some of the reading (such as JFK's speech) to craft found poetry.
- For a final assignment, we recommend that students conduct research to learn more about the biographies of immigrants who came to the United States. Ideally with the assistance of a librarian, students may conduct research to better understand the various accomplishments — cultural, technological, academic, artistic, athletic, etc. — of a given person who immigrated to the U.S. With such an assignment, students may learn more about different people and places around the world, and may consider the positive impact immigrants, and immigration as a whole, have had on U.S. society. Once more, remind students that no matter the society or culture someone comes from, we all have value.