Lesson Plan

Immigrants and Immigration to Kansas
7th Grade

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Social Studies Teacher

Overview

The purpose of this lesson is to introduce students to a variety of immigrant groups that settled in Kansas and the reasons for their immigration. It will go further in depth and use primary sources to help students compare and contrast different groups. This lesson will help the students with cooperative learning by having partners, groups, and participating in class discussions. Students will practice close readings, interpreting photos, graphs, charts, and documents. This lesson is designed to take place for 1-2 weeks, however it can be adjusted to meet your timeline.

Standards

Kansas History, Government and Social Studies

Standard 4 Societies experience continuity and change over time.

Benchmark
4.1 The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations.
4.3 The student will investigate an example of continuity and/or change and connect that continuity and/or changed to a contemporary issue.

Kansas College and Career Ready Standards

Reading Standards for Literacy
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Standards
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that elicit elaboration and respond to others’ questions and comments with relative observations and ideas that bring the discussion back on topic as needed.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Content:

- The student will be able to name several immigrant groups and discuss their reasons for emigrating to Kansas.
- The student will be able to discuss how Kansas change over time through the stories of the immigrant groups.

Skills:

- The students will be able to analyze primary sources.
- The students will be able to work cooperatively to retell the main and supporting ideas from the primary sources.

Compelling Question(s)

- Why is the population of the United States and Kansas diverse?
- What were some push/pull factors for immigration to Kansas?
- What are the changes Kansas experienced over time?

Resource Chart

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<td><img src="image1.png" alt="Image" /> <img src="image2.png" alt="Image" /> <img src="image3.png" alt="Image" /> <img src="image4.png" alt="Image" /></td>
<td>Read Kansas Activity Cards Intermediate - I-8 Immigrants to Kansas: Why did They Come?</td>
<td>Read Kansas Activity Cards</td>
<td><a href="https://www.kshs.org/p/read-kansas-intermediate-i-8-immigrants-to-kansas-why-did-they-come/14891">https://www.kshs.org/p/read-kansas-intermediate-i-8-immigrants-to-kansas-why-did-they-come/14891</a></td>
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| ![Image](66x578 to 172x705) | Read Kansas Activity Cards Intermediate - I-9 Immigrant Contributions:  
• Fred Harvey: A British Immigrant Creates Jobs  
• Bernard Warkentin: A Mennonite Immigrant Changes Agriculture  
• Immigrant Miners and Their Families: Contributing to the Kansas Economy  
• Eva Jessye: Preserving the Art of African American Music  
• The Custom of Czech Egg Decorating  
<p>| ![Image](66x224 to 175x360) | “Another Investigation Committee” Illustration by Thomas Nest published in Harper's Weekly. It depicts a potential Exoduster being questioned by a watchful Irishman with the caption “An' what right have you, sure, to be after laving your native place an' coming here? Spake!” In the background a sign reads “Free Soil Kansas”. | Kansas Memory item 228704 January 31, 1880 | <a href="http://www.kansasmemory.org/item/228704">http://www.kansasmemory.org/item/228704</a> |</p>
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<td><img src="image2.png" alt="Image" /></td>
<td>How to give a handshake. How to use your body language to succeed in a variety of situations.</td>
<td>Body Language videos.</td>
<td><a href="https://www.youtube.com/watch?v=N3zM23Hd7lo">https://www.youtube.com/watch?v=N3zM23Hd7lo</a></td>
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<td><img src="image5.png" alt="Image" /></td>
<td>Interactive site that gives an insight to a group of Germans and their immigration to the United States</td>
<td>Library of Congress - German</td>
<td><a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/german.html">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/german.html</a></td>
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<td><a href="http://www.loc.gov/teachers/classroommaterials/presentations/presentations/immigration/irish.html">http://www.loc.gov/teachers/classroommaterials/presentations/presentations/immigration/irish.html</a></td>
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<td><a href="http://www.loc.gov/teachers/classroommaterials/presentations/presentations/immigration/italian.html">http://www.loc.gov/teachers/classroommaterials/presentations/presentations/immigration/italian.html</a></td>
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<td>Library of Congress - Polish</td>
<td><a href="http://www.loc.gov/teachers/classroommaterials/presentations/presentations/immigration/polish.html">http://www.loc.gov/teachers/classroommaterials/presentations/presentations/immigration/polish.html</a></td>
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<td>Interactive site that gives an insight to a group of Cuban/Puerto Rico and their immigration to the United States</td>
<td>Library of Congress - Cuban and Puerto Rico</td>
<td><a href="http://www.loc.gov/teachers/classroommaterials/presentations/presentations/immigration/cuban.html">http://www.loc.gov/teachers/classroommaterials/presentations/presentations/immigration/cuban.html</a></td>
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<td><img src="image2.png" alt="Image 2" /></td>
<td>24 pages: A Handbook of Useful Information for immigrants and settlers. Published by the Atchison, Topeka, and Santa Fe Railroad, this pamphlet encouraged agricultural settlement on railroad lands in Kansas by glorifying the state’s natural resources, including water, soil, mineral deposits, and plant life.</td>
<td>Kansas Memory - Item 1214 1880-1889</td>
<td><a href="http://www.kansasmemory.org/item/1214">http://www.kansasmemory.org/item/1214</a></td>
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**Lesson Procedure**

1. Put up on the projector the picture of The Exodusters at Floral Hall in Topeka. Have them fill in the Primary Source Tool from the Library of Congress website. After a few minutes, have them turn to their shoulder partner and discuss. Follow up with a class discussion.

2. Introduce students to push/pull factors (if you have already taught World Geography, they should have a good understanding about this topic). If you haven’t make sure you talk about important push and pull factors for immigrant and what an immigrant it.
3. Next partner up students to read about different immigrant groups. Use the Read Kansas Activity Cards Intermediate - I-8 Immigrants to Kansas: Why did They Come?. Give each pair one group of immigrants to find out about. If you have more students you may need to have multiple of the same immigrant groups. You may also use just a few of the immigrant groups also. (Tip: place desks in pairs of two facing each other and in a circle around the room. Make sure that you don’t put the same immigrant group next to one another.) Have the students fill out the Immigration to Kansas - Page 2 with their partner.

4. Then, teach students how to interview - question/answer situation and handshaking and politeness (watch video). Explain when they meet someone new or are interviewing for a job or a person that they will need these skills. This will help them with the next step.

5. Conduct speed interviews. With groups still in pairs and the circle, have the inside circle move to the right or left one. Then tell students they will have only 8-10 minutes to interview each other. Each student will be the interviewer and the interviewee. During this process the students ask questions to fill in their Reporters Notebook (included in the Read Kansas packet). You may need to adjust for time. When time is up, the inside circle moves. The teacher may decide to have the students learn about every immigrant group, or just a few, depending on how much time you want to allow.

6. After this, then have them come back together as a class and look at another cartoon. “Another Investigation Committee” Illustration by Thomas Nest published in Harper’s Weekly. Discuss this cartoon and why it was made, what were some reasons why Exodusters came to Kansas. Was it fair for some immigrants to come to Kansas and not others? How is this similar or different than how immigrants are treated today.

7. There are a few different projects at the end of this lesson. However, the important questions for the students to use while completing their projects are: Why is the population of the United States and Kansas diverse? What were some push/pull factors for immigration to Kansas? What are the changes Kansas experienced over time paying close attention to the immigrant groups?
   a. Use the Read Kansas Activity Cards Intermediate - I-9 Immigrant Contributions and have the students then compare those cards to the immigrant groups that they interviewed about and they can do some further research to see if immigrant groups stayed in Kansas, and if they still are contributing to Kansas. The students then can make a poster to advertise for future immigrants of their home nation to come to Kansas.
   b. Have the students look at the Library of Congress immigrant group websites and have students compare what life was like for immigrants in Kansas compared to the ones who moved to other places in the United
States. They can create a slideshow or a poster about the similarities and differences of these groups to the groups that moved to Kansas.

c. Have the students analyze some more pictures/posters and then create their own political cartoon geared towards their group and reasons to come to Kansas or stay in Kansas.

d. Have students look at data from modern day Kansas and write a compare/contrast essay about immigrants from the past and the immigrants today. See if more or less immigrants have been moving to Kansas, why have they been moving here, what are their contributions, are they similar or different to the immigrant groups they just learned about.

Assessment

1. Observe the students’ ability to work cooperatively to identify main ideas.
2. Evaluate the student’s ability to successfully complete a poster, slideshow, or essay.
3. Observe the students’ ability to participate in the class discussions.

For the Teacher

All Handouts, templates, and keys
Definitions:

1. Push-Pull Factors: When people migrate, they don't just leave one place and magically arrive somewhere else. Usually something pushes them away from their native country and pulls them toward a new place. This idea is called the push-pull factor.
2. Immigrants: Someone who moves from one place to another (usually from one country to another) for a better life.

Examples of Push/Pull factors:

PUSH Factors

Unemployment, a lack of services or amenities, lack of family, poor safety and security, concern about high crime rates, crop failure, drought, flooding, poverty, and war.

PULL Factors

Potential for employment, better service provision, a safer atmosphere, low crime rates, fertile land, good food suppliers, less risk of natural hazards, family, great wealth or affluence, political security, more attractive climate, and more attractive quality of life.

Interview skills to teach:

- How to handshake
- How to introduce yourself to a stranger
- To stand up when meeting someone new for the first time
- To sit up straight and be polite while in an interview
- Good communication: asking questions or answering them, also using appropriate language
- Listening skills
Extra information that you may use in this lesson:

1. A handbook of useful information for immigrants and settlers.
2. American Immigration Council Kansas Immigration Website
3. Use Kansas Memory to search for more primary source material (there is a lot more on the website not included.)