



Count Me In!

*Exploring the historical foundations
and importance of the US Census*

| TWELFTH CENSUS OF THE UNITED STATES | | | | | | | | | | | |
|--|-------|--------|--------|-----|-----|--------|--|--|--|--|--|
| SCHEDULE No. 1—POPULATION | | | | | | | | | | | |
| BOSTON, MASSACHUSETTS | | | | | | | | | | | |
| DISTRICT | | | | | | | | | | | |
| Farmers | 29431 | 22318 | 40501 | 511 | 18 | 11339 | | | | | |
| Mechanics | 48942 | 35000 | 46690 | 537 | 16 | 56450 | | | | | |
| Merchants | 61200 | 42000 | 46000 | 537 | 16 | 65843 | | | | | |
| Businessmen | 10200 | 7200 | 7200 | 537 | 16 | 83843 | | | | | |
| Trade | 10200 | 7200 | 7200 | 537 | 16 | 83843 | | | | | |
| Brown Island | 61200 | 42000 | 46000 | 537 | 16 | 65843 | | | | | |
| New York | 83200 | 121248 | 121248 | 537 | 16 | 121248 | | | | | |
| New Jersey | 83200 | 121248 | 121248 | 537 | 16 | 121248 | | | | | |
| Pennsylvania | 10200 | 41400 | 41400 | 537 | 16 | 41400 | | | | | |
| Connecticut | 10200 | 41400 | 41400 | 537 | 16 | 41400 | | | | | |
| Massachusetts | 10200 | 41400 | 41400 | 537 | 16 | 41400 | | | | | |
| Maryland | 53919 | 15443 | 23294 | 537 | 16 | 38879 | | | | | |
| Virginia | 10200 | 41400 | 41400 | 537 | 16 | 41400 | | | | | |
| N. Carolina | 60881 | 7200 | 40010 | 537 | 16 | 40010 | | | | | |
| Tennessee | 10200 | 41400 | 41400 | 537 | 16 | 41400 | | | | | |
| Georgia | 11301 | 14044 | 35739 | 397 | 16 | 35739 | | | | | |
| Total number of inhabitants of the United States, according to the census of 1860, and the increase or decrease during the period 1860-1870. | 62677 | 10277 | 1356 | 26 | 247 | 35591 | | | | | |
| <i>S. W. territory</i> | | | | | | | | | | | |
| <i>S. W. State</i> | 62677 | 10277 | 1356 | 26 | 247 | 35591 | | | | | |

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Inquiry lessons for 5th, 8th, 11th, and 12th grade teachers

11th Grade US History Inquiry: Were immigrants to America in the 1900's expected to be part of a salad bowl or melting pot?



Sacramento County Office of Education



**Los Angeles County
Office of Education**

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Let us know who you are!

It is very important that we learn how the Census 2020 curriculum modules improve the accuracy of the upcoming census. When you download a curriculum module, please click on the link below so that we can compile information about which modules were used and in which part of the state. In the spring, we will be sending out a short survey that asks for your opinion of the curriculum modules and the estimated level of implementation of the modules. All information will be kept confidential by the project evaluator.

<http://bit.ly/2020CountMeIn>



Acknowledgements

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Census 2020

Were immigrants to America in the 1900's expected to be part of a salad bowl or melting pot?

| | | | | | |
|-------------------------------------|---|--------------------|------|-----------------|---|
| Title of Lesson | Immigration & Americanization "Melting pot or salad bowl?" | Grade Level | 11th | Duration | Three (3) class periods (or about 150 minutes) |
| HSS Standards | 11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class. 11.2.3. Trace the effect of the Americanization movement | | | | |
| ELA Standards | CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | | | | |
| ELD Standards | CCSS ELD Part 1 Section A Collaborative Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | | | | |
| Other Curricular Connections | <ul style="list-style-type: none"> ● Visual analysis ● Identifying claim, evidence ● Completing graphic organizers | | | | |

| Lesson Sequence Overview | | | |
|-----------------------------|--|--|--|
| Supporting Questions | Where did people immigrate to the U.S. from in the early 1900s? | How does the U.S. Census help us to better understand immigration and population during the early 1900s? | What was the Americanization Movement of the early 1900s? Does a similar movement exist today? |
| Duration | Day 1-50 minutes | Day 2-50 minutes | Day 3-50 minutes |
| Performance Task | Analysis of primary and secondary sources, small and whole group discussions | Short response using primary and secondary source(s) as evidence | Short expository written responses |

| | |
|-----------------------|--|
| Summative Task | Students respond to prompt concerning immigration today using evidence from primary and secondary sources. |
|-----------------------|--|

| | | |
|---|--|-------------------|
| Where did people immigrate to the U.S. from in the early 1900s? | | |
| | Day 1 | 50 minutes |
| Learning Objective | Students will be able to describe immigration to the U.S. around 1900 and explain how the “salad” or “bowl of soup” metaphor works to describe experiences of immigrants coming to America. | |
| Background Information | <p>The U.S. Census is a nationwide population count which occurs every ten years as mandated by Article I, Section 2 of the U.S. Constitution. Census counts include all persons living in U.S. residential structures and housing units, including U.S. citizens, legal residents (Green Card holders), long-term visitors (VISA holders) and undocumented residents. The Census Bureau is part of the U.S. Department of Commerce, and in the years between the census, the Bureau issues estimates through the American Community Survey (ACS), which is not a full population count but a “sample” of homes designed to monitor certain population trends, including people’s ethnic origins, gender, age, housing status, as well as their relationship status. Because political power in Congress and economic resources distributed to the states are connected to the census, both the methodology and the results of the census are often contested. For example, in 2018 the Trump administration announced plans to include a citizenship question in the 2020 census, which has not been asked since 1950. In response, California sued the Trump administration, arguing that the proposed citizenship question was designed to intimidate immigrants, resulting in inaccurate data on minority community populations in the state. As the largest state in terms of population with nearly 40 million residents, a census “undercount” could cost California billions in federal dollars to the state, and it could also reduce the size of California’s Congressional delegation in the House of Representatives after the 2020 Congressional reapportionment.</p> | |
| | <p>In completing this lesson AND the accompanying <i>Count Me In: Taking Informed Action</i> lesson that is part of the high school Census 2020 curricula, students will create a <i>Count Me In! Campaign</i> to educate families and community members about the importance of the U.S. Census – its impact on their daily lives and the consequences of not fully participating. The objective of the campaign is to promote full participation in the 2020 Census among people across California. Students may utilize a number of strategies, including the distribution of informational brochures, creating public service announcements, giving presentations, leading town hall meetings, or a variety of other ways, to take informed action.</p> | |
| | <p>This lesson is about immigration to America in the late 1800’s and early 1900’s. Teachers will want to familiarize themselves with the related quantitative data on waves of immigration to America as well as the qualitative data and visuals relating to the effects of Americanization Movement prior to sharing with students as it all relates to Immigration to America in the late 1800’s and early 1900’s</p> | |
| Introduction | <p>Students complete Bell Ringer Section A handout individually.</p> <ul style="list-style-type: none"> ● Materials: student handout Section A and PowerPoint slide 2 ● Accommodations and Supports: discuss answer to bell ringer with elbow partner | 20 minutes |
| | <p>Read Anticipatory Questions aloud, ask students to complete independently, allow students to discuss with a partner, and then engage in a brief, whole-class discussion.</p> <ul style="list-style-type: none"> ● Materials: handout Section B and PowerPoint slide 3. ● Accommodations and Supports: work with a partner on Anticipatory Questions. Most students will benefit from access to Language Frames and Sentence Starters designed and written with the explicit verbiage that will allow them to extend/expound on, contest/disagree with and support/agree with their classmates, the data, and experts in the room. | |

| | | |
|-----------------------|---|------------|
| | <p>Explain purpose of lesson, link salad and soup to expectations for how early 20th Century immigrants were supposed to act, mention lesson will use data and involve Census information, and check for understanding based on student verbal and written questions and answers.</p> <ul style="list-style-type: none"> Materials: PowerPoint slide 4. | |
| Evaluation of Sources | <p>Direct students to read handout Section B, background and chart on immigration, allow students to discuss answers once reading is completed, then students independently answer questions in writing - direct student attention to Census in chart as source of data, and continue to check for understanding.</p> <ul style="list-style-type: none"> Materials: handout Section B and PowerPoint slides 5 and 6. Accommodations and Supports: work with a partner to discuss answers before independently writing answers to questions. | 25 minutes |
| | Discuss student answers and questions as a class. | |
| Closing | <p>Review lesson objectives: "Through today's lesson on Immigration and Americanization, we touched on two important objectives: 1. being able to compare and contrast the salad bowl and soup metaphor to the immigration experience and 2. to generally understand what immigration to the U.S. around 1900 looked like historically...specifically we should have learned from where many immigrants to the U.S. at that time were coming." Give students one more opportunity to study the "Three Great Waves" chart paying special attention to the Southern/Eastern European Wave (1890-1919) and to revise their written answers as needed based on the whole class discussion and second look at the chart.</p> | 5 minutes |
| | Students may keep their handout with written answers unless teacher needs additional formative feedback. Teacher will briefly preview tomorrow's lesson on "Immigration & Americanization" to learn how the Census might better help us to understand immigration and population. | |

Student Handout: Sections A and B

Immigrants & Americanization

Your Name: _____ Date: _____ Per: _____

A. Warm up

Photography Credit: Sally Vargas

https://www.simplyrecipes.com/recipes/cobb_salad/



<http://www.real-restaurant-recipes.com/soup-recipes.html>



1. List two things you see in the above pictures of the salad and soup.

2. Describe one difference and one similarity between the salad and soup.

B. Immigration in the 1900's

Directions: first, answer the Anticipatory Questions below, then read the excerpt on the next page, review the "Three Great Waves" chart, and answer the questions that follow.

Anticipatory Questions:

What does it mean to immigrate?

Do you know anyone who has immigrated to the United States? If so, why did they come to the U.S.? Briefly describe their experience as an immigrant.

Immigration in the early 1900s

By the 1880s, steam power had shortened the journey to America dramatically. Immigrants poured in from around the world: from the Middle East, the Mediterranean, Southern and Eastern Europe, and down from Canada.

The door was wide open for Europeans. In the 1880s alone, 9% of the total population of Norway came to America. After 1892, nearly all immigrants came in through the newly opened Ellis Island.

One immigrant recalled arriving at Ellis Island: "The boat anchored at mid-bay and then they tendered us on the ship to Ellis Island...We got off the boat...you got your bag in your hand and went right into the building. Ah, that day must have been about five to six thousand people. Jammed, I remember it was August. Hot as a pistol, and I'm wearing my long johns, and my heavy Irish tweed suit."

Families often immigrated together during this era, although young men frequently came first to find work. Some of these then sent for their wives, children, and siblings; others returned to their families in Europe with their saved wages. .

For Mexicans victimized by the Revolution, Jews fleeing the pogroms in Eastern Europe and Russia, and Armenians escaping the massacres in Turkey, America provided refuge.

And for millions of immigrants, New York provided opportunity. In Lower New York, one could find the whole world in a single neighborhood. (LibertyEllisFoundation.org 2019)

1. According to the article from what areas of the world did people move to America between 1880-1913?

2. List two reasons given in the article as to why people came to America during this time period

3. According to the chart, how many people entered the United States from 1890-1919? From what country did most people immigrate during that time period?

Three Great Waves of Immigration to the U.S.

| Era and country | Total (thousands) | % |
|---|-------------------|------------|
| Modern Era (1965-present) | 44,495 | 100 |
| Mexico | 12,416 | 28 |
| China* | 2,479 | 6 |
| India | 2,077 | 5 |
| Philippines | 1,990 | 4 |
| Korea | 1,391 | 3 |
| Vietnam | 1,291 | 3 |
| Former USSR | 1,272 | 3 |
| El Salvador | 1,101 | 2 |
| Cuba | 1,090 | 2 |
| Dominican Republic | 912 | 2 |
| <i>Region totals</i> | | |
| Latin America | 22,111 | 50 |
| South/East Asia | 11,811 | 27 |
| Europe, total | 5,373 | 12 |
| Canada** | 880 | 2 |
| Africa/Middle East | 3,211 | 7 |
| All other | 1,110 | 2 |
| Southern/Eastern Europe Wave (1890-1919) | 18,244 | 100 |
| Italy | 3,764 | 21 |
| Austria-Hungary | 3,690 | 20 |
| Russia & Poland | 3,166 | 17 |
| United Kingdom | 1,170 | 6 |
| Germany | 1,082 | 6 |
| Ireland*** | 917 | 5 |
| <i>Region totals</i> | | |
| Europe, total | 16,134 | 88 |
| North/West Europe | 4,757 | 26 |
| South/East Europe | 11,377 | 62 |
| Canada | 835 | 5 |
| Latin America | 551 | 3 |
| South/East Asia | 315 | 2 |
| Africa/Middle East | 332 | 2 |
| Other/Not specified | 77 | <0.5 |
| Northern Europe Wave (1840-1889) | 14,314 | 100 |
| Germany | 4,282 | 30 |
| Ireland*** | 3,209 | 22 |
| United Kingdom | 2,586 | 18 |
| Norway-Sweden | 883 | 6 |
| <i>Region totals</i> | | |
| Europe, total | 12,757 | 89 |
| North/West Europe | 11,700 | 82 |
| South/East Europe | 1,058 | 7 |
| Canada | 1,034 | 7 |
| Latin America | 101 | 1 |
| South/East Asia | 293 | 2 |
| Africa/Middle East | 5 | <0.5 |
| Other/Not specified | 124 | 1 |

Notes: Data for 1965-2011 include legal and unauthorized immigrants in the total population. Data for 1840-1919 include only legal admissions. *China includes Hong Kong, Taiwan and Macao. **Includes other North America. ***Ireland includes Northern Ireland. Persons from Puerto Rico not included.

Source: For 1965-present, Pew Hispanic Center tabulations from Integrated Public Use Microdata Samples for 1980, 1990, and 2000 Censuses and 2005-2011 American Community Surveys (with 2010-based weights); for 1840-1919, Table 2 from Office of Immigration Statistics, *Yearbook of Immigration Statistics, 2008*

PEW RESEARCH CENTER

4. Identify at least one source to explain where the data on this chart came from?

How does the U.S. Census help us to better understand immigration and population during the early 1900s?

| | Day 2 | 50 minutes |
|------------------------------|--|-------------------|
| Learning Objective | Students will be able to describe the purpose and possible impact(s) of the Census 2020. | |
| Introduction | <p>In pairs or small groups, ask students to discuss and reflect on what they learned the prior day, specifically regarding immigration to the U.S. during the early 1990s, the salad vs. soup metaphor, and possible firsthand experiences of people they know who have immigrated to the U.S..</p> <p>Read Section C Anticipatory Questions aloud and checks for understanding. Teacher asks students to write answers independently. Allow students to discuss their answers with partner(s), then engage in whole class discussion.</p> <ul style="list-style-type: none"> ● Materials: handout Section C and PowerPoint slide 7 ● Accommodations and Supports: work with a partner on Anticipatory Questions | 10 minutes |
| Evaluation of Sources | <p>Direct students to read Section C “Census Background Information” and have them discuss possible answers to questions before responding in writing independently. Then, allow students to share with the whole class while checking for understanding throughout.</p> <ul style="list-style-type: none"> ● Materials: handout Section C and PowerPoint slide 8. ● Accommodations and Supports: work with a partner to discuss answers before independently writing answers to questions. <p>Direct students to analyze Section C charts “Distribution of Federal Money to States” and answer questions in writing. Then allow students to discuss answers in small groups.</p> <ul style="list-style-type: none"> ● Materials: handout Section C and PowerPoint slides 9-11. ● Accommodations and Supports: work with small groups to discuss and refine written answers. <p>Check for understanding during conversations and independent work time.</p> | 30 minutes |
| Closing | <p>Review lesson objectives: “Through today’s lesson on Immigration and Americanization, our singular objective was to be able to describe the purpose and possible impact(s) of the Census 2020.”</p> <p>Ask students to participate in a <i>Give One, Get One</i> activity. Each student will share one impact that they learned about through today’s lesson with a classmate that they did not yet work with. Students will share/give one impact they feel is important and then allow their conversation partner to share/give one of their own. Students then return to their seats and add any new information. or impacts, that they learned during the Give One, Get One activity.</p> <p><i>Note:</i> Time permitting, students can engage in multiple rotations and/or interactions to acquire additional impacts. Each rotation, or one-on-one peer interaction/conversation, should take about one (1) minute.</p> <p>Students may keep their handout with written answers unless teacher needs additional formative feedback. Teacher will briefly preview tomorrow’s lesson on “Immigration & Americanization” to learn about the Americanization Movement and its effect on immigrants.</p> | 10 minutes |

C. The 2020 U.S. Census

Directions: Answer the Anticipatory Question, then read the excerpt below, review the chart and answer the questions that follow.

Anticipatory Question: Why might it be important for the U.S. government to know the number of immigrants who enter the United States? One of the sources for the chart is the “2000 Census,” what do you know about the Census?

Census Background Information

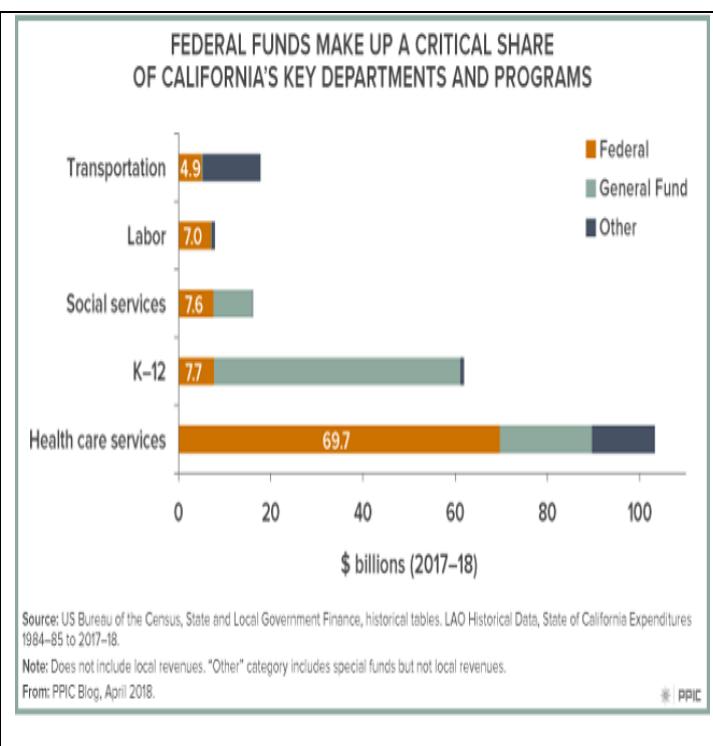
The Census Bureau's mission is to serve as the nation's leading provider of quality data about its people and economy. We honor privacy, protect confidentiality, share our expertise globally, and conduct our work openly. We are guided on this mission by scientific objectivity, our strong and capable workforce, our devotion to research-based innovation, and our abiding commitment to our customers.

Thomas Jefferson directed the first census in 1790. As required by the U.S. Constitution, a census has been taken every 10 years thereafter. In 1840, the Census Act authorized the establishment of a centralized Census Office. In 1902, the Census Office became a permanent organization within the Department of Interior. A year later, it was renamed the Bureau of the Census and moved to the new Department of Commerce and Labor. The Decennial Census is the once-a-decade population and housing count of all 50 states, the District of Columbia, Puerto Rico and the Island Areas as required by the U.S. Constitution. The results of the decennial census determine the number of seats for each state in the U.S. House of Representatives and are used to draw congressional and state legislative districts **and to distribute more than \$675 billion in federal funds each year.** (Bureau, 2019)

1. Describe the “mission” of the Census Bureau.
 2. Describe three uses of data collected in the Census

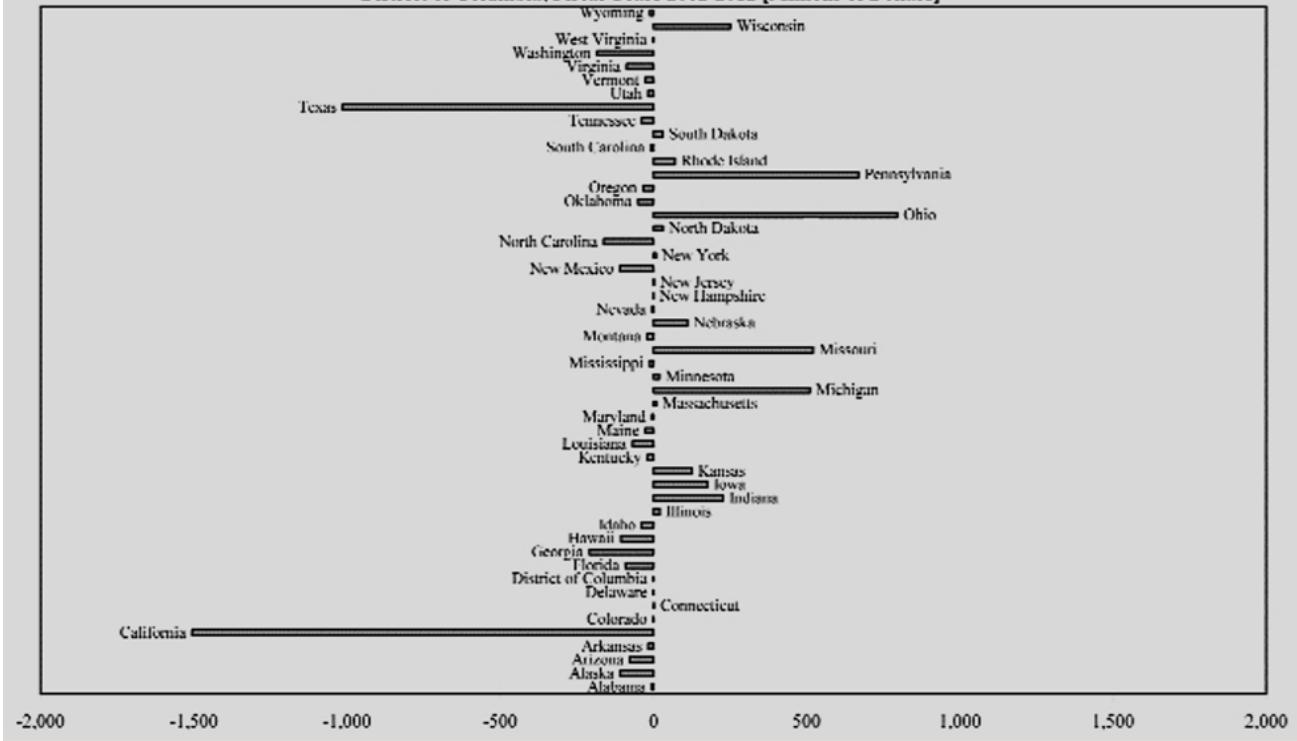
Distribution of Federal Money to States

| Table 2. Ten Largest Census-Guided Assistance Programs, FY2008 | | | | |
|--|---|---|-------------------|--|
| CFDA # | Program Name | Department | FY08 Expenditures | Type of Assistance and Recipient |
| 93.778 | Medical Assistance Program | Department of Health and Human Services | \$261,143,624,624 | Formula grants to states |
| 20.205 | Highway Planning and Construction (Federal-Aid Highway Program) | Department of Transportation | \$36,795,552,695 | Formula grants and project grants to states |
| 14.8/1 | Section 8 Housing Choice Vouchers | Department of Housing and Urban Development | \$15,340,853,794 | Project grants to public housing agencies |
| 84.027 | Special Education Grants to States | Department of Education | \$10,796,318,120 | Formula grants to states |
| 84.010 | Title I Grants to Local Educational Agencies | Department of Education | \$7,513,986,185 | Formula grants to state educational agencies (local agencies are subgrantees) |
| 10.410 | Very Low to Moderate Income Housing Loans | Department of Agriculture | \$7,208,193,451 | Direct loans and guaranteed/insured loans to very low- to moderate-income families and individuals |
| 93.767 | State Children's Insurance Program | Department of Health and Human Services | \$7,100,682,976 | Formula grants to states |
| 10.667 | Special Supplemental Nutrition Program for Women, Infants, and Children (WIC Program) | Department of Agriculture | \$6,138,491,549 | Formula grants to states |
| 14.195 | Section 8 Housing Assistance Payments Program (Project-based Section 8) | Department of Housing and Urban Development | \$6,002,587,454 | Direct payments to public housing agencies |
| 93.600 | Head Start | Department of Health and Human Services | \$5,681,535,945 | Project grants to local service providers |



- Using the “Ten Largest...” chart, list two programs that receive amounts of federal money based on census population data.
- Based on the “Federal Funds...” graph, list two California state programs that receive large amounts of federal money based on census population data.
- If the Census reports California’s population lower than the actual number of people living in the state, would the amount of federal money coming into the state increase or decrease? How might that impact the people of the state?
- List one reason why the Census might report a state’s population as a number lower than the actual population.

Figure B. Estimated Effect of Census 2000 Undercount on Eight Federal Grant Programs: All States and the District of Columbia, Fiscal Years 2002-2012 [Millions of Dollars]



Source: PriceWaterhouseCoopers, "EFFECT OF CENSUS 2000 UNDERCOUNT ON FEDERAL FUNDING TO STATES AND SELECTED COUNTIES, 2002-2012 (Pg 124) U.S. Census Monitoring Board

5. Based on the chart above, which state lost the most federal funding due to individuals not filling out the Census 2000 form? How much money did that state lose?

6. Explain whether it is important for you and your family to participate in the 2020 Census

| | | |
|--|---|-------------------|
| What was the Americanization Movement of the early 1900s? Does a similar movement exist today? | | |
| | Day 3 | 50 minutes |
| Learning Objective | Students will be able to describe the Americanization Movement and its effects on immigrants to the U.S. in the early 1900s and be able to compare that with the experiences of immigrants today. | |
| Introduction | <p>After viewing the video on () linked below, allow students time to discuss, in pairs or small groups, any question or connections that may have come up while watching it:</p> <p>https://www.pbs.org/wnet/facesofamerica/lessons/video-segments-4/221/</p> <p>Possible whole class discussion questions:</p> <ol style="list-style-type: none"> 1. What factors led to immigrants facing cold receptions by the U.S. and American citizens? 2. How did some immigrants respond to harsh treatment? 3. What sorts of hardships and challenges do many of today's immigrants to the U.S. face? | 10 minutes |
| | <p>Read Section D Anticipatory Questions aloud and ask students to complete independently. Allow students to discuss their responses with a partner and then engage them in whole class discussion to share insights and possible firsthand experiences.</p> <ul style="list-style-type: none"> ● Materials: handout Section D and PowerPoint slide 12. ● Accommodations and Supports: work with a partner on Anticipatory Questions. | |
| Evaluation of Sources | <p>Direct students to read the Section D Americanization Excerpt and analyze the corresponding image to answer in writing the questions that follow. Allow students to discuss possible answers to the questions after reading and analyzing. Have whole group share out of answers. Check for understanding during individual and partner/group work time.</p> <ul style="list-style-type: none"> ● Materials: handout Section D and PowerPoint slides 13 and 14. ● Accommodations and Supports: work with a partner or small group to write answers. | 20 minutes |
| Closing | <p>Direct students to independently complete the first closing question (4.). Then lead class discussion around student responses encouraging students to revise their own responses as needed. Direct students to complete the second closing question (5.). Then lead class discussion around student responses encouraging students to revise their own responses as needed. Check for understanding during both discussions.</p> <ul style="list-style-type: none"> ● Materials: handout Section D and PowerPoint slide 15. ● Accommodations and Supports: work with a partner or small group to write answers. | 20 minutes |
| | <p>Review lesson objectives: "Today's learning objective during this lesson on Immigration and Americanization, was to be able to explain the Americanization Movement in the early 1900s and determine whether or not this sort of movement exists today." Depending on the two discussions on Closing questions, 4. and 5., highlight any essential understandings and/or correct any misunderstandings to ensure all students have attained the learning objectives.</p> <p><i>Note:</i> Time permitting, students can share out any questions they intend to research, conclusions they intend to share with family and friends, and/or any informed action that they may feel compelled to take as a result of what they have learned through this lesson.</p> | |
| | Students must turn in their completed handout before leaving class. | |

D. Americanization Movement

Directions: Answer the Anticipatory Question, read the excerpt and analyze the image below, and answer the questions that follow.

Anticipatory Questions: Why would Americans in the 1900s want immigrants to learn English and adopt American customs?

Americanization Excerpt & Photograph

“Americanization’ is assimilation in the United States. It is that process by which immigrants are transformed into Americans. It is not the mere adoption of American citizenship, but the actual raising of the immigrant to the American economic, social and moral standard of life. Then has an immigrant been Americanized only when his mind and will have been united with the mind and will of the American so that the two act and think.” (Heubner, 2019)



“The American History of American History.” *Notes From The Tenement*, tenement.org/blog/the-american-history-of-american-history/.

1. Describe Americanization according to the author of the excerpt

2. Is the image of school children an example of Americanization? Explain.

3. Describe possible effect(s) of Americanization on immigrants in the early 1900s.

4. Were immigrants to America in the 1900s expected to be part of a salad bowl or melting pot?
Explain your answer using one piece of evidence from any document or illustration in the handout

5. Using your own experience(s) or the experience(s) of someone you know write one paragraph in response to the following prompt: *Are immigrants today expected to be part of the American salad bowl or melting pot?*

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The Americanization of the Immigrant Author(s): Grover G. Huebner Source: The Annals of the American Academy of Political and Social Science, Vol. 27, The Improvement of Labor Conditions in the United States (May, 1906), pp. 191-213 Published by: Sage Publications, Inc. in association with the American Academy of Political and Social Science Stable URL: <https://www.jstor.org/stable/1010522> Accessed: 21-01-2019 21:51 UTC

“The American History of American History.” *Notes From The Tenement*, tenement.org/blog/the-american-history-of-american-history/.