

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 year 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
	<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 how the Census might better help us to understand immigration and population.</p>	