

Coming to America

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Content Area: U.S. History

Grade Level Options: 11

Summary of Lesson: In this lesson students will analyze the reasons for the increasing foreign born population in the state of Delaware. They will identify the trend of foreign born population using Delaware Census Data. They will then examine three primary sources to identify how they influenced the trend on the table. Finally, students will practice making a historical claim and supporting it with evidence.

Estimated Time to Complete: One 50-85 minute class period

Resources Needed:

- [Resource 1: Census Data and Questions](#)
- [Resource 2:](#)
 - [Document A: Letter to the Governor of Delaware from German Society of the City of New York \(Transcription\)](#)
 - [Document B: 1883 Enrolled Bill \(Sections\) for An Act for the Encouragement of Immigration and to foster the agricultural interests of the State \(Transcription\)](#)
 - [Document C: 1883 Enrolled Bill \(Introduction\) for An Act for the Encouragement of Immigration and to foster the agricultural interests of the State Transcription\)](#)
- Resource 3:
 - [Document A \(above\): Original](#)
 - [Document B \(above\): Original](#)
 - [Document C \(above\): Original](#)

Desired Results

What students will know, do, and understand

Delaware Content Standards:

- **History 1A 9-12a:** Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. **Grade 11 and 12**

Common Core Standards:

- CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 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.

Lesson Essential Questions:

- What is the trend regarding foreign born immigration to the Delaware?
- What mostly likely accounts for this trend?

Knowledge and Skills:

Students will be able to . . .

- Organize events through chronologies to suggest and evaluate cause-and-effect relationships among those events.
- Develop the skills of gathering, examining, analyzing, and interpreting data.

Learning Plan


Warm Up:

- Encourage students to write a brief summary about their family's immigration story to the United States.
- Pair share/whole group discuss summaries from volunteers.

Procedure:

- Have students work individually to answer the first question on Resource 1: Delaware Census Data and Questions.
- Students will pair share their answers and then go over as a whole group.
- Have students read through Resource 2: Documents A-C. Encourage them to annotate where in the document they see potential reasons for increased immigration to Delaware.
- Have students work with a partner to brainstorm a list of reasons why the foreign born population of Delaware increased between 1860-1900 based on the information found in Documents A-C. Make a whole group list.


Assessment Evidence

Evidence that will be collected to determine whether or not desired results are achieved

Closure/Assessment:

- Have students answer the second question of Resource 1: Delaware Census Data and Questions using evidence from the documents as support. Differentiate by requiring a range of pieces of evidence.