

# Becoming An American

**Designed by: Emily Green**

**Content Area: U.S. History**

**Grade Level Options: 11**

## **Summary of Lesson**

Students will examine five documents from the 1920s and the 1950s to identify continuities and changes in the naturalization experience for immigrants to the United States. They will then support their claims using document evidence as support.

**Estimated Time to Complete:** One 50 minute period or one 85 minute period

## **Resources Needed:**

- [Resource 1: Immigration Legislation Timeline](#)
- [Resource 2:](#)
  - [Document A: Immigrant Pamphlet Forward](#)
  - [Document B: Life in America](#)
  - [Document C: My Kitchen](#)
  - [Document D: School Song](#)
  - [Document E: 1929 Citizenship Test Questions](#)
- [Resource 3: Document Graphic Organizer](#)

## 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.

Lesson Essential Questions:

- What major continuities and changes existed within the “Americanization” Process between 1920 and 1960?
- How can we use historical materials to trace ideas over time?

Knowledge and Skills:

Students will be able to...

- Organize events through chronologies to suggest and evaluate cause-and-effect relationships among those events.

## Learning Plan

### Warm Up:

- Distribute Resource 1: [Immigration Legislation Timeline](#)
- Have students individually identify major continuities and changes in U.S. immigration legislation between 1920 and 1970. Have them pair share their responses then go over as a whole group.
- If time allows, have students practice writing by having them write out one example supported by at least two pieces of historical evidence from the timeline.

### Procedure:

- Distribute Resource 2: [Documents A-E](#) and Resource 3: [Document Graphic organizer](#).
- Have students individually summarize the documents using the graphic organizer and identify if they think this represents a continuity or a change. Remind students that they will have to compare documents from the various eras chronologically. It may be a good idea to have the students put the documents in chronological order first, then try to fill in the continuity or change column.
- Once students are done, have them pair share their responses. Encourage them to note areas where they agreed with their partner and areas where they had different interpretations.
- In pairs, have students fill in the claims portion of the graphic organizer. They should label which document supports which claim to make it easier to complete the writing assignment.
- As a whole group, go over the continuity and change t-chart to ensure students are on the right track.

## Assessment Evidence

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

Closure/ Assessment:

- Have students answer the question *What major continuities and changes existed within the “Americanization” Process between 1920 and 1960?* In their response, they must use at least two pieces of evidence from the sources. Remind students that to show change or continuity over time, their documents need to represent a spectrum of time.