

Grade 6 History & Geography

Unit 7: Immigration

5 lessons and a unit quiz. Use this pack with the **Immigration Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: A Nation of Immigrants	PDF pages 6–15	AP 1.1, AP 1.2
☐	Chapter 2: Starting Over	PDF pages 16–23	AP 1.1
☐	Chapter 3: The New Immigration	PDF pages 24–33	AP 1.1
☐	Chapter 4: An Uncertain Welcome	PDF pages 34–45	AP 4.1
☐	Chapter 5: Becoming American	PDF pages 46–53	AP 5.1
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: A Nation of Immigrants

THE BIG QUESTION

What were the various causes of mass migration to America?

Words to know

- **descendant** — someone who is related to a person or group of people who lived in the past *I learned that I am a descendant of one of the earliest settlers of New York.*
- **immigration** — the act of coming to live permanently in a new country *Immigration to the United States from Europe, Africa, Asia, and Latin America has helped shape our culture.*
- **emigration** — the act of leaving one country to settle permanently in another *Wars in the Middle East have increased emigration from the region.*
- **economic** — relating to the management of money and resources to produce, buy, and sell goods and services *Economic hardship is one cause of immigration.*
- **vulnerable** — lacking protection; likely to be hurt physically or emotionally; weak *Bullies often target the most vulnerable children.*
- **blight** — a disease that causes plants to dry up and die *The potato blight of the 1840s created a food shortage, causing thousands to starve.*

Read

Read Chapter 1 in the Student Reader: PDF pages 6–15. Look at the pictures and maps together.

Talk it over

1. What does the statement, “The history of America is immigration,” mean?
2. Who were the first European settlers in America, and where did they settle?
3. What were the causes of the slowdown of immigration from the 1770s to the 1820s?
4. With regard to the number of immigrants, what was the U.S. population like right before the Civil War?
5. How did most Europeans make a living between 1750 and 1850?
6. What was the potato blight? What happened as a result?
7. Why did people leave their home countries for America?
8. Why did immigrants choose to come to America and not go somewhere else?
9. What was American fever?
10. What changed in transportation that made it easier to move to America?
11. Where did the many immigrants come from in the years before the Civil War?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the various causes of mass migration to America?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 190
- Activity Page 1.2: The Great Famine — Teacher Guide PDF page 191

Chapter 2: Starting Over

THE BIG QUESTION

How was life different for immigrants who came to America with some money, or had a skill, from those who were poor farm workers?

Words to know

- **freight** — shipped goods; cargo *Steamships, railroads, and trucks are all used to deliver freight.*
- **mildewed** — affected by a fungus that grows in damp conditions *The mildewed boxes fell apart as soon as we tried to carry them.*
- **tenement** — an apartment building, often overcrowded and in need of repairs, usually in a city slum *The family of five lived in a small, cramped room in a dirty, old tenement in New York City.*

Read

Read Chapter 2 in the Student Reader: PDF pages 16–23. Look at the pictures and maps together.

Talk it over

1. How long did the voyage to America in the early 1800s last?
2. Where did most Europeans first set foot in America?
3. How did immigrants with money and skills decide where to settle once they arrived?
4. What proportion of immigrants who arrived before the Civil War were skilled?
5. Why did skilled workers tend to stay in the cities?
6. Why did many poor farmers tend to stay in the cities?
7. What were some of the jobs that immigrants did in the cities?
8. Where were many tenements located?
9. What was Five Points, and why was it well known?
10. What were tenements like?
11. Why do you think so many immigrants continued to live in tenements?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How was life different for immigrants who came to America with some money, or had a skill, from those who were poor farm workers?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 190

Chapter 3: The New Immigration

THE BIG QUESTION

How would you compare the experiences of those who came to America as part of the "old wave of immigration" to the experiences of those who were part of the "new wave of immigration"?

Words to know

- **persecuted** — treated cruelly or unfairly *In Russia, persecuted Jewish people often suffered for their beliefs.*
- **pogrom** — an organized killing of a group of people; usually used to refer to attacks on Jews in Eastern Europe in the 1800s and early 1900s. *The Jewish village in Ukraine was burned to the ground in a pogrom.*
- **discrimination** — unfair treatment of a person or group because of beliefs about that group of people *Immigrants sometimes faced discrimination, such as lower pay.*
- **meatpacking plant** — a factory where livestock are killed and their meat is processed, packaged, and distributed *The supermarket got its beef from the local meatpacking plant.*
- **cannery** — a factory where food is packaged in cans *The cannery in Alaska specialized in packaging salmon and other fish.*

Read

Read Chapter 3 in the Student Reader: PDF pages 24–33. Look at the pictures and maps together.

Talk it over

1. How many immigrants entered the United States in the fifty years before the Civil War? How many entered the United States in the fifty years after the Civil War?
2. In what ways was it easier for immigrants to come to America after the Civil War?
3. Why did the New Immigrants come to America?
4. Where did many Chinese immigrants settle?
5. Why were there neighborhoods specific to a nationality in many of the large cities?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How would you compare the experiences of those who came to America as part of the "old wave of immigration" to the experiences of those who were part of the "new wave of immigration"?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 190

Chapter 4: An Uncertain Welcome

THE BIG QUESTION

What were the different reactions to the “sudden flood” of particular groups of immigrants?

Words to know

- **colossus** — a statue that is larger than life-size *Standing more than one hundred feet tall, the Statue of Liberty is a colossus.*
- **nativism** — a policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants *Limiting the voting rights of immigrants is an example of nativism.*
- **nativist** — a person who has strong feelings against immigrants and wants to ban further immigration *The nativist wanted to stop emigration from Asia.*
- **representative government** — a government in which citizens elect people to rule for them; a republic *Because citizens elect U.S. leaders, the United States has a representative government.*
- **shanty** — a small, simple wood building *The shanty was knocked over by a strong wind.*

Read

Read Chapter 4 in the Student Reader: PDF pages 34–45. Look at the pictures and maps together.

Talk it over

1. What is the Statue of Liberty? Where is it located?
2. Which country gave the Statue of Liberty to the United States?
3. What was the purpose of the gift?
4. Where does the Statue of Liberty stand?
5. Why do you think Emma Lazarus called her poem, “The New Colossus”?
6. What happened at Ellis Island?
7. Why was Ellis Island known as the “Island of Tears”?
8. How do you think an immigrant whose last name was changed felt about it?
9. What is nativism?
10. In the 1850s, which immigrants did American nativists target?
11. What was the Know-Nothing movement?
12. Whom did nativists target in the American West after the Civil War?
13. What nativist laws about Chinese immigration did the U.S. Congress pass?
14. How was nativism in the 1890s different from nativism before the Civil War?

15. How were New Immigrants similar to Old Immigrants?
16. Why were labor leaders worried about immigration?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the different reactions to the "sudden flood" of particular groups of immigrants?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 4.1: Old and New Immigration — Teacher Guide PDF page 194

Chapter 5: Becoming American

THE BIG QUESTION

Why do you think "becoming an American" was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?

Words to know

- **crucible** — a container used for melting substances at a very high heat *We used a crucible to melt the gold so we could pour it into the jewelry mold.*
- **synagogue** — a Jewish house of worship *The Jewish family attended Sabbath services at the synagogue.*
- **naturalize** — to allow someone from another country to become a citizen *The U.S. government has a detailed process to naturalize immigrants.*

Read

Read Chapter 5 in the Student Reader: PDF pages 46–53. Look at the pictures and maps together.

Talk it over

1. Who was Israel Zangwill?
2. What does e pluribus unum mean? Why is it written on coins?
3. Where would you most likely find first-generation immigrants living?
4. What were the Americanization programs, and why were they created?
5. How were the efforts to create Americanization programs received?
6. Who were second-generation immigrants?
7. What was the biggest influence on second-generation immigrants becoming more American than their parents?
8. What was the biggest struggle between first-generation immigrants and their children?
9. Who were the third-generation immigrants?
10. Why might third-generation immigrants be considered the most American of the three generations?
11. What does it mean to become a naturalized American citizen?
12. What is one requirement for becoming a naturalized American citizen?
13. Why were second-generation and third-generation immigrants automatically American citizens?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why do you think “becoming an American” was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 5.1: Domain Vocabulary: Chapters 1-5 — Teacher Guide PDF page 195

UNIT QUIZ

Immigration

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which country did not contribute many early settlers, or immigrants, to America?
 - a) Poland
 - b) Holland
 - c) England
 - d) Germany
2. The potato blight struck which country?
 - a) England
 - b) Russia
 - c) Ireland
 - d) United States
3. Which city was a port of entry to the United States for many Asian immigrants?
 - a) Boston
 - b) New York
 - c) New Orleans
 - d) San Francisco
4. What made the United States so attractive to European farmers?
 - a) temperate climate
 - b) plenty of land available
 - c) both a and b
 - d) neither a nor b
5. Before the Civil War, which group of immigrants took the hardest, lowest-paying jobs?
 - a) the Chinese
 - b) the Italians
 - c) the Irish
 - d) the Germans
6. What is a tenement?
 - a) a kind of food from Germany
 - b) a boat that carried immigrants
 - c) a crowded apartment building
 - d) a tool for building canals
7. Why did immigration to the United States slow down during the mid-1860s?
 - a) improvements in European economy
 - b) the French Revolution
 - c) the expense of the voyage
 - d) the Civil War

- 8.** What is the name for the wave of immigration to the United States after the Civil War?
- a) westward movement
 - b) manifest destiny
 - c) Old Immigration
 - d) New Immigration
- 9.** After the Civil War, where did most immigrants settle?
- a) mountains
 - b) cities
 - c) farmland
 - d) suburbs
- 10.** What kinds of jobs were open to most New Immigrants?
- a) farming
 - b) teaching
 - c) law
 - d) factory and construction
- 11.** Immigrants from China and Japan tended to settle in which region of the United States?
- a) East
 - b) South
 - c) West
 - d) Midwest
- 12.** Where does the Statue of Liberty stand?
- a) New York Harbor
 - b) Plymouth Rock
 - c) Jamestown Harbor
 - d) San Francisco Bay
- 13.** Which country gave the Statue of Liberty to the United States?
- a) Germany
 - b) Italy
 - c) France
 - d) England
- 14.** Which was the first stop in the United States for most European immigrants after 1892?
- a) Long Island
 - b) Liberty Island
 - c) Angel Island
 - d) Ellis Island

15. In 1882, all immigrants from which country were banned from entering the United States?

- a) Russia
- b) Germany
- c) China
- d) Italy

Answers

Chapter 1: A Nation of Immigrants

1. **What does the statement, “The history of America is immigration,” mean?**

It means that when one explores or talks about any events in American history, the people one refers to, with the exception of Native Americans, are descendants of immigrants or immigrants themselves.

2. **Who were the first European settlers in America, and where did they settle?**

The first European settlers were British colonists in Jamestown, Plymouth, and the Massachusetts Bay Colony and Spanish colonists in the southwestern part of today’s United States.

3. **What were the causes of the slowdown of immigration from the 1770s to the 1820s?**

One reason was that traveling on the seas was dangerous due to European countries fighting each other. The other was that European governments stopped allowing people to leave their countries because they believed they needed the population to carry on the wars.

4. **With regard to the number of immigrants, what was the U.S. population like right before the Civil War?**

By 1860, right before the Civil War, one out of every eight people living in the United States was an immigrant.

5. **How did most Europeans make a living between 1750 and 1850?**

They farmed.

6. **What was the potato blight? What happened as a result?**

The potato blight was a disease that wiped out potato crops in Ireland. As a result, people starved and many moved to America.

7. **Why did people leave their home countries for America?**

They left because they could not succeed as farmers in their home countries, because they were starving, because they could not find jobs in their home countries, because they wanted to get away from religious or political persecution.

8. **Why did immigrants choose to come to America and not go somewhere else?**

They read about America in books, newspapers, and letters from friends and family. They saw advertisements for America.

9. **What was American fever?**

It was the desire so many people had to leave their countries and move to the United States.

10. **What changed in transportation that made it easier to move to America?**

Large steamships replaced sailing ships, which meant it was faster, safer, and cheaper to cross the Atlantic Ocean.

11. Where did the many immigrants come from in the years before the Civil War?

They came from England, Scotland, Wales, Germany, France, Norway, Sweden, the Netherlands, Switzerland, Canada, and China.

Chapter 2: Starting Over

1. How long did the voyage to America in the early 1800s last?

It lasted one to three months, depending on the weather.

2. Where did most Europeans first set foot in America?

Most arrived in the port cities of New York, Philadelphia, Boston, Baltimore, and New Orleans.

3. How did immigrants with money and skills decide where to settle once they arrived?

Farmers with enough money traveled west to buy farmland. Skilled workers went where their skills were in demand. Immigrants also settled where friends, family, and other members of their homeland had already settled.

4. What proportion of immigrants who arrived before the Civil War were skilled?

About one in five immigrants was skilled.

5. Why did skilled workers tend to stay in the cities?

That is where they could find customers for their services.

6. Why did many poor farmers tend to stay in the cities?

They were too poor to buy a farm. They needed to find work in the cities to earn money.

7. What were some of the jobs that immigrants did in the cities?

Immigrants swept streets, loaded and unloaded ships, cleaned stables, hauled trash, dug ditches, carried heavy loads, worked as maids, and cleaned houses.

8. Where were many tenements located?

They were located in large cities, such as New York City.

9. What was Five Points, and why was it well known?

It was an area in Manhattan that was very cramped, dangerous, and dirty. It was made up of mostly Irish immigrants before the Civil War. Later, Germans, Italians, European Jews, and African Americans lived there, too.

10. What were tenements like?

They were usually crowded and in bad shape. People of many different cultures lived close to each other.

11. Why do you think so many immigrants continued to live in tenements?

Possible responses: They could not afford anything better. They felt it was still better than their life back home. To them, being in America meant they had a future, no matter how dreadful their living conditions were.

Chapter 3: The New Immigration

1. **How many immigrants entered the United States in the fifty years before the Civil War? How many entered the United States in the fifty years after the Civil War?**

Five million entered before the Civil War. Twenty-five million came after.

2. **In what ways was it easier for immigrants to come to America after the Civil War?**

Large steamships made traveling across the Atlantic Ocean faster, safer, cheaper, and more comfortable. The cost of the journey was also much less.

3. **Why did the New Immigrants come to America?**

The reasons the New Immigrants came to America were mostly the same reasons as the “old wave” of immigrants. They came to find land to farm and to make money to support their families. They also came to escape religious and political persecution.

4. **Where did many Chinese immigrants settle?**

They settled in cities throughout the West; many worked during the California Gold Rush and for the railroads.

5. **Why were there neighborhoods specific to a nationality in many of the large cities?**

The New Immigrants, just like the Old Immigrants, wanted to live among people like themselves, so many settled in the same neighborhoods.

Chapter 4: An Uncertain Welcome

1. **What is the Statue of Liberty? Where is it located?**

It is a giant statue of a woman holding a torch and a tablet. It is located in New York Harbor.

2. **Which country gave the Statue of Liberty to the United States?**

France

3. **What was the purpose of the gift?**

It was intended to celebrate the friendship between the French and the Americans during the American Revolution. It was also intended to be a symbol of freedom.

4. **Where does the Statue of Liberty stand?**

It stands on an island in the middle of New York Harbor.

5. **Why do you think Emma Lazarus called her poem, “The New Colossus”?**

Possible response: The Statue of Liberty was larger-than-life, an example of a colossus. It was also new to America.

6. **What happened at Ellis Island?**

Immigrants were examined by doctors and interviewed by officials who decided whether to let them enter the United States.

7. **Why was Ellis Island known as the “Island of Tears”?**

Many immigrants cried at Ellis Island—some because they had finally reached America, but many because they were not certain that they would be allowed to stay.

8. **How do you think an immigrant whose last name was changed felt about it?**

Possible answer: The immigrant might have been upset because a family name is very

meaningful.

9. **What is nativism?**

It is a policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants.

10. **In the 1850s, which immigrants did American nativists target?**

They targeted Catholic immigrants.

11. **What was the Know-Nothing movement?**

It was a nativist anti-Catholic, anti-immigrant movement that became a political party called the American Party.

12. **Whom did nativists target in the American West after the Civil War?**

Chinese immigrants

13. **What nativist laws about Chinese immigration did the U.S. Congress pass?**

Congress passed one law that made it impossible for Chinese immigrants to become U.S. citizens and another law, called the Chinese Exclusion Act, which ended Chinese immigration to the United States.

14. **How was nativism in the 1890s different from nativism before the Civil War?**

Before the Civil War, nativists objected to Catholics. In the 1890s, they targeted New Immigrants from southern and eastern Europe, regardless of the immigrant's religion.

15. **How were New Immigrants similar to Old Immigrants?**

Both became Americans, regardless of nativist claims.

16. **Why were labor leaders worried about immigration?**

They thought New Immigrants would work for lower wages, leaving native-born workers unemployed.

Chapter 5: Becoming American

1. **Who was Israel Zangwill?**

He was a British author. He was the son of Russian and Jewish immigrants. He wrote a play called *The Melting Pot* about the American immigrant experience.

2. **What does *e pluribus unum* mean? Why is it written on coins?**

It means "out of many, one." It was originally placed on American coins to represent the fact that, under the U.S. Constitution, many individual states make up one nation. The melting pot image may have given new meaning to this motto, i.e., from many people from different countries and cultures, come one people, Americans.

3. **Where would you most likely find first-generation immigrants living?**

They would be in neighborhoods with others from their home country.

4. **What were the Americanization programs, and why were they created?**

They were programs run by churches, volunteer groups, and city governments to help immigrants become Americanized more quickly.

5. **How were the efforts to create Americanization programs received?**

Many thought they were useful in providing an opportunity for the immigrants to learn

about the American government and to learn English. Others may have felt they were insensitive to the feelings of recent immigrants, who may have been reluctant to immediately discard the customs and traditions of their native countries.

6. **Who were second-generation immigrants?**

They were the children of first-generation immigrants.

7. **What was the biggest influence on second-generation immigrants becoming more American than their parents?**

American public schools were the biggest influence.

8. **What was the biggest struggle between first-generation immigrants and their children?**

Many first-generation immigrants felt their children were losing their connection to their family and their culture. Many first-generation immigrants wanted their children to hold on to their traditional views.

9. **Who were the third-generation immigrants?**

They were the children of the second-generation immigrants and the grandchildren of the first-generation immigrants.

10. **Why might third-generation immigrants be considered the most American of the three generations?**

Many of them had moved away from their childhood neighborhoods. They were speaking, reading, and writing mostly in English. They felt fully American.

11. **What does it mean to become a naturalized American citizen?**

It means fulfilling legal requirements to become an American citizen with the same rights and responsibilities as people who are born in the United States.

12. **What is one requirement for becoming a naturalized American citizen?**

Immigrants must pass a civics and American history test.

13. **Why were second-generation and third-generation immigrants automatically American citizens?**

They were born in the United States.

Unit quiz key

1. a 2. c 3. d 4. c 5. c 6. c 7. d 8. d 9. b 10. d 11. c 12. a 13. c 14. d 15. c