**An Historical Perspective on Immigration**

**An Inquiry Design Model for Grade 4**



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**By Buffalo City School District teachers Krista Caruso, Claire Szymkowiak, Laura Lazeration, and Ann Opara**

**Immigration-Grade 4**

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| Inquiry Design Model (IDM) Blueprint™ | | | | |
| **Compelling Question** | **Were immigrants who came to the United States treated fairly and respectfully by the government during Theodore Roosevelt’s presidency?** | | | |
| Standards and Practices | **4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT:** Many people have immigrated and migrated to New York State, contributing to its cultural growth and development.  -**Gathering, Using, and Interpreting Evidence -Chronological Reasoning and Causation**  **-Comparison and Contextualization -Civic Participation** | | | |
| Staging the Question | **Listen to the song “Don’t Bite The Hand That Feeds You” Leo Fiest, New York 1915 and brainstorm the theme or message of the song**  **Source A:** <https://www.loc.gov/resource/ihas.100007833.0/?sp=4> | | | |
| **Supporting**  **Question 1** | | | **Supporting**  **Question 2** | **Supporting**  **Question 3** |
| **What types of crimes were immigrants being convicted of in New York State during this time era?** | | | **What types of societal contributions were immigrant groups making to New York and other areas during this time era?** | **What effects could boycotting specific immigrant groups have on an area’s economic and cultural growth & development?** |
| **Formative**  **Performance Task** | | | **Formative**  **Performance Task** | **Formative**  **Performance Task** |
| **Analyze the sources and answer the following questions:**  **1. What was the only crime that Chinese people in Buffalo had been charged with, to the reporter’s knowledge?**  **2. Why do you think the reporter in Source A felt smuggling was a “violation of the technical but not moral law?”**  **3. What can you infer about the U.S. government’s treatment of the Chinese?** | | | **Analyze the sources and write a paragraph describing the types of societal contributions immigrants made during this time period.** | **Make a claim with evidence as to why the US Government created boycotts against certain ethnic groups represented by immigrants.** |
| **Featured Sources** | | | **Featured Sources** | **Featured Sources** |
| **Source A: “Buffalo’s Chinese Residents,” Buffalo Times January 18, 1902**  [**http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence\_id/1253**](http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence_id/1253)  **Source B: Letter from the Buffalo New York Chinese Inspector in Charge**  [**http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence\_id/1246**](http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence_id/1246)  **Source C: Chinese smuggling into US via Canada**  [**http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence\_id/1248**](http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence_id/1248) | | | **Source A: Italian Marble Workers**  [**http://www.rochesterhistorical.org/industry/mining/verde-antique-marble/**](http://www.rochesterhistorical.org/industry/mining/verde-antique-marble/)  **(turn into caption-were very skilled workers, desired skill to mine marble, from Italy)**  **Source B: Chinese Businessmen**  **Restaurant, Laundry, Merchant Association**  [**http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence\_id/1249**](http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence_id/1249)  [**http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence\_id/1252**](http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence_id/1252)  [**http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence\_id/1251**](http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence_id/1251) | **Source A: Japanese/Chinese Boycott**  [**http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence\_id/1267**](http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence_id/1267)  **Source B: Chinese Must GO!**  [**http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence\_id/1264**](http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence_id/1264)  **Source C: Placing the blame on immigrants**  [**https://www.loc.gov/resource/cph.3g05739/**](https://www.loc.gov/resource/cph.3g05739/)  **Source D: Restricting Immigration**  **Immigration Acts of 1900s**  [**http://www.emmigration.info/us-immigration-laws-1900's.htm**](http://www.emmigration.info/us-immigration-laws-1900%27s.htm) |
| Summative  Performance Task | **Argument** | **ARGUMENT: Were immigrants who came to the United States treated fairly and respectfully by the government during Theodore Roosevelt’s presidency? Construct an argument supported with evidence that addresses the aforementioned question.** | | |
| **Extension** | **EXTENSION: Participate in a class discussion about whether or not immigrants are treated fairly and respectfully by the government in today’s world.** | | |
| Taking Informed Action | **UNDERSTAND**: Identify a prominent immigrant group in the local community or region.  **ASSESS**: Research and assess the experiences and governmental treatments of the selected immigrant group.  **ACT**: Use the research to create a digital information session for children emigrating to their community. | | | |