**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. |