

# Chemistry of Immigration

## Project Based Learning Unit

### US History



## Immigration Vocabulary

Driving Question: In what ways has sugar cane affected our island?

Identify these terms and discuss how these terms affect immigrant/immigration.

1. quotas
2. refugee
3. alien
4. undesirable
5. inclusion
6. naturalization
7. xenophobia
8. emigration
9. steerage
10. nativism
11. Ellis Island
12. Jacob Riis
13. Angel Island
14. Chinese Exclusion Act

### Family Interview Assignment

Here are some questions to help you put together your family interview to stimulate your family discussions.

1. What is the heritage of your parents or guardians?
2. When did your relatives come to the United States?
3. From which specific cities did your parents/guardians come?
4. What are your grandparents' and great grandparents' names?
5. What special holiday traditions does your family follow?
6. Ask for one story that is told time and time again at your family gatherings.

After you finish the interview with your family, think and write a reflection paper about the following questions:

1. How has immigration to Hawai'i/United States changed?
2. What were the issues that your ethnic heritage faced when they first came to Hawai'i/United States that may not exist today?
3. What issues are still being faced by your ethnic group?
4. How have the terms for immigration changed?
5. In your opinion, has Hawai'i/United States become more open or more closed to the concepts of immigration? Why?
6. Why do you think that some Americans fear immigration and why do others embrace it?

*Include a picture of your family members who immigrated into the United States.*

## Ellis Island Interpretive Essay

The purpose of an interpretive *essay* is to explain your understanding of a given idea, topic, concept, problem, or situation. Your explanation is developed and supported with reference to specific evidence.

Drawing of your interpretation of the History Channel's Ellis Island video, you will write an essay that focuses on the following:

- Select one question from section A and one question from Section B.
  - Section A: The following quotes were reinforced by a number of photographs on several occasions. Comment on one of the following:
    - “We were like human cattle.”
    - “We were always standing in line.”
    - Images of branding people (colored chalking, tags, etc.)
  - Section B:
    - Was Ellis Island a prison or palace? Please support your position with data, examples, etc.
    - “The intent was to accept, not reject people.” In what way(s) was the process geared for achieving this goal? In what way(s) was it not?
    - What assumptions were made about immigrants? (Consider class, race, gender, age, etc.)
- Based on your reflections on the Ellis Island video, develop an interpretive *essay* on each of your choices.

Requirements for your *essay* are as follows:

- Your *essay* need to include a title, introduction, body, and conclusion
- Contains at least 1 supporting fact per section
- MLA Format
- Typed, double space, 1 in margins
- 12 point Times New Roman Font

Deadline:

What?	Due Date/Time
Ellis Island Essay (35 points-graded via rubric)	

Tips for Success:

- Make sure you take notes during the video
- Make sure you understand MLA Format
- Come in for help during office hours or make an appointment
- Use time productively

## Reflection Rubric

This rubric will be used to grade all reflections assigned throughout the semester. Each category will be rated (1 - Not Yet through 5 – Strong) based on the G+1 Trait Writing Rubric.

	Teacher
Ideas x 1(5 points)	
Organization x 1 (5 points)	
Voice x 1 (5 points)	
Word Choice x 1 (5 points)	
Sentence Fluency x 1 (5 points)	
Conventions x 1 (5 points)	
Presentation x 1 (5 points)	
<b>35 points possible</b>	

### Immigration to Hawai'i Assignment & Presentation

**Driving Question:**

*In what ways has sugar cane affected our island?*

**Presentation Date:****Ethnic Group Topics:**

- |                        |                          |
|------------------------|--------------------------|
| 1. Filipino Immigrants | 2. Portuguese Immigrants |
| 3. Japanese Immigrants | 4. Chinese Immigrants    |

**Assignment Objectives: Students will . . . .**

1. describe the route these immigrant groups took to arrive in Hawai'i.
2. explain the reason why these immigrants came to Hawai'i.
3. explain the importance of these immigrant groups with regards to sugar plantation.
4. explain how these immigrant groups affected our island with regards to working on the sugar plantation
5. will gain a better understanding immigration and how this event is an important part of history.

**Procedures:**

1. Students will be placed in teams of 3 to 5.
2. Each group will be assigned a specific immigrant group to research.
3. Students are to conduct extensive research on their assigned topic.
4. Students need to compile a list of facts, pictures, any cause and effect information about their specific topic.
5. Once students complete their research, students are to create a power point presentation showcasing their research to present to their fellow peers.
6. Students need to include a works cited list.
7. **Presentations are to be at least 15 minutes in length, no longer than 20 minutes.**

**Grading:**

A rubric will be used to assess students grading.

**\*Questions to assist you and your group with your research\***

1. When did the majority of the migration to Hawai'i occur? Were there other "waves" of immigration that occurred after the initial dates?
2. What had been happening in their "homeland" that encouraged or forced many people to leave?
3. Where in Hawai'i did they settle?
4. What types of jobs did they have on the plantation?
5. What additional reasons for leaving did people cite?
6. What cultural impact did they have on Hawai'i?
7. What language did they first speak when coming to Hawai'i? Did you find anything about the infusion of English into their homes?
8. Did you find anything about infusion of education or religion?
9. How were the immigrants treated when they first arrived? When they worked on the plantation? Were there laws that may have been passed that encouraged or deterred them from becoming "active community members"?
10. How has life on the plantation change?
11. What other important information did your find?

## Immigration PowerPoint Presentation Rubric

(Name): \_\_\_\_\_ Date: \_\_\_\_\_ Class: US History- Mrs. Pico-Lilio

**Total Points Possible: 140**

	4 (20 points)	3 (15 points)	2 (10 points)	1 (5 points)
Text Elements	The fonts are easy-to read and point size varies appropriately for headings and text. Text is appropriate in length and to the point. The background and colors enhance the readability of text.	Sometimes the fonts are easy-to-read. Long paragraphs, color or background detracts and does not enhance readability.	Overall readability is difficult with lengthy paragraphs, too many different fonts, or busy background.	The text is extremely difficult to read with long blocks of text and small point fonts. Inappropriate contrasting colors and poor use of headings.
Layout	The layout is pleasing and contributes to the overall message with appropriate use of headings and subheadings.	The layout uses horizontal and vertical space appropriately.	The layout shows some structure, but appears cluttered and busy or distracting.	The layout is cluttered and confusing.
Introduction	The introduction presents the overall topic and draws the audience into the presentation.	The introduction is clear and relates to the topic.	The introduction shows some structure but does not create a strong sense of what is to follow.	The introduction does not orient the audience to what will follow.
Graphics/Animation	The graphics/animation assist in presenting an overall theme and make visual connections that enhance understanding of concept.	The graphics and/or animation visually depict material and assist the audience in understanding the content.	Some of the graphics and/or animations seem unrelated to the topic and do not enhance overall concepts.	The graphics and/or animation are unrelated to the content.
Content	Student demonstrates full knowledge.	Student is at ease with content but fails to elaborate.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student does not have grasp of information; students cannot answer questions about subject.
Grammar and Spelling	There are few grammatical and/or spelling errors throughout piece that do not affect the reader's understanding of what is meant.	There are very few grammatical and/or spelling errors throughout the project that occasionally affects the reader's understanding of what is being meant.	There are grammatical and/or spelling errors that regularly affect the reader's understanding of what is being meant.	There are grammatical and/or spelling errors that make meaning difficult.
Reference Page <b>Failure to turn in a Reference Page will result in a ZERO.</b>	Works cited is completed correctly in MLA format. <b>Failure to turn in a Reference Page will result in a ZERO.</b>	Works cited is completed in MLA format with minor errors. <b>Failure to turn in a Reference Page will result in a ZERO.</b>	MLA format attempted with major errors. <b>Failure to turn in a Reference Page will result in a ZERO.</b>	There is an attempt to cite source(s). <b>Failure to turn in Reference Page will result in a ZERO.</b>

## Immigration Portfolio Project

Due Date:

**Driving Question: In what ways has sugar cane affected our island?**

What you have been completing throughout this project are pieces to different immigrant stories. The best way to show the connections between the pieces is to place the information together in a portfolio. Things to be included in your final project include:

- Cover page and/or title page
- Table of contents
- Section introductions
- Overall response which answers the driving question above and the questions posted below. This needs to be in a reflection paper form. Please follow requirements for your weekly reaction papers.
  - What kind of qualities do you think it takes for individuals to make the decision to leave one part of the world for another?
  - What kind of conditions (economic, political, cultural) do you think motivates people to leave one part of the world for another?
  - Is coming to the Hawai'i/United States an easier decision in more current times than it was at the end of the last century? Why or why not?
  - What kind of situation(s) would have to exist before you/your family would think about emigrating (leaving) from Hawai'i/United States?

## “Immigration Portfolio” Rubric

(Name): \_\_\_\_\_ Date: \_\_\_\_\_

Class: US History- Mrs. Pico-Lilio

**Total Points: 80**

	<b>4 (20 points)</b>	<b>3 (15 points)</b>	<b>2 (10 points)</b>	<b>1 (5 points)</b>
Organization	Portfolio is organized with all requirements being met.	Portfolio is organized but missing 1-2 of the requirements.	Portfolio is organized but missing 3-4 or the requirements.	Portfolio is disorganized and missing 5 or more of the requirements.
Grammar and Spelling <b>(Final Write up)</b>	There are few grammatical and/or spelling errors throughout piece that do not affect the reader's understanding of what is meant.	There are very few grammatical and/or spelling errors throughout the project that occasionally affects the reader's understanding of what is being meant.	There are grammatical and/or spelling errors that regularly affect the reader's understanding of what is being meant.	There are grammatical and/or spelling errors that make meaning difficult.
Quality of Work	Portfolio is of high quality. All components are met.	Portfolio is of high quality. A little more effort would make your portfolio more exemplary.	Portfolio is completed with all required components. More time and effort required to make it a quality portfolio.	More time and effort required to make portfolio acceptable. One or more of the required components are missing.
Content Choice	Samples show student progress and knowledge.	Samples show student progress and some knowledge.	Samples show some student progress and some knowledge	Random selection of assignments etc. No knowledge shown.