

Unit Overview

Purpose

This unit is designed to help students develop the research, critical thinking, and writing skills of an historian, as well as to deepen their knowledge and understanding of how immigration to the United States evolved over the course of the 20th century in the Blackstone Valley.

Relevance to US History II

- Domestic issues and foreign policy objectives in the 20th century US shaped immigration policies, cultural attitudes, and social realities, which are reflected in the census data.
- By studying Blackstone Valley population data from the census over the span of the 20th century, students will be able to relate the progress of historical events they study over the course of the year to the changes evident in the numbers.
- Students will benefit from working intimately with primary source documents. In this process, they will sharpen their ability to think critically, evaluate evidence, ask productive questions, hypothesize, and draw conclusions.

Modifications for ELLs

- Think/Pair/Share – Brainstorm definitions and associations with the following terms:
census, immigration, race, foreign, literacy, age, gender
- K/W/L – What I know about 20th century immigration to the US / What I want to know about 20th century immigration to the US / What I have learned about 20th century immigration to the US
- Select a very specific, limited amount of data for ELLs to examine and analyze.

Modifications for Special Needs Students

- Select a very specific, limited amount of data for students with learning disabilities to examine and analyze.
- Allow gifted students more freedom in the process of analysis and making connections, as well as in their methods of displaying their understanding.

Historical Background for these Lessons

- The US was at the center of world affairs for most of the 20th century. As its political and social interests evolved over the century, so too did American immigration policy.
- Throughout the 20th century, the Blackstone Valley became home to immigrants from around the world. These immigrants and the ethnic communities they formed in their new home have shaped the social, political, and cultural life of the Blackstone Valley.
- The US census provides a rich source of information about immigration trends and shifts in the immigrant population over the course of time.

Standards

Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives

C&G 4 (9-12) –1

Students demonstrate an understanding of political systems and political processes by...

c. analyzing and interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources

C&G 5 (9-12) – 1

Students demonstrate an understanding of the many ways Earth’s people are interconnected by...

b. organizing information to show relationships between and among various individuals, systems, and structures (e.g. politically, socially, culturally, economically, environmentally)

HP 1 (9-12) –1

Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources (e.g., *RI Constitution*, art, oral history, writings of Elizabeth Buffum Chase)

d. using technological tools in historical research

HP 1 (9-12) –2

Students interpret history as a series of connected events with multiple cause-effect relationships, by...

b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change (e.g., timeline of Rhode Island’s path to revolution; Why is Rhode Island first to declare independence, but last colony to ratify the *Constitution*?)

HP 2 (9-12) – 2

Students chronicle events and conditions by...

b. synthesizing information from multiple sources to formulate an historical interpretation (e.g., document-based questions, quantitative data, material artifacts of RI)

HP 2 (9-12)– 3

Students show understanding of change over time by...

a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g. immigration trends, land use patterns, naval military history)

Massachusetts History and Social Science Curriculum Framework

Concepts and Skills, Grades 8-12

History and Geography

4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)

U.S. II Learning Standards

Industrial America and Its Emerging Role in International Affairs, 1870-1920

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)

Contemporary America, 1980-2001

USII.30 Describe some of the major economic and social trends of the late 20th century. (H, E)

C. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)

Objectives

Lesson 1 – Matching the Research Topic with the Source Material

1. Students will familiarize themselves with a primary source by making observations about its structure, key vocabulary, and content.
2. Students will identify sections of a primary source that relate to their research topic by connecting what they know of their topic with the structure, vocabulary, and content of the primary source.
3. Students will understand the intended purpose of a census and evaluate its relevance as a source for investigating immigration to the US in the 20th century.

Lesson 2 – Look at This Another Way...and Another...

1. Students will select census data to reflect their observations about immigration in the Blackstone Valley area of Rhode Island during a particular part of the 20th century.
2. Students will accurately and effectively generate graphs to illustrate important information about immigrants in the Blackstone Valley area of Rhode Island.
3. Students will present their findings to their classmates through oral and visual means.
4. Students will critically evaluate the accuracy of graphs generated by their peers based on the census data.
5. Students will compare graphed information from each of five census reports (1910, 1930, 1950, 1970, and 1990).
6. Students will explore how the grouping of different sets of graphed information leads to different insights, questions, hypotheses, and conclusions.
7. Students will form hypotheses and list unanswered questions based on the information they have analyzed.

Lesson 3 – What About Historical Context?

1. Students will assemble information about social and political developments in US domestic and foreign policy in the two decades that preceded the census they are evaluating.
2. In small groups, students will brainstorm links between the social and political developments they have researched and the format, language, and content of the census with which they are working.
3. Students will form hypotheses and list unanswered questions based on the connections made in their brainstorming session.

Lesson 4 – Performance Assessment Task: Creating a Museum Display

1. Students will create another section of the Museum of Work and Culture's 20th Century Immigration in the Blackstone Valley exhibit based on Rhode Island Census data.
2. Students will integrate graphs, timelines, images, and text to illustrate interesting aspects of Blackstone Valley immigration in the 20th century, to make comparisons, and to show the most significant changes over time.

3. Students will develop and argue a thesis in a three-panel display based on evidence found within Rhode Island census data from 1910, 1930, 1950, 1970, and 1990.
4. Students will build an interactive web-based computer learning activity to be added to the Museum of Work and Culture's web site that will engage young people in learning about 20th century immigration in Rhode Island's Blackstone Valley.

Index of Lessons

1. Matching the Research Topic with the Source Material
1-2 60-minute class periods / 2-3 45-minute class periods
2. Look at This Another Way...and Another
2-3 60-minute class periods / 3-5 45-minute class periods
3. What About Historical Context?
1-2 60-minute class periods / 2-3 45-minute class periods
4. Performance Assessment Task: Creating a Museum Display
A minimum of 5 class periods
Individual project work

Lesson 1 – Matching the Research Topic with the Source Material

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2. Students will identify sections of a primary source that relate to their research topic by connecting what they know of their topic with the structure, vocabulary, and content of the primary source.
3. Students will understand the intended purpose of a census and evaluate its relevance as a source for investigating immigration to the US in the 20th century.

Materials:

- Overhead transparencies or SmartBoard images of the map of the Blackstone Valley, sample census data, & the sample idea web
- Copies of Rhode Island population data from the US Census for the years: 1910, 1930, 1950, 1970, and 1990 (enough so that each student has a single report and the reports are evenly distributed)

- Highlighters (yellow, green, & pink)
- Pens/Pencils
- Lined paper
- Dictionaries

Time Needed for Lesson:

1-2 60-minute class periods / 2-3 45-minute class periods

Procedure:

Introduction – Think/Pair/Share

1. Instruct students to write a description of how they think a historian would conduct research. What approach would she take? What tools or resources would he use? What kinds of sources would be most valuable? Why? (Directions should be spoken as well as written on the board.)
2. Once students have had time to think and write, have students share their answers with one or two other students.
3. With their partner(s), ask students to consider what kinds of information could be garnered from their top two or three sources.
4. As a class, share insights from each small group discussion.

Main Activity – Document Analysis

1. Tell students that during this unit they will be acting as professional historians. They will be using 20th century census data to explore immigration into the Blackstone Valley.
2. Divide students into cooperative learning teams of 3-6 students (depending on the personality, independence, and academic ability of the class).
3. Pass out the five Rhode Island population reports from the US census (1910, 1930, 1950, 1970, & 1990), giving one report to each student, making sure that all members of a cooperative learning team receive the same report, and that the reports are divided fairly evenly. In addition, pass out a map of the Blackstone Valley to each student.
4. Instruct students to preview the report they have been given and highlight in yellow each word that they feel will need to be defined in order to understand their document. Demonstrate this process on the overhead or SmartBoard.
5. Once students have highlighted the words they need to understand, ask the class for the words and write them on the board. *Words that are likely to be included are: census, social, characteristics, native, nativity, population, parentage, foreign-born, illiteracy, naturalized, alien, race, white, Negro, rural, urban, and stock.*
6. Divide the words among the groups and have students look up definitions for each word and share them with the class. The teacher should refine the definitions as

- necessary to make sure they are correct and relate appropriately to the context of a census. Students should copy down the definitions.
7. Once students have defined these words, ask them what questions are raised by these terms. Write the questions in a visible location in the classroom. Have students discuss possible answers to the questions that are raised.
 8. Next, have students locate and highlight in blue the titles of sections, columns, or rows that relate to the issue of immigration.
 9. Ask students to consider the section titles and column headings they have highlighted. Ask them what terms or categories surprise or bother them and why. List these in a visible classroom location. Ask students to discuss why those categories or terms might be used and what their presence might mean. Model the use of an idea web to graphically record the questions and hypotheses related to a term or category. Give students a chance to map a few of the terms and categories that raise the most questions for them. (Use the overhead as needed.)
 10. Next, show the map of the Blackstone Valley on the overhead or SmartBoard. Since their historical research is about the Blackstone Valley in particular, instruct students to use their maps to find the names of the towns and cities in Rhode Island that are located within the Blackstone Valley. Then, they are to highlight the names of those cities and towns in pink whenever they appear in a relevant section of their census report.
 11. Instruct students to look at what they have highlighted in their reports and, in their cooperative learning teams, to list the kinds of information they can use to understand immigration in the Blackstone Valley. They should be able to see that the census reports include information about age, gender, literacy, country of origin, language used, and 1st & 2nd generation immigrants. Some reports will also include information about school attendance, marriage, children, and other topics.

Closing & Homework

1. Tell students that tomorrow they will begin working with their reports in greater depth. To wrap up today's work and preview tomorrow's, instruct students to look through their reports one more time, this time focusing a bit on what the numbers actually say. Ask them to write down the 2 or 3 sections that seem the most interesting or important in terms of understanding immigration and why they think so.
2. For homework, students are to actively read through their census reports, using a pen to mark-up sections by circling words, starring sections, and writing notes that identify interesting or important information and/or additional questions raised by the form or content of their census report.

Sources:

U.S. Census Bureau. "Census of Population and Housing: Decennial Censuses."
<http://www.census.gov/prod/www/abs/decennial/> .

U.S. Department of Commerce. Bureau of the Census. *U.S. Census of Population and Housing, 1910: Reports by States for Counties, Cities, and Other Civil Divisions: Rhode Island*. Washington: Government Printing Office, 1910.

_____. *U.S. Census of Population and Housing, 1930: Reports by States, Showing the Composition and Characteristics of the Population for Counties, Cities, and Townships or Other Minor Civil Divisions: Rhode Island*. Washington: Government Printing Office, 1930.

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_____. *U.S. Census of Population and Housing, 1970: Characteristics of the Population: Rhode Island*. Washington: Government Printing Office, 1970.

_____. *1990 Census of Population: Social and Economic Characteristics: Rhode Island*. Washington: Government Printing Office, 1990.

U.S. National Park Service. *Blackstone River Valley National Heritage Corridor [Massachusetts/Rhode Island]* (Park Map). 1998.

Lesson 2 – Look at this Another Way...and Another

Standards:

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a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources

HP 1 (9-12) –2

Students interpret history as a series of connected events with multiple cause-effect relationships, by...

b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change

Massachusetts History and Social Science Curriculum Framework

Concepts and Skills, Grades 8-12

History and Geography

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Objectives:

1. Students will select census data to reflect their observations about immigration in the Blackstone Valley area of Rhode Island during a particular part of the 20th century.
2. Students will accurately and effectively generate graphs to illustrate important information about immigrants in the Blackstone Valley area of Rhode Island.
3. Students will present their findings to their classmates through oral and visual means.
4. Students will critically evaluate the accuracy of graphs generated by their peers based on the census data.
5. Students will compare graphed information from each of five census reports (1910, 1930, 1950, 1970, and 1990).
6. Students will explore how the grouping of different sets of graphed information leads to different insights, questions, hypotheses, and conclusions.
7. Students will form hypotheses and list unanswered questions based on the information they have analyzed.

Materials:

- Overhead transparencies or SmartBoard images of benchmark graphs (use the example of graphs from the 1970 census provided with this unit as well as others, such as those found in newspapers) and cartograms (such as those found in the *State of the World Atlas*)
- Copies of Rhode Island population data from the US Census for the years: 1910, 1930, 1950, 1970, and 1990 (enough so that each student has a single report and the reports are evenly distributed)
- Materials for the creation of graphs and cartograms (could be technology-based, e.g. computers, graphing programs, and printers, or paper-based, e.g. paper, markers, colored pencils)
- Looking At It This Way... handouts (enough for every student to have multiple copies)

Time Needed for Lesson:

2-3 60-minute class periods / 3-5 45-minute class periods

Procedure:

Introduction – Sharing Observations

1. Instruct students to sit with their cooperative learning teams.
2. Ask them to take out their homework and share their observations about the most interesting or important information contained in their reports about immigration in Rhode Island's Blackstone Valley.

3. Once students have shared, tell them that today they will begin putting their information into a visual format in order to illustrate and work with the data more meaningfully.

Activity 1 – Graphing

1. Show students examples of graphs and charts used to display statistical information. Good benchmarks to use are graphs or charts from a newspaper or from a book like the *State of the World Atlas* (Dan Smith, 2008). Point out how the numbers are shown visually. As a class, discuss the advantages of showing statistical data in this way.
2. Instruct each student to select one interesting aspect of his/her census and create a graph or chart showing the data visually. Each member of a cooperative learning team should choose a different set of information.
***Note: If you have access to computers, there are some great online graphing tools available. Kids' Zone offers "Create a Graph" at <http://nces.ed.gov/nceskids/createagraph/default.aspx> . Glencoe also provides a graphing tool at http://www.glencoe.com/sites/common_assets/socialstudies/Glencoe%20Graphing%20Web%20Files/gl_shell.html .
3. Ample time should be given for the development of these initial graphs. Students in cooperative learning teams should preview each other's work to check whether the data is 1) clear, 2) meaningful, and 3) accurate.
***If some students are done quickly, instruct them to help their peers or to create an additional graph for their group.

Activity 2 – Presentations & Graphing, Round 2

1. Ask each group to present its graphed data, highlighting the importance of what they have chosen to illustrate. Encourage students to ask each other questions to clarify their understanding of what is being presented.
***It will be beneficial for the groups to present in chronological order, so that they can see the progression of demographic changes.
2. As a class, discuss initial observations about the changes in immigrant information reflected in the census data from 1910 to 1990. List these observations on the board for student reference.
3. Instruct students to reflect on what they have heard from their peers. Then, with this in mind, have them come up with another round of topics from their census to show as a graph or chart. Emphasize that they should be reflecting the most critical and revealing information about immigration in the Rhode Island section of the Blackstone Valley in these graphs and charts.

Activity 3 – Peer Review

1. Once students have developed their second round of graphs, have them partner up to review the clarity, expression of meaning, and accuracy of their work, as they did earlier. Students should be able to point to the specific data in the census that is being expressed in their graphs. They should also be able to state simply and clearly what their graphs indicate.
2. Time should be given for corrections and adjustments.

Activity 4 – Looking Through Different Lenses

1. Re-divide class so that groups of 5 are formed. Each new group should include at least one person who worked with each census (1910, 1930, 1950, 1970, 1990).
2. Once students are situated in their new groups, instruct students to share their graphs in chronological order. ***For clarity, you may want to give a set amount of time for each presenter and call out the years in order, as in: “1910, you have 3 minutes to share your graphs and explain your work.”
3. Ask groups to discuss the following questions:
 - a. Based on our combined work, what do we now know about immigration into Rhode Island’s Blackstone Valley communities in the 20th century?
 - b. Are there any trends over time?
 - c. What changes are the most dramatic?
 - d. Has any aspect of the immigration data stayed relatively consistent over time? (...and, if so, what?)***For groups needing more scaffolding, provide handouts with these questions.
4. Next, introduce students to the “Looking At It This Way...” handout. Make sure they understand the meaning of: Insights, Questions, Hypotheses, and Conclusions. It would be helpful to do an example with the class first.
5. Then, have students discuss and complete the Looking At It This Way handout in their groups. Each student should fill in his/her own handout based on the group discussion.
6. Introduce the Shuffle: At this point, tell students that you will say “Shuffle” every few minutes. When they hear that word, they are to find two or three new people with whom to share their data. The fundamental questions they are to ask at every meeting are: How does this data combine to tell us something new? What do we know when we see these 3 or 4 graphs together.
7. Conduct the shuffle, giving students a chance to share and brainstorm, but not get distracted or off-topic. Students should complete a “Looking At It This Way” handout at each shuffle point.

Closing & Homework

1. Bring the class together to discuss how the process of grouping and re-grouping with different information affected what they saw in the census data.

2. Tell students that the next phase of this unit is to, as a class, research and articulate an understanding of the social and political developments in the U.S. during the 20th century in terms of both domestic and international affairs.
3. For homework, students are to make a copy of each of their graphs for each member of their original cooperative learning team. (This should allow each member of a census study to have a copy of all the graphs related to that study.) This information will be used during the Performance Assessment Task.

Sources:

National Center for Education Statistics. “Learning with NCES Kids’ Zone: Create a Graph.” <http://nces.ed.gov/nceskids/createagraph/default.aspx> .

McGraw Hill. “Glencoe Graphing Tool.” http://www.glencoe.com/sites/common_assets/socialstudies/Glencoe%20Graphing%20Web%20Files/gl_shell.html .

Smith, Dan, *The Penguin State of the World Atlas*, 8th ed. New York: Penguin Books, 2008.

U.S. Census Bureau. “Census of Population and Housing: Decennial Censuses.” <http://www.census.gov/prod/www/abs/decennial/> .

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Lesson 3 – What About Historical Context?

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d. using technological tools in historical research

HP 1 (9-12) –2

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C. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)

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2. In small groups, students will brainstorm links between the social and political developments they have researched and the format, language, and content of the census with which they are working.
3. Students will form hypotheses and list unanswered questions based on the connections made in their brainstorming sessions.

Materials:

- Textbooks
- Library/Media Center resources regarding 20th century U.S. History (books and/or computer resources)
- Copies of Rhode Island population data from the US Census for the years: 1910, 1930, 1950, 1970, and 1990 (students should continue working with the same census)
- Butcher paper – one large piece per cooperative learning team
- Copies of Inference Target Notes

Time Needed for Lesson:

1-2 60-minute class periods / 2-3 45-minute class periods

Procedure:

Activity 1 – Timeline Research

1. Tell students to sit with their cooperative learning teams.
2. Give each group a piece of butcher paper on which they can assemble their group findings. Groups should turn the paper horizontally, draw a line across the top of the paper, and date the line with the first year, middle year, and last year of the two decades preceding the census with which they have been working.
3. Instruct students to use their textbooks and the library/media center resources to research the major social and political developments of their two decades.
4. Tell students that as they find these social and political developments they are to write them on their butcher paper timeline with a short explanation.

Activity 2 – Inference Target Notes

1. Pass out “Inference Target Notes” handout to each student.
2. Have students work with their cooperative learning teams to make connections between their research and their census data. ***If the learning teams are larger, have the students work in sub-groups of 2 or 3.

Activity 3 – Wrap-up

1. Have students reflect on their work so far. Ask them to take some time to formulate one or two hypotheses based on their research and to list any questions that they feel have yet to be answered.
2. Let students know that their Performance Assessment Task will begin during the next class.

Sources:

Burke, Jim. “English Companion: School Tools: Inference Notes.”

<http://www.englishcompanion.com/Tools/notemaking.html> .

U.S. Census Bureau. “Census of Population and Housing: Decennial Censuses.”

<http://www.census.gov/prod/www/abs/decennial/> .

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Students chronicle events and conditions by...

b. synthesizing information from multiple sources to formulate an historical interpretation (e.g., document-based questions, quantitative data, material artifacts of RI)

HP 2 (9-12)– 3

Students show understanding of change over time by...

a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g. immigration trends, land use patterns, naval military history)

Massachusetts History and Social Science Curriculum Framework

Concepts and Skills, Grades 8-12

History and Geography

4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)

U.S. II Learning Standards

Industrial America and Its Emerging Role in International Affairs, 1870-1920

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)

Contemporary America, 1980-2001

USII.30 Describe some of the major economic and social trends of the late 20th century. (H, E)

C. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)

Objectives:

1. Students will create another section of the Museum of Work and Culture's 20th Century Immigration in the Blackstone Valley exhibit based on Rhode Island Census data.
2. Students will integrate graphs, timelines, images, and text to illustrate interesting aspects of Blackstone Valley immigration in the 20th century, to make comparisons, and to show the most significant changes over time.
3. Students will develop and argue a thesis in a three-panel display based on evidence found within Rhode Island census data from 1910, 1930, 1950, 1970, and 1990.
4. Students will build an interactive web-based computer learning activity to be added to the Museum of Work and Culture's web site that will engage young people in learning about 20th century immigration in Rhode Island's Blackstone Valley.

Materials:

- Student Performance Assessment Task assignment sheet
- Copies of Rhode Island population data from the US Census for the years: 1910, 1930, 1950, 1970, and 1990
- Library/Media Center resources regarding 20th century U.S. History (books and/or computer resources)

- Access to computers and the internet
- Textbooks
- All materials developed in the unit so far

Time Needed for Lesson:

A minimum of 5 class periods
Individual project work

Procedure:

1. Pass out the student assignment sheet (“Performance Assessment Task: Creating a Museum Display”).
2. Read aloud, explain the directions, and answer student questions about the process, components of the project, and rubric by which student work will be evaluated.
3. Facilitate the creation of groups. Make sure that each group has an expert from each of the censuses.
4. Guide students through the steps listed on the assignment sheet. *Make sure to include time for steps 6 and 7, so that students can self-evaluate and make improvements before turning in their work for a final grade.*
5. Facilitate presentations. ***One nice way to encourage student engagement in the presentations is to have students evaluate one another’s work using the rubric and/or ask students to make positive comments about what they like best about each other’s work.
6. Conduct a final discussion with students asking what they have learned about what historians do.

Sources:

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