OBJECTIVE: Students will exercise research, language, and analytical-thinking skills by reviewing a breadth of resource materials on the migrations of people to the United States. They will summarize their findings in a writing activity and presentation that analyze the different meanings of a “promised land,” the impacts of people from other countries coming to the United States, and the factors that brought them here.

INTRODUCTION
Note: Immigration has become a sensitive issue in some communities. While teaching this program, special consideration should be given to immigrant students in your class, who may be uncomfortable sharing or discussing their personal circumstances or experiences with immigration.

1. Tell students that America, often called a land of immigrants, is a land founded and built by people from foreign lands who migrated here, or were brought forcibly, for many different reasons and under many different circumstances.

2. Show students this short video that depicts the different ways people migrated to and settled in the United States. After viewing the video, have students identify the different parts of the world from where people have come and where they have settled in the United States. Why did people migrate to America? Who did not come voluntarily, and why?

3. Use the passage below to provide students with some background on the impact of people from other countries on the United States.

The United States has received more foreign-born people than any other nation in the world. Between 1820 and 1930, the United States absorbed 60 percent of the world’s immigrants. Since 1900, someone has migrated to the United States every 57 seconds. Most people migrated here legally. Others came not as immigrants, but by force as enslaved people. Still others have come as refugees from disaster or war. Through their efforts and contributions to this country, foreign-born people have ultimately shaped the United States of today.

TIME: Two class periods, plus time to do research and to view the HISTORY® program America: Promised Land.

MATERIALS: Student Research Guide “Exploring America: Promised Land”; access to the Internet and a library; access to the HISTORY® program America: Promised Land.

4. Remind students that analyzing primary and secondary resources provides people with a better understanding of the past. Historians use these and other resources, such as official documents and newspaper articles, to reconstruct historical events. But sometimes these sources contain biases based on which facts they present or leave out, as well as the perspective from which the facts are presented. Historians try to uncover the historical truth—a consensus about what actually took place—by looking for details that support one another from many different sources.

RESEARCH PROJECT
1. State that historical truth can change over time as people uncover new facts about historical events. These newfound facts can affect current perspectives on the past. Ask students to consider how this idea could influence future generations’ views of people from other countries coming to the United States.

2. Tell students that they will now complete a research project. They will attempt to discover historical truth about one of three topics related to the migrations of people to (and within) the United States after viewing the HISTORY® program America: Promised Land and after researching their topics.

3. Distribute the Student Research Guide. Assign students, or have students select, one of the topics from the guide to research. Tell your class that the research guide will provide them with several resources as a jumping-off point to begin investigating their topic. Students should also look for reliable sources of their own to help them answer the questions presented. Instruct students to take detailed research notes and closely read the resources to:
   ▶ Gather facts on the topic;
   ▶ Build an argument for how the topic should be viewed or considered;

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- Identify multiple perspectives on and/or biases about the topic;
- Make connections between the historical record and current events;
- Provide details about how the topic is addressed in the America: Promised Land program appearing on HISTORY®.

CULMINATING ACTIVITY

When students are done researching, inform them that they will now share what they have discovered with the class. Have students choose one of the following assignments:

1. Imagine they are a newly arrived foreign-born man, woman, or child, and write a letter home to family or friends about their experiences.

2. Write an essay to compare/contrast the experiences of two different historical immigrants or groups. Why did they come to the United States and what commonalities/differences do you see in their experiences?

Then, have students choose or assign them one of the following presentation methods based on which best fits the grade level and the subject you teach:

- Creative Group Presentations: Assemble students researching similar topics in groups. Have them come up with a creative way to present their topics to the class—for example: a multimedia presentation, a video, an illustrated timeline, a historical reenactment, or an interview with a central historical figure.

- Individual Written Reports: Students will write an informative/explanatory text examining their topics. Research papers should contain accurate information and clear explanations of ideas. Students should also make sure to acknowledge where the facts they included came from, to distinguish them from their own conclusions.

ADDITIONAL TEACHING RESOURCE

history.com/shows/america-promised-land

STANDARDS

Common Core State Standards: English Language Arts Standards History/Social Studies

Grades 6–8:
CCSS.ELA-Literacy.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.RH.6-8.3
Identify key steps in a text’s description of a process related to history/social studies.
CCSS.ELA-Literacy.RH.6-8.6
Identify aspects of a text that reveal an author’s point of view or purpose.
CCSS.ELA-Literacy.RH.6-8.7
Integrate visual information with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.

Grades 9–10:
CCSS.ELA-Literacy.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.RH.9-10.3
Analyze in detail a series of events described in a text.
CCSS.ELA-Literacy.RH.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics.
CCSS.ELA-Literacy.RH.9-10.7
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis.
CCSS.ELA-Literacy.RH.9-10.8
Assess the extent to which the reasoning and evidence in a text support the author’s claims.

Grades 11–12:
CCSS.ELA-Literacy.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.RH.11-12.3
Evaluate various explanations for actions or events.
CCSS.ELA-Literacy.RH.11-12.6
Evaluate authors’ differing points of view on the same historical event or issue.
CCSS.ELA-Literacy.RH.11-12.7
Integrate and evaluate multiple sources of information.
CCSS.ELA-Literacy.RH.11-12.8
Evaluate an author’s premises, claims, and evidence.

United States History Content Standards for Grades 5–12

Era 4: Expansion and Reform (1801–1861)
Standard 2: How the Industrial Revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
Era 6: The Development of the Industrial United States (1870–1900)
Standard 2: How massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

Sources: corestandards.org/ELA-Literacy/RH/6-8/; corestandards.org/ELA-Literacy/RH/9-10/; corestandards.org/ELA-Literacy/RH/11–12/

2ncihc.edu/history-standards/us-history-content-standards
MORE PEOPLE HAVE MIGRATED TO THE UNITED STATES THAN TO ANY OTHER COUNTRY IN THE WORLD.

Why have so many seen America as a “promised land”? Below are three topics that explore the promise the United States has offered to people who have migrated here, the opportunities and problems they found, and the factors that push or pull people to come here. Each topic is related to the HISTORY® program America: Promised Land. Use the resources provided to research one of these topics. While doing so, remember what you learned in class about historical truth. Draw conclusions about the topics based on evidence supported across multiple sources.

RESEARCH TOPIC 1

Why was America considered a “promised land” for many immigrants who came here? Provide examples of the political, economic, and religious opportunities America offered, as well as examples of how immigrants took advantage of these opportunities. Also, why was America not necessarily a promised land for others who came here—e.g., enslaved people and some Asian immigrants—as well as for Native Americans, who were already here? Describe actions (and reasons for them) that were taken to prevent certain groups from coming to the United States or, once they were here, prevented them from being treated as equals. Also look at the impact of the arrival of foreign-born people on established groups in this country—e.g., Native Americans.

RESOURCES

- View a basic timeline of some key U.S. immigration history dates here: digitalhistory.uh.edu/timelines/timelinetopics .cfm?titopicid=7 and here: libertyellisfoundation.org /immigration-timeline.
- Learn about the history of immigration to the U.S. since 1965 by reading this article on History.com: history.com/topics /us-immigration-since-1965.
- Read about why America offers opportunity for immigrants: heritage.org/immigration/commentary/americas -immigration-opportunity.
- View a narrative of a slave and his journey to freedom: http://docsouth.unc.edu/fpn/jackson/jackson.html.

EVALUATING RESOURCES

For each resource given, evaluate the materials’ reliability and accuracy by answering the following questions:

AUTHOR: Who created this resource? Is his or her point of view reliable?

PLACE AND TIME: When was this resource produced? How might that affect its meaning?

PRIOR KNOWLEDGE: What historical information would help you understand this resource?

AUDIENCE: Who was the original audience for this resource? Who is its audience today?

REASON: Why was this resource produced?

THE MAIN IDEA: What point is the resource trying to make?

SIGNIFICANCE: How does this resource relate to the research topic?

- Read about the Chinese Exclusion Act, which made it illegal for Chinese laborers to immigrate to the U.S.: ourdocuments.gov/doc.php?doc=47.
- Read about the Immigration Act of 1924, which limited immigration to the United States: digitalhistory.uh.edu/disp _textbook.cfm?smID=3&psid=1116 and view a related chart here: http://historymatters.gmu.edu/d/5078.
- Read about the effects of immigration on Native American peoples: loc.gov/teachers/classroommaterials /presentationsandactivities/presentations/immigration /native_american.html.
- Read about Native Americans’ journey to U.S. citizenship: history.com/this-day-in-history/the-indian-citizenship-act.
RESEARCH TOPIC 2

What were some of the reasons that different foreign-born groups came to the United States, and what opportunities—and problems—did they discover once here? Describe some unique contributions that different groups of people have made to America.

RESOURCES

- Read about why different groups of foreign-born people came to the U.S. in the 19th century: loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseinindyntgrnts/.
- Read about how foreign-born people have made important contributions to America’s economy and culture: linkedin.com/pulse/20140924234234-319891-america-land-of-opportunity-innovation-immigrants and cato.org/publications/commentary/immigrants-have-enriched-american-culture-enhanced-our-influence-world.
- Learn how westward expansion contributed to immigration from foreign lands and migration across the country: history.com/topics/westward-expansion.
- Read about the contributions Native Americans have made to America: scholastic.com/teachers/articles/teaching-content/native-american-contributions/.
- Read about Native Americans’ journey to U.S. citizenship: history.com/this-day-in-history/the-indian-citizenship-act.
- Read this article about the Great Migration of African-Americans—migrating within the United States: smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118.
- View a selection of oral histories from immigrants who arrived in America through Ellis Island at nps.gov/elis/education/classrooms/oral-histories.htm. You can also search the larger collection at libertyellisfoundation.org/oral-history-library.

RESEARCH TOPIC 3

What are different factors that “push” or “pull” people to the United States? Select one group or one time period of migration (e.g., New World settlement, Quaker migration from England, Chinese migrant workers, 20th-century African-American migration, Vietnamese refugees, etc.). Describe the different reasons these people migrated to or within the United States and the different push-and-pull factors that contributed to this migration. Evaluate whether the push or the pull factors had the greater impact on the group, and why.

RESOURCES

- Read about the various reasons different groups came to America: https://sites.google.com/site/thenorthsite/early-immigration-in-the-u-s-1.
- Read this article about the Great Migration of African-Americans moving within the United States: smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118.
- Watch the story of the first Americans to migrate to North America and South America: history.com/topics/native-american-history/native-american-cultures/videos/the-first-americans.
- Read about the westward expansion of the United States: history.com/topics/westward-expansion.
- Read this article on key facts about refugees coming to the U.S.: pewresearch.org/fact-tank/2017/01/30/key-facts-about-refugees-to-the-u-s/.