
> > > LESSONS AND ACTIVITIES

LESSON SUMMARY:

Students will understand why immigrants came to America. By comparing and contrasting the reasons why some groups became disenfranchised, they will be able to recognize, understand and explain how some groups assimilated while others continue to remain disenfranchised. Students will also explore what has been done and what can continue to be done to assist disenfranchised groups become inclusive members of American society.

STANDARDS:

- Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions. (*California Content Standards for History/Social Science, United States History and Geography: Growth and Conflict, Grade 8, Standard 8*)
- Students analyze the aspirations and ideals of the people of the new nation; discuss daily life, including traditions in art, music, and literature of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper). (*California Content Standards for History/Social Science, Grade 8, Standard 8.4*)
- Benchmark: Write brief responses to selected literature with factual understanding of the text using simple sentences. (*California Content Standards for English/Language Arts. Grades 6-8, Writing: Organization and Focus*)
- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. (*California Content Standards for English/Language Arts. Grade 8, Writing: Listening and Speaking*)
- Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students: Deliver narrative presentations (e.g., biographical autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. B. Reveal the significance of, and the subject's attitude about the incident, event, or situation. C. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). (*California Content Standards for English/Language Arts. Grade 8, Speaking Applications: Genres and their Characteristics, Standard 2.1*)

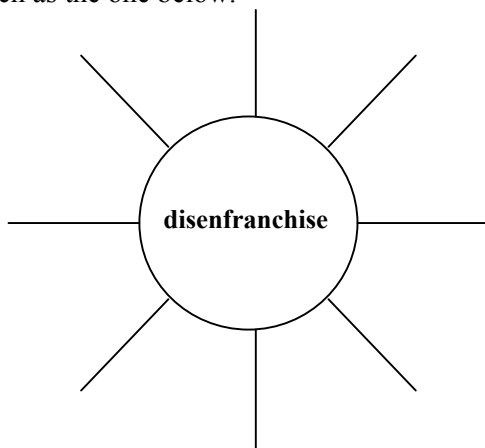
ASSESSMENT:

Students will demonstrate in writing or speaking, their understanding of the following:

- Reasons why some immigrant groups became disenfranchised and others did not.
- The various responses to disenfranchisement by disenfranchised groups.
- What has occurred to assist disenfranchised groups to become inclusive members of American society.
- What can be done, today to assist disenfranchised groups become inclusive members of American society.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Introductory activity: Activate students background knowledge by asking, “What comes to mind when you hear the word ‘disenfranchise’?” Ask students to record ideas, individually with the use of a graphic organizer for each student such as the one below.



2. Students share ideas in pairs or small groups. In a class discussion, ask students to brainstorm: “What are some of the reasons why people may become disenfranchised?”
3. Research: Ask students to conduct research to identify why the following groups emigrated to the United States, the reasons why many became disenfranchised after living in America, and their response.

Immigrant Group	Time Frame	Reasons for Immigrating	Examples/Reasons for Disenfranchisement	Response to Disenfranchisement
Native Americans	Pre-Columbian			
Africans	1700-1800			
Chinese	1800-1850			
Irish	1900-1950			
European Jews	1900-1950			

MUSIC EVOKES MEMORIES AND EMOTIONS

4. Compare and Contrast: Ask students to compare and contrast why different immigrant groups came to America, which groups became disenfranchised, reasons for disenfranchisement and various responses. Ask students to respond to the following questions:
 - Which groups willingly came to North America? Which did not? Why?
 - Which groups experienced disenfranchisement? What are the common factors that contributed to disenfranchisement among different groups?
 - Why did some groups experience more disenfranchisement than others?
5. Explore the reasons why many groups continue to feel disenfranchised today. What prevents or hinders their ability to overcome challenges and obstacles? What can be done to help?

TIME ELEMENT: 10 days

MATERIALS/RESOURCES: The Trail of Tears by John Ehle
Narrative of the life of Frederick Douglas by Frederick Douglas
Whitewash by Ntozake Shange
Special Sorrows by Matthew Jacobson (Irish experience)
Coolies by Yin
Two Worlds (Mexican-American experience)
La Causa: the Migrant Farm Worker Story by Dana and Katherine de Ruiz
White Servitude in Colonial America by D.W. Gadenon

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