

National Endowment for the Humanities Summer Institute

“The Immigrant Experience in California through Literature & Theatre”

San José State University - Summer 2022

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Topic/Theme	US Immigration Policy History-- (this lesson is an introduction to a larger unit on US immigration history.)
Institute Text Inspiration	2) Omar Valerio-Jimenez, “ Race and Immigration in the Nineteenth Century ,” in <i>A Companion to California History</i> (Hoboken, NJ: John Wiley & Sons, 2008). 3) Kevin Allen Leonard, “ Making Multiculturalism: Immigration, Race and the Twentieth Century ,” in <i>A Companion to California History</i> (Hoboken, NJ: John Wiley & Sons, 2008). 4) Bill Ong Hing, “ Immigration and Race in the Twenty-First Century ,” in <i>A Companion to California History</i> (Hoboken, NJ: Angel Island Field Trip Immigration History
Student Grade Level	8th-civics/social studies
Lesson Plan Length	1 day (3-5 days to perform)
Unit Overview	USA: A Nation of Immigrants
Essential Questions & Skills	Who is considered an American? What does it mean to be a “ <i>Nation of Immigrants</i> ”? Why do groups emigrate? What were the experiences of immigrants in the early 20 th century? How do we interact with people who are different from us? How do we determine who “belongs” in America? What is assimilation? What are the causes/effects of assimilation? How does someone “become” American? How does a nation determine citizenship?
Key Student Learning Objectives	Students will be able to identify and define key vocabulary as well as identify key legislation restricting immigration
Sequence of Key Learning Activities	Introduction to immigration laws through a scripted performance.
Texts and Materials Used	Original CBRT Script America: A Nation of Immigrants?
Assessments	Performance/ quiz

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Curriculum Based Readers Theatre is an Arts-Integrated learning process which focuses on scripts about content information developed by Rosalind M. Flynn at Catholic University. The short scripts are created to both inform about a curriculum topic and entertain an audience. Through these scripts the students read, re-read, rehearse, and perform scripts in a classroom setting that merges drama, theatre, reading, speaking, listening, research, and content learning. Students will perform a CBRT script that I developed on the history of immigration policy in the US, and then after a unit of study develop their own scripts based on research of different immigrant groups using NEH resources. Students may develop their own CBRT scripts or develop other dramatic adaptations of provided immigration resources. However this lesson primarily focuses on the CBRT script.

CBRT scripts are all inclusive using numbers instead of names in the script. They use ALL lines for remembering key information and vocabulary, as well use gestures, and sound effects to enhance the entertainment of the script as well as emphasize key points.

This lesson uses CBRT as a companion to student reading on US Immigration Policies and as an introduction to a larger unit on Immigration.

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Immigration Nation: US Immigration Policies 1790-1965

- 1 Good afternoon and welcome to Immigration Nation podcast
ALL [sound effect]
- 2 Where we tell you everything you need to know about US Immigration
ALL [sound effect]
- 3 Today’s podcast is sponsored by American Windows; Doors and Fences[**sound effect**]
- 4 Featuring our most popular “Golden Door” and
- 5 Helping Americans protect themselves for over 2 centuries. [**sound effect**]
- 6 Hold-Up! Really? This Immigration Podcast is sponsored by a fence company?
- 5 Yeah, don’t fences keep people out?
- 7 Seems a little ironic. Doesn’t this podcast support immigration and immigrants?
- 2 Well, yes, but we need to get paid, and although fences keep people out,
- 3 Doors also let people in.
- 2 Right, let’s get into it, then.
- 3 “Give me your Tired [gesture]
- 4 Poor [gesture]
- 5 Huddled masses [gesture]
- ALL Yearning to breathe free![sound effect] [gesture]**
- 1 Well yes....and no.
- 6 What do you mean?
- 7 Yeah, how can it be yes AND no?
- 1 Today we are going to get into a little US Immigration policy history, which let’s face it had a lot of “fences”
- 2 The US hasn’t always been the most welcoming to immigrants.
- 1 Well, at first and for many years, there were no immigration laws.
- 8 The nation was growing [sound effect] [gesture]
- 9 and expanding. [sound effect] [gesture]
- 11 Hold-on! Americans were expanding onto land that wasn’t theirs
- 12 What do you mean?
- 11 Americans just moved onto Native People’s land
ALL You mean they STOLE IT? [sound effect] [gesture]
- 11 Pretty much....but that’s an entirely different podcast....
- 1 Let’s get back to Immigration Laws:
- 9 America was the land of opportunity.
- 8 People from all over the world wanted to come and make a new life
- 2 This time, up until the 1850s was known as the OPEN DOOR Immigration Policy
- ALL OPEN DOOR Immigration: Before 1850 anyone could immigrate to the USA [gesture][sound effect]**
- 10 Come on in Y’all! [sound effect]
- ALL The OPEN DOOR was a Golden Door to endless opportunities[gesture][sound effect]**
- 11 or so it seemed.
- 3 But by the middle of the Nineteenth Century
- 4 Congress began passing restrictive immigration laws.
- 14 Why?
- 15 Well, most of the reasons were irrational
- 16 and based on fear of foreigners.
- 1 Fear and hatred of foreigners is called xenophobia
- ALL Xenophobia is the fear and hatred of foreigners. [gesture] [sound effect]**
- 17 What were they afraid of?
- 1 They were afraid there wouldn’t be enough jobs for Americans
- 2 or that immigrants were too different
- 15 spoke different languages
- 16 had different religions
- 17 customs

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15 and foods
18 But these are the things that make America GREAT!
19 I know I LOVE Pizza [gesture][sound effect]
20 and Banh Mi! [insert any other choices]
10 Many of these laws were based in racism
1 Racism is the belief that one race is better than another
3 Many White Americans feared these people would change and weaken America
2 So Congress began to pass laws to limit immigration
1 The first of these laws were in California
4 Many Chinese were immigrating to California
5 For Gold
6 And to work on the Railroad
7 Many employers valued their hard work
8 For low wages
9 But many Californians and Americans feared and disliked the Chinese.
2 So Congress began to pass laws to limit Chinese immigration.
10 First they passed the Chinese Miners Tax
11 and didn't allow Chinese to attend California schools.
12 Then they passed laws forbidding Chinese to testify in Court
13 Or marry people of other races.
14 Sounds like Americans didn't like the Chinese!
15 Yeah, why would any Chinese want to come here if the US did all that?
1 Well, many immigrants still see the US as a land for opportunity
2 Even if they face discrimination.
ALL Discrimination-treating people differently based on a difference [gesture] [sound effect]

3 And then in 1882 Congress passed the worst law of all
4 The Chinese Exclusion Act of 1882 banned all Chinese laborers from entering the US
ALL The Chinese Exclusion Act of 1882 banned all Chinese laborers from entering the US [sound effect] [gesture]
5 This was the first time an entire nation had been excluded from entering
6 And it banned them from becoming citizens.
7 The goal was to have no Chinese in America at all..
8 This discriminatory law lasted for 60 years!
ALL This discriminatory law lasted for 60 years! [sound effect] [gesture]
1 Wow, that's a really thick wall!
9 But the Chinese still came to the US as did many other immigrant groups
2 From 1910-1940s Chinese immigrants who came to the US
3 Came to Angel Island, a processing and detention center.
ALL Angel Island was a detention center [gesture] [sound effect]
4 Many Chinese immigrants were held in barracks and cells for many years.
5 Some were deported and never entered.
6 Chinese immigrants at Angel Island wrote poems all over the walls documenting their experiences.
ALL And Americans were still afraid [sound effect] [gesture]
14 During this same time many immigrants from Southern and Eastern Europe wanted to emigrate
1 They wanted to come to the US at this time to escape poverty, persecution, and war.
6 Places like
2 Italy
3 Poland

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4 Russia
5 Greece
11 In the 1920s Congress passed more restrictive laws known as the Quota Acts
12 A quota is a maximum limit
ALL A quota is a maximum limit
[sound effect] [gesture]
13 These laws set quotas on the number of immigrants who could come from a certain country
ALL The quota acts of 1921 and 1924 LIMITED Immigration [sound effect]
[gesture]
15 The quotas for the nations of Southern & Eastern Europe small
1 While the quotas for Northern and Western Europe were large
2 Therefore few Southern & Eastern European immigrants could come
5 During this time many European immigrants entered the US Ellis Island.
6 It was an immigration processing center in NYC.
7 But it wasn't a prison like Angel Island was for the Chinese.
6 Seems like Congress and Americans didn't want many immigrants
1 They only wanted people they thought were the most “like Americans”
2 It took a world war in the 1940s and
1 Movements toward greater civil rights in the 1960s
3 For the USA to begin to change its immigration laws.
4 In 1965 Congress passed the Nationality Act of 1965
5 This eliminated the quota system set up by the Immigration Act of 1924
ALL The 1965 Nationality Act abolished the quotas and made family reunification central to immigration.
[sound effect] [gesture]
1 The US continues to struggle with how to deal with immigration.

2 It wants immigrants because it benefits the nation
3 And because it believes it's a Nation of Immigrants.
4 Unfortunately xenophobia continues to shape US Immigration debates today.
6 Now I understand what you meant about US Immigration history having a lot of FENCES!
5 Yeah, I wish there were more Golden Doors than Fences!
ALL: I Lift my lamp beside the Golden Door! [gesture] [sound effect]
1 Thanks for listening and tune in next week for more
ALL: IMMIGRATION NATION!

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Haddonfield Public Schools Curriculum Map: 8th Grade Social Studies

Unit Plan:

We The People: A Nation of Immigrants

Targeted Standard(s): NJCCCS 6.1.8.A1-12	6.2.8.A.1 2.8.B1-3 6.2.8C4,6 6.2.8.E 4-7,8-12	6.5.8.A2,4,5-9 6.5.8.B2-7	
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Enduring Understandings (*The big ideas*):

To develop an understanding of the American Constitution and its application to social and political movements in American democratic history. To understand one’s role as a citizen. To try and answer the question: What does it mean to be a citizen in American Democracy?

Essential Questions:

Who is considered an American? What does it mean to be a “*Nation of Immigrants*”? Why do groups emigrate? What were the experiences of immigrants in the early 20th century?

How do we interact with people who are different from us? How do we determine who “belongs” in America? What is assimilation? What are the causes/effects of assimilation?

How does someone “become” American? How does a nation determine citizenship?

Core Content/Objectives			Instructional Actions	
Concepts/Contents <i>What students will know</i>	Arts Integration Ideas/Strategies	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<ul style="list-style-type: none"> Major waves of US immigration Push/pull factors for immigration Immigration and urbanization—tenement living Industrialization issues and immigration : mass production and work—labor--child labor/working conditions/ unionization Progressivism/reforms Nativism and the treatment of immigrant groups: 	<p>The New Colossus-Emma Lazarus/Immigrants We Get the Job Done Song (<i>Hamilton Mix Tape</i>)/Tableaux/Human slideshows</p> <p>CBRT Immigration History</p> <p>Possible TIR Possible Character Interviews</p>	<ul style="list-style-type: none"> Analyze how events are related over time. Use critical thinking skills to interpret events, recognize bias, point of view, and context. Assess the credibility of primary and secondary sources. Analyze data in order to see persons and events in context. Examine current issues, events, or themes and relate them to past events. Formulate questions based on information needs. 	<p>Think-pair-share Class discussion and debate</p> <p>Barometer activity</p> <p>Tableaux</p> <p>Reader’s Theater</p> <p>Drama activities</p> <p>Silent Conversations and big paper</p>	<p>Journal writing assignments</p> <p>Tests/quizzes</p> <p>Drama in Ed</p>

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<p>Old Immigrants v. New Immigrants</p> <ul style="list-style-type: none"> ● Restrictions on Immigration Chinese Exclusion Quota Acts Literacy Tests ● Current waves of immigration ● Current attitudes/debates about immigration ● Immigrant experience through literature NEH resources (Angel Island Poetry,) 	<p>Possible literature adaptation</p> <p>Art</p> <p>Photography</p>	<ul style="list-style-type: none"> ● Use effective strategies for locating information. ● Compare and contrast competing interpretations of current and historical events. ● Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians. ● Summarize information in written, graphic, and oral formats. 	<p>Internet research</p> <p>World Language</p>	
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21st Century Learning/Resources

SS. Textbook “*The Call to Freedom*”

TV/VCR/LCD

Computer--Internet—Google Classroom*, *Facing History and Ourselves*

Videos: PBS “*Becoming American-The Chinese Experience*”; PBS “*The New Americans*”; ABC “*School House Rock*”; NEH Summer Institute “*The Immigrant Experience Through Literature and Theatre*” (2022)

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