



History Educators Project

Teaching American History through the Lens of Indiana

Course/Grade Level: 8th grade

Lesson Title: Issues in Irish Immigration & Integration, 1848-1860

Teacher: Kathleen Fox

Each lesson encourages us to:

- Include learning activities that:
 - reflect substantive historical depth and detail
 - reflect appropriate historical connections between events
 - allow students to generate historical questions to guide learning
 - allow student to engage in meaningful research using library, archives, internet and local source to enhance student produced
- Infuse multiple perspectives into the content that is being surfaced in the lesson.
- Engage our students in the process of thinking about the person or authors assumptions, biases, perspective, and or goals.
- Allow students the opportunity to look for evidence of context bias and purpose.
- Promote active inquiry and promote dispositions associated with “historians”; the thought processes utilized by historians and hence our students will be *sourcing, contextualizing perspectives, causality, questioning, and evaluating*.
- Use primary documents including photographs, diaries, letters, government documents and more
- Create an interactive multimedia or PowerPoint presentation (info, questions, visuals, essential questions and big ideas).

Each lesson plan must be organized in the following format:

State and National Standards:

- State the standards that the lesson supports
- Describe briefly how the lesson supports the standards

- 8.1.10 Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South. (Individuals, Society and Culture)
- 8.1.25 Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; the intensification of cultural differences between the North and the South. (Individuals, Society and Culture)
- 8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present day norms.
- 8.1.18 Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts.

This lesson looks at the rationale behind the Irish immigration to the United States, particularly the Northeast. It examines the extremely quick build up of cities during the antebellum period and the competition for high wage paying jobs that were often denied the new immigrants. Finally, this lesson uses primary sources of newspaper editorial cartoons, as well as

Objectives:

- State the objectives and which level one is addressing utilizing Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation)
 - The objectives for this lesson are to gain knowledge about the push/pull factors that led to the Irish Immigration in the early 1850's; to evaluate various primary sources about the new immigrants (including political cartoons and first hand accounts from both the immigrants and their detractors); and finally to encourage synthesis of different strands in US history (the rise of the cities; problems of rapid urbanization and industrialization; acclimatization of new immigrants; as well as new political groups) as applied to a specific group: the Irish Americans.

Time:

- Explain how your school day is organized (traditional, block, alternate, trimester, etc...)
 - traditional, 45 minute classes.

Hook: Interest Building

- How will you motivate the students? For example: use an appealing dramatic reading, or video website (YouTube) or other motivational piece.
 - The primary motivational piece will be a clip from “Gangs of New York” where the Nativist group is condemning the new Irish. This lesson also uses political cartoons and firsthand accounts of coming to America.

Outstanding Teaching Strategies: Use a minimum of one strategy per lesson plan.

- ___ Focus In: Interest Building
- ___ Teach for Ideas: Concept Development
- ___ Teach for Inquiry: Discovery
- ___ Teach through Drama: Dramatic Expression
- ___ Write to Learn: Perspective Taking
- ___ Teach for Deliberation: Decision Making

- The main teaching strategy used in this lesson is “Focus In.” Current events have targeted “illegal immigration” as a main issue today. This lesson uses this interest as a spring-board to talk about immigration to the US. Early in the discussion, we will talk about the previous immigrants to the US during the Colonial Period and also ask how many of the students are of Irish descent. The goal is to build awareness of the difficulties of entering a new country and begin to understand the push/pull factors behind immigration.

Content:

- **Concept Development:** Big ideas that will be addressed in this lesson
- **Perspective Taking:** Multiple perspectives must be incorporated into every lesson (classism, racism, equality, social justice, etc...).
- **Meaningful, Integrative, Value-based, Challenging, Active** (NCSS Standards)
- **Multimedia used:** PowerPoint, audio, video, etc...

- The big ideas of this lesson relate to accepting diversity (i.e. how does a predominantly WASP nation adapt to a sudden influx of Roman Catholics); of job scarcity/economic hardship and the conflicts presented (life in urban US circa 1850); and, frankly, racism based on stereotypes inherited from the British view of the Irish problem.
- Perspectives are presented through a selection of political cartoons representing the Irish, first through the British press' view of the Great Famine & then the US press images of a typical Irish life in the city. Next, using firsthand accounts of what it was like to live in the US for the new arrivals, we will see various points of view about the Irish American experience.
- This lesson is Meaningful as it connects a current issue with a similar problem of the past; it integrates understanding an era with applying that knowledge to a specific group to deepen awareness of core issues such as racism and stereotyping. It is value-based because it addresses these core issues & challenges students to readdress their assumptions about all immigrants. The active portion of this lesson is the discussion/ and quasi-Socratic format of the presentation. Students are asked to apply their knowledge of previous eras, and the textbook and then apply them to the discussion.
- Multimedia used: video from "Gangs of New York", and political cartoons from the web.

Background for lesson implementation

Need to develop deep and rich explanations of your learning activities and very specific procedures that you will be implementing. Choices include, but are not limited to:

- Discovery: research (inquiry) as detective
 - Dramatic expression: folk art, protest song, role play, reader's theatre, etc...
 - Decision-making: deliberation and/or pro/con views, etc...
 - Socratic seminar
-
- This lesson uses a quasi-Socratic format of presentation. Students are asked to apply their knowledge of previous eras, and the textbook and then apply them to the discussion.
 - Required reading from textbook: the chapter sections on industrialization; problems of rapid urban increase & daily life in the North circa 1840-1860.

Procedures:

This lesson requires at least 2 days:

Preread: Chapter 11 – North & South take different Paths (1800 – 1845) Sections 1 & 2

*Start with a brief discussion in small groups concerning each section read: instruct groups to examine Focus ?'s on the board & come up with 3 or 4 examples. Students should be encouraged to review their notes or use the book;

Focus question for Section. 1: How did the new technology of the Industrial Revolution change the way Americans Lived?

Start with: What was life like prior to the Industrial Revolution....

CONCEPT: Mass Production (what is this?) Discuss as a group. Ask students for examples that they are aware of in current production (i.e. making of cars) Why would this be so different from how people used to manufacture goods prior to the 1800's? (Cottage/home industry vs. industrialization.)

This leads into: **? #2:** How did urbanization (what does this mean????), technology & social change affect the North? (Obvious ?—why not the South, too?)

CONCEPT: Technology

What kinds of technology were invented? (I.e. the Erie Canal made it easier to move people & goods; the RR made it possible to move large groups; telegraph in 1844; mechanical reapers & threshers; sewing machine. Steamboats.) How might society have changed because of these inventions? (This does not need a specific answer: however, students may recall the rise of reform movements in this period & an increased sense of political importance for white men after the Jacksonian reforms.)

How would you describe the Northern cities in the 1840's? (look at map on p. 380—showing RR's.)

Life in 1840's cities: Population growth / lack of urban planning meant that conditions in most cities where there were jobs were AWFUL (read p. 162, Zinn)

America was developing with enormous speed and excitement. In 1790, fewer than a million Americans lived in cities; in 1840 the figure was 11 million. New York had 130,000 people in 1820, a million by 1860.... In Philadelphia, working-class families lived fifty-five to a tenement, usually one room per family, with no garbage removal, no toilets, no fresh air or water. ... In New York you could see the poor lying in the streets with the garbage. There were no sewers in the slums, and filthy water drained in yards and alleys....The new industrialism, the crowded cities, the long hours in the factories, the sudden economic crises leading to high prices and lost jobs, the lack of food and water, the freezing winters, the hot tenements in the summer, the epidemics of disease, the deaths of children—these led to sporadic reactions from the poor....Sometimes the anger was deflected into racial hatred for blacks, religious warfare against Catholics, nativist fury against immigrants. (p. 162-164)

Yet, in many ways, America was becoming a place where people from other countries could get a fresh start: because of the Industrial Revolution & the jobs available; because of a perception of “freedom” here; and the idea that opportunities existed for newcomers. And, often, because the places where the new immigrants left were far worse than what awaited them here.

Day 2

Ready for main topic today: Cities & Rise of Immigration

We have certain ideas about ourselves that we are very proud of. One of these is America as land of the free; as being a better place than any other. This is an image that has existed from the very beginning of our nation. Does it still hold true today???

Benjamin Franklin wrote (1783): *“The only encouragements we hold out to strangers are—a good climate, fertile soil, wholesome air and water, plenty of provisions, good pay for labour, kind neighbours, good laws, a free government, and a hearty welcome.”*

Immigration

Where did the first immigrants come from? Ask for examples of immigrants to N. American during the Colonial period...(first wave was from England, some Swedes, Germans, of course the French & Spanish—further west) Discuss the main reasons for coming over: religious freedom; opportunity to make money in land schemes; escaping persecution?

Next wave begins in late 1840's with a huge flood of Irish immigrants....

Why? In particular, the Irish! (the Germans, too...mostly because of political problems at home—1848 revolutions) [How many of the class have Irish roots?] Give brief overview of the Irish Potato Famine.

Review terms: Push factor/pull factor ; emigrate/immigrate

Push factors (the things pushing them out of their home countries) Why did they emigrate?

The Great Famine due to potato blight & British land policies over Ireland. Show views of the Famine off of internet.

http://www.nde.state.ne.us/SS/irish/unit_2.html This site also leads into negative depictions of the Irish here in the United States. Preview selections. One in particular is offensively racist. It was shocking to 21st century viewers.

Pull factors(what brought them to a particular place—i.e. the US?) - perception of a better life; letters home.

Reactions to immigrants? “Nativists” WASPs (Protestant, White) anti-Roman Catholic sentiment; NY: “Know-Nothings” secret group.

Visions of Irish Immigration

Group Activity:

*1st read an excerpt from a letter home to Ireland by Patrick Dunny of Philadelphia:

“People that cut a great dash at home, when they come here they think it strange for the humble class of people to get as much respect as themselves. For when they come here it won’t do to say I had such-and-such and was such-and-such back at home. But strangers here they must gain respect by their conduct and not by their tongue... I know people here from the town of Newbridge that would not speak to me if they met on the public road [in Ireland], and here I can laugh in their face when I see them.”

*Read the 1868 description of Teddy O’Flaherty. (appendix 6) from:

<http://www.history.ctaponline.org> (Unit 6) Reactions from students?

*Watch segment from “Gangs of New York”: The first scene takes place in 1846. In Lower Manhattan's "[Five Points](#)" district, a territorial war raging for years between the "Natives" (comprising those born in the United States) and recently arrived [Irish Catholic](#) immigrants, is about to come to a head in Paradise Square. The Natives are led by William "Bill the Butcher" Cutting ([Daniel Day-Lewis](#)), a [White Anglo-Saxon Protestant](#) with an open hatred of recent immigrants. The leader of the immigrant Irish, the "[Dead Rabbits](#)," is Priest Vallon ([Liam Neeson](#)), who has a young son, Amsterdam (played as a child by [Cian McCormack](#)). Cutting and Vallon meet with their respective gangs in a horrific and bloody battle, concluding when Bill kills Priest Vallon, which Amsterdam witnesses. Cutting declares the Dead Rabbits outlawed and orders Vallon's body be buried with honor. Amsterdam seizes the knife that kills his father, races off and buries it. He is found and taken to the orphanage at [Hellgate](#). (summarized in Wikipedia article.)

Then look at other descriptions of the Irish experience in America—getting here & life once they arrived.

Divide into 3 groups: 1 takes the article “The Irish Emigrant’s guide for the United States” (<http://www.history.ctaponline.org/center/hsscm/grade8/unit6/appendices/app8-6-4.pdf>)

The other, The Famine Emigration

(<http://www.history.ctaponline.org/center/hsscm/grade8/unit6/appendices/app8-6-5.pdf>)

Another Melville’s description of the voyage:

(<http://www.history.ctaponline.org/center/hsscm/grade8/unit6/appendices/app8-6-2.pdf>);

This is a description of the middle voyage on a “Coffin Ship”:

<http://www.history.ctaponline.org/center/hsscm/grade8/unit6/appendices/app8-6-3.pdf>

Each group should summarize the article in 5 sentences or less.

Materials:

- List materials, supplies, books, artifacts, and computer equipment needed for the lesson.
 - List titles and authors of all books and primary sources.
-
- Any textbook used in an 8th grade survey course will have sections on the rise of the Northern cities due to the Industrial Revolution.
 -
 - Zinn, Howard. (Teaching Materials by Kathy Emery) A People's History of the United States: Vol. I: American Beginnings to Reconstruction, abridged Teaching Edition. New York: The New Press, 2003.
 -
 - <http://www.history.ctaponline.org> This is a California History-Social Science Course Model. The unit on Irish Immigration in America has a wealth of information on the push/pull factors of Irish Immigration. It also included the primary source material used for this lesson.
 - Images on the Great Famine & new Irish Immigration: various web sources:

http://www.nde.state.ne.us/SS/irish/unit_2.html
 - http://teachers.yale.edu/curriculum/search/viewer.php?skin=h&page=main&id=new_haven_90.05.07_u This is a great compendium of Irish American history, including a very extensive bibliography.
 - <http://www.historyplace.com/worldhistory/famine/hunger.htm> This is a brief page outlining the causes of the Irish Potato Famine, or “The Great Hunger” that prompted the emigration from Ireland to the US and Canada.
 - <http://www.historyplace.com/worldhistory/famine/america.htm> Same site, new era discussing the arrival of the Irish. This is good additional, simply worded text outlining the main ideas of the lesson.

Evaluation:

- Debrief discussion, exit slip, or quiz, test, journal entry, or KWL strategy to surface knowledge and insights that have occurred, paper, etc...

Assignment: 2 choices: Either can be done as a written piece or as a cartoon strip/ poster

1. Write a letter to family members in Ireland describing the voyage from Liverpool to New York & efforts to set up a home in your new land. OR
2. Rewrite history—how would you positively portray the Irish arrival to US shores?
3. **Final question that either choice should address:** what similarities do you see with the reaction against the Irish to current attitudes about new immigrants to this country? Which people are viewed positively in the media and which are not?

Resources:

- *(Insert a list of Web sites - with URLs - that you have used in implementing this lesson.)*

- <http://www.history.ctaponline.org> This is a California History-Social Science Course Model. The unit on Irish Immigration in America has a wealth of information on the push/pull factors of Irish Immigration. It also included the primary source material used for this lesson.
- Images on the Great Famine & new Irish Immigration: various web sources.

<http://www.nde.state.ne.us/SS/irish>

- http://teachers.yale.edu/curriculum/search/viewer.php?skin=h&page=main&id=new_haven_90.05.07_u This is a great compendium of Irish American history, including a very extensive bibliography.
- <http://www.historyplace.com/worldhistory/famine/hunger.htm> This is a brief page outlining the causes of the Irish Potato Famine, or “The Great Hunger” that prompted the emigration from Ireland to the US and Canada.
- <http://www.historyplace.com/worldhistory/famine/america.htm> Same site, new era discussing the arrival of the Irish. This is good additional, simply worded text outlining the main ideas of the lesson.