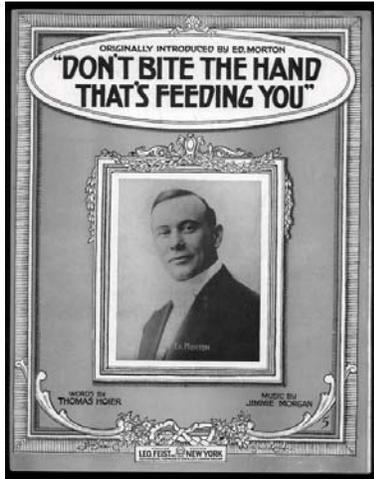


Spring 2010 Teaching with Primary Sources Quarterly Learning Activity – Secondary Level

Understanding Immigration Through Popular Culture



Morgan, Jimmie. *Don't Bite the Hand That's Feeding You*. Sheet music. Orange, NJ: Edison, 1916. From the Library of Congress, *Inventing Entertainment: The Motion Picture and Sound Recordings of the Edison Companies*.

Library of Congress:

[http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@filreq\(@field\(NUMBER+@band\(edrs+50357r\)\)+@field\(COLLID+edison\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@filreq(@field(NUMBER+@band(edrs+50357r))+@field(COLLID+edison)))

OVERVIEW

Overview

This activity is intended to introduce a project-based learning unit on the history of U.S. immigration. Students analyze sheet music published in 1916 and a historic sound recording of the same song to discover one perspective on immigration from this time period. Students then analyze a variety of immigration-themed primary sources from the early nineteenth century to the middle of the twentieth century. They compare and synthesize evidence from these primary sources to better understand how immigration created new social patterns, conflicts and ideas of national unity and to generate related research questions.

Project-based learning extension ideas include students researching an immigration-related question or topic both in a time period of their choice and in current times.

Objectives

After completing this learning activity, students will be able to:

- examine purpose of music;
- analyze a primary source;
- compare findings from a variety of primary sources; and,
- generate research questions based on evidence from primary sources.

Time Required

One to two 45-minute class periods; activity extension ideas require additional class periods.

Recommended Grade Range

9-12

Topic/s

Immigration, American Expansion; Performing Arts, Music

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OVERVIEW (CONT'D)

Subject

U.S. History

Standards

McREL 4th Edition Standards & Benchmarks

<http://www.mcrel.org/compendium/browse.asp>

Historical Understanding

Standard 2. Understands the historical perspective

Music

Standard 7. Understands the relationship between music and history and culture

U.S. History

Standard 17. Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

PREPARATION

This activity uses materials from *Immigration Challenges for New Americans*, a Library of Congress Primary Source Set: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>
The set includes primary sources available as easy-to-print PDFs along with background material and tools to guide student analysis.

Materials

Have these materials from *Immigration Challenges for New Americans* ready before the activity.

-Print a copy of the following guide for your own use and two copies per student of the tool:

- *Teacher's Guide to Analyzing Manuscripts*
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/overview.pdf>
- *Primary Source Analysis Tool*
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

-Print one copy per student of the lyrics/sheet music below:

- *Don't Bite the Hand That's Feeding You.*
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/sheetmusic.pdf>

-Download the following audio file of the music to the presentation computer:*

- *Don't Bite the Hand That's Feeding You.*
<http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field%28NUMBER+@band%28edrs+50357r%29%29>

Note: Ensure speakers are connected to the presentation computer that will project clearly throughout the room.

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<http://www.loc.gov/teachers/tps/quarterly/pdf/Spring2010SecondaryLevelLearningActivity.pdf>

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PREPARATION (CONT'D)

-Print the 19 remaining primary sources from *Immigration Challenges for New Americans* and divide them into four or five different sets (depending on the number of groups), ready to distribute in folders to student groups.

PROCEDURE

1. Before introducing the focus of this project-based learning unit, have students form small groups and discuss the following, “What can music, movies, print and television media, and other forms of popular culture tell us about the times in which we live?”
2. Have groups report on their findings and facilitate class discussion. Key questions include:
 - *What might we learn from analyzing primary sources—original documents and objects created by people in the time under study—that we might not learn from reading a textbook?*
 - *How can music from the past, for example, help us understand a historical event or issue?*
3. Distribute a *Primary Source Analysis Tool* and *Don't Bite the Hand That's Feeding You* sheet music (one copy per student).
4. Select questions from the *Teacher's Guide to Analyzing Sheet Music & Song Sheets* to prompt analysis and discussion. Together, analyze the cover sheet, then the lyrics/music. Students record their thoughts on the analysis tool. Key questions include:
 - Observe: *(Cover) What do you see? What does this tell you about the song? (Lyrics/music) Try singing the lyrics or humming the melody. What do you notice about how it sounds?*
 - Reflect: *What do you think this song is about? Why do you think it was written?*
 - Question: *What do you wonder about? Who? What? Where? When? Why? How?*
5. Play the audio file *Don't Bite the Hand That's Feeding You* at least once. Discuss students' reactions. Key questions include:
 - *How does listening to this recording change your understanding of the song?*
 - *Why do you think the songwriter used an upbeat, march tempo?*
6. Introduce the focus of this project-based learning unit:
 - *How can analyzing primary sources from across time periods in U.S. history help us to better understand how immigration created new social patterns, conflicts and ideas of national unity?*
7. Ask students to return to their small groups. Explain that each group will receive a folder with different primary sources in various formats (maps, photographs, manuscripts) to analyze. Group members must complete a *Primary Source Analysis Tool* and prepare a written statement responding to the unit's focus question using evidence from their primary source set.
8. Distribute folders and copies of the *Primary Source Analysis Tool* to student groups. Rotate among groups to help guide discussions by asking prompting questions as needed.

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PROCEDURE (CONT'D)

9. Have groups report out their findings from their primary source sets in response to the unit's guiding question. [*Note: As groups present their primary sources, project them onto a screen for the class to view if possible.*] Facilitate class discussion; possible questions include:
 - Which primary source surprised you the most? Why?
 - What common themes or issues relating to immigration are you noticing?
 - What new questions about immigration did these primary sources prompt that you'd like to investigate further?
10. Share bibliographic information about the primary sources with students, and create a class timeline using the primary sources. Working in groups, have students identify questions to investigate by theme and by time period.
11. Assign students to work in their small groups to organize their questions about immigration by theme and by time period, and to identify what each group wants to investigate further. Explain that all groups must investigate a question or topic relating to immigration: 1) in current times and 2) in another time period of their choice.
12. Encourage students to consider how their investigations will use:
 - a) primary sources - original documents and objects from the time under study (e.g., maps, photographs, oral histories); and,
 - b) secondary sources - accounts or interpretations of events created by someone without firsthand knowledge (e.g., textbooks, biographies).
13. When groups are ready, invite them to take turns sharing and discussing their investigative ideas with the class. As a class, create a master list of groups' selected ideas and review it to determine if the groups are covering all major time periods since 1870.
14. As a class, brainstorm and decide upon a final product or performance that will demonstrate groups' new understandings and findings from their investigations into immigration.

EVALUATION

- Students' active participation in guided class discussions
- Students' completed *Primary Source Analysis Tools*
- Students' active participation in independent group work, including written and verbal presentation of responses to the group questions

PROJECT-BASED LEARNING EXTENSION IDEAS

Guide students in one or more of the following individual or group activities:

- Search the Library of Congress Web site (www.loc.gov)'s digitized collections (identify specific ones) for primary and secondary sources relating to immigration or related topics from the time period under study. A good starting place is under "Browse by Topic: Immigration and Ethnic Heritage" at <http://www.loc.gov/topics/content.php?subcat=16>.

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PROJECT-BASED LEARNING EXTENSION IDEAS (CONT'D)

- Search current and historical federal legislative information relating to immigration using THOMAS from the Library of Congress at <http://thomas.loc.gov/>. Compare findings to state legislative information and write a “brief” summarizing key federal and state immigration laws.
- Research how immigration and notable immigrants influenced U.S. labor history using *Chronicling America*, the historic newspaper database from the Library of Congress at <http://chroniclingamerica.loc.gov/>. Write a biography of an immigrant labor leader such as Samuel Gompers.
- Research immigration through the lens of popular culture (music, movies, media) across time periods using the Library of Congress Web site (www.loc.gov) and other online digitized collections to locate primary sources. Students may create updated versions of their selected examples (e.g., rewriting the song lyrics or updating the movie plot) to reflect current popular culture and perform their new creations for the class.
- Examine the two maps included in the *Immigration Challenges for New Americans* primary source set. Create a new map detailing current U.S. immigrant populations by state of residence, nationality/ethnicity, etc. The U.S. Census and other federal and state government web sites may provide statistical information.
- Track local and national news coverage to identify any trends in how immigration is portrayed by the media. How often is immigration covered in the news? What aspects of the story do national news organizations cover compared to local news outlets?
- Read a non-fiction article or book that addresses some aspect of an immigrant culture (food, clothing, music, art, religion) adopted or adapted by American culture. For example, watch Jennifer 8. Lee discuss her book, *The Fortune Cookie Chronicles*, on the Library of Congress Web site at http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4295. Keep a journal for one week, noting any and all activities influenced by immigrant cultures.
- Interview an older family member, friend or classmate about his or her own immigrant experience. Students develop questions, practice interviewing skills, conduct and record interviews, type transcripts, etc.
- Visit a local museum or historic site and design a tour that would help make U.S. history more relevant to new immigrant populations and perhaps help them to learn citizenship test content.
- Write a reflective memoir of the overall project-based learning experience.