

TEACHING AMERICAN HISTORY PROJECT

Lesson Title—*Immigration Accounts: Vincenzo Iovine, an Italian Immigrant, and Lino Paul, a Sudanese Immigrant* from Sean Gilligan

Grade: 9-12

Length of class period: 60 minutes

Inquiry (what essential questions are students answering, what problem are they solving, or what decision are they making?)

-How are the experiences of Vincenzo Iovine, an early 20th century Italian immigrant, and Lino Paul, a modern Sudanese immigrant, similar and different?

Objectives (What content and skills do you expect students to learn from this lesson?)

-Students will interpret oral history accounts about an early 20th century Italian immigrant and a modern Sudanese immigrant.

-Students will write reflection essays where they analyze these immigration experiences.

Materials (What primary sources or local resources are the basis for this lesson?)-(please attach)

“My Personal Hero” by Mr. Vincent Iovine (March 2009). In this article, Mr. Iovine, an English teacher at Windham High School in Willimantic, CT, reflects on his father Vincenzo Iovine, an early 20th century Italian immigrant.

“Fleeing Sudan: Lino Paul, Sudanese Immigrant” by Chris Blanchard (Fall 2005). This article from Boise State University’s Idaho Issues Online is based on an interview with Lino Paul, a modern Sudanese immigrant.

Activities (What will you and your students do during the lesson to promote learning?)

For initiation, students will be asked to share what they know about the immigration time period of 1880 to the 1920s. Also, students will be asked to share what they know about the modern immigration time period of 1970 to the present. Student input is placed on the board.

Students are prompted that they will read two different immigrant accounts....each account represents a different immigration time period. Students are given time to read the accounts. Then students are placed into small groupings of two to three students. The students must discuss and write down similarities and differences for the experiences of Vincenzo Iovine and Lino Paul. The teacher will circulate about the room to check student progress and understanding of the articles.

For a closure discussion, students share the similarities, differences, and any other observations.

The homework assignment, an essay assignment is explained. Students will do the following in a standard five paragraph essay format:

What do the experiences of Vincenzo Iovine and Lino Paul teach you about the immigration experience in the United States? Be sure to connect their experiences with other information we have learned in this immigration unit.

How will you assess what students learned during this lesson?

- Group work: Similarities and Differences Notes
- Reflection Essay

Connecticut Framework Performance Standards—

Standard 1-Content Knowledge

1.1 Demonstrate an understanding of significant events and themes in United States history.

High School 9. Assess the significance of the evolving heterogeneity of American society (ex: role of immigrants).

Standard 2-History/Social Studies Skills

2.2 Interpret information from a variety of primary and secondary sources.

High School 2. Choose valid sources and provide evidence to answer a history/social studies question.

2.3 Create various forms of written work.

High School 8. Compose a thesis statement using primary and secondary sources.