

**Push-and-Pull: Using Multiple Intelligences to Investigate the Push-and-Pull factors  
of Irish Immigration at Time of the Irish Potato Famine  
Lesson Plan**

**GRADE: 3**

**I. Massachusetts Curriculum Framework Standards**

- A. Massachusetts History and Social Studies Curriculum Framework
  - i. USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. B. The causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s.
  - ii. 4.16 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, etc.)
- B. Massachusetts English Language Arts Curriculum Framework
  - i. 8.19 Identify and analyze main ideas, supporting ideas, and supporting details. (For Informational/Expository texts) .
- C. ELPBO (English Language Arts Proficiency Benchmarks and Outcomes)
  - i. S.3 Students will comprehend and communicate orally, using spoken English to participate in academic settings.
  - ii. R.3 Students will read English fluently and identify facts and evidence in order to interpret and analyze text.
  - iii. W.2 Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
- D. Massachusetts Arts Curriculum Framework
  - i. Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of ...history and social science.
- E. Massachusetts Mathematics Curriculum Framework
  - i. Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

**II. Student Objectives: Students will –**

- A. Explore how immigrants determined whether or not it was worth hardships to immigrate to America.
- B. Work with their Multiple Intelligence preference to construct the push-and-pull factors of Irish immigration at the time of the Great Potato Famine.

**III. Materials**

- A. Student Analysis Sheets
  - i. Word Smart

- ii. Picture Smart
  - iii. Math/Logic Smart
- B. Jigsaw Group Activity Sheet

**IV. Lesson Procedures** [Note: While this lesson is directly intended for Saxonville in Framingham, MA it would work with the emigration of the Irish to any community at the time of the Great Potato Famine.]

**A. Teacher Talk**

- i. Review the fact that Saxonville was settled by different immigrant populations throughout its history.
- ii. Ask students to brainstorm a list of reasons why they think different populations leave their home and come to another country.
- iii. Introduce students to the term “push-and-pull factors”.

**B. Jigsaw Activity of Push-and-Pull Factors**

- i. Divide students into groups according to their Multiple Intelligence preferences\* for the following groups:
  1. Word Smart
  2. Picture Smart
  3. Math/Logic Smart
- ii. Give each group of students the accompanying analysis sheets.
- iii. Inform them that they may work together to answer the questions, but that each student must write the answers to the questions on their sheets.
- iv. Allow students to work collaboratively for approximately 15 minutes in these MI groups.
- v. Once students have answered their questions and recorded their answers, break them up into trios for the jigsaw activity. Students will share the answers to their questions with the other two members of their group. Together they will answer the questions on the “Putting it All Together” sheet.

**C. Debriefing**

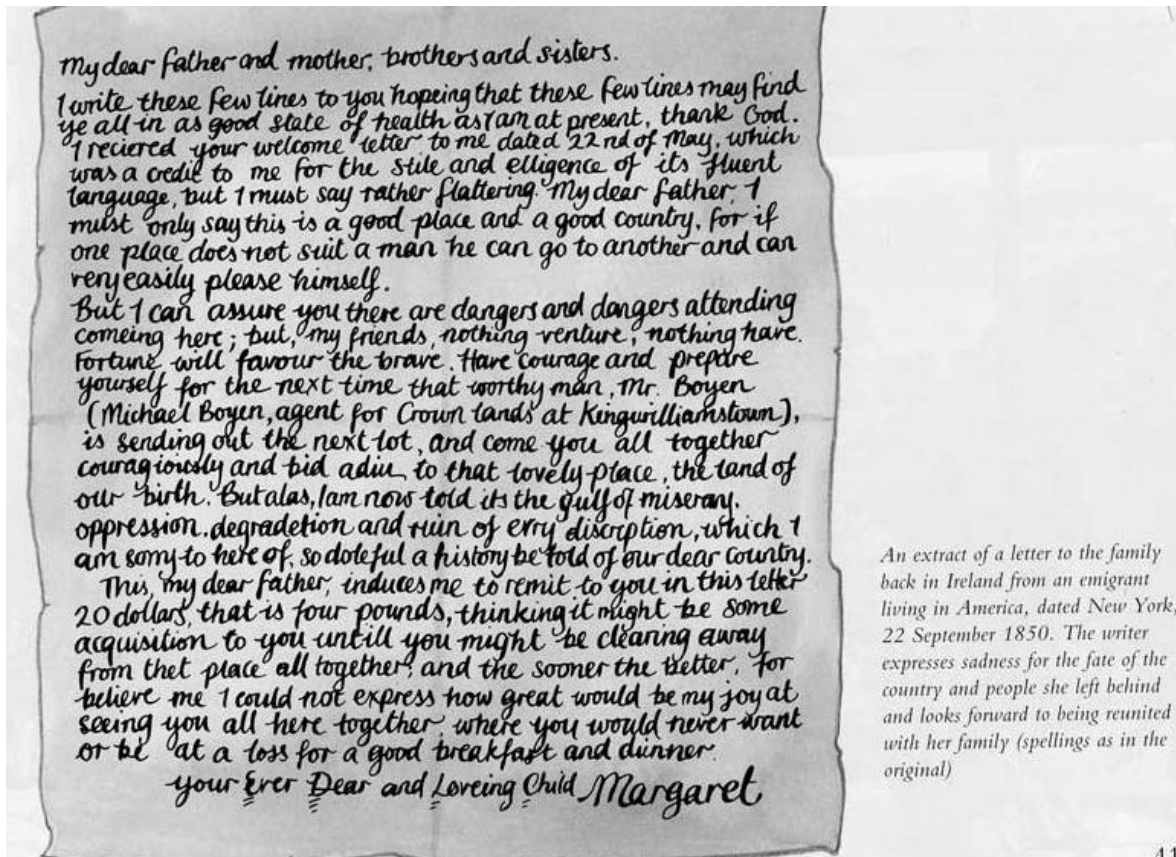
- i. Bring the entire class together for a class discussion.
- ii. Ask the jigsaw groups to share their responses on the “Putting it All Together” sheet.
- iii. Discuss the points of emigration due to the Great Potato Famine by writing out the main points on a chart to clarify the important points and tie it into the settling of the Irish in Saxonville and their work in the mills.

\*If students have not done a Multiple Intelligences Survey, they can either do one online at <http://literacyworks.org/mi/assessment/findyourstrengths.html> or using pencil and paper by printing out <http://surfaquarium.com/Mi/inventory.htm> . Otherwise, students may simply choose their preference for working with language (Word Smart), pictures (Picture Smart), or data (Math/Logic Smart).

NAME \_\_\_\_\_ DATE \_\_\_\_\_

## WORD SMART

Use the letter that Irish emigrant Margaret wrote home to her family in 1850 to answer the questions on the back of this sheet. If you cannot read the cursive handwriting, read the typed version below it.



An extract of a letter to the family back in Ireland from an emigrant living in America, dated New York, 22 September 1850. The writer expresses sadness for the fate of the country and people she left behind and looks forward to being reunited with her family (spellings as in the original)

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My dear father and mother; brothers and sisters,  
 I write these few lines to you hoping that these few lines may find you all in as good state of health as I am at present....

I must only say this is a good place and a good country, for if ever one place does not suit a man, he can go to another and can very easily please himself.....

Have courage and prepare yourself for the next time that worthy man, Mr. Boyen (Michael Boyen, agent for Crown lands at Kingwilliamstown), is sending out the next lot and you all together courageously and bid adieu to that lovely place, the land of our birth. But alas, I am now told it's the gulf of misery, oppression, degradation, and ruin of every description, which I am sorry to hear of, so doleful a history be told of our dear country.

This, my dear father, induces me to remit to you in this letter \$20 ... thinking it might be some acquisition to you until you might be clearing away from that place all together, and the sooner the better. For believe me I could not express how great would be my joy at seeing you all here together where you would never want or be at a loss for a good breakfast and dinner.

Your ever dear and loving child, Margaret

1. Who is Margaret writing to?

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2. How does Margaret feel about her home country of Ireland? How do you know this?

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3. Does Margaret like America? Give an example that shows she does or does not.

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4. What is one clue about why Margaret might have left Ireland for America?

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5. What do you think? Based on Margaret's information, would you leave Ireland and come to America? Tell why or why not, using some of Margaret's own words to give your reason.

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

PICTURE SMART

Use the following images to answer the questions on the back of this sheet.

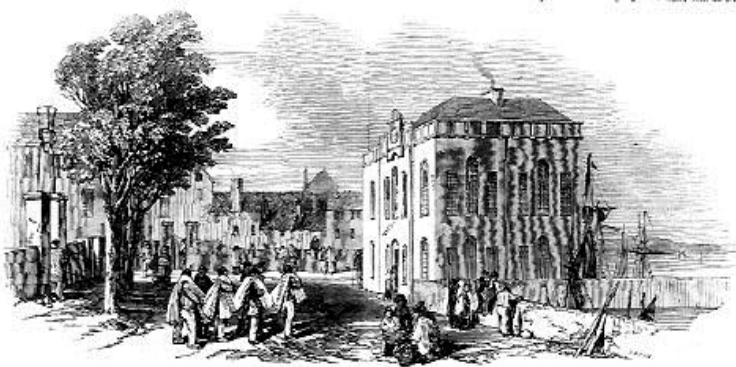


<http://www.evewitnesshistory.com/irishfamine.htm>



WOMAN BEGGING AT CLONAKILTY.

<http://adminstaff.vassar.edu/sttaylor/FAMINE/ILN/West/West.html>



THE MALL AND MALL-HOUSE, YOUGHAL, A SCENE OF THE LATE FOOD RIOTS.

<http://adminstaff.vassar.edu/sttaylor/FAMINE/ILN/FoodRiots/FoodRiots.html>



IRISH EMIGRANTS LEAVING HOME.—THE PRIEST'S BLESSING.

<http://adminstaff.vassar.edu/sttaylor/FAMINE/ILN/Depopulation/Depopulation.html>

1. Look at the newspaper clipping. Why did they have to suddenly “stop the press”?

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2. What does the newspaper clipping mean when it says, “The crops about Dublin are suddenly perishing.”

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3. Look at the picture of the mother and child. What is she doing? Why do you think she might be doing that?

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4. Look at the picture of the picture of the mall and mall house. Why do you think there were food riots?

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5. Look at the picture of the Irish emigrants leaving home. Why do you think they are leaving home? Where do you think they were going?

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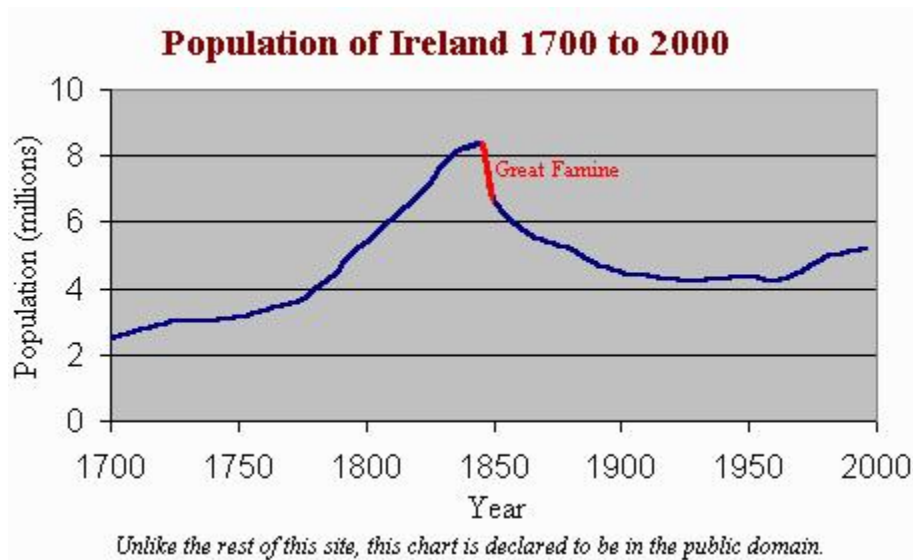
NAME \_\_\_\_\_ DATE \_\_\_\_\_

MATH/LOGIC SMART

Use the table and chart below to answer the questions on the back of the sheet.

EMIGRATION FROM THE UNITED KINGDOM					
Years.	North American Colonies.	United States.	Australian Colonies and New Zealand.	All other Places.	Total.
1843	23,518	28,335	3,478	1,881	57,212
1844	22,924	43,660	2,229	1,873	70,686
1845	31,803	58,538	830	2,330	93,501
1846	43,439	82,239	2,347	1,826	129,851
1847	109,680	142,154	4,949	1,487	258,270
1848	31,065	188,233	23,904	4,887	248,089
1849	41,367	219,450	32,091	6,590	299,498
Total	808,740	1,260,247	185,286	30,911	2,285,184

<http://adminstaff.vassar.edu/sttaylor/FAMINE/ILN/Tide/Tide.html>



[http://www.wesleyjohnston.com/users/ireland/charts/population\\_1700\\_2000.gif](http://www.wesleyjohnston.com/users/ireland/charts/population_1700_2000.gif)

1. Using the table, what was the total number of people who emigrated in each of the following years:
  - a. 1843 \_\_\_\_\_
  - b. 1844 \_\_\_\_\_
  - c. 1845 \_\_\_\_\_
  - d. 1846 \_\_\_\_\_
  - e. 1846 \_\_\_\_\_
  - f. 1848 \_\_\_\_\_
  - g. 1849 \_\_\_\_\_

What do you notice about the total number of people leaving Ireland over the each year?

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2. Using the chart, estimate the chart of the number of people living in Ireland (population, in millions) for the following years:
  - a. 1843 \_\_\_\_\_
  - b. 1844 \_\_\_\_\_
  - c. 1845 \_\_\_\_\_
  - d. 1846 \_\_\_\_\_
  - e. 1846 \_\_\_\_\_
  - f. 1848 \_\_\_\_\_
  - g. 1849 \_\_\_\_\_

What do you notice about the estimated population of Ireland for those years?

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3. Using the information from the table and chart, what do you think might have happened in Ireland during those years?

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NAMES \_\_\_\_\_ DATE \_\_\_\_\_

JIGSAW ACTIVITY

Each person (Word Smart, Picture Smart, and Math/Logic Smart) will share the questions and answers from their sheet.

Then, work together to answer the following questions:

1. What do you think happened in Ireland in 1845?

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2. What are the PUSH factors (why people left Ireland)?

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3. What are the PULL factors (why people came to America)?

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