



2009 *Back to History* Lesson Plan Immigration/Migration

Team Members:	Berta Huse-Dayton Public, Mary Reed-Dayton Public Dave Riley-Piqua City, Amy Martin-Clark-Shawnee
Instructional Unit:	Immigration
Title of Lesson:	The Individual Immigrant
Grade Level:	5th/8th
Description:	This lesson focuses on the impact of immigration on state and national history through the eyes of individual immigrants.
Standards: Include Standard, Benchmark Letters, and GLI numbers	<p>History Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world. 5th grade: 1 4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture. 6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States 8th grade: 2. Describe the political, religious and economic aspects of North American colonization including: a. Reasons for colonization, including religion, desire for land and economic opportunity;</p> <p>People in Societies Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings 5th grade: 5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival. 8th grade: 6. Explain how the diverse peoples of the United States developed a common national identity.</p>
Duration:	5 days

Materials and Resources:

- The Library of Congress *American Memory*, <http://memory.loc.gov/ammem/index.html>
- Pete's PowerPoint Station, <http://www.pppst.com/>

- *Old Immigration: New York Ports of Entry Before Ellis: Through Immigrant Accounts* by Bethany Sage, Chatham University,
- Immigration lesson plans from the Library of Congress, <http://www.loc.gov/teachers/>
- *Immigration: Then and Now* by Hannah Trierweiler, Scholastic. <https://www.scholastic.com/teachers/articles/teaching-content/immigration-then-and-now/>
- Digital History: Using New Technologies to Enhance Teaching and Research, "Learn about Immigration" <http://www.digitalhistory.uh.edu/teachers/modules/immigration/index.cfm>.
- Library of Congress Themed Resources, <http://www.loc.gov/teachers/classroommaterials/themes/>
- *Ohio Memory*, <http://www.ohiomemory.org/>.

Warm Up:

What is an Immigrant? (brainstorming web-graphic organizer) Students will fill in the web with six ideas they associate with an immigrant. Next, students will get into small groups to discuss their ideas and see how many common ideas they share with their classmates. Finally hold a class discussion to create a group idea of what an immigrant is.

Instructional Strategies:

Direct Instruction: PowerPoint-students will take notes over information provided in power point that emphasizes first some general information on immigrant groups, especially groups coming into Ohio (statistics, push/pull factors, etc.) and then several individual immigrants will be presented to show how the individual immigrant made an impact on the progression and development of the United States and Ohio.

Homework and Practice:

Immigrant Scrapbook: Students will create a scrapbook (format optional: actual scrapbook, digital, video, etc.) telling the story of an individual immigrant. The story they are telling can be fictional or based on a true story. Students will need to incorporate the following elements into their project:

- At least 5 photographs
- At least 3 other primary sources

Background information about their immigrant-name, country of origin, date of arrival, place of settlement, family, occupation, education, etc.

Assessment Question:

Identify 2 immigrant groups that settled in the Ohio area and describe one contribution each group had on the social or economic conditions of Ohio.

(Rubric: 4 points= student identifies 2 immigrant groups and one contribution of each, 3 points= student identifies only 1 immigrant group and 2 contributions of immigrant groups or 2 immigrant groups and 1 contribution, 2 points= student identifies 2 groups but no contributions or 1 group and 1 contribution, 1 point= student only identifies either 1 group or 1 contribution, 0 points= student does not identify any immigrant groups or contributions)

Re-teach Activity:

Students will use the Internet to complete the interactive activity about an immigrant boy coming to America. <https://www.scholastic.com/teachers/articles/teaching-content/relive-boys-journey-america/>

Extension Activity:

The following sites have lists of possible extension activities that can be done by students individually or as a class activity:
<http://americanhistory.pppst.com/grows.html> www.quia.com (click on shared activities and do a search for immigration)

```
graph TD; A[What is an immigrant?] --- B[ ]; A --- C[ ]; A --- D[ ]; A --- E[ ]; A --- F[ ]; A --- G[ ]
```

**What is an
immigrant?**