

Name: Jessica Borkowski, Samantha Burss, Kellie Yust, Angela Parish

Content Area(s): Social Studies -Immigration

Grade(s): 4<sup>th</sup>

<b>Learning Goal(s)/ Standard(s)</b>	<p>B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts</p> <p>B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events</p> <p>WS.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<b>Instructional Objectives</b>	<p>Students will understand common themes of the immigrant experience and be able to identify these common themes in a primary source oral history or narrative. Student will also be able to draw conclusions about the themes of the immigrant experience by analyzing primary source photographs and by creating a primary source photographic exhibit.</p>
<b>Assessment (Criteria/Look Fors)</b>	<p>Students are able to research using appropriate technology.</p> <p>Students demonstrate an understanding of the concept of immigration.</p> <p>Students demonstrate history writing skills, including note-taking and.</p> <p>Students are able to analyze historical photographs.</p>
<b>Academic Language Focus</b>	<p>Immigration Emigrate Migrate Oral History Photographs</p>
<b>Questions</b>	<ul style="list-style-type: none"><li>• What is the definition of immigration? What are some reasons people immigrate?</li><li>• Why is America a popular destination for immigrants?</li><li>• How has America changed as a result of immigration?</li><li>• What are the differences between immigrate, emigrate and migrate?</li><li>• What are some of the obstacles that an immigrant faces?</li><li>• Have you ever moved to a new place? If yes, do you remember feeling scared? Unsure? Excited? Angry? Relieved? Sad? Out of</li></ul>

	<p>place?</p> <ul style="list-style-type: none"> <li>• If you have moved, how did you feel in your new location after three months? Six months? One year? Did you feel as if you would ever fit in? Did you make friends quickly or slowly? What did you miss?</li> <li>• Have you ever lived in a place where the people did not speak your language? How did that feel?</li> <li>• If you belong to a military family, where have you lived? Have you moved often? Can you describe your experiences? If you have lived in a foreign country, were you scared about moving there? Was the food strange to you?</li> <li>• Have you ever known someone from another country who has moved (immigrated) to the United States?</li> <li>• Can you think of several possible reasons why a person immigrates to the United States?</li> <li>• Did any of your ancestors emigrate from another country? Which country or countries?</li> <li>• Do you think that many immigrants to the United States face discrimination? Economic problems? Racial prejudice? Religious differences? Language difficulties? Educational challenges?</li> </ul>
<b>Materials</b>	<p>Computers Notebooks Pencils</p> <p>Resources:</p> <p><a href="http://teacher.scholastic.com/activities/immigration/">http://teacher.scholastic.com/activities/immigration/</a> <a href="http://memory.loc.gov/ammem/umhtml/umhome.html">http://memory.loc.gov/ammem/umhtml/umhome.html</a></p>
<b>Instruction Procedures Time (Total &amp; Specific)</b>	<p><b>Time:</b> Approximately two week depending on class size, work time, and resources</p> <p><u>Activity 1</u></p> <p>Explain to students that everyone living in the United States has an immigrant past, with the exception of Native Americans. Over the last few centuries, millions of people have made their way to America. Some people, like slaves, came unwillingly. But most immigrants were drawn by the promise of greater freedom and opportunity.</p> <p>Write the word "immigration" on the board, as well as its definition.</p>

Give students various examples of immigration. Use personal stories if possible. Invite students to share their own examples, ideas, or questions about immigration. Allow students to share information about their own families' countries of origin and write all responses on the board.

Have students brainstorm the common threads of the immigrant experience. Through a teacher/student discussion of their own relocation experiences (city to city, state to state, or country to country), identify reasons for relocating, difficulties encountered, and the successes or failures of adjustments to new surroundings. Through student/teacher inquiry the following common themes of immigration should be identified and defined: motivation to emigrate, assimilation, economic issues (including living and working conditions), education, choice of destination, language difficulties, and issues of prejudice. Discuss events in U.S. history and world history that are related to immigration. List these on the board.

Write "Ellis Island," on the board and explain how it is an important part of the history of American immigration.

Find Ellis Island on a map of the New York City area and display the map in the classroom. Invite students to take the interactive tour of [Ellis Island](#). Hand students record in their notebooks what they already know about Ellis Island and what they learned about Ellis Island after the interactive tour. During classroom discussion, have your students create a list of things that they want to find out.

Ask students to write down at least two new questions they have about Ellis Island. As a class, brainstorm ways students might answer their own questions.

### Activity 2

Students will read oral histories of Wisconsin immigrants. Have

students record in their notebooks the observations, reflections and questions in regards to the oral history they read.

### Activity 3

Choose a photograph from the Library of Congress [American Memory](#) collections and project it on a screen. [Italian bread peddlers](#), from the [Detroit Publishing Company](#) collection, works well for this activity. Lead the students through a group photographic analysis activity. Ask students to identify and note details. Encourage students to generate and test hypotheses about the image. Have students ask questions to lead to more observations and reflections. Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers. Students work in pairs to search for and select a photograph from the [Detroit Publishing Company](#) collection to analyze. Search for photographs illustrating the theme of immigration by entering one of the following keywords: children, school, railroad/railway, families, emigrants, immigrants, Jewish, carriages, market, tenement, street scene, peddler, Italians, Germans, Irish

### Activity 4

Working in pairs students will select a theme from the immigrant experience and search for five photographs in the Library of Congress American Memory collections that illustrate that theme. Students will write a one-paragraph essay for each photograph that explains how the photograph illustrates the theme. Students will also write an essay describing the overall theme of the exhibit based on research. Students will then create a display of the photographs and essays. This may be done on poster board or using technology.

### Activity 5

Students combine their exhibits to create a classroom display. At the exhibit opening, students view all the displayed photos to reinforce their understanding of the various themes of immigration.

<b>Closure</b>	After the exhibit opening, guide a wrap-up discussion of the immigrant experience.
----------------	--

### Photograph Exhibit Rubric

	Exceeds Expectation	Meets Expectations	Criteria Not Meet
Clearly displays the immigration theme and overall essay supports the theme			
Photographs support immigration theme			
Photograph essays support the immigration theme and contain observations.			
Demonstrates knowledge of content			
Uses correct grammar and spelling			