

## Big6 Lesson Plan

**Name:** Patty DeVries

**Subject:** Social Studies: Immigration

**District:** Lowell

**Grade Level:** 4

**Time Required:** 8 to 10-45 min. sessions

### Coming to America – An Immigration Scrapbook

#### Lesson Goals:

- Students will gain an understanding of why a specific ethnic group of people sought the American dream by immigrating to the USA.
- Students will be able to analyze primary source images.
- Students will create a storybook presentation in images of their group's journey to America.
- Students will be able to relate their immigrant's contributions to America to their own life today.

#### Essential Questions:

1. What do images convey about the experiences the immigrants encountered in seeking the dream of coming to America?
2. How do the contributions your immigrant made in the past impact your life today?

#### Standards:

Massachusetts History and Social Science Curriculum Framework: Grade 4

4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:

- C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers.
- D. major Spanish-speaking and Asian immigrant groups who have come to America in the 19<sup>th</sup> and 20<sup>th</sup> centuries, locating their countries of origin and where they tended to settle in large numbers.

#### Learning Objectives:

*At the end of this lesson, students will be able to:*

- Obtain insights of the life of the immigrants through picture clues of primary source images (*Kidspiration and web activity*).
- Identify a timeframe when the various groups of immigrants came to America (*Timeliner*).
- Research a topic and take notes (*Research Notes document*).
- Navigate through various web sites (*observation by teacher*).
- Convey the immigration experiences of an ethnic group through an image scrapbook (*PowerPoint presentation*).
- Correlate the contributions of immigrants to their life today (*slide of scrapbook*).
- Write a work cited for their images and research (*last slide of scrapbook*).

**Big6 Skills:**

- Task Definition and Information Seeking Strategy – done by Teacher
- Use of Information – Read the information on the web sites, view an image as a whole class for analysis; Take notes using the *Researcher Notes* document
- Synthesis – An immigration image storybook presentation of the coming to America; present the presentation to the class and the classroom teacher using a projector
- Evaluation – Refer to the rubric for expectations and evaluate with partner; classroom teacher will also evaluate the final product from the presentation; ITS will evaluate the whole process

**Material/Resources:**

- Computers
- Projector
- Sample primary source photo
- Kidspiration template for the image analysis, includes web site within template
- The Journey of Many People instruction sheet with web sites for timeline research.
- Timeliner
- Coming to America...An Immigration Scrapbook WebQuest (includes many web sites)
- Research Notes Word document for note-taking
- PowerPoint

**Procedures (Lesson Activities)-** Activities 1-4 will take place in the computer lab with the ITS:

1. Introduction to analyzing a primary source image – whole class warm-up activity
  - a. Using a projector the class is presented with a sample photo taken at the turn of the last century.
  - b. They are asked what they think is happening in the picture.
  - c. Through clues of people, dress, buildings or objects around them they come up with ideas about the people.
2. Individual analysis of primary source images.
  - a. At the Library of Congress site entitled Port of Entry: Immigration, <http://memory.loc.gov/ammem/ndlpedu/features/port/start.html>, the students will be historical detectives analyzing primary source images.
  - b. In a Kidspiration template the students will paste one image, analyze it, and cite the source.
3. The students will research briefly many ethnic groups to determine which one they would like to choose for the scrapbook. Their research will be entered into Timeliner.
  - a. Students will open The Journey of Many People (Immigration Timeline Word document) instruction sheet and Timeliner.
  - b. The timeline will include at least 5 groups with one fact each and two images on the timeline.
4. In partners, students will research one ethnic group with the final product being an image scrapbook in PowerPoint that relates the journey of their group and the effects of their contributions to our society today.
  - a. Students will create a folder in which their research notes, PowerPoint and gathered images will be saved.
  - b. Students will use the Coming to America WebQuest for directions and resources.
  - c. Students will use the Researchers Notes document to take notes.
  - d. Students will create an image scrapbook in PowerPoint.

5. Each pair of students will present their scrapbook to the whole class and their classroom teacher.

**Evaluation/Assessment:**

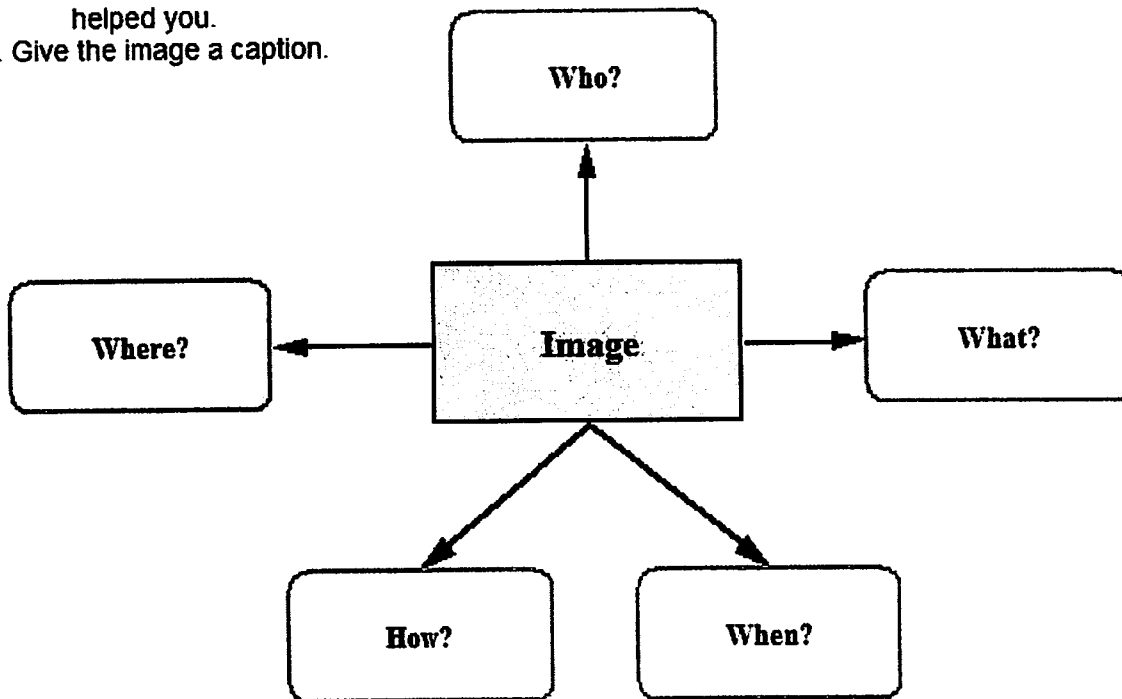
1. Intro to analyzing sources
  - a. Response of students to my questions
  - b. Clues that they notice
  - c. Questions that they ask
2. Individual analysis of images
  - a. My observation of manipulation between programs
  - b. Did each student reply to the questions within Kidspiration?
3. Immigration timeline
  - a. Observation of students ability to find facts, copy images
  - b. The timeline includes the required components
4. Research and scrapbook
  - a. Observation of partners working collaboratively
  - b. Observation of manipulation of PowerPoint, Word and the Internet
  - c. All components of the project are saved to a computer folder.
  - d. The PowerPoint scrapbook complies with the rubric.
  - e. The presentation is evaluated by their classroom teacher
5. Student Evaluation – the students will answer these questions:
  - a. What skills did you learn that you could use again?
  - b. What did you do well this time?
  - c. What would you do differently next time?

# Analyzing Historical Images

<http://memory.loc.gov/ammem/ndlpedu/features/port/start.html>

*A picture is worth a thousand words! Through the eyes of the photographer we have a glimpse of life in the past. What do these images convey about the life of our ancestors? Select the link above to begin your journey.*

1. Paste an image into the center square.
2. Answer the five questions below about the image. Include the visual clues that helped you.
3. Give the image a caption.



## Immigration The Journey of Many People



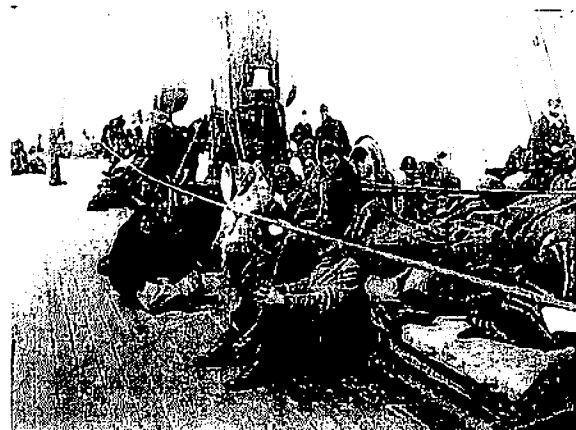
*"Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door."*

By Emma Lazarus

Immigration is the cornerstone to who we are in America. It has occurred since the beginning of this nation and continues today.

- Create a **timeline** in Timeliner that illustrates the influx of the various nations of people. Include pictures (2) and a label (text box) for each event with one fact that might relate:
  - Port of entry
  - Reason for immigrating

- Contribution to our culture
- Number of people
- Region of the US where they are located
- Groups to include (choose 5):
  - Native Americans, Hawaiians, Inuits
  - African Americans
  - Europeans - English, German, Italians, Scots, Irish, Jews, Poles and Scandinavian
  - Spanish Speaking - Cubans and Mexicans
  - Asian - Chinese, Japanese, Korean and Vietnamese
- Resources:
  - American Memory Timeline
  - Immigration Timeline
  - Interactive US map of immigration over time
- *Note: Be thinking of our next step, which is to create a scrapbook that tells the story of one time period or group who immigrate to America. The scrapbook project will be done in pairs.*



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Images: Ellis Island Photo Album,

[http://www.ellisland.org/photoalbums/ellis\\_island\\_then.asp](http://www.ellisland.org/photoalbums/ellis_island_then.asp), accessed Feb. 3, 2006

## Researcher's Notes

Before you begin save this file as **researchers notes *group name***

**Ethnic Group:**

**Your Names:**

Answer the following questions as part of your research. Place your work-cited information (web site name and address) below.

1. Why did your group leave their home country?
2. Why did they want to go to America?
3. How did they travel to our country?
4. Which port or place did they enter?
5. How were they treated?
6. Where did they eventually settle?
7. What type of work did they seek?
8. What contributions did they make to our society, including language, food and ideas?

**Big Question:** How do the contributions your group made in the past impact your life today?

**Work Cited**

