

The Immigration Tango

Gary Larsson, Newton

Grade Level (Req.): 8th	Content Area (Req.): History	Unit (Opt.): Immigration
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> • English • Geography 		
<p>Time Frame (Req.): 60-90 mins. 2 class periods to create, additional class-periods for presentation.</p>	<p>Goal (Req.): Have students understand the role of immigration in the development of countries through the exploration of their own family causes for immigration to the United States.</p>	
	<p>Objective (Req.): Students will create a multi-media presentation on the geographic/historical reasons for their families migration to the US.</p>	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> • Internet Access for individual students • US immigration pattern data • Access to census, Ellis/Angel Island government website data • Online Individual country historys <p>Click here to enter text.</p>	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> • Old Immigrants • New Immigrants • Steerage • Ellis Island • Angel Island 	
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<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Introduce immigration to the United States during the end of the 19th century/beginning of the 20th century by reminding students of the "Movement" theme of Geography, and that people leave an area because of 1.)wars/persecution, 2.)starvation/human needs, or 3.)a better way of life somewhere else. Remind students that they (in almost all cases) are also part of/descended from family that left a place to immigrate to the United States. Make it clear to students that their family therefore also left for one of these three reasons, and we are going to investigate what is happening in their place of origin at the time they chose to immigrate to the US.</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Students will read about US immigration from 1880-1910 from text. 2. Students will talk with family members about place of family origin. Students will also attempt to determine when family immigrated. (Allow adoptee's to chose suragate family) 3. Students in class will research country of origin and using analysis of events, determine cause for their family to leave. 4. Students will create a brief (5min.) presentation of their choice (speech, Prezie, Powerpoint, website, etc...) on what they have discovered that they will share with their classmates. 5. 6. 7. 8. 9. 		

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Formative Evaluation (Req.): Content expectations Checklist.

Assessment (Req.): Content/Presentation Ruberic

Iowa Core Curriculum Standards Used (Req.):

- SS.6-8.H.1 Understands historical patterns, periods of time and relationships among these...
- SS.6-8.H.3 Understands the role of culture and cultural diffusion on the development...
- SS.6-8.H.6 Understands the effects of geographic factors on historical events
- SS.6-8.G.3 Understands how human factors and the distribution of resources...
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Common Core Curriculum Standards Used (Opt.):

- CCSS.ELA-LITERACY.WHST.6-8.1.B Support claim(s) with logical reasoning, accurate...
- CCSS.ELA-LITERACY.WHST.6-8.2.D Use precise language and domain-specific vocabulary...
- CCSS.ELA-LITERACY.WHST.6-8.6 Use technology, including the internet, to produce and...
- CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short research projects to answer a question...
- CCSS.ELA-LITERACY.WHST.6-8.8 Gather relevant information from multiple print and digital...

NGS Standards Used (Req.):

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- #9 – The characteristics, distribution, and migration of human populations on Earth’s...
- #17 – How to apply geography to interpret the past.
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Five Themes of Geography Used (Req.):

- #3 – Human-Environment Interaction
- #4 - Movement
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School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

- Ellis Island – National Parks Service
- United States Census Bureau
- www.vox.com/2015/1/12/7474897/immigration-america-maps
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