

Immigration (6th Grade)

This three-day lesson plan was developed to help students understand the factors that affected immigration, as well as what life was like for immigrants in the 19th century. They will then be able to expand upon their knowledge by interviewing immigrants currently living and working in the United States. The lesson begins with a field trip to Lincoln Landing, where students will learn about Abraham Lincoln, the I&M Canal and Lockport. However, the focus will largely be on the immigrants who built the canal, and what their lives were like. Students should leave Lincoln Landing understanding the significance of the canal, as well as the importance of immigrants during the canal era.

Once back in the classroom, students will be able to expand on what was discussed at Lincoln Landing by reading primary sources that portray the immigrant experience during the canal era. Their discussion should focus on common themes and experiences for the people they are reading about. They will then take this one step further, by interviewing someone who has immigrated to the United States, in order to compare and contrast the immigrant experience then and now. They can choose to present their projects in a video, powerpoint, or by using a personal family story. This lesson gives students a deeper understanding of what factors affect immigration and the immigrant experience.

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Materials Needed:

Teacher:	Student:
Graphic Organizer	Computer
Immigrant Stories about I&M Canal Workers (from Illinoslaborhistory.org)	Pencil

Summary:

Students will read immigrant stories about I&M canal workers, and then use what they've learned about the subject to interview someone that immigrated. They will identify factors of why the subject moved to the area, what challenges they may have faced, how immigration might be different today, and the cultural contribution that the person made. This lesson will span 3 days, beginning with a field trip to Lincoln Landing.

Standards:

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.
D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.
D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.
D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

Learning Objective:

Students will be able to understand the factors that influenced immigration as well as process of immigration to the United States from the past to the present.

Instructional Procedures:

Teacher	Students	Time
<p>Day 1: Teacher/curator will walk students through Lincoln Landing, focusing discussion on why someone would immigrate to this/any community, and the role immigrants played in building the canal.</p>	<p>Students listening/ discussing</p>	<p>40 minutes</p>
<p>Day 2: (In the Classroom) pass out the graphic organizer and documents from Illinois Labor History. Conduct a shared reading with the class of one of the documents, focusing on who that person is, where they came from and why?</p> <p>Demonstrate how to fill out the graphic organizer.</p>	<p>Reading/ sharing ideas for graphic organizer</p>	<p>20 minutes</p>
<p>Either in small groups or independently, instruct students to pick 3 stories from the packet to read and complete the graphic organizer.</p>	<p>Students are reading the stories and completing the graphic organizer</p>	<p>50 minutes</p>
<p>Day 3: Have a discussion about immigration: what were the common themes, characteristics, experiences etc. among the immigrant stories.</p> <p>Ask students if they think the experience of immigrants today is similar or different to the stories they read.</p>	<p>Discussing with the class or in small groups.</p>	<p>20 minutes</p>

<p>Introduce assignment.</p> <p>Brainstorm interview questions as a class.</p>	<p>Students brainstorming questions and working on their projects in class.</p>	<p>25 minutes</p>
<p>As an exit slip, have students write down an idea of who they will interview, as well as a potential question to use in their interview.</p>	<p>Filling out their exit slip</p>	<p>5 minutes</p>

Assessment(s): Students can choose one project to work on independently...

<p>Immigrant Story-Paper</p>	<p>Students will interview an immigrant using these questions: Where are you originally from? Why did you come here? What are the biggest differences between your home country and here? What are some things you like? What are some things you miss from your home country? What difficulties have you experienced as an immigrant? What kind of cultural contribution have you made to your community?</p> <p>The students will create a narrative with this information. Approximately 2-3 pages.</p>
<p>Immigrant Story-Poster</p>	<p>Students will interview an immigrant using these questions: Where are you originally from? Why did you come here? What are the biggest differences between your home country and here? What are some things you like? What are some things you miss from your home country? What difficulties have you experienced as an immigrant? What kind of cultural contribution have you made to your community?</p> <p>The students will create a poster that displays these answers in a creative manner. They will present this to the class.</p>

<p>Immigrant Story- Video</p>	<p>Students will interview an immigrant using these questions: Where are you originally from? Why did you come here? What are the biggest differences between your home country and here? What are some things you like? What are some things you miss from your home country? What difficulties have you experienced as an immigrant? What kind of cultural contribution have you made to your community?</p> <p>The students will create a video that showcases their subject and their story. Approximately 3-5 minutes.</p>
<p>Immigrant Story- PowerPoint Presentation</p>	<p>Students will interview an immigrant using these questions: Where are you originally from? Why did you come here? What are the biggest differences between your home country and here? What are some things you like? What are some things you miss from your home country? What difficulties have you experienced as an immigrant? What kind of cultural contribution have you made to your community?</p> <p>The students will create a Powerpoint presentation that showcases their subject and their story. Approximately 5-10 minutes.</p>
<p>Immigrant Story- Personal/ Family Story</p>	<p>For students who are immigrants to the United States and/or the children of immigrants, let them tell their own story. These stories will be guided by the same questions that are given to other students:</p> <p>Where are you originally from? Why did you come here? What are the biggest differences between your home country and here? What are some things you like? What are some things you miss from your home country? What difficulties have you experienced as an immigrant? What kind of cultural contribution have you made to your community?</p> <p>They can choose any of the formats offered above.</p>

Adaptations or Accommodations needed:

Learners	Adaptations/Accommodations
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Highly Proficient	A choice to also include a brief summary of the historical/ political background of the country that their chosen interviewee has come from. This will be a part of their immigrant story project. This will better explain why the person chose to come to the United States.
ELL	They can create their own personal/family story. The interview could be conducted in their native language.
Struggling Learners	Assist students in finding interview subjects. Group struggling learners with proficient learners while working on graphic organizer.

Resources:

<https://static1.squarespace.com/static/56675308c21b8631e9619f54/t/57ffb05815d5db0c03b59f68/1476374619290/Canal+Document+Packet+2.pdf>