

Lesson Plan #2

History of America

Introduction:

Today's lesson will focus heavily on the history of immigration in America. Students will learn about different countries and look into data to answer questions.

Objectives:

Content/Knowledge (Head):

1. *Students will learn about different regions and discover when and where people came from to the United States.*

Process/Skills (Hands):

1. *Students will use their statistics to answer questions.*

Values/Dispositions (Heart):

1. *Students will be able to recognize the impact immigration had on certain areas during certain decades.*

Standards:

State – Illinois Social Science Learning Standards (2016)

1. **SS.H.2.6-8.MdC:** *Analyze multiple factors that influenced the perspectives of people during different historical eras.*

State – Common Core State Standards: Grades 6-12 Literacy in History/Social Studies

1. [CCSS.ELA-LITERACY.RH.6-8.8](#) *Distinguish among fact, opinion, and reasoned judgment in a text.*

National – Align with National Standards Germane to Lesson Plan Content Focus

1. *Power, Authority, and Governance*

Central Focus:

1. *Students will learn about the number of people that immigrated by decade and where they immigrated from based on the data they will be given to research. This will allow students to learn how to conduct research using multiple methods.*

Academic & Conceptual Foundation:

Facts and Concepts

1. *immigration went down during the great depression*
2. *immigrants came from all over the world*
3. *some countries did not start immigrating to America as early as others*
4. *some countries have kept the amount of immigrants' steadier than others*
5. *The following charts only show legal documented immigrants*

Inquiry, Interpretations, or Analyses

1. *People came to America to continue their cultural values*
2. *America has sometimes wanted more immigrants than they have during other periods*

Arguments or Conclusions

1. *Why do we think people immigrate to America the most? War?*

Assessment:

Provide opportunity for students to demonstrate their ability to do the following: understand/use facts and concepts; use inquiry, interpretation, or analysis skills to build and support arguments or conclusions.

Informal

1. *Students will work on questions that are on the smartboard together with the class.*

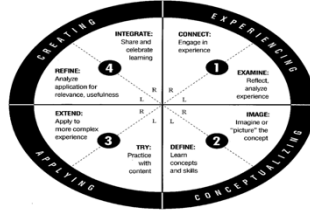
Formal

1. *Students will answer the questions on their worksheet and turn it in at the end of class for a grade.*

Syntax – Procedures

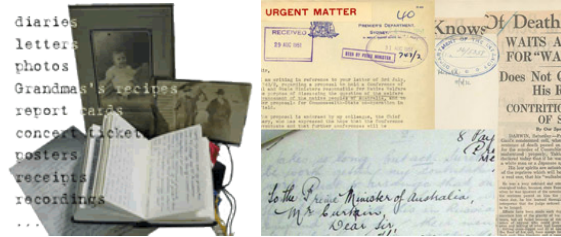
Lesson Plan Framework – Left & Right Brain 4MAT

THE 4MAT SYSTEM: A CYCLE OF LEARNING



1. Experiencing:
 - a. Teacher Instructions
 1. *Students will learn about the immigration numbers over the years..*
 - b. Resource
 1. *Left Brain: ("Who Lives in America: Teaching Immigration History With Data | Scholastic.com," n.d.)*
 2. *Right Brain: ("Who Lives in America: Teaching Immigration History With Data | Scholastic.com," n.d.)*
 - c. Student Activity
 1. *Students will have two different forms of statistics to use based on their preference.*
2. Conceptualizing:
 - a. Teacher Instructions
 1. *Have students work together to experience the process of coming to America.*
 - b. Resource
 1. *Left Brain: ("Virtual Field Trip to Ellis Island | Scholastic.com," n.d.)*
 2. *Right Brain: ("Virtual Field Trip to Ellis Island | Scholastic.com," n.d.)*
 - c. Student Activity
 1. *Students will take a virtual field trip on the SmartBoard.*
3. Applying:
 - a. Teacher Instructions
 1. *Handout the resources for students to answer questions.*
 - b. Resource
 1. *Left Brain: ("Immigration: Then and Now | Scholastic," n.d.)*
 2. *Right Brain: ("Immigration: Then and Now | Scholastic," n.d.)*
 - c. Student Activity
 1. *Students will use the data sheets provided to answer questions.*
4. Creating:
 - a. Teacher Instructions
 1. *Provide students with statistics and guided questions.*
 - b. Resource
 1. *Left Brain: ("Welcome to Immigration," n.d.)*
 2. *Right Brain: ("Welcome to Immigration," n.d.)*
 - c. Student Activity
 1. *Students will create their own interpretations of why some places had different immigration numbers over the years.*

Resources (Source Citations & Bookmarks)



Ellis Island Interactive Tour With Facts, Pictures, Video | Scholastic.com. (n.d.). Retrieved October

11, 2018, from <http://teacher.scholastic.com/activities/immigration/tour/>

Immigration: Then and Now | Scholastic. (n.d.). Retrieved October 9, 2018, from

<https://www.scholastic.com/teachers/articles/teaching-content/immigration-then-and-now/>

Virtual Field Trip to Ellis Island | Scholastic.com. (n.d.). Retrieved October 11, 2018, from

<http://teacher.scholastic.com/activities/immigration/webcast.htm>

Welcome to Immigration. (n.d.). Retrieved October 11, 2018, from

<http://teacher.scholastic.com/activities/immigration/immigration%5Fdata/region.htm>

Who Lives in America: Teaching Immigration History With Data | Scholastic.com. (n.d.). Retrieved

October 11, 2018, from

<http://teacher.scholastic.com/activities/immigration/immigration%5Fdata/>