

Jefferson City Public Schools–Curriculum

SUBJECT: Elementary

COURSE: EER

STRAND: Immigration to America: A Family Story

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) Develop an understanding of how and why people from around the world immigrated to the United States</p> <p>Performance: 1.5, 1.7, 1.9, 2.3, 3.1, 3.4, 3.6, 4.2, 4.3 Knowledge: (CA) 1,3 (SS) 1-7 CAGLE: R.1.D,E,G-I; R.3.C; W.3.A; LS.2.A (Gr.6) SSGLE: PCD.1.B; PPGS.2.C; MUSWH.3a.C,F; EGSA.5.C, H (Gr. 8); EGSA.5.E (Gr. 7) TSSI.7.C (Gr. 5-8) DOK: (3-5) 1-4 NETS: N/A</p>	<ul style="list-style-type: none"> • Quizzes: immigration vocabulary • Scoring guides for: <ul style="list-style-type: none"> • opinion sheets • personal journals • Ellis Island crossword puzzle and word problems 	<ul style="list-style-type: none"> • Background information: <ul style="list-style-type: none"> • Colonists • Slavery • Immigration Act of 1917 • Industrial Revolution • Transcontinental Railroad • Irish potato famine • Great Depression • Homestead Act • Pogroms • Ellis Island • Angel Island • Statue of Liberty • Fact or Opinion – Class discussion • Writings in personal journal: activity • Booklet – <i>Blessing or Burden?</i> – Peter Rees

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<p>(B) Follow the history of several ethnic groups immigrating to the United States, including the Germans, Irish, Africans, and Asians</p> <p>Performance: 1.1, 1.2, 1.4, 1.7, 1.8, 2.1-2.3, 4.5 Knowledge: (CA) 1,3,4,6,7 (SS) 5,6,7 CAGLE: R.1.D,E,H-I; R.2.A; LS.2.A; W.3.A (Gr. 6) SSGLE: MUSWH.3a.C,F; EGSA.5.C,H; RIGIT.6.G-I (Gr. 8) EGSA.5.E (Gr. 7); TSSI.7.B (Gr. 5-8) NETS: (Gr. 3-5) 8 DOK: 1-4</p>	<ul style="list-style-type: none"> • Quizzes: immigration vocabulary • Scoring guides for: <ul style="list-style-type: none"> • personal journals • Old Immigration vs. New Immigration Venn diagram • Emma Lazarus poem – interpretive writing • immigration of ethnic populations – graphs • report on a famous immigrant 	<ul style="list-style-type: none"> • Background information on: <ul style="list-style-type: none"> • first wave of immigration to the U.S. (pre-1820) • second wave (1820-1880) • third wave (1880-1929) • diseases of immigration • prejudice • life in the ghettos/tenements • sweat shops • famous immigrants • Following immigration of ethnic populations • Emma Lazarus poem: activity • Immigration statistics • Video – <i>Across the Sea of Time</i> • Video – <i>Journey to the New World</i> • Video – <i>Immigration: The Triumph of Hope</i>

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<p>(C) Research personal family histories using primary sources and create a Family Tree booklet</p> <p>Performance: 1.1, 1.2, 2.3, 4.2, 4.3, 4.5, 4.6 Knowledge: (CA) 1,6 (SS) 1,5,6 CAGLE: R.3.C; W.3.A; IL.1.A-C; IL.2.A (Gr.6); IL.1.A (Gr. 8) SSGLE: RIGIT.6.H,I (Gr. 8); TSSI.7.A (Gr.5-8) NETS: (6-8) 4 DOK: N/A</p>	<ul style="list-style-type: none"> • Check list: collection of information • Scoring guides for: <ul style="list-style-type: none"> • writing family stories • Family Tree booklet 	<ul style="list-style-type: none"> • Personal family research: interviews and internet research (primary sources): <ul style="list-style-type: none"> • birth records • US Census records • personal interviews • immigration records • Collecting and making copies of family pictures • Family Tree booklet: activity • Photo Story – <i>Roots & Branches: Creating a Family Story</i>
<p>(D) Write and present a report on family surname and country of origin</p> <p>Performance: 1.5, 1.7-1.9, 4.2, 4.3, 4.5 Knowledge: (CA) 1,3-5 (MA) 3 (SS) 2,4-7 CAGLE: W.1.A; IL.1.B (Gr. 6) SSGLE: EGSA.5.A,C (Gr. 8); TSSI.7.A,B (Gr. 5-8) NETS: N/A DOK: 1-4</p>	<p>Scoring guides for:</p> <ul style="list-style-type: none"> • written report on family’s county of origin • poster of: <ul style="list-style-type: none"> • family’s native country’s geography and location in the world • words common to both countries 	<ul style="list-style-type: none"> • Research the origin of family a surname • Create a poster with a list of words common to both native country and the Unites States: activity • Create a poster about native country’s geography • Write a report about family’s county of origin and make a presentation to the class

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<p>(E) Present research and participate in “Immigration Day”, a demonstration of arriving at Ellis Island and working towards becoming a United States citizen</p> <p>Performance: 2.1, 2.3, 4.5, 4.6 Knowledge: (CA) 1,5 (SS) 6,7 CAGLE: LS.2.A (Gr. 6) SSGLE: RIGIT.6.E,G,H (Gr. 8); TSSI.7.A (Gr. 5-8) NETS: N/A DOK: 1,2</p>	<ul style="list-style-type: none"> • Scoring guide: presentation of posters and Family Tree booklet to others • Check list: participate in “Immigration Day” 	<ul style="list-style-type: none"> • Presentation of posters and Family Tree Booklet to others • Participate in “Immigration Day”: activity