

Grade Level/Content Area: High School Social Studies Curriculum

Unit 1: Immigration

Created 2021

Rationale

The purpose of this lesson is to teach students how to retrieve information from interviews and immigration stories in order to learn about the varied cultures and peoples that make Rockford home.

Materials Required:

Laptops, internet access, whiteboard or chalkboard.

Time Needed: Three or Four 40-minute class periods (depending upon class size)

Objectives: By the end of the lesson, students will Know, Understand, and Do the following:

*Read and interpret an oral history documentation.

*Summarize and present information about a selected immigrant’s experience.

Resources and Scholarship

Midway Village Online Collection “Many Faces, One Community: Rockford, Illinois Stories of Immigration”

<https://midwayvillagemuseumdigitalcollections.omeka.net/items/browse?collection=8>

CIA World Factbook: <https://www.cia.gov/the-world-factbook/countries/>

<p>Illinois State Standards</p> <p>SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.</p> <p>SS.H.4.9-12: Analyze how people and institutions have reacted to environmental, scientific, and technological changes.</p> <p>SS.H.10.9-12: Analyze the causes and effects of global conflicts and economic crises.</p> <p>SS.H.12.9-12: Analyze the geographic and cultural forces that have resulted in conflict and cooperation.</p> <p>SS.G.5.9-12: Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact, trade, politics and migration.</p> <p>SS.G.12.9-12: Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.</p> <p>SS.G.8.9-12: Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use and land uses.</p>	<p>Set Introduction</p> <p>Ask students to brainstorm the following questions and write their answers on the board:</p> <ol style="list-style-type: none"> 1: What is immigration? Who is an immigrant? 2: What sorts of events might inspire a person to immigrate to America? 3: What challenges do you think immigrants face when moving to Rockford? 4: What is an “oral history”? Is that considered a primary source document? 5: How can oral histories be used to teach about immigration? <p><u>Activity 1:</u> Students will analyze an oral history interview available in the Midway Village “Many Faces, One Community: Rockford, IL Stories of Immigration” Collection available at https://midwayvillagemuseumdigitalcollections.omeka.net/collections/show/8 .</p> <p>They will fill in the worksheet downloaded here: PDF</p> <p><u>Activity 2:</u> Using the same oral history interview from the previous activity, have students make a list of important places and events the interviewee talks about in the transcript.</p> <p>Using the internet have students research what was happening in the time and place from which the person (or their parent) immigrated. Download Worksheet: PDF Download Worksheet: PDF</p> <p>Assessment: Have student create a brief presentation for the class about what they found out about the country of origin, focusing on how this may have affected the person’s decision to immigrate to America.</p> <p><u>Activity 3:</u> In small groups have students create a chart to compare and contrast the stories of their immigrants: Download this chart or have them create their own: https://free-printable-paper.com/compare-contrast-graphic-organizer/</p> <p>Assessment: Using the chart created have each student write a compare and contrast essay with an introduction, 3 supporting paragraphs comparing and contrasting the answers to the above questions and a conclusion.</p>
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