

Grade Level/Content Area: Grades 6-8 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>SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.</p> <p>SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time</p> <p>SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras</p> <p>SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created.</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>Procedures</p> <p><u>Day 1:</u> Go over set introduction and write student responses on the board. Discuss answers as a class.</p> <p>There are 31 oral histories in the Midway Village Collection "Many Faces, One Community: Rockford, Illinois Stories of Immigration": https://midwayvillagemuseumdigitalcollections.omeka.net/items/browse?collection=8</p> <p>Assign each student a story of immigration or have students pick their own. Use laptop computers to and Midway Village's online collection to load oral history immigration stories. Have students read their immigrant's story quietly during the remainder of class time in order to familiarize themselves with their immigrant's story.</p> <p><u>Day 2:</u></p> <p>Students are to create a slide show about their immigrant's story and perspectives using the following guidelines:</p> <p>Slide 1 - Include immigrant name, date of the interview, student name, and today's date.</p> <p>Slide 2 - Where is the immigrant from? Include a map of the country and/or town/city if applicable. Use the CIA World Factbook to locate the population of the immigrant's home country, as well as the capital city of the country https://www.cia.gov/the-world-factbook/countries/.</p> <p>Slide 3 - When did your person immigrate to America? Why?</p> <p>Slide 4 - Why did your person immigrate to the Rockford area? (family connections, job connections, sponsor, etc.)</p> <p>Slide 5 - Share a story that your person shared about their early experiences in America and/or Rockford.</p> <p>Slide 6 - What type of job/jobs did your person work in?</p> <p>Slide 7 - Share something you learned about your person.</p> <p><u>Day 3/4</u></p> <p>Present slideshows to classmates.</p>
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<p>SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation</p> <p>SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p>SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.</p> <p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.</p> <p>SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.</p> <p>SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.</p>	<p>Assessment Class presentation about oral history of their assigned immigrant.</p> <p>Possible Extension Activities Map the locations where all 31 immigrants came from before immigrating to America.</p> <p>Research what was going on in immigrants' home countries during the time they decided to immigrate.</p> <p>Compare and contrast reasons why the 31 immigrants in the oral history collection came to Rockford.</p>
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