

Unit: IMMIGRATION

Title of lesson: IMMIGRATION TRENDS

Timeframe: 1 hour class period

Standards addressed:

Alaska State History Content C.3:

Historical Thinking Skills Standard 2 – Historical Comprehension, H –

Social Studies Knowledge, Skills, Dispositions:

Data Gathering - organize and compile and interpret

Intellectual – compare items based on similarities and differences, interpret evidence and draw conclusions

Interpersonal – work cooperatively with others

Learning objectives:

The students will be familiar with the top ten countries immigrants came from to the United States in the time period 1850 to 2000.

Students will be able to compare and contrast data on immigration trends in the United States.

Students will be able to brainstorm reasons why specific countries had emigrants coming to this country.

Students will be able to graph immigration population trends.

Materials needed: graph paper,

Immigration Data on Countries of Birth of the Foreign Born population in the United States, 1850-2000(included),

Kids Discover Immigration, (ISSN 1054-2868) book for each group (all 6th grade teachers should have these books, you may need to borrow extra copies from other 6th grade teachers in your building)

History notebooks

Lesson Plan/Lesson Design

- 1) Divide students into groups of 3 or 4.
- 2) Pass out data on countries of Birth, have groups analyze data noting changes in top 10 countries from 1850-2000.
- 3) Have groups brainstorm reasons for change, then using the book *Kids Discover Immigration*, have them use the graph on pages 10-11 to find more reasons for change. Have group members record ideas in their Social Studies notebooks.
- 4) Assign each group a specific year to create a bar graph of the top ten countries represented in data.

Note: The teacher can assign each country a different color for all students to use, (26 different countries are represented) or you can have each continent represented as a

different color. All countries from Europe would be one color, and so on. This way the graphs would be color coded and easy to see changes.

5) All graphs should be labeled properly and be neat.

Assessment

Review graphs and ideas recorded in student notebooks. Listen to discussion in groups.