

“It’s News to Me!”
Teaching with Colorado’s Historic Newspaper Collection
Model Lesson Format

Lesson Title:

Immigration: That Was Then 1856-1923, This Is Now 2006.

Subject and Grade Level:

Language Arts, History, Geography: Grades 5-8

Focus of Lesson: A brief explanation of what students are to learn in this lesson (content and/or skills). What is the purpose of the lesson?

In this lesson, students will focus and explore the progress of immigration for the last 100 years in the History of the United States. They will compare and make contrast of the immigration situation of the past to the immigration situation in the present. They will infer solutions and problems in making immigration bills so that the United States will benefit from immigration.

Standards Assessed: Which standards will you be assessing in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

Language Arts Standard 1: Students read and understand a variety of materials. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.

Language Arts Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. Recognizing author’s point of view & purpose, making predictions, drawing conclusions, and analyzing what is read, heard, or viewed, recognizing, expressing, and defending a point of view orally in an articulate manner and in writing.

Language Arts Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Language Arts Standard 6: Students read and recognize literature as a record of human experience. Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar, using new vocabulary from literature in other context, comparing the diverse voices of our national experience as they read a variety of United States literature.

Geography Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

History Standard 3.1: Students understand that societies are diverse and have changed over time. Describe common traits & characteristics that unite the United States as a nation and a society, describe the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere.

Assessment: Explain the assessment. (Include the formal 'assessment assignment' and any forms, worksheets, etc. in the Materials Section)

1. Worksheet titled "Immigration: That Was Then 1856-1923"
2. Worksheet titled "Immigration: This Is Now 2006"
3. Summary & Discussion: "Immigration: Solutions & Problems"
4. Creative Writing Project: Proposed Immigration Bill
5. Political Cartoon: Immigration to America
6. Final grade based upon "Immigration Rubric"

Standards Addressed: Which standards will you be addressing (but not assessing) in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

Language Arts Standard 4: Students apply thinking skills to their speaking, and listening, while viewing. Recognizing author's point of view & purpose, making predictions, drawing conclusions, and analyzing what is heard, recognizing, expressing, and defending a point of view orally in an articulate manner.

Geography Standard 1: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.

History Standard 2: Students know how to use the processes and resources of historical inquiry.

History Standard 3.1: Students will understand that the United States has always been a melting pot for immigration and that through immigration we are a very diverse and cultural country, and yet we have common traits that bind us together. Immigration is not a new problem for this country.

Time: The number of class periods required for the lesson as well as the length of class period.

Total 4 class periods of 45 minutes each. Voting of bill could take more days but not class time.

Materials / Teacher Preparation Section: List the technology, handouts, chart paper, text resources, etc. needed to complete the lesson. Include what you need to do to prepare ahead of time for your students to complete the lesson.

Teacher Lesson Plan Guide: suggested daily plans, websites for lessons.

Technology needed: two days (2) of Internet access for students to work in pairs, networked printer.

Handouts:

1. "Immigration: That Was Then 1856-1923"
2. "Immigration: This Is Now 2006"
3. "Immigration Rubric"

Summary & Discussion: "Immigration: Solutions and Problems"

Handout: Construction White paper: 12" x 18" for Immigration Bills and Political Cartoon

Possible Procedures: Enumerate the procedure teachers can follow to teach the lesson to students. Provide the URL for the digital primary sources that you will use.

Class 1:

Computer Lab: Introduction to Keyword Searching and handout on "Immigration: That Was Then 1856-1923". Students will be in pairs and pull up *Colorado's Historic Newspaper Collection* website <http://www.coloradohistoricnewspapers.org>, search keyword "Immigration" in local newspaper articles, scan articles to answer questions on handout, record basic and specific information and find unknown vocabulary words. Students can print article if they need it to finish page.

Class 2:

Computer Lab: Handout "Immigration: This Is Now 2006". Students will continue in pairs and pull up *Denver Post/Rocky Mountain News* website <http://www.post-newscustomercare.com>, search keyword "Immigration", scan articles to answer questions on handout, record basic and specific information and find unknown vocabulary words. Students can print article if they need it to finish page.

Class 3:

Classroom discussion (20 minutes) – "Immigration: Solutions and Problems". List and talk about the problems that each pair discovered for both United States and the Immigrants. Lead discussion with questions to perk discussion such as: Social problems, economical problems, Language barriers, educational problems, cultural problems, security problems, health problems, overpopulation, human rights etc. Students record and take notes during discussion. Last 20 minutes – With your partner, write your own Immigration Bill as if you are presenting it to the Congress of the United States. Draw a Political Cartoon to support your bill.

Class 4:

Finish Immigration Bills and put bills on 12"x18" construction paper with Political Cartoon. Place names on the back of your paper and hang bill on Classroom wall for others to view. Finish up your worksheets based upon Rubric and turn in.

Class 5-7:

Bills will be displayed and viewed; each day on their own, students can view each bill and vote on whose bill would most likely pass a Congressional Vote based upon equality, human rights, fairness, and ease of regulating. After a few days, teacher can sum up votes, and present the winner.

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