

Unit: Immigration

Title of lesson: Immigration Key Vocabulary

Timeframe: 45-60 minutes

Standards addressed:

Standards in Historical Thinking: 2.B, E, F; 4.B

Alaska State Standards: A.6, B.2, C.3, D.3

Social Studies Knowledge, Skills, Dispositions: Students will classify, analyze, summarize, and synthesize information in order to gain a basic understanding of immigration into the United States. They will practice both personal and group interactive skills through working cooperatively.

Learning objectives: At the completion of this lesson, students will know the meaning of basic vocabulary in regard to immigration:

Immigrant

Emigrant

Refugee

Migrate

They will be able to explain, discuss and display their understanding of the above vocabulary words:

Cooperative skills addressed: Jigsaw, Round Robin

Technology inclusion: Internet research (optional)

Materials needed: dictionaries, encyclopedias, Kids Discover: Immigration, construction paper or butcher paper, colored markers

Lesson Plan/Lesson Design (Description of tasks/activities):

Include sections on:

1. Prior assignment/preparation – Students will have completed a questioning of their parents on what their ancestry is, where do they come from? How long has their family been in the U.S.? Students should have a vague understanding that immigration has to do with moving. Prior to this class students will have taken a pre-test on these four vocabulary words.

2. Opening activity – Write the four vocabulary words on the board. The teacher will question the class on the meaning of the words. Take a few answers and move on. Then have students peruse Kids Discover: Immigration magazine for 5 minutes. Have them focus their attention on the faces of the people in the pictures.

3. Specific lesson design—At the beginning of the lesson the teacher will write the four immigration vocabulary words on the board, Immigrant, Emigrant, Refugee, and Migrate. The teacher will question the class on the meaning of the words. Take a few answers and move on. Then have students peruse Kids Discover: Immigration magazine for 5 minutes. Have them focus their attention on the faces of the people in the pictures.

- Assign each table group of 4-5 students with finding the definition of each word. (Use the Jigsaw method. Have each student become an expert with their assigned word and be prepared to share it with the rest of their group.)
- Each table group should have access to dictionaries, encyclopedias, and Kids Discover: Immigration magazine.
- Give the students 10-15 minutes to find and become experts at their word.
- When students have determined the definition to their words do a round robin share, 1minute share, and 30 seconds for questions from other group members.
- Once the round robin is complete, give directions for the next step in the lesson.

4. Assessment -- This next step will also be a formative assessment.

The students will use the construction/ butcher paper to draw a picture, or pictures, showing their understanding of each immigration vocabulary word. In addition they will be required to use the word in a sentence describing the action in their drawing. Each group will present their drawings to the rest of the class. The students will write a short reflection on what they learned and what they enjoyed the most.

5. Bibliography—

Scholastic, Kids Discover; Immigration