

Immigration Lesson Plan

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Description:

This activity will allow students to use not only their map skills but also math skills when comparing the immigration patterns of the United States and its northern neighbor Canada. Students will compare and contrast the immigration patterns of the United States and of Canada through out history.

Grade Level:

Grade 8 and above

Subject:

United States and World History

Duration:

1 Week allow for information gathering. Also include some homework time (varied).

Goal:

The goal of this lesson plan is to gain knowledge pertaining to immigration patterns of the United States and Canada, compare and contrast the two, and to discuss possible differences and causes.

Objectives:

The student will:

1. Research immigration patterns of the United States and Canada
2. Compare and Contrast the different immigration patterns
3. Discuss the possible differences and causes of the differences
4. Understand the ever-changing cultural diversity of the population
5. Understand some reasons for immigration and emigration
6. Understand that immigration can be controversial
7. Gain a better understanding of immigration by reading fiction and non-fiction books and formulate own opinions

Standards:

This lesson meets state and local standards set by the State of Florida.

Background Information:

Before the activity begins, the teacher will give students some history pertaining to immigration in the United States and Canada.

Materials:

- Computer Lab
- Fiction and Non-Fiction Books (varies teacher to teacher)
- Website list pertaining to immigration for both countries (these may vary so the list is up to the teacher) Websites are listed at the end of lesson.

- Some specific links may be found under the following:
 1. Immigration and Naturalization Service History, Genealogy and Education
 2. Center for Immigration Studies
 3. Migration Dialogue
 4. Federation for American Immigration Reform
 5. The National Immigration Forum
 6. Close up Foundation Special Topic Page: Immigration

Procedures:

1. Teacher will pick a couple fiction and non-fiction books for students to read. Teacher will then have students formulate own opinion pertaining to immigration. Teacher will have students define vocabulary words that pertain to immigration, example: assimilate, emigrate, infrastructure, mandated, referendum, refugee, verification.
2. Teacher will give lecture on immigration which students will be assessed in a later class.
3. Students will write diary entries as if they were an immigrant coming to the United States or Canada giving specific reasons why they were leaving their homeland. Using the diary entries students will write a short story of a family migrating to the United States and Canada
4. Students will compare and contrast the immigration patterns of the United States and Canada. They will continue to research possible reasons why they are different or why they are similar. They will then place the patterns into a graph format which will help them understand the different patterns. They will choose a specific time period. This will be presented to the class for final assessment.
5. Students will demonstrate their knowledge of immigration patterns by placing the different patterns on poster board to be presented to the class. This will be part of the final assessment.

Possible Extension:

Students can discuss why more immigrants would come to the United States than Canada. What are the possible reasons for the United States to grow much faster than Canada? Students can make their own nation and discuss where people would emigrate from. Students can research family history and discuss the reasons why their family emigrated from their homeland. Possibilities are endless.

Assessment:

1. Students will take short quizzes pertaining to immigration History given by teacher lecture.
2. Students will create graphs and tables to demonstrate the different immigration patterns of the United States and Canada.
3. Students will be assessed by a final test created by the teacher. (varies from teacher to teacher)

Additional Note:

All information provided can be obtained from various websites such as the National Archives for both Nations.

- United States: <http://www.archives.gov>
- Canada: <http://www.collectionscanada.ca/index-e.html>