



# Immigration and the Role of Families

<p><b>Overview</b></p>	<p>This will be a series of lessons to teach children the importance of immigration and the positive and negative effect it has on family. Children will study immigration from the past and compare immigration in the present.</p>
<p><b>Goals</b></p>	<p>Students will become more familiar with the importance and role of immigration to NYC history. Students will be able to compare immigration in the past to immigration in the present time. Students will wrap their minds around this topic by looking into immigration through the lens of family.</p>
<p><b>NYS Standards Addressed</b></p>	<p style="text-align: center;"><b>Social Studies</b></p> <p><b>Standard 1: History of the United States and New York</b> - Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p><b>Standard 2: World History</b> - Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p><b>Standard 3: Geography</b> - Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.</p> <p><b>Standard 4: Economics</b> - Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p style="text-align: center;"><b>English Language Arts</b></p> <p><b>Standard 1: Language for Information and Understanding</b> Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.</p> <p><b>Standard 2: Language for Literary Response and Expression</b></p>

	<p>Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.</p> <p><b>Standard 3: Language for Critical Analysis and Evaluation</b></p> <p>Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>													
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		<ul style="list-style-type: none"><li>• Students will complete the photo analysis sheet for each photograph they look at.<ul style="list-style-type: none"><li>• Students will then answer the following questions in a brief essay.<ul style="list-style-type: none"><li>○ What do you think was the hardest part of an immigrant's life?</li><li>○ What do you think the best part was?</li></ul></li></ul></li></ul>
	<b>Homework:</b>	<ul style="list-style-type: none"><li>• Students will continue to interview family members to discover their immigration history. Students should use the questionnaire to help guide their interview.</li></ul>
	<b>Follow-up:</b>	<ul style="list-style-type: none"><li>• Students will share in small groups what they learned about their families.</li></ul>
<b>Lesson 3:</b>	Comparing immigrant family life long ago and today.	
	<b>Aim:</b>	Students will take what they have learned about immigrant family life long ago and today (their own families and classmates' families) and compare them.
	<b>Goals:</b>	<ul style="list-style-type: none"><li>• Students will use the documents, class work, and at home research/interviews to complete a venn diagram comparing the lives of immigrant families long ago and today.</li></ul>
	<b>Procedures</b>	<ul style="list-style-type: none"><li>• The teacher will give students 15 minutes to review and discuss in small groups what they have learned about immigration thus far, specifically looking at the family life through photographs, documents, video clips, and personal research.</li><li>• Students will then create a large venn diagram comparing the family lives of immigrants over time.</li></ul>
	<b>Homework:</b>	•
	<b>Follow-up:</b>	•



- Did your entire family migrate at once? If so, do you know why? And if not, do you know why not?
- Does anyone in your family speak their "ancestral" language? Do you? Do your parents? Your grandparents?

## **Step 2 - Select One Country or Continent**

Choose one country or continent to represent you.

## **Step 3 - Download a Map**

Go to the [Online World Atlas](#) and download a map of your country or continent.

## **Step 4 - Make a Map Picture**

Then make a map picture that represents you. Use the printed map and draw in pictures or add words that show what was important about your family's history, thinking about their immigration experience.

## Photo Analysis Worksheet

Study the photograph for two minutes. Use the chart below to list people, objects and activities you observe in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

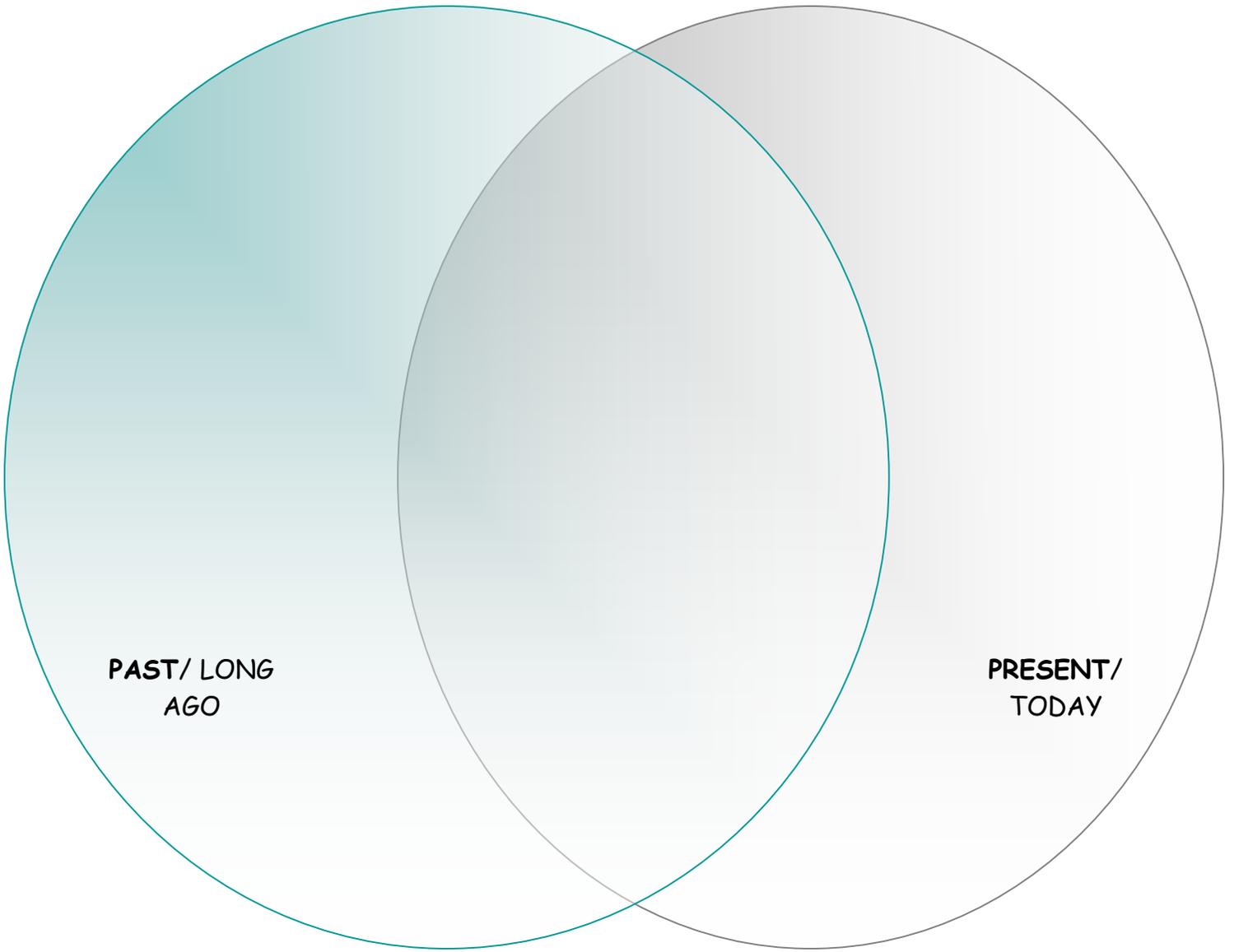
Based on what you saw (observed), list three things you might know (infer) from this photograph.

<u>Things I Inferred</u>
1.
2.
3.

What questions does this photograph raise in your mind?

<u>Questions</u>
1.
2.
3.

# Venn Diagram Comparing Immigrant Families Past and Present



**PAST/ LONG  
AGO**

**PRESENT/  
TODAY**