
> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

In preparation for the **Finding Our Families, Finding Ourselves** exhibit, students will discuss personal immigration stories. Reading a book about immigration could preface this lesson (*please see the bibliography on the Museum of Tolerance Teachers' Guide web site*). In this lesson, students will collect information about where their families originated, how they traveled to and/or through America, and the states/cities they first settled. Once this information is compiled, students will apply this information to a graphing and map activity.

STANDARDS:

- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
(California Content Standards for History-Social Science, Grade 3, Standard 3.3)
- Students describe the continued immigration, migration, settlement, and growth of California and the United States.
(California Content Standards for History-Social Science, Grades 4-5, Standards 4.3, 4.4, 5.4, 5.8)
- Students know the location of the current 50 states and the names of their capitals.
(California Content Standards for History-Social Science, Grade 5, Standard 5.9)
- Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings with graphs, tables, and charts.
(California Content Standards for Mathematics, Grades 4-5, Standard 1.0)

ASSESSMENT:

- Students interview family members to find out from where their family originated, how they traveled to and/or through America, and in which states/cities they first settled.
- Students mark the origination country/state and destination state/city on a class map and attach the two places with a piece of string (which represents the way in which they traveled to America)
- Students create a bar graph based on a class compilation of origination countries/states and destination states.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Have a discussion about immigration to the United States. This can either be accomplished by reading stories about immigration or bringing up key issues about immigration in a conversation. Key facts to establish:
 - Native Americans have lived in this country for thousands of years and were often forced to migrate by immigrants invading / buying their land.
 - People of African descent often do not know where their families originated from or where they lived in America, due to lack of sympathy and documentation during the slave trading years.
 - Immigration was not always a choice, but often times a forced decision.

WHERE DO OUR FAMILIES COME FROM?

2. Write the following list of questions on the board or hand out copies to students:
 - What country (and city, if possible) does your family come from?
 - How did your family journey to or through America?
 - Which state (and city, if possible) did your family first settle in?
 - If your family immigrated to America, how did they get here?
 - Some students may have family members that emigrated from different countries, so have the students pick one family member to answer these questions about. Instruct students to interview a family member to find out the answers to these questions.
3. Once students have interviewed a family member, each student will use an 8 1/2 x 11" world map to locate the country that the family member came from and the city he/she settled in or around in America. Then, the students will trace the route that family member took.
4. Students will also mark on a large world map, with a small sticker, what country their family originated from and their final destination in America. Then, the students will attach the two points with a piece of string to show the route of that family member.
5. Compile a list on the board, and keep a tally, of countries the students' families originated and the states that were their final destinations.
6. Students create a bar graph based on the compiled list on the board.

TIME ELEMENT:

One day to collect information

One day to complete map and graph activity

MATERIALS/RESOURCES:

- Large world map
- Class set of 8 x 11" world map
- Small stickers
- Yarn/string
- Graph paper



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