

Teaching American History Project

Spiro Mandes

Lesson Title: Modern/Current Immigration Trends: Eastern CT

Length of Class Period: 42 min (plan to use 1 class period)

Inquiry: What are the general characteristics (total population, median age, race, etc), social characteristics (high school graduate, college graduate, disabled, foreign born, etc), economic characteristics (per capita income, median household income, travel time to work, etc), and housing characteristics (single or multi family, median value, etc.) of the town you live in comparison to surrounding towns?

How might these characteristics impact the town you live in?

Objectives: (What content and skills do you expect students to learn from this lesson?)

-Students will compare and contrast census information from their town against surrounding towns.

-Students will analyze census information from in an effort to evaluate how ethnic diversity, immigration, and level of education in their town and region can impact towns planning.

-Students will discuss if the potential impact of this information on their town.

Materials :

1). You will need an “Immigration and Eastern Connecticut: Census Data” matrix and questions. Please note that the “Immigration and Eastern Connecticut: Census Data” matrix is specific to Griswold, Jewett City, Plainfield, Norwich, New London, and New Haven. As the teacher, you can easily change the towns listed here to include your town(s).

2). You will also need the U.S. Census Bureau Fact Sheet. Go to www.factfinder.census.gov/. Click of “Fact Sheet” and enter the zip code or town and all the information (general, social, economic, and housing characteristics) will come right up.

Activities: (What will you and you students do during the lesson to promote learning?)

Students will be arranged in pairs and will be asked to fill out the “Immigration and Eastern Connecticut: Census Data” matrix and questions (1-7). To get the class started on the right foot, fill out the first column as a class. It may seem straight forward enough but this will clarify the task for many students. Once complete, instruct the

students to do the same for the remaining towns and then complete the questions. This should take 20-25 minutes.

Once everyone is finished, hold a whole-class discussion on the information and that the class filled out and completed. Be prepared for many interesting questions. This should take about another 20 minute or so.

Assessment:

Group grade will be based on...

- 1). completion of matrix and question
- 2). Informal assessment to be conducted during whole-class discussion.

Connecticut Framework Performance Standards-

- Formulate historical questions and hypotheses from multiple perspectives using multiple sources
- Analyze man-made factors that cause human movement
- Compare and contrast the impact of migration on both the country of origin and country of settlement