

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Family History from Elyse Poller and Dona Stratton

Grade- 8

Length of class period- variable-depending upon how in-depth you make the assignment (45-90 mins)

Inquiry -

- What can our family history tell us about immigration?
- How do our 8th grade immigration patterns reflect our national immigration patterns?

Objectives

- Students will explore and document their family immigration background.
- Students will compare the class's families' immigration patterns to the national patterns from 1880-1920.

Materials

- Local resources include family members who can provide an oral history of family immigration
- http://www.constitutioncenter.org/timeline/html/cw08_12150.html for map of immigration pattern

Activities

AS PREPARATION FOR THIS CLASS: Students will explore their own family immigration history. They should find out when a family member or members came to the U.S.; when they arrived; from where they left and why; and any interesting family immigration stories they can discover.

- They will interview their relatives, when possible, to obtain this information. (You can provide a detailed question sheet, utilizing questions you want to discuss, or use the set of questions above.)
- Students write a short essay introducing their family immigration history to the class
- They will share their family stories with the class.
- Put pins on a world map to indicate the country of emigration for one ancestor per student
- The class will compare their families' immigration patterns with the country's pattern

How will you assess what students learned during this lesson?

- Review of method(s) used to obtain information.
- What information gathered: Who came, where from, when came and why came/left.
- Class's ability to compare their families' pattern of immigration to the national pattern (where from, reasons, etc.)

Connecticut Framework Performance Standards-

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts
- develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.
- identify and analyze the various causes and effects of movements of groups of people
- explain how economic factors influenced historical events in the United States and other regions of the world