

Lesson 2- Immigration of Your Family

Class: 5

Unit: History and You

Standards: Learning Standard: Places and Regions of the World Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rains, and canals; harbors, and fortifications; and routes of trade and invasion.

Component: Students map the historical migrations of the American people.

Topic: Where did my family immigrate from?

Statement of Purpose: To have students understand that families are part of history. What they have done in the past, where they came from, how did they get to where they are today.

Learning objectives:

1. Students, with the help of family members, will know from what country or countries their ancestors immigrated from and where they came to in the United States.
2. Students will be able to locate both places, where families immigrated from and to, on a world map.

Schedule:

1. One class period.

Materials:

1. Large, bulletin board size world map.
2. Push pins
3. Labels
4. Colored yarn

Procedure:

1. Discuss with students what they learned about where their ancestors came from when doing their family trees.
2. Have students work with a partner to locate the country and preferably the city from which their ancestors came on the map.
3. Instruct students to mark each point, label them, and join each with a piece of yarn.
4. Have a sharing time, where students can share with each other what they learned.

Assessment:

1. Were the students able to find the locations on the map?
2. Did they mark them correctly?

