

Lesson Plan 3: Conducting Research Relevant to YOU

Duration: 1 week

This lesson plan connects to the “Movement of People” webinar by Dr. Kathleen Lopez in the *A Bundle of Silences* professional development series.

Overview

This lesson encourages students to apply research strategies and thinking learned through the Bundles of Silence video series with a subject that is from their neighborhood/experience. Students will discover the history of a specific immigrant group, and through class sharing, discern common patterns shared by immigrant communities.*

**The term “immigrant communities” used in this lesson plan to refer to people who came to and reside in the United States since its founding, who were not originally U.S. citizens at birth. We acknowledge however, that what is called the U.S. today was historically the home of numerous Indigenous communities and cultures, and that all people who came to this land, unless forcefully displaced and put into bondage under slavery, are essentially immigrants to an Indigenous nation/s.*

New Jersey Student Learning Standards

Grades 6-8

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.

Grades 9-12

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.Civics.PI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

Vocabulary

Migrant: a person who moves from one place to another, especially in order to find work or better living conditions.

Immigrant: A person who comes to live permanently in a foreign country.

Foreign: Strange and unfamiliar; Characteristic of a place or language other than one's own.

Assimilation: The process of taking in or fully understanding information or ideas; Becoming part of a new culture; A contested notion whereby on entering a new country, immigrant groups are encouraged (through social, cultural, or political machinations) to adopt the culture, values, and social behaviors of the host nation in order to benefit from full citizenship status.

Essential Understandings

Each immigrant community has a unique experience, yet also fit patterns experienced by other immigrant groups. Research across a range of sources allows for deeper analysis.

Lesson Objectives

Students will be able to use a range of research to tell the story of a local immigrant community.

Essential Questions

- What reasons drove immigrant communities to come to New Jersey?
- Are immigrant experiences different depending on where they settle?
- Are immigrant experiences different depending on when they settle?
- What factors are common amongst immigrants attempting to create an American identity?
- What factors impede immigrants from creating an American identity (if in fact, this was/is their goal)?

Anticipatory Set

Brainstorming - whole class: What immigrant communities are in our neighborhood? Consider types of restaurants, street names, landmarks, etc. for clues to cultures that were or are now in our community. Refer also to

Lopez video. The whole class will create a list of immigrant communities that came to New Jersey.

Lesson Plan

Students form groups based on interest in immigrants that came to New Jersey. One immigrant community per student unit.

1. Have the students develop questions to answer about their potential immigrant community. Some questions may include: *1 day*
 - Who - Identify the immigrant community
 - What - reasons immigrants had for coming to New Jersey
 - Why - did immigrants leave their home country
 - When - did immigrants come to New Jersey (time frame)
 - Where - did the immigrant community settle in New Jersey
 - Why - did the immigrant community settle there
 - How - did immigrants support themselves - type of work
2. Research: *1 week, in class and outside of school*
 - Interview family/community members
 - Newspaper archives
 - History of immigration in NJ
 - History of specific immigration community
 - Local libraries, historical society, NJ college libraries/archives
3. Have students develop a visual (a graph, photo journal, timeline, infographic, skit, or other visual format) that shows the information and stories of their chosen immigrant community. Students should be prepared to share the answers to the *who, what, when, where, why, how* questions. - *1 class period*
4. Use “fishbowl” concept: student units share their visual and findings. Student units that are listening make note of details that are similar to their findings and note what is unique - unlike their findings. - *1 class period*
5. Conduct whole class discussion comparing the experiences of immigrants researched by the student units. Note similarities, differences, and analyze why. - *1 class period*
6. Self-reflection: Have each student will write a short, written statement considering the different factors immigrants must weigh as they decide how much to adapt to their new home and how to preserve the culture and values of their country of origin. - *In class or homework assignment*

Modeling

- Lopez video (and others in the series)
- Teacher led anticipatory set

Guided practice

- Teacher support with research

Check for understanding

- Resulting timelines
- Class discussions
- Self-reflection written statement

Closure Activity: Self-reflection written statement

Modifications/Accommodations

- Support with research materials
- Providing time in class to use computer/technology as needed
- Extra time for as needed
- Reading support with research materials as needed

Formative Assessment

- Visuals
- Notes taken during student units' presentations
- Self-reflective written statement

Materials, Resources & Technology

- Historical society archives
- Newspaper archives
- Guest speakers
- Sample timelines
- Computer/internet
- Guidelines and modeling of presentation skills

Additional Resources

- World on the Move: 250,000 Years of Human Migration.
<https://understandingmigration.org/about-the-project/>
- "AAA General Statement on Migration," American Anthropological Association (AAA).

<https://www.americananthro.org/ParticipateAndAdvocate/AdvocacyDetail.aspx?ItemNumber=20971>

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- Alisse Waterson. “The Editor’s Note: World on the Move: Migration Stories.” American Anthropological Association (AAA).
<https://www.americananthro.org/StayInformed/OAArticleDetail.aspx?ItemNumber=2533>

Interdisciplinary Connections: Language Arts – presentation skills and strategies