

Teaching American History Grant: Learning Experience 2008-2009
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Topic Title: Charting Immigration

DATE: July 2008

Grade Level: 9-12

Overview of the Learning Experience:

- This lesson fits into the Global History & Geography curriculum in Unit 8 A-3, and United States History & Government curriculum Unit 3 III-B.
- Students will construct graphs and analyze data on immigration trends. Students will be able to compare geographic trends in immigration and link them to policy.
- New York State Learning Standards:
 - 1.1 - The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
 - analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans
 - 1.2 - Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.
 - compare and contrast the experiences of different groups in the United States
 - 2.3 – Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.
 - explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world
 - 3.1 – Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.
 - investigate the characteristics, distribution, and migration of human populations on the Earth's surface
 - 4.1 – The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.
 - explain how economic decision making has become global as a result of an interdependent world economy

Essential Question(s):

- Why do people migrate?

Time Allotment (classroom time): This lesson is designed for a 78 minute block.

Vocabulary (key terms):

- Migrate / Migration / Migrant
- Immigrate / emigrate
- Developed nation / developing nation
- Refugee
- Asylum
- Remittance

Materials:

- Article: *Debunking Global Migration Myths*
- Graph Paper or large poster-size paper
- Rulers, pencils, markers
- Immigration statistics (see “Persons Obtaining...” below)
- Article: *Migration: A historical perspective*

Teacher Resources:

- *Factfile: Global Migration*. BBC News. 2004.
<http://news.bbc.co.uk/2/shared/spl/hi/world/04/migration/html/migration_boom.stm>
- “Persons Obtaining Legal Permanent Resident Status by Region and Selected Country of Last Residence: Fiscal Years 1820 to 2007” *Yearbook of Immigration Statistics*. U.S. Department of Homeland Security. 2007.
<<http://www.dhs.gov/ximgtn/statistics/publications/LPR07.shtm>>
- Schrover, Marlou. *Migration: A historical perspective*. BBC News. March 23, 2004.
<http://news.bbc.co.uk/go/pr/fr/-/2/hi/in_depth/3557163.stm>
- Weiner, Eric. *Debunking Global Migration Myths*. NPR.org, June 6, 2007.
<<http://www.npr.org/templates/story/story.php?storyId=10767136>>
- “World Population Highlights: Key Findings From PRB’s 2008 World Population Data Sheet.” *Population Bulletin*. Population Reference Bureau. Vol. 63, no. 3, September 2008.
<<http://www.prb.org/Publications/PopulationBulletins/2008/worldpopulationhighlights2008.aspx>>

Procedure:

1. Begin class with the essential question “Why do people migrate?” Allow students time to think about their responses and/or jot down ideas in a daily journal. Spend a few minutes discussing student answers. They should be able to generate several ideas. Connect these ideas to past knowledge and the new vocabulary words, clarifying and expanding the list as needed.
2. Global Migration Myths PowerPoint. The National Public Radio article *Debunking Global Migration Myths* presents eleven “myths” about migration/immigration. I chose to adapt this article and use it as an interactive PowerPoint in the form of a true/false quiz to facilitate discussion. The article could also be used on its own as a class reading.
3. Charting US immigration. Divide students into pairs/groups. Assign each a region (Europe, Asia, Americas, Africa, and Oceania). I adapted immigration statistics from

“Persons Obtaining...” listed above and copied the information into an excel chart. Each group received a copy of the statistics.

4. Each group will be responsible for two graphs; 1) graphing immigration numbers for the countries of their region from 1820-1999, and 2) graphing immigration numbers for the countries of their region from 2000-2007. Graphs can be made on 8.5x11” graph paper or in a larger poster format depending on what the teacher wants to do with the assignment. A third graph comparing regional totals (as opposed to country specific information) is also helpful and can be constructed either by each student independently or by reshuffling students into groups with representation from each of the five regions.
5. When groups are done graphing their statistics have students present the trends represented on their graphs to the class. Content specific discussion will further develop student understanding of *why* the trends are the way they are.
6. Students should also be able to articulate to what extent current migrations are similar to earlier migrations, and how they are different. This can be assessed through class discussion or more formally through essay writing/testing.
7. The article *Migration: A historical perspective* provides a nice synopsis and opportunity to enrich this lesson. It can be assigned as a homework reading with in class discussion the following day.

Assessment:

- Assessment is based on class participation and the accuracy of the graphs made as individuals and/or groups. A class participation rubric can be used for self assessment.