

# Grade 4: Immigration

Content Area: **Undefined**  
Course(s):  
Time Period: **Undefined**  
Length: **6-8 weeks**  
Status: **Published**

## Unit Overview

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Part of integrated immigration unit connecting social studies, literacy, and 21st century skills.

Students will discuss what immigration is, reason for immigration and the impact it has on our nation

## Content

- \* Immigration (Reasons and Impact)
- \* European Impact on Native Americans
- \* Mapping the European Immigration Routes
- \* Mapping the Trail of Tears

## Skills

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Reading

Speaking

Mapping

Writing

## Assessments

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Unit Assessment (S)

Classwork (F)

In Class Mapping Immigrant Patterns Project (S)

## Lessons/Learning Scenarios

### European Immigrants

**Objective:** SWBAT use resources and prior knowledge to develop thesis statements using a map as evidence. SWBAT use critical thinking skills to create 5 research questions and develop 3 key words or phrases to use when skimming reports. SWBAT describe primary and secondary sources including examples of each.

**Procedure:** SW review as a whole group key vocabulary that will be on the test: thesis, develop, immigrants, research, evidence, key words, subject, primary source, secondary source. Then read together the "Waves of Immigration" document. Discuss the ways to use charts and graphs to research and make conclusions. As a whole group find and immigrant group, when they came to America, and why they came. Students will write this in for the first box on number 4 of the study guide. Then sw work in groups of two to complete the rest of the study guide. With the last 10 minutes of class go over possible answers and expectations for the test.

**Materials:** Study Guide, Waves of Immigration, Projector Screen

**Assessment:** Study Guide (F), Discussion(F), Participation(F)

**Modified:** allow oral respoces, use concrete examples, rephrase written materials, preferential seating, stop at key points during instruction.

### Under Ground Railroad

#### Social Studies

**Objective:** SWBAT determine the involvement of New Jersey in the underground railroad. SWBAT make personal connections to the runaway slaves by relating to freedom, courage, and right from wrong.

**Procedure:** SW use discussion techniques to open a 5 minute student lead discussion on "The Underground Railroad." Then students will use four websites to explore the personal stories of runaway slaves. SW work in pairs to create an information gathoring note sheet based on the discussion questions that were asked during whole group discussion. If they think of any other questions during their research they may add them to the chart. Once students have visited all four websites they will flip their papers over and answer one of these three questions, "Think of a time in history when doing what was right was in conflict with the laws of the time. Do you know any examples? Describe what freedom means to you. Who do you know that has great courage?"

**Materials:** Websites, Worksheets

**Assessment:** Note taking sheet (F), discussion (F)

**Modified:** Research questions written on the board to provide information visually, documents scanned into the computer to show report on the projection screen

### Trans-Atlantic Slave Trade:

#### Standards Addressed:

- Explain the impact of the trans-Atlantic slave trade
- Summarize reasons why people voluntarily and involuntarily immigrated to America

#### Social Studies

##### 4 Day Unit: Slavery(Day 1)

**Objective:** SWBAT explain the impact of the trans-Atlantic slave trade on New Jersey, the nation, and the individuals of the past and present. SWBAT summarize reasons why various groups voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.

**Procedure:** SW be given 5 minute to discuss the topic of slavery using hand signals to signify whether they have a comment, question, or answer. Set a timer and let students lead the discussion. Keep a running record

of students who participate for the "Speaking and Listening" standard also, write on the board any research questions that the students developed through their discussion. Then students will take notes on scrap paper while watching a six minute informational video of the origin of slavery and the Trans-Atlantic Slave Trade. Give students 3 minutes to lead discussion on what they learned by watching the video. Then hand out large white balloons. The students will blow up the balloons to draw a globe on them that includes the continents outlined and labeled. With extra time introduce the website in which the students will be using to research primary source documents to answer research questions. Demonstrate how to use the website and share note taking strategies.

**Materials:** Youtube clip "Crash Course Trans-Atlantic Slave Trade," Large White Balloons, Black Sharpie Permanent Markers, Website "slavevoyages.org"

**Assessment:** Discussion(F), Balloon Globes(F), Unit Project(F), Information Letter (F)

**Modified:** Students will have information shown visually, use concrete examples, rephrase written assignments, develop organizational skills

\*\*\*\*\*End movie clip at 7.15 (seven min. and 15 sec.)\*\*\*\*\*

## **Social Studies**

### **4 Day Unit: Slavery (Day 2-3)**

**Objective:** SWBAT explain the impact of the trans-Atlantic slave trade on New Jersey, the nation, and the individuals of the past and present. SWBAT summarize reasons why various groups voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.

**Procedure:** SW use the website provided and other primary source documents such as journals and ship logs to gather information to support their these statements about the Trans-Atlantic Slave Trade. Students will use the information to draw trade routes onto their balloons. Then students will present their findings along with the balloon. This will take two periods of Social Studies to complete. Students who complete early will create a power point to be projected during their presentation.

**Materials:** Large White Balloons, Black Sharpie Permanent Markers, Website "slavevoyages.org", Primary source Documents

**Assessment:** Discussion(F), Balloon Globes(F), Unit Project(F), Information Letter (F)

**Modified:** Groups will be leveled so that expectations of work completion can be leveled, Students will have information shown visually, use concrete examples, rephrase written assignments, develop organizational skills

## **Social Studies**

### **4 Day Unit: Slavery (Day 4)**

**Objective:** SWBAT explain the impact of the trans-Atlantic slave trade on New Jersey, the nation, and the individuals of the past and present. SWBAT summarize reasons why various groups voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.

**Procedure:** SW use the knowledge of the Trans-Atlantic Slave Trade and two primary sources to write a letter to either their family back in Africa or a slave owner. The students may choose who they want to write to. Students will write two paragraphs describing the conditions of the ship, the emotions they felt, and why slavery should be abolished. Students will be assessed based on content and grammar. Students who complete early will type their letter.

**Materials:** Primary source Documents, Lined paper, Image projected onto white board of African Slave Ship

**Assessment:** Discussion(F), Balloon Globes(F), Unit Project(F), Information Letter (F)

**Modified:** Students will have information shown visually, use concrete examples, rephrase written assignments, develop organizational skills, expected to write one paragraph not two

## **Critical Thinking/ Immigrants**

**Standards:**

-Summarize reasons why various groups voluntarily immigrated to America and the challenges they encountered

-Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias

### **Social Studies:**

**Objective:** SWBAT evaluate sources for validity to summarize reasons why various groups voluntarily immigrated to America. Draw inferences using primary source documents and use evidence to support those inferences.

**Procedure:** In groups students will discuss essential questions. “How could other people learn about you without talking to you?” answers should include- journal entries, pictures, school essays, facebook. EQ “How close would people get to knowing about you using only what these documents show them about you?” SW be the historians by using primary documents to learn about a person from the past. Model- Project the image of the Confino Family Portrait and model ways to pull information from the photo. Then explain that the daughter in the picture is the person from that past that they will be researching using her primary documents. Tell the students that the picture was taken in 1913 right after the family immigrated to America. Guided Practice- Ask students EQ “How might it feel to be one of the people in this picture? How can their clothing, expression, and stance inform our interpretation? Independent Practice- Split class into 4 groups. Hand out the other primary sources with discussion questions for each and have each group of students use their writing journal to answer as many of the questions as they can in 5 minutes. Wrap Up- Read the descriptions of each primary source and see how close the students got by using their primary sources.

**Materials:** Projector, Primary Source Documents, Document Description Sheet

**Assessment:** Class Discussion and Participation(F), Notes Taken (F), Unit Test(S)

### **Immigration Book Club Cross-Curricular**

#### **2 Days**

**Objective:** SWBAT describe the process in which a person from another country immigrates to America. SWBAT compare and contrast the difference between the immigrant experiences based on the country they came from.

**Procedure:** SW work in groups of three to create a three circle Venn Diagram using the information they gathered in their book clubs. Sw then present their Venn Diagrams to the class for a speaking and listening grade.

**Resources:** Venn Diagram, Poster Board, Book Club Books

**Assessment:** Class Discussion/ Participation (F), Step Cards (F), Venn Diagram (F), Presentations(F)

**Modified:** limit written assignments, use concrete examples, preferential seating, provide information visually, allow a copy of teacher notes.

## Standards

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0x SOC.K-4.6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
0x SOC.K-4.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
0x SOC.K-4.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
0x SOC.K-4.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
0x SOC.K-4.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
0x SOC.K-4.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
0x SOC.K-4.6.1.4.B.a	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
0x SOC.K-4.6.1.4.B.b	Places are jointly characterized by their physical and human properties.
0x SOC.K-4.6.1.4.B.c	The physical environment can both accommodate and be endangered by human activities.
0x SOC.K-4.6.1.4.B.e	Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
0x SOC.K-4.6.1.4.B.f	Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
0x SOC.K-4.6.1.4.B.g	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
0x SOC.K-4.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
0x SOC.K-4.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
0x SOC.K-4.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
0x SOC.K-4.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
0x SOC.K-4.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
0x SOC.K-4.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
0x SOC.K-4.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
0x SOC.K-4.6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
0x SOC.K-4.6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
0x SOC.K-	Explain the impact of trans-Atlantic slavery on New Jersey, the nation,

- 4.6.1.4.D.9 and individuals.
- 0x SOC.K- Immigrants come to New Jersey and the United States for various  
4.6.1.4.D.a reasons and have a major impact on the state and the nation.
- 0x SOC.K- Key historical events, documents, and individuals led to the  
4.6.1.4.D.b development of our nation.
- 0x SOC.K- Personal, family, and community history is a source of information for  
4.6.1.4.D.c individuals about the people and places around them.

## Resources

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Map & Globes

Online Resources