**\*\*Park Name**

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| Blackstone River Valley National Heritage Corridor  |

**\*\*Lesson Plan Title (255 characters maximum)**

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| Immigration Lesson Plan  |

**Original Lesson Hyperlink**

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| <http://www.nps.gov/blac/forteachers/classrooms/immigration-lesson-plan.htm>  |

**Editor**

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| --- |
| Georgia Tsin  |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| Immigration involves making the difficult decision to leave your homeland and adapt to a new life in a new location. In this lesson, students will answer the following essential question: What conditions influenced people to emigrate from their homeland in Quebec, and how were their lives changed by their relocation to Woonsocket, Rhode Island?The Content Objectives include: • Explain how people and communities weighed the benefits and costs of emigrating from Quebec to Woonsocket. • Explain how new opportunities for work in the textile industry drew immigrants to settle in New England. The Language Objectives include: • Analyze and interpret information from a play using oral persuasion techniques to support their arguments. • Identify and interpret evidence found in photographs and letters to form and support a point of view. |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_x\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_x\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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| <http://www.nps.gov/common/uploads/teachers/assets/images/ner/park/blac/5D081389-155D-451F-673476FD4DEB31D1/5D081389-155D-451F-673476FD4DEB31D1.jpg>  |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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| Museum of Work and Culture  |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

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| **Select Grade Level: 6th-12th  Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** CCSS.ELA-LITERACY.RI.6.8CCSS.ELA-LITERACY.RI.6.7CCSS.ELA-LITERACY.RI.7.8CCSS.ELA-LITERACY.RI.8.8 |

**\*\*State Standards:**

|  |
| --- |
| **Select State:** Massachusetts **Select Subject:** History  **Select Grade Level:** 6th -12th **Check off State Standards:** Economic Skills 14 |

|  |
| --- |
| **Select State:** Massachusetts **Select Subject:** History  **Select Grade Level:** 6th -12th **Check off State Standards:** US History I28.B |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_\_x\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_\_x\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_x\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_x\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_\_x\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_x\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_\_x\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_x\_\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_\_x\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

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| Two 90 minute class periods  |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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|  The John H. Chafee Blackstone River Valley National Heritage Corridor commemorates the birth of the American Industrial Revolution, how it changed the landscape of the valley, and how it transformed life in America. The Blackstone River Valley, its people, and its history serve as a case study for the history of the American Industrial Revolution. In the 1850s, when textile manufacturing had become well established in the valley and further growth required a larger labor force, agents for mill owners went to Canada to recruit new workers. This lesson explores the immigration experience of the French Canadians, or Quebecois, who left Quebec in the late 1800s and early 1900s for the industrial town of Woonsocket, Rhode Island. The lesson addresses some of the reasons people emigrate, the challenges they face, the opportunities they discover, and the ways their lives are changed by their new environment. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| \*Immigration – moving to a new country or location to live permanently \*Emigration – leaving a country or location for another to live permanently  |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| \*Print off the Immigration Photos on an overhead transparency. \* Print a copy of the labeled map for each student, and make sure that each student has access to a ruler.\*Print off a class set of the “Letters” and “Decision to Leave Play” per student \*Print off one copy of “Travel Backpack” for each student.  |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| 1. Explain to students: “With the immigration of many Quebecois to the United States, life changed both for the immigrants and for those who remained behind. To explore some of these changes, we will use historic photographs to examine the differences between life in Quebec and life in the industrial city of Woonsocket.”
2. Show the following photos on the overhead: 1) a Quebec scene and 2) a Woonsocket scene.
3. Ask students to write down the differences and similarities between the two communities, based on what they can see in the photographs.
4. Have students hypothesize: What conditions influenced people to emigrate from their homeland in Quebec, and how were their lives changed by their relocation to Woonsocket, Rhode Island? Write these hypotheses on the board.
 |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

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| 1. Explain to students that to understand the choices and realities of those who chose to leave their homes and move to a new life in America, students will also need to explore the understandings and expectations of the immigrants.
2. Do the following mapping activity to set the scene for the play, *Decision to Leave*. This mapping activity has been designed to give students a sense of the geographic “place” or setting for the action in the play and its relation in space to the family’s proposed destination, including the distances that immigrants had to travel.
3. Tell students they can work on their own or in pairs. Give each student or pair of students a copy of the labeled map. Using a ruler and the scale on the map, ask students to calculate (in miles) the distances between Quebec City and Woonsocket, and Montreal and Woonsocket. Assuming that a family could travel fifteen miles per day on foot with one horse and wagon to carry heavy items, have student calculate the number of days it would take to travel between these cities. Ask students to imagine and describe the difficulties and challenges the families might have encountered along the way.
4. Tell students that they are moving on to the second part of this exploration. Pass out copies of the play *Decision to Leave* and the letters *Losing the French Language* and *A Son in Woonsocket to His Mother in Quebec* to each student. Read the play and then the letters aloud in class, having students take turns.
5. Then ask students, in their pairs, to discuss the following questions. What is life in Quebec like during the time period of the play? What sources of information about the experience of emigrating do the sisters have? What do Simone and Louise fear they will lose if they leave Quebec? How do the letters support Simone’s and Louise’s concerns? What would the writers of the letters say to the girls if they could advise them?
6. Take a vote: Once students have discussed in pairs, poll class – who would go and who would stay? Ask individual students to explain which side’s arguments s/he found most compelling and why.
 |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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| **Travel Backpack:** This exercise will help students understand the physical and psychological processes that people go through as they make a major life change, such as leaving their homeland to move to a new location and start over. Working in small groups, students put themselves into the “shoes” of immigrants, and put together a virtual “backpack” of items that they will need to bring with them to help them adapt to their new lives. 1. Give the students the “Travel Backpack” directions. They will complete the group portion together. Each student in the group will contribute at least two items to the bag, and explain to the group why s/he made the selection.
2. Then, ask the students to complete the “On Your Own” section individually to describe the experience of preparing for moving to take a new job, including an explanation about the items chosen to take along and the reasons for their choices.
 |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoints should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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|  Immigration Photos, Exploration Activities, Maps, “Decision to Leave” play script, Letters |

**Summary (how does the material function in the lesson?):**

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| These materials should be used according to the instructions above.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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|  Travel Backpack  |

**Summary (how does the material function in the lesson?):**

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|  This assessment will be started in groups and finished individually.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| * Plan mixed-ability groups.
* Give highlighted copies of the play and letters to students.
* Let students work on the entire assessment in groups
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**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| * Allow students to complete entire assessment individually.
* Ask students to create their own letter from a son or daughter who has immigrated to Woonsocket to his/her parent in Quebec.
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**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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| This lesson plan was produced in partnership with the Rhode Island Historical Society through their Museum of Work and Culture. The Museum of Work and Culture exhibits the culture of the French-Canadian residents of the area, the broad story of the other ethnic communities of the Valley, and the role that work and organized labor played in the shaping of these Rhode Islanders' lives. The museum features hands-on experiences for visitors of all ages, as well as films, photographic and Catholic school archives. For information about setting up a field trip to the Museum, please call (401) 769-9675 or [visit the Museum's website](http://www.rihs.org/museums_mwc.html). |