

## Instructions – Immigration

### Standard

**SL.1.PE.1.** Analyze how culture changes over time as a consequence of industrialization, technology or cultural diffusion (i.e., cultural transmission, telecommunication, building design, varied types of music) and the growth of governmental activities.

**SL.1.PE.2.** Use tools of social science inquiry such as surveys, statistics, maps, and documents.

### Check for Understanding

**SL.1.U.1.** Understand the diversity of human cultures.

- Explain how some immigrants preserved their traditional culture and created a new American culture.
- Explain governmental efforts to restrict immigrants coming into the United States.

Supplies: worksheets, pencil, notebook paper, colored paper, markers (colored/pencil optional)

### PAUSE ONE – INTERACTIVE EXPLORE/DEBATE (2 minutes)

- Begin by asking students to discuss their personal experiences with immigration. Some prompting questions include:
  - Why have people come to the United States in the past?
  - Why do people come to the United States today?
  - What are the benefits for immigrants and for the country when people from other lands come here?
  - What consequences sometimes develop for immigrants and for the country?

### PAUSE TWO – CLASS PRACTICE (20-25 minutes)

- Pass out the "Immigration Data" worksheet.
- Read the directions then allow students to ask questions for clarity.
- Give students approximately 20 minutes to complete the worksheet independently.
- Once the majority of the class has finished, review the answers to the worksheet orally by calling on students to answer each. (The answers are as follows):
  - 1. SL.1.PE.
  - 2. SL.1.PE.
  - 3. North American
  - 4. Answers will vary.
  - 5. Answers will vary (British, Australian, etc.)
  - 6. Answers will vary.
  - 7. Answers will vary.
- You may want to encourage friendly debate with the last questions.
- Please collect the papers when the class is finished.

### PAUSE THREE – INDEPENDENT PRACTICE (20-25 minutes)

- Pass out the "Immigration Activities" worksheet. Students will also need notebook or computer paper for this activity.
- Read the instructions and each activity choice to the students then allow time for questions for clarity.
- Allow students to work independently for the remainder of the allotted time.
- Upon completion, have students either staple or paperclip all work together and include their name on each sheet of paper.
- Collect all papers, please.