

Immigration: Where Are We From?

Author's Name	Julie Veneman
Grade Level	4
Duration	2 class periods (90 minutes)

National Geography Standards	Ohio Learning Standards for Social Studies	Other Standards addressed
<p>Essential Element: Human Systems</p> <p>Content Statement 10 The characteristics, distribution, and complexity of Earth's cultural mosaics</p> <p>Content Statement 12 The processes, patterns, and functions of human settlement</p>	<p>9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</p> <p>13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.</p>	<p>CCSS 4 RI 3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>

Level of Understanding expected for the Ohio Learning Standards	Introductory	Approaching Mastery X	Mastery
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OVERVIEW

Our nation is a **land** of immigrants. It has been described as a melting pot with cultures blending to form the fabric of America. It has more recently been described as a tossed salad, with various cultures mixed together, but keeping their own identity and adding to the whole. Who are these immigrants? Where are they from? Where did **they settle, and why?** This lesson will help students answer these questions.

OBJECTIVES

Content Statement 9: Students will be able to use a map scale and cardinal and intermediate directions to answer questions related to immigration.

Content Statement 13: Students will explain how Ohio's population is increasingly reflective of the cultural diversity of the United States.

PURPOSE

In this lesson students will learn about immigrant groups that have settled in Ohio over time. They will be able to explain how Ohio's population is increasingly reflective of the cultural diversity of the United States.

MATERIALS

- Outline map of world such as the one found at http://www.eduplace.com/ss/maps/pdf/world_country.pdf
- Student handout 1 reading Where Did We Come From?
- Map of Ohio Foreign Born <http://www.indexmundi.com/facts/united-states/quick-facts/ohio/foreign-born-population-percent#map>
- <https://www.census.gov/content/dam/Census/library/publications/2014/acs/acsbr12-16.pdf>
- <http://www.arcgis.com/home/webmap/viewer.html?webmap=0e7bb5bf97a84812bfc632d5b9d94cc2>
- Student handouts 2-5: infographics and map of Ohio urban areas



PROCEDURES

Day 1:

1. Read and discuss the immigration student reading, *Where Are We From?* Stop at the paragraph about the 3 waves of immigration. Have students color code each wave on the continent(s) or region(s) immigrants left based on the table.
Choose 3 colors one for each wave, such as:
Wave 1 Yellow
Wave 2 Green
Wave 3 Purple
2. After reading, use the US Census infographic *Where They Come From* to confirm what was read about changes in immigration over time. There is a dual bar graph showing 1960 and 2010 for easy comparison and maps. You can project this, students can access on their own devices, or you can print the photos provided in student handout section, handout #2. A QR code is provided as student handout 4 in case students are going to use their own devices to access the website. These can be cut in half to share with students.
<http://www.census.gov/programs-surveys/acs/library/infographics.html>
Scroll down to *Where They Come From*.
3. Discuss where in the US immigrants have settled in the last century. This is also on the US Census infographic scroll down to *Where They Live* and in the student handout section. Handout #3. <http://www.census.gov/programs-surveys/acs/library/infographics.html>

Day 2 Focus on Ohio

1. Review reading and map comparison from yesterday.
2. Project the Arcgis map of Ohio's foreign born population.
<http://www.arcgis.com/home/webmap/viewer.html?webmap=0e7bb5bf97a84812bfc632d5b9d94cc2>
3. Compare this to the map of Ohio urban areas, Student Handout #5. Where do immigrants tend to settle? Urban areas? Or rural areas? Why do you think so?
4. Study the maps of Ohio (Arcgis and Ohio Urban Areas) and the U.S. (Where They Live) looking for patterns. Ask the following questions to guide students as they study the maps.
 - a) Discussion Questions: Compare this to the student reading. Are there similarities between Ohio and the United States. Do you notice any patterns on the map of Ohio? Where are the foreign born clusters mostly located in Ohio?
5. In their social studies notebooks have students do a quick write about what they observed and why they think these patterns exist. (Formative Assessment)
6. Provide students the opportunity to share their quick writes in table groups or share out for the class.



Day 3

1. Reteach to any misconceptions based on the class discussion or quick writes.
2. Give summative assessment.

ASSESSMENT

The summative assessment asks questions from the reading and two maps. Students will need access to those as well as rulers, or a strategy for finding map scale without a ruler. This assessment reviews what was learned in this lesson, relative location, and map scale. See Assessment Handout below.

ACCOMMODATIONS AND EXTENSIONS

Accommodations:

- Provide reading scaffolds such as highlighted portions or vocabulary assistance
- Model and provide guided practice for reading graphs and tables
- Provide a highlighted copy of tables

Extensions: Have students interview a parent or grandparent to learn about their family's ancestors' immigration story. Look up students' family names on the Statue of Liberty – Ellis Island Foundation website to see the names and ship their ancestors sailed to America. There are many picture books that deal with immigration that students can read or teachers can read aloud, such as Coming to America: The Story of Immigration by Betsy Maestro and Dreaming of America: An Ellis Island Story by Eve Bunting and Ben Stahl.

Important: Please be mindful that many classrooms have one or more students for whom researching family history can be difficult or traumatic. It is important that you approach this subject with sensitivity and provide alternative activities when necessary. Consider developing persona cards for hypothetical or historical Ohioans for use when researching personal history may not be the best choice for a student.

SOURCES

Houghton Mifflin Harcourt. (n.d.). World Political [Map]. In *Education Place*. Retrieved from http://www.eduplace.com/ss/maps/pdf/world_country.pdf

Kiosu, M. M. (2014, September 30). Ohio Foreign-Born Population Clusters by Origin [Map]. In *Arc GIS*. Retrieved from <http://www.arcgis.com/home/webmap/viewer.html?webmap=0e7bb5bf97a84812bfc632d5b9d94cc2>

The Statue of Liberty Ellis Island Foundation. (n.d.). Passenger Search. Retrieved from <http://www.libertyellisfoundation.org/passenger>



Users can search for family members and see the ship they traveled on to the US.
U.S. Census Bureau. (n.d.). Foreign Born Population.

<http://www.census.gov/programs-surveys/acs/library/infographics.html>

Scroll down to the 1960 – 2010 comparison.

U.S. Census **Bureau**, Christine Gambino, Edward N. Trevelyan, and John Thomas Fitzwater. (2014, October). The Foreign-Born Population from Africa: 2008-2012. Retrieved May 16, 2016 from <https://www.census.gov/content/dam/Census/library/publications/2014/acs/acsbr12-16.pdf>

Page 5 has a table about African born immigrants and where they live in the US.

BOOKS:

Bunting, E., & Lewin, T. (2006). *One Green Apple*. New York: Clarion Books.

Choi, Y. (2001). *The Name Jar*. New York: Knopf.

Landau, E. (2008). *Ellis Island (True Books) Paperback*. Childrens Press.

Levine, E., & Parmenter, W. (1993). *--If Your Name Was Changed at Ellis Island*. New York: Scholastic.

Maestro, B., & Ryan, S. (n.d.). *Coming to America: The Story of Immigration*.

CONTENT NOTES (For The Instructor)

The Content Elaborations of the 4th Grade Ohio Social Studies Learning Standards for content statement 13 provides more background for teachers on immigration in Ohio.

Ohio Social Studies Model Curriculum Content Elaborations

Ohio's population grew slowly during the colonial period, totaling 45,365 persons in 1800. When the Ohio territory became a state in 1803, settlers flocked to Ohio and the population quintupled to 230,760 by 1810.

In 1860, Ohio had 14 percent of its population foreign born, with the largest groups of immigrants coming from Germany, Ireland and Britain.

Industrialization altered the demographic data for Ohio and the United States. The 1900s brought increased immigration from eastern, central and southern Europe (Spain, Italy and Greece) especially to Ohio's largest cities.

In 2003, Blacks made up 12.7 percent of the nation's population. According to the U.S. Census Bureau, Hispanics are now the fastest-growing minority group in the U.S. The Hispanic population is projected to nearly triple. Asians comprise the third largest minority group – and the second fastest-growing group – in the United States. The U.S. Census Bureau predicts that the numbers of Asians will increase from 5 percent of the U.S. population in 2008 to 9 percent by 2050.

By 2008, the three largest groups of immigrants to Ohio were from India, Mexico and China. Ohio's population increasingly reflects the cultural diversity of the nation.



STUDENT HANDOUT #1

Where Are We From?

Just as the tribes of Ohio lived here because of the natural resources Ohio had to offer, other groups of people came because of the many rivers for travel, fishing, and water. They came for the forests filled with trees for building homes and animals for hunting. They came to Ohio for the rich soil for planting crops. Who were these people? As you know, once the Americans won the Revolutionary War, settlers from the thirteen states moved to Ohio. Many more came after the Treaty of Greenville forced the American Indians to the northwest corner of the state and eventually out of Ohio. Later, people moved to Ohio for jobs in the growing cities. As time went on, people came from other countries to Ohio. This lesson will be about those people, the **immigrants**, who moved to our country from outside the United States.

People moved to the United States from other countries for different reasons. They came for religious reasons, for jobs and a better life, to get away from a harsh government, to get away from war, and many other reasons. Immigrants moved to the U.S. in time periods we sometimes call waves. The table below explains when each wave of immigration happened, and from where the people coming to the United States moved.

Wave	Time Period	Area of Origination
1	1820-1870	Western and Northern Europe, including countries such as Ireland, Scotland, Germany, and Spain.
2	1880-1920	Eastern and Southern Europe, including countries such as Italy, Greece, Poland
	1920-1965	Little Immigration due to Restrictions
3	1965-Today	Latin America, Asia, and Africa This includes countries such as Mexico, India, China, Korea, Vietnam, and Somalia.



Where did immigrants settle once they were living in the United States? Many of them moved to Ohio! Some people settled in cities so they could find jobs and live near other people from the “old country.” That allowed them **to be near people** who spoke their language and had the same culture. Other people were looking for land so they bought farms. They may have been farmers in the country where they used to live. Look at the map of Ohio. Use the map key to help you notice where most of the people born in foreign countries settled in Ohio. Is it near cities? Or away from cities in what we call rural areas? Why do you think this is so? What do cities have that might make people move there?

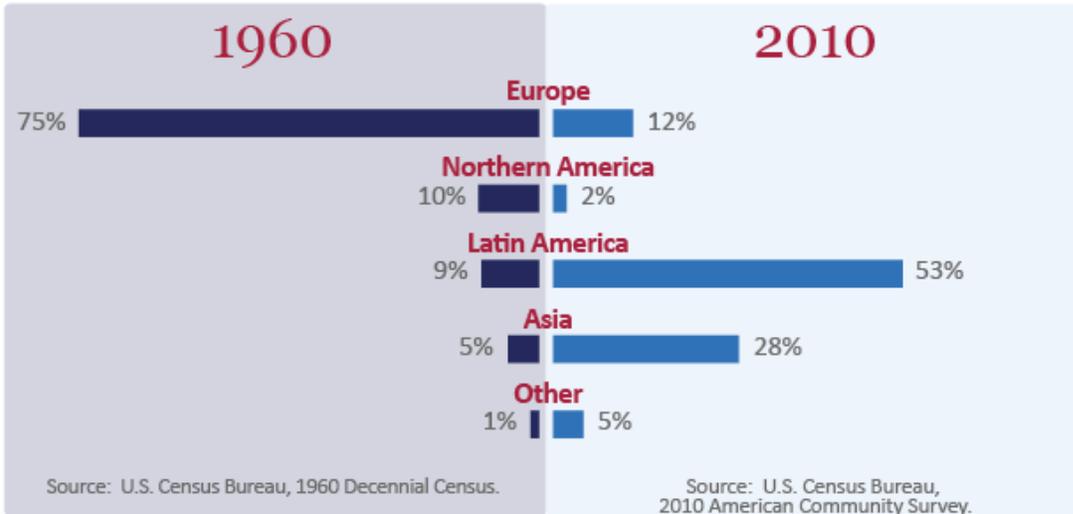
The United States has been called a melting pot. In a melting pot, the ingredients blend together. In the past immigrants had a lot of pressure on them to become American and blend in to the culture. Today we sometimes use the example of a tossed salad where various cultures mix together, but keep their own cultural traits. Either way, we are a nation of immigrants. We celebrate our diversity and who we have become as Americans, and as Ohioans.



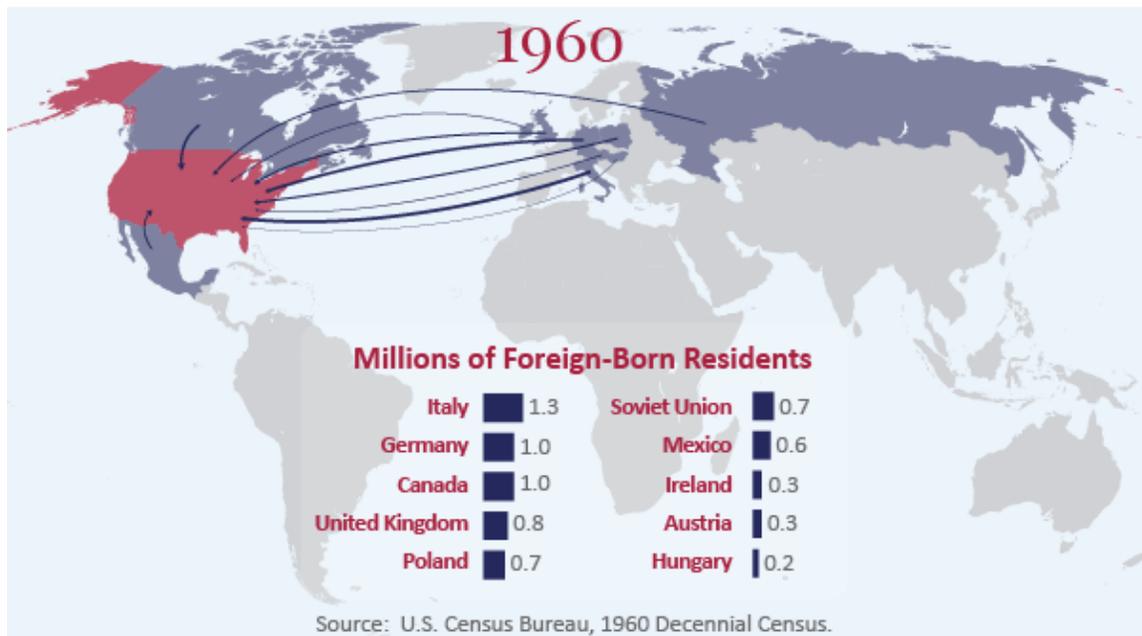
STUDENT HANDOUT #2

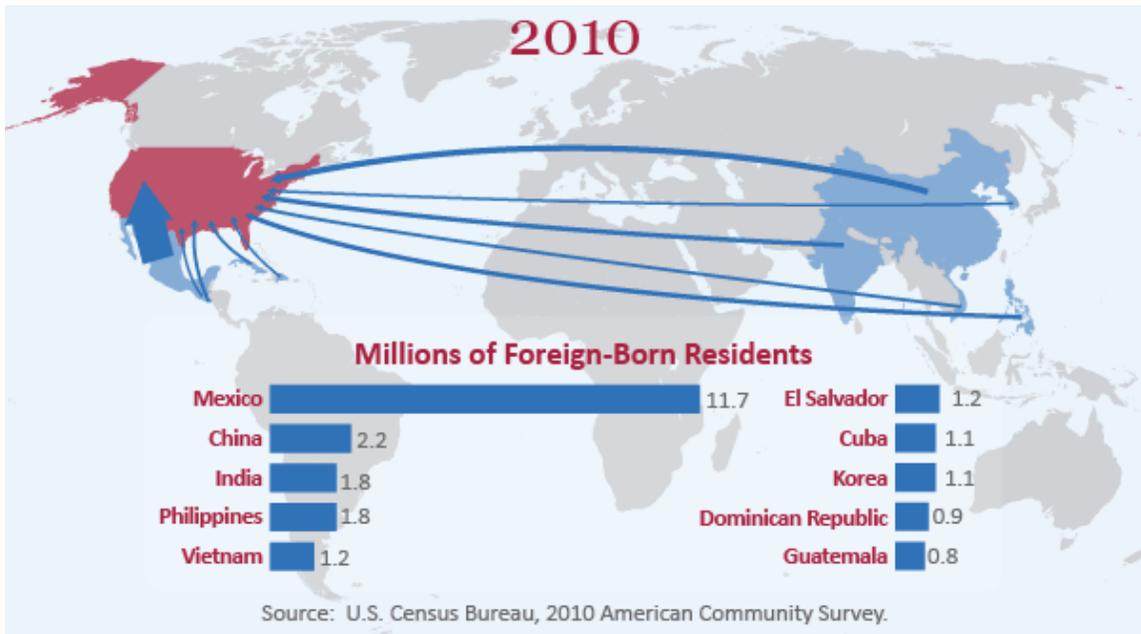
Where they come from

Change in Foreign-Born Population by Region of Birth



Top 10 Countries of Birth





STUDENT HANDOUT #3

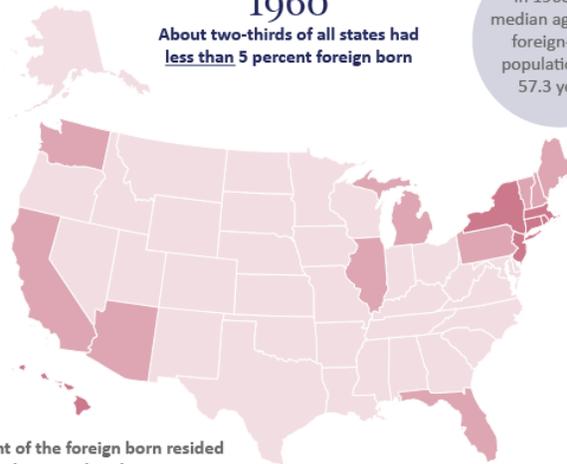
Where they live

Foreign-Born Population as a Percent of State Population

1960

About two-thirds of all states had less than 5 percent foreign born

In 1960, the median age of the foreign-born population was 57.3 years.



70 percent of the foreign born resided in the Northeast and Midwest.

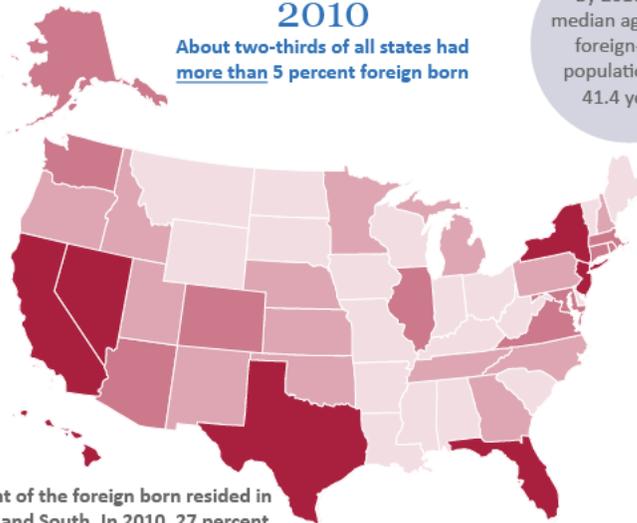


Source: U.S. Census Bureau, 1960 Decennial Census.

2010

About two-thirds of all states had more than 5 percent foreign born

By 2010, the median age of the foreign-born population was 41.4 years.



67 percent of the foreign born resided in the West and South. In 2010, 27 percent of California's population was foreign born, highest in the nation.



Source: U.S. Census Bureau, 2010 American Community Survey.



STUDENT HANDOUT #4



<http://www.census.gov/programs-surveys/acs/library/infographics.html>

U.S. Census.gov

1. Scroll down to “Where they Come From” Infographic
2. Scroll down to “Where they Live” Infographic

STUDENT HANDOUT #4



<http://www.census.gov/programs-surveys/acs/library/infographics.html>

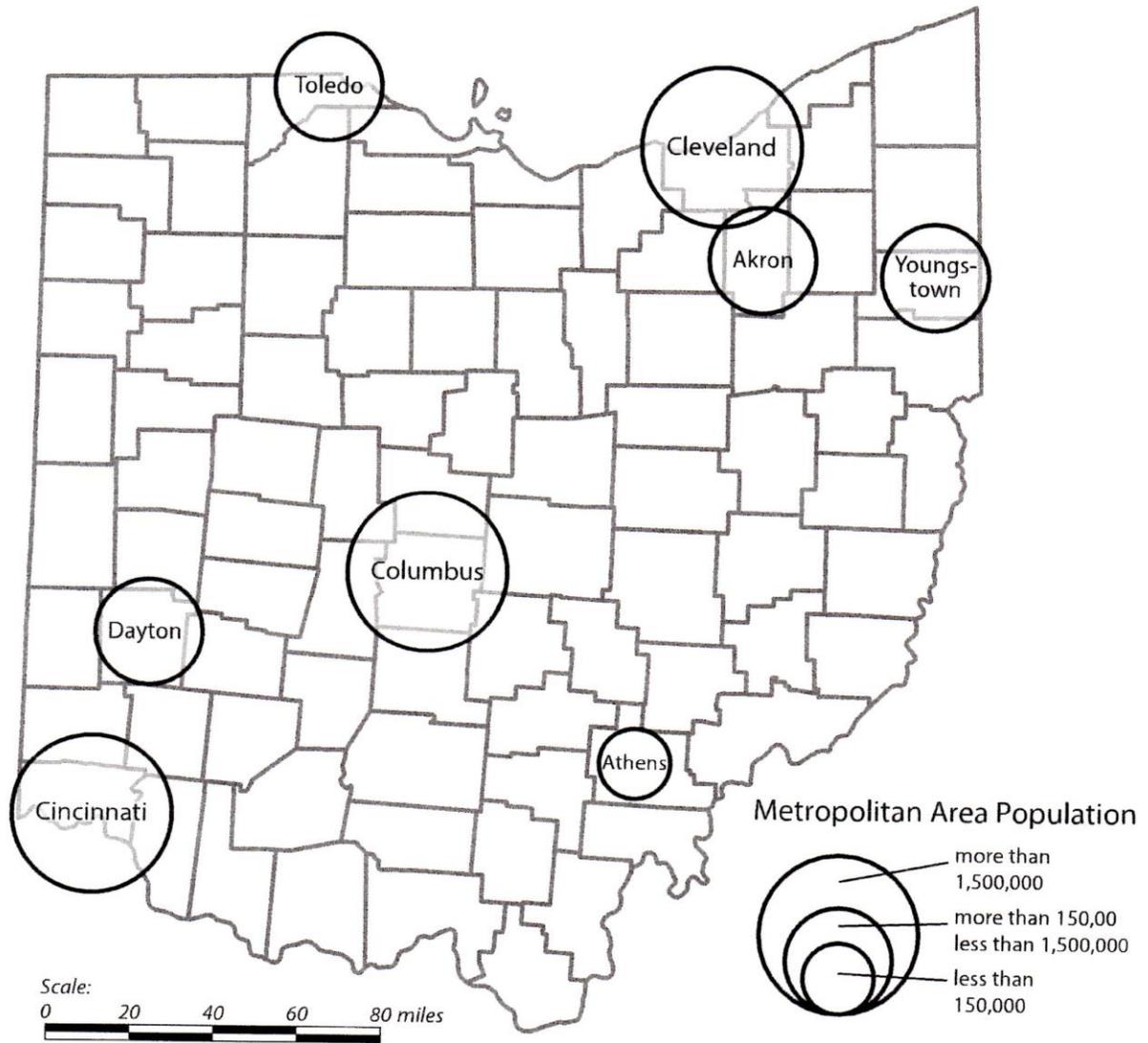
U.S. Census.gov

1. Scroll down to “Where they Come From” Infographic
2. Scroll down to “Where they Live” Infographic



STUDENT HANDOUT #5

Ohio Metropolitan Areas



Map produced by the Ohio Geographic Alliance and the Ohio State University Department of Geography. [all rights reserved, 2016]



Assessment

Where Are We From?

Name _____

Date _____

You will need the handouts, maps, the student reading, and a ruler or method of finding map scale for this assessment.

1. What is an immigrant?
2. **From what countries** or areas are people moving to the U.S. and Ohio ~~from~~ today?
3. **From what** countries or areas were people moving to the U. S. and Ohio ~~from~~ in the 1800s?
4. Compare the map of Ohio and the reading about immigration to the United States. Does the map support what the reading says? Give an example.
5. Study the map of Ohio Urban Areas and the Arcgis map. What patterns do you notice? Where do you see the most immigrants, called “foreign born clusters” on the map?
(Circle a or b.)
 - a. In rural areas away from cities, **or**
 - b. In urban areas near the major Ohio cities

Use the map of Ohio Urban Areas to answer the following questions.

6. Cleveland is _____ of Columbus.
 - a. Northwest
 - b. Southwest
 - c. Northeast
 - d. Southeast



7. Cincinnati is _____ of Cleveland.

- a. Northwest
- b. Southwest
- c. Northeast
- d. Southeast

8. Lake Erie is _____ of Dayton.

- a. Northwest
- b. Southwest
- c. Northeast
- d. Southeast

9. Use the map scale and a ruler to determine how far Cincinnati is from Columbus.

_____ miles

10. Use the map scale and a ruler to determine how far Youngstown is from Akron.

_____ miles



Assessment Answer Key

1. What is an immigrant? **A person who moves to the United States from another country**
2. Where countries or areas are people moving to the U.S. and Ohio from today? **Latin America, Africa, and Asia**
3. Where were people moving to the U. S. and Ohio from in the 1800s? **Europe**
4. Compare the map of Ohio and the reading about immigration to the United States. How are they similar?
People moved to both Ohio and the United States from the same areas – Europe, Africa, and Asia. Accept reasonable answers for the second question.
5. Study the map of Ohio. What patterns do you notice? Where do you see the most immigrants, called foreign born clusters on the map?
b. In urban (city) areas

Use a map of Ohio to answer the following questions.

6. Cleveland is **D: northeast** of Columbus.
7. Cincinnati is **B: southwest** of Cleveland.
8. Lake Erie is **C: northeast** of Dayton.
9. Use the map scale and a ruler to determine how far Cincinnati is from Columbus. **About 100 miles**
10. Use the map scale and a ruler to determine how far Youngstown is from Akron. **About 40 miles.**

