

# “Immigration”



Math/Dance Grade 4  
Core Concept/Social Studies/Language Arts

## **Objective:**

Students will understand what immigration is, and why people immigrated to the United States and to Utah.

## **Grade 4 Core Curriculum Social Studies**

### **Standard 2**

Describe the historical and current impact of various cultural groups on Utah.

## **Grade 4 Core Curriculum Language Arts:**

### **Standard 1**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.

**Drama Teacher:** Bring trunk to school, print out the immigrant supplies pictures.

Video: <http://www.youtube.com/watch?v=x0noWDAR2B0>

**Classroom Teacher:** Come ready to talk about immigration (a long time ago), and come ready to compare the meanings of immigrants and refugees.

## **Equipment and Materials needed:**

Discussion, Video, Immigrant's Trunk Game, Presentations. Paper and pencil

Trunk

The following pictures or items:

Boots for the Family

Blankets for Family

Kitchen Utensils and a Dutch Oven Bible or other Religious Books

Books for Learning English

Food

First Aid Supplies (bandages, medicine, etc.)

Photos of Family

Musical Instruments

Journal Tent Lantern

**M&M Area:** We'll start by having our drama Leader read us in: "Welcome to Drama! Today we're learning about immigration. Have any of you ever moved? Why did you move? What did you bring with you? Did you have to leave any family or friends behind when you moved?"

Students learn about the experience of being an immigrant, which requires the traveler to plan for the journey, to pack, and to make difficult decisions. People from many cultures have created trunks or other containers to hold their belongings while they travel. The size of the carrying device limits the number of personal possessions, mementos, and material goods brought from home to begin a new life.

We'll now watch a movie about immigration and the major times that immigration happened in the U.S., and where the people came from. (Watch from the beginning to 3:45)

Ask if they know the difference between an immigrant and a refugee? Discuss whether immigrants and refugees still come to the Salt Lake Valley, or any other area in Utah.

Whether refugees, migratory American Indians, nineteenth-century explorers and religious parties seeking refuge, immigrants (or migrants) have come to the great state of Utah. Many immigrants gave up everything from their original homes to come to this country. In the nineteenth century, passengers brought very little with them because the shipping lines charged them for every parcel brought on board. Immigrants often bought or made trunks in which to pack their belongings. Often a trunk was all they were allowed to take, because there wasn't much room for anything but the necessities.

We'll now brainstorm on the board about the contents of an immigrant's trunk, and then discuss what individuals today would pack if they were moving and had limited space. Consider the following reasons for bringing certain items:

- To remind someone of home to remind someone of family
- To entertain someone on a trip
- To be useful
- To tell other people about who someone is.

## **Transition → Lab Area**

**Lab Area:** Our activity in Lab Area today is Immigrant's Trunk. We'll divide the class into "families" of 4-5. Each family will be given a packet of things that they are to look at after the instructions are finished.

Ask students to discuss with family members the items that each would take in their family trunk, since they are moving and will only be able to take 9 of the given items in their trunk. Once they decide which things they'll bring, they need to have reasons for each item, and they will put the rest of the items they're not using back in their bag. They will need to be able to explain their choices.

### **Decide the items to place in it:**

Boots for the Family

Blankets for Family

Kitchen Utensils and a Dutch Oven Bible or other Religious Books

Books for Learning English

Food

First Aid Supplies (bandages, medicine, etc.)

Photos of Family

Musical Instruments

Journal

Tent

Lantern

## **Transition → Story Area**

**Story Area:** In the Story Area today, we'll be having each group present their "trunks," and instruct students to explain their choices, during a group presentation.

Once the groups have all presented, we we'll have our Drama Leader read us out: "Thanks for coming to Drama today! We learned about immigration and how difficult it was to find a new home. Please walk quietly to the Quiet Line"