

LESSON PLAN

Grade(s)	4
Content Area(s)	History
Topic of Lesson	Overview of Italian Immigration to America
Three Objectives	<p>1. Students will be able to list two distinct ways in which Italian immigrants contributed to United States history and culture on a piece of paper based on the facts presented to them.</p> <p>2. Students will be able to locate at least two prominent locations of Italian immigrants in the United States on a large interactive map as a class.</p> <p>3. Students will be able to discuss, individually and as a class, three challenges Italian immigrants faced once they arrived in America.</p>
Technology standard	<p><i>Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.</i></p> <p><i>Research</i></p> <p>G3-5: 3.5 Use online tools (e.g., e-mail, online discussion forums, blogs, and wikis) to gather and share information collaboratively with other students, if the district allows it.</p>
Curriculum Framework	<ul style="list-style-type: none"> ▪ Massachusetts History and Social Science Standards ▪ Grade 4 Concepts and Skills ▪ Civics and Government <p>4. Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). (C)</p>
Materials needed	<ul style="list-style-type: none"> • Blank paper and writing utensils for students to write their responses to the objective assignments • The SMART Board in the classroom and Internet access on the classroom computer for students to work on the interactive map together • Handouts of a photo of a Little Italy
Lesson Procedure, Web Site Use, and Technology Standard Instruction	<p>The students will be sitting in their seats in the classroom. I will first ask them what they have learned about immigration in general, and then if they know anything about Italian immigration. I will then hand out a photograph of a Little Italy from the early 1900s and ask what they notice about it. I will write their ideas on the SMART Board and save the page. At this point, I will bring up my website and explain how I will use it to tell them more about the story of Italian immigration to America. I will also give the</p>

	<p>students information about the website and how to access it at home.</p> <p>I will then begin with the content of my website, and explain when the Italians got to America. I will ask students to compare this time frame with that of other immigration groups they have studied. I will ask if the students know why they came here, and then explain, with my website, the reasons for Italian immigration that they have and have not discussed.</p> <p>I will then give the students information about where the Italian immigrants lived and how they got here. On an interactive class map, projected on the SMART Board, I will ask volunteers to come up and mark where the Italians settled and their paths to the United States. I will show them how they are able to use technology to enhance their research, studies, and presentations by using this interactive map.</p> <p>I will spend some more time on the role of Italian immigrants in World War I and World War II in America. I will finish with a Gallery page to show old images and photographs of life in America for Italian immigrants. I will then have students list ways that they think Italian immigrants have shaped United States history and culture.</p> <p>Finally, based on what the students have learned during the class, I will ask them to look again at the photograph of Little Italy and the list we generate at the beginning of the lesson and see if they notice anything else. At this point, they should be better able to describe the photograph and notice what they had not noticed before. I will check, circle, and change the list as necessary.</p>
<p>How will students be assessed to make sure they are able to perform the objectives?</p>	<p>Objective 1: Students will be able to list two distinct ways in which Italian immigrants contributed to United States history and culture on a piece of paper based on the facts presented to them.</p> <p>Assessment 1: Students will be given a piece of paper and asked to individually list two ways that Italian immigrants contributed to American history and culture. I will then go around the classroom and ask them to read their one of their two ideas out loud to me and to the class. There will be ten blank spaces (used as necessary) on the board for every different response and we will go over them together until all ten spaces are completed.</p> <p>Objective 2: Students will be able to locate at least two prominent locations of Italian immigrants in the United States on a large interactive map as a class.</p> <p>Assessment 2: Student volunteers will come up to the interactive map on the SMART Board and mark where Italian immigrants settled when they came to America and their path from Italy to America. Students will be asked to come up until all of the locations we have discussed have been</p>

marked on the SMART Board.

Objective 3: Students will be able to discuss, as a class, three challenges Italian immigrants faced once they arrived in America.

Assessment 3: Students will discuss, in groups of three or four, challenges Italian immigrants, and immigrants in general, may face once they arrive in America. The students will then come back together and the class should be able to name and describe three of these challenges. I will then ask, as a bonus question, what particular aspects of being a United States citizen or resident might have appealed to Italian immigrants so much that they outweighed the challenges they faced.