

LESSON PLAN by _____ This is an original idea from Heather Haney _____

Lesson: _____ Immigration Graphs _____

Length: _____ 35 mins _____

Age or Grade Intended: _____ 4th Grade _____

Academic Standard(s):

Social Studies 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation (Individuals, Society, and Culture).

Math 4.6.1 Represent data on a number line and in tables, including frequency tables.

Performance Objectives:

Given pages 187-188, the student will describe how immigration transformed Indiana by writing a paragraph including at least one example from the book (5-6 sentences).

Given a blank graph or table, the student will plot the correct number of immigrants with the corresponding time with 100% accuracy.

Assessment: Each student will be assessed on their graph/chart and their written paragraph about immigration transforming Indiana in the twentieth century.

Advance Preparation by Teacher: The teacher will need to create either a graph or a table (one for each student). Graphs can be found at this website:

<http://incompetech.com/graphpaper/>.

Procedure:

Introduction/Motivation: To focus the students' attention the teacher will say "class, do you know what graphs are? (everyone should) That's what I thought! Can I have a volunteer show me what a bar graph looks like? You can show me on the whiteboard. Make it up." The teacher will fill in the missing information with the class. "Today we are going to use the information we learn about during in our social studies reading to create our very own graph! Please open your books to page 187. While you are reading individually, I will come around and give you a blank graph. Please ignore it for now."

Step-by-Step Plan:

1. The students will find page 187 in their text and begin reading "Newcomers from Near and Far" on their own while the teacher passes out the blank graph paper.
 - Interpersonal Intelligence (Gardner's)
2. When the students are finished reading, the teacher will read the section aloud to the class. Then the class will discuss what they read/heard.
 - Verbal/Linguistic Intelligence (Gardner's)
3. The teacher will lead the discussion by asking "what two groups of people moved to Indiana in the early 1900's?" **knowledge** (The answer is African Americans and Europeans). "Where did the two groups come from?" **knowledge** (The answer is the southern states and Germany/Ireland). "What did the immigrants come for?" **comprehension** (The answer is freedom, running their own land,

- work, opportunity, a better life, etc.). “How do you think the people who already lived in Indiana felt about these newcomers? **analysis** How would you feel if your sibling/cousin moved into your room with you and you were forced to share with them? **application** Is that fair?” **application** (There are many answers).
- Knowledge (Bloom’s)
 - Comprehension (Bloom’s)
 - Application (Bloom’s)
 - Analysis (Bloom’s)
4. Using the information he/she found on this website: http://www.stats.indiana.edu/population/PopTotals/historic_counts_states.html, the teacher will write the population of Indiana during the corresponding decades on the board and explain that “these are the # of people in Indiana, and these are the dates this information was gathered. Please take the graph paper I gave you earlier while you were reading and write your name at the top because this will be turned in for a grade.”
5. “We are making a population graph. What is the first thing we need to do to our graph?” **knowledge** (The answer is title it). “And the second thing?” **knowledge** (The answer is label it). “So let’s make a good title and good labels. What should our title be if we are creating a graph on the population of Indiana in the 20th century? **comprehension** What should our labels be and which one should we put where?” **comprehension** The students will title and label their graphs.
- Knowledge (Bloom’s)
 - Comprehension (Bloom’s)
6. “Now that we have our graphs titled and labeled correctly, which is how all of yours should be since we did it together, you may begin taking the data I put on the board and putting it in your graph. Once you have finished, please look to the whiteboard to see what your next options are while the rest of the class finishes.”
- Closure:**
7. Once the students are finished with their graphs, the teacher will collect them and assign the homework. “Tonight, I want you to write a paragraph about how immigration transformed Indiana during the 20th century. Remember that a paragraph is 5-6 sentences. The paragraph is due at the beginning of class tomorrow. You may use your textbook to help you, but I do not want to see a copy of what the textbook says word-for-word.”

Adaptations/Enrichment: The lesson is adapted to those below average learners because the teacher is titling and labeling the graph with the class. Also, the lesson is adapted because the teacher is reading aloud the section in the text after the students have finished reading it to themselves. If necessary, the teacher could ask the high achieving students to research immigration population in Indiana during the 20th century and create a new graph with the information they find. Also if necessary, the teacher may wish to group the low achieving students and complete the graph together, as a group.