**TGA Lesson Plan:**

***Who*** ***is coming to America?***

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| **Created by: Michael Robinson Houston High School, Germantown, TN** | |
| **Grade Level: 11th** | **Course Title: U.S. History and Geography** |
| **State Standard(s)** | US. 9 - Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society… (C,E, G). |
| **Time Required** | One 45-55 minute class period, with the option to have students complete a computer activity during an additional class period. |

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| **Slide**  **Number(s)** | **Lesson Outline** |
| **1-4** | Introduction to the lesson with Tennessee Standards and connections to Common Core. |
| **5** | What is the largest immigrant group for each state? Have students answer the questions. For the questions in the orange box have the students use the list in the blue box to write out their best guess to each answer. Once students have had time to answer the questions go over the correct answers with the students. |
| **6-8** | Have the students examine how the immigration patterns have changed in the United States from 1900 to 2000. Print out slide 8 for the students to match the color with the correct foreign-born group. |
| **9-12** | Show the students each map as they determine the best answer for each color on the map. |
| **13** | Go over the answers for each color with the students. |
| **14-23** | Additional maps to show how the foreign-born population has changed since 1900. Use the maps as an additional review for the lesson. |
| **24** | Optional Assignment: Students compare and contract specific counties.  Use the website:  **http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html**  Give the students a list of counties from different places on the map and have them compare and contrast the counties’ foreign-born population. |
| **25** | Additional review of foreign-born residents. Have the students write down their answers for 1-4, and then click to remove the four boxes to show the answers to each time period. |
| **26-27** | The following maps come from the following website (PDF copy):  **http://www.census.gov/population/www/cen2000/censusatlas/pdf/9\_Ancestry.pdf** |
| **28** | Have students write down numbers 1-16. As they write them down you can discuss where they think these groups live in the United States. |
| **29-34** | Show these maps to the students to have them match up the ancestry with the correct letter on the maps (A-P). |
| **35-36** | Discuss the answers for each prevalent ancestry. |
| **37-42** | Use these maps to continue the class discussion on where the prevalent ancestry is for each region of the country. |
| **43** | Student Activity using the website:  **http://www.census.gov/population/www/cen2000/censusatlas/pdf/9\_Ancestry.pdf** |
| **44-49** | Example of what students will be asked to do on slide 43. |