



## ***Maňa: One Girl's Story* Pre-Visit Lesson Plans**

Focus: Immigration

Grade Level – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>

### **BIG IDEA – IMMIGRATION**

**DESCRIPTION** – This lesson reviews with students some of the major vocabulary words associated with immigration. Using the website in this lesson, students will be able to see the change in immigrant population by following the migration of specific populations over time.

### **STANDARDS/SKILLS ADDRESSED –**

#### **History**

**SS.3-5.H.1 Essential Skill/Concept:** *Understand historical patterns, periods of time and the relationships among these elements.*

**SS.K-2.H.3 Essential Skill/Concept:** *Understand culture and how cultural diffusion affects the development and maintenance of societies.*

**SS.K-2.H.4 Essential Skill/Concept:** *Understand individuals and groups within a society may promote change or the status quo.*

**SS.K-2.H.6 Essential Skill/Concept:** *Understand the relationship between geography and historical events.*

**SS.3-5.H.8 Essential Skill/Concept:** *Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.*

#### **Geography**

**SS.K-2.G.1 Essential Skill/Concept:** *Understand the use of geographic tools to locate and analyze information about people, places, and environments.*

**SS.K-2.G.2 Essential Skill/Concept:** *Understand how geographic and human characteristics create culture and define regions.*

**SS.K-2.G.3 Essential Skill/Concept:** *Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.*

**SS.3-5.G.3 Essential Skill/Concept:** *Understand how human factors and the distribution of resources affect the development of society and the movement of populations.*

Students will:

**SS.3-5.G.4 Essential Skill/Concept:** *Understand that humans interact and adapt to the physical environment.*

### **Behavioral Science**

**SS.K-2.BS.1 Essential Skill/Concept:** *Understand the changing nature of society.*

**SS.K-2.BS.4 Essential Skill/Concept:** *Understand the relationship of the individual to the components of society and culture.*

**SS.3-5.BS.4 Essential Skill/Concept:** *Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.*

**TIME FRAME** - 1 - 30 to 40 minute class period

### **MATERIALS –**

- Vocabulary terms
  - From Cambridge Online Dictionary - <http://dictionary.cambridge.org/us/>
  - From Geography.about.com

- Website of migration –

<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>

### **LESSON PLAN –**

1. Teach, or review, major definitions students will be exposed to during their visit to the National Czech & Slovak Museum & Library (NCSML).
  - a. Immigration – the action of coming to live permanently in a foreign country on a different continent
    - i. Examples: The act of moving from Czechoslovakia, located in Europe, to the United States, located in North America. The act of moving from the United States, located in North America, to Paraguay, located in South America.

- b. Immigrant – a person who has come into a foreign country on a different continent in order to live there
  - c. Push/Pull Factors – the force which acts to drive people away from a place, and what draws them to a new location
  - d. Migration – to move from one country, place, or locality to another on the same continent
    - i. Examples: The act of moving from Czechoslovakia to France, both located in Europe. The act of moving from the United States to Mexico, both located in North America. The act of moving from Cedar Rapids to Ely, both located in North America.
2. After discussing the vocabulary definitions, the teacher will pull up the website of migration from New York Times online.  
<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>
  3. Using this website, students will first look at immigrant populations from Czechoslovakia who settled in various places across the United States, but specifically in Iowa, where Maňa Machovsky Zlatohlavek’s family settled in 1922.
  4. Students should pay close attention to the three ports of entry, specifically Ellis Island – through which Maňa and her family traveled – as well as the ports at Baltimore, MD and Galveston, TX. NOTE: Ellis Island closed as an immigration processing center in 1954.
  5. Using the map, students can see the migration settlement patterns of the foreign-born population from Czechoslovakia in the United States.
    - a. Look at the map for the following years:
      - i. 1900 (pre-WWI)
        1. Will the population increase or decrease from 1900 to 1920?
        2. What are the push/pull factors affecting immigration during this time?
      - ii. 1920
        1. Will the population increase or decrease from 1920 to 1930?
        2. What are the push/pull factors affecting immigration during this time?
      - iii. 1930 (Great Depression)
        1. Will the population increase or decrease from 1930 to 1940?
        2. What are the push/pull factors affecting immigration during this time?
      - iv. 1940 (pre-WWII)
        1. Will the population increase or decrease from 1940 to 1970?
        2. What are the push/pull factors affecting immigration during this time?
      - v. 1970
        1. Will the population increase or decrease from 1970 to present?
        2. What are the push/pull factors affecting immigration during this time?
      - vi. Present
        1. Will the population increase or decrease?
        2. What are the push/pull factors affecting immigration during this time?

6. After discussing the push-pull factors that influenced the population to immigrate or to migrate, it may be important for teachers to show other populations on the map, specifically populations which affect our cultural make-up in society today.