

Created by: Michelle Crane, 2014 <i>This project is funded in part by a grant from the National Geographic Society Education Foundation.</i>	
Grade Level: 6	Time Frame: 2 - 45 minute class periods
Lesson Description:	
Learning Outcomes: By the end of this lesson, students will be able to: <ol style="list-style-type: none"> 1. Identify and explain how migration affects patterns of population, and 2. Explain how human migration affects the characteristics of a place or region. 	
Connection to the Curriculum: This lesson is intended to be used in a 6 th grade World Cultures classroom. The lesson is written to be used as part of a unit on immigration in the United States. Upon completing this lesson, it is highly recommended that students complete National Geographic Education’s lesson “ Global Patterns of Human Migration ” (http://education.nationalgeographic.com/education/activity/global-patterns-human-migration/?ar_a=1) and apply the concepts developed in this lesson to understanding how global migration patterns will impact world regions.	
TEKS Strand(s) Objective(s): (4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to: <ol style="list-style-type: none"> (B) identify and explain the geographic factors responsible for patterns of population in places and regions; (C) explain ways in which human migration influences the character of places and regions; (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: <ol style="list-style-type: none"> (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; 	
Materials:	
For Student Use:	
Map pencils	12 colors per pair
TRAPPED in a Map Analysis Sheet	One per student, attached to this lesson
Color copies of “Prevalent Country of Birth, 2000” map (last slide of the Power Point), if desired	Map can be displayed on the overhead screen while students conduct their analysis, but some students might find the map difficult to read from that distance. Color copies can be made and handed out, or students can access the map via an electronic device such as an iPad or a

	computer, if they are available.
For Teacher Use:	
Immigrant Influences in America Power Point	
Computer and projection device	
References:	
<p>National Geographic. "MapMaker Page Maps." n.d. <i>National Geographic Education</i>. 5 November 2014. <http://education.nationalgeographic.com/education/mapping/outline-map/?map=USA&ar_a=1>.</p> <p>Parishat, Jagadguru Kripalu. n.d. <i>Radha Madhav Dham</i>. 5 November 2014. <http://radhamadhavdham.org/temple-schedule/>.</p> <p>U.S. Census Bureau. "Place of Birth and U.S. Citizenship." 2000. <i>Census Atlas of the United States</i>. 4 November 2014. <https://www.census.gov/population/www/cen2000/censusatlas/pdf/6_Place-of-Birth-and-US-Citizenship.pdf>.</p>	
Strategies: For this lesson, students will use the TRAPPED in a Map Graphic Organizer to analyze a thematic map. The acronym stands for T – Topic, R – Region, A – Association, P – Pattern, P – Processes, E – Exceptions, and D – Description and is intended to help develop spatial thinking skills and map analysis. For a more detailed explanation of how students will use the organizer, see the complete description of this strategy in the Human Systems Module.	
Questions: During this lesson, students will be asked and expected to answer the following higher order thinking questions. The answers are provided within the text of the lesson. Explain why it might be difficult to obtain unique produce items in a new country. Evaluate the map you analyzed. Is there information the map does NOT show which might affect your analysis?	
Procedures to conduct the lesson:	
Starting the Lesson: 5 – 10 minutes	
Asking Geographic Questions:	
How has immigration affected population patterns in the US and shaped the characteristics of regions across the country?	
<ul style="list-style-type: none"> • Begin the lesson by asking the students to list items they would take with them if they were to move to another country. You can call for a few volunteers to share what items they would take and explain why. • Next, ask the students how their list might change if they were only allowed to take items they could carry or if they couldn't bring any items at all. What characteristics would they bring with them from their home? • Finally, ask the students if the characteristics they brought from home would impact their new home. Explain that during the lesson, they will be exploring how immigrants impact their new home by introducing new characteristics into the society. At this point, you should share the Geographic Question with the class. 	
The Lesson:	
Acquiring Geographic Information:	
Display the Power Point "Immigrant Influences in America". As you proceed through the slides, ask the students to think of examples of each characteristic they may have seen in their	

own personal experience. Some examples might be:

- (Food slide) Explain why it might be difficult to obtain unique produce items in a new country. *Different climates, soils, and other factors may limit the ability to grow those items here. If they are perishable, the produce may not survive shipping. Finally, if the item is not in high demand, it might not be worth the expense to ship it for just a few people.*
- (Food slide) List some foods or dishes that you have eaten which might have been introduced to this area by immigrants to our town. *Answers will vary depending upon which groups are most prevalent but can include sushi, pad thai, Chinese restaurants, etc.*
- (Architecture slide) List any examples of architecture that you may have seen in town which represents an immigrant group. *Answers will vary depending upon the town, but might include pagodas, temples, mosques, etc.*
- (Religion slide) List any examples of places of worship you may have seen in town which might have been built by immigrants to this area. *Answers will vary depending upon the town, but might include temples or mosques.*
- (Landscape slide) List any plants that are not native to this area that you have seen growing in gardens around town. *Answers will vary – most plants students will encounter have actually been transplanted to the US.*

Finally, ask students to brainstorm how groups from different countries might impact areas differently.

When you reach the last slide, tell the students they will be examining a map showing the locations where the major immigrant groups have settled in the US. Explain that they will be making generalizations about why certain groups settled in certain locations and how those groups may have impacted those regions. You can have students work in pairs – distribute one copy of the handout per student. Students should be able to see the map projected on the board or have a copy to use. In addition, students will need colored pencils.

Organizing & Analyzing Geographic Information:

Students will work in pairs to complete the TRAPPED graphic organizer as instructed on the handouts. They can work together to come up with their answers, but they must complete their own handout and write their own description.

End the Lesson:

Closing product:

Answering Geographic Questions:

After the students have completed their handouts, bring the class back together in a whole group and ask a few students to share their answer to the Geographic Question asked at the beginning of class

- “How has immigration affected population patterns in the US and shaped the characteristics of regions across the country?” *Students should explain that the US has received immigrant groups from around the world. As a result, the US has a very diverse population, but that the immigrant groups are not evenly distributed. Certain areas are dominated by particular groups.*

- Based upon the map they analyzed, which regions of the US have been the most impacted by which groups? *Canadians are located primarily along the border. Most European groups tended to settle in the east and central US. The group with the greatest impact is most likely to be Mexican since they are the only group generally distributed across the entire country. The eastern half of the country tends to be the most diverse.*
- Ask the students to generalize how those impacts might be most likely seen. *Ethnic restaurants – most towns have at least one Mexican restaurant and Mexican foods are available at many grocery stores (salsa, tortillas, etc.) Some places of worship might be seen in larger cities and towns. Language isn't seen, but immigrant influence on language can be the inclusion of specific terms – generally referring to food.*
- Finally, you can wrap up the class by asking them to evaluate the map they analyzed. Was there any information that was NOT included on the map which might have made the analysis more complete? *Only the dominant group is shown for each county. Other maps showing what percentage of the area each group comprises or what other groups might be present could be helpful.*


Evaluation/Assessment: Include your assessment product or idea with the lesson plan. Note, you want your assessment to measure your students understanding of the objectives (listed above).

	Not There Yet	Satisfactory	Clearly Outstanding
Content – Description Paragraph	<p>1 Point</p> <ul style="list-style-type: none"> ▪ Description paragraph does not utilize appropriate vocabulary. ▪ Description paragraph is difficult to read due to spelling and/or grammar errors. 	<p>2 Points</p> <ul style="list-style-type: none"> ▪ Analysis of map is attempted and mainly accurate. ▪ Description paragraph correctly utilizes appropriate vocabulary. ▪ Description paragraph is generally free from spelling or grammar errors. 	<p>3 Points</p> <ul style="list-style-type: none"> ▪ Analysis of map is thorough. ▪ Description paragraph demonstrates mastery of appropriate vocabulary. ▪ Description paragraph is largely free from spelling or grammar errors.
Content – Graphic Organizer	<p>0.75 Points</p> <ul style="list-style-type: none"> ▪ Graphic Organizer is not complete. 	<p>1.25 Points</p> <ul style="list-style-type: none"> ▪ Graphic Organizer is complete. 	<p>2 Points</p> <ul style="list-style-type: none"> ▪ Graphic Organizer is complete and demonstrates thorough effort.

Name: _____

Immigrant Influences in America Student Handout

Complete the following questions in this graphic organizer using the “Prevalent Country of Birth, 2000” map displayed in the front of the room. Once you have completed all of the questions and tasks, write a short descriptive paragraph explaining what you learned from analyzing this map.

	Questions/Tasks	Student Answer:
T - Topic	<ol style="list-style-type: none"> 1. What is the title of the map? 2. What topic or theme does this map depict? 3. What does the key show? 	
R - Region	<ol style="list-style-type: none"> 4. Look at the map on the overhead. Use on color to circle areas on the map where each of the following groups have settled (make sure you underline each group using the same color to create a key): Canadians Europeans Chinese Other Asian Latin Americans 	
A – Association (This is look at how the groups relate to each other.)	<ol style="list-style-type: none"> 5. Do some of the groups occur together? 6. Which groups occur together? 7. Why do you think they occur together? 	

<p>P – Pattern (This is looking at each group of features individually.)</p>	<p>8. Are some of the features clustered together or are they spread out?</p>	
<p>P - Processes</p>	<p>9. Explain why the groups may have settled where they did? 10. What factors may have drawn them to those areas over other areas?</p>	
<p>E - Exceptions</p>	<p>11. Are there features on the map which are isolated from all of the others? 12. Are there groups which seem to have settled separately from the others?</p>	
<p>D - Description</p>	<p>13. On a separate sheet of paper, write an overall description of what this map is showing. Make sure you include the information from each topic you studied. This should be several sentences long.</p>	

Once you have completed your map analysis, answer the following questions on the same paper you used for your description:

14. Based upon what you learned in class and from this map, explain how you feel each of the following regions has been affected and/or shaped by immigrants:
 - a. Northeast
 - b. South
 - c. Central US
 - d. Southwest
 - e. Northwest, Alaska and Hawaii

15. Evaluate the map. Was there information it does NOT show which might affect your answer to question 13? What information do you think you might need in order to give a more complete answer.

Answer Key

Immigrant Influences in America Student Handout

Complete the following questions in this graphic organizer using the “Prevalent Country of Birth, 2000” map displayed in the front of the room. Once you have completed all of the questions and tasks, write a short descriptive paragraph explaining what you learned from analyzing this map.

	Questions/Tasks	Student Answer:
T - Topic	<ol style="list-style-type: none"> 1. What is the title of the map? 2. What topic or theme does this map depict? 3. What does the key show? 	<p>Prevalent Country of Birth, 2000</p> <p>Foreign-born population in the US</p> <p>Different countries of origin</p>
R - Region	<ol style="list-style-type: none"> 4. Look at the map on the overhead. Use color to circle areas on the map where each of the following groups have settled (make sure you underline each group using the same color to create a key): <p><u>Canadians</u></p> <p><u>Europeans</u></p> <p><u>Chinese</u></p> <p><u>Other Asian</u></p> <p><u>Latin Americans</u></p>	
A – Association (This is look at how the groups relate to each other.)	<ol style="list-style-type: none"> 5. Do some of the groups occur together? 6. Which groups occur together? 7. Why do you think they occur together? 	<p>Yes</p> <p>European groups tend to occur together, while Asian groups seem to be spread further apart.</p> <p>European groups may find more inhabitants already here since many Americans share the same ancestry.</p>
P – Pattern	<ol style="list-style-type: none"> 8. Are some of 	<p>The features are spread across the map and appear in</p>

(This is looking at each group of features individually.)	the features clustered together or are they spread out?	a very diverse pattern (there is no organization to the pattern of colors).
P - Processes	<p>9. Explain why the groups may have settled where they did?</p> <p>10. What factors may have drawn them to those areas over other areas?</p>	<p>Many groups most likely settled near major cities or towns where they could find work or education.</p> <p>Factory work is easy to obtain for many immigrants, so they are drawn to cities. Migrants who are willing to do more agricultural work may be drawn to central and western US. Philippine immigrants seem clustered around military bases.</p>
E - Exceptions	<p>11. Are there features on the map which are isolated from all of the others?</p> <p>12. Are there groups which seem to have settled separately from the others?</p>	<p>Dominican Republic seems to only be dominant in Puerto Rico.</p> <p>A few counties in Texas, Utah, Colorado, California, Washington and Oregon seem to have groups completely unrelated to the counties around them - isolated groups who settled far away from other groups of their kind.</p>
D - Description	13. On a separate sheet of paper, write an overall description of what this map is showing. Make sure you include the information from each topic you studied. This should be several sentences long.	Answers will vary, but the answer should include information from each of the areas above.

Once you have completed your map analysis, answer the following questions:

14. Based upon what you learned in class and from this map, explain how you feel each of the following regions has been affected and/or shaped by immigrants: **These answers are most likely what the kids will find based upon the map – experience or knowledge of the region might alter their answers.**
- a. Northeast – **This is the most diverse region, with immigrants represented from each of the countries listed on the map. It is likely that this region has the most diverse representation of ethnic markets, restaurants, places of worship, etc. and the language here should include words from most of the languages spoken by these groups.**
 - b. South – **This is still quite a diverse region, if not as diverse as the northwest. You will likely find many ethnic neighborhoods with markets, places of worship, etc.**
 - c. Central US - **This is still quite a diverse region, if not as diverse as the northwest. You will likely find many ethnic neighborhoods with markets, places of worship, etc.**
 - d. Southwest – **This is the least diverse region. It is most likely very heavily influenced by Mexican immigrants, but it may not have many other influences. Probably some Hispanic markets, Catholic churches, etc.**
 - e. Northwest, Alaska and Hawaii – **This area has two dominant groups – Mexicans and Filipinos, with some Canadians mixed in. Most likely very heavily influenced by Mexicans, as in the southwest.**
15. Evaluate the map. Was there information it does NOT show which might affect your answer to question 13? What information do you think you might need in order to give a more complete answer. **The map does not show what percentage of the population each group comprises. It is possible that the group is an overwhelming majority or it may consist of only a handful of residents. Also, the map does not show what OTHER groups may exist in an area, so it may not truly represent just how diverse the region is.**

Immigrant Influences in America

Michelle Crane





How does migration affect population patterns?

- When people move, they bring things with them other than their furniture or clothes – they also bring their culture.
- When they arrive in their new home, they often seek to live near other people who share their culture.
- Over time, this leads to the creation of ethnic neighborhoods.
- As more people who share that culture move in to the area, businesses and institutions begin to adapt to the needs of these new customers.
- In many cases, the immigrants themselves open businesses or other institutions like places of worship in order to retain elements of their home culture.



Food

Thai Grocery Story – Arlington, TX



- Ethnic markets and restaurants provide a “taste of home” by providing dishes, foods and products from the home country.
- They are strong indicators of an ethnic neighborhood – where an immigrant community has settled together.
- Ethnic markets and restaurants also introduce the destination area to new foods and products, some of which become assimilated by the dominant culture.



Architecture

Old Town Chinatown – Portland, OR



- As ethnic communities grow and prosper, they begin to build in their new home.
- They introduce structures and new styles of architecture to the area.
- Often, these provide visible evidence of the new cultural landscape of the area.



Religion

Radha Madhav Dham Hindu Temple - Austin, TX

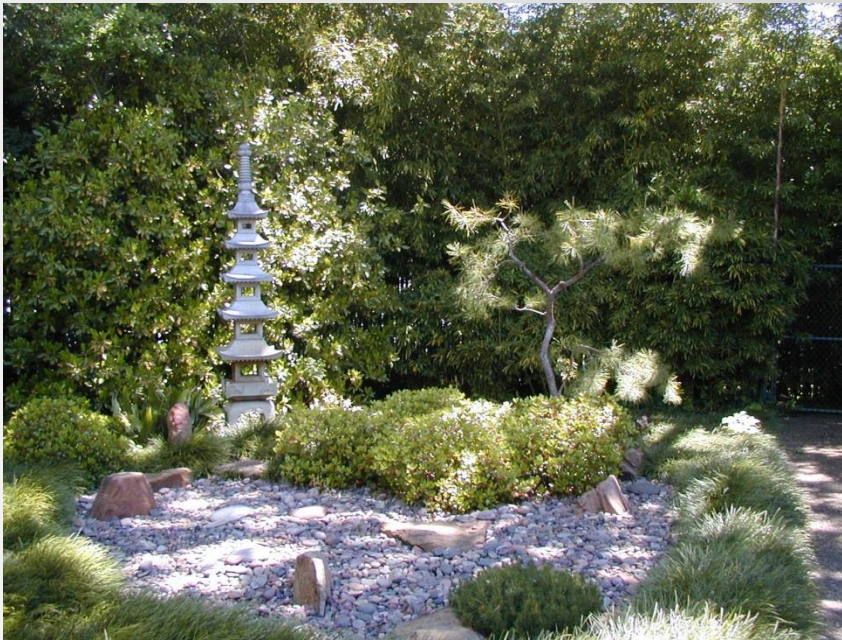


- Religion is often one of the most important culture traits that people hold on to when they move to a new area.
- When there is a large enough population to justify it, people will build their own houses of worship.
- Sometimes, they retain the architectural features common to their particular house of worship, but sometimes, they use features common to the new area – such as this mosque in Xi'an, which looks nothing like a traditional mosque.



Landscape

Japanese Tea Gardens – Fort Worth, TX



- Each culture group or ethnicity alters the environment in its own way – using plants and features significant in the physical and cultural landscape of the home country.

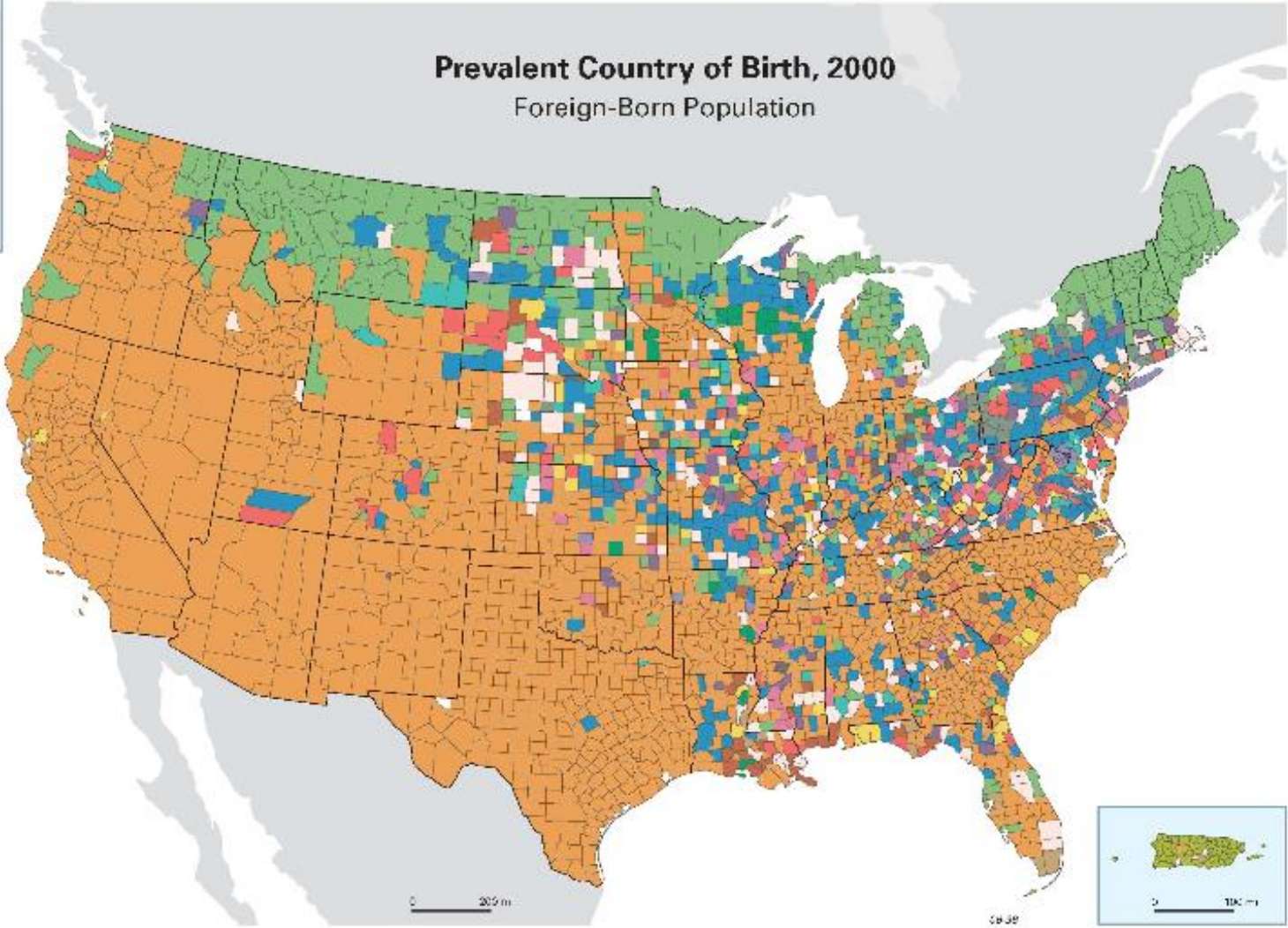


Language

- Salsa
- Bonsai
- Pad thai
- Many new immigrants struggle to communicate in their new home.
- As their group gets larger, however, more people in their area will have been introduced to their language – typically through ethnic markets or restaurants.
- Sometimes, the new language contains words which become part of the destination country's language.

Prevalent Country of Birth, 2000

Foreign-Born Population



- Canada
- China
- Cuba
- Dominican Republic
- El Salvador
- Germany
- India
- Italy
- Japan
- Korea
- Laos
- Mexico
- Philippines
- United Kingdom
- Vietnam
- Other country of origin
- No foreign born population