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LESSON PLAN

Lesson Topic: An Immigrant's Story

Grade Level: 8-12

Broad-Based Theme: **Immigrants in the Mississippi Delta**

Generalizations (3 or 4):

1. Immigrants influence the culture of a place they settle.
2. Immigrants often adapt to the culture of a place they settle.

Guiding Questions (GQ):

1. What specific influences did immigrants have on the Mississippi Delta?
2. How did living in the Mississippi Delta alter the immigrants' culture?

<p>Lesson Plan Objective(s):</p> <p>*Teacher will play music, show pictures/video and possibly distribute food samples from the Delta.</p> <p>*Each student will research and learn about an immigrant group.</p>	<p>Gen/GQ #</p>	<p>Procedure:</p> <p>A. Introduction/Motivation</p> <ol style="list-style-type: none"> 1. Teacher will provide an overview of immigration in the Mississippi Delta through lecture, food, pictures, a/v materials and pictures. <p>B. Study/Learning Activities</p> <ol style="list-style-type: none"> 1. Teacher will assign each student a research project on one of the following immigrant groups: <ul style="list-style-type: none"> Jews Chinese Blacks Italians 2. Students will research assigned groups on Internet and from the book <u>The Most</u> 	<p>Materials/Resources</p> <ol style="list-style-type: none"> 1. the Internet 2. Book, <i>The Most Southern Place on Earth</i> 3. poster board and markers 4. scissors 5. Pictures to show and music to play 	<p>Evaluation based on objectives</p> <ol style="list-style-type: none"> 1. Grade for research and presentation 2. Grade for presentation 3. Grading for accuracy, creativity and content in historical marker
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	<p><u>Southern Place on Earth.</u></p> <p>3. Students will answer the following questions about their assigned immigrant group:</p> <ul style="list-style-type: none">• Why did this group come to the Delta?• During what time period did they arrive?• What parts of their culture did they inject into Delta society?• What parts of their culture did they preserve?• What did they do for a living?• How were they treated by native Mississippians?• What is their status in the present day? <p>4. Students will create a visual/audio presentation to correspond to their research.</p> <p>5. Using their research, students will create an original historical marker for an event or place relative to their assigned immigrant group.</p> <p>C. Culmination</p> <ol style="list-style-type: none">1. Presentation of research reports2. Placement of historical markers around the school campus.3. Tour of historical markers after which students will write 3-5 facts about each immigrant group.		
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