Name and School: Annalise Nelson, Wickham Elementary

Grade Level: Kindergarten - This lesson will be conducted in three 30 minute sessions, as well as extra time for assessment.

Lesson Title: My Neighborhood and the Larger World, Connected

Essential Question: How are my neighborhood and the larger world connected?

Lesson Abstract: After learning about how students are a part of their community and how kids all around the world have similar, as well as different experiences, students will conduct oral history interviews with students and parents from within our school community who are recent immigrants.

Learning Objectives
With support, students will plan and conduct oral history interviews.

With support, students will write about the unique traits of immigrants in our community.

Iowa Core Standards

SS.K–2.G.3
Essential Concept and/or Skill: Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.
   ▪ Understand why people choose to settle in different places.

SS.K–2.BS.2
Essential Concept and/or Skill: Understand all people have individual traits.
   ▪ Understand that people are alike and different in many ways.

SS.K–2.BS.4
Essential Concept and/or Skill: Understand the relationship of the individual to the components of society and culture.
   ▪ Understand that people belong to some groups because they are born into them and some because they join them.

Materials/Websites/Resources

Immigration Map:

Slideshow from oral history presentation
Guidelines for Oral History Interviews:
http://www.history.com/images/media/interactives/oralhistguidelines.pdf

Map to highlight countries community members have immigrated from:
http://www.amcharts.com/visited_countries/#

Iowa History Connections Website
http://www.thestudio.uiowa.edu/iowa_history_connections

School and/or community members who have immigrated to the United States

**Procedure**

**Session 1 - Immigration**

1. Review what students have learned about being part of a community.
2. Review what students have learned about kids from around the world.
3. Tell students, “Over the next few days we will be learning about the connections that exist between our community and the larger world.”
   a. Draw a triangle connecting a picture of our class to the community and the world.
4. Tell students, “We live in Coralville, but people in our community have come from all over the world to live here. Some people came a long time ago, others are still coming today. When people move from another country to the United States, we say that they immigrate.”
5. Show kids an immigration map of the United States showing immigration patterns over time. Zone in on your state and community and as kids, “What happens to the colors on the map as I change to different years?” Kids will notice that the colors change. Tell students, “The different colors show the different countries that people have come from over the years. When they traveled from their countries, they decided to move to Iowa. Let’s take a look at some of the countries people have moved from over the years.”
6. Do a dual page display of the immigration map and a map of the world. Circle or highlight the countries from which people immigrated. Tell students, “These aren’t all of the countries that people have come from, but many people have come to our state from these countries. When people move to the United States from another country, we say that they immigrate.”
7. Refer back to the triangle and tell students, “One way we are connected to places from around the world is by having people who have lived in different countries move to our community.”

**Session 2 - Learning About Oral Histories**

1. Review what students learned about immigration and how it connects our community to the world.
2. Tell students, “Now that we know people come to our community from all over the world, we are going to learn about a way that we can find out more about these people in our community.”

3. Share the oral history interview that Gary Neuzil conducted with his father (Iowa History Connections Website).

4. Tell students, one way to learn about the people who immigrated to our community is to interview them. To interview someone, you ask them questions related to topics that you are interested in.” Ask students to share some of the questions that Gary asked his dad during his interview.

5. Tell students, “I have invited _______________________ (two parents and one student from our school community) to come into our class and share with us what life was like in their home country and how their life is the same and different now that they have moved to our community.”

6. Model for students how to write an interview question. (Model writing at least one question from the memory, explanation and judgment categories, as defined in the Guidelines for Oral History Interviews.) At this age, a brief description of each type of question will be sufficient information.

7. Generate a list of questions for interviewees with the students.

8. Tell students that they might come up with new questions as they conduct the interviews.

Session 3 - Interviews - This may be more than one session, depending on how many interviewees you have.

1. Conduct the interviews. (You could video or audiotape the interviews for future reference.)
   a. Prior to the interviews, assign questions to be read by students who are comfortable reading in front of the group.
   b. Record the answers for students. Remind students periodically that if they come up with new questions as they conduct the interviews that they can and should ask them.

Assessment

1. Review what students learned from the interviews. Generate a list of things that the kids remembered.

2. Project a list of names of the interviewees from session 3. On a half sheet of paper, have students pick one person, write his or her name and write one thing they learned from the interview with that particular person. Remind students that when people move to our community from different places around the world, we can learn about different cultures and our community can become a more interesting place when we have influences from all over the world.

3. Hand out assessment page (attached). Review with kids that they are connected to their school and their community and show them the two pictures that are already on the paper (school and world). Ask students to read the word above the third box and ask them what they should draw in the box? (The box is labeled, “Me.”) Ask students why they should draw themselves in a box with arrows connecting to the community and to the world.
Record student answers on chart paper for display. Post the student assessment page with the chart paper to display student learning.