

Veterans Legacy Program Curricular Materials

Contributions of Immigrants to the United States

Grade(s):

4th

Time (minutes):

Depending on how much teacher allows students to research, this lesson could be done in one class period or several.

Lesson Overview:

Students will understand how immigrants shaped the culture of their new homes.

Students will research several different immigrant cultures.

Students will read biographies about several different US immigrant veterans.

Relevant Social Studies Standards:

SS.4.A.6.2 - Summarize contributions immigrant groups made to Florida.

Gifted Standard(s):

G.K12.3.1.1a - Cooperative Research - Know: Participate in a cooperative group to solve problems and/or complete a research project.

Required Materials:

- Students will need computers/laptops/iPads to conduct research.
- Anchor chart paper
- Depending on how teacher decides to allow students to present their research, materials will differ.
- Student sources are listed below in procedure.

Learning Objectives:

I can discuss the contributions that immigrant groups made to Florida.

I can conduct research to deepen my understanding of the cultures that influenced the US.

Special Vocabulary:

Immigrant, culture, influence

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Procedure:

Explain to students that the USA is founded primarily on the contributions of immigrant peoples throughout history.

1. Ask: what would have to happen for you to leave your home country and begin a new life in a new one?
 - a. Document student responses on an anchor chart to revisit later.
2. Ask: if you were to leave your home, what would you bring with you? (Student responses will likely be possessions.)
 - a. Document student responses on an anchor chart to revisit later.
3. Group students so that each group is researching a different country:

- Lithuania

Sources for kids:

<https://www.ducksters.com/geography/country.php?country=Lithuania>

<https://www.oddizzi.com/teachers/explore-the-world/places/europe/lithania/key-facts-lith/> (free trial available)

<https://www.coolkidfacts.com/lithuania-facts/>

- Poland

Sources for kids:

<https://www.ducksters.com/geography/country/poland.php>

<https://www.oddizzi.com/teachers/explore-the-world/places/europe/poland/> (free trial available)

<https://www.coolkidfacts.com/poland-facts/>

- Italy

Sources for kids:

<https://www.ducksters.com/geography/country/italy.php>

<https://www.oddizzi.com/teachers/explore-the-world/places/europe/italy/italy-key-facts/> (free trial available)

<https://www.coolkidfacts.com/italy-facts-for-kids/>

- Germany

Sources for kids:

<https://www.ducksters.com/geography/country/germany.php>

<https://www.oddizzi.com/teachers/explore-the-world/places/europe/germany/> (free trial available)

<https://www.coolkidfacts.com/germany-facts-for-kids/>

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- a. Students will be using the provided links to research their assigned country. While there are many components that students can research, the teacher needs to help mostly keep the research aimed toward cultural aspects of each country.
 - i. Also, before assigning the research the teacher needs to determine how the students will be presenting their findings. Some ideas for presenting are: poster, brochure, PowerPoint, google slides, flip grid. Anything electronic (power point, flip grid video) would be easier, faster and provide students more opportunity to “show” their findings. The requirements below are assuming that students will be using Google Slides or Power Point.
- b. Research requirements:
 - i. What is the population of your country?
 - ii. What are the primary languages spoken in your country?
 - iii. Provide a map of the country. Include all neighboring/bordering countries in your map.
 - iv. Describe two popular dishes that are eaten there. Include ingredients.
 - v. Describe at least two holidays/festivals celebrated there. Provide a detailed description of why people celebrate these and offer details on the traditions. Do people dress a certain way during these special times?
 - vi. What are some popular crops or animals that are farmed in your country?
 - vii. What is the name of your country’s national anthem? Provide a short sound clip to share.
 - viii. How could you describe the religious beliefs of your country?
 - ix. What type of government does your country believe in having?
 - x. Is the clothing different than that of our clothes? How?
4. After research and presenting, give the biographies to the groups.
 - a. Lithuania group will get (<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-PeterNadzeikaSrPacket.pdf>)

Students can summarize the first paragraph describing why Peter Nadzeika’s family might have left their homeland to start a new life in the USA.
 - b. Poland group will get (<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-MaxLitwinPacket.pdf>)

Ask students to read first page. Have students list each job that they have read and have them describe what they think each job’s duties would be. Ask students why they think Litwin’s family migrated to the USA.
 - c. Italy group will get (<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-CharlesLeonettiPacket.pdf>)

Ask students to read first paragraph. Students can summarize and list reasons why Leonetti immigrated to the USA.

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- d. Germany group will get (<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-FriedaLambrechtPacket.pdf>)
Students can read the first two paragraphs. Ask why they think she came to the USA. There is no mention as to why her family left for the USA. Students will be stumped.
Offer students this as help: <https://www.youtube.com/watch?v=8Ku2BYMLkH4>
5. Teacher gives students time to complete their task before facilitating a discussion from each group, answering their task.
6. Allow groups to finish reading all of biographies to deepen understanding of how immigrants have contributed to the US (and Florida).
7. Teacher revisits original anchor charts and reasks “What would have to happen for you to leave your home country?”
 - a. Hopefully teacher can guide the responses towards more historical responses: economic hardships, religious freedoms, war, revolt, feeding their family, etc.
 - b. Ask again: “If you were to leave your home, what would you take with you?” Teacher to guide responses towards more cultural responses: language, religion, clothing, food, holidays, traditions, family structure, etc.
8. Teacher “wraps up” lesson by asking students to think of how immigrants might have shaped their community or state. Students should be able to recognize non-English names of streets or buildings, restaurants, communities, churches, clothing, literature and others. Some students might recognize the person in their Biography as a Veteran and notice their accomplishments in the military.