Lesson Name: Immigration to Utah: Mapping the Experience

Grade / Subject: 4th Grade Social Studies

Standard / Objective:
Standard 2, Objective 1, Indicator A: Chart the routes that diverse cultural groups took from their places of origin to Utah, using maps and other resources.
Also, use of online mapping tools, such as Google Earth to interpret and create maps.

Vocabulary: Immigrant, emigrant, minority, foreigner, assimilation, culture, covered wagon, handcart, transcontinental railroad, passage

Integration:
Technology: Use of online mapping tools, online image repositories, audio recording.
Literacy: Developing a chronological story or script, generalization from individual experiences, summarizing.
Fine Arts: Moviemaking

Materials: Computer lab or mini-lab with Google Earth installed (Version 5.0 or higher), microphones and headphones (optional), Reference material for each group of immigrants that will be mapped, Storyboarding Sheet, Note-taking sheet for presentations, Projector for presentations.

Resources: List of online resources

Preparation: Create a demo project using one of the immigrant groups. Make sure the image libraries that you will have students use are not blocked by the Internet filter, or that you have plenty of images available to them to use.

Lesson Development
Anticipatory Set:
Introduce Google Earth and allow students to find some items of reference, such as the school, Disneyland, perhaps something you learned about in a previous unit. Discuss how the physical layout of cities and roads are a temporal artifact, kind of like a layer on top of the physical features of the earth. Online maps, like Google Earth, also allow us to impose artificial layers, such as historical events on today’s Earth.

Presentation:
Show the route that was created as a demo and discuss both the people who came to Utah, and how the project was made.

Guided Practice:
• Have the students divide up into groups (small groups for each topic, or pairs doing multiple versions of the topics).
• Each group will research their own immigrant group’s experience using books or online sources.
• Outline the path they took to get to Utah, indicating significant steps in the process, dates, anecdotes, etc.
• Locate images that represent each of the steps along the immigrant route and save into a project folder.
• Create a script for each point on the route.
• Mark each of the points in Google Earth.
• Create a Google Earth tour using the points and the script.

Individual Practice:

Homework:

Assessment:
Have the students take notes about the immigration of the various groups as they are presented in Google Earth tours.
Have students explain what they learned about the group they studied.

Extensions:
Have the students find someone with that particular cultural background to narrate the tour, or to visit the class and discuss it.