

## Lesson Plan

**Teacher:** James Scott

**Lesson Title:** Family History Project

**Grade Level:** 7th

**Lesson Time Length:** 1-2 days introduction. Two weeks homework.

**Big Idea:**

- The United States is a country of immigrants.
- From statehood to the present, Kansas' population is affected by immigration.
- Immigration is a source of cultural diffusion

**Lesson Abstract:**

Population growth of Kansas territory was directly influenced by emigration from eastern and southern states.

**Lesson Background and Context:**

After statehood, most of the population growth came from European nations, with the largest group coming from Germany.

**Standards Alignment:**

- Traces the migration patterns of at least one European ethnic group to Kansas (e.g. English, French, Germans, German-Russians, Swedes)
- Use primary source documents to determine the challenges faced by settlers and their means of adaptations (e.g. lack of natural resources, isolation)

- Identifies substitutes and complements for selected goods and services (e.g. substitute sod house vs. wood house)
- Explain how the spread of cultural elements results in distinct cultural landscapes (e.g. religion, language, customs, ethnic neighborhoods, foods)

### **Objectives:**

- Know:** Population growth due to immigration.  
Identify immigrant groups' country of origin and where they settled in Kansas.
- Do:** Research family history to 1<sup>st</sup> immigrant to U.S.  
Identify their family's country of origin.  
Analyze primary source documents and artifacts

### **Teaching Materials:**

Pedigree chart  
Primary sources  
A wall map of Kansas  
Ethnic Diversity in Kansas KGA (2005) PowerPoint  
Kansas Textbook

### **Vocabulary:**

Chain Migration  
Sod House  
Homestead Act  
Tenant Farming  
Barbed Wire

### **Lesson Implementation and Procedures:**

1. The teacher will divide the class into groups and assign each group with an immigrant group. (Czechs, English, Germans, Irish, Mexicans, Scots, Slavic, Swedes, Welsh) Each group will research and investigate their immigrant group to determine where they came from, where they settled in Kansas, and during what years they immigrated to Kansas.
2. The students will use the wall map of Kansas to locate settlements of the immigrant groups. They will label the settlements with country of origin and years of highest immigration.

3. The teacher will then present the students with their Family History Project. The Project includes a cover sheet, pedigree chart, primary source worksheets, and project rubric.

### **Technology Integration:**

- Google Earth-to help students “see” the distance traveled by their ancestors.
- Immigration to Kansas  
(<http://www.ku.edu/heritage/owk/128/kspeoples.html>)
- KS History online (<http://www.kansashistoryonline.org/hsh/>)

### **Evaluation and Assessment:**

- Students will fill out pedigree chart
- Students will present their country of origin
- Students will present their projects to the class

### **Extension and Enrichment:**

- Compare and contrast immigration from late 19<sup>th</sup> century vs. today
- Research environmental hardships
- Difficulties in language barriers
- Bigotry

### **Resources:**

- Hubalek, Linda. *Planting Dreams: A Swedish Immigrant's Journey to America*. 1868-69. Lindsborg, KS: Butterfield Books, 1997
- Saul, Norman E. *The Migration of the Russian-Germans to Kansas*. Kansas Historical Quarterly. Spring 1974 (Vol. 40, No. 1).
- Shortridge, James R. *Peopling the Plains: Who Settled Where in Frontier Kansas*. Lawrence: University Press of Kansas, 1995.

**Student handouts, lecture notes, presentations and other documents associated with the lesson.**

## Family History Project

**Goal:** The overall purpose of this assignment is to develop in the students the understanding that the United States is a NATION OF IMMIGRANTS. The emphasis of the assignment will be research by the students and their families into the first U.S. immigrant in their genealogy, and the first member to become a Kansan. Every student should be able to at least find their country of origin.

**Objectives:** The students will be able to:

1. Interview his or her family for information
2. Gather documents and records about their immigrant ancestors
3. Research their country of origin.
4. Write a written report about their family tree

**Materials:** The main resource will be family documents, records, pictures, and interviews. *Ask someone in your family who has already done the research.*

### Project Outline

#### I. Family Tree

Students will be expected to fill out a pedigree chart back to their great grandparents. Any problems with this item please let me know early, so I can give instructions on what to do to solve the various problems. Do not wait until the last few days before the assignment is due.

#### II. The project will include:

1. The pedigree chart (attached)
2. Name of country of origin
3. Name of first Kansan from their family.(family name)
4. Primary source worksheets
5. A short interesting story about their family, and a short report about the country of origin. This should include examples of customs, dress, music, food, and religion from country of origin.

#### III. Presentation will be given by each student.

1. The presentations will hopefully contain a lot of visual aids. (pictures, items from the "old country", music, food, posters. Etc.)
2. Examples from previous years will be displayed in the classroom!
3. Each presentation should last between 4-5 minutes.
4. Have fun with this project.

Name \_\_\_\_\_

Due Date \_\_\_\_\_

### Your Family History Rubric

1. Four generations are included on your family tree \_\_\_\_\_/10 points
  - You must include yourself, your parents, your grandparents, & your great-grandparents
  
2. First Immigrant to U.S. and first to KS \_\_\_\_\_/20 points
  - If 1<sup>st</sup> immigrant not found, then at least a family name and a country of origin.
  - 1<sup>st</sup> Kansan immigrant or family name.
  
3. Report of country of origin \_\_\_\_\_/20 points
  - A brief summary of country
  - Examples of traditions/customs/food/or music
  
4. Appearance \_\_\_\_\_/15 points
  - Family tree is presented on large construction paper or poster board
  - Items are cut & glued neatly, no spelling errors, typed
  - Project shows effort of creativity
  
  - Project handed in on time
  
5. Project handed in late \_\_\_\_\_/-5 points

Total Points \_\_\_\_\_/65 points