

Why?

Possible Essential Questions

1. Why do people migrate?
2. What factors prompt the exploration of new lands?
3. What social, economic, and political characteristics of different cultures combined to create distinct colonial regions?
4. In what ways do migrating people and existing inhabitants of a region influence each other's cultures?
5. How does point of view help us to understand and interpret the experience of migration?
6. How do humans justify enslaving other humans?

Enduring Understanding

Migration occurs for economic and cultural reasons and impacts the development of existing cultures.

Historically many individuals and groups migrated for a variety of reasons. However, European exploration and colonization of the Americas was predominantly driven by economic expansion. This migration set off a collision of European, Native American, and West African cultures that came to define what we now call the United States.

Today the United States continues to define itself as a nation of immigrants from all over the world.

Maryland State Department of Education Outcomes and Standards

The student will be able to: [italics = not directly assessed on MSPAP, bold = MSDE glossary word, [brackets] = MCPS notes]

History

- analyze the social and religious composition of early settlers, their motives for migration, and the difficulties they encountered, with particular attention to the early settlements of Maryland. (MLO 2.2)
- *analyze the religious character of the earliest colonies.*
- describe how colonies were established and governed including the early democratic ideas and practices that emerged. (MLO 2.3)
- *examine the gradual institutionalization of slavery into America, including the various responses to slavery, and how slavery shaped the lives of colonists and Africans in the Americas.*

Peoples of the Nation and World

- analyze how conflicts affect relationships among individuals and groups. (MLO 6.2)
- analyze ways in which diverse groups of people adapt to the **environment** and modify **culture** over time (MLO 6.3).
- describe how individuals and groups have contributed to the development of **cultures**. (MLO 6.4)
- describe the interactions, contributions, and results of the **migration** of various peoples and **cultures**. (MLO 6.5)

Economics

- explain how limited **resources** and unlimited **economic wants** cause people to choose certain **goods** and **services** and give up others. (MLO 4.1)
- explain how the **opportunity costs** of economic decisions are a result of limited **resources** and unlimited **economic wants**. (MLO 4.2)
- explain how specialized work results in **interdependence**, trade, and economic growth. (MLO 4.7)

Geography

- construct and interpret maps using **map elements** including a title, cardinal and intermediate directions, compass rose, border, longitude and latitude, **legend/key**, author, date and scale. (MLO 3.1)
- identify and locate **physical** and **human characteristics** of **places** and explain how those characteristics have affected people living there. (MLO 3.2)
- describe causes and consequences of **migration** to and within Maryland and the United States. (MLO 3.6)
- explain how people in Maryland and the United States are linked by transportation and communication. (MLO 3.7)

What?

Political Systems

- explain the meaning of songs, poems, and stories that express American ideals and the context within which they were created. (MLO 5.3)

Social Studies Skills

- apply the concept of change over time by organizing turning point events in chronological order *and applying chronological terms correctly, including decade, century, and generation* (MLO 1.1)
- *find*, interpret, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents (MLO 1.3)
- identify and analyze the causes and effects of historical events (MLO 1.4)
- analyze issues by stating the issue, identifying and summarizing viewpoints, and drawing conclusions based on evidence (MLO 1.7)

Overview

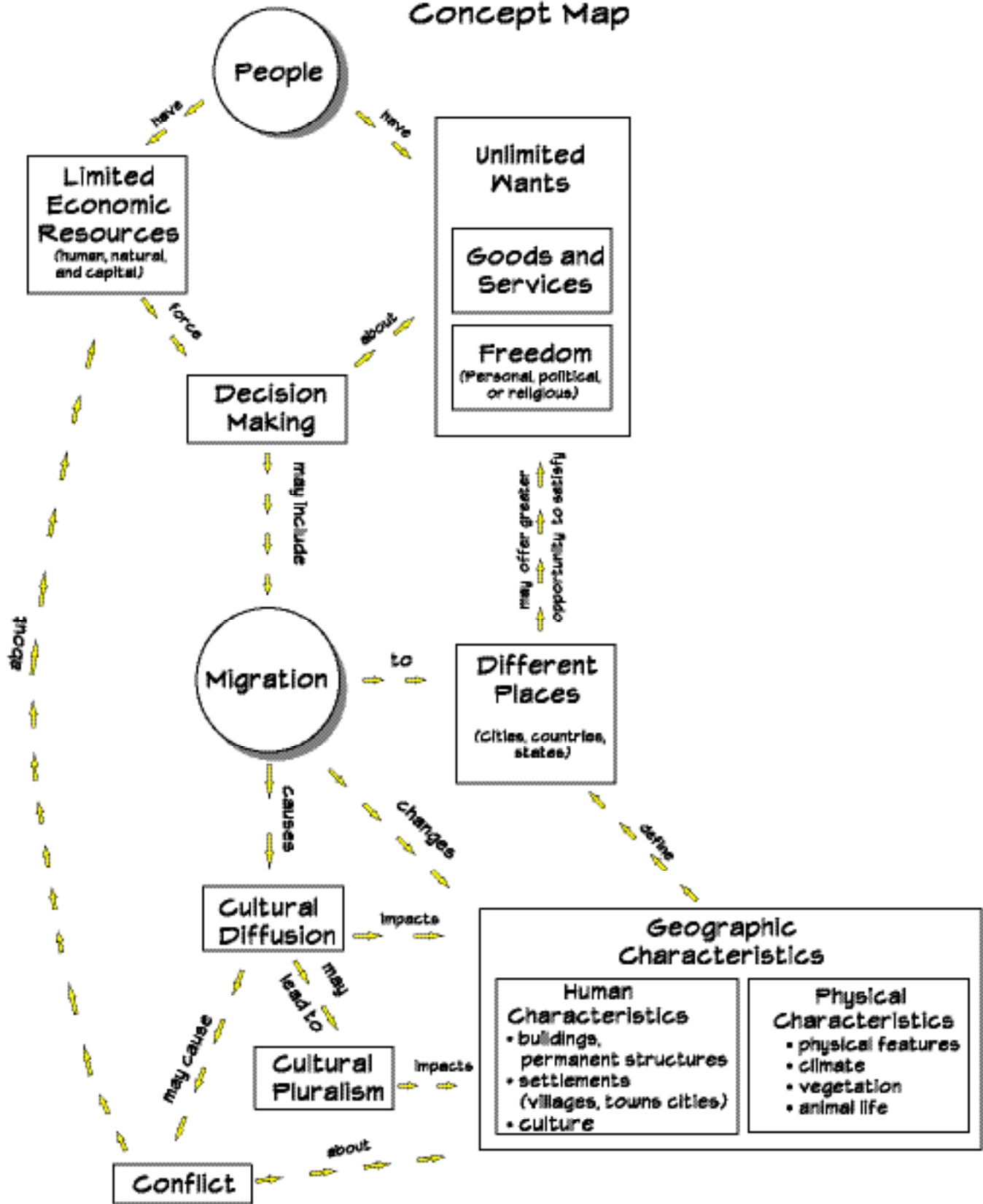
Fourth and fifth grade social studies combine a traditional chronological study of early U.S. history with an examination of the students’ world today. Each unit begins with a study of Maryland today through the social studies disciplines of geography, economics, anthropology (culture), or political systems, and focuses on concepts relevant to students’ lives. The concepts of the discipline and contemporary topics are then tied back to a historical/chronological study of a specific period in early United States or Maryland History.

Unit Two continues the contemporary/historical sequence through the topic of migration. Students define migration in the context of immigration to Montgomery County and Maryland today. Students explore the push/pull reasons that brought recent immigrants to the United States and begin to describe the immigration experience. These contemporary lessons are then used to examine the economic forces that motivated Europeans to explore and colonize what has become America.

HOW?

Page	Suggested Path For Instruction
8	Pre-Assessment: Basic Map Skills and Immigration Terminology
11	Lesson Sequence 1 – Maryland Migration Today Students gain an overview of the immigration experience of four recent immigrants to Maryland through the MCPS video Yearning To Breathe Free.
12	Session One A: Students listen to interviews of four immigrants and locate their countries of origin.
14	Session One B: Students look for push/pull motives that influenced each of the four immigrants to come to America.
16	Session Two: Students examine challenges that the four immigrants faced as a result of their migration.
18	Session Three A: Students identify ways people reacted to the four immigrants. They write a letter to a soon to be immigrant family telling them what to expect.
20	Session Three B: Students learn about a symbol of liberty, The Statue of Liberty, and read a poem by Emma Lazarus.
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Concept Map



Cultural Diffusion is the spread and transmission of cultural traits from one region to another
 Cultural Pluralism is the existence of many cultures in a common society