

PASSPORT PROJECT – TIMELINE & LESSON PLAN

intended for Charles Armstrong School – 5th Grade

Project Overview:

We will soon be studying the exploration of the New World, as well as the immigration and settlement of people in completely new lands. Immigrating from one place to an entirely new place is not an easy thing to do. What did it take for someone to decide to leave their family, their home, and their entire life behind? Where did they decide to go and why? What happened to them when they had to start their life again from scratch? These questions faced every person who immigrated to the New World hundreds of years ago, and they continue to face immigrants to the United States to this day.

For this project, you will select a person in your family who immigrated to the United States. It could be your mother, father, grandparent, etc. It is possible to base the report on a whole family if they traveled to America together. The point of origin must be from a foreign country. You may use a family friend if you encounter difficulty gathering information on a family member.

Project Objectives:

- Teach students how to make connections between history class (Chapters 4 & 5 of *History Alive!* Textbook) and their own lives.
- Practice interviewing and researching skills, with scaffolded materials and teacher/parent assistance.
- Provide further practice giving oral presentations to an audience.
- Encourage creative engagement with curriculum.

Project Dates:

October 24th/25th – Present the project and materials

November 1st – Interviewee choice checked with teachers

November 16th – Interview questions completed & checked

November 30th – Progress Check-in

December 7th – Completed Passport Project due

December 12th-15th – Passport Presentations in class

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In-Class Project Connections:

- Each week, teachers read one of five immigration related stories to students. This can be done in installments through the course of the week (perhaps during morning meeting time?). Teachers can trade off on stories so each class reads a different story each week, with students being encouraged to share story details with their peers from other rooms.
- Reading these stories will generate student interest in immigration stories and build connections to the project and taught history curriculum. The goal is to encourage students to see relevant shared details between their personal project and the stories read in class.
 - **Story One** - *The Circuit by Francisco Jimenez*, (pg. 73-83)
 - **Story Two** – *Gleam and Glow by Eve Bunting/ Illustrated by Peter Sylvada*
 - **Story Three** – *A Piece of Home by Sonia Levitin*
 - **Story Four** – *Coming to America: A Muslim Family’s Story by Bernard Wolf*
 - **Story Five** – *A selection of poems from Island: Poetry and History of Chinese Immigrants on Angel Island 1910-1940*