



LESSON 3

THEME

ARRIVAL

IMPORTANT INFORMATION

People have been coming to New York from all over the world since before the founding of the United States; people's immigration experiences have patterns but also variety. People also migrate from one part of the country to another.

ESSENTIAL QUESTION

Why do people move?

AIM

How do we keep track of where we are in history?

STANDARDS

**NEW YORK STATE SOCIAL STUDIES
FRAMEWORK PRACTICES**

B.6



PROCEDURE

ACTIVITY

TRANSITION TO PAST

Create an Illustrated Timeline to help children build an understanding of the timeframe of these migration & immigration events.

1 Preparation

- Create a classroom timeline on a wall or bulletin board that is highly visible to your students.
- Hang index cards with the date written in 25 year increments (1850... 1875... 1900... 1925... 1950... 1957... 2000... current year).
- If children are sharing information about their own families in your class, print out templates for children to use in illustrating their immigration or migration events.
- Print out an example of an illustrated event or create your own using your family's immigration or migration event.

2 Students will help create and build an illustrated timeline to plot immigration and migration events.

- Give each child a template for illustrating their family's migration/immigration event.
- Dates children reported that a family member migrated or immigrated can be illustrated by the child or a photo could be attached. Create a mock-up timeline that people can see.
- Show students an example and explain the assignment — perhaps your own family's immigration or migration story or the sample below.