

Learning Targets:

The student: Identifies the push and pull factors that brought an immigrant to the United States. The student can use their own immigration story to accomplish this task, or research the oral history of an immigrant.

Standards Addressed:

Subject area: US History**Cultural Anthropology****Standard 3: History: UNITED STATES HISTORY-Understand important historical events during the 20th century**

Topic: Immigration

SS.10.3.1 Describe the "push" factors (e.g., escaping persecution and poverty) and "pull" factors (e.g., seeking freedom and economic opportunity) that brought immigrants to the United States in the late 19th century

Subject area: Visual Arts**Standard:**

Understanding the visual arts in relation to history and cultures

Benchmark:

Recognize and describe visual art forms and artwork from various times and places. Identify art forms, visual ideas, and images and describe how they are influenced by time and culture.

HA Connection:

Ancient Knowledge**`Olelo No`eau (237)****`Au i ke kai me he manu ala****Cross the sea as a bird****General Learner Outcomes (GLO), KAPU ALOHA values and Nā Hōpena A`o:**

- | | |
|----|---|
| 1. | Complex Thinker - The ability to demonstrate critical thinking and problem solving |
| 2. | Ulu: We show Growth (and have a Growth Mindset) |

Key Understanding

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- [illegible]

Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century	Describe, with detail, the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century	Describe, with minimal detail, the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century	Ineffectively describe the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century

100 points

5 points

- 20

25

25 points

- Presentation

Procedure:

Preparations:

- 2 day student research in the library, 2 day create and collaborate, 1 day in class presentation in front of peers.
- Project packet with needed research tools
- The librarian will select a variety of text and primary source information for student review
- The teacher will provide anticipatory examples for students.
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**STUDENTS will complete the following as directed:
TIMELINE and PROCEDURES for the Teaching/Learning Structure:**

CLASSWORK: DUE Day 1

- Teacher will introduce project and students will begin planning/research
- Students will set up interview with parent or grandparent
- Students will investigate and gather information on their family to create a family tree
- Students will draft - "Coming To America Story."

HOMEWORK: DUE DAY 2

- Write a 5 paragraph narrative:
 1. First paragraph will introduce the animal, type, size, family structure, region/area it is found, color, unique adaptation.
 2. Second paragraph will discuss HOW & WHY the animal is connected to the student and/or family.
 3. Third paragraph will conclude by connecting the animal with the students FUTURE GOALS

HOMEWORK: DUE DAY 3

- Art Integration Item #3 - Outside Decoration of Suitcase

	Required Art Integration Themes to complete the OUTSIDE of your suitcase:	Anticipatory Set:
1	Covering or Cover Up Design Use house paint, poster paint, wrapping paper, brown paper bag or pictures in a collage to cover the surface.	outside of suitcase
2	Accenting Designs: Use the following art forms from the country of the immigrant Tapa and lauhala patterns, origami, tattoos, tribals, native arts, knotings, weavings, threadings	Tattoos, tribals, native arts
3	Embellishment Design: Use the following from the country of Immigrant Flag, map of country, National Anthem, National leaders, Heroes, National landmarks,	flags and symbols
4	Dimensional Art Design: Add texture and height to your suitcase 2 Dimensional or 3 Dimensional	Textures
5	Personality: Add your inner personality or something that has artistic SEE, THINK and WONDER!	Honolulu Museum of Art

HOMEWORK: DUE DAY 4

- Art Integration Item #4 - Inside Suitcase Contents

Required Art Integration Themes to complete for the **INSIDE** of the suitcase:

1.	<p>Create a photo identification card similar to the one from the country the immigrant emigrated from.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Photo: Use the photo of the immigrant, or if you are the immigrant use your own photo <input type="checkbox"/> Color: Colorful background, 5 X 7 inches or larger in size. <input type="checkbox"/> Style: Similar as the identification found in the country the immigrant is from 	photo identification card
2.	<p>Create a PASSPORT similar to the one from the country the immigrant came from.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 6 -8 page booklet with cover color copy, stapled neatly, and similar to the country of immigrant <input type="checkbox"/> Page 1 - Picture Identification page that is similar to the country of immigrant <input type="checkbox"/> CUSTOMS checkpoint stamps, from 5 different countries, pasted on individual pages. (travel wishlist) 	passport
3.	<p>Create Family Genealogy (3 generations)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Generations: Grandparents, Parents, and Siblings (nieces and nephews optional) <input type="checkbox"/> Size: 8 X 11 inches, any type or color of paper, computer generated, and easy to read <input type="checkbox"/> Draw A Family Tree: Draw a Tree around the family names with each generation on a branch 	Draw family tree
4.	<p>5 Paragraph Paper - "My Coming To America Story" Answer the following questions in paragraph</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where is the ancestor/immigrant originally from? (Names give and the meaning of their name) <input type="checkbox"/> Who came to America with the immigrant? (identify each person and how they are related) <input type="checkbox"/> When did they/you come to America and Why? (What was the "PUSH Factors") <input type="checkbox"/> How did the ancestor travel to America? (What was the "PULL Factors" that kept 	Coming to America story samples
5	<p>Create (sketch) your NAME TAG mini poster/sign with translation or meaning and how you received your name</p> <ul style="list-style-type: none"> <input type="checkbox"/> 8 X 11 inches, any type of color or paper, computer generated and easy to read 	
6	<p>Create (draw) or borrow (1) Photograph or Portrait</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family members: Parents, Grandparents, Siblings, Extended Family <input type="checkbox"/> Events: Weddings, Birthdays or Holiday celebrations in the home country of the immigrant 	Ellis Island - Immigrant photograph samples
7	<p>Create (draw) or borrow (1) Book, Journal, or photocopy of Currency (Money) from the immigrant's home country</p> <ul style="list-style-type: none"> <input type="checkbox"/> Travel journal or Diary <input type="checkbox"/> Album, school yearbook, <input type="checkbox"/> Spiritual Significance: Bible, sermons 	
8	<p>Create(draw, sculpture) or borrow (1) historical artifact that is culturally connected to the immigrants home land</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family heirlooms, precious/semi precious jewelry, wearable art, cultural jewelry, cultural headgear, fans <input type="checkbox"/> Tools: kitchen tools, building tools, household tools, waving or knitting tools 	
9	<p>Create (picture, draw, sketch) or borrow (1) piece of clothing/cloth/wearable item</p> <ul style="list-style-type: none"> <input type="checkbox"/> Traditional clothing: Tupenu, Lawa Lawa, l'e, kihe, wraps, Mu'u, Barong Tagalog, <input type="checkbox"/> Cultural clothing: Dancing, ceremony, coming of age ceremonies or events, special cloth or weaving 	

	10	Showcase: Cultural dish, spice, treat, Instrument, song, sheet music or dance. <ul style="list-style-type: none"> □ Bring a picture of the food recipe, unique spices, or special treats from the country of the immigrant. □ Bring a picture of the ethnic instrument or musical piece from the country of the immigrant. 	
		<p>HOMEWORK: DUE DAY 5 Script - My Coming To America Story</p> <ul style="list-style-type: none"> ● Student will create a presentation script <p>HOMEWORK: DUE DAY 6 Peer Evaluation</p> <ul style="list-style-type: none"> ● Student will present to class and peers and conduct peer review/evaluation 	

Reflection	How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D
	<p>Performance-Based Objectives:</p> <ul style="list-style-type: none"> ● Students will choose an immigrant to research. (Select a family member to conduct your research) ● Students will conduct an oral history interview and write a narrative story from the evidence collected from the interview. ● Students will examine major contemporary social issue regarding immigration using the tools and methods of inquiry and perspective. ● <p>Performance-Based Assessment Strategies:</p> <p>Project Guidelines:</p> <ul style="list-style-type: none"> ● Each student will create a suitcase and fill it with artifacts they either collected, borrowed and created. ● Each student will create a well organized script ● Each student will present a 5 minute “show and tell” to their peers, and their peers will evaluate their performance.

Student Samples:

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These are the student samples of the suitcases my students designed and painted for their immigration projects.





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