

Part I: Thematic Primary Source Set



Goal: Demonstrate how primary sources can support at least one teaching strategy.

Topic/Big Idea: Human migration (push and pull factors)



Grade Level and Subject Area: 3rd-5th grade social studies (aligned with NC standards)

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| Thumbnail Image of Source | Bibliographic Information (Title, Author/Creator, Date, URL) |
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|  | <p>Title: American Progress Date Created / Published c1873.</p> <p>Summary: Print shows an allegorical female figure of America leading pioneers westward, as they travel on foot, in a stagecoach, conestoga wagon, and by railroads, where they encounter Native Americans and herds of bison.</p> <p>Medium 1 print : chromolithograph ; 37.6 x 49 cm Reproduction Number LC-DIG-ppmsca-09855 (digital file from original print) LC-USZC4-668 (color film copy transparency) LC-USZC2-1332 (color film copy slide) LC-USZCN4-52 (color film copy neg.) LC-USZ62-737 (b&w film copy neg.)</p> <p>http://lccn.loc.gov/97507547</p> |
|  | <p>Title: Landing at Ellis Island Date Created/Published: [1902] Medium: 1 photomechanical print : halftone.</p> <p>Summary: Emigrants coming up the board-walk from the barge, which has taken them off the steamship company's docks, and transported them to Ellis Island. The big building in the background is the new hospital just opened. The ferry-boat seen in the middle of the picture, runs from New York to Ellis Island.</p> <p>Reproduction Number: LC-USZ62-12595 (b&w film copy neg.) Call Number: LOT 4837 <item> [P&P] Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://www.loc.gov/pictures/item/97501086/</p> |



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|  | <p>Title: Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California</p> <p>Digital ID: (digital file from original neg.) fsa 8b29516 http://hdl.loc.gov/loc.pnp/fsa.8b29516</p> <p>Repository: Library of Congress Prints and Photographs Division Washington, DC 20540</p> <p>http://hdl.loc.gov/loc.pnp/fsa.8b29516</p> |
|  | <p>Title: Oakland, Calif., Mar. 1942. A large sign reading "I am an American" placed in the window of a store, at 13th and Franklin streets, on December 8, the day after Pearl Harbor. The store was closed following orders to persons of Japanese descent to evacuate from certain West Coast areas. The owner, a University of California graduate, will be housed with hundreds of evacuees in War Relocation Authority centers for the duration of the war</p> <p>Creator(s): Lange, Dorothea, photographer</p> <p>Date Created/Published: 1942 Mar.</p> <p>Medium: 1 photographic print : gelatin silver.</p> <p>Reproduction Number: LC-USZ62-23602 (b&w film copy neg.)</p> <p>Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540</p> <p>http://www.loc.gov/pictures/item/2004665381/</p> |
| <p>Other Materials</p> | <p>National Geographic Society. (2005). What is human migration? Retrieved from http://www.nationalgeographic.com/xpeditions/lessons/09/g68/migrationguidestudent.pdf</p> <p>PBS. (2012). The Dust Bowl. Retrieved from https://www.youtube.com/watch?v=o7Uwg8BT6qQ</p> |



Part II: Classroom Activity Plan

Goal: Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

Objective(s): Students will be able to:

- Identify the push and pull factors of migration within or immigration to the United States.
- Explain how human migration shapes communities over time.

Standard(s) Addressed:

NC Essential Standards in Social Studies

- 3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.
- 3.H.2 Use historical thinking skills to understand the context of events, people and places.
- 3.G.1 Understand the earth's patterns by using the 5 themes of geography: location, place, human-environment interaction, movement and regions).
- 5.H.1 Analyze the chronology of key events in the United States.
- 5.G.1 Understand how human activity has and continues to shape the United States.
- 5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).
- 5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.

Procedure:

1. Display poster-sized enlargements of primary source images around the room to permit a gallery walk.
2. Distribute sticky notes to each student.
3. Ask students to walk about the room, *silently* recording observations, inferences, and wonderings about the primary sources (i.e., “I see...”; “I think...”; “I wonder.”), recording these on the sticky notes.
4. Return as a whole group. Discuss students’ observations and ask what they believe the images have in common. “*What is the common theme that these images might represent?*”
5. Explain that these are representations of human migration within or immigration to the United States. While they derive from a variety of time periods, as a group they represent human migration and can be used to investigate the causes and effects of this movement.



6. Ask students to record a response in their social studies journals: *What are the push and pull factors of human migration?* (Note: This will serve as the “I Used to Think” pre-reflection).
7. Afterwards, project the image “Destitute pea pickers in California. Mother of seven children.”
8. Have small groups complete the Library of Congress photograph analysis tool (http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf).
9. Afterwards, discuss observations and questions as a class.



10. To learn more about the Dust Bowl, watch the PBS short video “The Dust Bowl” (<https://www.youtube.com/watch?v=o7Uwg8BT6qQ>) together.
11. Then read aloud, *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp* by Jerry Stanley, or a similar children’s book on the topic.
12. Return to the photograph. Have each student write a caption for this photograph that captures the essence of the experiences of Dust Bowl refugees and migrant workers.
13. At the lesson’s closing, have students review what they wrote earlier in their notebooks regarding the push and pull factors of migration/immigration. Have them now respond to “I Used to Think....Now I Think...” incorporating that they have learned.

Extension Activity:

- Write a journal entry from the perspective of the mother (or child) as portrayed in “Destitute pea pickers in California. Mother of seven children.”

