LESSON PLAN
Changing Places: Exploring Immigration and Migration through the North Carolina Experience

Amber Teske
The Lerner School, Durham, N.C.

Students will gather, interpret, and display census data from 1880 and the present using the Digital Durham database and data from the U.S. Census Bureau. This endeavor will incorporate the use of technology to successfully meet fourth grade social studies and math learning objectives.

Learning Outcomes

Students will:

- identify common migration patterns into Durham in 1880.
- analyze migration and immigration trends in North Carolina today.
- compare and contrast the average composition of a Durham household in 1880 to the average composition of a present-day Durham household.
- use Microsoft Excel to create a graph that displays students' interpretation of census data.

Curriculum Alignment

Social Studies (2006)
Grade 4

Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina

- Objective **2.02** Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

- Objective **2.03** Describe the similarities and differences among people of North Carolina, past and present.

Mathematics (2003)
Grade 4

Goal 4: The learner will understand and use graphs, probability, and data analysis.

- Objective **4.01** Collect, organize, analyze, and display data (including line graphs and bar graphs to solve problems).

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.

- Objective **4.02** Describe the distribution of data using median, range and mode.

- Objective **4.03** Solve problems by comparing two sets of related data.

Computer/Technology
Grade 4

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

- Objective **1.07** Identify, discuss, and visually represent how and why databases are used in North Carolina (e.g., schools, government, business, and science) to collect and organize information. (2)
- Objective **2.02** Plan and use two criteria to search/filter prepared databases to locate and organize information for content assignments. (2)

Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

- Objective **2.05** Use spreadsheets and graphs to organize, calculate, and display data in content areas. (3)

Time Required

Three/Four 45-minute sessions

Materials Needed

- Internet access*
- Microsoft Excel
- Data Collection Table handouts
- Immigration and Migration in Durham, 1880 handout
- Introductory Search handout

*Students may work in pairs or groups of three sharing one computer each.

Pre-Activities

Social Studies
Students understand the terms migration, immigration, primary resources and census.

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.

Mathematics
Students have practiced analyzing data to find median, mode and range and have discussed ways to organize data distribution through tally charts, pie charts, line charts and bar graphs.

Computer/Technology
Students are familiar with the spreadsheet and graph functions of Microsoft Excel and have previous Internet experience.

Activities

1. Launch a discussion on the history of Durham by studying the map collection found at http://digitaldurham.duke.edu/browse2.php. Share with students how historians use maps to gather information about groups of people. Brainstorm other tools historians may use to collect information about people.

2. Divide students into pairs or groups of three and assign each group to one computer.

3. Help students locate http://digitaldurham.duke.edu on their computers. Allow students to browse this site noting the various primary resources. Encourage students to visit the collection of personal papers, maps and photographs to consider how these tools may be used by historians.

4. Review terms: migration, immigration, primary resources and census. Ask students to explain the type of information that is typically provided in a census.

5. As a whole group, have students complete the Introductory Search exercises. (See "Digital Durham: A Teacher's Guide" on http://digitaldurham.duke.edu/teachers.php for worksheets and instructions). Be sure to highlight the variables being used throughout the database.

6. When students are comfortable with the database, they should work in small groups to complete the Immigration and Migration handout.

7. Have students share their findings, graphic illustrations and search topics.

8. Discuss today's migration patterns by comparing student findings from 1880 census to 2000 census data. Note those countries represented in 1880 versus those represented currently.

Assessment

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.

Assessment should take into account student's ability to locate and utilize information found through database, student's written responses to search exercises and graphic illustrations.

Extension

If time permits, allow groups to exchange search topics and compare findings and illustrations. Discuss the effectiveness of graphic illustrations in various circumstances.

Modifications

Digital Durham provides three search levels (Simple, Intermediate, Advanced), which allow teachers to adapt exercises to better meet student needs.

Teachers may also wish to adapt this lesson by increasing or decreasing the number of variables used to locate information in the database.

Students with moderate to advance readiness in technology use may enjoy exploring an interactive map that shows county-to-county migration in the United States. (See http://enterprise.star-telegram.com/ARCIms/Maps/clt/2007/irsmig.asp?state=NC). Students can analyze which U.S. counties supplied the most number of new residents to their own county between the years 2000 and 2005.

Teachers may wish to offer their advanced students the attached enrichment activity. This activity challenges students to obtain recent data about migration and immigration to North Carolina through government web resources.

Critical Vocabulary

Census n. An official registration of the number of the people, the value of their estates, and other general statistics of a country.

Enumerator n. One who enumerates. An individual who counts or numbers, reckons or computes.

Enumeration District n. A geographic area marked off by the Census Bureau for counting.

Microfilm n. A kind of photographic film that has traditionally held miniaturized images of original records. Since the 1930s, the federal government has preserved the original manuscripts census on microfilm and these reels of film can be read on a special machine called a microfilm reader.

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.

Manuscript n. Written with the hand; not printed. A word derived from the Latin words manus, meaning the hand and scribere, scriptum, to write.

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.

Primary Source n. Materials providing first-hand evidence of historical events or actors. These materials may include written documents, like letters, journals, diaries, wills, court papers and printed materials like newspapers and map. Recordings of oral history interviews, music and even video recordings might be used as a primary source in writing history of the modern period. Published materials that are contemporaneous with the period of study can also be used a primary sources.

Additional Websites

Graphing tools geared to students:

www.shodor.org/interactivate/activities/BarGraph
www.shodor.org/interactivate/activities/CircleGraph
http://nces.ed.gov/nceskids/createagraph/

Recent data on Immigration and Migration Trends in the United States:

For statewide information on immigration, see the Yearbook of Immigration Statistics: 2006 published by the Department of Homeland Security. Supplemental Table 1 contains data on the "Legal Permanent Resident Flow by State of Residence and County of Birth: Fiscal Year 2006." See http://www.dhs.gov/xlibrary/assests/statistics/yearbook/2006/ImmSupTable1DFY06.xls

For migration data specific to your county, go to http://linc.state.nc.us/ and look for a link to North Carolina Census Lookup. You can access a "Decennial Census Migration Report" for any North Carolina county.

For the "Migration Into and Out of North Carolina, 1995-2000" report, go to http://linc.state.nc.us. Choose "Census Lookup, 2000 Census" from the drop down box. Then click on "Migration." Finally choose "NC Summary [2000]."

For migration data specific to Durham County, go to http://data.osbm.state.nc.us/migrate/migrate_00_063.pdf.

For an interactive map that illustrates the migration flows in and out of North Carolina counties and throughout the United States, go to: http://enterprise.star-telegram.com/ARCIms/Maps/clt/2007/irsmig.asp?state=NC

For social and economic statistics about North Carolina, go to the http://factfinder.census.gov/home/staff/main.html?_lang=en Type the state name in the blue box marked "Get a Fact Sheet for your community." The fact sheet has data about the overall population of North Carolina including "World Region of Birth of Foreign Born" and "Place of Birth" statistics of North Carolina residents.

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.

Name_____ Date_____

IMMIGRATION AND MIGRATION IN DURHAM, 1880

1. From which state do you think the greatest number of people migrated to Durham in 1880? Support your hypothesis in one sentence.

_____
_____
_____

To answer the next set of questions, go to the Digital Durham web site (http://digitaldurham.duke.edu). Click on "Browse Collection," then click on "Public Records." Finally, select "1880 Federal Population Census Database."

2. Using the *intermediate* search on the 1880 census database for Durham, count how many people were born in the following places: Alabama, Arkansas, Austria, California, Canada, Connecticut, Delaware, England, Europe, Florida, France, Georgia, Germany, Ireland, Maine, Maryland, Massachusetts, Mexico, Mississippi, New Jersey, New York, Pennsylvania, Poland, Prussia, Scotland, South Carolina, Tennessee and Virginia. Display this information in the attached Place of Birth Data Table.

3. How many of these migrants were female? How many were male?

_____
_____

4. Using Microsoft Excel or similar spreadsheet software, display this information with a bar graph. When you have completed your graph, please save and print one copy.

5. Does it appear that men and women migrated in equal numbers?

_____
_____

6. Provide one possible explanation for the results that you see.

_____
_____
_____

7. What kinds of occupations do most migrants hold?

_____
_____
_____

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.

8. List the top 5 most common birthplaces of U.S. born migrants who lived in Durham in 1880?

_____
_____
_____

9. List the top 5 most common birthplaces of foreign-born migrants who lived in Durham in 1880?

_____
_____
_____

10. Consult the North Carolina Census Lookup data from 2000 and identify the top 5 U.S. states that supplied the most migrants to North Carolina. (Use the "Migration Into and Out of North Carolina, 1995-2000" report, see citation below for web address).

_____
_____
_____

11. Consult the data in the Yearbook of Immigration Statistics published by the Department of Homeland Security and identify the top 5 foreign countries that supplied the most legal residents to North Carolina in 2006. (See citation below for complete web site address).

_____
_____
_____

12. Create a pie graph that compares the common birthplace of migrants in Durham in 1880 to the common birthplace of North Carolina migrants in 2000. You should create this graph in Microsoft Excel. When you have completed your graph, please save and print one copy.

13. Choose 5 of these occupations and display the number of workers for each occupation by creating a bar graph using Microsoft Excel. When you have completed your graph, please save and print one copy.

14. Create 3 questions that can be answered by searching in the Digital Durham Census Database. At least two of these questions should require the use of at least two variables in your search. For example, find the number of female migrants who were under age 25.

_____
_____
_____

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.

15. Display the answer to one of your questions by creating a pie graph, bar graph or line plot in Microsoft Excel. Be sure to label your graph clearly. When you have completed your graph, please save and print one copy.

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.

PLACE OF BIRTH DATA TABLE

Place of Birth	No. of Males	No. of Females	Total
Alabama			
Arkansas			
Austria			
California			
Canada			
Connecticut			
Delaware			
England			
Europe			
Florida			
France			
Georgia			
Germany			
Ireland			
Maine			
Maryland			
Massachusetts			
Mexico			
Mississippi			
New Jersey			
New York			
North Carolina			
Pennsylvania			
Poland			
Prussia			
Scotland			
South Carolina			
Tennessee			
Virginia			
Illegible			
None Noted/Not			

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.

Amber Teske authored this lesson plan and presented it at the North Carolina Social Studies conference, 13 February 2009. Copyright 2009. Amber Teske. This work may be used freely by individuals for research, teaching, and personal use as long as this statement of availability is included in the text. Questions regarding further distribution should be referred to tabel@duke.edu. See http://digitaldurham.duke.edu for additional materials.