



**American Immigration Law Foundation
Immigration Curriculum Center Lesson Plan**

Immigration to the United States

Grade Level: Primary School (1st-3rd grades)-Class project

Goal: The goal for primary grades students to use their communication skills in writing, speaking, and illustrating as they discover their families' heritage and appreciate the impact immigration has had on their lives.

Objectives: The class will produce a videotape program featuring the students reading their family stories about ancestors who immigrated to the U.S. The video will also include crayon illustrations made by the students depicting immigration.

Each student will:

- Develop questions to ask parents about their family history.
- Interview parents about the family's migration to America
- Write a family history report
- Read the family report for video
- Create an immigration illustration on construction paper

Materials: Video camera (VHS or digital), editing equipment (optional), tripod

Procedure: Share picture books with students such as [Coming to America](#) and [Grandfather's Journey](#). Discuss the concept of immigration and inform students that members of their families once immigrated to the United States. Ask the students if they know why their ancestors might have come to this country.

Tell the class they will be making a video about their families' experiences coming to America. Have students think up questions they can ask their parents about their families' immigration. (Sample questions: Who was our first relative to come to the United States? Where did this relative live before coming here? How did this relative get here? Why did he/she come to America?)

Write a letter to parents informing them of your video project and solicit their help in gathering information. Parents are also asked to assist students in the writing of a report that describes an immigrant relative or ancestor. (150 word maximum)

Have students practice reading their reports at home as well as in school. Encourage students to practice reading slowly and clearly.

Have students draw (using crayons) an immigration scene. Brainstorm ideas before they begin. (Example; a ship crossing the ocean with people on board; The Statue of Liberty in the New York Harbor; Building a home...etc)

With the camera on tripod and illustrations displayed on a well-lit wall, videotape each illustration while each student illustrator reads the report off-camera.

Invite parents and/or other classes in for your world premiere showing of the class video.

Assessment: Ask the class what they learned about immigration and how it has impacted their lives. List their thoughts on the board.