



Marietta City Schools
2023–2024 District Unit Planner

Individuals and Societies Ethnic Studies

Unit title	<i>Unit 1: Introduction to Ethnicity and Ethnic Groups</i> <i>Immigration and Migration</i>	Unit duration (hours)	<i>19.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

1. Identifies various ethnic groups in the United States.
3. Identifies common cultural characteristics of various tribal groups of Native Americans.
2. Describes factors that promoted immigration to the United States.
8. Examines historical factors affecting the immigration of various western European national groups, with particular emphasis on the English, Spanish, Irish and Germans.
10. Examines historical factors affecting the immigration of various eastern and southern. European national groups, with particular emphasis on the Italian, Polish and Jewish immigration.
13. Examines historical factors affecting the immigration of Hispanic groups, with particular emphasis on Mexicans, Puerto Ricans, Cubans and Haitians.
16. Describes the causes and nature of slavery within the United States and its impact on African Americans.
20. Examines historical factors affecting the immigration of Asian groups, with particular emphasis on Chinese, Japanese, Indians, Southeast Asians and Oceanic Asians.
23. Examines historical factors affecting the immigration of Middle Eastern groups
26. Compares and contrasts the cultures of selected ethnic groups

Concepts/Skills to be Mastered by Students

Information Processing Skills:

Published: Month, Year

Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.

1. compare similarities and differences
11. draw conclusions and make generalizations
12. analyze graphs and diagrams

Map and Globe Skills:

7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Literacy Skills:

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Key Terms and Concepts:

Identity, Ethnicity, Cultural Identity, Race, Ethnic groups in the United States, cultures of ethnic groups in the United States, Emigration, Assimilation, Acculturation, Push Factors, Pull Factors, Immigration, Voluntary vs. Forced Migration, Characteristics of Native Americans (American Indian)

Essential Questions

Factual—

What is ethnic studies?

How did Ethnic Studies develop as a discipline?

What are the various ethnic groups that exist in the US today?

What push and pull factors exist now and existed historically?

What is the difference between voluntary and forced migration?

What was the process by which various groups migrated to the US/N. America?

Conceptual—

What are the differences between ethnicity, race and culture?

What is the difference between assimilation and acculturation?

How do/have push and pull factors influence(d) emigration and immigration?

Debatable-

Why should we study Ethnic Studies?
Why is Ethnic Studies important today?
What types of problems might be addressed through the application of the perspectives introduced through the Ethnic Studies curriculum?How should we describe the United States?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

[Identity chart](#)

[Ethnic Groups webquest](#)

[Stories of Immigration activity](#)


Summative Assessment(s):

[How We Came to America Group Research Activity](#)

[Immigration Acts over the Years Readings and Questions](#)

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
All QCC's for the unit	 Ethnic Groups Webquest Scholars will research the ethnic composition of the United States using US Census and CIA World Factbook.	Scholars with IEP will receive additional time and complete fewer items. Advanced learners will be allowed to write a short

		reflection regarding trends/changes/patterns in demographics between 2010 and 2020.

Content Resources

From 2021-22 Planner

Ethnic Studies Introduction powerpoint https://docs.google.com/presentation/d/1X0GYf_aAMoUTaPR1O7FCXAdIkCJw3fEz4QXVYVLkCpA/edit?usp=sharing

SFSU today video:

<https://youtu.be/vbiF-4dN1rU>

Race and Ethnicity Crash Course Video

<https://youtu.be/7myLgdZhjio>

Adichie's TED Talk The Danger of a Single Story

<https://drive.google.com/file/d/1m5DPJq6243OZFgUH1cxX9wryYhtlYh-l/view>

"Danger of a Single story viewing/reading guide <https://docs.google.com/documerralent/d/1HM5xz5k0YQfoP3ffsKgQ0kEHzzND4BNSF5pg9pKdKZU/edit?usp=sharing>

Mapping Human Migration

<https://www.nationalgeographic.org/media/global-human-journey/>

World Factbook

<https://www.cia.gov/the-world-factbook/countries/united-states/#people-and-society>

World Atlas Quick read and chart <https://www.worldatlas.com/articles/largest-ethnic-groups-and-nationalities-in-the-united-states.html>

Prediction/comparison of ethnicity in US in 2016 & 2060

<https://www.statista.com/statistics/270272/percentage-of-us-population-by-ethnicities/>

2020 Census Statistics Highlight Local Population Changes and Nation's Racial and Ethnic Diversity Article:

https://www.census.gov/newsroom/press-releases/2021/population-changes-nations-diversity.html?utm_source=newsletter&utm_medium=email&utm_campaign=newsletter_axiospm&stream=top

Khan Academy Native American Culture of the Northeast

<https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/a/native-american-culture-of-the-northeast>

Khan Academy Native American Culture of the Southeast

<https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/a/native-american-culture-in-the-southeast>

Khan Academy Native American Culture of the Southeast

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<https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/a/native-american-culture-of-the-plains>

History.com Native American Cultures

<https://www.history.com/topics/native-amer>

History.com Native American Cultures

<https://www.history.com/topics/native-american-history/native-american-cultures>

Britannica Kids American Arctic Peoples

<https://kids.britannica.com/students/article/American-Arctic-peoples/480>

History of Immigration Infographic

<https://drive.google.com/file/d/1Diwg83pk5IEYStarBAvXb9y5iycs3C3H/view?usp=sharing>

Declaration of Human Rights

<https://drive.google.com/file/d/1YTrvwQ9aZxAn6xSblxsmqwf20crNquJM/view?usp=sharing>

Immigration and Relocation-Library of Congress (German)

<https://www.loc.gov/classroom-materials/immigration/german/>

Immigration and Relocation-Library of Congress (Scandinavian)

<https://www.loc.gov/classroom-materials/immigration/scandinavian/>

The History of European Immigrants in the United States Article

<https://docs.google.com/document/d/1dX5do1f3objfqkz3eWq2RPqdXvPqzTZ00HEVKQebtwO/edit?usp=sharing>

Immigration and Relocation-Library of Congress (Polish and Russian)

<https://www.loc.gov/classroom-materials/immigration/polish-russian/>

Immigration and Relocation-Library of Congress (Mexican)

<https://www.loc.gov/classroom-materials/immigration/mexican/>

Immigration and Relocation-Library of Congress (Puerto Rican and Cuban)

<https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/>

Central American Immigration in 1980's

<https://www.migrationpolicy.org/article/central-american-immigrants-united-states-2017>

Immigration and Relocation-Library of Congress (African)

<https://www.loc.gov/classroom-materials/immigration/african/>

Immigration and Relocation-Library of Congress (Chinese)

<https://www.loc.gov/classroom-materials/immigration/chinese/>

Immigration and Relocation-Library of Congress (Japanese)

<https://www.loc.gov/classroom-materials/immigration/japanese/>

Angel Island video

<https://youtu.be/RtQYhNulXxQ>

The Face of Immigration in America Infographic

https://drive.google.com/file/d/1yl-fXs2desxZZP7iMkhh_Ffx8iHRZlZW/view?usp=sharing

Chart of Major sources of U.S. immigrants in 1921

<https://google.discoveryeducation.com/learn/player/5bf55b97-fb0e-4ac7-9fd1-b137a0f55631> Portraits of Immigrants at Ellis island

<https://docs.google.com/document/d/15mxuNhQvN16Oe28CQuZps8m9XNzb0mf2EoUoPxAFH-c/edit?usp=sharing>