



IN HISTORY: IMMIGRATION AND ETHNIC HERITAGE

Lessons

Word Un-scrambler

Overview/Description

Use this activity to familiarize students with the Indiana Historical Society's "IN History: Immigration and Ethnic Heritage" Web site before using other activities. An additional benefit is to increase the students' vocabulary associated with immigration. Students will search for the scrambled words using the Web site's "Glossary" section as a tool and search for the words in use on the Web site.

Grade Level

Elementary (grades 4 and 5), intermediate/middle school (grades 6 and 8), and high school

Academic Standards for the Social Studies

- Indiana Standards (as of Jan. 2010):
 - Grade 4, History, Standard 1, Historical Knowledge, Statehood: 1816 to 1851 (4.1.6); Growth and Development: 1900 to 1950 (4.1.11 and 4.1.12); Contemporary Indiana: 1950–Present (4.1.13 and 4.1.14); and Geography, Standard 3, Human Systems (4.3.10)
 - Grade 5, History, Standard 1, Chronological Thinking, Historical Comprehension, Research (5.1.19)
 - Grade 6, History, Standard 1, Research Capabilities (6.1.21); and Geography, Standard 3, Places and Regions (6.3.3); and Geography, Standard 3, Human Systems (6.3.9 and 6.3.10)
 - Grade 8, History, Standard 1, National Expansion and Reform: 1801 to 1861 (8.1.15); The Civil War and Reconstruction Period: 1850 to 1877 (8.1.25); and Geography, Standard 3, Human Systems (8.3.9)
 - High School, History, Standard 1, Early National Development: 1775 to 1877 (USH.1.4); and History, Standard 2, Development of the Industrial United States: 1870 to 1900 (USH.2.1, USH.2.5 and USH.2.10)
- National Standards (National Council for the Social Studies): III People, Places, and Environments, and V Individuals, Groups, and Institutions

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Social Studies/Historical Concepts

Immigration

Learning/Instructional Objectives

The student will use this activity to familiarize him/her-self with the Indiana Historical Society's "IN History: Immigration and Ethnic Heritage" Web site and the vocabulary used on this site. It is suggested that this lesson be used as an introduction to the Web site's collection of lessons on immigration and cultural heritage.

Time Required

One class period

Materials Required

- Dictionaries
- Pencil and paper
- Student Handout: Word Un-Scrambler
- Internet access to the Indiana Historical Society's "IN History: Immigration and Ethnic Heritage" Web site, "Glossary" section. A lab situation works best; otherwise, make modifications to the directions if students are working with a classroom computer. The "Glossary" section of the Indiana Historical Society's "IN History: Immigration and Ethnic Heritage" Web site provides a free download of this document in PDF format.

Background/Historical Context

Refer to the "INTRODUCTION: Ethnic History in America and Indiana" essay by John Bodnar from *Peopling Indiana: The Ethnic Experience* (Indianapolis: Indiana Historical Society, 1996). The "Introduction" section of the Indiana Historical Society's "IN History: Immigration and Ethnic Heritage" Web site provides a free download of this essay in PDF format.

Teacher's Instructional Plan

Introduction

- Print the student handout.
- Divide the class into small groups.
- Ask each group to unscramble the words on the student handout.
 - Most of the words are listed in the "Glossary" section of the Indiana Historical Society's "IN History: Immigration and Ethnic Heritage" Web site or are imbedded in the definitions of the words.

Word List:

People	Places	Concepts
targnimim	rafiac	asarodip
griteam	liesl dalnis	nottiucos
icetniz	maynreg	theinc
neial	poueer	treegaih
geeruf	thorn caariem	gualneg
deertins	aais	yainnottain

Answers:

People	Places	Concepts
immigrant	Africa	diaspora
migrate	Ellis Island	Constitution
citizen	Germany	ethnic
alien	Europe	heritage
refugee	North America	language
resident	Asia	nationality

- Select from Option A or B to conclude the activity.
 - Option A
 - When all words are unscrambled, construct three meaningful sentences about immigration using at least ONE word from EACH column.

- Use each word only once. You can find definitions for most of these words in the Glossary section on the IHS Web site.
 - Set a timer and give students an appropriate amount of time to complete the assignment.
 - Allow time for the students to share their findings/sentences with the other groups.
- Option B
 - Have the students build their own “Un-scrambler” words for bonus points.

Evaluation and Assessment

Consider using a rubric or checklist for evaluating student work.

Additional Resources

Refer to the “Resources” section of the Indiana Historical Society’s Society’s “IN History: Immigration and Ethnic Heritage” Web site for lists of educator and student resources on immigration and ethnic history.

Student Handout: Word Un-Scrambler

Directions:

- Unscramble the following list of words using the Indiana Historical Society’s “IN History: Immigration and Ethnic Heritage” Web site. Most of the words are listed in this Web site’s Glossary or as a part of the glossary’s word definitions.
- Follow your instructor’s directions for additional activities.
- Here is your word list:

People	Places	Concepts
targnimim	rafiac	asarodip
griteam	liesl dalnis	nottiucoins
icetniz	maynreg	theinc
neial	poueer	tregaih
geeruf	thorn caariem	gualneg
deertins	aais	yainnottain