

Teacher Notes



Population Growth and Immigration

Activity 3 Assessing Historical Population Growth of Major Cities and Immigration Patterns and Influences

Activity at a Glance

- ◆ **Subject:** Social Studies
- ◆ **Subject Area:** U. S. History
- ◆ **Category:** Second Industrial Age
- ◆ **Topic:** Urban Growth, Immigration Growth
- ◆ **Grade Level:** 11
- ◆ **Prerequisites:** Student should have thoroughly researched the patterns of population growth and immigration for eight cities from 1800 – 1930. Students should also be familiar with the major trends of the Second Industrial Age in U. S. history.
- ◆ **Total Teaching Time:** 90 Minutes

Materials

- ◆ TI-83 Plus device
- ◆ Student Data Sheet:
**Reporter/Interviewee
Questionnaire**
- ◆ Reporter/Interviewee Questionnaire Rubric
- ◆ LearningCheck™ Application
- ◆ **Activity 3 Interview** edc resource file
- ◆ TI-Navigator™, TI-GRAPH LINK™ Cable, USB Cable
- ◆ Unit-to-unit Cables
- ◆ TI External Keyboard

Activity Overview

This activity assesses student knowledge and comprehension of the significance of the growth of cities and immigration in the United States in the 19th and 20th centuries, as well as the thoroughness of their own research on particular cities and immigration patterns. By playing the role of a reporter and that of an interviewee, students will use their research and their discoveries from the previous activities to create questions and answers that will be asked in interviews to be conducted before the class.

Tip

Students may want to write down their questions and answers using the space designated on Student Data Sheet before transferring their final questions to the **Activity3** edc file on their TI-83 Plus.

Directions***Before the Activity Begins***

Go over the directions on the Student Data Sheet with students to be sure they understand the assignment. Explain the rubric that will be used to grade their responses. Record the role chosen by each student, and ensure that all roles are evenly distributed throughout the class. Distribute the **Activity 3 Interview** edc resource file to the class.

During the Activity

Monitor student progress and answer any questions they may have.

Once students have chosen their roles, ensure that they are formulating questions to their designated interviewee (partner) first. When the students have completed their set of questions, they should exchange what they have written with their partner and answer the questions generated by their partner.

When the students have completed answering their partner's questions, the questions with the answers should be returned to student who wrote the questions. Each student enters their questions and the answers into the **Activity 3 Interview** edc file. This file provides a script they can use during the live interview, if needed.

After the Activity

Have students submit their **Activity 3 Interview** edc file as they finish their interviews. Conduct a debriefing of the interviews, asking which interviews students learned most from, remembered most, and what they felt they could have done better.

Reporter/Interview Questionnaire Rubric

A: Student has a minimum of 15 questions.

- ◆ Questions flow in logical order.
- ◆ Questions use a variety of techniques to draw a complete picture of the interviewee.
- ◆ Questions that solicit simple yes/no answers are always connected to a more in-depth exploration.
- ◆ Questions asked directly draw on what research reveals about the role of the person being interviewed.
- ◆ Answers to the questions are always accurate and relevant.
- ◆ Questions and answers creatively reveal some kind of real-life dilemma or obstacle faced or endured by the interviewee.

B: Student has a minimum of 15 questions.

- ◆ Questions flow in logical order most of the time.
- ◆ Questions use only a limited number of techniques to draw a complete picture of the interviewee.
- ◆ There is a limited use of questions that solicit simple yes/no answers.
- ◆ Questions asked usually draw on what research reveals about the role of the person being interviewed, but are sometimes too general.
- ◆ Answers to the questions are usually accurate and relevant.
- ◆ Questions and answers may reveal some kind of real-life dilemma or obstacle faced or endured by the interviewee, but indirectly, and not necessarily clearly.

C: Student has a minimum of 10 questions.

- ◆ Questions flow in logical order only part of the time.
- ◆ Question techniques do not vary, revealing a limited picture of the interviewee.
- ◆ Frequent use of simple yes/no questions, with little follow-up for more in-depth exploration.
- ◆ Questions asked are very general, drawing to a limited degree on what research reveals about the role of the person being interviewed.

- ◆ Answers to the questions are frequently inaccurate and sometimes do not relate to the facts pertaining to the role of the person being interviewed.
- ◆ Questions and answers reveal little about real-life dilemmas or obstacles faced or endured by the interviewee.

D: Student has fewer than 10 questions.

- ◆ Questions do not flow in logical order.
- ◆ Question techniques reveal little about the interviewee.
- ◆ Majority of questions do not solicit a response beyond simple yes/no or other short responses.
- ◆ Questions asked are very general, rarely drawing on what research reveals about the role of the person being interviewed.
- ◆ Answers to the questions are inaccurate and irrelevant to the actual role of the person being interviewed.
- ◆ Questions and answers reveal little to nothing about real-life dilemmas or obstacles faced or endured by the interviewee.

F: Student has fewer than 5 questions

- ◆ Questions do not flow in logical order.
- ◆ Question techniques reveal nothing about the interviewee.
- ◆ All of the questions solicit simple yes/no or other one-word responses.
- ◆ Questions asked are very general, never drawing on what research reveals about the role of the person being interviewed.
- ◆ Answers to the questions are inaccurate and irrelevant to the role of the person being interviewed.
- ◆ Questions and answers reveal nothing about real-life dilemmas or obstacles faced or endured by the interviewee.

Student Data Sheet

Name: _____

Reporter/Interviewee Questionnaire

Date: _____

Directions

Select one of the roles below, with the exception of the role of the reporter. In addition to the role you choose, you will play the role of a reporter who has been assigned to interview a certain key person (a partner in your group who has chosen a different role from yours.) Use the questions listed below as a guide to writing your interview questions as the reporter. You and your partner (interviewee and interviewer) should consult your notes from the previous activities as well as the research you used as a guide in those activities to create your own interview questions.

Open **Activity 3 Interview** edc on your TI-83 Plus, and enter your questions as directed in the file. After you and your partner have each completed authoring the questions you intend to ask each other in your separate LearningCheck™ AppVars, trade devices, and answer each of the questions that your partner has written. Follow the instructions within the file to answer the questions your partner composed. This will prepare you for the interview that you will conduct before the class. You may use your handheld to guide you during the interview.

When you are finished with the interview, you will send your completed file to the teacher.

Roles

- ◆ Reporter
- ◆ Adult Immigrant (choose your mother country, age, gender, and other details)
- ◆ City official (choose your city from the top ten between 1870 to 1900)
- ◆ U.S.-born worker (choose your city from the top ten between 1870 to 1900)
- ◆ U.S.-born businessman (choose your city from the top ten between 1870 to 1900)

Possible Questions

- ◆ For what reasons did you immigrate to the U.S.?
- ◆ What do you plan to do in America?
- ◆ How old are you?
- ◆ Are you married?

- ◆ Did you travel with your family or did you come alone?
- ◆ Do you plan to return to your country?
- ◆ What type of work do you do here in the U.S.?
- ◆ What did you do back in your homeland? Will you be able to do this here in this city? Why or why not?
- ◆ Do you find it easy for immigrants such as yourself to find work, housing, and other necessities?
- ◆ Why might immigrants be particularly vulnerable to being taken advantage of or otherwise "abused"?
- ◆ What common obstacles do immigrants encounter, and why are these obstacles not easy to overcome?
- ◆ What common obstacles have you encountered as an immigrant in this city?
- ◆ What impact has immigration had on the population of your town, city or state?
- ◆ What was your life like in your homeland?
- ◆ Do you like America now that you are here?
- ◆ Do you believe that there need to be laws to govern immigration?
- ◆ How has your geographic location affected the experiences that you have had?

Student Worksheet

Question: _____

Answer: _____

Question: _____

Answer: _____

Question: _____

Answer: _____

Question: _____

Answer: _____

Question: _____

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