

Immigration to Wisconsin Webquest

Medford School District

Cathy Retzer – retzeca@medford.k12.wi.us

Jacque Grunwald – gruneja@medford.k12.wi.us

Jon Rulien – jon@medford.k12.wi.us

Lisa Jiskra

Subject: Social Studies—History and Culture	Technology/Equipment/Supplies Needed: Computers with Internet access word processing software
Topic: Immigration to Wisconsin	
Grade Level: 4	Collaboration (w/media specialist, other staff): Library Media Specialist
Lesson Length/No of Sessions: Five 45-minute lessons	

Task / Objectives:

1. The students will research immigration to Wisconsin from the early 1800s through present. Using eight possible themes selected, the students will write a letter comparing and contrasting the country of origin with Wisconsin.

Process (strategies & activities):

1. Using Chapter 5 of the *Investigating Wisconsin History* teacher's guide, the phases of immigration will be presented. A point to stress to the students is that immigration to Wisconsin is going on today.
2. The students will be introduced to the Immigration to Wisconsin webquest scenario (<http://www.medford.k12.wi.us/maes/immigration.htm>). After explaining the assignment and showing the students the rubric, they will then begin researching their selected native country from one of the three immigration phases using resources included in the webquest. As they are doing the research, they will be recording their findings on a compare/contrast self check list, which may be printed and then duplicated for a class. The teacher will be monitoring their progress on the checklist (such as, does theme information match immigration phase).
3. Students will use the information obtained to compose a letter home to their native country. The students or teacher may choose whether the end product will be done using a word processor or written on simulated parchment paper. The teacher will use the rubric located on the website to assess their final product. The students may share their letters with the class.
4. Students may be asked to write a response to the reflection question in the webquest conclusion. This will help to generalize and apply the information gained through the webquest.

Resources:

- The webquest is located at <http://www.medford.k12.wi.us/maes/immigration.htm>
- Digital Wisconsin resources and other websites the students will explore are linked on the webquest website
- Students will also be using the Cultural Horizons of Wisconsin CD-ROM
- Teachers will use Chapter 5 of the *Investigating Wisconsin History* teacher's guide in their introduction to this unit
- Teachers may use additional classroom resources

Assessment Rubric:

	3 points	2 points	1 point
Content	Letter is well-written, with accurate details. Writing shows strong voice of the character sending the letter. Word choice is varied and appropriate to time period and culture.	Letter is well-written, with some accurate details. Much of the writing shows strong voice of the character sending the letter. Word choice is somewhat varied and appropriate to time period and culture.	Letter is incomplete, with few accurate details. Writing shows weak voice of the character sending the letter. Word choice is repetitious and inappropriate to time period and culture.
Research	Research and historical accuracy are evident.	Some research and historical accuracy are evident.	Little or no research evident.
Assignment	Five themes were covered well in five separate paragraphs. In each paragraph, the theme is compared/contrasted between Wisconsin and the immigrant's native country.	Four themes were covered well in four separate paragraphs. In each paragraph, the theme is compared/contrasted between Wisconsin and the immigrant's native country.	Four themes were partially covered in four separate paragraphs. In some paragraphs, the theme is compared/contrasted between Wisconsin and the immigrant's native country.
Structure and Mechanics	All sentences are complete with correct punctuation, capitalization, and spelling. All paragraphs contain a main idea followed by detailed sentences.	Most sentences are complete. Most punctuation, capitalization, and spelling are correct. Most paragraphs contain a main idea followed by detailed sentences.	A few sentences are complete with some errors in punctuation, capitalization, and spelling. Few paragraphs contain a main idea followed by detailed sentences.

A = 11-12 points B = 9-10 points C = 7-8 points

D or lower = Less than 7 points

Alignment to Content Standards:

Social Studies B.4.1, B.4.3, B.4.4 E.4.3, E.4.4	Language Arts B.4.1, B.4.2, B.4.3 E.4.1 F.4.1
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Alignment to Information and Technology Literacy Standards:

Media & Technology A4.3	Information & Inquiry B4.1 B4.4 B4.5 B4.6 B4.7 B4.8	Independent Learning	The Learning Community
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Teacher Notes:

The Digital Wisconsin links used in this webquest are only available to those having access to the Medford School District server.

The fourth grade classes will go on a field trip in May to Heritage Hill State Park in Green Bay. Heritage Hill is a living history center that depicts life in Wisconsin throughout its history. Students will be able to use information gained through the webquest to enhance their visit to the history center.

A suggested concluding activity would be an Immigration Day, where students could dress up, read their letter, and share something they learned about the country they studied.