

Immigration Presentation

My group members (get names and contact information): _____

My immigrant group: _____

This project is due: _____

Introduction: To finish our first semester and our unit on immigration, each student will be in a team and present on one of the groups that makes up the citizenship of the United States.

Task: Given a specific immigrant group, prepare an informative PowerPoint presentation on how they came to the United States. You must answer the following questions:

1. Who is your group and where do they come from? Be as specific as possible.
2. During what time period did most of your group travel to the United States?
3. Why did your group choose to come to the United States? What happened in their country that made them leave?
4. What immigration laws or regulations were in place during the time period your group immigrated to the United States?
5. What kind of jobs did your group have after they immigrated to the United States?
6. How was your group treated when they began living in the United States? How did they fit in the societal hierarchy?
7. Describe the cultural/religious factors that made assimilation difficult.
8. Explain any current issues your group might experience.
9. Are there any other facts one needs to know about your group?

The presentation: Each group will present on a different immigrant group. It is very important that you provide the best information to your classmates. Hopefully, they will do the same for you. During the presentation, the group will answer the questions listed above in a PowerPoint format. Those not presenting will take notes on the other presentations. In other words, the whole class will depend on you to provide thorough, accurate information. Each presentation will be around 10 minutes long.

Work turned in: Each group will turn in a packet. Within this packet, you will need to have a copy of all your slides, an annotated bibliography (with a minimum of one source per person in the group), a list of who did what in the presentation and the process you went through to prepare the presentation (i.e. how you divided the work, used your time, held group members accountable), and anything else you used in your presentation.

What is an annotated bibliography?: An annotated bibliography lists a source (please use MLA citation) and provides a paragraph describing the source. The description should summarize what the source is and discuss its usefulness and limitations.

Grading: You will be assessed on the following targets:

SS.HS.CO.ALT.01: I can communicate effectively, both verbally and in writing.			
4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
- Communication is effective, organized, focused and compelling. This may mean: - I present ideas in an articulate and sophisticated sequence. - I demonstrate skillful use of language and style that is compelling and appropriate. - I speak clearly using tone, enunciation and delivery that are engaging.	- Communication is mostly effective, organized, and focused. This may mean: - I organize ideas in a logically sequenced manner that is appropriate to the content. - I use appropriate language and style for the content. - I speak clearly using effective tone, enunciation and delivery.	- Communication is inconsistent, somewhat unorganized and effectiveness is limited. This may mean: - I have attempted to organize the ideas, but the sequence may be illogical or hard to follow. - I use language and style that may not always be appropriate to the task. - I speak in a way that may make it hard for the audience to follow the ideas and be engaged.	- Communication is unclear and includes frequent errors. This may mean: - I have not organized the ideas in any logical manner. - I use language and style that is not appropriate to the task. - I struggle to clearly convey my ideas verbally.

SS.HS.KN.ALT.16: I can explain the process of change and continuity in a society, place or region.			
4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
- I demonstrate detailed, accurate knowledge and understanding relevant to the task, and use relevant historical information and concepts effectively. This may mean: - I can describe the significant events, ideas, and people of a society, place, or region. - I can utilize the chronological history of a society, place, or region, to represent continuity and change.	- I demonstrate sufficient knowledge and understanding relevant to the task or use relevant historical information and concepts. This may mean: - I can identify the significant events, ideas, and people of a society, place, or region. - I can explain and describe the chronological history of a society, place, or region, utilizing continuity, change, sequence, and duration.	- I demonstrate some knowledge and understanding related to the task. I use little or no specific historical information and concepts. This may mean: - I can identify some of the significant events, ideas, and people of a society, place, or region. - I can explain and describe the chronological history of a society, place, or region.	- I have made an attempt, but do not reach a standard described by the higher proficiency levels. This may mean: - I can identify a limited number of the significant events, ideas, and people of a society, place, or region. - I struggle to identify the chronological history of a society, place, or region.

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SS.HS.KN.ALT.18: I can explain the role and impacts of social hierarchies.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
- I demonstrate detailed, accurate knowledge and understanding relevant to the task, and use relevant historical information and concepts effectively. This may mean: - I can identify various groups in society with sophisticated detail. - I can evaluate various reasons, consequences, and interactions of societal hierarchies.	- I demonstrate sufficient knowledge and understanding relevant to the task or use relevant historical information and concepts. This may mean: - I can identify various groups in society. - I can identify various reasons, consequences, and interactions of societal hierarchies.	- I demonstrate some knowledge and understanding related to the task. I use little or no specific historical information and concepts. This may mean: - I can identify various groups in society, but with limited detail or clarity. - I can identify some reasons for, consequences of, and interactions of societal hierarchies.	- I have made an attempt, but do not reach a standard described by the higher proficiency levels. This may mean: - I struggle to identify various groups in society. - I can identify a reason for, consequence of, and interactions of societal hierarchies.

SS.HS.RE.ALT.01: I can effectively conduct and apply research.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
- The research is conducted and presented in a sophisticated and thorough manner. This may mean: - I demonstrate a sophisticated use of a wide variety of sources. - I have cited sources accurately and completely, with no errors.	- The research is conducted and applied effectively. This may mean: - I demonstrate the use of appropriate and relevant sources. - I have cited sources accurately and completely, with minimal errors.	- The research process is limited or incomplete. This may mean: - I have used a limited number of sources, or the sources are not sufficiently relevant to the task. - I have citations that are inaccurate or incomplete.	- There is little or no attempt to follow appropriate research processes. This may mean: - I have used few, if any, relevant sources. - I have made little or no attempt to correctly cite sources.