

# America's Melting Pot Traveling Trunk

## Program Overview

This program covers the second and third waves of immigration to the United States from 1820 through 1924. It also touches upon the time periods prior and post to this period so that your student population can fully participate in all aspects of the program activities. The program's historical and educational content encourages exploring various cultures, keepsakes, and memories, and how all of these factors make America a true melting pot. It is ideal for history students, the ESL classroom, current/family of immigrants, and many other groups.

Immigration is an integral part of the continuing saga that is America. Every decade of our history, “the tired, poor, huddled masses” coming to our shores have sought freedom from tyranny, want, religious persecution, and economic disparity. The immigrant countries of origin, economic situation, religious affiliation, social status, etc. may have changed (or not!) over the years, but the desire to come to America hasn't.

“America's Melting Pot” engages your students in their own appreciation and understanding of the immigrant experience. The program personalizes each student's own life with the immigration story. This trunk program provides you with the immigration history content, activities, object information, and discussion prompts to open up important dialogs into this country's past and current immigrants.

### Kansas

<b>Grade Focus</b>	<b>Applicable Focus Standards</b>
<u>Kindergarten</u> – Sense of Self	<b>Choices have Consequences</b> 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. 1.2 The student will analyze the context and draw conclusions about choices and consequences
<u>First Grade</u> – Families	<b>Rights and responsibilities</b> Previously taught standards, and - 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies. 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.

<p><u>Second Grade</u> – Then and Now (Past and Present)</p>	<p><b>Continuity and Change</b> Previously taught standards, and -</p> <p>4.1 The student will recognize and evaluate continuity and change over time.</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change.</p> <p>4.3 The student will investigate and connect continuity and change to a contemporary issue.</p>
<p><u>Third Grade</u> – Communities (Local History)</p>	<p><b>Identities, beliefs, and practices</b> Previously taught standards, and -</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.</p>
<p><u>Fourth Grade</u>– Kansas and Regions of the United States</p>	<p><b>Dynamic Relationships</b> Previously taught standards, and -</p> <p>5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p> <p>5.3 The student will investigate and connect dynamic relationships to contemporary issues.</p>
<p><u>Fifth Grade</u> – United States History</p>	<p>All of the Above</p>

Missouri

<b>Grade</b>	<b>Applicable Focus Standards</b>
<p><u>Kindergarten</u></p>	<p>3b. Compare your family’s life in the past and present.</p> <p>5a. Identify maps as representations of real places. With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc.</p> <p>7a. Use artifacts to share information on social studies’ topics.</p>
<p><u>First Grade</u></p>	<p>3b. Compare and contrast our community in the past and the present.</p> <p>5a. Identify globes as representations of real places.</p> <p>5b. Locate a place by pointing it out on a map and by describing its relative location.</p> <p>5c. Identify physical characteristics of your community. Describe human characteristics of your community.</p> <p>6d. Describe how your community commemorates its cultural heritage.</p> <p>7a. Identify and analyze primary and secondary social studies’ sources in classroom discussion with guidance and support from an adult. Identify and use artifacts to share information on social studies’ topics.</p>

<p><u>Second Grade</u></p>	<p>3a. Compare the culture and people in our community across multiple time periods.</p> <p>5b. Name and locate the regions in your community.</p> <p>5e. Describe different types of communication and transportation and identify their advantages and disadvantages. Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.</p> <p>5g. Explain how geography affects the way people live today.</p> <p>7a. Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support. Select and use artifacts to share information on social studies' topics.</p>
<p><u>Third Grade</u></p>	<p>3b. Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri. Examine changing cultural interactions and conflicts among Missourians after the Civil War.</p> <p>3c. Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation.</p> <p>4d. Explain factors, past and present, that influence changes in our state's economy.</p> <p>5e. Describe how changes in communication and transportation technologies affect people's lives.</p> <p>7a. Select and analyze primary and secondary social studies' sources to determine importance with guidance and support. Create and use artifacts to share information on social studies' topics.</p>
<p><u>Fourth Grade</u></p>	<p>4d. Explain factors, past and present, that influence changes in state and regional economies.</p> <p>5d. Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.</p> <p>5e. Analyze how changes in communication and transportation technologies affect people's lives.</p> <p>6d. Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.</p> <p>7a. Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support. Analyze and use artifacts to share information on social studies' topics.</p>

<u>Fifth Grade</u>	<ul style="list-style-type: none"><li>3a. Describe the impact of migration on immigrants and the United States c. 1800-2000.</li><li>4a. Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.</li><li>4d. Explain factors, past and present, that influence changes in our nation's economy. Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.</li><li>5d. Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.</li><li>5e. Evaluate how changes in communication and transportation technologies affect people's lives.</li><li>6a. Compare cultural characteristics across historical time periods in the U.S. post c.1800. Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.</li><li>6d. Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.</li><li>7a. Identify, select, analyze, and evaluate resources to create a product of social science inquiry. Evaluate and use artifacts to share information on social studies' topics.</li></ul>
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