Mapping Ethnic Neighborhoods: Lesson Plan for Grade 10

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Lesson Plans

Mapping Ethnic Neighborhoods

Grade(s): 10  
Suggested Time: 2, 45 minute classes

Materials
- Plat map of the Cleveland, OH (1935 and 2002)
- 4-6 transparencies with outline of the city
- Cleveland City Directory 1935
- Several colors of transparency markers
- Associated images

Core Instruction
- Begin by introducing students to urban immigrant tendencies (i.e. clusters, transplanting churches and schools, benevolent societies, celebrations, etc.)
- Teacher will lead a discussion of living conditions and activities in the ethnic neighborhoods using the associated images
- Pass out images and image analysis worksheet to groups
- Students will talk about how the image supports or contradicts perceptions of urban immigrant neighborhoods
- Introduce the mapping project and explain what city directories are and how to use them (like phone books)
- Divide the class into 5 teams and assign each a different ethnic group
- Have each team find the locations of ethnic specific churches, benevolent societies, and organizations
- Using a transparency over a city map, students mark the sites in a specific color
- When the teams have finished, overlay the transparencies to map ethnic clusters in the city

Follow-up Activity
- Students will identify their neighborhood and research the changing ethnic make-up of the area (suburban neighborhoods may have been farms and it may be necessary to teach the use of plat maps)

Assessment
- Students will be evaluated on their photo analysis, the accuracy of their team's performance in the mapping exercise, and the research from the follow-up activity

Standards  
*History 9-10, Benchmark B*: Explain the social, political and economic effects of industrialization.
o  **Indicator:** Grade 10, GLI 1. Explain the effects of industrialization in the United States in the 19th century including: b. Immigration and child labor and their impact on the labor force; d. Urbanization; e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture

*History 9-10, Benchmark F:* Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

o  **Indicator:** Grade 10, GLI 9. Analyze the major political, economic and social developments of the 1920s including: c. African-American migrations from the south to the North; d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan

*People in Societies 9-10, Benchmark C:* Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

o  **Indicator:** Grade 10, GLI 5. Explain the effects of immigration on society in the United States: a. Housing patterns; b. Political affiliation; c. Education system; d. Language; e. Labor practices; f. Religion

*Geography 9-10, Benchmark C:* Analyze the patterns and processes of movement of people, products and ideas.

o  **Indicator:** Grade 10, GLI 3. Analyze the geographic processes that contribute to changes in American society including: a. Industrialization and post-industrialization; b. Urbanization and suburbanization; c. Immigration