

**Name(s):** Katie DeRiche  
**Course:** Art History Institute  
**Unit:** Immigration

**Dates:** April 6 -7, 2009  
**Department:** Social Studies  
**Grade Level:** 12

**Period/Time:** 9/10

**Unit Topic:** Immigration

**Essential Question:** How can the freedom enjoyed by immigrants in the United States be represented using symbolism found in Renaissance Art?

	4/6/09	4/7/09
<b>Objectives</b>	SWBAT analyze the circumstances that result in immigration to the United States. SWBAT identify the legal rights allowed to illegal immigrants in the United States.	SWBAT use symbolism to express their thoughts on freedom and immigration. SWBAT create a collage of the Statue of Liberty using various symbols to represent freedom
<b>Activities/ Procedures</b>	View a power point and video segments showing the history of immigration, the numbers involved and the reasons for immigrating. Discussion on why people choose to leave their native lands to come to the United States.	In a tri-hort setting, students will use magazines and computer print outs to create a collage to represent freedom.
<b>Instructional Strategy</b>	Class discussion, notetaking, brainstorming	Independent art activity tri-hort
<b>Technology</b>	power point, LCD projector	
<b>Materials</b>	Handouts, Video segments	Magazines, art paper, art supplies
<b>Homework</b>	Finish brainstorming. Print color copies of symbols that represent freedom.	Finish collage
<b>Assessment</b>	Teacher assessment of student discussion and brainstorming	Freedom Collage
<a href="#">NJCCS or Curriculum Standards</a>	6.1.12 A. 5, 6.2.12 B. 2, 6.2.12 D. 3	6.1.12 A. 5, 6.2.12 B. 2, 6.2.12 D. 3