

**Instructional Plan for *Joseph Marriner Gerrish Family*  
Social Studies Lesson**

<b>Objectives</b> <i>Students will be able to...</i>	<b>Maine Learning Results – Social Studies</b>	<b>Activities</b>	<b>Assessments</b>
Describe and interpret the family portrait <i>The Joseph Marriner Gerrish Family</i> .	Visual Arts MLR <ul style="list-style-type: none"> <li>• D1 Aesthetics and Criticism (a, b, c)</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions about <i>Joseph Marriner Gerrish Family</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> </ul>
Study and understand the causes of and reasons for immigration.	<ul style="list-style-type: none"> <li>• A1 Researching and Developing Positions on Current Social Studies Issues (a, b, c, d, e)</li> <li>• E1 Historical Knowledge, Concepts, Themes, and Patterns (a, b)</li> <li>• E2 Individual, Cultural, International, and Global Connections in History (a, b)</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and research</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> <li>• Various homework assignments (see below)</li> </ul>
Use maps to identify their family’s country of origin.	<ul style="list-style-type: none"> <li>• A1 Researching and Developing Positions on Current Social Studies Issues (a, b, c, d, e)</li> <li>• D1 Geographic Knowledge, Concepts, Themes, and Patterns (b)</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions and research</li> <li>• Students create maps</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> <li>• Student work – <i>Maps</i></li> </ul>

<p>Conduct family interviews and write oral history reports to understand the role of immigration in their own lives.</p>	<ul style="list-style-type: none"> <li>• A1 Researching and Developing Positions on Current Social Studies Issues (a, b, c, d, e)</li> <li>• E1 Historical Knowledge, Concepts, Themes, and Patterns (a, b)</li> <li>• E2 Individual, Cultural, International, and Global Connections in History (a, b)</li> </ul> <p>Language Arts MLR</p> <ul style="list-style-type: none"> <li>• B1 Interconnected Elements (a, b, c, d, e, f, g, h)</li> <li>• B2 Narrative (a, b, c, d)</li> <li>• C1 Research (a, b, c, d)</li> </ul>	<ul style="list-style-type: none"> <li>• Students think about their own families and draw a family portrait</li> <li>• Students complete several oral history interviews with a variety of family members</li> <li>• Students write a report based on one of those interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Student artwork—<i>Family portrait drawing</i></li> <li>• Student writing—<i>Immigration to Portland</i></li> <li>• Student writing—<i>Oral history questions – family member</i></li> <li>• Student writing—<i>Oral history – oldest member</i></li> <li>• Student writing—<i>Oral history – youngest member</i></li> <li>• Student writing—<i>Final oral history report</i></li> <li>• Peer review—<i>Immigration and family history</i></li> <li>• Self-assessment—<i>Immigration and family history</i></li> </ul>
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