

Topic: Immigration and migration/Community settlement

Grade/Subject: 3rd/Social Studies

Idaho Content Standards:

- 3.SS.1.2.2 Describe how migration and immigration are continuous processes.
- 3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people.
- 3.SS.2.3.1 Analyze past and present settlement patterns of the community.
- 3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community.

Guiding/essential questions and learning activities:

Carole Simon-Smolinski's presentation about mining in our area held many pertinent ideas that fit the social studies standards for 3rd grade. The topic I would really like to cover with my students next year is the reasons for migration to our area and how our communities were started. Included in this would also be a discussion of the diverse population that made up these communities and whether that has changed over the years. I think it's very important for the students to learn about this topic because it's part of our state and local history. When a topic can be tied to something students already know about (e.g. our communities now compared to then), students have more fun and gain a better understanding of the topic.

1. Why did people migrate to Idaho/Hell's Canyon region?

Activity: Students will brainstorm ideas in groups of what they think might be reasons to move from one area of the country (or from a different country entirely) to another. They will discuss, particularly, why someone might want to move to Idaho/Hell's Canyon region. We will then discuss as a class what the students came up with. I will fill in any missing ideas.

2. How did the communities of Lewiston and Clarkston get started?

How is this the same/different from our own community?

Activity: I would like to do something similar to Garry Bush's presentation, which was a pictorial history of the valley. I would provide students with a variety of pictures that give a good representation of Lewiston/Clarkston. The goal would be to get students to draw conclusions based on the pictures that would lead them to figure out all the things that led to the start of these communities. I would then have the students discuss our own community and what they think led to the settlement. Then we could compare/contrast using a Venn diagram, first in groups, then as a class. For pictures of Lewiston, see attached PowerPoint.

Links to websites/pictures for Lewiston:

<http://historylink.org/?keyword=lewiston%2C+id&DisplayPage=results.cfm>

3. What types of people made up the population of these communities then (race, gender, etc.)? Has it changed since then?

Activity: Students will research population data (past and present) on the internet. They will chart their information. We will discuss their results as a class.

Assessment:

- Observation during discussion
- Venn Diagram/comparison chart
- Population data activity
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"Lewiston, Idaho, and the Snake River, ca. 1900"



Image from Washington State Univ. Archives

Design of the Snake River between Lewiston Idaho and
Clarkston, Wash.





LONDON-CLARKSON BRIDGE WINTER





