**TGA Lesson Plan:** 

***The American City***

|  |
| --- |
| **Created by: Michael Robinson Houston High School, Germantown, TN** |
| **Grade Level: 11th** | **Course Title: U.S. History and Geography** |
| **State Standard(s)** | US. 9 - Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society… |
| **Time Required** | One 45-55 minute class period...longer if you do all of the optional activities. |

|  |  |
| --- | --- |
| **Slide****Number(s)** | **Lesson Outline** |
| **1-4** | Introduction to the lesson with Tennessee Standards and connections to Common Core. |
| **5-9** | Review with students where in the United States there are significant numbers of African-Americans, Asians, Hispanics, and Whites. |
| **10-11** | Optional / Additional Activity for American Ancestry. |
| **12** | Optional Activity: Have students explain each of the political cartoons. |
| **13-20** | Discuss with students how different neighborhoods look in Los Angeles. The maps shown on slides 15-17 are mental maps completed by persons from each of the neighborhoods:Westwood: wealthy, much bigger world---travel around the area.Boyle Heights: poor, small world---aware of the bus depot because they do not have a car. |
| **21-23** | Discuss the differences between “race” and “ethnicity.” |
| **24-28** | Have students answer the following: What do you notice about the diversity in our four largest cities?Students will determine that in all cities there are ethnic neighborhoods. |
| **29-30** | Demonstrates how a body of water and zoo can divide different groups. |
| **31-34** | Demonstrates how roads divide different groups of people. |
| **35-41** | Summary of how neighborhoods are divided. |
| **42-45** | Discuss with students how to read / interpret the maps. |
| **46** | Print out slide 46 and pass out to students to complete. |
| **47-52** | Example of how the student activity works |
| **53-88** | Show each of the slides as students complete slide 46. |
| **89-104** | Answers to the handout on slide 46. |
| **105-107** | If you have the students complete the activity in groups, then you can use these slides in case there is a tie in how many answers each group got to correct. |
| **108-109** | How much do students know about the closest major city to where they live? Students try to locate each item on the list on the map. The answers are on slide 109 for the Shelby County, TN example. |
| **110-120** | Additional Slide Examples: Review slides to show the differences between census tracts in the Phoenix metro area. |