

“Come One, Come All” Grades 3-8

correlation with Missouri State Standards

Missouri History Museum




Grade Level Expectations

GLE	Component	Content
Social Studies		
SS 3a.G. “Knowledge of contributions of non-Missourians”	Gallery Visit: Stations A, B, C	Missouri has a rich history of immigration. These groups have contributed to the economy and culture of St. Louis and Missouri.
SS 4. A, B, D, H, K. “Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events” and “Understanding the consequences of personal and public economic decisions” and “Interdependence of households, businesses and governments” and “Understanding the roles of people, business, and government in economic systems of the United States” and “Understanding the roles of government in a market economy”	Gallery Visit: Stations A, B, C, D	Push and pull factors are important concepts in the discussion of immigration/emigration in the history of St. Louis. As each of these concepts is introduced, students will be asked to identify with the people who decide to immigrate to America. Who is here, and why did they arrive? What factors cause people to leave their homelands and forge a new identity in a new place far from their homeland? What barriers must immigrants overcome to mesh into American culture? These questions are explored through discussion of citizenships and naturalization, push factors, pull factors, and forging new identities.

<p>SS 6. A, B, C, D, F, G, H, I, J, M, O. "Cultures meeting the needs of people" and "Groups meeting the needs of individuals" and "Methods of resolving conflicts" and "Knowledge of how needs of individuals are met" and "Effects of actions, cultural, traditions and institutions" and "Effect of laws and events on relationships" and "Effect of personal and group experiences on perceptions" and "Changing ideas, concepts and traditions" and "Methods of resolving conflicts" and "Major social institutions" and "Causes, effects and resolutions of cultural conflict"</p>	<p>Gallery Visit: stations A, B, C</p>	<p>The gallery visit focuses on the history of immigration in Missouri. Who is here, and why did they arrive? What factors cause people to leave their homelands and forge a new identity in a new place far from their homeland? What barriers must immigrants overcome to mesh into American culture? These questions are explored through discussion of citizenships and naturalization, push factors, pull factors, and forging new identities.</p>
<p>SS 7.A. "Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry"</p>	<p>Gallery Visit: Station A</p>	<p>Students analyze charts, graphs, and maps to learn about immigration patterns in Missouri.</p>
<p>Communication Arts</p>		
<p>Writing 3.A, E. "Write effectively in various forms and types of writing" and "Narrative and Descriptive Writing" and "Audience and Purpose"</p>	<p>Gallery Visit Station D</p>	<p>In a creative writing activity, students will use their self-identity as inspiration to write a poem.</p>
<p>Listening and Speaking 1.A, B, C. "Develop and apply effective listening skills and strategies" and "Purpose for Listening" and "Listening Behavior" and "Discussion and Presentation"</p>	<p>Gallery Visit Stations A,B,C,D</p>	<p>Students listen to directions given by museum staff and respond appropriately. Guides will discuss the exhibit and related history with students, asking for their perspectives. Students may be asked to share their work with the group.</p>

MAP Testing Tie-Ins

- ✓ Interns are requested to use the twelve questions words that appear in MAP testing: *Analyze, Infer, Predict, Support, Identify, Explain, Trace (as in a timeline), Paraphrase, Evaluate, Formulate, Justify, Define, Describe, Compare, Contrast.* The scenario demonstrates ways to integrate these "power words" into the interpretation of this gallery.