**Teacher:** Rebecca Bryan **Grade:**  6th - 8th

**Curricular Area:** Social Studies

**Standards:** Iowa Core Curriculum, Content Area: Social Studies, Discipline: Behavioral Sciences, Essential Concept/Skill Set 4: Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.

Iowa Core Curriculum, Content Area: Social Studies, Discipline: History, Essential Concept/Skill Set 4: Understand the role of culture and cultural diffusion on the development and maintenance of societies.

**Lesson Objectives:** Students will determine which items they would bring with them in order to find success and happiness if they emigrated to another country.

**Materials:** A duffle bag the approximate dimensions as the trunk at the museum - $29.95 + shipping -[**Big Duffles.com**](http://bigduffles.com/product/40_gear_duffle_bag_roll.html), websites that provide the following information: living/traveling in various countries, customs and behavior in various countries, climate and weather conditions in various countries, economics and safety statuses in various countries (see below).

**Web Links:**

[US Government Travel Advisor](http://travel.state.gov/content/passports/english/country.html)

[Cross Cultural Understanding](http://www.culturecrossing.net/index.php)

[International Etiquette](http://www.vayama.com/etiquette/ukraine/)

[World Fact Book](https://www.cia.gov/library/publications/the-world-factbook/)

[World Weather](http://www.worldweather.org/)

**Instruction/Modeling/Checking for Understanding:**

Students are instructed that they will be emigrating to a particular country in the world. (Each student can be assigned to a different country, with a wide variety of countries from different continents as the goal). They are allowed to bring with them only what they can fit in the duffle bag (dimensions - 39” \* 20” \* 20”). Each item they place in the duffle bag must come with an explanation of how it will bring them success or happiness in their new life. Each item should fall into one of the following three categories:

1) Items necessary for the journey to their new home

2) Items necessary for starting a new life

3) Items that help them remember their home country

Students will visit the museum, where a museum guide will show them items that a typical immigrant from Denmark would have brought with them to the “New World” in the 1800’s. The museum guide will explain the reason behind each item chosen, and how these items would have helped the immigrant find success and/or happiness in their new home.

**Guided Practice:** Students will be given some guidance on the types of items they may want to bring and why. Students will be advised that they will need to research the country in order to know what will be available there, what will not, what will be useful, what will not, what will be important to have and what will not. For example, students will determine the best type of clothing to bring by researching the climate and weather of their new country.

**Closure/Evaluation/Assessment:** Each student will “unpack their trunk” for the class, explaining what they would bring with them and why. What they list (or you can have them actually bring items from home) must fit in the space provided (dimensions - 39” \* 20” \* 20”).

**Independent Practice:** Students will research their country in order to determine the usefulness and availability of the items they will want to have with them in their new land.

**Activities/Extension of Lesson:** Students can call an immigrant aid organization to ask what items new immigrants are most in need of. They may hold a drive and collect these items to donate.