

**Lesson Topic:**  
**Maps of Foreign-Born Populations of Boston**

**Essential Question:** How do maps tell a story of where immigrants tend to settle in large numbers and their countries of origin?

**Grade:** 4

**Standard/s:**

*Common Core State Standards*

*CCSS.ELA – LITERACY.RI.4.9*

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

*Massachusetts History & Social Studies Standards*

*Concepts and Skills- History and Geography*

2. Interpret a map using information from its title, compass rose, scale, and legend. (G)

*Learning Standards-*

4.15: Describe the diverse nature of the American people by identifying the distinctive contributions to the American culture of:

- A. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuits).
- B. African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20<sup>th</sup> century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.
- C. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians).
- D. major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19<sup>th</sup> and 20<sup>th</sup> centuries, locating their countries of origin and where they tended to settle in large numbers. (H, G)

**Content Objective/s:**

Students will be able to interpret information from a set of six maps.

**Language Objective/s:**

Students will be able to make statements orally and in writing about the maps based on the data observed.



**Materials (copies below or online)**

Map of Boston's Top Foreign-Born Populations: [Cape Verdeans](#)

Map of Boston's Top Foreign-Born Populations: [Vietnamese](#)

Map of Boston's Top Foreign-Born Populations: [Chinese](#)

Map of Boston's Top Foreign-Born Populations: [Dominicans](#)

Map of Boston's Top Foreign-Born Populations: [Haitians](#)

Map of Boston's Top Foreign-Born Populations: [Salvadorans](#)

Graphic Organizer: Box Chart

Computers (*recommended*)

*Leventhal Map Center: City of Neighborhoods Exhibit*

<https://collections.leventhalmap.org/exhibits/9>

**Vocabulary:**

Foreign-Born

Census

Neighborhoods

Demographic

20<sup>th</sup> Century

21<sup>st</sup> Century

**Procedures:****1. Preview**

- a. Students will complete the preview activity at their seats before coming together to discuss the preview question and prior to delving into the mini-lesson.
  - i. **Preview Question:** *What immigrant groups live in Boston today?*

**2. Mini-lesson/Note-making Activity:**

- a. **Connection:** The teacher will review information regarding immigration including the high immigration of European groups at the turn of the 20<sup>th</sup> Century.

**Guiding Questions:** *Why do people leave their homelands? How do people leave their homelands? Where do immigrant groups tend to settle?*

- b. **Turn & Talk:** Students will turn to a partner and share their response to the preview question: "What immigrant groups live in Boston today?"
- c. **Teach:** The teacher will introduce the concept that "*Maps share data. Maps can represent different data sets and the data can change as we have new information.*"
  - i. The teacher will share that today they will be looking at six maps that represent Boston's top foreign-born populations.

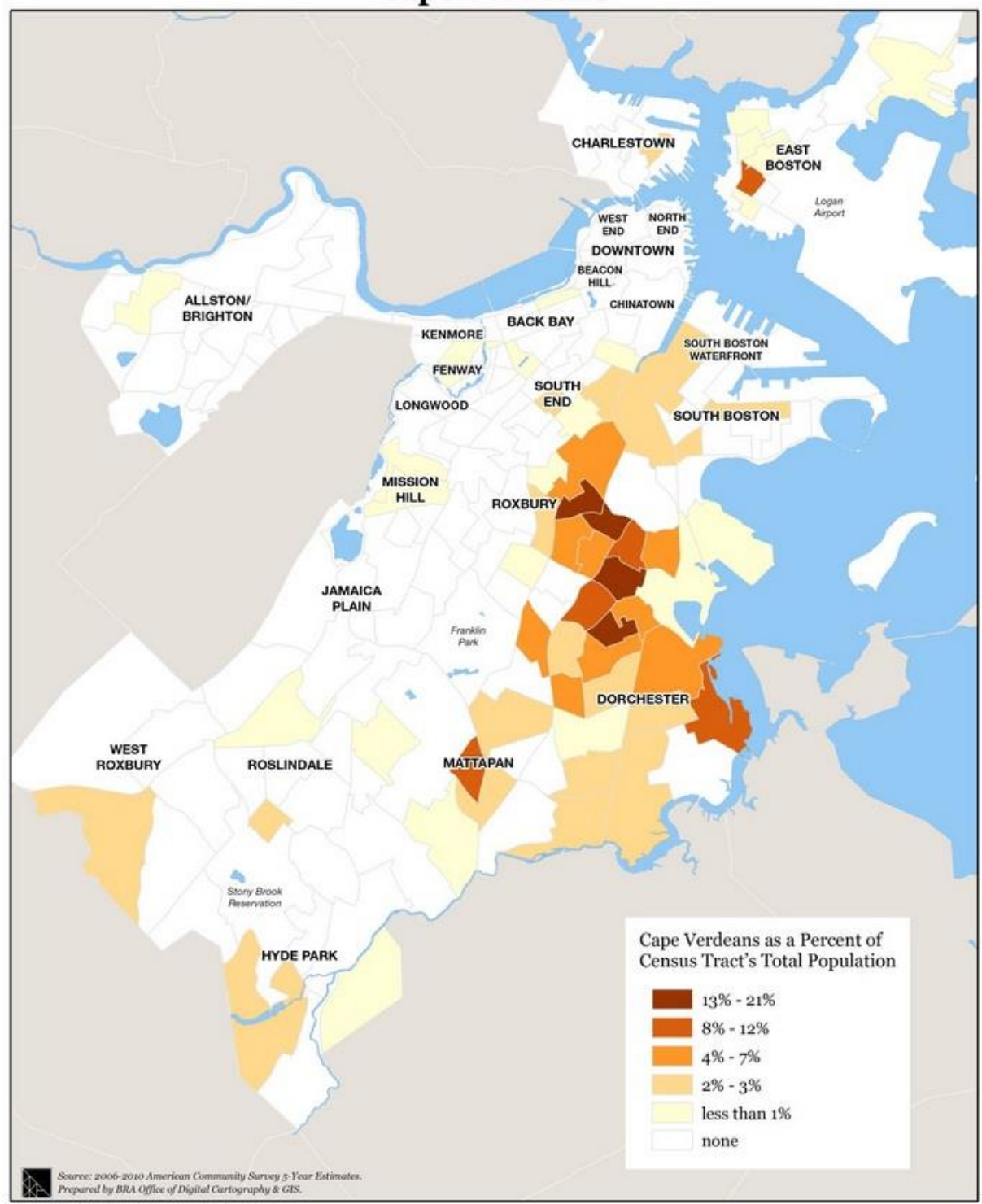


**Guiding Questions:** *What do you think is meant by foreign-born? What do you think is meant by the term “top” in this context? What information would the cartographer have to know to make these maps?*

- ii. The teacher will then introduce the six maps of *Boston’s Top Foreign-Born Populations*, sharing that the Boston Redevelopment Authority based on data collected during the 2010 census created the maps. After introducing the maps, the teacher will review and define the key vocabulary for the students.
  - iii. The teacher will then introduce the box chart and explain how it will help the students collect and organize information from the six maps.
  - iv. **Independent Work:** Students will work with a partner to complete the graphic organizer to collect and organize information from the six maps.
- d. **Share:** Students will report the information from the box chart and reflect on the process of analyzing maps.
3. **Processing Activity:** Students will answer the following question: Based on your analysis of the six maps representing the settlement of different immigrant groups, what can you infer about how and where immigrant groups settle? Why do you think settlement happens in that way?
4. **Extension:** After completing the assignment, students may research the settlement of an immigrant group not represented in one of the six maps.



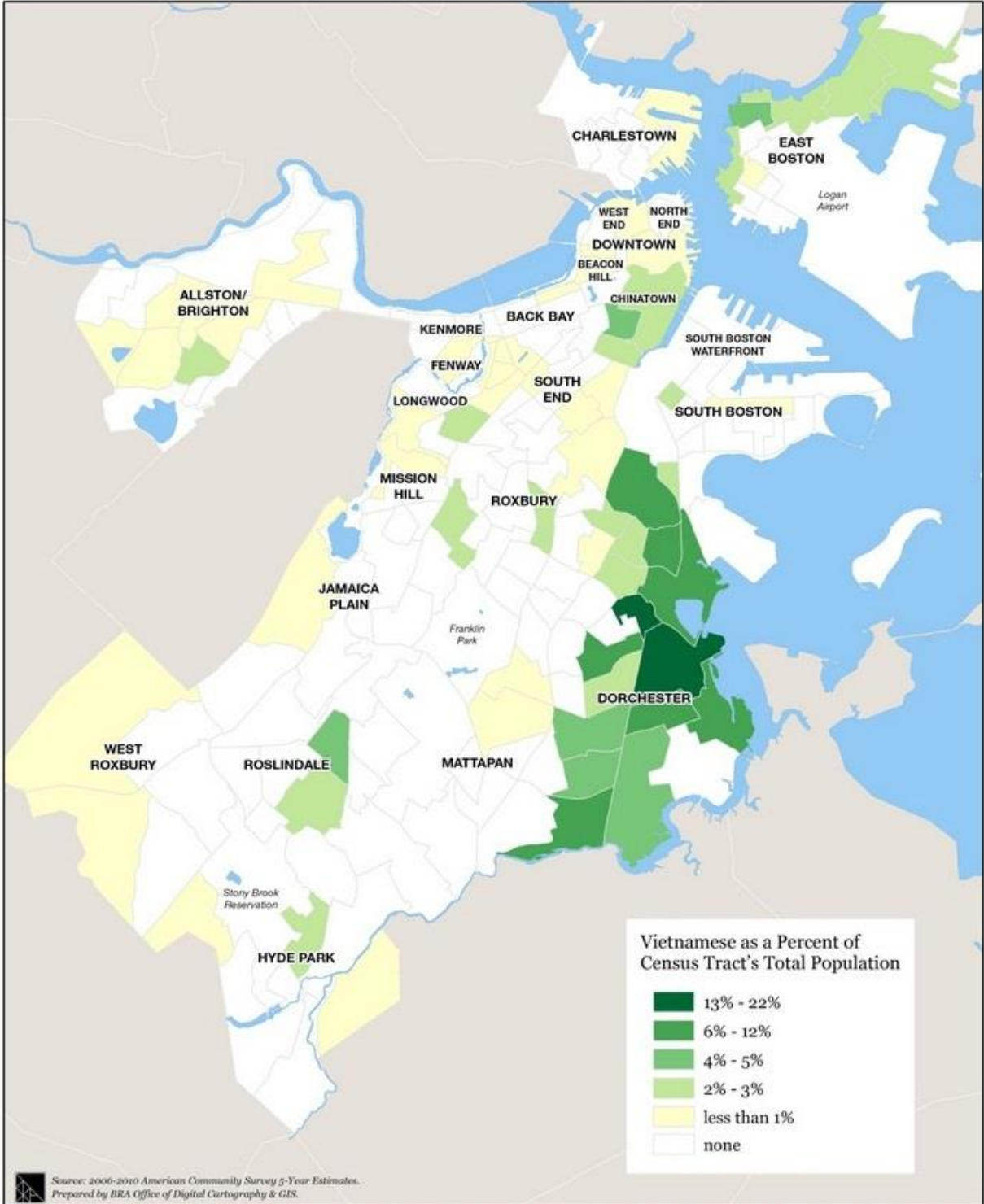
# Boston's Top Foreign-Born Populations: Cape Verdeans



Source: 2006-2010 American Community Survey 5-Year Estimates.  
Prepared by BRA Office of Digital Cartography & GIS.

Source: Boston Redevelopment Authority, Research Division  
Maps by Boston Redevelopment Authority, Office of Digital Cartography and GIS

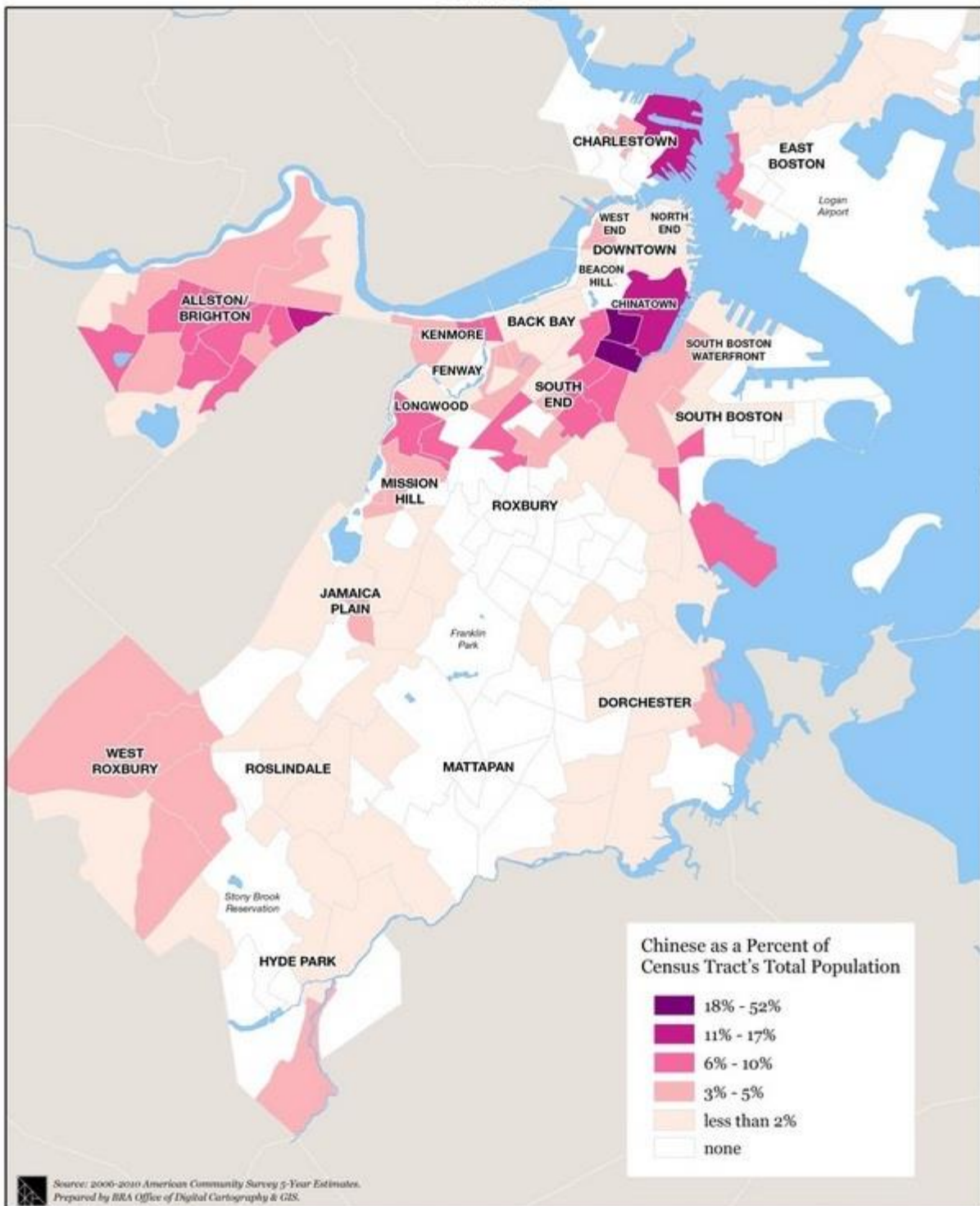
### Boston's Top Foreign-Born Populations: Vietnamese



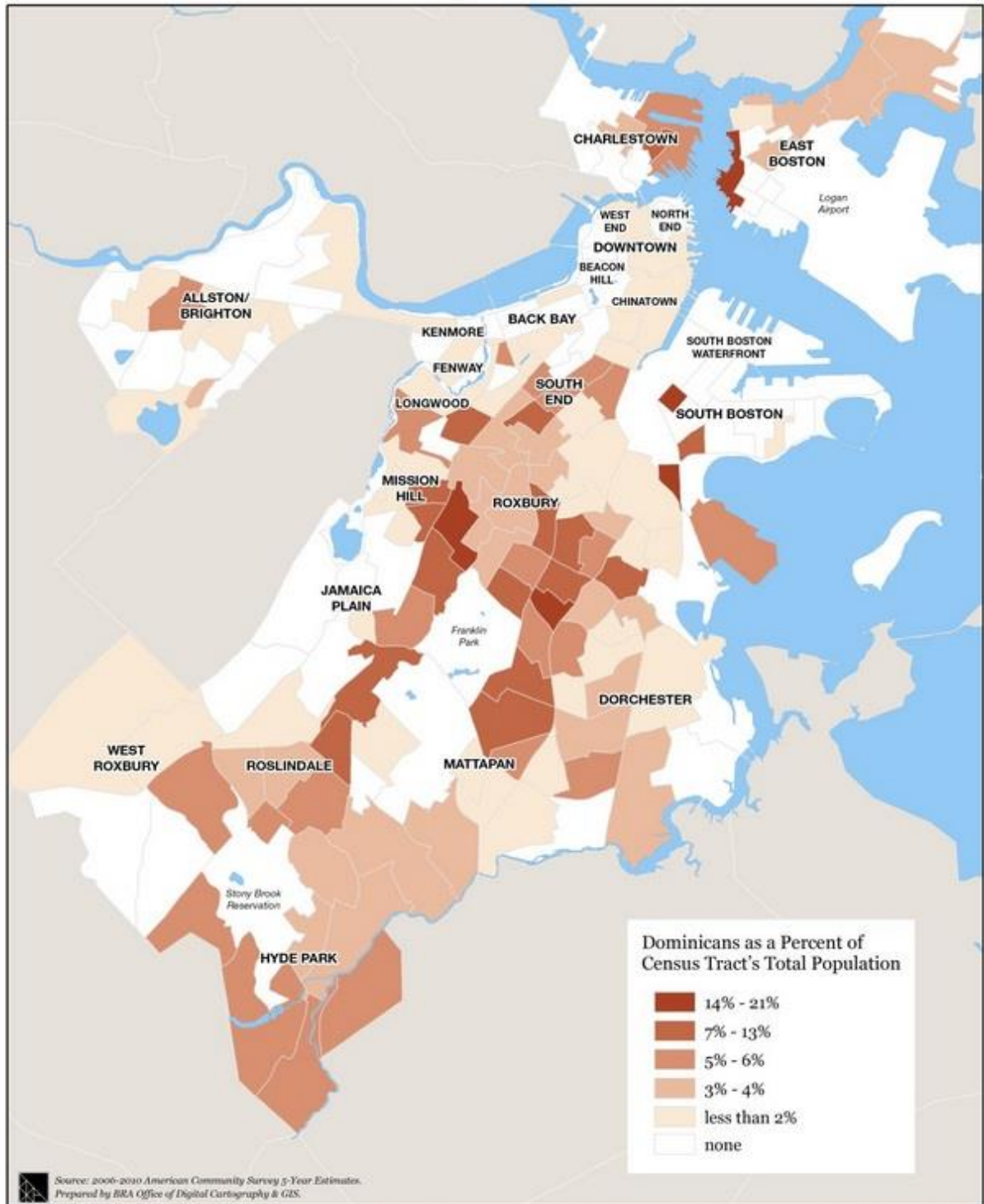
Source: 2006-2010 American Community Survey 5-Year Estimates.  
Prepared by BRA Office of Digital Cartography & GIS.  
Source: Boston Redevelopment Authority, Research Division  
Maps by Boston Redevelopment Authority, Office of Digital Cartography and GIS



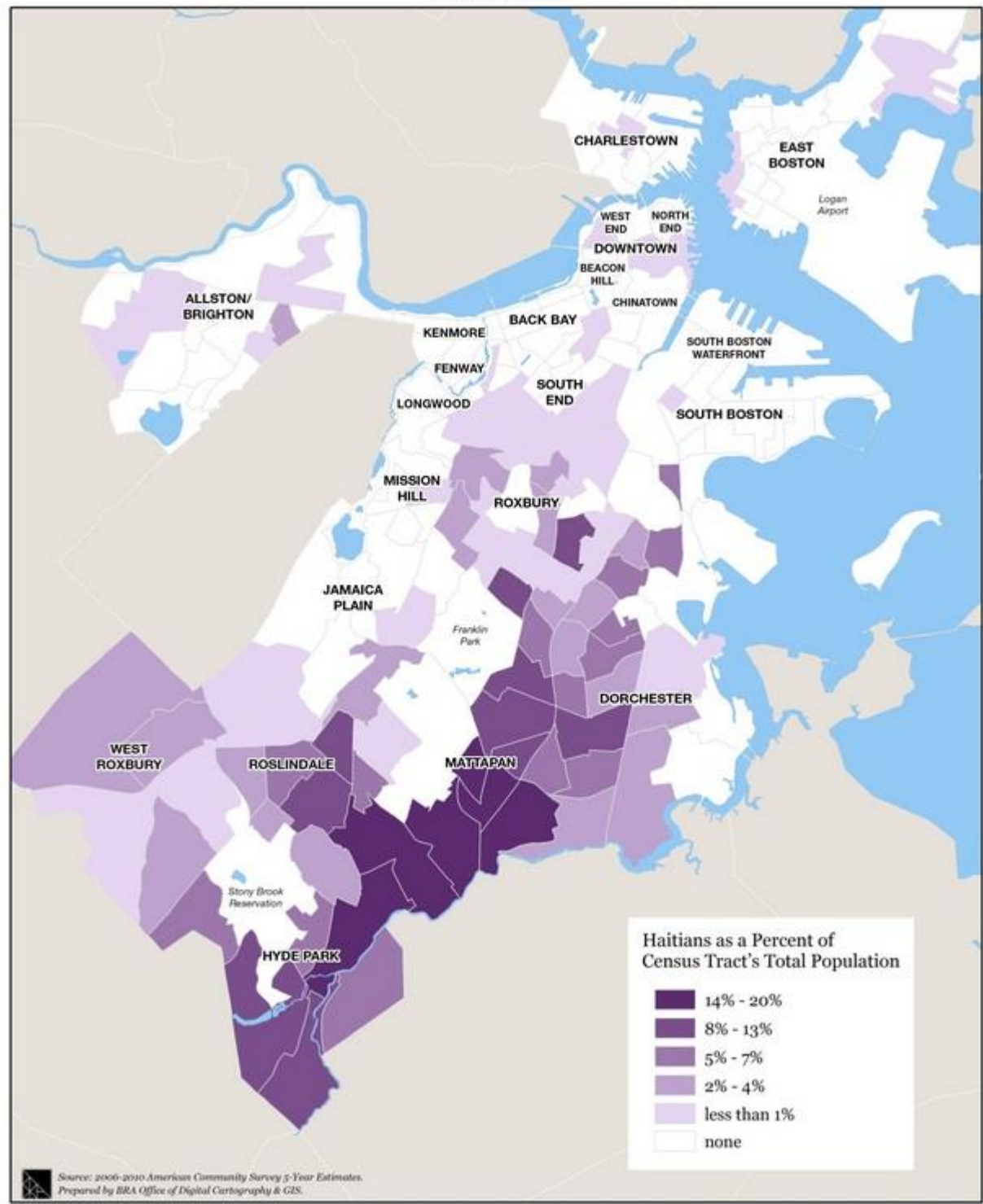
## Boston's Top Foreign-Born Populations: Chinese



### Boston's Top Foreign-Born Populations: Dominicans

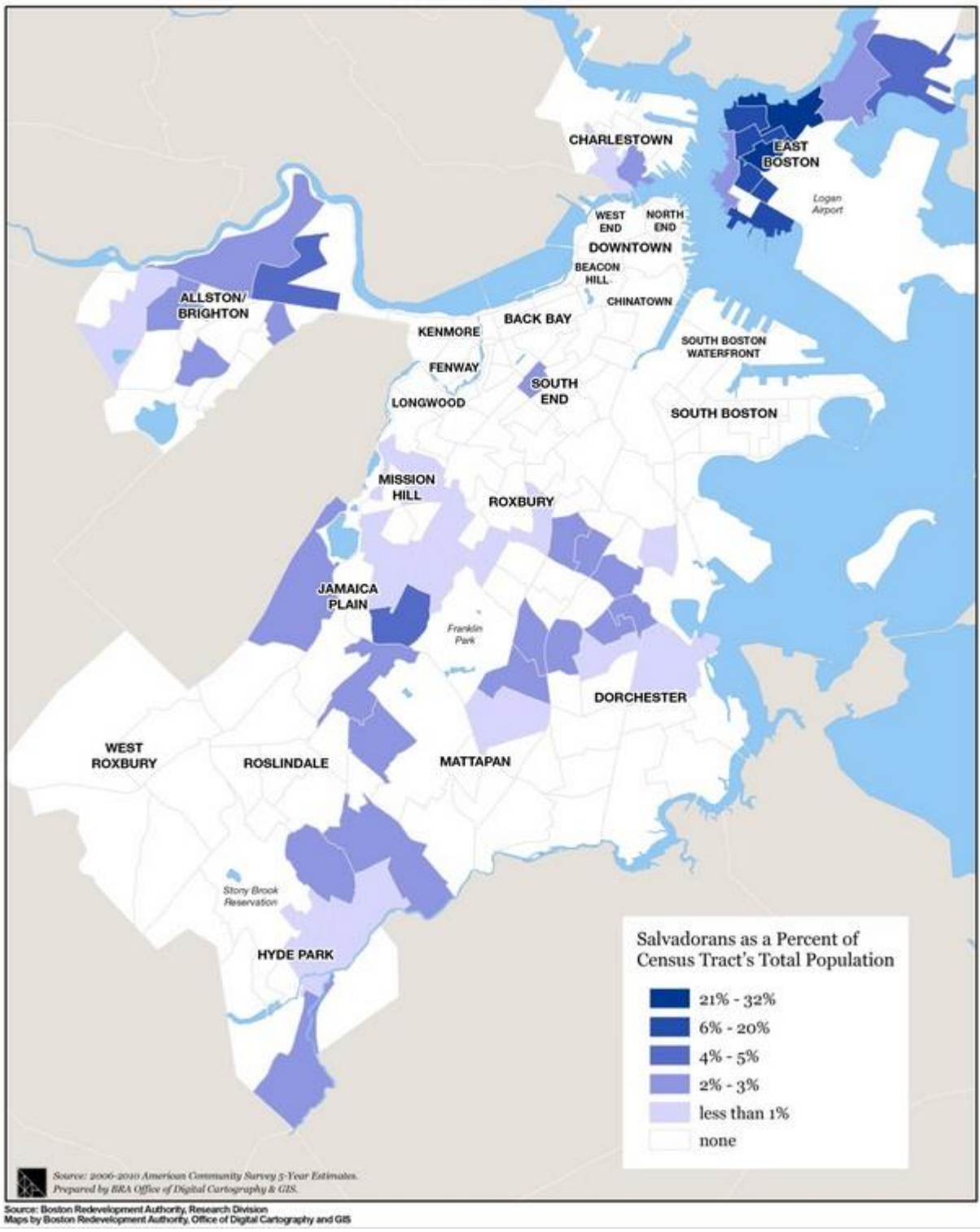


### Boston's Top Foreign-Born Populations: **Haitians**





### Boston's Top Foreign-Born Populations: Salvadorans



	<b>Which neighborhoods represent more than 1% of the population?</b>	<b>Which neighborhoods represent none or less than 1% of the population?</b>	<b>Which neighborhoods represent the highest percentage of the population?</b>
Map of Boston's Top Foreign-Born Populations: Dominicans			
Map of Boston's Top Foreign-Born Populations: Haitians			
Map of Boston's Top Foreign-Born Populations: Salvadorans			
Map of Boston's Top Foreign-Born Populations: Vietnamese			
Map of Boston's Top Foreign-Born Populations: Cape Verdeans			
Map of Boston's Top Foreign-Born Populations: Chinese			

Based on data collected from the maps what did you notice? Write 6 data statements based on information from the maps. For example, *I noticed that there are zero percent of Haitians living in the Back Bay.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Which immigrant groups are not represented in these maps? Why do you think they are not represented?

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