

Moovin' and Groovin'

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INTRODUCTION

What is migration? This is a question that my fifth grade students and I will delve into very deeply during this six-week interdisciplinary unit. Is moving from Houston to Austin for a new job migration? How about from Texas to California? What if the reason you are moving is only temporary, like going off to college? What if you are just moving for two months? One month? A week? What if you are not leaving of your own free will? What factors define migration? Time? Distance? Motivation? Would a scientist define it differently than a sociologist? Before we can really get into this unit, we need to have a clear understanding of what migration is. Once we have defined this as a class, we will delve deeper into the meat of the unit.

The theme of my unit is "Living things migrate and adapt to new situations." The unit is organized around three major areas of inquiry: 1) when, where and why people migrate, 2) the migration of our ancestors, and 3) how migrating groups adapt. We will do a case study of early American immigration to the United States because fifth grade focuses on United States history, but we will also look at major United States immigration trends from the 1700s to present time.

The first area of inquiry that we will study is when, where, and why people migrate. We will look at migration to the United States from the beginning of time. This study will begin in the Ice Age, about 30,000 years ago, with the first Americans crossing the Bering Sea on the bridge of land from Asia to America. We will then look at the Vikings and later, European "discovery" and exploration of America. We will take a careful look at the first American settlements in the 15th century starting with Spain and then England in the 1500s. Students will learn about the thirteen original colonies. They must understand the causes of European colonization to the United States: freedom of religion, a better life, fleeing persecution, land, etc. We will look at forced migrations versus voluntary and push and pull factors. Students should be able to explain when, where, and why groups of people colonized and settled in the United States. These are 5th grade social studies objectives in the state of Texas. Eventually, we will expand our inquiry beyond U.S. colonial migration to present day migrations in the U.S. Students will realize that the United States was built by immigrants.

The second major area of inquiry that students will study is the migration of their ancestors. Students will need to do some research in order to discover their own family history of migration. They must learn when, where, and why their ancestors migrated. They will try to discover the adaptations their ancestors had to make when coming to this country and how this affected them. Finally, they will look at the effects their ancestors had on the existing community. One way to do this is to look at the contributions made by their ancestors.

The third area of study is focused on learning how migrating groups adapt. In fifth grade, the student must understand how people adapt to and modify their environment. Students must be able to identify reasons why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs. They should also be able to describe ways people have adapted to and modified their environment in the United States, past and present. We will do this through a case study of colonial migrations to the

United States. Students will look specifically at how and why their customs, language, food, jobs, education, rights, religion, etc. changed as a result of their migration. Once the students understand how and why migrating groups adapted in colonial days, we will look at present day adaptations of migrating groups and apply that to our existing knowledge.

A goal of this unit which goes beyond the basic knowledge about immigration is to affect students' attitudes and behaviors. Hopefully through this unit students will learn to be caring, empathetic, appreciative, confident, open-minded, respectful, and tolerant inquirers and communicators. These characteristics will be developed throughout the different activities in which they will be participating.

HISTORY OF U.S. MIGRATION

Native Americans

Migration to the United States started way back around 30,000 B.C. at the height of the Ice Age. It is believed that at this time most of the world's water was locked up in vast continental ice sheets. As a result, the Bering Sea was hundreds of meters below its current level, and a land bridge emerged between Asia and North America. It was thought to have been up to about 1,500 kilometers wide. This area attracted a lot of large animals due to the climate and vegetation there. It was a moist and treeless tundra, covered with grasses and plant life ("Outline of U.S. History").

The first people to reach North America are believed to have been following the large game as their ancestors had for thousands of years. After entering Alaska, these first North Americans would continue south to what is now the United States. This migration would take them thousands of years as they worked their way through great openings in the glaciers.

Eventually, the mammoth began to die out and the bison took its place as a principal source of food and hides for these early North Americans. Native Americans at this time were principally hunters and gatherers. They built homes that were easy to disassemble and reassemble in order to follow their food sources. Over time, as more and more species of large game vanished, whether from over-hunting or natural causes, the Native American began to gather more of their food: plants, nuts, berries and seeds. Gradually, foraging and the first attempts at primitive agriculture appeared. Native Americans in what is now central Mexico led the way, cultivating corn, squash, and beans, perhaps as early as 8,000 B.C. Slowly, this knowledge spread northward. This new knowledge about farming allowed the Native Americans to build permanent dwellings and to stay in one place ("Outline of U.S. History").

Vikings

The first Europeans to arrive in North America, at least the first for whom there is solid evidence, were Norse, traveling west from Greenland, where Erik the Red had founded a settlement around the year 985. He was exiled from Norway and Iceland for manslaughter and went on a voyage of discovery to look for and explore a new land sighted some fifty years earlier by a Norwegian sailor named Gunnbjorn. He called the land Greenland. He took colonists from Iceland to establish permanent settlements there in 986. In 1001 his son Leif is thought to have explored the northeast coast of what is now Canada and spent at least one winter there. While Norse sagas suggest that Viking sailors explored the Atlantic coast of North America down as far as the Bahamas, such claims remain unproven ("Outline of U.S. History"; "American History Timeline").

Columbus

Even though the country had been inhabited by Indians for many centuries, Christopher Columbus has become famous as the man who "discovered" America in 1492. However, he was not even the first European to reach the North American continent.

People were interested in the wealth and culture of Asia because of Marco Polo's travel book about Asia. In those days, Europeans vaguely called the whole East Asian continent "India." The compass was first discovered in China. It started to be used in the 11th and 12th Centuries. Its introduction in Europe made it possible for the explorers to voyage across the oceans. Since the 14th Century, Europeans had needed many spices such as pepper to cook their meat. It brought big profit as a valuable trade item. In those days Portugal and Spain were rivals. So the monarchs of Portugal and Spain hoped their location on the Atlantic Ocean would allow them to make a big profit from the spice trade (Okubo).

Columbus, a sailor from Italy, proposed to Isabella, the queen of Spain, a voyage of exploration to find a shorter route to Asia. Columbus believed Toscanelli's theory that earth is a sphere and the shortest way to go to "India" was by a western route. The queen accepted his proposal and backed this historic voyage. Columbus planned the voyage accordingly.

On August 3, 1492, Columbus sailed with three ships called the *Pinta*, the *Niña*, and the *Santa Maria*. After the difficult voyage that took about seventy days, they finally arrived at the American continent on October 12, 1492. He stuck a cross in the ground and claimed all the lands for Spain. When he returned to Spain he took some of the natives back with him. After that he repeated to voyage three times and he even landed on the coast of the South American continent. He named the natives "Indians" because he had believed that he arrived in East Indies, which he believed until he died (Okubo).

Early Exploration (1500s)

The Spanish were the first to begin sailing to the new world in order to colonize it. Their main purpose was to find gold and other riches to bring back to their mother country. They began to settle in parts of South America and the area that is now Mexico.

Among the most significant early Spanish explorations was that of Fernando De Soto, a veteran conquistador who had accompanied Francisco Pizarro in the conquest of Peru. De Soto's expedition searched for riches throughout Florida and continued through the southeastern United States as far as the Mississippi River.

Another Spaniard, Francisco Vázquez de Coronado, set out from Mexico in 1540 in search of the mythical Seven Cities of Cibola. Coronado's travels took him to the Grand Canyon and Kansas, but he and his men never found the gold and treasure that they sought. However, they did leave a gift, which changed the lives of the Indians living there. Some of their horses escaped and within a few generations, the Plains Indians had adapted into masterful riders.

A decade later, the Frenchman Jacques Cartier set sail with the hope, like the other Europeans before him, of finding a sea passage to Asia. Cartier's expeditions along the St. Lawrence River laid the foundation for the French claims to North America, which lasted until 1763 ("Outline of U.S. History").

After the collapse of their first Quebec colony in the 1540s, French Huguenots tried to settle in the northern coast of Florida. The Spanish viewed the French as a threat to their trade route along the Gulf Stream. They destroyed the colony in 1565. The leader of the Spanish forces, Pedro Mendez, would soon establish a town not far away, St. Augustine. It was the first permanent European settlement in what would become the United States ("Outline of U.S. History").

The great wealth that poured into Spain from the colonies in Mexico, the Caribbean, and Peru provoked great interest on the part of the other European powers. Emerging maritime nations such as England, drawn in part by Francis Drake's successful raids on Spanish treasure ships, began to take an interest in the New World.

In 1585, after destroying the colony of Saint Augustine, Walter Raleigh established the first British colony in North America, on Roanoke Island off the coast of North Carolina. This colony, 90 men, 17 women and 9 children, was discovered missing in 1590. Its disappearance is one of the great mysteries of North America. Although both the English and the Spanish searched for clues to the colony's disappearance for many years, the mystery has never been solved. The only clue was the word "Croatan" carved on a post. It would be 20 years before the British would try again. This time, at Jamestown in 1607, the colony would succeed, and North America would enter a new era ("Outline of U.S. History").

Early Settlers (1600s)

The first English immigrants to present day United States crossed the Atlantic long after Spanish colonies had been established in Mexico, the West Indies, and South America. The early 1600s saw the beginning of a great tide of emigration from Europe to North America. This movement grew from a few hundred English colonists to a flood of millions of newcomers, with strong and diverse motivations. Many left their homelands to escape political oppression, to seek the freedom to practice their religion, or to find opportunities denied them at home. Between 1620 and 1635, economic difficulties prevailed throughout England. Many people could not find work. Poor crop yields added to the problem. Landlords enclosed farmlands and evicted the peasants in favor of sheep cultivation for much needed wool. Colonial expansion became an alternative to this lifestyle.

Like all early travelers to the New World, they came in small, overcrowded ships 5,000 kilometers across the sea. During their 6-12 week voyages, they lived on meager rations. The journey entailed careful planning and management, as well as considerable expense and risk. They needed utensils, clothing, seed, tools, building materials, livestock, arms, and ammunition. The emigration from England was not directly sponsored by the government but by private groups of individuals who were trying to make a profit. Many immigrants died of disease, ships were often battered by storms, and some were lost at sea.

When the colonists first arrived in the new land, they encountered dense woods. The settlers might not have survived had they not learned to adapt. With the help of friendly Indians, they learned how to grow native plants: pumpkin, squash, beans, and corn. The woodlands were a rich source of game and firewood. They also provided abundant raw materials used to build houses, furniture, ships, and profitable items for export. Trade with England was important because there were many things that the colonists needed which could not be provided through the forests in North America.

Beautiful rivers connected the lands between the coast and the Appalachian Mountains with the sea. Only one river, however, the St. Lawrence, dominated by the French in Canada, offered a water passage to the Great Lakes and the center of the continent. Dense forests, the resistance of some Indian tribes, and the barrier of the Appalachian Mountains discouraged settlement beyond the coastal plain. Only trappers and traders ventured into the wilderness. For the first hundred years the colonists built their settlements along the coast.

Jamestown

The first British colony to take hold in North America was Jamestown in 1607. A group of about 100 men, the Virginia Company, and their families set out for the Chesapeake Bay with a charter from King James I. They chose a site about 60 kilometers up the James River trying to avoid any problems with the Spanish. This colony was comprised mostly of adventurers who were more interested in finding gold than farming. The group was not prepared to embark upon a completely new life in the wilderness. Among them, Captain John Smith emerged as a leader.

Despite quarrels, starvation, and Native-American attacks, his ability to enforce discipline held the little colony together through its first year.

In 1609 Smith returned to England. While he was gone, many disputes and problems broke out in the colony. During the winter of 1609-1610, the majority of the colonists died due to disease. Only 60 of the original 300 settlers were still alive by May 1610 (“Outline of U.S. History”).

Fortunately, through the ingenuity of John Rolfe, a resource was discovered which would save the Virginia Colony. In 1612 John Rolfe began cross-breeding imported tobacco seed from the West Indies with native plants and produced a new variety that Europeans loved. The first shipment of this tobacco reached London in 1614. Within a decade it had become Virginia's chief source of revenue (“Outline of U.S. History”).

Although the Virginia Colony has some stability now, the death rate from disease and Indian attacks remained extraordinarily high. Between 1607 and 1624 approximately 14,000 people migrated to the colony, yet only 1,132 were living there in 1624. On recommendation of a royal commission, the king dissolved the Virginia Company and made it a royal colony that year (“Outline of U.S. History”).

Massachusetts

The 16th century was a time of religious upheaval. A certain group of men and women called Puritans wanted to reform the Church of England by replacing Roman Catholic rituals with those of the Calvinist Protestant. These ideas threatened the unity of the state church and undermined royal authority. So, in 1607, they departed for Leyden, Holland, where the Dutch granted them asylum. However, the Calvinist Dutch restricted them mainly to low-paid laboring jobs. Some members of the congregation grew dissatisfied and decided to emigrate to the New World (“Outline of U.S. History”).

In 1620, a group of Leyden Puritans secured a land patent from the Virginia Company. They set out for Virginia on the *Mayflower*. On this trip, the men drafted a formal agreement, the Mayflower Compact, agreeing to abide by "just and equal laws" drafted by leaders of their own choosing.

In December the *Mayflower* reached Plymouth harbor; the Pilgrims began to build their settlement during the winter. Nearly half the colonists died of exposure and disease. Fortunately, the Wampanoag Indians who lived in the area came to their aid. They taught them how to grow maize. This crop sustained the colony during a difficult time. By the next fall, the Pilgrims had a plentiful crop of corn, and a growing trade based on furs and lumber.

A new wave of immigrants, many Puritans, arrived on the shores of Massachusetts Bay in 1630 bearing a grant from King Charles I to establish a colony. Their leader, John Winthrop, urged them to create a "city upon a hill" in the New World. They wanted a place where they would live in strict life according to their religious beliefs and set an example for all other Christians. This colony had an important role in the development of the entire New England region because they were able to bring their charter with them.

Thus the authority for the colony's government resided in Massachusetts, not in England (“Outline of U.S. History”).

Many people did not like the strictness of the Puritan rule. A young clergyman named Roger Williams, challenged the court by objecting to the colony's seizure of Indian lands and advocated separation of church and state. Another dissenter, Anne Hutchinson, challenged key doctrines of Puritan theology. Both they and their followers were banished.

Williams purchased land from the Narragansett Indians in what is now Providence, Rhode Island, in 1636. In 1644, a sympathetic Puritan-controlled English Parliament gave him the charter that established Rhode Island as a distinct colony where complete separation of church and state as well as freedom of religion was practiced (“Outline of U.S. History”).

People like Williams were not the only ones who left Massachusetts. Other Puritans left seeking better lands and opportunities. The Connecticut River Valley, for example, attracted many farmers having a difficult time with poor land. By the early 1630s, others were ready to brave the danger of Indian attack to obtain level ground and deep, rich soil. These new communities often did not require church membership for voting, so this opened them up for others to join (“Outline of U.S. History”).

At the same time, other settlements began cropping up along the New Hampshire and Maine coasts, as more and more immigrants sought the land and liberty in the New World seemed.

New Netherlands and Maryland

Henry Hudson, working for the Dutch East India Company, in 1609 explored the area around what is now New York City and the river that bears his name, to a point probably north of present-day Albany, New York. This and other Dutch voyages laid the basis for their claims and early settlements in the area (“Outline of U.S. History”).

As with the French to the north, the first interest of the Dutch was the fur trade. They cultivated close relations with the Five Nations of the Iroquois, who were the key to the heartland from which the furs came. In 1617 Dutch settlers built a fort at the junction of the Hudson and the Mohawk Rivers, where Albany now stands. Settlement on the island of Manhattan began in the early 1620s. In 1624, the island was purchased from local Native Americans for the reported price of \$24. It was promptly renamed New Amsterdam (“Outline of U.S. History”).

In 1632 the Catholic Calvert family obtained a charter for land north of the Potomac River from King Charles I in what became known as Maryland. This charter did not prohibit the establishment of non-Protestant churches, so the colony became a haven for Catholics. Maryland's first town, St. Mary's, was established in 1634 near where the Potomac River flows into the Chesapeake Bay (“Outline of U.S. History”).

Slaves

The first black Africans were brought to Virginia in 1619, just twelve years after the founding of Jamestown. Initially, many were regarded as indentured servants who could earn their freedom. By the 1660s, however, as the demand for plantation labor in the Southern colonies grew, the institution of slavery began to harden around them, and Africans were brought to America in shackles for a lifetime of involuntary servitude (“Outline of U.S. History”).

Immigration Continues (1700s)

Most settlers who came to America in the 17th century were English, but there were also Dutch, Swedes, and Germans in the middle region, a few French Huguenots in South Carolina and elsewhere, slaves from Africa, primarily in the South, and a scattering of Spaniards, Italians, and Portuguese throughout the colonies. After 1680 England ceased to be the chief source of immigration, supplanted by Scots and "Scots-Irish" (Protestants from Northern Ireland). In addition, tens of thousands of refugees fled northwestern Europe to escape war and oppression. By 1690 the American population had risen to a quarter of a million. From then on, it doubled every 25 years until, in 1775, it numbered more than 2.5 million. Although families occasionally moved from one colony to another, distinctions between individual colonies were marked. They were even more so among the three regional groupings of colonies. After the Revolutionary War, the Naturalization Act of 1790 was written which stipulated that "any alien, being a free

white person, may be admitted to become a citizen of the United States" ("Outline of U.S. History").

Immigration (1800s)

At first, the United States held out open arms to the Europeans. There were canals to be dug, railroads to be built, minerals to be mined, forests to be cut, farmlands and prairies to be cultivated, industrial plants to be manned. In the 1840s, the first wave of immigrants came from Ireland, England, and Germany to dig waterways and lay railroad tracks.

Famine in Ireland in the early 1840s, brought on by the failure of the potato crop, caused the deaths of thousands. American relief ships sent to Ireland with food returned with immigrants. These newcomers settled first in New York City and Boston. Some worked as unskilled factory laborers. Others drifted west with construction gangs. The Irish were ambitious. They made sacrifices for their children wanting them to stay in school, fill professions, and attain political offices ("Immigration to the United States").

At about the same time, the collapse of a revolutionary movement in Germany forced thousands to seek safety in America. These refugees were men and women of high ideals. Many were university students or graduates. Those whose roots were in the soil were excellent farmers. They took with them their customs, music, and cuisine which left an imprint on cities such as Chicago, Milwaukee, Cincinnati, and St. Louis. In the decades that followed, the German and Irish tides united with those from Denmark, Norway, and Sweden ("Immigration to the United States").

A further impetus to European immigration was the agricultural distress on the Continent in the 1880s. Wheat from Minnesota and the Dakotas was underselling European grain, and the European farmer was bankrupt. Farmers from northwestern Europe poured into the Mississippi Valley and westward ("Immigration to the United States").

Immigration continued steadily until the early 1880s when a significant change occurred. Earlier immigrants had shared the Northern and Western European origin of early settlers, but arrivals from Southern and Eastern Europe were now becoming more numerous ("Immigration to the United States").

From 1890 to 1924, the second wave of immigrants came to America via Ellis Island. After the Civil War, America's growing industrial economy required the addition of many more workers. Approximately 25 million arrived between 1866 and 1915. While earlier immigrants had come mainly from northern European countries such as England, Germany, and the Scandinavian countries, by the 1880s most new immigrants were arriving from southern and eastern European countries such as Italy, Poland, and Russia. Like their Irish predecessors, most of these new arrivals were poor and uneducated. Many were peasants from rural regions who were being pushed out by Europe's industrial revolution. These immigrants toiled in factories and built cities in the colonies ("Immigration to the United States").

In the 1850s only about 1 percent of all immigrants to the United States were from Southern or Eastern Europe. By the 1880s the percentage had risen to almost 20 percent and by the early 1900s, it was over 70 percent. Italians, Portuguese, and Spaniards, as well as Greeks, Jews, Russians, and other Eastern Europeans, continued to arrive in the United States in large numbers until World War I ("Immigration to the United States").

The newcomers differed from the earlier immigrants in several respects. Some were men who had left their families in Europe and planned to return to them when they had saved a little money. Most settled in large cities, where they found work only in the hardest and lowest-paying jobs. Many had little or no education. Faced with employment and language handicaps, they

tended to live in communities of their own people. Many clung to their Old World customs, thus delaying Americanization. Many of these communities became badly overcrowded and degenerated into slums.

There was little Italian emigration to the United States before 1870. However, Italy became one of the most overcrowded countries in Europe and many began to consider the possibility of leaving Italy to escape low wages and high taxes. Most of these immigrants were from rural communities with very little education. From 1890 to 1900, 655,888 Italian immigrants arrived in the United States, of whom two-thirds were men. A survey carried out that most planned to return once they had built up some capital (“Immigration to the United States”).

Willing to work long hours on low wages, the Italians now began to rival the Irish for much of the unskilled work available in industrial areas. This sometimes led to hostilities breaking out between the two groups of workers. The Italians were also recruited into the garment industry and by the outbreak of the First World War had replaced the Jews as the main group in this trade. Most Italians found unskilled work in America's cities. There were large colonies in New York, Philadelphia, Chicago, Baltimore, and Detroit. From 1900 to 1910 over 2,100,000 arrived. Of these, around 40 percent eventually returned to Italy (“Immigration to the United States”).

It was not until the later stages of the 19th century that large numbers of Russians immigrated to the United States. By the end of the 19th century, this country suffered from overpopulation, widespread famines, and political unrest. There was a wave of murderous riots in southern Russia against the Jewish community that followed the assassination of Alexander II in 1881. Many of the Empire's peoples found it impossible to stay any longer and joined the great worldwide migration of the last decades of the century. Within a few decades, the Empire would be overthrown in a socialist revolution and torn apart by years of war (“Immigration to the United States”).

Immigration Today (2006)

Today's immigrants arrive from all parts of the world. The current phase of immigration history began in 1965, when strict quotas based on nationality were eliminated. In 1978, the United States government set a single annual world quota of 290,000, and this ceiling was raised again in 1990 to 700,000. During the 1990s, immigrants have arrived at a pace that at times has exceeded one million new arrivals per year, and have settled in all parts of the country. How do Americans feel about the rising tide of immigration (“Immigration Act of 1790”)?

Once immigrants get here, they need help. Extended immigrant families help one another find housing and work. Other support groups, like churches and community centers, offer some assistance. Nearly 25% of today's immigrant households receive government assistance, typically for health care and school for their children. Some 30% of immigrants have not graduated high school, and many have low paying jobs. There is a cost to the American people (McGowan).

The terrorist attacks of September 11, 2001, have also caused America to rethink its immigration policy. New rules were made to keep out foreigners who intended to harm us. All foreign visitors faced new delays. Although security to keep illegal immigrants out has increased to new levels, illegal immigration continues across our borders (McGowan).

It is estimated that 11 million illegal immigrants are presently living in the U.S. located especially in Western states. Many have crossed illegally into the states that border Mexico, making the hazardous desert crossing in search of more prosperity than they can hope for in their homelands. If not caught by immigration agents, some will spend their lifetimes here, creating families of children born as U.S. citizens (Hughes).

America presently has the enormous challenge of dealing with illegal immigration. It isn't being solved by the Border Patrol agents who are catching only a fraction of those who continue to cross over illegally. It cannot be resolved by the self-appointed "minutemen," who stationed themselves on the Arizona-Mexico border in an effort – more symbolic than effective – to stanch the flow. And clearly, the 11 million already here can't all be transported back to their homelands.

The American economy, particularly in agriculture and construction, has become dependent on large numbers of migrant workers. What's needed is some form of temporary legal work permit for those who come here, and then strict enforcement of the immigration laws presently being broken.

Two proposed laws address this problem: one, drafted by Senators McCain and Kennedy, seeks to establish a reasonable temporary worker program; the other, proposed by Senators Kyl and Cornyn, argues for much stricter enforcement. There needs to be an accommodation that would encompass both goals.

The crux of the problem is the 11 million illegal immigrants already here. The proponents of both pending bills agree that the migrants have broken U.S. laws and must pay a penalty. But the suggested punishments vary greatly. The Kyl-Cornyn bill would require illegals to leave the country and reapply for permission to return legally. The McCain-Kennedy bill suggests that they each pay a \$2,000 fine and all back taxes and then have a probationary six-year period to learn English and study civics before seeking permanent status (Hughes).

America's immigration policies continue to change over time. Issues that frame such policy include the immigrant's role in the labor force, rates of immigration to the U.S., and most recently, concerns about terrorism. The main question to consider is the fairness of these policies in terms of their consideration of immigrants and benefits to the United States. What do Americans think? This question provides a platform for much interesting discussion and debate inside and outside the walls of our classroom.

WHY TEACH ABOUT MIGRATION

We have such a culturally rich and diverse population at our school, in our city and across our nation. We need to take advantage of these resources to learn about each other and grow together as human beings on a shared planet. What a more enriching and fulfilling life we would have if we embraced other's cultures and ideas. I find that the more that I learn about other people, the more that I learn about myself. When my beliefs are challenged, it makes me think about what I really do believe and I become a stronger person for that. I think that it is important that our students are open-minded, tolerant, appreciative and reflective. These qualities can help them develop into knowledgeable, principled and caring learners.

Studies by Glock and others (Martin, 1985) have shown that the more children understand about stereotyping, the less negativism they will have toward other groups. By exposing students to knowledge about ethnic diversity and the contributions of various groups to our developing American civilization, educators may change negative ethnic ("Teaching about Ethnic Diversity").

Education about achievements of Americans of various ethnic groups can enhance the self-concepts of students who identify with these groups. When students feel that their ethnic identity is valued, they begin to view themselves as active and confident participants in a free society. They sense a purpose in developing civic competencies, realizing that perhaps their participation in public affairs may make a difference. Thus, education about the value of ethnic diversity in the American society can foster a sense of political efficacy among students of various ethnic backgrounds ("Teaching about Ethnic Diversity").

HOW TO TEACH THIS UNIT

The unit will be inquiry based. Students will develop their own questions related to the topic as we learn, and these questions will help to guide the classroom activities.

It will include an “action” component where the students have the opportunity to think of something that they could do to try to make a positive change in the lives of immigrants or in the government policies related to immigration. They will then carry out their idea in order to affect change.

I will teach this unit using a lot of children's literature to tell the stories of groups or individuals that have migrated. We will look at the reasons why they migrated, the adaptations that they have made, and how they affected the existing communities. We will look specifically at migrations to North America in early colonial times because this is a fifth grade objective. Then we will look more globally at what is happening now. We will study maps, charts, graphs, census information, and timelines. We will also share current events related to migration.

Students will start by researching their own heritage. They will make a family tree. They will learn how to interview and will practice by interviewing some of their ancestors. Finally, they will write a narrative describing the immigration of their ancestors. This will be based on the facts that they uncovered, but they will also elaborate on the facts by adding some of their own thoughts and ideas.

Through this unit, students will participate in a mock voyage to another country in which they experience the hardships many migrating people had to endure. They will record their voyage on a map and keep a journal of their experiences.

Throughout the unit, we will be asking questions and putting them on the wall with sticky notes. We will periodically go back to some of these questions, discuss them, and look for answers.

We will look at various quotes about migration, discussing their meaning. We will look behind the quotes to analyze the position and values of the speaker.

Students will participate in literature circles. They will choose from five different literature books related to migration and form groups to read and discuss these books.

We will invite guest speakers to talk to us about their immigration to the U.S. We will go to Bayou Bend to learn about early colonial life in the United States.

Finally, students will also do an independent research project on an immigration group of their choice. They will learn how to make graphic organizers, take notes, and organize their research. They will learn how to do a Power Point presentation to communicate their ideas.

Hopefully, this unit will enrich my students’ lives by informing them about their world. They will learn about world history, U.S. history and their own family history. This will help them to see the world a little more clearly. I hope to also encourage them to try to make a difference in the world by taking some action.

LESSONS

Lesson 1: What is Immigration?

Objective

The student will begin to think about what immigration means to them by discussing examples and non-examples of migration. The class will come up with a group definition.

Lesson

1. Students do a free write for 5-10 minutes writing their definition of immigration and give 3 examples.
2. Discuss this in whole group. Record some of their definitions.
3. Give students a copy of the 10 examples/non-examples of immigration. Have them discuss in groups if this is immigration or not. Students must commit.
4. Share. Discuss the variables that each definition has in common (place, time, causes). Each group must now write its definition on chart paper.
5. Post and share definitions. Discuss variables again. Compare examples and non-examples to see where they would fall.
6. Refer back to the variables and write a whole group definition.

Extension

Have students make a Venn diagram comparing the words migration and immigration.

Examples and Non-examples

1. Family moves from Houston to Austin to live.
2. A student changes from a private school in Houston to a public school in Bellaire.
3. A family moves from Humble, Texas, to Pasadena, Texas.
4. A man moves from a house in the city in Waterloo, Iowa to a farm in the country just outside of Waterloo, Iowa.
5. A family moves from California to Arizona to live.
6. A family moves from China to Texas to live.
7. A family from Texas goes on vacation for a week to Japan.
8. A family from Arizona goes on vacation for 2 months in Brazil.
9. A family moves from a small house on Stella Link to a large house on Stella Link.
10. A woman leaves Houston and goes back to live with her family in Ecuador for a year.

Lesson 2: The 13 Colonies

Objective

Students will learn about some of the first permanent homes established in America and the difficulties they had to overcome.

Materials: *Brother Eagle, Sister Sky* by Susan Jeffers

Lesson

1. Use a KWL chart to discuss what the children know about immigration and the 13 original colonies. Fill out the column for what they know. Discuss and record what they would like to know.
2. Read the book *Brother Eagle, Sister Sky* by Susan Jeffers. Discuss Chief Seattle's words and the relationship between the white people and the settlers.
3. Ask for three volunteers. Have one student be an English settler and stand in the middle. The other two will act as his conscious (good angel and bad angel). You can give the good angel a halo to wear and the bad angel some devil's ears. The good angel will speak on behalf of the Native American's perspective, and the bad angel will speak on the side of the English. Dilemma: "Should the colonists force the natives off the land and build their homes

here along the coast where they have access to the ocean for travel and trade?” Have the three volunteers impromptu act it out (discuss it) in front of the class.

4. Put students in groups of 5 or 6. Assign them a colony: Jamestown, New Amsterdam, Plymouth, New Netherlands, St. Augustine, or Massachusetts Bay. They must research this colony and present the required information in a skit, song, interview or other approved venue. Skit must include; who came, how, when, where, and why they came, what life was like for them here (advantages and disadvantages) and how they adapted.
5. Share
6. Fill in “learned” column on KWL chart.

Lesson 3: The Journey to America

Objective

The students will develop an understanding about some of the major immigrant groups that came to America in the 1700 and 1800s. They will learn about when, where, and why they came, what life was like for them here, and how they adapted.

Materials

Information about various ethnic groups that have migrated to America (<http://library.thinkquest.org/20619/index.html>), *Leaving for America* by Bresnick-Perry

Lesson

1. Play 4 corners. In separate corners of your room, put up the words; strongly agree, agree, strongly disagree and disagree. Give the kids this scenario “Imagine that you live in a poor country. You are a man and you have a wife and daughter that you must provide for. You could stay and probably struggle for the rest of your life, or leave your wife and daughter for five to ten years until you can earn enough money to bring them over to America for the possibility of making a better life for your family. Should you go?” Have kids get up and go stand in the corner that best expresses their opinion. Tally the results on the board.
2. Kids sit down. Discuss the reasoning as a class.
3. Tell kids that you are going to read a book to the class called *Leaving for America*. The author of the book was the little girl in the scenario above, all grown up. Tell them to listen to find out when, where, and why he came, what life was like for him here and how he adapted. You may want to make a chart or web with these headings.
4. Read *Leaving for America*. Discuss and record the answers to the purposes for reading listed above.
5. Students form groups by randomly choosing a name from a bag. (Chinese, German, Irish, Italian, African, Japanese)
6. In assigned groups, students read the information provided about their various ethnic group and record the information specified above.
7. Students form an acrostic poem using the name of their ethnic group and including the information stated above.

Example:

Immigrants facing starvation from the potato famine in Ireland
Rushed to America, New York and Boston, to escape death
It was the year of 1845
Survivors built the great canals and laid the railways here by pick and shovel
Here they stayed, bestowing on us the St. Patrick’s Day Parade.

8. Share

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