



ENERGY OF A NATION

Immigrants in America

2011 Edition

SAMPLE LESSON

LESSON 1

Who Are Immigrants?



Goals

- » Define key immigration terms.
- » Identify how immigrants have contributed to the United States and to students' own lives.

Objectives

- » Students will understand key immigration concepts.
- » Students will be able to give examples of immigrants past and present and understand how they have contributed to our country.
- » Students will explore the migration history of their own families or someone they choose.

Essential Question

Who are immigrants and how have they impacted my life, my family history, and the country in general?

Key Skill

Conducting an interview

Materials

- Handout 1: *Famous Immigrants to the United States*
- Handout 2: *Creating a Mock Interview*
- Handout 3: *Gathering an Immigration History*
- Map, push pins, string (optional)

Time Frame

3-4 class periods

Vocabulary

- immigrant
- immigration
- migrant
- migration
- emigration

Discussion Quote:

*The United States themselves are essentially the greatest poem...
Here is not merely a nation but a teeming nation of nations.*

~ Walt Whitman, Preface to *Leaves of Grass* (1855)


Discussion Questions:

- ? What is Whitman referring to in this quotation?
- ? Are there other common metaphors that refer to the same phenomena (e.g. melting pot, nation of immigrants, salad bowl, mosaic)?
- ? Whitman thinks the presence of many nations makes the U.S. "the greatest poem." How do you think the U.S. benefits from immigrants?


Talking Immigration

Procedure:

1. Discuss. Ask students the following questions and have them to share their responses with the class. Write key ideas and words from their responses on the board. Once students have brainstormed answers to each question, provide the sample answers (given below each question) to see how they compare to what the students provided. Ask students to copy both the key words and the definitions into their journals or notes for the remainder of the lesson.

 What does it mean to be an immigrant?


* *The United Nations defines an immigrant as "any person who lives temporarily or permanently in a country where he or she was not born."*

 When do you think that humans first began to migrate?

* *Although this is still debated among historians and archeologists, humans are thought to have first migrated from Africa between 60,000-80,000 years ago.*

 Do you think that a greater percentage of the world's population is migrating today than in previous periods? Why or why not?

* *The total number of migrants worldwide has been increasing steadily in the last 50 years, but the percentage of the world's population that is migrating has remained relatively constant, around 2.5%.*

 Have the reasons for migration changed over the years?




* *Many of the reasons that people migrate are the same today as they have been for centuries: a desire to be with family members, a search for economic opportunity, or the need to escape war or political repression.*

Famous Immigrants

Procedure:

1. Choose a famous immigrant. Divide students into groups of two or three. Explain that they will be researching the life of a famous immigrant and then presenting to the class in the form of a mock interview. Give each student a copy of Handout 1: *Famous Immigrants to the United States* and ask them to choose a person from the list or research a famous immigrant of their own choice.

2. Research and write. Have students research and write a 5-10 min. mock interview with the famous immigrant they have chosen using Handout 2: *Creating a Mock Interview* as a guide. The students should work with their partner to write both the questions and answers. Encourage them to make sure that they cover the following topics:

-  The person's immigration story: where they came from, when they arrived in the U.S., and why they came
-  The immigrant's experiences, positive or negative, in their new country
-  The immigrant's major accomplishments or why they are famous

3. Conduct mock interviews. Have an interview day in class. Encourage students to come with an object, drawing, or piece of clothing that represents the famous immigrant they have studied. Pair students with someone who was not in their original small group. Each student will take turns role-playing the famous immigrant they researched while the other acts as the interviewer. The first "famous immigrant" should give the interviewer Handout 2 filled in with the questions that their small group generated, and then try to answer the questions in character. After the interview is over, have the students switch roles and interview the second "famous immigrant."

4. Discuss. As a class, discuss what students learned from talking to these "famous immigrants." Try to address the following questions:

Questions for Discussion







- ? Were there factors in common that led these immigrants to want to come to the United States?
- ? Did any of the immigrants have similar experiences after arriving in the United States?
- ? What are some ways that the U.S. as a whole has benefited from these famous immigrants' achievements? How have students benefited from them?

Immigration Histories

Procedure:

1. Research an Immigration Story. Tell students that immigration is not only a part of U.S. history, but is also part of the family histories of many people. For the next activity, students will be writing a report on the immigration history of a family member or other person of their choice. Native American students can choose to investigate whether their tribe had any history of migration (voluntary or forced) within the Americas, and the reasons for that migration. Students should interview their family member or chosen person about one of their ancestors that immigrated to the United States.

2. Write a Report. Ask students to write a report on the immigration history of their family member or person they chose. You can give them Handout 3: *Gathering an Immigration History* to help them conduct their interview. The reports should include at least one page with photographs, maps, hand-drawn images, or other artistic representations of the student's chosen immigration story. Have students answer the following questions in their reports:

-  What was the name of your ancestor who immigrated to the United States?
-  How many generations ago did your ancestor come to the United States? What year did he or she arrive?
-  What country or region did your ancestor emigrate from?
-  Why did your ancestor leave his or her home country and come to the United States?
-  What language(s) did your ancestor speak upon his or her arrival to the United States? What language(s) does your family speak at home most often today?
-  Do you feel you have any cultural, linguistic, or other connections with the region where your ancestor originated?

3. Display. Once students have completed their reports, hang the artistic representations of their immigration stories around the classroom. One good way to display them is in a patchwork quilt or to stick pins in a map of the world and connect the art to each immigrant's country of origin with a piece of string.

Teacher Tip

Some students may not be able or willing to explore their own families' immigration history because of adoption or trauma or other factors, so it is important to offer them the alternative of interviewing a family friend, neighbor, or other adult of their choice.

FAMOUS IMMIGRANTS TO THE UNITED STATES

Students: Select one of the following immigrants to be the subject of your mock interview.

Lesson 1: Handout 1

Government

Madeleine Albright, former U.S. Secretary of State (Czechoslovakia; modern day Czech Republic)
Zbigniew Brzezinski, former U.S. National Security Advisor (Poland)
Felix Frankfurter, Supreme Court justice (Austria)
Henry Kissinger, former U.S. Secretary of State (Germany)
Hyman G. Rickover, U.S. Navy admiral (Russia; modern day Poland)

Business and Technology

Sergey Brin, co-founder of Google (Russia)
Andrew Carnegie, industrialist (Scotland)
Dov Charney, founder of American Apparel (Canada)
Steve Chen, co-founder of YouTube (Taiwan)
Oscar de la Renta, fashion designer (Dominican Republic)
Max Factor, founder of Max Factor cosmetics (Russia ; modern day Poland)
Domingo Ghirardelli, founder of Ghirardelli Chocolate Company (Italy)
Vinod Khosla, co-founder of Sun Microsystems (India)
Pierre Omidyar, founder of eBay (France)
Wolfgang Puck, chef/restaurant owner (Austria)
Igor Sikorsky, founder of Sikorsky helicopters (Russia; modern day Ukraine)
Levi Strauss, founder of Levi Strauss & Co (Germany)
Andreas von Bechtolsheim, co-founder of Sun Microsystems (Germany)
Jerry Yang, co-founder of Yahoo (Taiwan)

Sports

Mario Andretti, race car driver (Italy; modern day Croatia)
Charles Atlas, bodybuilder (Italy)
José Canseco, baseball player (Cuba)
Patrick Ewing, basketball player (Jamaica)
Martina Navratilova, tennis player (Czechoslovakia; modern day Czech Republic)
Hakeem Olajuwon, basketball player (Nigeria)
Chan Ho Park, baseball player (South Korea)
Knut Rockne, football coach (Norway)
Sammy Sosa, baseball player (Dominican Republic)

Science and Academia

Albert Einstein, theoretical physicist (Germany)
Enrico Fermi, nuclear physicist (Italy)
David Ho, AIDS researcher (Taiwan)
Simon Kuznets, economist (Russian Empire; modern day Belarus)
John Muir, naturalist/writer (Scotland)
Nikola Tesla, developer of AC power (Austria-Hungary; modern day Croatia)

Arts and Entertainment

Isaac Asimov, author (Russia)
Mikhail Baryshnikov, dancer/choreographer (Russia; modern day Latvia)
Irving Berlin, composer/lyricist (Russia)
David Byrne, musician (Scotland)
Frank Capra, director (Italy)
Charlie Chaplin, actor (England)
Deepak Chopra, author (India)
Christo, artist (Bulgaria)
Edwidge Danticat, author (Haiti)
Willem de Kooning, artist (The Netherlands)
Marcel Duchamp, artist (France)
Gloria Estefan, musician (Cuba)
Michael J. Fox, actor (Canada)
Greta Garbo, actress (Sweden)
Khalil Gibran, poet (Lebanon)
Samuel Goldwyn, movie producer (Russia; modern day Poland)
Salma Hayek, actress (Mexico)
Bob Hope, actor/comedian (England)
Anthony Hopkins, actor (Wales)
Khaled Hosseini, author (Afghanistan)
Harry Houdini, magician (Hungary)
Wyclef Jean, musician (Haiti)
Elia Kazan, director (Turkey)
DJ Kool Herc, musician/inventor of hip-hop (Jamaica)
Mila Kunis, actress (USSR; modern day Ukraine)
Ang Lee, director (Taiwan)
Béla Lugosi, actor (Austria-Hungary; modern day Romania)
Yo-Yo Ma, classical cellist (France)
Claes Oldenburg, artist (Sweden)
I.M. Pei, architect (China)
Ayn Rand, author (Russia)
Rihanna, musician (Barbados)
Arnold Schwarzenegger, actor/politician (Austria)
M. Night Shyamalan, director (India)
Gene Simmons, musician (Israel)
Charlize Theron, actress (South Africa)
Alex Trebek, game show host (Canada)
Rudolph Valentino, actor (Italy)
Ludwig Mies van der Rohe, architect (Germany)
Eddie van Halen, musician (The Netherlands)
Elie Wiesel, Noble Prize winner/author (Romania)




News Media

Christiane Amanpour, reporter (Iran)
Peter Jennings, news anchor (Canada)
Joseph Pulitzer, newspaper magnate (Hungary)

CREATING A MOCK INTERVIEW

Lesson 1: Handout 2

With your partner, write a script for an interview with the famous immigrant you've chosen to research. The mock interview should be 5-10 minutes long and should cover the following topics:

-  The immigrant's immigration story: where they came from, when they arrived in the U.S., and why they came
-  The immigrant's experiences, positive or negative, in their new country
-  The immigrant's major accomplishments or why they are famous

Try to come up with five interview questions and write them down on this handout so that you can give them to your interviewer. The interviewer should ask these questions and write down the responses in the boxes.

1.

2.

3.

4.

5.

GATHERING AN IMMIGRATION HISTORY

Lesson 1: Handout 3

Students: Choose a family member, friend, or neighbor to interview about one of their ancestors that immigrated to the United States. Write a report on that ancestor's immigration story. The report should include at least one page with photographs, maps, hand-drawn images, or other artistic representations of your chosen immigration story. You can use this handout to help you conduct the interview.

1. What was the name of your ancestor who immigrated to the United States?
2. How many generations ago did your ancestor come to the United States? What year did he or she arrive?
3. What country or region did your ancestor emigrate from?
4. Why did your ancestor leave his or her home country and come to the United States?
5. What language(s) did your ancestor speak upon his or her arrival to the United States? What language(s) does your family speak at home most often today?
6. Do you feel you have any cultural, linguistic, or other connections with the region where your ancestor originated?
7. Add your own question here!