

Grade Level **3-12**

Class Periods **2**

### Goals/Objectives/Student Outcomes:

Students will:

- Learn about the reasons that groups of people migrate from one place to another.
- Understand the ways in which people identify themselves as members of groups.
- Learn about the ways in which people who move adjust to new locations.
- Understand that differences of language, religion, and culture do not offset the similarities of human experience.

### Materials:

1. Printed versions of travel diaries.
2. Census reports showing countries and states of birth.
3. Telephone directories, old and new.
4. Histories of local communities.
5. Time to interview people in the community about where they came from and why they moved.
6. History text books, old and new.
7. Photographs of people in the process of moving.
8. List of organizations based on ethnic, racial, or religious memberships

### Background:

All Americans descend from people who have come from somewhere else at various times and under various circumstances. Many people in this country are descended from European immigrants, many of whom left Europe because of famine, war, revolution, religious persecution, or unemployment. Others are descendants of Africans who were forced to come here as slaves or indentured servants. In addition, many people in this country are descended from people who originated in other North or South American countries or in Asia. Literally hundreds of reasons exist for people to leave one place and move to another. Sometimes when the people who moved here made new homes, they continued certain cultural practices that reminded them of their earlier homes. Perhaps they used their native language in schools,

church, and special newspapers. They may have continued to wear traditional clothes, use customary tools, or prepare familiar food. Our state is a marvelous collection of diverse people, and we are lucky to have elements of these former cultures around us today.

### Procedure:

This thematic lesson plan is intended to introduce this particular topic to students. The activities are intended to introduce students to the process of inquiry that can be applied to the study Iowa history. In many cases the same activities can be used to explore the topic in a variety of Iowa history time periods. This lesson plan can also be used in conjunction with other topical areas in this curriculum.

These thematic lesson plans underscore basic skills such as reading, writing, communicating orally, and collecting reference sources. Many of the activities will give students practice in using higher skills as in reading, writing, communicating orally, collecting reference sources and using a library; distinguishing between primary and secondary sources; using charts and timelines; and developing vocabulary. The teacher can introduce higher level skills through these activities such as collecting information from a variety of sources through observation and questioning; compiling, organizing, and evaluating information; comparing and contrasting; drawing conclusions or inferences from evidence; considering alternative conclusions; making generalizations; recognizing points of view; understanding how things happen and how things change; recognizing how values and traditions influence history and the present; grasping the complexities of cause and effect; developing a chronological sense; and understanding events in context.

### Activities:

1. Look through the telephone book for your community and list the probable ethnic origins of the surnames found there.
2. On a map of your state, find the town names that seem to indicate the ethnic origins of the founders or the inhabitants.
3. List all of the reasons why people might leave their homes and move elsewhere.
4. List all of the attractions in other places that might cause people to want to move to a specific area.
5. List all the advantages there are in moving to a new place.

6. List all the disadvantages there are in moving to a new place.
7. Discuss what sorts of things people retain when they move.
8. Discuss what sorts of things people change when they move.
9. Discuss how newcomers can act to fit easily into the new community smoothly.
10. Discuss actions people already in a community might take to make newcomers feel welcome.
11. Discuss what sorts of things people do to make new people feel unwelcome.
12. Write a report about all the different attitudes people display towards strangers.
13. Draw a picture or make a model of the means of transportation people use to move from their homes to new homes.
14. Make a chart of the ways in which people come in contact with one another in your community. Then evaluate how easily newcomers might be able to fit into these patterns.
15. On a map of the world, mark the countries from which people came to live in your community.
16. Make a table of the dates when people moved from other countries to your community.
17. Find illustrations of people voluntarily moving from one place to another.
18. Find illustrations of people involuntarily moving from one place to another.
19. Write a fictitious diary of someone your age who lived 100 years ago and who moves from home to a strange place.
20. Write a story about a person who is having a hard time forgetting her or his old home and adjusting to a new home.
21. Write a report about the ways people identify themselves to others and why they might choose these ways.

### **Assessment of Outcomes:**

1. List of all of the places of origin for people in your community.
2. Draw a map that shows the places in the world from which people came to settle in the United States.
3. Write a report about why people left their homes and moved a hundred years ago and contrast those reasons with the reasons people move today.
4. Make a chart of the different means of transportation that people use to move.
5. Draw a map that shows the routes people traveled in the 18th- and 19th-century United States.

### **Extensions and Adaptations:**

Most of the activities listed under procedures can be easily adapted to meet the learning needs of most students at various ages. Many of the listed activities can be used as art, music, writing, math, or science projects. Be sure to draw on teachers within your school and resource people in your community. The folklife section of this curriculum provides a list of community resource ideas.

### **Resources:**

Contact the Iowa History Resource Center at the State Historical Society of Iowa for a list of books, videos, organizations and ideas for studying Iowa history. Write to: Education Coordinator, State Historical Society of Iowa, 600 East Locust, Des Moines, Iowa 50319.