

“Once I thought to write a history of the immigrants in America...
I discovered that the immigrants were American history.”

FROM THE UPROOTED BY OSCAR HANDLIN.

iMM**i**GRANT COMMUNITIES

Exploring Connections

An ESOL Curriculum

KQED
education network

INTRODUCTION

The lessons in this booklet focus on immigration issues and are specifically designed for ESOL learners. They are appropriate for different levels of student competence, and each one specifies the targeted level range. The activities may be adapted for different student groups.

The purpose of the lessons is threefold:

- To encourage students to think critically about immigrant experiences. If they are members of an immigrant community, to get them to think critically about their own experiences as an immigrant in a foreign country or the experiences of other immigrant communities;
- To build connections between different immigrant groups and communities through knowledge and understanding;
- To identify commonalities between different immigrant communities in order to foster allegiance and break down notions of “them” and “us.”

Acknowledgments

Lesson plans and activities in this booklet were developed by the following ESOL practitioners:

Ann Fontanella - City College, San Francisco afonane@ccsf.edu

Catherine Hartman - City College, San Francisco catherinehartman@yahoo.com

Cora Chen - City College, San Francisco cchen@ccsf.edu

Matt Holsten - City College, San Francisco matt@kimatt.net

Suzanne Ludlum - Oakland Adult and Career Education hotropicpro@yahoo.com

Tina Martin - City College, San Francisco (content advisor) tinamartin@sbcglobal.net

Valerie Grady - Jewish Vocational Service valeriegrady@hotmail.com

Feedback

We are interested in your comments, questions and/or further suggestions regarding these materials. Thank you.

Maxine Einhorn meinhorn@kqed.org

Information about this project & resources

Media Literacy Project

KQED Education Network

<http://www.kqed.org/topics/education/medialiteracy/index.jsp>

RESOURCES

For media resources to support this curriculum, see KQED's programs, special reports and events about California's complex immigration issues, *immigration in focus*, at
- <http://www.kqed.org/topics/history/immigration/>

Related Resources at -<http://www.kqed.org/topics/history/immigration/more-resources.jsp>

IMMIGRANT-RELATED PROGRAMS

- **Immigrant Voices, American Stories**
Immigrants from diverse backgrounds share their personal experiences of civic engagement
<http://www.kqed.org/topics/history/immigration/more-programs.jsp>
- **Letters from the Other Side** by Heather Courtney
"Letters From The Other Side interweaves video letters carried across the U.S.-Mexico border by the film's director with the personal stories of women left behind in post-NAFTA Mexico"
<http://www.newday.com/films/LettersFromtheOtherSide.html> or
www.sidestreetfilms.com
- **Immigration Calculations**
Immigration Calculations examines the effects of immigration on our economy. The film takes a look at four Bay Area immigrants at different levels of the socioeconomic ladder -- a Mexican single mother and entrepreneur, an African chemist and an Indian couple working in the high-tech sector -- through the eyes of economists and experts. The program goes beyond the controversy to dispel misconceptions and deliver insight into the economic impact of immigration.
<http://www.kqed.org/topics/history/immigration/>
- **New Americans**
Follow a diverse group of immigrants and refugees as they leave their homes and families behind and learn what it means to be new Americans in the 21st century.
<http://www.pbs.org/independentlens/newamericans/#>
Lesson plans at <http://www.pbs.org/independentlens/newamericans/foreducators.html>

Learning About Cultural Diversity in The Workplace

AIM

To have students discover their own feelings about other cultures, as well as learn about other cultures' beliefs and attitudes, with a focus on the workplace.

OBJECTIVES

At the end of this lesson, students will be able to:

- Express their feelings on communicating with people from other cultures
- Recognize their own culture's etiquette and appropriateness in the workplace
- Know the cultural differences in workplace etiquette and appropriateness
- Compare those differences with workplace etiquette in the United States

TARGET GROUP

For the purpose of this lesson, the target group levels range from 1-8, 1= beginners, 5= intermediate, 8=advanced. This lesson is level 7. The population must have worked or be currently working in the United States and in their native country. Incorporate visual materials to make the lesson more accessible to lower levels.

LENGTH

One 1½- to 2-hour class periods

MATERIALS

- Necessary handouts are attached.
- DVD *Immigration Calculations* - looks at immigrant communities and their role in the workforce Information at <http://www.kqed.org/topics/history/immigration/>

Overview

Students will think about, then analyze their feelings about communicating cross-culturally. They will also compare and contrast workplace etiquette and rules of communication in their country with those of people from other countries.

Activities

1. Schema Building

Ask the class general questions:

- Raise your hand if you work with people from different countries.
- Do you see any differences between you and them?
- How do these differences make you feel: Angry? Frustrated? Intrigued?
- Has anyone ever had a disagreement or misunderstanding with someone from another culture? What happened?

2. Self-Awareness in Communicating Cross-Culturally

- A. Individually, students will answer questions that examine their beliefs, attitudes and feelings on the topic (*handout attached*).
- B. Class discussion on questions from handout.

3. Communication and Workplace Etiquette between Cultures

- A. Pair students from two different countries and distribute handout (*attached*).
- B. Have students write one behavior or custom from their country in each area.
- C. Then, based on their experience working in the U.S., write one behavior or custom from the U.S.

4. Follow-Up

- A. Go over students' answers and discuss responses with the class.
- B. Screen DVD *Immigration Calculations* to offer students an overview of the role of immigrant communities in the workforce

Self-Awareness in Communicating Cross-Culturally

Directions: Complete the following statements honestly. There are no right or wrong answers.

1. In order to communicate with people from other countries, it's really important to...

2. One thing I worry about when I talk to someone from another culture is...

3. What I look forward to when I speak to someone from another culture is...

4. When I speak to someone from another culture I try to...

5. What are some values you think people from all countries share?

Workplace Behavioral Rules

| Behavior or Custom | Country | Country | In the United States |
|----------------------------------------------------------|----------------|----------------|-----------------------------|
| How do you greet your co-workers? | | | |
| How do you greet your boss? | | | |
| How close do you stand to someone when communicating? | | | |
| How much time is spent with co-workers outside of work? | | | |
| When do you make eye contact? | | | |
| How do you handle conflict at work with your co-workers? | | | |
| When do you compliment someone with whom you work? | | | |

Leaving Home?

AIM

To have students develop an understanding of the various motivations for families to leave their countries to come to the United States and explore commonalities in their reasons for coming to the U.S.

OBJECTIVES

At the end of this session, students will be able to:

- Analyze a brief text concerning one family's decision to come to the U.S.
- Write a dialogue based on family members' choice to come or not come to the U.S.
- Write a brief text comparing their own family's experience of immigrating to the U.S. with that of another family.

TARGET GROUP

For the purpose of this lesson, the target group levels range from 1-8: 1=beginners, 5=intermediate, 8=advanced. This lesson is level 4.

LENGTH

Three 50-minute class periods

MATERIALS

Optional: DVD of Letters from the Other Side
Available from
<http://www.sidestreetfilms.com/>

Overview

In this lesson, students consider one family's decisions concerning immigrating to the U.S. They also analyze their own family's decisions.

Activities

DAY ONE

1. Schema Building

Present the following photo to students and ask the following questions:

- Who do you see in the picture?
- What do you think are their relationships to each other?
- Where do you think they are? What country?
- What do you notice about this family?

2. Invite students to read the following paragraph.

Eugenia's husband left some 8 years ago and has never been back. Initially he sent money and called often. But after a little while, he stopped sending money, and the calls became sporadic. In the years following, her sons have left one by one, the first one in search of his Dad. Eugenia has tried to make a new life for herself and her two daughters, learning how to cultivate cactus and make cactus products like soap and jam that she sells in local markets. As her teenage daughter Maricruz talks more and more about going to the U.S., Eugenia worries how she will keep what little family she has left together.

Source: <http://www.sidestreetfilms.com>

Working in groups of 3-4, ask students to discuss these questions:

- Why do you think Eugenia's husband left his home country?
- Why do you think her husband stopped calling and sending money?
- Why do you think the sons left for the United States?
- Is it a good idea for Maricruz to follow her brothers and father to the U.S.?

Have student groups report their answers to the class.

OPTIONAL: Show a clip from the film Letters from the Other Side.



Image from the film *Letters from the Other Side*

3. Dialogues

Ask students to work in pairs and choose one of the following options. They should then write a dialogue on one of them:

- A conversation between Eugenia and her husband
- A conversation between Eugenia and her daughter Maricruz
- A conversation between the father and one of the sons
- A conversation between Eugenia and one of the sons who now lives in the U.S.
- Other

Before beginning the dialogues, have the class brainstorm the possible topics. Possible responses:

- Expectations of life in the United States
- Disappointments about life in the United States
- Comparisons of life in the U.S. versus life in the family's home country
- Reasons to go to the U.S.
- Reasons to remain in their home country
- Explanations of the silence between family members

Have students finish their dialogues outside of class and practice them for presentation during the next class period.

DAY TWO

1. Presentations

Invite student pairs to present their dialogues to the class. During and after each presentation, ask the class to summarize the themes and topics discussed using the following chart:

| Students' names | Family member | Family member | Topics discussed | Themes discussed |
|---------------------------------|----------------------------|------------------------------------------------|----------------------------------------------------------|-----------------------------------|
| <i>Example:</i> Cora and Ann | <i>Example:</i> Eugenia | <i>Example:</i> Eugenia's daughter Maricruz | <i>Example:</i> To stay home or to leave for the U.S. | <i>Example:</i> Family loyalty |
| | | | | |

2. Homework Assignment

Ask students to write how their family's experience or the experience of someone they know is the same or different than Eugenia's family's experience.

DAY THREE

1. Read around

Have students in triads read their partners' writing assignments, noting the similarities and differences among their experiences.

2. Teacher invites volunteers to report on their partners' experiences.

Exploring The American Dream

AIM

To explore the idea of the American Dream through the personal experiences and stories of immigrant communities.

OBJECTIVES

At the end of this session, students will be able to:

- Develop interview questions related to a specific topic
- Conduct interview surveys in and outside the classroom
- Summarize and reflect on answers gathered through surveys
- Present findings in pairs/small groups to the class for discussion

TARGET GROUP

For the purposes of this lesson, the target group levels range from intermediate to advanced learners.

LENGTH

Two one-hour class periods

Overview

Students will analyze the meaning of an important cultural and historical term and develop a more complete understanding of it. Through interviews with individuals inside and outside the class, they will gain a broader perspective of the multiple meanings of the term and its impact on the culture of the United States.

Activities

DAY 1

1. Making Meaning

Ask students to write for five minutes on the meaning of the phrase “the American Dream,” then have them share their responses with a partner. Elicit responses from students and list answers on the board.

2. Conducting a Survey

Ask students to move around the classroom and interview 10 classmates on the meaning of “the American Dream.” Have students complete the interview chart and report back to their classmates in small groups.

Conducting a Survey

Question: What does “the American Dream” mean to you?

| Name | Response |
|-----------|----------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |

Discoveries:

Thoughts:

Reactions:

Questions:

3. Discussion Questions

In small groups or with a partner, ask students to discuss the following questions:

- How has “the American Dream” become known around the world?
- What was your understanding of this dream before coming here?
- How does this dream differ for different groups and individuals?
- How do people achieve “the American Dream” in their lifetimes?
- What are some challenges and obstacles to achieving the dream?
- What has been done to make the dream more accessible to everyone?

Ask students to write their own questions about “the American Dream” and move around the room to interview their classmates. Invite students to share their findings with the class. Ask them to write about their discoveries and thoughts for 10 minutes.

Homework Assignment

Ask students to conduct a survey in the community using a blank survey chart. Have them develop a question that especially interests them regarding “the American Dream” and its implications. Ask students to prepare a short report on their findings to present to the class at the next meeting.

Conducting a Survey

Question: _____

| Name | Response |
|-----------|----------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |

Discoveries:

Thoughts:

Reactions:

Questions:

DAY 2

1. Presentation

Have each student present their report on the survey findings to a partner, in small groups or to the class.

2. Discussion

After presenting their findings, have students discuss and analyze them in small groups, then share their discoveries, thoughts, reactions and questions with the class.

Homework Assignment

Ask students to write a summary of their surveys in class and in the community, along with an analysis on their findings.

The Statue of Liberty

AIM

Students will study the history of the Statue of Liberty and analyze the poem *The New Colossus* to determine its meaning and message, then compare the ideal in the poem to reality in the world.

OBJECTIVES

By the end of the session, students will be able to:

- Develop a new perspective on a cultural/historical symbol
- Analyze a timeline and determine important events/policies
- Place current issues in a social/historical/cultural context
- Explore print and electronic media for current news
- Discuss a policy/issue under debate and take a position
- Summarize a news article and present a reaction to its content
- Develop a persuasive essay in response to a current issue

TARGET GROUP

For the purposes of this lesson, the target group levels range from high-intermediate to advanced learners.

LENGTH

Two 90-minute class periods

MATERIALS

- Ken Burns' America Collection *The Statue of Liberty* PBS documentary
- Statue of Liberty images at <http://images.google.com/images?hl=en&q=statue+of+liberty&um=1&sa=N&tab=wi>
- www.nps.gov/stli
- A copy of *The New Colossus* by Emma Lazarus

Overview

Students will gain an understanding of an important cultural and historical symbol, the Statue of Liberty. They will learn about U.S. immigration history in the past and present to develop awareness of current immigration policy and public opinion.

Activities

DAY 1

1. Warm-Up

In pairs or small groups, ask students for symbols of the U.S. and their meaning. Write the different responses on the board.

2. Free-Writing

Show a picture of the Statue of Liberty and ask students to write their thoughts and ideas for five minutes, then have them share their writing with a partner.

For images of the Statue of Liberty, see <http://images.google.com/images?hl=en&q=statue+of+liberty&um=1&sa=N&tab=wi>

3. Background Knowledge

Give students the following short quiz on the history and meaning of the Statue of Liberty.

A. Circle the appropriate answer.

1. The Statue of Liberty is located in the city of ____.
a. Washington, D.C. b. New York c. Boston
2. The Statue of Liberty was given to the United States by ____.
a. England b. Canada c. France
3. The Statue of Liberty symbolizes ____.
a. freedom b. capitalism c. education
4. The Statue of Liberty is holding a tablet inscribed with the date ____.
a. October 28, 1886 b. July 4, 1776 c. November 20, 1621

B. Are each of these facts true or false.

1. TRUE or FALSE
The Statue of Liberty wears a crown representing the seven seas or seven continents.
2. TRUE or FALSE
“Lady Liberty” is the Statue of Liberty’s original name.

3. TRUE or FALSE
Alexandre Eiffel constructed the infrastructure to support the Statue.
4. TRUE or FALSE
The Statue of Liberty was shipped to the United States in 100 pieces.

Answers:

Multiple Choice 1-b, 2-c, 3-a, 4-b

True/False 1-T, 2-F, 3-T, 4-F

4. Video Viewing (optional)

Have students watch and discuss one or two clips from Ken Burns America Collection *The Statue of Liberty* PBS documentary.

5. Writing Activity

Have students return to their original free-write and now add their new thoughts and ideas about the Statue of Liberty.

DAY TWO

1. Poem Analysis

Have students read the poem located on the pedestal of the Statue of Liberty, *The New Colossus* by Emma Lazarus. Then the instructor reads the poem several times, puts students in pairs or smalls groups and asks them to determine the meaning/message of the poem. Each group is to discuss the poem's connection to the American Dream and immigration.

2. Further Discussion

Have students discuss the questions on the American Dream and immigration:

- 1) What is the ideal presented in the poem?
- 2) What are some immigrant groups who have come seeking that ideal?
- 3) Has the U.S. lived up to the ideal in the poem?
- 4) What are some examples of people who have worked to make that ideal a reality?
- 5) What are some immigration issues in the news today?

3. KWL Chart

Ask students to complete the first two columns of this worksheet based on their knowledge of immigration in the United States and what else they would like to know.

NOTE: This worksheet should be presented as a chart with three columns.

KWL Chart

| What I Know | What I Want to Know | What I Learned |
|--------------------|----------------------------|-----------------------|
|--------------------|----------------------------|-----------------------|

4. Immigration Timeline

Have students go over the U.S. immigration timeline in this guide and analyze immigration policy over the years. Ask them to discuss open and restrictive policies, then discuss current immigration policy issues and present their positions.

Homework Assignment

Ask students to look through newspapers and magazines for stories on current immigration issues and bring two articles to class to summarize in small groups or with a partner.

DAY 2

1. Newspaper Articles

Have students share their articles in small groups. Each group reports back to the class on the current issues, which are listed on the board.

2. Discussion Questions

Students discuss the following questions on immigration in the U.S. today:

- What are some important issues related to immigration today?
- How does immigration policy affect peoples' lives?
- What changes would you recommend be made to immigration policy?
- What questions do you have regarding immigration today?

3. KWL Chart

Ask students to complete the last column on the KWL chart and report what they have learned about the issue of immigration.

4. Taking a Position

The class will select a controversial immigration issue or policy under debate and students will discuss their personal position in small groups or pairs. Each group will report back to the class, listing responses on the board under PRO or CON.

Writing Assignment

Have students select an article of their choice from what everyone brought to class. For homework, they will write a one-page summary of the article and a one-page reaction to its content. Finally, ask them to write a persuasive essay on their position regarding the issue.

Analyzing Editorial Cartoons

AIM

For students to gain an awareness of current events/issues and public opinion by inferring meaning embedded in editorial cartoons. Students will explore the print and electronic media to locate current editorial cartoons on immigration and then analyze the cartoons.

OBJECTIVES

At the end of the session, students will be able to:

- Discuss the role of editorial cartoons in U.S. culture
- Identify the elements used in editorial cartoons
- Determine the content and message in the cartoons
- Recognize the positions of editorial cartoonists in their work
- Gain an awareness and understanding of current issues/events
- Discuss a policy/issue under debate and take a position
- Develop a persuasive paragraph/essay on an issue

TARGET GROUP

For the purposes of this lesson, the target group levels range from high-intermediate to advanced learners.

LENGTH

Two 90-minute class periods

MATERIALS

Editorial cartoons from newspapers and magazines

Useful web links at:

www.editorialcartoonists.com

www.globecartoon.com

www.cagle.msnbc.com

(Dave Cagle's Professional Cartoonists Index)

Overview

Students will examine the purpose of editorial cartoons and the different elements used by cartoonists to convey a position on an important issue or event. Students will analyze the content and message presented in a current cartoon.

Activity

DAY ONE

1. Warm-Up

Show an editorial cartoon from the print/electronic media and ask students to do a free-write about the cartoon's topic and position. Students will also be expected to include their reaction to the cartoon's message and share their thoughts with a partner.

2. Discussion

In small groups or pairs, have students discuss the questions about editorial cartoons and report their answers to the class.

What is the focus of editorial cartoons?

What do editorial cartoonists strive to do?

Why do magazines and newspapers contain editorial cartoons?

What makes it challenging to understand editorial cartoons?

What are issues in editorial cartoons today?

3. Editorial Cartoon Elements

Using different editorial cartoons on the topic of immigration, have students explore the elements used in editorial cartoons to make a point about an issue: exaggeration, symbolism, irony, caricature, analogy.

4. Editorial Cartoon Analysis

Using a current editorial cartoon about immigration, ask students to discuss the cartoon in terms of its topic, message and elements, then complete the editorial cartoon analysis worksheet.

NOTE: This analysis should be presented as a chart.

Editorial Cartoon Analysis

Issue and Event

Objects and People

Cultural Symbols and References

Setting and Action

Words and Phrases

Editorial Cartoon Elements

Cartoonist's Point of View

Cartoon Message

Homework Assignment

Ask students to complete the worksheet on a new editorial cartoon provided in class and come prepared to discuss their answers.

DAY TWO

1. Editorial Cartoon Worksheet

Ask students to discuss the responses on their worksheet in small groups or pairs, then report their results to the class.

2. Taking a Position

Based on the content in the editorial cartoon, the class will analyze an immigration issue or policy under debate and students will discuss their personal position in small groups or pairs. The groups will report back to the class and responses will be listed on the board under PRO or CON.

3. In-Class Writing

Have students write a persuasive paragraph/essay on their position regarding the issue discussed by the class.

Homework Assignment

Ask students to bring in an editorial cartoon reflecting an immigration issue, then complete the editorial cartoon worksheet. Instruct them to make copies of the editorial cartoon for their classmates and prepare a short presentation on the topic, message and elements in the cartoon.

IMMIGRANT COMMUNITIES: Exploring Connections

Interconnections: The Beginning of Our Multicultural Society

AIM

To have students recognize the powerful interconnections between different ethnic groups and cultures in this country.

OBJECTIVES

At the end of this lesson, students will be able to:

- Interpret a short narrative passage based on a period in history
- Describe a sequence of events in the past
- Compare and contrast cultural connections
- Write a paragraph connecting family history to today's multicultural society

TARGET GROUP —

ADULT EDUCATION

Multi-Level (Beginning High – Intermediate Low/High)

- Prior knowledge should include use of simple past verbs, plus some irregular past verbs, and familiarity with Venn diagrams and other graphic organizers.

Aligned with

- **Model Standards for Adult Education Programs: ESL.**
California Department of Education, 1992
<http://www.otan.dni.us/webfarm/emailproject/standard.pdf>
- **Grade Eight History-Social Science Content Standards — United States History and Geography: Growth and Conflict.**
California Department of Education.
<http://www.cde.ca.gov/be/st/ss/hstgrade8.asp>

LENGTH

Three 60-minute class periods

MATERIALS

Handouts included

Immigrant Voices, *American Stories* to illustrate the stories of immigrants from diverse backgrounds

Information at <http://www.kqed.org/topics/history/immigration/more-programs.jsp>

Overview

Students will analyze and respond to a story about the Industrial Revolution that illustrates how immigrant communities were fundamental to the growth of the cotton industry. Looking at this period of time offers students an historical perspective on the beginning of our multi-ethnic, multicultural society and the similarity of experience between these different immigrant groups.

Activities

DAY ONE

On the board, write or project the words *Multicultural America*. Ideally, use a graphic organizer such as a word web you create in MS Word or Inspiration or see <http://members.optusnet.com.au/~charles57/Creative/Mindmap/>

1. Have students give their definitions of *multicultural*. Brainstorm with the class all the different ethnic groups or cultures the students have met or seen since they have come to this country. Ask students to identify cultures they know about or whether they have a friend or family member from that culture.
2. Pose the question: “Was the United States always multicultural?” Take note of students’ responses as you check for prior knowledge.
3. Students will then listen to and read the *Interconnections* passage several times (whole group, small group). Check for understanding of difficult vocabulary. You may want to use the Picture Dictionary to help students better understand the time period.
4. Students will then complete the closed exercise, listening again to the passage. Ask them to dictate any two-three sentences from the passage to their partner.

DAY TWO

1. Warm up the class with a **messenger and scribe** activity. For directions on this peer dictation activity, visit <http://www.pde.state.pa.us/able/lib/able/fieldnotes07/fn07eslmultilevel.pdf>. Use the passage *Interconnections* for the exercise.
2. Present the living/working conditions handout overhead. Have students respond to the wages; check for understanding of the housing vocabulary and *The Slave* quote.

If possible, use some short video/DVD clips related to this window in time.

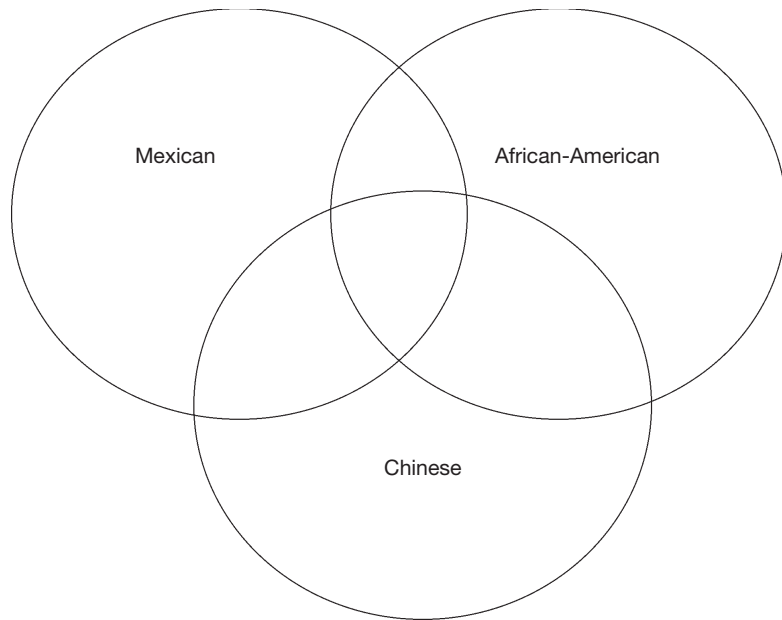
- Transcontinental Railroad (e.g., PBS's *Transcontinental Railroad*)
- Mill workers (e.g., PBS's *Mill Times*)
- African-American slave experience (e.g., PBS's *Slavery and the Making of America*)

If students have access to a computer lab, teach them how to search for images & information about this period in history using Google or another search engine.

3. Have students work in groups and “put themselves in someone else’s shoes.”
 - a. Working in small groups with large pieces of butcher paper, have students illustrate and write sentences about what they think life was like in this period of time for one of the cultural groups described in this passage. Remind students to write in first-person plural or singular.
 - b. Have students report back to the whole group. Model some examples.

Culminating Activities

- Using a Venn diagram, have students label one circle to represent their culture and the other two circles to represent two other cultural groups that live or work in their community. A two-circle Venn diagram may be adequate, depending on the class. Ask students to identify commonalities and differences between themselves and the cultures in their diagram.



- Ask students to share their diagram with two other students. Use small/whole group activities to allow students to share their feelings about this exercise.
- Ask students to write and/or illustrate a paragraph of 6-8 sentences about a particular time in their family’s history. They should think about a time when their family interacted with another culture. To begin this activity, model a story you have prepared or a student has written. In small groups, or as a whole group, invite students to share and contrast their stories.
- Screen *Immigrant Voices, American Stories* to illustrate the stories of immigrants from diverse backgrounds. Information at <http://www.kqed.org/topics/history/immigration/more-programs.jsp>

Concept Source: Ronald Takaki.
A Different Mirror: A History of Multicultural America (1993), pages 79-215.

Interconnections: Beginning High Level

Today, the United States is a multicultural country. When did this begin?

In the late 1700s and early 1800s, there were new machines and new factories. This was the beginning of the Industrial Revolution.

As African slaves worked in the cotton fields in the south, immigrant women from Ireland and other European countries worked in cotton mills in the north. Immigrant men from both Ireland and China helped to build the Transcontinental Railroad across the Sierra Mountains. The railroad helped to bring the cotton to factories and seaports.

This was the beginning of multicultural America.



<http://library.thinkquest.org/20619/Chinese.html>



www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/spinners.jpg



www.slaveryinamerica.org/scripts/sia/gallery.cgi?collection=eickemeyer

BEGINNING HIGH LEVEL

Listen to your teacher and write in the missing past-tense verbs:

Today, the United States _____ a multicultural country. When _____ this begin?

In the late 1700s and early 1800s, there _____ new machines and new factories. This _____ the beginning of the Industrial Revolution.

As African slaves _____ in the cotton fields in the south, immigrant women from Ireland and other European countries _____ in cotton mills in the north. Immigrant men from both Ireland and China _____ to _____ the Transcontinental Railroad across the Sierra Mountains. The railroad _____ to _____ the cotton to factories and seaports.

This _____ the beginning of multicultural America.

Dictate three sentences from this story to your partner.

Interconnections: Intermediate Level

INTERMEDIATE LEVEL

Today, the United States is a multicultural country. When did this begin? Let's take a look back in time, when "Cotton was King."

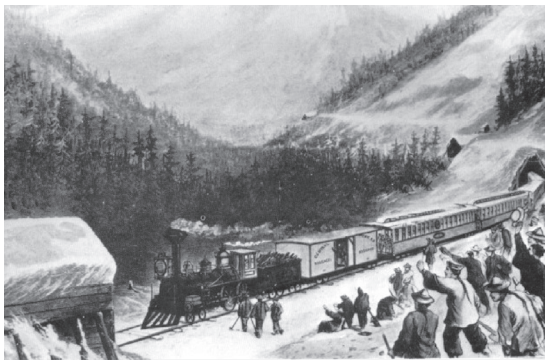
In the late 1700s and early 1800s, there were new machines and new factories. This was the beginning of the Industrial Revolution. With invention of the cotton gin, the demand for cotton increased. Increased cotton production required cheap labor.

As African slaves worked in the cotton fields in the south, immigrant women from Ireland and other European countries worked in the cotton mills in the north.

In 1860, cotton exports from the south totaled \$191 million. There were 3,950,500 slaves in the south – 75% of them worked in cotton fields.

By 1890, there were 3.5 million Irish immigrants in the U.S. Many of the women worked in cotton mills in the north, making fabric from the cotton grown on southern plantations. Many of the Irish men helped to build the Transcontinental Railroad, together with 4 million Chinese immigrants (mostly men) who came to the U.S. looking for the *Gum Sham*, the Mountain of Gold. The railroad helped to bring the cotton to factories and seaports.

This was the beginning of multicultural America.



<http://library.thinkquest.org/20619/Chinese.html>



www.library.csi.cuny.edu/dept/americanstudies/lavender/graphics/spinners.jpg



www.slaveryinamerica.org/scripts/sia/gallery.cgi?collection=eickemeyer

INTERMEDIATE LEVEL

Listen to your teacher and write in the missing past-tense verbs:

Today, the United States is a multicultural country. When _____ this begin?
Let's take a look back in time, when "Cotton _____ King."

In the late 1700s and early 1800s, there _____ new machines and new
factories. This _____ the beginning of the Industrial Revolution. With invention
of the cotton gin, the demand for cotton _____. Increased cotton
production _____ cheap labor.

As African slaves _____ in the cotton fields in the south, immigrant
women from Ireland and other European countries _____ in the cotton
mills in the north.

In 1860, cotton exports from the south _____ \$191 million. There _____
3,950,500 slaves in the south – 75% _____ of them in cotton fields.

By 1890, there _____ 3.5 million Irish immigrants in the U.S. Many of the
women _____ in cotton mills in the north, _____ fabric from the
cotton _____ on southern plantations. Many of the Irish men _____
_____ to _____ the Transcontinental Railroad, together with 4 million Chinese
immigrants (mostly men) who _____ to the U.S. _____ for the *Gum
Sham*, the Mountain of Gold. The railroad _____ to _____ the cotton
to factories and seaports.

This _____ the beginning of multicultural America.

Listen to your partner and write:

Living/Working Conditions for African Slaves and Immigrants

To Be a Slave: In a single room were huddled, like cattle, ten or a dozen persons, men, women, and children ..."

JULIUS LESTER, THE AMERICAN SLAVE,
 PREPARED BY THE FEDERAL WRITERS' PROJECT
 OF THE WORKS PROGRESS ADMINISTRATION.
 ELLEN BUTLER, LOUISIANA SLAVE



Crowded Shack
<http://www.lac-bac.ca/trains/kids/h32-2210-e.html>



Mulberry Street, New York City
<http://italiangenealogy.tardio.com/Forums/viewtopic/t=5650.html>

| Group | Wages | Housing |
|--------------------------|--------------------|----------------------------------------------------------------------|
| African Slaves | \$.08/day (if any) | Wooden shacks with dirt floors |
| Irish Mill Workers | \$1.50/day | Tenements crowded, dirty, dark, unheated and dangerous apartments |
| Irish Railroad Workers | \$1.50/day | Shacks, boxcars, campsites |
| Chinese Railroad Workers | \$1.00/day | Shacks, campsites |

Immigration Terminology

Asylum

Humanitarian permission to remain in the U.S., usually refugees or people escaping persecution at home.

Business (B-1) and Tourist (B-2) Visas

A business (B-1) or tourist (B-2) visa is appropriate for individuals traveling to the United States on business or pleasure.

Department of Homeland Security

A Cabinet department of the federal government with the responsibility of protecting the territory of the United States from terrorist attacks and responding to natural disasters. DHS works in the civilian sphere to protect the United States within, at and outside its borders.

DHS

An acronym for the Department of Homeland Security.

Diversity Visa Program (Green Card Lottery)

A free annual lottery held by the U.S. government, which attempts to increase diversity in the U.S. population by randomly selecting people from those countries with the fewest immigrants to the U.S. relative to their population.

Exclusion

The process of being denied entry into the U.S.

Green Card

An idiomatic term for the identity document or alien registration receipt card issued to permanent resident (immigrant) aliens. The card includes the alien's photograph, fingerprint and signature, and allows the holder to live and work legally inside the U.S. The card also lets the holder travel outside the U.S. and return as long as primary residence in the U.S. is maintained. At one time the form I-551 identity card was green, which is how it derived its name. The card is renewable after 10 years.

H-1B Visa

This term is also commonly called "work visa." "H-1B" refers to the classification for Specialty Occupations.

H-4 Visa

The visa obtained for a dependent (spouse or child under 21) of an H classification visa holder.

Illegal Immigrant

A foreigner who either has illegally crossed an international political border, be it by land, sea or air, or a foreigner who has entered a country legally but then overstays his/her visa in order to live and/or work therein.

Immigrant

A person who comes to a country to take up permanent residence.

INS

Acronym for Immigration and Naturalization Service, a branch of the U.S. Department of Justice. The INS is responsible for admitting foreign nationals into the U.S., and processing all immigration and naturalization related applications made by, or on behalf of, foreign nationals. The INS maintains offices throughout the U.S. and in several foreign countries. Following a major restructuring of the U.S. government after 9/11, the former INS was put under the newly created U.S. Department of Homeland Security (DHS). The service itself took on the new name U.S. Citizenship and Immigration Services (CIS).

NAFTA

An acronym for North American Free Trade Agreement, NAFTA is the 1994 agreement reached by the United States, Canada and Mexico that instituted a schedule for the phasing out of tariffs and eliminated a variety of fees and other hindrances to encourage free trade between the three North American countries.

Naturalization

When a person acquires a citizenship different from that person's citizenship at birth. An applicant must hold a legal status as a full-time resident for a minimum period of time and he/she must promise to obey and uphold that country's laws, to which an oath or pledge of allegiance is sometimes added.

Out of Status

When an alien is in the U.S. but has gone beyond the boundaries of the visa. There are many reasons for being "out of status." The two most common reasons are: (1) the visa extension has not been filed on time before it expired, or (2) the alien has been terminated or becomes ineligible to work, for any reason, and is unemployed. When the H-1B worker becomes unemployed, for whatever reason, the visa automatically becomes invalid, even if the date of the visa has not actually expired.

Permanent Residence Status

Confers on foreign nationals the right to live and work in the U.S. without time limitations. Individuals are given alien registration cards upon approval of their application for permanent residence and thereafter called permanent resident aliens. "Immigrant" is another name for permanent resident alien. When an alien says, "I have my green card," it means they have permanent residence status and do not need to be sponsored for an H-1B visa.

Refugee

A person outside of the U.S. who is unable or unwilling to return to his or her country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, political opinion or membership in a particular social group.

Student Visas (F1 or M1)

Applicants wishing to attend an American university or other academic institution must apply for an appropriate student visa. This requirement applies to children wishing to study at primary and secondary schools, as well as university and vocational schools, including pilot training schools.

Undocumented Worker

Someone from a foreign country who is working in the U.S. without the required documents permitting him/her to do so.

Visa

A document giving an individual permission to request entrance to a country.

Visitor Visa (Tourist Visa)

A B-1 or B-2 Visa given to citizens of a foreign country who wish to enter the U.S. temporarily for business or pleasure. The holder of this visa is not authorized for employment while in the U.S.

Xenophobia

A fear or contempt of foreigners or strangers who seem different from oneself.

Further information on NAFTA, an agreement that has had a profound effect on the Mexican economy

NAFTA

The North American Free Trade Agreement (NAFTA) called off the majority of tariffs between products traded among the United States, Canada and Mexico, and gradually phased out other tariffs over a 15-year period. Restrictions were to be removed from many categories, including motor vehicles, computers, textiles and agriculture. The treaty also protected intellectual property rights (patents, copyrights and trademarks), and outlined the removal of investment restrictions among the three countries. The agreement is trilateral in nature (the stipulations apply equally to all three countries) in all areas except agriculture, in which stipulation, tariff reduction phase-out periods and protection of selected industries were negotiated bilaterally. Provisions regarding worker and environmental protection were added later as a result of supplemental agreements signed in 1993.

This agreement was an expansion of the earlier Canada-U.S. Free Trade Agreement of 1988. Unlike the European Union, NAFTA does not create a set of supranational governmental bodies nor does it create a body of law superior to national law. NAFTA is a treaty under international law. Under United States law, it is classed as a congressional-executive agreement rather than a treaty, reflecting a peculiar sense of the term "treaty" in United States constitutional law that is not followed by international law or the laws of other nations.

The above terms are from: <http://www.visaamerica.com/glossaryofterms/>, Wikipedia and Merriam-Webster Dictionary.

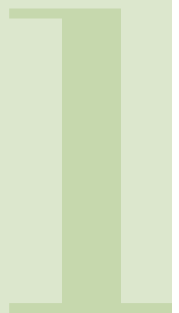
Timeline of U.s. Immigration Policy

From *New Americans* - <http://www.pbs.org/independentlens/newamericans/>

- 1790 Naturalization rule adopted. Federal government establishes a two-year residency requirement on immigrants wishing to become U.S. citizens.
- 1875 First exclusionary act. Convicts, prostitutes and "coolies" (Chinese contract laborers) are barred from entry into the United States.
- 1882 Immigration Act passed. The federal government moves to firmly establish its authority over immigration. Chinese immigration is curtailed; ex-convicts, lunatics, idiots and those unable to take care of themselves are excluded. In addition, a tax is levied on newly arriving immigrants.
- 1885 Contract laborers' entry barred. This new legislation reverses an earlier federal law legalizing the trade in contract labor.
- 1891 Office of Immigration created. Today it is known as the Immigration and Naturalization Service (INS). In the same year, paupers, polygamists, the insane and persons with contagious diseases are excluded from entry to the United States.
- 1892 Ellis Island opens. Between 1892 and 1953, more than 12 million immigrants will be processed at this one facility.
- 1903 Additional categories of persons now excluded: epileptics, professional beggars and anarchists.
- 1907 Exclusions are further broadened. Imbeciles, the feeble-minded, tuberculars, persons with physical or mental defects and persons under age 16 without parents are excluded.
- 1907 "Gentleman's agreement" between United States and Japan. An informal agreement curtails Japanese immigration to the United States. Also, the tax on new immigrants is increased.
- 1917 Literacy test introduced. All immigrants 16 years of age or older must demonstrate the ability to read a 40-word passage in their native language. Also, virtually all Asian immigrants are banned from entry into the United States.

- 1921 Quota Act. An annual immigration ceiling is set at 350,000. Moreover, a new nationality quota is instituted, limiting admissions to 3 percent of each nationality group's representation in the 1910 U.S. Census. The law is designed primarily to restrict the flow of immigrants coming from eastern and southern Europe.
- 1924 National Origins Act reduces the annual immigration ceiling to 165,000. The U.S. Border Patrol is created.
- 1927 Immigration ceiling further reduced. Annual immigration ceiling reduced to 150,000; the quota is revised to 2 percent of each nationality's representation in the 1920 census. This basic law remains in effect through 1965.
- 1929 National Origins Act. The annual immigration ceiling of 150,000 is made permanent, with 70 percent of admissions slated for those coming from northern and western Europe, while the other 30 percent are reserved for those coming from southern and eastern Europe.
- 1948 Displaced Persons Act. Entry is allowed for 400,000 persons displaced by World War II. However, such refugees must pass a security check and have proof of employment and housing that does not threaten U.S. citizens' jobs and homes.
- 1952 McCarran-Walter Act. Consolidates earlier immigration laws and removes race as a basis for exclusion. An ideological criterion for admission is introduced: immigrants and visitors to the United States can now be denied entry on the basis of their political ideology (e.g., if they are Communists or former Nazis).
- 1965 Immigration Act is amended. Nationality quotas are abolished. However, the Act establishes an overall ceiling of 170,000 on immigration from the Eastern Hemisphere and another ceiling of 120,000 on immigration from the Western Hemisphere.
- 1980 Refugee Act. A system is developed to handle refugees as a class separate from other immigrants. Under the new law, refugees are defined as those who flee a country because of persecution "on account of race, religion, nationality or political opinion." The president also is allowed to admit any group of refugees in an emergency. At the same time, the annual ceiling on traditional immigration is lowered to 270,000.
- 1986 Immigration Reform and Control Act. The annual immigration ceiling is raised to 540,000. Amnesty is offered to those illegal aliens able to prove continuous residence in the United States since January 1.
- 1990 Immigration Act of 1990. The annual immigration ceiling is further raised to 700,000 for 1992, 1993 and 1994; thereafter, the ceiling will drop to 675,000 a year. Ten thousand permanent resident visas are offered to those immigrants agreeing to invest at least \$1 million in U.S. urban areas or \$500,000 in U.S. rural areas. The McCarran-Walter Act of 1952 is amended so people can no longer be denied admittance to the United States on the basis of their beliefs, statements or associations.
- 1996 Immigration Act. In an effort to curb illegal immigration, Congress votes to double the U.S. Border Patrol to 10,000 agents over five years and mandates the construction of fences at the most heavily trafficked areas of the U.S.-Mexico border.
- 1996 Immigrants lose benefits. President Clinton signs welfare reform bill that cuts many social programs for immigrants. Legal immigrants lose their right to food stamps and Supplemental Security Income (a program for older, blind and disabled people). Illegal immigrants become ineligible for virtually all federal and state benefits except emergency medical care, immunization programs and disaster relief.

Source: The Close Up Foundation: U.S. Immigration Policy

A large, stylized lowercase letter 'i' in a light green color, positioned in the upper right quadrant of the page. The background is a gradient of green, with a darker shade at the top and bottom, and a lighter shade in the middle. A large, semi-transparent white circle is partially visible on the right side of the page.

“The Master Narrative is the familiar story that America was settled by European immigrants, and that Americans are white or European in ancestry.... And even though many of us do not look like Europeans and do not have European-sounding names, we are all Americans. We all came here originally from around the world. Here we made America, and in the process, re-made ourselves into Americans.”

FROM A DIFFERENT MIRROR:

STUDYING THE PAST FOR THE SAKE OF THE FUTURE BY RONALD TAKAKI.

COMMENCEMENT ADDRESS FOR

WHITMAN COLLEGE, MAY 21, 2006