



Arkansas 4-H Citizenship



Immigration...Everyone is From Somewhere?

Life Skills:

Communication, Accepting Differences

What to Do:

Explore the issue of immigration on the Internet. Visit Ellis Island Web site: www.ellisland.org. Explore the ethnic and cultural makeup of your community.

Measuring Success:

Youths will become more aware of the causes for immigration. They will gain an appreciation for the reasons people immigrate. They will develop an understanding of the diversity of their community.

Audience:

4th – 12th grades

Time Involved:

45 - 60 minutes with follow up

Group Size:

5 - 30 (break groups larger than seven into groups of three to seven)

Preparation and Materials

- Note pads
- Pencils
- Access to computer/s with Internet access.
- Visit several Web sites that deal with immigration, history and collecting information: www.globalschoolhouse.org; <http://www.ellisland.org>; <http://www.cyndislist.com/>

Introduction

In the past, the United States was often referred to as a melting pot. This meant that people who moved from other countries to the United States became American, speaking English and adopting the customs and other things that are part of the culture. In recent years, the United States has been called a mosaic. The description of the United States as a mosaic is a much better explanation of all of the different people who make up the people. Yes, people adapted and adopted the language and culture, but in many ways they brought their culture and language too. Many parts of cultures from around the world make up what we know as the United States of America.

“Here is not merely a nation, but a teeming nation of nations.” – Walt Whitman

The Activities

Activity No. 1

(Explore the topic of immigration on the Internet. Look at the different peoples who have immigrated to the United States.) How many different countries can we identify? Let's investigate why people come to the United States. *(Prepare an outline of reasons people came here.)*

Activity No. 2

(Develop an immigration profile for your community. Look for records in the library, interview public officials, talk to school officials and investigate other sources of information. Have a discussion in your group about where people came from — their family, neighbors, friends and others.)

Activity No. 3

(Have each person in the group conduct an interview —oral history — with an immigrant. This could be someone new in your community or school, someone that came some time ago, older people whose ancestors come from another country, your own family. Most of us have ancestors who came here, unless we are totally Native American.)

(Have youths prepare a report on the interview.)

Reflect/Discuss

Discuss the topic of immigration as a group.

Discuss the reasons people come to the United States.

Discuss the reports of interviews that youths have done.

Share What You Did

How can you get information from the Internet about a specific topic? How difficult is it to focus on a topic? What did we learn about immigration through our assignment? How do you feel about the reasons people came to the United States? What did we learn about immigration in our community? Where have many people moved here from? Have these countries changed during the past 100 years?

Tell What's Important

How has immigration made a difference in your community?

What did you learn about people in your community?

What did you learn about your own family and why your ancestors came to the United States?

Where did they settle?

Generalize to Your Life

How has immigration affected your community?

How has immigration affected the United States?

How would your community be different if there were no immigrants?

Apply What You Learned

What were the reasons people in your community came to the United States?

Why did they come to your community?

Are there activities and events in your community that are a result of immigration?

More Challenges

- Write an oral history of your community – prepare a written document of the interviews that were conducted. Prepare an exhibit to share the roots of the community in a central location.
- Share the oral history with others by posting your results on some of the Web sites you investigated.
- Prepare a history of your family using information from the National Endowment for the Humanities Web site: <http://www.neh.gov/>

Conduct interviews and develop a history of a particular event, activity or even 4-H in your community.



Lesson Evaluation for Youths: Immigration...Everyone is From Somewhere?

Please read each statement carefully and check if you strongly agree, agree, don't know, disagree or strongly disagree. Please return this evaluation to:

U of A Cooperative Extension Service
4-H Youth Development
2301 S. University Avenue
Little Rock, AR 72204

After completing the Immigration...Everyone is From Somewhere lesson, I:

Strongly Agree = SA
Agree = A
Don't Know = DK
Disagree = D
Strongly Disagree = SD

Can name at least three reasons people immigrate to different countries.

☐ SA ☐ A ☐ DK ☐ D ☐ SD

Have gained an appreciation for why people immigrate.

☐ SA ☐ A ☐ DK ☐ D ☐ SD

Value what immigrants add to their new communities.

☐ SA ☐ A ☐ DK ☐ D ☐ SD

The most important thing I learned was:

Because of this information, I will:
