



People on the Move

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Grades: 6-8

Time: 12 class periods (more if desired)

Geographic Theme

Location, place, movement

Purpose

To experience geography through the eyes of immigrants coming to America from various points of origin.

Objectives

- To trace the national origins of American families
- To classify and chart reasons for moving
- To classify and chart methods of transportation used to immigrate
- To show routes of movement on world maps
- To compare and contrast immigration experiences among the various groups represented
- To identify reasons for selecting the final destination and new home

Materials

- Globes
- Wall Maps
- World Desk Maps- laminated and/or photocopied
- Atlases

- Markers
- Research Materials
- Immigrant travel diaries or oral histories
- Letter to parents outlining project requirements and deadlines
- Handout #1
- Interview Model Sheet

Procedure

Introduction- Throughout history, individuals and groups of people have moved from one location to another. These moves, motivated by political, economic, climatic, and social events, have been the basis for many of the cultural connections among nations in today's world. This activity asks students to research, process, and report information about people, places, and environments and trace their movements from place to place.

Day One- Introduce the topic of migration of people. Encourage students to share their ideas about why people leave one place and are attracted to another. Make a list of these reasons on the chalkboard. Use the list to create categories such as political, economic, social, religious, climatic, or other. Briefly clarify each category and have students decide which category each reason fits best. Use handout to further clarify categories and to identify circumstances under which each might be an issue. If available, read excerpts from authentic diaries or journals. You may find these through local archives, historical societies, or ethnic advocacy groups.

Day Two- Students will use Interview Model Sheet as a model for interviewing 2 immigrants. If you prefer, the class may wish to create their own list of questions to use in the interview process. Students may wish to interview a classmate, parent, grandparent, or friend. Some modeling of the interview process may be needed. Students will have 10 days during which they must complete the interviews and write up their results to be shared with the class. The report of the interview should resemble the **Model Interview Questionnaire**.

Group students for research. Assign or have students select a particular immigrant group to research over time. The list of possible immigrant groups to be researched should include but not be limited to those on the **Handout**

#1. Students should look for information which details reasons why large numbers chose or were forced to move from their homes to a new destination in the United States. Students should look for statistics that show how many immigrants came over a period of greatest movement. Briefly discuss the mapping and charting that will be done after data is collected.

Review Parent Letter with students stressing deadlines. Have students review this information with their parents and return the signed tear-off portion the next day.

Days 3, 4, and 5- *Research Days*- Use media center materials. Notecards identifying sources and information obtained from those sources may be required. You may want to have these days wrap around a weekend when students could more easily visit public library facilities and make additional investigation using their own materials at home as their homework assignment in this time period. This is a suggested number of days that you may choose to adjust to the needs of your class.

Days 6 and 7-*Integrate Data*- Students will bring research data to class and use it to create at least three charts. They may have additional ideas for organizing and reporting what they have found. Students may be divided in groups or work as a whole class to create the following charts:

Days 8 and 9-*Map Routes of Travel*- Use desk maps (laminated or paper copies), atlases, wall maps, and globes to show migration routes for various immigrant groups researched. Identify the country of origin, intermediate stops, if any, point of entry into the United States, and home destination. Color codes from charts should be used to trace routes. Transportation symbols can also be repeated. Students should use flat maps and globes to compare routes of travel. Students should also note differences and similarities among points of origin and destination points as well as examine reasons why immigrant groups chose their new homes.

Days 10 and 11-*Share Reports of Interviews*- Poster reports should be displayed- tacked up on the wall or on desk tops. A portion of the class should remain with their posters while others move around to read reports and discuss discoveries and/or questions with reporters. Groups change until all groups have seen all reports. Class discussion should allow students to share observations. Using another world map, students should map routes of travel for a designated number of individuals. Transportation symbols may be repeated.

Day 12+-Writing A Travel Diary- Students will write a travel diary for an imaginary immigrant with one entry of at least a page/paragraph for each of TEN days. These days need not be consecutive, but days on which the following occurred:

- reasons for considering a move discussed
- conditions endured prior to moving described
- possible destinations contemplated
- pros and cons of possible destinations weighed
- travel arrangements made
- day(s) of actual journey
- impressions/experiences upon arrival
- intermediate stops (if any)
- process of getting settled in a new country begins/proceeds

Students should be encouraged to use all of the senses to describe experiences to make them real.

Diaries should be illustrated with appropriate scenes showing the subject's perspective and made into a booklet due on a date specified by the teacher.

Final Day-Share finished products within the class. Give students time to read and enjoy each other's work. You may also choose to display/share with other classes.

Extensions

- Use maps of immigration routes. Have students determine the latitude and longitude for:
 - points of origin
 - intermediate stops
 - destinations
- This activity can be done at a later date.
- Use scale to determine distances traveled.

- Invite selected people interviewed to do presentations about their country of origin and its culture.
- Students could survey all or some portion of the entire student body to determine the country of origin for all students. Participation should be voluntary for those invited to be included in the survey. Use data to compile lists of people born in each nation identified. Place lists on a large world map near the correct location and connect with a string or yarn to the location of the school. The result will be an excellent display in your classroom, a great display for a public area on Parents' night, multicultural or international celebrations.
- Consult the math teacher for assistance with graphs and charts.
- Consult the Language Arts teacher for help with practice or writing skills which will enhance the quality of the travel diaries. Since this is a writing project of considerable size, you may be able to give grades in both classes. The art teacher may assist with illustrations- the Interdisciplinary Approach.

National Geography Standards

1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information about people, places, and environments in a spatial context.

4: The physical and human characteristics of places.

9: The characteristics, distribution, and migration of human populations on Earth's surface.

10: The characteristics, distribution, and complexity of Earth's cultural mosaics.

12: The processes, patterns, and functions of human settlement.

MODEL INTERVIEW QUESTIONNAIRE*

Interviewer's Name: _____

Where were YOU born?

Nation: _____ State: _____ City/Town: _____

Where were YOUR parents born?

Mother: _____ Father: _____

Where were your grandparents born?

Mother's Parents: _____ Father's Parents: _____

Subject Interviewed: _____

Name: _____

Relationship to you: _____

Ask these questions:

1. Where were you born?

2. What can you remember about this place? or What have you been told about

this place?

Physical characteristics:

Cultural characteristics:

3. Do you have any special memories of this place and/or something that happened to you there?

4. Did you live anywhere else before you moved to the United States?
5. When did you move here?
6. Why did you move here?
7. How did you get here? How much did it cost to get here?
8. What are your first memories of what it was like when you arrived?
9. How did you feel?
10. Did you know anyone here when you first arrived?
11. What adjustments did you have to make upon arrival?
12. What adjustments were easiest?... Hardest?

The report of your poster should be prepared on a poster of this size: _____
It is due _____.

**Teacher or class may modify this model to suit their needs.*

HANDOUT #1

The United States of America is a nation of immigrants. EVERYONE who has ever lived here can trace family origins to somewhere else. The reasons why people came to the U.S. are as many and varied as the people themselves. Some of the reasons are mentioned below in the following statements. You may be able to add statements that show additional reasons why people left their homes and came to the United States.

Label each of these statements. Write P if the group migrated for political reasons, E for economic reasons, S for social reasons, C for climatic reasons, and O for other reasons.

1. _____ Pilgrims came to North America to practice their religion. (1600s).
2. _____ Disease destroyed the potato crop in Ireland. Many people starved to death. Many moved to the East Coast of the

United States. (1840s and 1850s)

3. _____ The transcontinental railroads were begun in California. Many Chinese men came to the west coast of the United States to work on this project. (1850s and 1860s)
4. _____ The Industrial Revolution began in the northeastern part of the United States. Many factories provided jobs for thousands of Italians and Eastern Europeans. (1880s to 1910)
5. _____ Russian immigration to the United States sees a dramatic increase after the Russian government passes laws against Jews. (1890-1900)
6. _____ After World War II ended, many homeless Europeans began arriving in the United States. (1945-1950)
7. _____ Following the Revolution in Cuba led by Fidel Castro, thousands of Cubans arrived in South Florida. (1960)
8. _____ New governments take control in Southeast Asia. Hundreds of thousands of Southeast Asian immigrants come to the United States. (1970s-1980s)
9. _____ Civil wars in Nicaragua and El Salvador cause people from these countries to enter the United States. (1980s)
10. _____ Thousands of Haitians in rickety boats sailed to South Florida to escape unbearable conditions in their homeland. (1990s)
11. _____
12. _____
13. _____
14. _____



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