

**Teaching American History Grant: Learning Experience 2008-2009**  
*Beyond Europe: Asian and Caribbean Emigration in the Nineteenth and Twentieth Centuries*

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**Topic Title:** Comparing Immigrant Experiences While Constructing Learning Centers

**Date:** April 23, 2009

**Grade Level:** 7-12

**Overview of the Learning Experience:**

A) This project may be introduced in either of 2 areas:

- 1) Unit 9: The Roaring Twenties: Relative Isolation of The United States  
Between the Wars: Restrictions on Immigration, e.g. Quota Act of 1924
- 2) Unit 11: The Changing Nature of the American People From World War II  
To the Present: Western Hemisphere Relations;  
(New York State Department of Education, Social Studies Core  
Curriculum)

B) Students will:

- 1) Conduct research
- 2) Synthesize and organize information
- 3) Produce graphic organizers, displays, maps, tables, photos, personal letters,
- 4) Assess and evaluate information
- 5) Draw conclusions

C) Social Studies Concepts that are discussed;

- 1) Diversity
- 2) Movement of People and Goods
- 3) Change
- 4) Culture
- 5) Scarcity
- 6) Factors of Production
- 7) Economic Systems

D) New York State Learning Standards

- 1) Compare and contrast the experiences of different groups in the United States
- 2) Compare and contrast the experiences of different ethnic, national, and  
religious groups, including Native American Indians, in the United States,  
explaining their contributions to American society and culture
- 3) Analyze the United States involvement in foreign affairs and a willingness to  
engage in international politics, examining the ideas and traditions leading to  
these foreign policies
- 4) Understand the interrelationships between world events and developments in

New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom)

**Essential Question(s):**

**How are the experiences of immigrants from different regions similar?**

- A) Are there similarities in the Push Pull factors that cause one to emigrate?
- B) How do people overcome difficulties as a result of language difficulties?
- C) Do immigrants share common experiences living in the new host country?

**Time Allotment:** One week; 1-2 classes for research; 1 class for set-up, 1 class for demonstration. This could be a class term project. If possible, students should be provided with two - three class periods for research in a media center. You should allot 1 class for the students to set-up their learning centers however, if this is accomplished in less time, you may begin the demonstration. The students will then visit each other's learning stations and complete their investigations.

**Vocabulary (key terms):**

- |                         |                              |                      |
|-------------------------|------------------------------|----------------------|
| 1) Demography           | 2) Gross Domestic Production | 3) Per capita Income |
| 4) Life Expectancy Rate | 5) Birth Rate                | 6) Geography         |
| 7) Natural resources    | 8) Unemployment Rate         | 9) Emigration        |
| 10) Immigration         | 11) Push Factors             | 12) Pull Factors     |
| 13) Ghetto              | 14) Barrio                   | 15) Mortality Rate   |
| 16) Literacy Rate       |                              |                      |

**Materials/Resources:**

- A) Media-Center Access; Internet Access
- B) Paper supplies, scissors, paste/glue
- C) Poster board displays or classroom wall space, school display cases.

**Procedure:**

- A) Students are divided into collaborate learning teams.
- B) Each learning team is assigned one of the 5 different groups and are instructed to report on that country's emigration.

- 1) Mexico
- 2) Dominican Republic
- 3) El Salvador
- 4) China
- 5) India

- C) Student are given time, (one – two class days) to research their choice of immigrants in a media center at school. This could also be an assigned term project.

D) Students are first asked to brain storm and to list those items that they think would be necessary to investigate. Then the teacher should compare the students' responses with her/his own list. The research should cover 5 areas;

1) Demographics:

- a) map
- b) geography/land mass
- c) population
- d) birth rate
- e) life expectancy
- f) education/ literacy rates

2) Economics:

- a) Gross Domestic Product
- b) Per Capita Income
- c) Trade Balance, Largest Trading Partners
- d) Natural Resources
- e) Major Industries, Sources of National Income
- f) Employment Rates
- g) Do you see any Push or Pull factors in this area?

3) Current Political System:

- a) Type of government
- b) Description of current government leaders
- c) Project, promises of current political party in power
- d) Dissenting political parties and their complaints
- e) Do you see any Push or Pull factors in this area?

4) History of Prior Colonization:

- a) Who colonized this country?
- b) Describe the length of time and degree of colonization
- c) How and when did the country when its independence?
- d) Is the country still a colony? Would you consider it currently under the control of another country?

5) Immigrant Experience:

- a) How many emigrate and where do they emigrate to?
- b) How well are the immigrants received in their host countries?
- c) Where do the immigrants tend to live in the host countries; ghettos, barrios?
- d) What type of work do the immigrants find?
- e) Have the immigrants improved their economic well being in the host country?
- f) Do the immigrants become citizens of the host country or just work and send money home?

- E) Students having collected their information, now organize it on poster boards to be displayed, as learning centers, around the classroom. Wall space in the classroom can be dedicated for each particular country. For each country, the five categories; (Demographics, Economics, Political Systems, Prior Colonization, and Immigrant Experience should be included). If the technology resources permit, the presentations may be done as Power Point presentations and posted to the school's website or made available for easy access.
- F) Two class work sheets are included to test the students on their understanding of the terms and what constitute Pull and Push Factors. You may want to test/quiz the students on their understanding of the material before they produce and present their projects.
- G) The information is presented and students are asked to examine the information at each of the learning centers. The students will seek to answer the following questions:
- 1) Are there any similar demographic conditions that reflect negative conditions in these countries? Identify the statistics and describe the conditions!
  - 2) Are there any similar economic statistics that reflect negative conditions in these countries? Identify the statistics and describe the conditions!
  - 3) Are there any similar government structures or political parties in these countries that would create negative conditions? Are there any political disruptions, civil wars, violent political dissent? Describe and explain!
  - 4) Where these countries subject to imperialism? Where they controlled or under the influence of a specific nation? What treatment did they receive while being colonized? Did their economies expand or remain underdeveloped?
  - 5) Were there any common immigrant experiences when they emigrated to the United States? Is there any similarity in where did they tend to live? Describe it! Is there any similarity regarding the level of social mobility for these groups? Which groups tend to become citizens and which tend to remain as foreign workers in the United States?

**Assessment:**

- A) Students are assessed on two levels:
- 1) As a team based on the quality, comprehensiveness of the material that they provided in the learning centers.
  - 2) As individuals when they complete the evaluation sheet seeking for similarities among immigrant groups from the Caribbean and Asia.

**Resources:**

Students may be directed to these Web-Sites in order to gather some of the demographic, economic, and political information.

The International Database constructed by the Census Bureau of the United States Government  
<http://www.census.gov/ipc/www/idb/idbhelp.html>

The World Fact Book constructed by the Central Intelligence Agency  
<https://www.cia.gov/library/publications/the-world-factbook/index.html>

United Nations Statistics Division  
<http://unstats.un.org/unsd/default.htm>

World Bank Data and Statistics  
<http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/>

Geo World Bank  
<http://geo.worldbank.org/>

Class Worksheet One

TAH 106; Beyond Europe: Asian and Caribbean Emigration in the 19<sup>th</sup> and 20<sup>th</sup> Centuries

Vocabulary Worksheet  
Matching Column

Number	Match Answer	Term	Definition Letter	Definition
1		Demography	A	This is the percentage of people who can read in a certain country.
2		Gross Domestic Production	B	These are living objects such as,(trees and soil, for example), which can restock (renew) themselves if used sustainably and not over- harvested. There are also non-living renewable, such as hydroelectric power, solar power, and biomass fuel.
3		Per Capita Income	C	The study of the characteristics of human populations, such as size, growth, density, distribution, and vital statistics.
4		Life Expectancy Rate	D	This is the study of the Earth and its lands, features, inhabitants, and phenomena.
5		Birth Rate	E	This is a Spanish word meaning district or neighborhood. It offers refers to a poor Hispanic neighborhood.
6		Mortality Rate	F	This is a measure of the number of deaths (in general, or due to a specific cause) in some population, scaled to the size of that population, per unit time. It is typically expressed in units of deaths per 1000 individuals per year;
7		Geography	G	This is a "portion of a city in which members of a minority group live especially because of social, legal, or economic pressure." It was originally used to refer to an area in Venice.

8		Natural Resources	H	This entry gives the average annual number of births during a year per 1,000 persons in the population at midyear. This is usually the dominant factor in determining the rate of population growth.
9		Unemployment Rate	I	Conditions that draw people towards freedom, or more opportunity. They are positive qualities that exist in another country.
10		Emigration	J	This is the average number of years of life remaining at a given age. It is the average expected lifespan of an individual.
11		Immigration	K	These are forceful problems which results in people wanting to migrate. They drive people away from their home land.
12		Push Factors	L	This means how much each individual receives, in monetary terms, of the yearly income generated in the country. This is what each citizen is to receive if the yearly national income is distributed fairly
13		Pull Factors	M	This is when you move into a country from another country.
14		Ghetto	N	This is one of the measures of national income and output for a given country's economy. It is the total value of all final goods and services produced in a year.
15		Barrio	O	This is when you move out of a country.
16		Literacy Rate	p	This is the percentage of the people classified as not working as compared to the total labor force .

**Class Worksheet Two**

**TAH 106: Beyond Europe: Asian and Caribbean Emigration in the 19<sup>th</sup> and 20<sup>th</sup> Centuries**

**Recognizing Pull and Push Factors**

**Directions:** Listed below many different factors, conditions, qualities of life that could influence a person to leave their country and migrate to another. Can you determine which are which?

**The Factors**

<b>Pollution</b>	<b>Better living Conditions</b>	<b>Slavery</b>
<b>Better Education</b>	<b>Pollution</b>	<b>Poor Housing</b>
<b>Better Medical Care</b>	<b>Wars</b>	<b>Loss of Wealth</b>
<b>Cannot practice your religion</b>	<b>Political Freedom</b>	<b>Bullying</b>
<b>More work opportunities</b>	<b>Natural Disasters</b>	<b>Death Threats</b>
<b>Security</b>	<b>Primitive Conditions</b>	<b>Family Links</b>
<b>Political Fear</b>	<b>Greedy Landlords</b>	<b>Religious Freedom</b>

1) Describe what *Push Factors* are! .....

.....

.....

2) List the *Push Factors* listed in the text box!




3) Describe what *Pull Factors* are! .....

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4) List the *Pull Factors* that you can identify from the textbox!
