Roots and Wings
A Lesson about Immigration

Students learn about their immigrant ancestors.

Author: Rhonda Gonzalez
Grade Level: 7
Duration: 7-8 class periods

Adapted from the work of Bob Rothrock, AzGA Teacher Consultant

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<td>9. The characteristics, distribution and migration of human populations.</td>
<td><strong>PO 2. Describe the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.</strong></td>
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<td><strong>PO 1. Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19th century.</strong></td>
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<td><strong>PO 3. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</strong></td>
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ELA Common Core Standards
Reading Standards for 6-8 for Literacy in History/Social Studies

- **Key Ideas and Details**
  - 6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

- **Integration of Knowledge and Ideas**
  - 6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- **Production and Distribution of Writing**
  - 6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **Research to Build and Present Knowledge**
  - 6-8.WHST.9 Draw evidence from informational texts to support analysis reflection, and research.

Overview

Roots and Wings is a lesson in which students discover their own immigrant roots and realize the value of those roots in developing wings for the future. It provides a personal understanding of the positive and negative aspects to a migration, the difficulties of getting citizenship, and differing opinion about immigration.
Roots and Wings

Purpose

In this lesson, students will learn to understand their own immigrant past and that of others. This lesson can be used as the beginning for a study on cultures.

Materials

- World Map
- Colored map pins
- Overhead projector
- Chart paper for students
- 100 Percent American article
- Immigrants in Our Family’s Past worksheet
- Citizenship Quiz
- Citizenship Quiz Answer Key
- Mexico’s Other Border article
- Mexico’s Other Border Worksheet
- Mexico’s Other Border Worksheet Answer Key
- Poem: “I Too” by Lanston Hughes
- The Great Fear of the Period—Political Cartoon
- Object for “Wings”
- Roots and Wings Poem
- Example of Roots and Wings Poem

Objectives

The student will be able to:

- Describe how immigration has been an issue in the past as well as today.
- Identify push and pull factors of a migration.
- Locate countries from which his/her ancestors originated.
- Recognize what it takes to become a naturalized citizen.

Vocabulary

Immigration - to move to another country to live there
Immigrant - a person who moves to another country
Migrate - to move from one place to another

Ancestor - someone from an earlier generation - for example, a parent, grandparent, or great-grandparent
Immigrant ancestor – someone from an earlier generation (parent, grandparent or great-grandparent) who came to the United States from another country
Custom – accepted or habitual practice of a group of people
Push/pull migration – The idea that some factors push people to leave one country while other factors pull them to come to another.

Procedures

Prior to beginning this lesson, have students take home Immigrants In Our Family’s Past assignment. The worksheet will be needed for Session 5. Explain that only students with Native American ancestors will be allowed to claim the U.S.

Session One

1. Begin by reading the article “100 Percent American” by Ralph Linton.
2. Have students discuss the article and its implications in groups or pairs.
3. Have students define custom, immigration, immigrant, and ancestor on the whiteboard or on paper.
4. Discuss as a class what an immigrant ancestor is.

Session Two

1. Discuss how people become citizens of the United States:
   - Birth, either within the territory of the United States or to U.S. citizen parents, or
   - Naturalization, the process of obtaining U.S. citizenship.
   - Additionally, any child under the age of 18 who is adopted by a U.S. citizen and immigrates to the United States will acquire immediate citizenship according to the Child Citizenship Act (CCA) passed by Congress in 2000.
2. Have students take the citizenship quiz.
3. Discuss the answers and how many of the students could pass this test now.

Session Three

1. Read the National Geographic article “Mexico’s Other Border” and complete the worksheet. The article can be found at ARIZONA GEOGRAPHIC ALLIANCE
Roots and Wings

http://ngm.nationalgeographic.com/print/2008/02/mexicos-southern-border/cynthia-gorney-text

2. Discuss the article and the worksheet questions. Be sure to emphasize “push” and “pull.”
3. Discuss the role of the Padre in the story. Should he be doing what he is doing?
4. Share the statistic that 390 immigrants died while crossing the US-Mexico border during 2008. (US Border Patrol)

Session Four
1. Use the Library of Congress (The Great Fear of the Period) cartoon to introduce a discussion of immigration in the past. Have the students share with each other their ideas on what the cartoon represents.
2. Read the poem “I, Too” by Langston Hughes. Discuss the fact that immigration is sometimes forced and not voluntary.
3. Have students discuss in groups why there is has been fear of immigrants in the past as well as the present. Have groups share with the class their ideas.

Session Five and Six
1. Based on their worksheets, Immigrants in Our Family’s Past, have students place pins on a world map in the country of origin of their immigrant ancestors.
2. Discuss the results and chart the ancestors as a class or groups of classes.
3. Have individual students share the results of their Immigrant Family’s Past Worksheets and show the artifacts they were able to find.
4. Discuss the reasons their ancestors came to this country. Create a class graph of results.

Session Seven and Eight
1. Tell the class they have now discovered their roots, now they must decide what their wings are. Wings are something learned from a family member that will help them in the future.
2. Read examples of Roots and Wings poems or use a personal example.
3. Assign the Roots and Wings Poem. Tell the class they will also need to bring in an object to represent their wings when they present their poems to the class. Give several examples of what is acceptable.
   - Knitting Needles—Grandma
   - Lifejacket—dad’s love of boating
   - Cookies—mom’s cooking
The poem should be rewritten on another sheet of paper and should make sense. It can be serious or humorous. Capitalization, spelling and the form of the poem should be correct.
4. Share the Roots and Wings poems written by the students and the objects they bring in. This should be a celebration. Students should be allowed to bring in food, music and a wide variety of objects.

Assessment

Worksheets can be graded for accuracy and completeness. Mastery will be considered 80% or higher. The final assessment is the completion of the poem and the presentation. Points should be given for a complete poem (10 pts), the presentation (10 pts), and for bringing an appropriate object (10 pts).

Extensions

Research differing opinions on immigration. State politicians are often vocal on this issue. See what they are saying.

Have students discuss whether students should have to pass this test in order to graduate from high school.

Sources

http://ngm.nationalgeographic.com/print/2008/02/mexicos-southern-border/cynthia-gorney-text

http://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf

http://www.poemhunter.com/poem/i-too/