



# Roots and Wings

## A Lesson about Immigration

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**Grade Level** 7  
**Duration** 7-8 class periods

Adapted from the work of Bob Rothrock, AzGA Teacher Consultant

| National Standards  | AZ Standards   | Arizona Social Science Standards   |
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| <p><b>GEOGRAPHY</b><br/><b>Element 2: Places and Regions</b><br/>4. The physical and human characteristics of places<br/><b>Element 4: Human Systems</b><br/>9. The characteristics, distribution and migration of human populations<br/><b>Element 6: The Uses of Geography</b><br/>17. How to apply geography to interpret the past<br/>18. How to apply geography to interpret the present and plan for the future</p> | <p><b>ELA</b><br/><b>Reading</b><br/><b>Key Ideas and Details</b><br/>7.R.1.1 analysis of what the text says explicitly as well as inferences drawn from the text.<br/><b>Writing and Distribution of Writing</b><br/>7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p><b>GEOGRAPHY</b><br/><b>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</b><br/>7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.<br/>7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.<br/><b>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</b><br/>7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.</p> <p><b>HISTORY</b><br/><b>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</b><br/>7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.<br/><b>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</b><br/>7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.<br/>7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.</p> |

### 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.

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## Purpose

In this lesson, students will research their own immigrant past and that of others. This lesson can be used as the beginning for a study on cultures or as a part of a unit on immigration.

## Materials

- World Map
- Colored map pins or sticky dots
- Chart paper for students
- One Hundred Percent American article
- Immigrants in Our Family's Past worksheet
- Citizenship Quiz and Answer Key
- Internet access and projector or handheld student devices
- "I Too" poem
- The Great Fear of the Period— Political Cartoon on Immigration
- Object for "Wings"
- Roots and Wings Poem template
- 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

**push/pull migration** – geographic concept that some factors push people to leave one country while other factors pull them to come

## 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, "One Hundred 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. Most people become U.S. citizens by:
  - -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. Share the following: "In 2015, the Arizona legislature passed the American Civics Act (House Bill 2064). This bill requires students, beginning with the graduating class of 2017, to pass a civics test based on the United States Immigration and Naturalization civics questions. Students will be required to score 60% or higher in order to graduate from high school or

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obtain a high school equivalency certificate.”

### SESSION THREE

1. Introduce the geographic terms “push” (reasons to leave your home) and “pull” (reasons that attract you to a new home). Have students identify 5-10 of each. List their ideas on the whiteboard into two columns (Push) (Pull). If students have hand held devices have them access the George W. Bush Presidential Center. Otherwise project the website.  
[https://www.bushcenter.org/publications/reports/reports/immigration.html?gclid=CjwKCAjwzJjrBRBvEiwA867byh5HMWc6eRGF\\_WseVjdJMMhgD2FJvwJIYpJqCE8i4I5r6nDgea77LBoCr1sQAvD\\_BwE](https://www.bushcenter.org/publications/reports/reports/immigration.html?gclid=CjwKCAjwzJjrBRBvEiwA867byh5HMWc6eRGF_WseVjdJMMhgD2FJvwJIYpJqCE8i4I5r6nDgea77LBoCr1sQAvD_BwE)
2. Spend a few minutes reading 1-2 immigrant stories and listing their pushes and pulls for coming to the U.S. or circling them in the list already on the whiteboard. Then look at Debunking the Myths. Lastly, view Policy Recommendations. Discuss these proposals with the students.

### 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. If they have handheld devices, see if they can find political cartoons from today that deal with immigration.
2. Read the poem “I, Too” by Langston Hughes. Discuss the fact that immigration is sometimes forced and not voluntary.
3. Using their information from last session’s viewing Debunking the Myths as well as other activities, have students discuss in groups why there is a fear of immigrants in the past as well as the present. Have groups share with the class their ideas.

### SESSION FIVE AND SIX

*Prior to this session, have a World map displayed in the room.*

1. Based on their worksheets, Immigrants in Our Family’s Past, have students place pins (or sticky dots) 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 the example of a Roots and Wings poem or tell a personal narrative of your wing(s).
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
4. 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.
5. 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

### Social Science and ELA

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 its presentation by the author. Points should be given for a complete poem

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(10 pts), the presentation (10 pts), and for bringing an appropriate object (10 pts). Mastery will be considered 80% or higher.

### Extensions

Research differing opinions on immigration. Politicians are often vocal on this issue. Divide the students into 3 groups and research local politicians, state politicians, and federal politicians and their stances on immigration.

### Sources

<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/>

George W. Bush Presidential Center  
[https://www.bushcenter.org/publications/resources-reports/immigration.html?qclid=CjwKC\\_AjwzJjrBRBvEiwA867byh5HMWc6eRGF\\_WseVjdJMMhgD2FJvwJIYpJqCE8i4I5r6nDgea77LBoCr1sQAvD\\_BwE](https://www.bushcenter.org/publications/resources-reports/immigration.html?qclid=CjwKC_AjwzJjrBRBvEiwA867byh5HMWc6eRGF_WseVjdJMMhgD2FJvwJIYpJqCE8i4I5r6nDgea77LBoCr1sQAvD_BwE)