



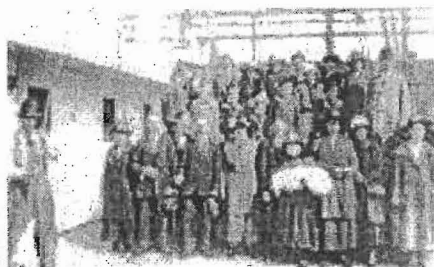
## Unit of Study—Honors 8 Coming to America Immigration—Our Global Roots

*"Here is not merely a nation, but a teeming nation of nations."*

Walt Whitman

### Objective

This interdisciplinary unit on global inheritance will study the influences various ethnic groups brought to the United States in the areas of art, music, language, architecture, food, clothing, traditions, occupations, and famous people. Each student will also investigate the reasons for emigration of his/her ethnic group and the obstacles and prejudices they encountered. This information will all be creatively displayed on a three-panel board, and a speech will be presented to the language arts/history block. In the speech each Honor 8 student will also present a visual aid which demonstrates how one of the research topics fits into the culture of the United States. (See attached for possibilities).



## Honors 8

### Requirements for Immigration Three-panel Board Display

1. One paragraph describes the “immigrant experience” for your particular ethnic group. The paragraph should be between 100-125 words and include reasons why people immigrated to the United States from your region, places they settled, and obstacles they were faced with upon arriving to the U.S
2. **Two** paragraphs (again, 100-125 words each) that discuss the cultural influence of your ethnic group in the United States. You should select a couple of different topics from the Research Topic page and describe how your particular ethnic group has affected American culture.
3. In addition to the above paragraphs, your display must include:
  - A colorful map of the United States showing the area (s) your group settled (hand drawn or printed from the Internet)
  - A colorful map of your country of origin (hand drawn or printed from the Internet)
  - A reproduction of your country’s flag with an explanation of any meaning behind the colors
  - A recipe originating from your country or ethnic group popular in America today or still served as part of your family’s traditions.

**All maps, pictures, etc. must be large enough for the audience to see as you refer to them on your display.**

4. The extra space on your display should be filled with interesting facts and/or illustrations about your country of origin or ethnic group. Be creative.
5. Set up a work-cited page in the correct MLA format and place this on the **FRONT** of your three-panel board.
6. All written work must be word-processed. All pictures must have captions. Maps must be clearly labeled.

In addition to including all the above criteria, your grade will also be determined by the following:

- Colorful
- Neat
- Well-filled and organized with interesting facts, pictures etc.  
Your pictures, maps, etc. must be large enough for the audience to see as you refer to your board during your speech.
- **Very few spelling and grammatical errors**


**Your information is NOT just printed information off the Internet, nor is it copied word for word from your other source.**



## ***Research Topics***

The following is a list of items that may be researched. In your research you may find another topic of interest to you not listed here. If this is the case, ask your teacher for approval on that topic.

This is NOT just a report on a country. In your research and speech you must show how your research topic is pertinent to America today and also the influence your country has on America.




***FOODS:*** What kind of foods are examples of ethnic foods your country brought to America? How are the foods prepared? Are there any ingredients, method of cooking etc. commonly found in foods from your country? Include a recipe. Provide pictures for display.

***ART/MUSIC/DANCE:*** How has art, music, and dance from your country influenced the United States? Provide examples and pictures for your display.

***TRADITIONS/FESTIVALS:*** What traditions and festivals from your country are still observed in the United States and also in your own family? What crafts or skills are people of your ethnic background known for?

***OCCUPATIONS/CONTRIBUTIONS:*** What are some of the occupations that members of your group practice in America today? Provide pictures of these occupations for your display.

***FAMOUS AMERICAN PEOPLE:*** List some American citizens with backgrounds from your ethnic group and tell what they do. Select a few people from the past and a few from the present. Give examples of their accomplishments. Provide pictures for your display.



***OBSTACLES OVERCOME:*** Discuss the plight of your ethnic group in America and the challenges they faced and overcame. Provide pictures and examples for your display.

## **Large Groups--options**

For groups with more than five people, consider some of these topics for research and presentation:

- **What the journey to America was like.**
- **The prejudices the ethnic groups encountered.**
- **Parts of the country where they settled, and what life was like there.**
- **Some of the reasons your group left their native country to come to America.**
- **Divide famous people so that 2 students will discuss different famous people of that nationality. These should be “modern-day” people.**
- **Divide the culture—art, music, dance, etc—between 2 students so that each will discuss something different.**
- **Divide the contributions between 2 students.**
- **What were their jobs in America?**
- **In what wars did the immigrants help fight for America? What were their roles? How did they contribute?**
- **What was their Ellis Island experience?**
- **Did they live in communities with people from the same background? What was the community life like?**
- **Germany—Studebaker car company in South Bend**



## Visual Aid Possibilities Relating to Research Topics

- Bring in a food with origins from the country in your background. Tell the ingredients, preparation, occasions when served, and any other information you think is interesting. It must be a finger food (not purchased bread, pretzels etc.) Bring in plates, forks, or napkins if needed. Food must be ready to serve in individual portions.
- Explain to the class how to play a game which originated in your country and is played in the United States. Explain the rules of the game, purpose of the game, and how winner is determined. Get volunteers **beforehand to practice** and then have them play part of the game in front of the class.
- Teach the class dance steps found in a specific dance from your country. Again choose your volunteers **beforehand** so they will be able to practice and then demonstrate this dance. Explain the occasion or occasions where you would see this dance.
- Play some music for the class. Inform the class the title, type of music, composer, vocalist etc. For what occasions is this music played in the United States? You could also play a musical instrument demonstrating a particular type of music from your country.
- Explain a tradition/custom brought to the U.S. from the country in your background. This is a tradition celebrated or observed in either your family or other families with the same ethnic background. Ex. Why is there a pickle ornament on some Christmas trees? Show the ornament and explain its purpose.
- Other visual aid possibilities must be approved by your teacher.

