

Lesson One

Coming to Indiana

Lesson Description

This lesson examines one of Indiana=s greatest resources, its people, and helps students to understand that Indiana has been destination for new residents throughout its history. One of the factors causing people to move to Indiana has been the availability of a variety of opportunities.

Objectives

As a result of this lesson, students will be able to:

1. Identify the reasons that people have come to Indiana from other states and other countries at different times in our history.
2. Explore the obstacles and problems that people may face in deciding to move to Indiana.
3. Consider the importance of human migration in history as a way of spreading ideas, skills, and technologies.
4. Connect the migration experiences of people in Indiana=s past and present to their own lives.

Social Studies Academic Standards This Lesson Satisfies¹

- 4.1.11 Describe how changes in politics, immigration, migration, early transportation, and the economy influenced the early growth of the new state of Indiana.
- 4.1.15 Explain how immigration, migration, and urbanization led to the development of major cities.
- 4.1.20 Describe how changes in immigration, migration, transportation, and the economy influenced the continued development of Indiana.
- 4.1.23 Develop and interpret time lines depicting people, events, and movements in the history of Indiana.
- 4.5.3 Identify the different types of social groups to which people belong and the functions these groups perform.
- 4.5.4 Define the term cultural group, identify the challenges faced by diverse cultural groups in Indiana history, and give examples of both conflict and cooperation among groups.
- 4.5.5 Locate and explain the settlement patterns of various cultural, racial, and religious groups in Indiana of the past and present.

¹Taken from the Indiana=s Academic Standards for Social Studies. At the date this lesson was produced, the standards had not been adopted. The draft is expected to be adopted by 2002.

Key Ideas

Migration. The movement of people from one place to another.

Immigration. Movement into a country for the purpose of settling there.

Emigration. Movement out of a country for the purpose of resettling elsewhere.

Migrant. A person who moves periodically from one region to another or from one country to another.

Immigrant. A person who moves into another country with the intention of settling there.

Emigrant. A person who leaves his or her country for the purpose of resettling elsewhere.

Refugee. A person who is forced to leave his or her country because of some sort of disaster or political situation.

Naturalized Citizen. An individual who becomes a citizen of the United States after birth. Children adopted by U.S. citizens obtain naturalization by virtue of their status. Most aliens obtain naturalization through proceedings established by Congress.

Push factors. Circumstances (such as war, famine, overpopulation, unemployment) that cause people to leave their country.

Pull factors. Circumstances (available land, possibility of jobs, political or religious freedom) that draw people to immigrate to a new country.

Time required

Three or four class periods

Materials

History textbooks, reference books

\$. Handout 1: Did You Know? Immigration Status

\$. Handout 2: "Who's Here?" Cards: 3x5 cards, each with a brief description of a hypothetical (or actual) person who has moved to Indiana at a specific time in our history.

\$. Assessment Handout: Coming to Indiana

Procedures

1. Ask students if they know the meaning of the word "Hoosier" and where this name for residents of Indiana comes from. (No one knows for certain how this term came to be.)

- Share some of the stories about its origin with students or have them research it from themselves. One story suggests that the word goes back to early settlers who called out, "Who's ere?" when someone knocked on their cabin doors.)
2. Ask students to consider where Hoosiers themselves have come from. At different points in Indiana's history, people have moved to Indiana from other states and countries, for a variety of reasons.
 3. List the words from **Key Ideas (above)**, using an overhead projector or chalkboard. Have students volunteer definitions and discuss until students have clear definitions in mind.
 4. Divide the class into teams. Pass out the "Who's Here?" Cards to each team. Each card should briefly describe an individual who has come to Indiana at different times in history.
 5. Students could develop additional cards for real and hypothetical people by using textbooks, newspapers, magazines, and the Internet to research the stories of immigrants. Have students construct a time line for Indiana History using their cards. Examples might include: an Irish farmer from Virginia in the 1830s, a German carpenter in the 1840s, a recently freed slave in the 1860s, an Italian baker in the 1890s, a seamstress from Poland in the 1900s, a refugee from Eastern Europe after World War II, the Korean bride of an American soldier in the 1950s, an engineering student from Iran in the 1980s, a Haitian migrant worker from Florida in the 1990s, and a computer programmer from India and an exchange student from Argentina in the present.
 6. Have students use textbooks and reference books to research the country of origin and the time in which their character lived or lives. Through their research, students should attempt to answer these questions:
 - What was happening in the character's country of origin at this time (push factor)?
 - Is this person a migrant, immigrant, refugee, or a combination of these things?
 - What problems might this person have encountered that caused the move from his or her homeland (push factors)?
 - What are the factors that made this person want to resettle in Indiana (pull factors)?
 - What cultural contributions did this person make to Indiana?
 5. Have each team present the story of the immigrants they have researched. Presenters should feature the answers to the questions researched above. Presentations might be in any format: a play, a song, a news report, or a poster or other graphic design.
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Closure

Debrief students after the presentations regarding the most important things they have learned from their research. Have any students in the class had the experience of moving to Indiana from another state or another country, or do they know someone who has? What have been the positive factors in making the move? What have been the difficulties? In general, do they think that Indiana has benefitted from immigration and migration? Why or why not?

Assessment

Have students construct a chart summarizing the results of the class research by listing push factors on one side of the page and pull factors on the other.

Additional Ideas/Connections

6. Invite a person who has immigrated to Indiana from another country to visit the class and describe his or her experiences. Have students prepare questions for their guest in advance.
7. Show the videotape *Who Do You Think You Are?* from the Indiana Historical Society (see **Resources**) and ask students to list the countries of origin of the people featured in the video.
8. Arrange for students to interview recent immigrants to Indiana.
9. Have students present the results of their research to the rest of the class. Any number of presentation strategies might be used, such as role playing or dramatization, a mural or other art project, original songs or poems, or use of charts, graphs, and maps.

Resources

- \$. Taylor, Robert M., Jr., and Connie A. McBirney (eds.). *Peopling Indiana: The Ethnic Experience*. Indianapolis: Indiana Historical Society, 1996.
- \$. Nunez, Lucia. *Why Do People Move? Migration from Latin America*. Stanford, Calif.: Stanford Program on International and Cross Cultural Education (SPICE), 1993.
- \$. *Who Do You Think You Are?* Indiana Historical Society, 450 W. Ohio St., Indianapolis, IN 46202-3269; tel. 800.IHS.1830. This videotape, documenting Indiana's ethnic history, is intended for middle school/junior high school or high school students.