

Student Activity: Finding migration trends in your community

Time needed:

1 class period (45 min.–1 hour) should be sufficient to do the activities. You will need preparation time to prepare students to conduct interviews and collect data. Depending on the results of the activity, follow-up time may be needed for research at your discretion.

Supplies for this activity:

- *Student Worksheet 1* (page 16)
- *World Outline Map* (page 17)
- Index cards—five for each student
- Masking tape OR chalkboard/dry erase board OR flip chart/easel/bulletin board
- Chalk OR dry erase markers OR colored markers OR push pins

Preparation:

Distribute *Student Worksheet 1* and the *World Outline Map* to your students. Each student should interview the same number of people, using the questions on the worksheet—we suggest that each student interview five people in order to have a large amount of data to use in the activities that follow. However you may wish to assign younger students to interview fewer adults. For the best results, each subject should not be interviewed by more than one student. Students should record the answers they are given on separate sheets of paper, clearly labeled with each interviewee’s name.

You may wish to discuss the following terms with your students before they begin:

- **emigration** means that you left a place where you lived to go somewhere else, while **immigration** means that you came to a place to live there. If your family migrated to the United States from Spain, they *emigrated* from Spain, and *immigrated* to the United States.
- **ancestors**: members of your family who came before you: your parents, your grandparents, your great-grandparents, etc. are your ancestors.
- **ancestral language**: the language spoken by your ancestors or family before immigrating to the country where you live now. In some cases, this may be the same language that you speak now. In other cases, it may be different.

Class activities:

Distribute index cards to each student (each student should have one card for each person that they interview). The student should write the name of one interview subject on each card large enough to be read from a distance.

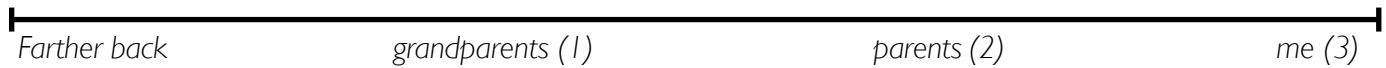
Explain to students what a **spectrum** is. Tell them they will explore migration **trends** by plotting each subject on the spectrum. Place a 10– to 15–foot long piece of masking tape across the floor in the front of the class. On the chalkboard behind the spectrum, label the ends of the spectrum as shown:

Earliest Immigrants

Latest Immigrants

You may also want to demarcate years in 50 year intervals. Have each student place each of their index cards on the spectrum to indicate when their subject immigrated. Ask the class to identify patterns on the spectrum graph. In what year(s) did large numbers of people immigrate at the same time? Students may do additional research to determine if there is a historical event that took place either in the home country or the host country that would prompt large numbers of people to migrate.

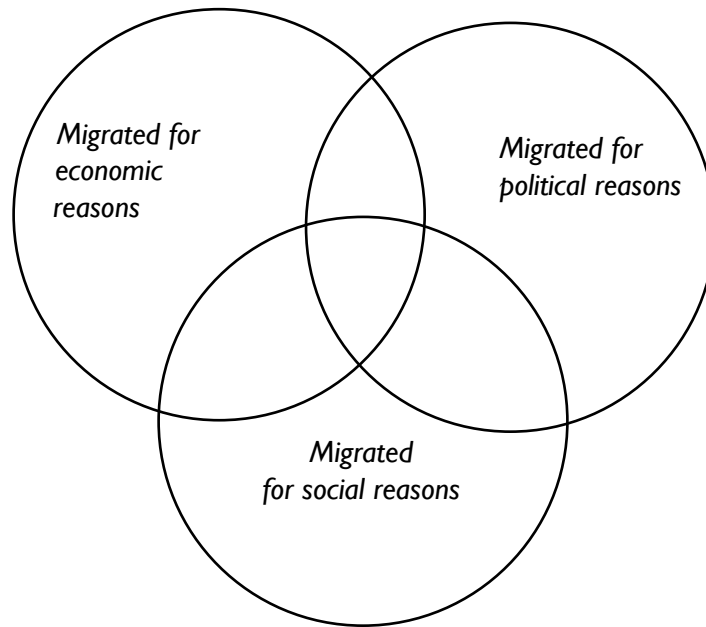
Now, create the following spectrum:



Have each student look at Question 3 in the “On your own” section of their worksheet. On the back of each index card, students should write a 1, 2, or 3, indicating how many generations their subject’s family continued to speak his or her ancestral language. Then have each student place the card at the appropriate place on the time line.

Compare the results of this spectrum to the immigration time line. Can you observe any patterns? Do people who migrated more recently tend to speak their ancestral language more than people who migrated a long time ago? Why do you think that might be? Are there any exceptions to this? Why?

The final activity uses the Venn Diagram below. You may choose to draw a large Venn Diagram on the chalkboard, or to create one on the floor using tape, chalk, or other materials. Students can place their cards in the appropriate place, draw an X, insert a pushpin, etc. to indicate the reasons that their subjects migrated.



Have students analyze the patterns on the diagram. Are there any trends? For example, many African-American subjects will have identified forced migration due to slavery as the reason for emigration. Have students try to identify the reasons for other noticed trends.

On the chalkboard or a flip chart, have students identify the countries from which their subjects’ families emigrated. Tally up the numbers. Which country represents the largest number of immigrants? Which has the smallest?

Have students with subjects whose ancestry lies in the country with the largest tally recreate the above spectrums using those subjects and identify any patterns. Repeat this with the second largest country. If patterns have emerged, have students research and identify reasons for them. Why did emigrants leave their country? What did they do when they came to the U.S.?

STUDENT WORKSHEET I

Name: _____ Date: _____ Class: _____

Assignment: Interview five adults about their family's origins in this country. Ask them all the questions and write the answers below or on an index card. Fill in all of the blanks, even if your subject doesn't know the answer or is unsure. Some people may have more than one answer for some of the questions—if so, try to keep the answers in order.

Subject's Name:

Subject's Age:

Were you born in this country (yes / no)? If no, where were you born?

Where did your family come from (specify country)?

When did your family immigrate to this country?

Why did your family immigrate?

Did your entire family migrate at once? If so, do you know why? And if not, do you know why not?

Does anyone in your family speak their "ancestral" language? Do you? Do your parents? Your grandparents?

On your own: On a separate sheet of paper, answer the following questions for each of your subjects:

1. Calculate how many generations your subject's family has been in the country. Count "1" if your subject immigrated, "2" for their parents, "3" for their grandparents, etc. If you can't tell, write "unable to calculate."
2. Classify the reason that the subject's family immigrated. Did they immigrate for economic reasons? Political reasons? Social reasons? If they migrated for a combination of reasons, list each of the classifications.
3. Calculate how many generations your subject's family continued to speak their ancestral language. Count "3" if your subject still speaks his/her ancestral language, "2" for their parents, "1" for their grandparents, etc. If you can't tell, write "unable to calculate."
4. Using a blank outline map of the world, you should color in the country or countries where your subjects have their origins. Create a key that uses different colors to indicate how many subjects have family origins in a particular country.

STUDENT WORKSHEET: WORLD OUTLINE MAP

Name: _____ Date: _____ Class: _____



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Color in the country or countries where your subjects have their origins. Create a key that uses different colors to indicate how many subjects have family origins in a particular country.