

## Immigrants and Migrants Come to Michigan

**Note to teachers:** This supplement includes a discussion guide and activities to use with the Michigan Time Traveler Page. Feel free to reproduce these pages to use with students.

**Discussion Guide:** (*Social Studies Content Strand V.1. Public Discourse and Decision Making; Standard VI.2. Group Discussion*)

1. Make a time line for the stories of Carmen, Olga, Benno, Berry, and Oh Ae Kyung.
2. On a world map, mark the departure and destination for the people from each story. Who traveled the farthest? the earliest?
3. Compare and contrast the travelers' stories. Who had the most difficulty? Who needed the most courage? Be prepared to defend your answers.
4. What would typical day have been like for Olga when she moved to Negaunee?
5. Discuss the reasons for Benno's escape from Germany.
6. Several people in Benno's story had difficult decisions to make. List each person, the decision and the risk for each. Decide if each risk was a high, medium or low risk.
7. What kinds of things did Oh Ae Kyung have to learn to get the feel for America.?
8. Carmen told about her father migrating to Michigan from Texas. Brainstorm a list of words that describe her emotions throughout this story.
9. Why was the blue smock dress important to Carmen?
10. Compare Carmen's life in Texas and in Michigan, (Think about her family, activities, difficulties, adjustments, school.)
11. Berry Gordy's move to Detroit was part of the "Great Migration." Based on his story, talk about the possible causes and effects of his decision to move north to Detroit.
12. Besides moving to Michigan, what other choices could the people in the, stories have made?
13. In what ways can Carmen, Olga, Benno, Berry and Oh Ac Kyung keep their stories alive?

### Activity One: Newspapers And Drama

(*Language Arts Content Standard 6. Learning to communicate information accurately and effectively and demonstrate expressive ability by listening reading, viewing, speaking, and writing.*)

**Note to Teachers:** Use today's newspaper to continue your study of immigration and migration. Find a news article about people migrating and use for whole class instruction for reading and analyzing the information. Next, brainstorm with the class about ways for a small group of students to act out the story as a improvisational pantomime or skit. Invite a few students to perform and continue the discussion about using drama to tell the story. Talk about the difference between fact and creating a dramatization from fact. Finally, repeat this activity with the stories on the Michigan Time Traveler page. Divide the class into five groups and assign each group one of the stories to act out.

### Activity Two: Oral History

(*Social Studies Content Strand V. Inquiry; Standard V.1. Information Processing*)

**Note to teachers:** Students will gather a story of traveling to and settling in Michigan, This activity begins in the classroom and continues as a home assignment. In order to gather an oral history, students will need to contact and interview a relative, neighbor or friend who came from another country or state to Michigan. Encourage students to take careful notes or to record the interview. Reproduce the "Oral History Activity" (page 3) for your students. Students will write the story and send a copy of their completed story to the interviewee. They can then read their stories to the whole class.

**Say to students:** It has been said that America is a land of immigrants. Their stories of settling in Michigan are often told and passed down from one generation to the next. Asking questions and listening to stories is a way of gathering oral history. Here are some sample questions to get started on the story. What other questions can you ask to start a lively conversation? Who are some people you can contact for this assignment? Think about your family, neighborhood . . .

**Activity Three: Exploring Our Roots**

*(Language Arts Content Standard 11. Inquiry and Research)*

Note to teachers: In this lesson students research their own names and ask questions in order to learn about themselves and how their family and ancestors came to live in Michigan. Prepare for this assignment by modeling the answers to the questions about your own name for your students. Give the questions and the rubric to the students ahead of time so they can see your high expectations of them for this assignment. this activity and Activity Four can be combined.

Students will learn the story of their own name by researching the following questions:

1. What is your full name?
2. Why or how did you get your name?
3. What does your name mean?
4. Where did your family and ancestors come from? When?
5. What is something your family values, or what is a tradition that is important to your family?

Finally, students will participate in oral presentations to their classmates.

Rubric for Oral Presentation

	<b>Eye Contact</b>	<b>Volume</b>	<b>Enthusiasm</b>	<b>Enunciation</b>	<b>Information</b>
<b>Great</b>	Often looks at listeners	Speaks loudly so all can hear	Excited and energetic	Words are clearly spoken and easy to understand	Lots of information given
<b>Good</b>	Sometimes looks at listeners	Speaks with average volume	Confident most of the time	Mostly easy to understand	Some information shared
<b>Could be better</b>	Little eye contact	Speaks too quietly	Hesitant and uncertain	Some words are hard to understand	Not enough information shared

**Activity Four: My Family’s History**

*(Language Arts Content Standard 11. Inquiry and Research)*

Reproduce “My Family's History” (page 4) for a home assignment. This can be completed by parent and child. Please. note that it may not be possible for the student to find all the answers on this page.

**Explore These Web Sites with Your Students:**

- U.S. Citizenship and Immigration Services  
<http://uscis.gov/graphics/>
- The Immigration Superhighway  
[http://immigration-usa.com/i\\_suphwy.html](http://immigration-usa.com/i_suphwy.html)
- Ancestors: Immigration Records (PBS)  
<http://www.pbs.org/kbyu/ancestors/records/immigration/>
- Ellis Island Immigration Museum  
<http://www.ellisland.com/>
- The Statue of Liberty-Ellis Island Foundation  
<http://www.ellisland.org/>

## Oral History Activity

### Sample Questions

- Why did you want to leave your country? — Was the choice to come more of an issue of leaving your country or of going to some place new?
- What was life like in your country or origin that inspired you to leave?
- When did you leave?
- What did you think you were going to?
- What was it like leaving?
- Did you come alone? With other family members? With friends?
- What was your trip like?
- How long did it take you to come?
- What kind of transportation did you use?
- What, if anything, were you able to bring with you?
- What was it like to arrive in America?
- If you came by boat, where did people sleep on the boat?
- What did you eat on the boat?
- What was it like when people got sick?
- What were traveling conditions like?
- Where did you stay when you first arrived? Where did you go next?
- What did you find when you got here?
- What was it like for you trying to get started? Were people helpful?
- What kind of a house did you live in?
- What were the easiest and hardest things for you about leaving home
- What were the easiest and hardest things for you when you arrived?
- What kind of memories do you have of your home country?
- What are your saddest and sweetest memories of your home country?
- Do you have any special stories about your country of origin?
- Have you been back to visit your native country? Why did you go? What was it like? How did it feel?

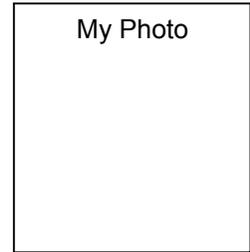
### OTHER (QUESTIONS):

- Do you have any memorabilia (heirlooms, treasures, artifacts) from your country of origin?
- Did you or any family members keep a journal or diary from that period?
- Do you have any letters to family members or friends or from them during that period?
- Do you have any photographs of your family from home or when you arrive?
- Do you have any videotapes? audiotapes?

## My Family's History

My Photo

My name: \_\_\_\_\_ Age: \_\_\_\_\_  
 Birth date: \_\_\_\_\_ Town I live in: \_\_\_\_\_  
 Town/City I was born in: \_\_\_\_\_



Name:	MOTHER		FATHER	
Place of Birth:				
Birth date:				
Name:	Grandmother	Grandfather	Grandmother	Grandfather
Place of Birth:				
Birth date:				
Name:	Great Grandmother	Great Grandfather	Great Grandmother	Great Grandfather
Place of Birth:				
Birth date:				
Name:	Great, Great Grandmother	Great, Great Grandfather	Great, Great Grandmother	Great, Great Grandfather
Place of Birth:				
Birth date:				
Special Family Events				
Family Celebrations				
Favorite Family Things (heirlooms)				
Favorite Experience with Relatives				