

Overview

The purpose of this lesson is to introduce students to a variety of immigrant groups that settled Kansas and the reasons for their immigration. It encourages cooperative learning by having small groups of students focus on a specific immigrant group. Students will practice expository reading and determine the meaning of words in context. Each group will create a small exhibit or poster. The students will discuss the costs and benefits of immigration. The lesson is designed to take place over five or more days but can be adjusted to meet your individual schedule.

Standards

History:

Benchmark 2, Indicator 1 The student compares the various reasons several immigrant groups settled in Kansas (e.g., English, German-Russian, French, Swedish, Czechoslovakian, Croatian, Mexican, African American, Vietnamese).

Economics:

Benchmark 5, Indicator 2 The student analyzes the costs and benefits of making a choice.

Geography:

Benchmark 2, Indicator 2 The student identifies the human characteristics of Kansas and regions of the United States (e.g., people, religions, languages, customs, economic activities, housing, foods).

Reading:

Benchmark 3, Indicator 1 The student determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.

Writing:

Benchmark 2 Indicator 10 The student writes paragraph(s) with a topic sentence that includes supporting details in a logical order (typically 3-5 sentences).

Objectives

Content:

- The student will define immigration.
- The student will name several immigrant groups that settled in Kansas and discuss their reasons for immigrating here.
- The student will discuss the costs and benefits of immigration.

Skills:

- The student will demonstrate comprehension of an expository reading.
- The student will use context to determine the meaning of words.

Essential Questions

- Why is the population of the United States and Kansas diverse?
- What is the push/pull factor in immigration?
- What are the costs and benefits of immigration?



Activities

This activity uses the following *Read Kansas* cards:

- **Immigration: What Does It Mean?**
- **African Americans in Kansas: The Story of Nicodemus**
- **Vietnamese in Kansas: The Story of Garden City**
- **The British in Kansas: The Story of Victoria**
- **Czechs in Kansas: The Story of Wilson**
- **The French in Kansas: The Story of Silkville**
- **The Potawatomi in Kansas: The Story of the Potawatomi Reservation**
- **Germans from Russia in Kansas: The Story of Hays**
- **Mexicans in Kansas: The Story of Topeka**
- **Italians in Kansas: The Story of Pittsburg**
- **The Swedish in Kansas: The Story of Lindsborg**
- **Croatians in Kansas: The Story of Strawberry Hill**
- **Lebanese in Kansas: The Story of Wichita**

Day 1

1. Write the word “immigration” on the board. Ask the students to discuss what they know about that word.
2. Give each student a copy of the **Immigration: What Does It Mean?** *Read Kansas* card. Read and discuss as a class.
3. Have each student complete the vocabulary worksheet using the reading for reference.

Day 2

1. Divide the class into 12 groups. Each group is going to study one immigrant group.
2. Give each group a different immigrant *Read Kansas* card. Have each group study the reading. Have the group complete the **Immigration to Kansas** worksheet. They are going to practice expository reading and their skills at using context clues to determine the meaning of difficult words, as well as answer the questions who, where, when, why, and what.
3. Ask each group to prepare a tabletop exhibit or poster based on their answers to the questions on the **Immigration to Kansas** worksheet. Be sure students answer those questions in their display or poster, as their classmates will use that information to complete their **Reporter’s Notebooks**.

Day 3

1. Have the students work on their tabletop displays or posters.

Day 4

1. Have the students set up their displays around the classroom.
2. Give each student a copy of the **Reporter’s Notebook**. Ask them to visit all of the displays and answer the questions in their notebook. The **Reporter’s Notebook** is designed to be copied double-sided. The cover can be copied on colored paper and it is printed only on a single side. The printed notebooks will have three sheets of paper on the inside and one for the cover. The notebooks will be folded into a 5½” x 8½” size booklet.

Day 5

1. Write the words “cost” and “benefit” on the board. Remind students that immigration has a cost. Ask what those costs might be. Discuss with the students that there was also a benefit to immigrating to Kansas. Using the information they learned by taking notes in their **Reporter’s Notebook** discuss what some of the benefits might be.
2. Have students write a paragraph on the back of their **Reporter’s Notebook** about the costs and benefits of immigration. Have students use examples to support their ideas.

Assessment

1. Evaluate the students’ ability to complete the vocabulary worksheet.
2. Observe the students’ ability to cooperate on the completion of the **Immigration to Kansas** worksheet and the creation of the tabletop exhibit or poster.
3. Evaluate the students’ ability to complete his or her **Reporter’s Notebook**.
4. Observe the students’ ability to participate in the discussion of cost/benefits of immigration.

Answers to the Vocabulary Worksheet:

- Move to a new country to start a new life = **Immigrate**
- Leave your homeland = **Push**
- Come to a new country = **Pull**
- Amount of money it costs to move yourself and your things to a new country = **Economic Cost**
- Things you leave behind when you move to a new country = **Social Cost**

For the Teacher

Why is immigration important to study?

- The United States is a country of immigrants.
- Immigrants have shaped not only the country, but also the state.
- With the exception of a few native tribes, everyone in Kansas comes from immigrant ancestry.
- Its history of immigration makes the United States unique and special in the world.

What is the push/pull factor in immigration?

- Immigrants are usually “pushed” away from their homeland in some way. They may experience political, social, or economic factors that push them out.
- At the same time, immigrants are “pulled” towards a new country. The new country offers them something their homeland does not.
- The most consistent reason for immigrating to Kansas was a lack of economic opportunities in the immigrants’ homelands and the possibility of wealth or well being in Kansas. In most cases the possibility of cheap land provided the “pull” factor.
- Many of the immigrants to Kansas were recruited by the railroad, the state, or other businesses. In many ways, Kansas was sold to immigrants as both a dream and a commodity. This recruitment was a “pull” factor.

What is chain migration?

- Many immigrants wrote to their friends and family back home encouraging them to immigrate to Kansas.

- Sometimes, one member of a family would come to Kansas first. He or she would save money until the rest of the family could afford to move to Kansas.
- Chain migration happens when people come over in a sequence, like a chain (one after the other).

Did different immigrant groups have different experiences immigrating to Kansas?

- Most immigrant groups had very similar experiences.
- Immigrants often have more in common than they have differences.

What does it feel like to be an immigrant?

- Immigration can be tough and very emotional. It is very difficult to leave your friends and family and what is familiar behind.
- Many immigrants experience extreme homesickness.
- A number of those who immigrate to the United States eventually move back to their homeland.
- It is common for immigrant groups to settle together. It often feels more comfortable to live with others with the same ancestry.
- Most of the children of immigrants (second generation) assimilate to the American way of life quickly. They often reject the “old ways” of their homeland.

What is the cost of immigration?

- There is always a cost both to the immigrant and the host country.
- The immigrant has economic, social, and cultural costs.
- The host country must accommodate new immigrants. For example, schools must spend money to accommodate foreign languages. There may be social and economic costs to a community while the immigrants get on their feet financially.

What does the base of the Statue of Liberty say about immigration?

- *Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost, to me: I lift my lamp beside the golden door.*
- This is from a poem, “The New Colossus,” by the nineteenth-century American poet Emma Lazarus.

Answer key for information to be included in student exhibits:

| Name of Immigrant Group | Where did they come from? | Where did they settle in Kansas? | Why did they leave their homeland? | Why did they come to Kansas | What did they find when they came to Kansas | When did they come to Kansas? |
|----------------------------|---|----------------------------------|--|--|---|-------------------------------|
| African Americans | American South, Kentucky and Tennessee | Nicodemus | They were targets of discrimination and violence. | They wanted to be able to own land and not have discrimination. | They found hard times. There were few trees and supplies were difficult to get. | 1877 |
| Vietnamese | Vietnam | Garden City | They were looking for a better life. A war was taking place and many were afraid. | They wanted to be able to own land. They also came for jobs in the meat packing plants. | Many found good paying jobs in the meat packing plants. | after 1975 |
| British | Great Britain | Victoria | They were looking for land and a better life. Drought had caused crops to fail. | They wanted to be able to own land. The railroad was advertising Kansas as a great place. | A drought, grasshoppers, and prairie fires destroyed their crops. | 1872 |
| Czech | Czech Republic (formerly the region of Bohemia) | Wilson | Some wanted freedom. Some wanted a better life for their families. | They wanted to be farmers. They were told Kansas had a good climate, cheap land, water, and stone for building. | They found land they could afford and became farmers and shopkeepers. | 1874 |
| French | France | Silkville | They were looking for a better life. They wanted land and better jobs. | They wanted economic opportunities and cheap land. They hoped there would be no discrimination in Kansas. | They started a community that produced silk and silk fabric. | 1869 |
| Potawatomi | Great Lakes region of the United States; Michigan and Indiana | Potawatomi reservation | The US government forced them to leave. | The US government gave them land on which to settle. | The land was very different from where they had lived. | 1846 |
| Germans from Russia | Russia, and before that, Germany | Hays | They were forced to participate in Russian military service. | They wanted freedom of religion and to avoid Russian military service | The region where they settled looked a lot like the region where they had lived in Russia. | 1872 |
| Mexicans | Mexico | Topeka | They were looking for a good life for their families. People were losing their jobs in Mexico. | They came for jobs in the meat packing plants, the sugar beet industry, and the railroads. | They found jobs working for the railroad. | after 1900 |
| Italians | Italy | Pittsburg | They wanted better economic opportunities. | They were recruited to work in the mines. | They were able to get jobs working in the mines. Because it was dangerous work, some left to become farmers or businessmen. | 1878 |
| Swedish | Sweden | Lindsborg | There was not enough land for everyone and it was not good quality. | They wanted religious freedom and more land. | They found extreme weather and few trees. | 1870s |
| Croatians | Croatia | Strawberry Hill (Kansas City) | There was not enough land and crops were failing. Some left for political reasons. | They wanted economic opportunities and many came for jobs in factories. | They found jobs in meat packing plants and they found cheap houses in which to live. | 1880s |
| Lebanese | Lebanon | Wichita | They had few political and personal freedoms and they were poor. | They wanted religious freedom, good jobs, and to escape political issues. They wanted better economic opportunities. | They found economic opportunities as peddlers and storekeepers. Some could not find jobs. | 1895 |

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Resources for this lesson are from:

- Kansas State Historical Society collections

Name: _____

Vocabulary Worksheet

Fill in the correct letters to make the correct word.

1. Definition: to move to a new country to start a new life:

t **e**

2. **Push** or **Pull**?

Definition: what makes you leave your homeland:

Definition: what makes you come to a new country:

P **—** **P**

3. **Cost** of Immigration

Definition: The amount of money it costs to move yourself and your things to another country:

E

C **o** **s** **t**

Definition: The things you leave behind, like friends and family, when you move to a new country:

o **c** **C** **o** **s** **t**

Name: _____

Immigration to Kansas

Page 1

Immigrant Group _____

Vocabulary:

Write down any difficult words. Write down what you think they mean. Then use a dictionary to write down the correct definition.

Difficult Word

What I think it means

What it means

| | | | | |
|--|---|--|---|--|
| | → | | → | |
| | → | | → | |
| | → | | → | |
| | → | | → | |

Immigration to Kansas -- Page 2

Use your **Read Kansas** card to answer the following questions.



Who are you? What is the name of your Immigrant Group?



Where did they come from?

Where did they settle in Kansas?



Why did they leave their homeland?

Why did they come to Kansas?



What did they find when they came to Kansas?



When did they come to Kansas?



Remember! This information must be included on your table-top exhibit or poster so that your classmates will be able to complete their **Reporter's Notebooks**.

**Notes on
Vietnamese in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
African Americans in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
British in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
Swedish in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
Potawatomi in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
Croatian in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
Czech in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
Mexicans in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
Lebanese in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
French in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
Germans in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?

**Notes on
Italians in Kansas**

Where did they come from?

Where did they settle in Kansas?

Why did they immigrate?

What is the most interesting thing I
learned about them?