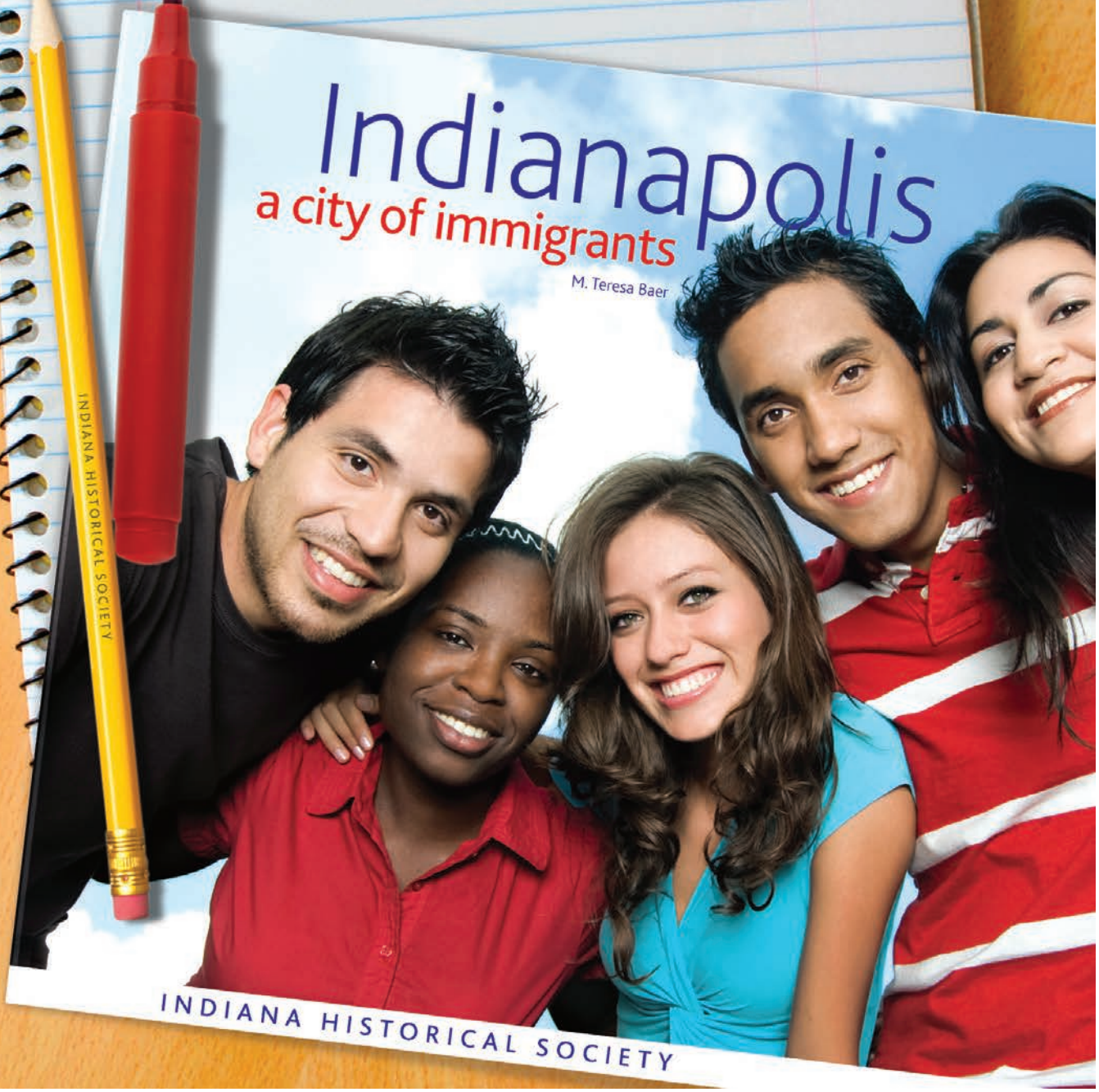
TEACHER'S GUIDE

FOR HIGH SCHOOL (GRADE 11) U.S. HISTORY CLASSES

BY ELAINE G. ROSA



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Indianapolis: A City of Immigrants Teacher's Guide
for High School (Grade 11) U.S. History Classes

Elaine G. Rosa

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Introduction

Indianapolis: A City of Immigrants was developed by the Indiana Historical Society to provide educational materials that support immigration studies and U.S. history. The project's goal is to engage students and encourage exploration of social, economic, and political issues impacting immigration to Indianapolis. These issues reflect similar developments in U.S. history.

Created for high school students in grade 11, the resources include an *Indianapolis: A City of Immigrants* booklet, a teacher's guide, and supplemental materials from the IHS website's "Immigration and Ethnic History" web pages. Together, these resources provide historical content, suggestions for a unit of study, digital resources, and supplemental materials that encourage use of Indianapolis as a case study for immigration history.

Indianapolis: A City of Immigrants tells the story of people from around the world who chose Indiana's capital for their home—and it tells it in the order that the different groups arrived. The booklet opens with the Delaware Indians, who lived in the area until they moved west in 1818. White Protestants, whose ancestors hailed from England, Wales, Scotland, and northern Ireland, quickly replaced the natives and were followed by poor Irish Catholics, who came to build canals and railroads. Numerous Germanic people arrived during the mid-nineteenth century, including Protestants, Catholics, and Jews. African American indentured servants and free blacks also helped to create and develop Indianapolis. After the Civil War, southern blacks poured into the city. At the end of the nineteenth century, thousands of eastern and southern Europeans, fleeing war and political unrest, also landed in Indianapolis. American anti-immigration laws slowed immigration until World War II. From that point, Indianapolis welcomed students and professionals from Asia and the Middle East, bringing religions such as Buddhism, Islam, Sikhism, and Hinduism to the city. It also became a refuge from war-torn countries such as Vietnam and poor countries such as Mexico. Today, the city's Hispanic, Indian, and Asian populations are growing rapidly. Together with the older established groups and incoming Americans—including numerous Native Americans—Indianapolis is more diverse and culturally rich than ever before.

Research for the *Indianapolis: A City of Immigrants* booklet began with three important resources: *Peopling Indiana: The Ethnic Experience*, Robert M. Taylor and Connie A. McBirney, eds. (Indianapolis: Indiana Historical Society, 1996), *The Encyclopedia of Indianapolis,* David J. Bodenhamer and Robert G. Barrows, eds. (Bloomington: Indiana University Press, 1994), and *New Faces at the Crossroads: The World in Central Indiana*, by John Sherman and Jeffrey A. Wolin (Bloomington: International Center of Indianapolis in association with Indiana University Press, 2007). Numerous other resources, such as census records and statistics drawn from them, were also used. Records created by business and cultural groups in the last quarter century were particularly important sources of information about immigration trends.

The *Indianapolis: A City of Immigrant's Teacher's Guide* explains how to use the materials in classroom studies of immigration. The guide provides teachers with essential questions, instructional objectives, an instructional plan, and suggestions for enrichments activities. The materials also include ties to Indiana and national academic standards in U.S. history, U.S. government, and literacy for grade 11, a student study guide, and suggestions for incorporating the *Indianapolis: A City of Immigrants* booklet into classroom lessons and activities.

Editors' Note

The political boundaries of nations are ever changing. For the purposes of *Indianapolis: A City of Immigrants*, we have chosen the most current maps to depict national and regional boundaries. It is for this reason, for example, that Turkey appears on both the European and Middle Eastern maps. In a similar vein, ethnic designations change from time to time.

The editors of *Indianapolis: A City of Immigrants* have used 2000 and 2010 U.S. census headings as a guide for the various ethnic groups. Although this may cause concern, this rather arbitrary decision was made because even individuals within a particular group often disagree upon designations for their group in both the historical record and in today's media.

Teacher's Guide Components

- Overview
    - The teacher's guide provides suggestions for using *Indianapolis: A City of Immigrants* in classroom studies of immigration and ethnic heritage. Content is based on the backward design approach outlined in *Understanding by Design*, by Grant Wiggins and Jay McTighe (Alexandria, VA: Association for Supervision and Curriculum Development, 2005).
    - Big ideas, essential questions, instructional objectives, required materials, and an instructional plan are included on pages 2 through 4. Educators are encouraged to design their own assessments and rubrics.
- Student Study Guide
    - Created for students to use as they read *Indianapolis: A City of Immigrants*, the study guide provides vocabulary, writing prompts, and discussion questions for each chapter of the booklet.
    - A Student Study Guide is provided in appendix one on pages 7 through 18 of the teacher's guide.
- Academic Standards
    - *Indianapolis: A City of Immigrants* educational materials are based on Indiana and national academic standards for high school (grade 11) U.S. history and government.
    - Related academic standards are described in appendix two on pages 19 and 20 of the teacher's guide.
- Sample Unit of Study
    - A sample nine-week unit for high school (grade 11) U.S. history and government classes emphasizes immigration to Indianapolis and central Indiana.
    - Refer to appendix three on pages 21 through 42 of the teacher's guide.

Big Ideas

Immigration, emigration, migration, citizenship, naturalization, ethnicity, and cultural heritage

Essential Questions

- What social, economic, and political issues have impacted immigrants to America? How have these issues impacted immigrants living in Indianapolis?
- What impact have immigrants had on the cultural, political, and economic development of American society? How have immigrants contributed to Indianapolis's development?
- How have Americans reacted to these cultural, political, and economic changes?

Instructional Objectives

Students will:

- Determine the meaning of words and phrases related to the immigration history of Indianapolis.
- Develop writing skills through short essays in response to writing prompts and research projects to answer a question or solve a problem related to immigration issues.
- Describe opportunities for individuals to contribute to the well being of newcomers to Indianapolis.

- Describe how Americans might participate responsibly in the political process related to immigration issues at local, state, and national levels.
- Identify the central ideas and provide an accurate summary of social, political, and economic issues relating to the following historical content:
    - The impact of the federal government's policy on migration of settlers and the removal of Native Americans to western territories.
    - Contributions of immigrants (individuals and groups) and the impact of immigration on industrialization and urbanization in promoting economic growth in the United States during the late nineteenth and early twentieth centuries.
    - American reaction to a changing society in the 1920s and 1930s and the impact it had on immigrants.
    - Significance of U.S. immigration policies on individual rights and national security during World War II and the impact of these decisions on Asian immigrants.
    - The impact of economic and social changes in post-World War II American life on immigrants to America.
    - Problems confronting immigrants during the mid-twentieth century and a description of the solutions to these problems.
    - The impact of social, economic, and political issues in the United States in the late twentieth century on immigrants (individuals and groups) and organizations that provide services to immigrants.

Required Materials

- *Indianapolis: A City of Immigrants* booklet, one copy for each student
    - Download a free copy of the booklet in pdf format at http://shop.indianahistory.org/indyimmigration.
    - Booklets for classroom use are available for students. Teachers, home school educators, and librarians may request printed booklets from the IHS Press. Printed copies of the booklet are limited and provided on a first-come, first-served basis while supplies last at a cost of $1.50 per copy to cover shipping and handling costs. To request a supply of booklets for classroom use, send an e-mail to pubs4teachers@indianahistory.org.
    - Members of the public may purchase booklets from the Indiana Historical Society's Basile History Market at http://shop.indianahistory.org/indyimmigration.
- Pens, pencils, markers, and paper
- The Student Study Guide is provided on pages 7 through 18 of the teacher's guide.
- A sample unit of study in appendix three, pages 21 through 42 of the teacher's guide, includes additional materials required.

Instructional Plan

- Background
    - For general information on immigration to the United States and Indiana, refer to the "Introduction: Ethnic History in America and Indiana" essay by John Bodnar in *Peopling Indiana: The Ethnic Experience* (Indianapolis: Indiana Historical Society, 1990). The IHS website provides a free download of this essay in pdf format at http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/introduction.pdf.

- For additional resources on immigration history refer to page 5 and 6 of the teacher's guide and the "Resources" section of the IHS website's "Immigration and Ethnic History" web pages at http://www.indianahistory.org /teachers-students/teacher-resources /classroom-tools/immigration-and-ethnic -heritage/resources/.

- Reading and Vocabulary
  - Review *Indianapolis: A City of Immigrants* to identify potential vocabulary or reading challenges your students might have in understanding the material.
  - Review the suggested reading strategies included in appendix one, page 8, of the teacher's guide.
  - Each student is expected to keep a list of new vocabulary words they encounter during their reading.
  - Students will also complete vocabulary-building activities as part of the weekly reading assignments.
    - Refer to the "Student Study Guide" in appendix one, pages 7 through 18, of the teacher's guide.
- U.S. History and U.S. Government
  - Immigration Unit of Study
    - Appendix three on pages 21 through 42 of the teacher's guide provides a sample nine-week unit for high school (grade 11) U.S. history and government classes with an emphasis on immigration to Indianapolis and central Indiana.

Additional Lesson Suggestions

Other lessons on immigration are available as free downloads in pdf format from the IHS website's "Immigration and Ethnic Heritage" web pages at http://www.indianahistory.org /teachers-students/teacher-resources /classroom-tools/immigration-and-ethnic -heritage/lessons.

Enrichment Activities

- Field Trips
  - Visit the Eugene and Marilyn Glick Indiana History Center in Indianapolis.
    - For field trip information, go to the IHS website a thttp://www .indianahistory.org/teachers -students/plan-a-field-trip/.
  - Attend a naturalization ceremony to meet new citizens.
  - Visit a community's ethnic festival.
    - For information on special events in Indianapolis, visit the Indianapolis Convention and Visitors Association website at http://visitindy.com /indianapolis-events/.
    - For information on Indiana festivals, go to the Indiana Office of Tourism website at http://www.in.gov /visitindiana/.
  - Service Learning Opportunities and Classroom Visits
    - Contact local groups who assist newcomers to ask if a representative is available to speak with students or provide service learning opportunities.

Assessment

Provide students with a teacher-designed rubric for assessment of student project assignments and in-class assessments. Teachers should design assessments based on curriculum content, class presentations and discussions, reading material, and the Student Study Guide. A self-assessment and unit evaluation is provided on pages 41 and 42 of the teacher's guide, which gives students an opportunity to reflect on their learning as well as personal interests, skills, and challenges that they identified during the assignments.

Resources

- Publications
    - Heet, Justin, and Courtney Burkey, John Clark, and David G. Vanderstel. "The Impact of Immigration on Indiana: A Series of Briefing Papers Prepared by the Sagamore Institute for Policy Research." Indianapolis: Sagamore Institute for Policy Research, February 2009. http://www.sagamoreinstitute.org/mediafiles/impact-of-immigration.pdf.
    - Hirschman, Charles. "The Impact of Immigration on American Society: Looking Backward to the Future." In "Border Battles: The U.S. Immigration Debates." Brooklyn, NY: Social Science Research Council, July 28, 2006. http://borderbattles.ssrc.org/.
    - Immigration Policy Center. "New Americans in Indiana." In "The Economic and Political Impact of Immigrants, Latinos, and Asians, State by State." Washington, DC: American Immigration Council, January 12, 2012.
    - Smith, James P., and Barry Edmonston, eds. *The New Americans: Economic, Demographic, and Fiscal Effects of Immigration*. Washington, DC: National Academy Press, 1997.
    - Model, Suzanne. "The Economic Progress of European and East Asian Americans." *Annual Review of Sociology* 14 (1988): 363–80.
- Resources from the IHS website's "Immigration and Ethnic Heritage" web pages
    - "Census and Immigration Statistics Resources on the Web," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/census.pdf.
    - "Citizenship and Naturalization Resources on the Web," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/citizenship.pdf.
    - "General Immigration Resources on the Web," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/general.pdf.
    - "Immigration Resources in Print," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/print.pdf.
    - "Indiana Immigration Resources on the Web," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/indiana-web.pdf.
    - "Student Choice Reading List" for grades 9 through 12, http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/reading9-12.pdf.

- "Immigration Time Line 1600s to 1816," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/timeline1600.pdf.
- "Immigration Time Line 1817 to 1890," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/timeline1817.pdf.
- "Immigration Time Line 1891 to 1949," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/timeline1891.pdf.
- "Immigration Time Line 1950 to Present," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/timeline1950.pdf.
- "Original Peoples and Early Settlers," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/settlers.pdf.
- "From Indiana Territory to Statehood," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/territory.pdf.
- "Early Immigration to Indiana," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/earlyarrivals.pdf.
- "Indiana Immigration and Nineteenth-Century Transporation," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/transportation.pdf.
- "Who Came to Indiana," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/who-came.pdf.
- "How Did Newcomers Become American Citizens?," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/newcomers.pdf.
- "Indiana Industry and Immigration," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/indiana-industry.pdf.
- "Restrictive Legislation," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/legislation.pdf.
- "Immigration, Indiana, and the Early Twentieth Century," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/20th-century.pdf.
- "World War I and Immigration Policies Affect Indiana," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/policies.pdf.
- "Impact of the Ku Klux Klan on Indiana," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/klan.pdf.
- "Into the Twenty-First Century," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/21st-century.pdf.

Appendix One—Student Study Guide—Instructions for Teachers

Vocabulary Strategies

As part of each reading assignment, ask students to identify new or unfamiliar terms they encounter as they read *Indianapolis: A City of Immigrants*.

During class, the teacher should provide a brief description, explanation, or example for each new term to help students understand its meaning. The Student Study Guide lists basic terms. Encourage students to identify additional words to add as they complete the reading.

After discussing vocabulary terms, ask students to write the terms' meaning on their study guide in their own words, then identify examples, nonexamples, and related facts or characteristics of the word.[1] A graphic organizer based on the Frayer Model is available at http://wvde.state.wv.us/strategybank/FrayerModel.html. In addition, teachers should spend a few minutes on vocabulary-building activities, which could include completion of graphic organizers, word walls, or vocabulary games. For suggestions refer to *Inside Words: Tools for Teaching Academic Vocabulary, Grades 4–12* by Janet Allen (Portland, ME: Stenhouse Publishers, 2007). Assessments should check for student understanding of key vocabulary words from the Student Study Guide.

Vocabulary Words and Definitions[2]

ancestor—an individual from whom a person is descended and who is usually more remote in the line of descent than a grandparent

assimiliate—to absorb into the culture or values of a population or group

citizenship—the status of being a citizen of a country

descendant—a family member proceeding from an ancestor

displaced person—a person expelled, deported, or forced to flee his country by war or oppression

emancipate—to set free from the power of another person

emigrate—to leave one's country of origin in order to settle in another country

ethnicity—traits or qualities of a particular group based on heritage or culture

exclusion law—a law barring entry into a country by immigration authorities

exile—banish or expel from one's own country

immigrant—a person who moves from another country

internment camp— a camp where individuals are confined during a war

migrant—a person who moves from one place or locality to another to live and work

migrate—to move from one place or locality to another

native—belonging to a particular place by birth

nativist—a person who favors native inhabitants of a country

naturalization—the process of becoming a citizen of a country in which you were not born

quota—the number of immigrants allowed to enter a country in a particular year

refugee—a person who flees to a foreign country because of danger or persecution

1. This suggestion is based on the Frayer Model, created by Dorothy Frayer and others at the University of Wisconsin as described in "Frayer Model," West Virginia Department of Education, http://wvde.state.wv.us/strategybank/FrayerModel.html. Accessed April 10, 2012.
2. Based on definitions from *Webster's Third New International Dictionary* (Springfield, MA: Merriam-Webster, 1993).

Appendix One—Student Study Guide—Instructions for Teachers

Reading Strategies

Indianapolis: A City of Immigrants was written to provide a local connection to immigration studies in U.S. history. The booklet's chapters are written in chronological order based on the arrival of immigrant groups—from Native Americans' arrival in the land we now call Indiana to newcomers to present-day Indianapolis. As a result, *Indianapolis: A City of Immigrants* chapters may be split up and read in conjuction with U.S. history textbooks covering similar time periods.

For immigration-themed studies of U.S. history, Indianapolis would make an excellent case study of immigrant contributions to the cultural, economic, and political developement of an American city. Indianapolis attracted immigrants throughout its history and each group made an impact on the city's growth and development.

Indianapolis: A City of Immigrants may be read individually or in small groups, depending on students' reading abilities, time available for supplemental reading assignments, and curriculum goals. The Student Study Guide on pages 7 through 18 of the teacher's guide will encourage students to think about the booklet's content. In addition teachers are encouraged to conduct class discussions about immigration to central Indiana to help reinforce broader concepts introduced in U.S. history texts and to make the content relevant to students' lives and their own community's history.

Additional readings and further research on immigration topics with a focus on Indianapolis will help students make connections with actions of the past and their impact on present-day life in America. For a sample immigration unit including student handouts, refer to appendix three on pages 21 through 43 of the teacher's guide.

Indianapolis: A City of Immigrants	**Suggestions for Further Reading**
Chapter 1: The First Hoosiers	"Original Peoples and Early Settlers," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/settlers.pdf.
Chapter 2: Indianapolis Beginnings	"From Indiana Territory to Statehood," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/territory.pdf.
Chapter 3: Indiana's Capital Grows	"Early Immigration to Indiana," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/earlyarrivals.pdf.
Chapter 4: The Northern City of Indianapolis	"Who Came to Indiana," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/who-came.pdf.
Chapter 5: Indianapolis as Refuge	"World War I and Immigration Policies Affect Indiana," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/policies.pdf.
Chapter 6: The Circle City Thaws	"Restrictive Legislation," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/legislation.pdf.
Chapter 7: New Faces in Indianapolis	"How Did Newcomers Become American Citizens?," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/newcomers.pdf.
Chapter 8: Indianapolis Welcomes Its Southern Neighbors	"Immigration, Indiana, and the Early Twentieth Century," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/20th-century.pdf.
Chapter 9: A Twenty-first-Century City	"Into the Twenty-First Century," http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/21st-century.pdf.

Appendix One—Student Study Guide—Vocabulary

Task:

- Identify new or unfamiliar terms as you read *Indianapolis: A City of Immigrants* and add them to this vocabulary list.
- Be prepared to discuss the words in class.
- As you discuss the word, write its meaning in your own words, identify related word facts or characteristics, and provide examples and nonexamples of the word to help you remember it.

Term	Define It and Identify Word Facts or Word Characteristics	Examples	Non-Examples
ancestor			
assimiliate			
citizenship			
descendant			
displaced person			
emancipate			
emigrate			
ethnicity			
exclusion law			
exile			
immigrant			
internment camp			
migrant			
migrate			
native			
nativist			
naturalization			
quota			
refugee			
Add Your Own:			

Appendix One—Student Study Guide—Chapter One

The First Hoosiers: Native Americans and Europeans

Discussion Questions

Why did Native Americans settle in the land we know as Indiana?

Why do people in a tribe move to a new home?

Which native tribes were already living on the land we know as Indiana when the first people we call Americans arrived?

Where did the Delaware tribe live?

What social and economic motives did the French have to come to America?

Why did the Americans push Indians off their land?

Where did the Potawatomi and the Miami eventually settle in Indiana?

Why did Americans dislike the Indians?

What was Meshingomesia's contribution to Indiana's Native American heritage?

How have Native Americans impacted Indiana's cultural heritage and history?

What impact have Native Americans had on Indiana's economy?

How have Indiana's Native Americans affected federal, state, or local politics?

Writing Assignment

Explain how Native Americans contribute to Marion County's culture, economy, and politics.

Appendix One—Student Study Guide—Chapter Two

Indianapolis Beginnings: American Settlers from the British Isles

Discussion Questions

What "push factors" brought settlers from the British Isles to Indianapolis?

What "pull factors" brought settlers to Indianapolis from the British Isles?

On what issues did Indianapolis settlers from the East and South disagree?

Why did the Irish want to leave Ireland and come to Indianapolis?

What was life like for the Irish who lived in Indiana's shantytowns?

What did the Irish do to improve their lives?

Where did many of the Irish in Indianapolis once live?

Where did Irishmen such as Martin Carr and John Carr work?

What celebrations did the Irish bring to Indianapolis that are still enjoyed today?

How have the English and Irish influenced Indiana's cultural heritage and history?

What impact have the English and Irish had on Indiana's economy?

How have Indiana's English and Irish communities affected federal, state, or local politics?

Writing Assignment

Explain how the Irish were eventually accepted into mainstream American society.

Appendix One—Student Study Guide—Chapter Three

Indiana's Capital Grows: Germans Call Indianapolis Home

Discussion Questions

Why did German immigration to the United States increase after 1815?

What are the "old countries"?

Where did Germans work in Indianapolis in the early nineteenth century? What kind of work did they do?

Who were the "Forty-Eighters" and what did they do?

What did Germans contribute to the Indianapolis community in the late nineteenth century (1880s)?

What were Clemens Vonnegut's contributions to Indianapolis?

Why were German immigrants disliked in the late nineteenth and early twentieth centuries (1880s to 1910s)?

What changed to make Germans more accepted by other Americans?

How did German Americans impact Indianapolis's cultural heritage and history?

What impact did German Americans have on Indianapolis's economy?

How have Indianapolis's German Americans affected federal, state, or local politics?

Writing Assignment

Explain how world events affected German immigrants to Indianapolis.

Appendix One—Student Study Guide—Chapter Four

The Northern City of Indianapolis: An African American Journey

Discussion Questions

What rights were denied to African Americans living in Indianapolis prior to the Civil War?

What employment opportunities did Indiana's African Americans have prior to the Civil War?

How did the Civl War affect African Americans living in Indianapolis?

How did African Americans contribute to the Indianapolis community?

What happened during the "great migration" to cities such as Indianapolis?

Who is Harvey Middleton? How did he help improve life for Indianapolis residents?

How did World War II change the lives of African Americans?

How have African Americans influenced Indianapolis's cultural heritage and history?

What impact have African Americans had on Indianapolis's economy?

How has the African American community in Indianapolis affected federal, state, or local politics?

Writing Assignment

Describe how new laws passed in the 1960s affected life in Indianapolis for African Americans.

Appendix One—Student Study Guide—Chapter Five

Indianapolis as Refuge: Eastern and Southern Europeans Flock to the CIty

Discussion Questions

Why did eastern and southern Europeans come to America before World War I?

Why were eastern and southern Europeans targets of the Ku Klux Klan in the 1920s?

What kind of work did eastern and southern Europeans tend to do in Indianapolis in the 1910s and 1920s?

Where did many eastern and southern Europeans settle in Indianapolis?

Where did the Slovenes settle in Indianapolis? What did they do there?

What did Joseph and Victoria Zore do while they lived in Indianapolis?

What is a Displaced Person and why would they want to immigrate to the United States?

Why was it easier for eastern and southern Europeans to adjust to life in Indianapolis during the 1950s?

How have eastern and southern Europeans maintained their ethnic heritage?

How have eastern and southern Europeans influenced Indianapolis's cultural heritage and history?

What impact have eastern and southern Europeans had on Indianapolis's economy?

How have Indianapolis's eastern and southern Europeans affected federal, state, or local politics?

Writing Assignment

Explain how immigration quotas affected immigration to Indianapolis.

Appendix One—Student Study Guide—Chapter Six

The Circle City Thaws: Asians Migrate Slowly but Steadily to Indianapolis

Discussion Questions

What did Chinese immigrants come to America to do in the nineteeth century?

What led to the Chinese exclusion laws of the 1880s?

Which groups were allowed to come to the United States as exemptions to immigration laws?

How did Alfred Tsang contribute to American society and Indiana in particular?

Who helped Japanese internees settle in Indianapolis?

What brought the Umemura family to Indianapolis? What did they do?

What events brought Koreans and Southeast Asians to Indianapolis?

When did the majority of Indianapolis's Filipino families come to the city? Why did they come?

How have Asians influenced Indianapolis's cultural heritage and history?

What impact have Asians had on the Indianapolis economy?

How have Indianapolis's Asian families affected federal, state, or local politics?

Writing Assignment

Explain how the Supreme Court cases of *Korematsu v. United States* (1944) and *Hirabayashi v. United States* (1943), which dealt with individual rights and national security during World War II, affected Asian immigrants to Indianapolis.

Appendix One—Student Study Guide—Chapter Seven

New Faces in Indianapolis: Middle Easterners and Asian Indians at the Crossroads

Discussion Questions

What historical events triggered the arrival of the first Middle Easterners in America?

What did the first Middle Eastern immigrants in Indianapolis do to support themselves?

What made it easier for Middle Easterners to come to the United States after 1950?

What is the major reason that Middle Easterners have come to Indiana?

Why did Asian Indian immigration to the United States increase after 1960?

How have Asian Indians supported themselves and their families?

What draws Asian Indians to Indianapolis?

How has K. P. Singh contributed to Indianapolis's cultural life and its economic development?

Where do Asian Indians live in Indianapolis?

How have Middle Easterners and Asian Indians influenced Indianapolis's cultural heritage and history?

What impact have Middle Easterners and Asian Indians had on Indianapolis's economy?

How have Indianapolis's Middle Easterners and Asian Indians affected federal, state, or local politics?

Writing Assignment

Describe what local organizations might do to assist immigrants settle into their new Indianapolis homes.

Appendix One—Student Study Guide—Chapter Eight

Indianapolis Welcomes Its Southern Neighbors: Hispanics Become Hoosiers

Discussion Questions

What event does Cinco de Mayo celebrate?

From what countries do most of Marion County's Hispanic immigrants come?

What Indianapolis organizations assist Hispanic immigrants?

What did Hispanic migrant workers do in the mid-twentieth century?

Why did "Jesse" Quintana decide to move to Indianapolis?

Why have Hispanic entrepreneurs come to Indianapolis?

How have Hispanics influenced Indianapolis's cultural heritage and history?

How have Hispanic immigrants impacted Indianapolis's economy?

How have Indianapolis's Hispanic residents affected federal, state, or local politics?

Writing Assignment

Explain why Indianapolis has been a popular place for Hispanic immigrants to settle.

Appendix One—Student Study Guide—Chapter Nine

A Twenty-first-Century City: The Indianapolis Mosaic

Discussion Questions

Why do some immigrants to Indianapolis feel uncertain about their future?

Why would it be easier for immigrant children to adapt to life in Indianapolis compared to their parents or grandparents?

How have immigrants assimilated into American culture?

How do immigrants to Indianapolis help the global economy?

Why would religious freedom be important to immigrants in Indianapolis?

What roles have religious organizations had in assisting newcomers to Indianapolis?

How have educational opportunities affected the success of Indianapolis immigrants?

How can students at your school help make immigrant families feel welcome?

Looking at the Indianapolis neighborhood map and descriptions in *Indianapolis: A City of Immigrants*, which neighborhoods might still be home to Indianapolis's immigrant families?

How have immigrants successfully influenced Indianapolis's cultural heritage and history?

What significant impacts have immigrants had on Indianapolis's economy?

What influence has Indianapolis's newcomers had on state and local politics?

Writing Assignment

Describe the major reasons that have influenced immigrants to settle in America and Indianapolis in particular.

Appendix Two—Academic Standards

These standards are related to *Indianapolis: A City of Immigrants*, the Student Study Guide, and classroom activities in appendix three of the teacher's guide.

- Indiana Standards
  - U.S. History, Standard 1, Early National Development: 1775 to 1877
    - USH.1.2–Explain major themes in early history of the United States. (Economics, Government)
  - Standard 2, Development of the Industrial United States: 1870 to 1900
    - USH.2.3–Identify the contributions of individuals and groups and explain developments associated with industrialization and immigration. (Government; Economics; Individuals, Society and Culture)
    - USH.2.6–Describe the federal government's policy regarding migration of settlers and the removal of Native American Indians to western territories. (Government; Geography; Individuals, Society and Culture)
  - U.S. History, Standard 3, Emergence of the Modern United States: 1897 to 1920
    - USH.3.7–Explain the impact of immigration, industrialization, and urbanization in promoting economic growth. (Economics, Geography)
  - U.S. History, Standard 4, Modern United States Prosperity and Depression: 1920s to 1939
    - USH.4.3–Explain how America reacted to a changing society by examining issues associated with the Red Scare, Prohibition, the Scopes Trial, the changing role of women and African Americans, the Ku Klux Klan, the Palmer Raids, the National Origins Act, and restrictions on immigration. (Government; Economics; Geography; Individuals, Society and Culture)
  - U.S. History, Standard 5, The United States and World War II: 1939 to 1945
    - USH.5.5–Explain the significance of the Supreme Court cases *Korematsu v. United States* (1944) and *Hirabayashi v. United States* (1943), dealing with individual rights and national security during World War II. (Government)
  - U.S. History, Standard 6, Postwar United States: 1945 to 1960
    - USH.6.4–Summarize the economic and social changes in American life brought about by converting a wartime economy to a peacetime economy. (Economics; Individuals, Society, and Culture)
  - U.S. History, Standard 7, The United States in Troubled Times: 1960 to 1980
    - USH.7.4–Identify the problems confronting women, immigrants, and Native American Indians during this period of economic and social change and describe the solutions to these problems. (Government; Economics; Individuals, Society and Culture)
  - U.S. History, Standard 8, The Contemporary United States: 1980 to the Present
    - USH.8.5–Describe social, economic, and political issues and how they impact individuals and organizations. (Government; Economics; Geography; Individuals, Society and Culture)
  - U.S. History, Standard 9, Historical Thinking
    - USH.9.2–Locate and analyze primary sources and secondary sources related to an event or issue of the past.

Appendix Two—Academic Standards (continued)

- USH.9.4–Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- USH.9.5–Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.
- USH.9.6–Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

° U.S. Government, Standard 5, Roles of Citizens in the United States

- USG.5.2–Describe the requirements for citizenship in the United States and residency in Indiana and deliberate on criteria used for attaining both. (Individuals, Society and Culture)
- USG.5.9–Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state, and national levels of government.

° Literacy Standards for History/ Social Studies

- 11-12.RH.1–Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.2–Determine the central ideas of information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12.RH.4–Determine the meaning or words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text.
- 11-12.RH.7–Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 11-12.WH.1–Write arguments focused on a discipline-specific content.
- 11-12.WH.4–Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WH.6–Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.WH.7–Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.WH.9–Draw evidence from informational text to support analysis, reflection, and research.

- National Standards (National Council for the Social Studies); I Culture; II Time, Continuity, and Change; III People, Places, and Environments; IV Individual Development and Identity; V Individuals, Groups, and Institutions; VI Power, Authority and Governance; VII Production, Distribution, and Consumption; IX Global Connections; and X Civic Ideals and Practices

Appendix Three—Sample Immigration Unit and Student Handouts

This nine-week unit is designed to integrate immigration studies into high school (grade 11) U.S. history and government classes using two one-hour class periods per week. Teachers may adjust the schedule to meet additional curriculum goals and student needs.

Week One: Community and Family Immigration Experiences	The teacher will gauge students' prior knowledge of immigration concepts and introduce push/pull factors of immigration. Students will explore their own ethnic and cultural heritage and share family immigration and migration stories. As a group, students will compare and contrast these experiences and identify potential reasons for immigrating to America. In addition, students will begin reading *Indianapolis: A City of Immigrants*.
Week Two: Cultural Heritage Experiences	The teacher will conduct a class discussion and introduce the concept of cultural heritage. Students will complete a creative writing assignment, continue reading assignments, and begin work on a cultural heritage group project.
Week Three: First Assessment and Cultural Heritage Group Presentations	Following an optional assessment (quiz), students will present cultural heritage group projects and continue with guided reading assignments and class discussions.
Week Four: Immigration Restrictions	The teacher will conduct a class discussion of immigration restrictions. Students will begin a research project on immigration policy issues.
Week Five: Midpoint Assessment and Immigraiton Policy Research	Following a midpoint assessment (test), students will continue team collaboration, research, and discussion of immigration policy. In addition, the teacher will introduce the final project assignment.
Week Six: Immigration Policy Group Presentations	Students will make group presentations on immigration policy and continue with reading assignments. If time allows, students will participate in a field trip or a discussion with a classroom visitor. Students may need class time for collaboration, research, and discussion of the final project assignment.
Week Seven: Immigration in Indiana Today	Students will discuss current issues facing recent arrivals, continue with reading assignments, and work on the final project assignment.
Week Eight: Immigration Today Group Presentations	Students will make group presentations on current immigration issues and complete final reading assignments. To help students prepare for the final assessment (test), the teacher will review immigration concepts and historical content.
Week Nine: Final Assessment and Group Project Submission	This week students will complete a final assessment, submit their group projects, and complete a self-assessment and unit evaluation.

Week One—Community and Family Immigration Experiences

Overview

Gauge students' prior knowledge of immigration concepts and introduce push/pull factors of immigration. Students will explore their own ethnic and cultural heritage and share family immigration and migration stories. As a group, students will compare and contrast these experiences and identify potential reasons for immigrating to America. In addition, students will begin reading *Indianapolis: A City of Immigrants*.

Materials Required

- *Indianapolis: A City of Immigrants* booklet
    - To order copies refer to page 3 of the teacher's guide.
- Student Study Guide for *Indianapolis: A City of Immigrants*
    - Refer to pages 7 through 18 of the teacher's guide.
- Student Handout: Exploring A City of Immigrants
    - Refer to pages 29 through 32 of the teacher's guide.
- Student Handout: Family Historian Project
    - Refer to pages 33 and 34 of the teacher's guide.
- Student Handout: Immigration Scenarios
    - Refer to page 35 of the teacher's guide.
- Pencils, pens, markers, and paper
- Student computers with Internet access and multimedia presentation software such as Keynote, PowerPoint, Prezi, etc.
- Library and/or Internet resources for student research. (To save time, the teacher may collect materials for an in-class library or an Internet search list.)

Week One—Session One

Distribute Student Handout: Exploring A City of Immigrants. Review essential questions; describe objectives and expectations; and preview student activities, reading assignments, and assessments. Introduce push/pull factors of immigration to Indiana.

Introduce Activity One: Family History Stories.[1] This activity explores the ethnic origins of families and communities. Explain to students that work outside the classroom is required to complete this activity. Students will interview family members, create their own primary source document—a family tree chart—and write a short essay. By interviewing parents, grandparents, aunts, and uncles, students will develop an understanding of their family histories.

Begin the activity by leading a class discussion about families and where they originated. Ask students to tell stories they know about: when and where they were born, when and where their parents were born, who are their grandparents and great-grandparents, an appropriate story that defines their family, how many family members were born in the area, if they are from somewhere else, ask about that place and how the family came to this place, where do their parents and grandparents consider home, and notable people in their family's history. Teachers should share their own family's story.

Explain the homework assignment. Distribute copies of Student Handout: Family Historian Project. Explain that each student will become a family historian and interview members of his/her family in order to construct a family tree and a family time line. Ask students to use this information to complete a family tree chart, create a family time line, and write an essay that includes

1. This activity is adapted from the "Community and Family" lesson on the Indiana Historical Society website's "Immigration and Ethnic Heritage" web pages, http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/community.pdf.

at least two stories that were told to them during their interviews. Identify acceptable written or digital formats for the time line and essay.

As a class, students may want to make a list of interview questions such as: Who are your aunts, uncles, parents, and grandparents? When were they were born? How long did they live? Where did they live? What did they do for a living? Who did they marry? What were their children's names?

Ask students to record the questions and answers along with any family stories on notepaper. Remind students to be patient during their interviews. It may take time for people to remember family stories. Students should save any pictures they have collected during the interviews.

Week One—Session Two

Make time in class for students to share family history stories from the homework assignment.

Introduce *Indianapolis: A City of Immigrants* to students. Distribute booklets and copies of the Student Study Guide. Explain that the students will use material in the booklet to complete several class activities and student research projects. Study guide questions encourage students to think about the booklet's contents and respond to the material.

Introduce Activity Two: Immigration Scenarios.[2] In this activity students will compare and contrast stories of immigrant experiences by researching the history of a specific immigrant group, writing a short essay, and sharing their work with other students.

Distribute Student Handout: Immigration Scenarios. Divide students into small groups. Ask each student group to select one of the immigration scenarios from the handout. (Each group should select a different scenario.)

2. This activity is adapted from the "Roll the Dice" lesson on the Indiana Historical Society website's "Immigration and Ethnic Heritage" web pages, http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/dice.pdf.

Thinking about the scenario they have selected, students will read the related chapter in *Indianapolis: A City of Immigrants* and research the scenario on the Internet or at a local library. After the research is completed, each student will write an essay to describe and respond to the scenario. Next week, students will share their essays with the class.

Week Two—Cultural Heritage Experiences

Overview

This week the teacher will conduct a class discussion and introduce the concept of cultural heritage. Students will complete a creative writing assignment, continue guided reading assignments, and begin work on a cultural heritage group project.

Materials Required

- *Indianapolis: A City of Immigrants* booklet
    - To order copies refer to page 3 of the teacher's guide.
- Student Study Guide
    - Refer to pages 7 through 18 of the teacher's guide.
- Student Handout: A Cultural Heritage Festival
    - Refer to page 36 of the teacher's guide.
- Pencils, pens, markers, and paper
- Student computers with Internet access and multimedia presentation software such as Keynote, PowerPoint, Prezi, etc.
- Library and/or Internet resources for student research. (To save time, the teacher may collect materials for an in-class library or an Internet search list.)

Week Two—Session One

Make time in class for students to share their experiences and make connections to the immigration scenarios they have written. As a group, compare and contrast the immigration scenarios and the students' reactions to the *Indianapolis: A City of Immigrants* booklet using the Student Study Guide.

Next, introduce the concept of cultural heritage. Ask students to define culture and engage in a discussion of what constitutes culture and how they experience it.

Introduce Activity Three: A Cultural Heritage Festival.[3] In this activity student groups will research and identify celebrations, rituals, special foods, events, and people that relate to one of the immigrant groups identified in *Indianapolis: A City of Immigrants*. Using this research, student groups will create a plan for a one-day festival that showcases these cultural traditions and make a group presentation about their festival plan to the class. Encourage student groups to come up with a dynamic presentation that will result in a favorable response to their plan.

To begin the activity, divide students into small teams. Distribute the Student Handout: A Cultural Heritage Festival. Assign or have student teams select one of the eight immigrant groups featured in *Indianapolis: A City of Immigrants*. These immigrant groups include: Native Americans, Irish Americans, German Americans, African Americans, Eastern European Americans, Asian Americans, Middle Eastern Americans, and Hispanic Americans.

Have student teams conduct a brief brainstorming session. Ask students to write down their responses to the questions on their handout. Next, discuss questions the students might have about their festival ideas. If possible, ask a festival representative to be a guest during class and have students ask them questions about planning a cultural festival. To identify area sponsors of ethnic festivals, check city and state tourism sites such as the Indianapolis Convention and Visitors Association at http://visitindy.com or the Indiana Office of Tourism Development at http://www.in.gov/visitindiana/. Conclude with a discussion of the cultural heritage project and reading assignments.

3. This activity is adapted from the "Community Festivals and Events" lesson on the Indiana Historical Society website's "Immigration and Ethnic Heritage" web pages, http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/festival.pdf.

Week Two—Session Two

Conduct a group discussion of the reading assignments and allow time in class to work on the cultural heritage project. Conclude class with homework and reading assignments.

Week Three—First Assessment and Cultural Heritage Presentations

Overview

Following an optional assessment (quiz), students will present their cultural heritage group projects and continue with reading assignments and class discussions.

Materials Required

- Teacher-created early assessment (quiz)
- *Indianapolis: A City of Immigrants* booklet
    - To order copies refer to page 3 of the teacher's guide.
- Student Study Guide
    - Refer to pages 7 through 18 of the teacher's guide.
- Student Handout: A Cultural Heritage Festival
    - Refer to page 36 of the teacher's guide.
- Pencils, pens, markers, and paper

Appendix Three—Sample Immigration Unit (continued)

Week Three—Session One

Complete an optional assessment (quiz). Begin group presentations of cultural heritage festival plans.

Week Three—Session Two

Complete group presentations of cultural heritage festival plans. Conclude class with homework and reading assignments related to immigration policy using the Student Study Guide.

Week Four—Immigration Restrictions

This week the teacher will conduct a discussion of immigration restrictions and policy issues. Students will begin a group research project on immigration policy issues.

Materials Required

- *Indianapolis: A City of Immigrants* booklet
    - To order copies refer to page 3 of the teacher's guide.
- Student Study Guide
    - Refer to pages 7 through 18 of the teacher's guide.
- Student Handout: Immigration Policy
    - Refer to pages 37 and 38 of the teacher's guide.
- Pencils, pens, markers, and paper
- Student computers with Internet access and multimedia presentation software such as Keynote, PowerPoint, Prezi, etc.
- Library and/or Internet resources for student research. (To save time, the teacher may collect materials for an in-class library or an Internet search list.)

Week Four—Session One

Introduce a discussion of immigration restrictions and policy issues by reviewing the reading assignment.

Introduce Activity Four: Immigration Policy Decisions.[4] In this activity students will work in teams to plan, research, interpret, and then present new legislation affecting immigrants and whether their entry into the country should be accepted or rejected based on political, religious, or health reasons. This activity will build skills for developing a hypothesis using a decision-making framework within a cooperative, team-oriented process.

Distribute Student Handout: Immigration Policy and divide students into teams. Each team will select one of these questions to research:

1. Should the United States grant or refuse refugee status and/or citizenship to people identified as political or religious dissidents in their own homeland?

2. Should the United States grant or refuse immigration status or citizenship to people with potentially terminal illnesses or communicable diseases, such as cancer, tuberculosis, or AIDS?

Following the steps listed in the immigration policy handout, teams will develop a comprehensive answer to the question and propose new federal legislation that will potentially affect thousands of would-be citizens to the United States. Each group should be prepared to discuss their research in class. Review the handout with students and respond to any questions they may have.

Conclude class with homework and reading assignments related to immigration policy using the Student Study Guide.

4. This activity is adapted from the "Tough Decisions" lesson on the Indiana Historical Society website's "Immigration and Ethnic Heritage" web pages, http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/decisions.pdf.

Week Four—Session Two

Provide class time for team collaboration, research, and discussion of immigration policy. Conclude class with homework and reading assignments related to immigration policy using the Student Study Guide.

Week Five—Midpoint Assessment and Student Research

Overview

Students will complete a midpoint assessment (test) and work on the immigration policy project assignment.

Materials Required

- Teacher-created midpoint assessment
- *Indianapolis: A City of Immigrants* booklet
    - To order copies refer to page 3 of the teacher's guide.
- Student Study Guide
    - Refer to pages 7 through 18 of the teacher's guide.
- Student Handout: Immigration Policy
    - Refer to pages 37 and 38 of the teacher's guide.
- Student Handout: Immigration in Indianapolis Today
    - Refer to pages 39 and 40 of the teacher's guide.
- Pencils, pens, markers, and paper
- Student computers with Internet access and multimedia presentation software such as Keynote, PowerPoint, Prezi, etc.
- Library and/or Internet resources for student research. (To save time, the teacher may collect materials for an in-class library or an Internet search list.)
- Copies of newspapers or news magazines

Week Five—Session One

Students will complete a midpoint assessment based on historical content, class discussions, reading assignments, and student projects.

Week Five—Session Two

Provide additional class time for team collaboration, research, and discussion of immigration policy.

Introduce Activity Five: Immigration in Indianapolis Today.[5] In this activity students will address issues of immigration reform and contemporary immigrant experiences in Indianapolis. Student teams will investigate current issues, make decisions, conduct interviews, and use a newspaper format to report their findings. Students are encouraged to form their own opinions and articulate them in written articles.

To begin the activity, provide students with copies of Student Handout: Immigration in Indianapolis Today. Review the project assignment, assign groups, and set a completion date. Students will assume the roles of a staff of editors and reporters working on special assignment for a local newspaper devoting an entire series to immigration in Indianapolis. The series will examine a variety of aspects and perspectives on this issue. Each team will research, interview, and develop reports related to this topic. After individual team members compile their reports, the team will meet again to go over their findings and collaborate to write an opinion piece for the editorial page. The goal of this activity is to present various aspects of immigration in Indianapolis in order to better inform the public.

5. This activity is adapted from the "Put it in Print" lesson on the Indiana Historical Society website's "Immigration and Ethnic Heritage" web pages, http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/in-print.pdf.

Student teams should start with a brainstorming session. Refer to questions included on the handout and discuss them as a group. Copies of current newspapers or news magazines may be viewed to generate ideas on content and format.

Next, students should choose team roles. Everyone on the team should have a different responsibility for building the newspaper. Role descriptions are listed on the handout. Each student will choose at least one role.

As the final step students will write content for their newspaper. To submit the final project to the teacher for assessment, the group should gather their materials and assemble it into a newspaper format. Each team member will write an editorial expressing their own opinions on the issues they explored and include these in their news report on the editorial page. Groups may need additional class time to prepare for class discussion.

Week Six—Immigration Policy Group Presentations and Guest Presenters, Field Trip, or Final Project Research

Overview

If time allows, students will participate in an immigration-related field trip or a discussion with a classroom visitor.

Alternate plan: The teacher may provide class time for group presentations, collaborations, research, and discussion of the Immigration in Indianapolis Today final project.

Materials Required

- *Indianapolis: A City of Immigrants* booklet
    - To order copies refer to page 3 of the teacher's guide.
- Student Study Guide
    - Refer to pages 7 through 18 of the teacher's guide.
- Pencils, pens, markers, and paper

Week Six—Session One

Students will make group presentations on immigration policy and share their views on immigration restrictions. Conclude class with homework and reading assignments using the Student Study Guide.

Week Six—Session Two

Host a guest speaker, take a field trip, or provide additional research time for the final project assignment. Refer to the Enrichment Activities on page 4 of the teacher's guide for field trip and guest speaker suggestions.

Alternate plan: If needed, students will conclude group presentations on immigration policy and continue reading and research assignments.

Conclude with homework and reading assignments using the Student Study Guide.

Week Seven—Immigration in Indiana Today

Overview

Students will discuss current issues facing recent arrivals, continue with reading assignments, and work on the final project assignment.

Materials Required

- *Indianapolis: A City of Immigrants* booklet
    - To order copies refer to page 3 of the teacher's guide.
- Student Study Guide
    - Refer to pages 7 through 18 of the teacher's guide.
- Student Handout: Immigration in Indianapolis Today
    - Refer to pages 39 and 40 of the teacher's guide.
- Pencils, pens, markers, and paper

- Student computers with Internet access and multimedia presentation software such as Keynote, PowerPoint, Prezi, etc.
- Library and/or Internet resources for student research. (To save time, the teacher may collect materials for an in-class library or an Internet search list.)
- Copies of newspapers or news magazines

Week Seven—Session One

Discuss current issues facing recent arrivals. Provide additional class time for collaboration, research, and discussion of the final project using the Student Handout: Immigration in Indianapolis Today as a reference. Conclude class with homework and reading assignments using Student Study Guide.

Week Seven—Session Two

Provide additional class time for team collaboration, research, and discussion of the final project assignment. Conclude class with homework and reading assignments.

Week Eight—Group Presentations

Overview

Students will make group presentations on current immigration issues, complete reading assignments, and finish work on the final projects.

Materials Required

- *Indianapolis: A City of Immigrants* booklet
    - To order copies refer to page 3 of the teacher's guide.
- Student Study Guide
    - Refer to pages 7 through 18 of the teacher's guide.
- Pencils, pens, markers, and paper

Week Eight—Session One

Students will make group presentations on current immigration issues. Conclude class with a final assessment review and reading assignment using the Student Study Guide.

Week Eight—Session Two

Students will complete group presentations on current immigration issues and discuss final reading assignments. To help students prepare for the final assessment, the teacher will review immigration concepts and related content.

Week Nine—Final Assessment and Group Project Submission

Overview

This week students will complete a final assessment (test), submit their group projects, and complete a self-assessment and unit evaluation.

Materials Required

- Student Handout: Self-Assessment and Unit Evaluation
    - Refer to pages 41 and 42 of the teacher's guide.
- Pencils, pens, markers, and paper

Week Nine—Session One

Students will complete a final assessment (test).

Week Nine—Session Two

Distribute Student Handout: Self-Assessment and Unit Evaluation. Students should submit their final group projects. To complete the unit, each student should complete and submit a Self-Assessment and Unit Evaluation to the teacher.

Appendix Three—Student Handout: Exploring a City of Immigrants

Overview

Over the next several weeks we will be exploring the social, economic, and political issues that have impacted immigration to the United States, with a special focus on Indianapolis history. Along with other materials, you will be reading *Indianapolis: A City of Immigrants*.

Essential Questions

- What social, economic, and political issues have impacted immigrants to America? How have these issues impacted immigrants living in Indianapolis?
- What impact have immigrants had on the cultural, political, and economic development of American society? How have immigrants contributed to Indianapolis's development?
- How have Americans reacted to these cultural, political, and economic changes?

Instructional Objectives

- Students will identify the central ideas and provide an accurate summary of social, political, and economic issues relating to the following:
    - The impact of the federal government's policy on migration of settlers and the removal of Native Americans to western territories.
    - Contributions of immigrants (individuals and groups) and the impact of immigration on industrialization and urbanization in promoting economic growth in the United States during the late nineteenth and early twentieth centuries.
    - American reaction to a changing society in the 1920s and 1930s and the impact it had on immigrants.
    - Significance of U.S. immigration policies on individual rights and national security during World War II and the impact of these decisions on Asian immigrants.
    - The impact of economic and social changes in post-World War II American life on immigrants to America.
    - Problems confronting immigrants and Native Americans during the mid-twentieth century and potential solutions to these problems.
    - The impact of social, economic, and political issues in the late twentieth century on immigrants (individuals and groups) and organizations that provide services to immigrants.

Vocabulary

- Each student should keep a list of new vocabulary words they encounter during their reading and research.
- Complete the Student Study Guide—Vocabulary page as you read *Indianapolis: A City of Immigrants* and be ready to discuss the words in class.

Reading/Writing Assignments

- As you read *Indianapolis: A City of Immigrants,* respond to the Student Study Guide discussion questions for each chapter and be ready to discuss your responses in class.
- The Student Study Guide also includes a writing assignment for each chapter of *Indianapolis: A City of Immigrants.* Be ready to share your written work in class.

Appendix Three—Student Handout: Exploring a City of Immigrants (continued)

Reading Assignments

Each student is expected to complete the reading assignments and respond to questions in the Student Study Guide.

Weekly reading assignments will be provided in advance. Be prepared to discuss the readings in class.

Indianapolis: A City of Immigrants Assigned Readings	**Page Numbers**	**Due Date**	**Additional Reading Assignments**
Chapter 1: The First Hoosiers			
Chapter 2: Indianapolis Beginnings			
Chapter 3: Indiana's Capital Grows			
Chapter 4: The Northern City of Indianapolis			
Chapter 5: Indianapolis as Refuge			
Chapter 6: The Circle City Thaws			
Chapter 7: New Faces in Indianapolis			
Chapter 8: Indianapolis Welcomes Its Southern Neighbors			
Chapter 9: A Twenty-first-Century City			

Appendix Three—Student Handout: Exploring a City of Immigrants (continued)

Individual and Group Projects	Descriptions	Due Date
Activity One: Family History Stories	This activity explores families and communities in terms of their ethnic origins. Students will create their own primary source document—a family tree chart—and write a brief essay after interviewing parents, grandparents, aunts, and uncles to better understand the history of their families.	
Activity Two: Immigration Scenarios	Students will compare and contrast stories of immigrant experiences by researching the history of a specific immigrant group, writing a short essay, and sharing it with other students.	
Activity Three: Cultural Heritage Festival	Student teams will research and identify celebrations, rituals, special foods, events, and people that relate to a specific immigrant group and then create a plan for a one-day festival that showcases these cultural traditions. Student teams will make a group presentation of their festival plan to the class.	
Activity Four: Immigration Policy Decisions	Student teams will plan, research, interpret, and then present new legislation affecting immigrants and whether they should be accepted or rejected entry to the country based on political, religious, or health reasons.	
Activity Five: Immigration in Indianapolis Today	Student teams will address issues of immigration reform and contemporary immigrant experiences in Indianapolis. Student teams will investigate current issues, make decisions, conduct interviews, and create a newspaper to report their findings.	

Appendix Three—Student Handout: Exploring a City of Immigrants (continued)

Tests, Evaluations, and Projects	**% of total grade**
Quiz	10
Midterm	15
Final Exam	15
Final Self-Assessment and Unit Evaluation	5
Family Historian Project (Essay and Family Tree Chart)	10
Immigration Scenarios (Essay)	10
Cultural Heritage Festival (Group Project)	10
Immigration Policy (Group Project)	10
Immigration in Indianapolis Today (Group Project)	15
Total	**100%**

Appendix Three—Student Handout: Family Historian Project

Task:

Become a family historian and interview family members about your family's heritage. After the interviews you will construct a family tree and a family time line from the information you gather from family members. To complete the assignment, write at least two family stories from information collected during your interviews.

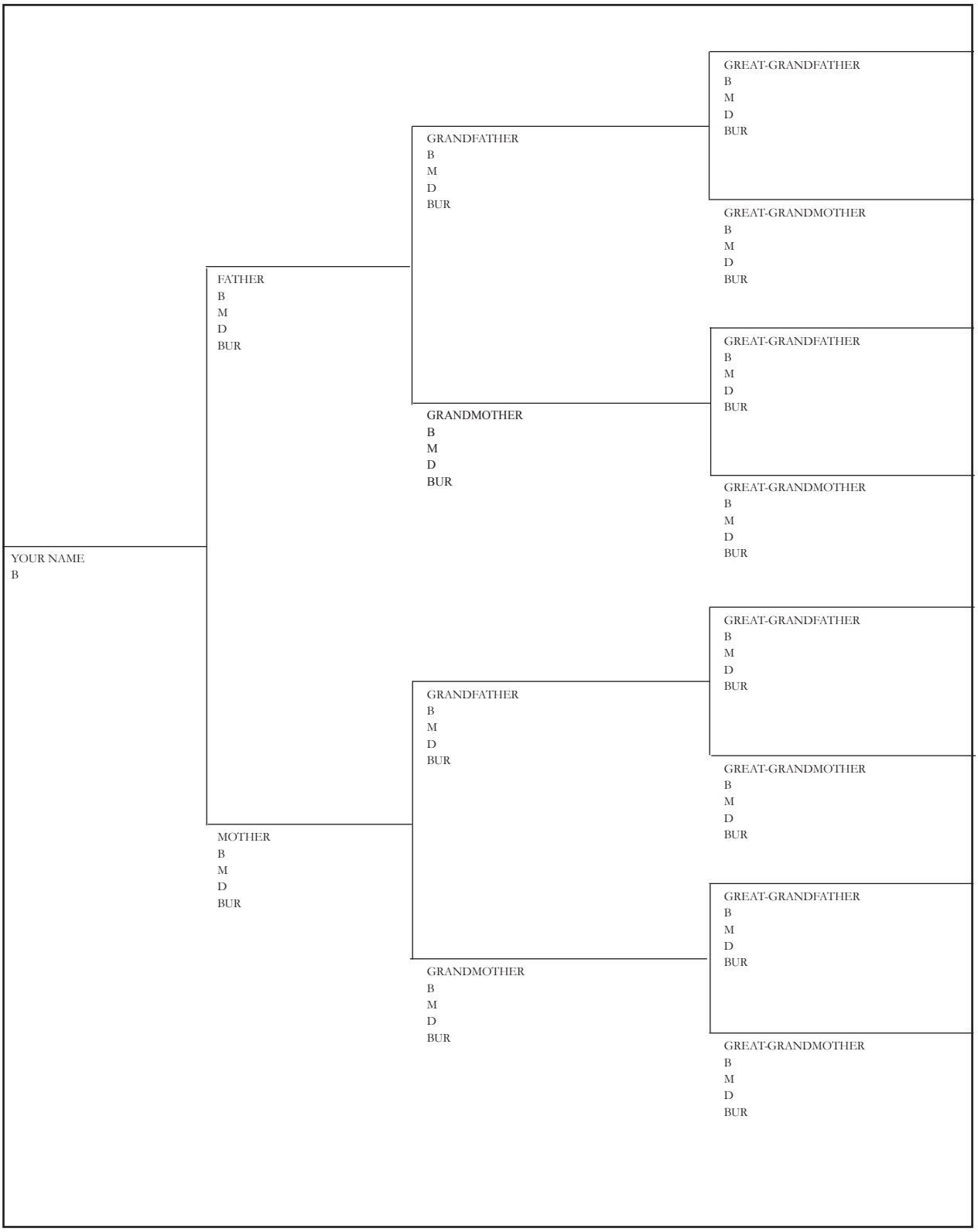
Step 1: Conduct interviews

- Make a list of questions to ask.
- Sample questions:
    - Who are your aunts and uncles, grandparents, and their siblings?
    - When were they born and how long did they live?
    - Where did they live and what did they do for a living?
    - Who did they marry and what were the names of their children?
- Leave spaces to write the answers to the questions.
- Write the answers to the questions and any stories you hear on notepaper. Be patient. It may take time for people to remember family stories.
- Save any pictures you have collected during your interviews.

Step 2: Create a final report

- Your report should Include the following:
    - a time line that traces your family history.
    - a family tree chart.
    - at least two interesting family stories. Examples: Describe how your family came to this area, a story of an interesting ancestor, or how your family members were named, etc.

Appendix Three—Student Handout: Family Historian Project (continued)



Appendix Three—Student Handout: Immigration Scenarios

Task:
Your team will compare and contrast immigrant stories by researching the history of an immigrant group, writing a short essay, and sharing it with other students. Think about the scenario your team selected as you read the related chapter in *Indianapolis: A City of Immigrants*.

As a team, identify the information you will need to include in your essays. Research the immigrant group's history on the Internet or at a local library. Each student will write their own essay (two to three paragraphs) using the team's research to describe and respond to the scenario. Be ready to share your work with the class.

Scenario Descriptions	**Reading Assignment**
1. The year is 1943. You are an American citizen of Italian descent living in Indianapolis. What makes your community unique? Do you have family members living in Italy? What citizenship issues are you facing as an Italian American in the United States during World War II?	Chapter 5 in *Indianapolis: A City of Immigrants*
2. It is 1996 and you are a young professional who moved to Indianapolis from Mexico City. What is the size of the Hispanic (Latino) community in your new state? What community-based organizations are available to you? What is the process you had to follow to obtain a work visa?	Chapter 8 in *Indianapolis: A City of Immigrants*
3. The year is 1850. You are an Irish Catholic who came to Indianapolis because your landlord paid you to emigrate. You survived the Potato Famine in your homeland and your journey by ship to the United States. How do you now survive in this new land? What jobs are open to you? How do you obtain citizenship papers?	Chapter 2 in *Indianapolis: A City of Immigrants*
4. The year is 1943. You are an American citizen of Japanese ancestry living in Indianapolis. What language(s) do you speak and write? Do you have family members residing in Japan? What issues are you facing as a Japanese American during World War II?	Chapter 6 in *Indianapolis: A City of Immigrants*
5. The year is now. You are a Delaware Indian living in Indianapolis, an area where your nation has lived for hundreds of years. What other Native American communities live in Indiana? What opportunities are there for you to celebrate your heritage in Indiana? What immigration issues are most important to you?	Chapter 1 in *Indianapolis: A City of Immigrants*
6. The year is 1925. You have just moved to Indianapolis from Poland in order to find work. Do you have family in the area? Is there a Polish community already established in the city? What is unique about your heritage? What happens to the economy of central Indiana during the next five years?	Chapter 5 in *Indianapolis: A City of Immigrants*
7. The year is 1990. You are living in the Haughville neighborhood of Indianapolis. How did your Slovenian ancestors arrive in this state? Why did they choose to come here? What language(s) do you speak and write? What makes your community unique? Do you have ties with relatives in another country? How do you feel about current immigration policies?	Chapter 7 in *Indianapolis: A City of Immigrants*
8. The year is 1851. You are an African American who recently emigrated from the southern United States to Indianapolis. How did you get here? Now that you've arrived, what laws govern how you live your life? Where can you build a home? Where can you celebrate your religion? Where can you go to school? Where can you work?	Chapter 4 in *Indianapolis: A City of Immigrants*
9. The year is now. You are a college student from India living in Indianapolis. What languages do you speak and write? What community organizations are available to you? Make a list of the reasons why you would decide to stay in Indiana, or why you would return to your home country.	Chapter 7 in *Indianapolis: A City of Immigrants*
10. The year is 1882. You are one of 250,000 Germans who arrive in the United States this year. You plan to move to Indianapolis with your family, but your parents are denied approval to come to America due to their age and are sent back to Germany. How will you keep in touch with them and with your home country? What jobs will you find in your new hometown?	Chapter 3 in *Indianapolis: A City of Immigrants*

Appendix Three—Student Handout: A Cultural Heritage Festival

Task:

Your team has been asked by the city's tourism board to create a plan for a new cultural heritage festival in Indianapolis. To come up with a plan, your group will research and identify celebrations, rituals, special foods, events, and people that relate to one of the immigrant groups identified in *Indianapolis: A City of Immigrants*.

Using your research, your team will create a plan for a one-day festival that showcases these cultural traditions and make a group presentation of the festival to the class.

Step 1: Brainstorming Session

Write down your team's responses to these questions:

- What activities should we include in our festival to make others feel welcome and want to attend our event?
    - Think about other events you have attended and describe what made them worthwhile and fun. Music, ethnic art, crafts, food and food ways (food-related activities, preparations, and beliefs) are a part of our cultural heritage and often featured at cultural heritage festivals. Consider these key components in your cultural heritage festival plans.
- What would we need to know to about our immigrant group to create these activities?
    - Identify the information you will need to research to make the festival an authentic experience for visitors.
- Where will we find the materials we need for our presentation?
    - Identify the possible sources of information the group will need to investigate to create their festival plan.

Step 2: Planning and Research

In planning research for the festival's activities, consider these questions:

- What are the major holidays and events that your group would celebrate?
- What celebrations are unique to this immigrant group or community?
- Why do they celebrate these holidays and events?
- What is the purpose of the event?
- What are the key components and why are they important?
- Who are the participants? How old are they? What is their gender?
- What is their responsibility at these events?
- What happens at these events?
- Does unique food, clothing, or music define this event?
- Where does it take place? When?
- Why is this event important to the community?
- What other questions does your team have?

Step 3: Prepare the Presentation

- Be creative and come up with a dynamic presentation that will get your plan approved by the tourism board.
    - How could we present our idea to make it interesting?
    - Describe key points, presentation format, audio and visual materials, etc.

Appendix Three—Student Handout: Immigration Policy

Task:

Each team will propose new federal legislation that will potentially affect thousands of would-be citizens to the United States. Teams will select one of the questions to research and follow the steps listed below to develop a comprehensive answer. Each group will present their responses to these questions in a class discussion.

Questions to consider:

1. Should the United States grant or refuse refugee status and/or citizenship to people identified as political or religious dissidents in own their homeland?

2. Should the United States grant or refuse immigration status or citizenship to people with potentially terminal illnesses or communicable diseases, such as cancer, tuberculosis, or AIDS?

Step 1: Develop a Focus

- As a group, begin by formulating research questions about the two questions listed above.
- What are the different possibilities you have to consider?
- Sample focus questions for Question 1:
  - What is the definition of a political or religious dissident?
  - Who decides this?
  - What is the difference between a political dissident and a political prisoner?
  - From what countries has the United States accepted political refugees in the past decade?
  - What has happened in the past century?
  - What is our trade relationship with those countries?
  - What does your congressman or senator have to say about these issues?
- Sample focus questions for Question 2:
  - What have been the changing health issues for immigrant populations during the past century?
  - What laws are now in place restricting immigration according to physical or mental health issues?
  - Have these changed during the past century? If so, why?
  - What do health professionals have to say about these issues?
- Make a list of specific ideas to research.
- As a team, decide where you will look for answers.
- Conduct research on the Internet or in the library to identify the process for a bill to become a law.

Step 2: Make Sense of the Research

- Interpret or analyze the information your team has gathered.
- Look for links or relationships among sets of ideas.
  - Is there a link between the positive or negative economic status of potential immigrants and their level of education?
  - Is there a link between economic growth in this country and reasons for accepting or rejecting applications for citizenship?
  - Is there a link between the country of origin and how a definition of political prisoner or political dissident is applied?

Step 3: Identify Options

- Create a framework for the team's decision by identifying all the factors to consider.
- The team may want to develop a chart to determine eligibility.
    - For example: The criteria for citizenship applications (reasons to accept or reject applications) might include: health, age, country of origin, how their country of origin views this person (as a dissident, rebel, or good citizen), state-based references or sponsors, religion, job skills, current economy of the state, language, and mental competency.

Step 4: Put the Plan into Action

- Based on your team's research, write a proposed new law regarding the entry of new immigrants based on political, religious, and/or health reasons.
- Be prepared to defend the proposed legislation in class.
- Select a representative (the group's best debater) to argue your team's point of view.

Step 5: Final Thoughts

- Consider this: If your family members were evaluated according to your team's new law, would they be eligible for citizenship?

Notes:

Appendix Three—Student Handout: Immigration in Indianapolis Today

Task:

You and your team members are a staff of editors and reporters for your local newspaper on a special assignment. Your newspaper is devoting an entire series to immigration in Indianapolis today. The series will examine a variety of aspects and perspectives on this issue of immigration.

Your team will be researching, interviewing, and developing reports. After individual team members compile their reports, your team will meet again to go over your findings and collaborate to write an opinion piece for the editorial page. Ultimately, your team will present various aspects of immigration in Indianapolis in order to better inform the public.

Step 1: Brainstorming Session

Read the following questions and discuss them as a group. (Someone should take notes on the group's ideas.)

- What do you already know about immigration?
- Are you or your family members immigrants?
- Where are they from and how and why did they come here?
- What is immigration reform?
- What are the main issues in the current debate over immigration reform?
- What are the impacts and implications of immigration on the economy?
- What are the impacts and implications of immigration on our society?
- What are the impacts and implications of immigration on our political structure?
- What are the impacts and implications of immigration on our education system?
- What are the impacts and implications of immigration on the environment?
- What are the actual statistics, facts, and figures about immigration today?
- Where can you find immigration data?
- Who are the immigrants and refugees arriving in Indianapolis today?
- Where do they come from and why are they here?
- What is life like for immigrants in the United States today?
- Do we need immigration reform?

Step 2: Choose a Role

Everyone on the team should have a different responsibility for building the newspaper. Depending on the size of the group, some students may have more than one role, but each student will choose at least one role.

- Here are some of the assignments:
    - News Editor: Summarizes some current hot issues in the news relating to immigration in Indiana. The news editor will also oversee the final product.
    - Statistician: Gets the facts and figures behind immigration in Indiana today.
    - Political Correspondent: Defines the current debate about immigration reform. What are the arguments pro and con? What is the view from the Hill (Congress) and the White House?
    - Reporter: Works closely with the Features Editor to decide who to interview and what questions to ask.

- Features Editor: Describes what life is like for an immigrant. This editor chooses members of at least one immigrant or refugee group, finds at least one person from that group, and interviews them. (Work with the teacher to identify someone who is comfortable with this project.) The editor designs questions to give readers an interesting and informative depiction of the person's everyday life and issues. Make sure the person interviewed reads the final article that includes the interview before it is printed.
- Photojournalist: Finds photos on the Internet and scans them to supplement the work of the Features Editor and the News Editor. The photojournalist needs to meet with these editors to discuss their projects. The photojournalist will also collect some interesting images of their own to present in a photo-journal format.

Step 3: Create the Final Product—A Newspaper

- The group will meet and compile their findings for class discussion.
- The group may type up and print their feature article. If the group has access to the Internet they may build a digital newspaper.
- Each member of the team needs to write an editorial piece expressing their own opinions on the issues they explored and include these in their news report as the editorial page.

Notes:

Appendix Three—Student Handout: Self-Assessment and Unit Evaluation

- What information in *Indianapolis: A City of Immigrants* surprised you the most?

- How did the Student Study Guide help you understand the reading assignments?

- How did the Student Study Guide help you prepare for class discussions and tests?

- When you were doing library and Internet research for the team projects, which resources and websites were the most helpful?

- Describe the most important things you learned from these writing assignments:
  - Family History Stories
  - Immigration Scenarios

- Describe your roles in the team research and group presentations:
  - Immigration Scenarios
  - Cultural Heritage Festial Plan
  - Immigration Policy Decisions
  - Immigration in Indianapolis Today

Appendix Three—Student Handout: Self-Assessment and Unit Evaluation (continued)

- What was your biggest challenge in completing the group projects?

- What was the most important thing you learned about immigration to Indianapolis?

- What could you do to make immigrants feel welcome in your community?

- How has the class changed your ideas about immigrants to the United States?

- Additional Comments:

About the Authors

M. Teresa Baer, managing editor of family history publications at the Indiana Historical Society Press, is the author of *Indianapolis: A City of Immigrants*. Baer was particularly well suited to write the booklet because of her educational background as well as her long-term career. Baer earned a bachelor's degree in global history and an international studies certificate in comparative systems from Indiana University's School of Liberal Arts in Indianapolis. For the certificate, she studied the history, political and economic systems, geography, and religious traditions of countries around the globe. Following this, she earned a master's degree in comparative history, focusing on Great Britain, Canada, and the United States.

Baer is editor of the IHS's publication, *The Hoosier Genealogist: Connections* magazine, online publications, and family history and children's books, with an emphasis on immigration and ethnic history. Baer has won awards in excellence from the National Genealogical Society and two Leadership in History Awards from the American Association of State and Local History for her editing work. She has published several articles and chapters in scholarly as well as public history venues on topics such as William E. McLellin, an early Mormon missionary; William Henry Harrison and the Indian treaties in Indiana; and the Sammy Girls, a group of women in Henry County, Indiana, who banded together to write letters and send care packages to soldiers from their communities serving in World War I.

Elaine G. Rosa is the Wikipedia and research editor for the Indiana Historical Society and author of the *Indianapolis: A City of Immigrants Teacher's Guide*. Rosa is the IHS's former director of education, where she supervised adult and youth educational programs as well as development and editing of educational content for the IHS website and the IHS Press's youth biographies and historical fiction teacher resources. Rosa writes and edits Wikipedia content related to Indiana and United States history and develops curriculum for the IHS Press. Rosa earned a bachelor's degree in business from Indiana University, Bloomington, and a master's degree in history from IU's School of Liberal Arts at Indianapolis. She has presented numerous student and educator workshops on a variety of educational topics, including immigration studies, teaching with historical fiction, and teaching with primary sources in the classroom.

Baer and Rosa created the children's book publishing program at the IHS. Through this program, the IHS Press publishes historical fiction, biographies, and other works for students in grades 4 through 12 that fulfill federal and Indiana academic standards for social studies and literature and are enjoyed by students across the country. Each of the books included in this program are fully fact checked and include contemporary photography and artwork. The historical fiction works also feature simplified maps, glossaries, and other material to help students learn and to help teachers teach. In addition, Rosa creates guides for teachers to use with classroom lessons and activities that help meet academic standards, while filling gaps in literature that are most requested by teachers.

Indianapolis: A City of Immigrants was developed by the Indiana Historical Society to provide educational materials that support immigration studies and United States history. The project's goal is to engage students and encourage exploration of social, economic, and political issues impacting immigration to Indianapolis. These issues reflect similar developments in U.S. history.

Created for high school students in grade 11, the resources include *Indianapolis: A City of Immigrants*, a teacher's guide, and materials from the Indiana Historical Society website at http://www.indianahistory.org. Together, these resources provide historical content, suggestions for a unit of study, digital resources, and materials that encourage use of Indianapolis as a case study for immigration history.

Elaine G. Rosa is the Wikipedia™ and research editor for the Indiana Historical Society and author of the *Indianapolis: A City of Immigrants Teacher's Guide*. Rosa writes and edits educational materials related to Indiana and U.S. history including curriculum for the IHS Press's youth biographies and historical fiction.

Indianapolis: A City of Immigrants is available for purchase or as a free pdf download at **http://shop.indianahistory.org/indyimmigration**

Indianapolis: A City of Immigrants Teacher's Guide is available as a free pdf download at **http://www.indianahistory.org/immigrationguide**

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