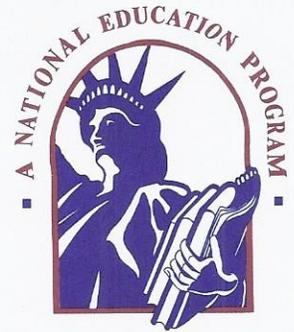


AMERICANS ALL

A National Education Program



Correlations
12/92
AmA#1004

A Correlation of AMERICANS ALL to Houghton Mifflin Social Studies Textbooks for every grade level

The attached correlations will show teachers how Houghton Mifflin and AMERICANS ALL can provide *every classroom* with the resources needed for a comprehensive multicultural education.

These correlations are divided according to the established grade levels of the AMERICANS ALL program: Kindergarten–Grade 2, Grade 3–Grade 4, Grade 5–Grade 6, Grade 7–Grade 9, Grade 10–Grade 12. Every section begins by highlighting the numerous opportunities teachers have to integrate AMERICANS ALL with Houghton Mifflin social studies textbooks. The correlations also link individual learning objectives with AMERICANS ALL Resources. In addition, various activities are included to help teachers integrate other disciplines and skills.

Camera-ready copies of this correlation will be sent to your respective regional offices.



Houghton Mifflin

BOSTON, MA

Atlanta, GA

Dallas, TX

Geneva, IL

Palo Alto, CA

Princeton, NJ

Toronto, ONT

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AMERICANS ALL
Kindergarten–Grade 2



correlated with

HOUGHTON MIFFLIN SOCIAL STUDIES

The World I See

(Kindergarten)

I Know a Place

(Grade 1)

Some People I Know

(Grade 2)



Houghton Mifflin

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THEME: MOVEMENT OF PEOPLE

This theme is a valuable resource for teaching the movement of people in United States history. Activities enable students to learn about the strengths, skills and experiences that diverse ethnic groups brought to this country. Students learn to appreciate the effects of forced migration upon Native Americans and African Americans; as well as to compare and contrast the challenges and hardships overcome by many groups in voluntary and forced migration and immigration to and through the United States.

Opportunities for integration using Houghton Mifflin's *The World I See* at Level K include: Families, pages 32–35; Going Places, 90–117; and Places We Go, 68–71.

Opportunities for integration using Houghton Mifflin's *I Know a Place* at Level One include: Grandma's Album, pages 36–39; Where You Live, 88–89; and Our Country Our World, 116–125.

Opportunities for integration using Houghton Mifflin's *Some People I Know* at Level Two include: Knowing Your Family, pages 41–99; Pilgrim Children on the Mayflower, 111A–111C; The Story of the Statue of Liberty, 122–129; and What Do Citizens Do?, 130–131.

AMERICANS ALL LEARNING OBJECTIVES

AMERICANS ALL RESOURCES

CURRICULUM CONNECTIONS

COGNITIVE OBJECTIVES

- The students will become aware of the roles other nations played in the formation of the United States and the voyages of their ancestors.

Teacher's Guide: Tracing Voyages, 72–75

Photo/Slide Collection: Show images 44, 101, 165, 221, 227, 231, 234, 263, 321, 328, 333, 362, 386, 390, 407, 439 and 441 representing different groups.

Map Book: All.

LISTENING/DRAMA ACTIVITY:
After a teacher-read selection about an immigrant family, have the students crowd into a small space to help them understand the conditions on ships. Encourage students to dramatize a family moving from one country to another. Have characters discuss their feelings about the move with the class.

- The students will start to grasp the ideas of scale and distance in mapping, see how symbols can represent reality, and become increasingly familiar with the diversity of their neighborhood.

Teacher's Guide: We Live Here, 60–63

Map Book: All.

Posters: Display, 538–539

ART/COLLABORATIVE LEARNING:
Be creative in helping students use recycled materials to build a miniature neighborhood. Promote the ideas of scale and distance.

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> The students will start to grasp the ideas of scale and distance in mapping, see how symbols can represent reality, and become increasingly familiar with the diversity of their neighborhood.(continued) 	<p><i>Photo/Slide Collection:</i> Show images 44, 165, 234, 328, 390, and 439 representing people of the United States.</p>	<p>GEOGRAPHY/CONNECTION: Ask students to locate their city and state on a map. Discuss the fact that their state is just one of the many in America, and that America is just one of the many countries in the world. On a globe have students point out other countries.</p>
<p>SOCIOEMOTIONAL OBJECTIVES</p>		
<ul style="list-style-type: none"> The students will begin to see themselves as part of a larger community. 	<p><i>Teacher's Guide:</i> We Live Here, 60–63; People of Our Nation, 77–90</p> <p><i>Posters:</i> Display, 538–539</p>	<p>DISCUSSION/ ART ACTIVITY: Encourage students to discuss the people and places in their community. Help students make a mural of the community. Invite students to make cut outs of family members to paste on the scene.</p>
<ul style="list-style-type: none"> The students will gain an understanding of the term citizenship and the process that people go through to become citizens. 	<p><i>Teacher's Guide:</i> Tracing Voyages, 72–75</p> <p><i>Map Book:</i> Native Americans</p> <p><i>Photo/Slide Collection:</i> Show Native American images 220, 221, 222, 224, 226, 228, 229, 230, 231, 236, and 362.</p>	<p>GEOGRAPHY CONNECTION: Assist students in creating a picture map showing the major Native American tribes in 1500.</p> <p>WRITING ACTIVITY: Help students make identification cards containing some of the necessary information to become a United States Citizen.</p>
<ul style="list-style-type: none"> The students will take pride in an activity and experience how people from other countries display their pride. 	<p><i>Teacher's Guide:</i> We Live Here, 60–63</p> <p><i>Photo/Slide Collection:</i> Show immigrants taking pride in their new and old traditions using images 49, 292, 329, 331, 333, and 452.</p>	<p>ART/GEOGRAPHY ACTIVITY: Assist students in constructing a flag from a country of their choice. Display flags and country names for others to comment on.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> The students will see the usefulness of maps while learning about the people of other countries. The students will grasp the concept of family and recognize similarities between their family and others. 	<p><i>Teacher's Guide:</i> We Live Here, 60-63; Tracing Voyages, 72-75</p> <p><i>Map Book:</i> All.</p> <p><i>Teacher's Guide:</i> We Live Here, 60-63; Tracing Voyages, 72-75</p> <p><i>Photo/Slide Collection:</i> Show families immigrating to the United States, using images 222, 223, 264, 269, 328, 354, 399, 408, 445, and 452.</p> <p><i>Map Book:</i> All.</p>	<p>RESEARCH/GEOGRAPHY: Ask students to locate interesting images from books containing pictures of people and places in other countries. Share the images with the class and locate each country on a large map or globe.</p> <p>ORAL LANGUAGE/SOCIAL STUDIES: Encourage students to gather as much information as possible about past generations of her or his family. Invite the students to share their backgrounds and to locate places pertinent to their family on a map. Use string to measure distance between locations and trace the voyage.</p>
PHYSICAL OBJECTIVES		
<ul style="list-style-type: none"> The students will walk with the purpose of finding information and exploring their community. The students will use fine motor skills to shape raw materials into finished products. 	<p><i>Teacher's Guide:</i> We Live Here, 60-63</p> <p><i>Teacher's Guide:</i> We Live Here, 60-63</p>	<p>ART/WRITING & RESEARCH CONNECTION: Take students on several walking trips around the community. Encourage students to take notes or make sketches as they focus on the many facets of their community.</p> <p>MATH ACTIVITY: Encourage students to build creations with blocks or other materials. Help students make signs to label their structures.</p>

AMERICANS ALL



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Grade 3–Grade 4

correlated with

HOUGHTON MIFFLIN SOCIAL STUDIES

From Sea to Shining Sea

(Grade 3)

This Is My Country

(Grade 4)

 Houghton Mifflin

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THEME: MOVEMENT OF PEOPLE

This theme is a valuable resource for teaching the movement of people in United States history. Activities enable students to learn about the strengths, skills and experiences that diverse ethnic groups brought to this country. Students learn to appreciate the effects of forced migration upon Native Americans and African Americans; as well as to compare and contrast the challenges and hardships overcome by many groups in voluntary and forced migration and immigration to and through the United States.

Opportunities for integration using Houghton Mifflin's *From Sea to Shining Sea* at Level Three include: The First American People, pages 90–91; Settling the Northeast, 115–129; Passages to the West, 146–153; and Celebrating Our Land, 218–223.

Opportunities for integration using Houghton Mifflin's *This Is My Country* at Level Four include: Our Nation's People, pages 4–9; A Rice Coast, 58–61; Factories Bring Change, 126–130; People on the Move, 328–335; and Sharing Our World, 342–345.

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
APPRECIATION OBJECTIVES		
<ul style="list-style-type: none"> Students will increase their levels of empathy and understanding about the effects of movement on children and their families. 	<p><i>Teacher's Guide:</i> Key Concepts, 48–50; Students' Comments, TA19</p> <p><i>Photo/Slide Collection:</i> Show images 109, 113, 133, 235, 261, 273, 280, 289, 332, 404, and 440 representing different groups.</p> <p><i>Posters:</i> Display posters, 538–539</p>	<p>READING/DRAMA ACTIVITY: Encourage students to read and dramatize a story about a family moving from one country to another. Have the characters discuss their feelings about the move with the class.</p>
<ul style="list-style-type: none"> Students will experience the success of applying the knowledge they have learned in a previous session. <p>Students will experience the reward of positive feedback from participating in a team or group effort.</p>	<p><i>Teacher's Guide:</i> Key Concepts Review Game, 53–54; Vocabulary Words, TA18; Glossary, 170–173</p> <p><i>Background Essays:</i> Native Americans, 1–3; African Americans, 14–16; Asian Americans, 26–28; European Americans, 43–45; Mexican Americans, 54–56; Puerto Rican Americans, 66–68</p>	<p>COLLABORATIVE LEARNING: Have students form teams equidistant from a bell. When a team agrees on the answer to a given term, it rings the bell, answers, and explains the term.</p>

BASIC INFORMATION OBJECTIVES

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| <ul style="list-style-type: none"> • Students will define the concept of family and recognize the effects movement has on immigrant families. | <p><i>Teacher's Guide:</i> Key Concepts, 48–50; Vocabulary Words, TA18</p> <p><i>Background Essays:</i> All.</p> <p><i>Photo/Slide Collection:</i> Show various groups of families immigrating to the United States, using images 46, 48, 100–105, 234–236, 262, 272–274, 292, 328, 404–406, 410, 412, 440–443, and 453.</p> | <p>DICTIONARY SKILLS: Ask students to find definitions to the <i>Vocabulary Words</i> using a dictionary.</p> <p>RESEARCH/DRAMA ACTIVITY: Encourage groups of students to research the traditions, skills and lifestyles of immigrants. Have the groups pretend to be immigrant families moving to America and bringing their cultural heritage.</p> |
| <ul style="list-style-type: none"> • Students will define and gain an understanding of the term citizenship and the process people went through to become citizens. | <p><i>Teacher's Guide:</i> Key Concepts, 48–50; Key Concepts Review Game, 53–54</p> <p><i>Map Book:</i> Native Americans</p> <p><i>Photo/Slide Collection:</i> Show groups immigrating to the United States, using images 48, 54–56, 138, 226–228, 286 and 447–451.</p> | <p>WRITING ACTIVITY: Have students make identification cards containing all necessary information to become a United States citizen.</p> <p>GEOGRAPHY CONNECTION: Encourage students to create a picture map showing the major Native American tribes in 1500.</p> |
| <ul style="list-style-type: none"> • Students will define and understand the concept of community. | <p><i>Teacher's Guide:</i> 48–50, 53–54; Students' Comments, TA19</p> <p><i>Background Essays:</i> All.</p> | <p>MATH CONNECTION: Help students prepare a chart that shows the different groups in your community.</p> |

CRITICAL/CREATIVE THINKING OBJECTIVES

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| <ul style="list-style-type: none"> • Students will offer divergent ideas in a risk-free atmosphere to complete a brainstorming activity. | <p><i>Teacher's Guide:</i> Conducting the Activity, 49; Students' Comments, TA19</p> <p><i>Photo/Slide Collection:</i> Show various groups of families and children that immigrated to the United States, using images 46, 100–105, 113–117, 183, 224, 265–267, 357, 360, 403–406, and 444.</p> | <p>CREATIVE THINKING: Lead the class in a brainstorming session by asking questions concerning the feelings and importance of immigrant groups.</p> |
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AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Students will participate in a small group discussion about the needs and feelings of immigrant families. 	<p><i>Teacher's Guide:</i> Conducting the Activity, 49; Students' Comments, TA19</p>	<p>DISCUSSION ACTIVITY: Have students divide into groups to read passages and answer questions.</p>
<ul style="list-style-type: none"> Students will create a display defining the concepts of <i>AMERICANS ALL</i>. 	<p><i>Teacher's Guide:</i> Activity Follow-Up, 49; Vocabulary Words, TA18</p>	<p>ART/RESEARCH: Encourage students to create a display of <i>AMERICANS ALL</i> concepts; find pictures in newspapers or magazines to illustrate the concept of diversity.</p>
<ul style="list-style-type: none"> Students will use new key terms to compare and contrast diverse cultures. 	<p><i>Teacher's Guide:</i> Conducting the Activity, 54; Vocabulary Words, TA18</p> <p><i>Background Essays:</i> All.</p>	<p>CRITICAL THINKING: Have students compare some aspect of culture (clothing, family, traditions, or skills) between two immigrant groups.</p>
<ul style="list-style-type: none"> Students will analyze the key concepts necessary for the movement of people. 	<p><i>Teacher's Guide:</i> Key Concepts, 53–54</p>	<p>LISTENING/SPEAKING: Ask students to share feelings or reactions about people who make up this country.</p>

AMERICANS ALL



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Grade 5–Grade 6

correlated with

HOUGHTON MIFFLIN SOCIAL STUDIES

America Will Be

(Grade 5)

 **Houghton Mifflin**

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THEME: MOVEMENT OF PEOPLE

This theme is a valuable resource for teaching the movement of people in United States history. Activities enable students to learn about the strengths, skills and experiences that diverse ethnic groups brought to this country. Students learn to appreciate the effects of forced migration upon Native Americans and African Americans; as well as to compare and contrast the challenges and hardships overcome by many groups in voluntary and forced migration and immigration to and through the United States.

Opportunities for integration using Houghton Mifflin's *America Will Be* at Level Five include: The Immigrant Experience, pages 10–11; A Land of Immigrants, 12–16; Slavery in the Southern Colonies, 167–177; Migrating to California and Utah, 383–388; Conflicts with the American Indians, 389–397; A Look at Slavery, 407–412; and The Growing Conflict, 450–456.

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<p>APPRECIATION OBJECTIVES</p>		
<ul style="list-style-type: none"> Students will increase their levels of empathy and understanding about the effects of movement on children and their families. 	<p><i>Teacher's Guide:</i> Key Concepts, 48–50; Students' Comments, TA19; Vocabulary Words, TA18</p> <p><i>Photo/Slide Collection:</i> Show images 109, 113, 133, 235, 261, 273, 280, 289, 332, 359, 404, and 440, representing different immigrant groups.</p> <p><i>Posters:</i> Display, 538–539.</p> <p><i>Background Essays:</i> All.</p>	<p>READING/DRAMA ACTIVITY: Encourage students to read and dramatize a story about a family moving from one country to another. Have the characters discuss their feelings about the move with the class.</p> <p>WRITING CONNECTION: Have students use the Writing Process as they compose a story about a family who helped to people the nation.</p>
<p>BASIC INFORMATION OBJECTIVES</p>		
<ul style="list-style-type: none"> Students will define and understand the concepts of immigration and emigration. 	<p><i>Teacher's Guide:</i> Key Concepts, 48–50; Vocabulary Words, TA18; Glossary, 226; Maps, 206–213</p> <p><i>Photo/Slide Collection:</i> Show various groups who have immigrated to America, using images 109, 113, 133, 261, 273, 280, 289, 332, 359, 404, and 440.</p>	<p>SOCIAL STUDIES CONNECTION: Help students reinforce their map-reading skills as they examine immigration maps.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Students will define and understand the concepts of immigration and emigration. (continued) 	<p><i>Background Essays:</i> African Americans, 17–20; Asian Americans, 29–33; European Americans, 47–49; Mexican Americans, 57–60; Puerto Rican Americans, 69–72</p> <p><i>Ethnic and Cultural Group Booklets:</i> All.</p>	<p>RESEARCH ACTIVITY: Have students research and list the different groups who have immigrated to the United States.</p> <p>READING/WRITING CONNECTION: Have students write a sample journal entry as if they were immigrants. Have them explain their feelings and attitudes toward the culture of the United States.</p>
<ul style="list-style-type: none"> Students will define and gain an understanding of enslavement and its effect on African Americans. 	<p><i>Teacher's Resources:</i> <i>American Immigration:</i> Slavery, 5</p> <p><i>Photo/Slide Collection:</i> Use images 385–390 and 404 to show groups forced into slavery.</p>	<p>GEOGRAPHY CONNECTION: Ask students to compile a "places of origin" list for African Americans. Locate these places on a map.</p>
<ul style="list-style-type: none"> Students will define and understand the concepts of forced and voluntary migration. 	<p><i>Background Essays:</i> African Americans, 17–20</p> <p><i>Teacher's Guide:</i> 48–50, TA18, TA19, 206</p> <p><i>Map Book:</i> Native Americans, 206; African Americans, 207; Mexican Americans, 210</p> <p><i>Photo/Slide Collection:</i> Show groups who have migrated through this country, using images 221–227 and 410–412.</p> <p><i>Background Essays:</i> Native Americans, 4–8; African Americans, 17–20</p>	<p>LITERATURE CONNECTION: Encourage students to read an account of Harriet Tubman.</p> <p>GEOGRAPHY CONNECTION: Encourage students to create a map showing the major Native American tribes in 1500.</p> <p>WRITING CONNECTION: Have students write a diary entry from a participant of the "Trail of Tears."</p> <p>MATH CONNECTION: Have students prepare a graph that depicts population figures of Native Americans to the year 2000.</p>

CRITICAL/CREATIVE THINKING OBJECTIVES

<ul style="list-style-type: none"> Students will compare and contrast key concepts in the movement of people. 	<p><i>Teacher's Guide:</i> Conducting the Activity, 49</p> <p><i>Background Essays:</i> All.</p> <p><i>Music of America's Peoples:</i> "Värssyjä Sieltä Ja Täältä," 33–35; "Un Jíbaro en Nueva York," 47–49</p>	<p>CRITICAL THINKING: Encourage students to research and compare some aspect of culture (religion, family, traditions, or skills) between two immigrant groups.</p> <p>MUSIC CONNECTION: Have students listen to the different music. Compare and contrast the immigrant experiences.</p>
<ul style="list-style-type: none"> Students will offer divergent ideas in a risk-free atmosphere to complete a brainstorming activity. 	<p><i>Teacher's Guide:</i> Conducting the Activity, 49; Student Stories, TA19</p>	<p>CREATIVE THINKING: Lead the class in a brainstorming session by asking questions about the feelings of immigrants moving to the United States.</p>
<ul style="list-style-type: none"> Students will take part in a small group discussion to understand the needs and feelings of immigrant families. 	<p><i>Teacher's Guide:</i> Conducting the Activity, 49</p> <p><i>Background Essays:</i> Native Americans, 4–8; African Americans, 17–20; Asian Americans, 29–33; European Americans, 47–49; Mexican Americans, 57–60; Puerto Rican Americans, 69–72</p>	<p>READING CONNECTION: Divide the class into groups. Have each group read a passage and discuss the needs and feelings of the immigrant.</p>
<ul style="list-style-type: none"> Students will create a display defining the concepts of <i>AMERICANS ALL</i>. 	<p><i>Teacher's Guide:</i> Activity Follow-Up, 49; Vocabulary Words, TA18</p>	<p>ART/RESEARCH: Have students create a display of <i>AMERICANS ALL</i> concepts, using newspapers and magazines.</p>

AMERICANS ALL



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Grade 7–Grade 9

correlated with

HOUGHTON MIFFLIN SOCIAL STUDIES

A More Perfect Union

(Grade 8)

 Houghton Mifflin

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THEME: MOVEMENT OF PEOPLE

This theme is a valuable resource for teaching the movement of people in United States history. Activities enable students to learn about the strengths, skills and experiences that diverse ethnic groups brought to this country. Students learn to appreciate the effects of forced migration upon Native Americans and African Americans; as well as to compare and contrast the challenges and hardships overcome by many groups in voluntary and forced migration and immigration to and through the United States.

Opportunities for integration using Houghton Mifflin's *A More Perfect Union* at Level Eight include: An Emerging American Identity, pages 48–53; People of the New Nation, 188–217; The South, 282–297; Destination: America, 462–469; A Land of New Immigrants, 564–570; and America's Many Cultures, 571–576.

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
APPRECIATION OBJECTIVES		
<ul style="list-style-type: none"> • Students will increase their levels of empathy and understanding about the effects of movement on children and their families. 	<p><i>Teacher's Guide:</i> Key Concepts, 48–50; Students' Comments, TA19</p> <p><i>Photo/Slide Collection:</i> Show images 100–116 and 175–176 representing different immigrant groups.</p>	<p>READING/DRAMA ACTIVITY: Encourage students to read and dramatize a story about a family moving from one country to another. Have the characters discuss their feelings about the move with the class.</p>
<ul style="list-style-type: none"> • Students will experience the success of applying knowledge learned in a previous session. <p>Students will experience the reward of peer feedback and validation as they write a group story.</p>	<p><i>Teacher's Guide:</i> Key Concepts Review Writing Exercise, 53–54; Vocabulary Words, TA18; Glossary, 220–223</p> <p><i>Background Essays:</i> All.</p> <p><i>Posters:</i> Display, 538–539.</p>	<p>WRITING CONNECTION: Have students use the Writing Process as they compose a story about a family who helped to people the nation.</p>
BASIC INFORMATION OBJECTIVES		
<ul style="list-style-type: none"> • Students will define and understand the concepts of immigration and emigration. 	<p><i>Photo/Slide Collection:</i> Show various groups who have immigrated to America, using images 115–134 and 188–191.</p>	<p>SOCIAL STUDIES CONNECTION: Have students reinforce their map-reading skills as they examine immigration maps.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Students will define and understand the concepts of immigration and emigration. (continued) 	<p><i>Ethnic and Cultural Group Booklets:</i> All.</p> <p><i>Teacher's Guide:</i> 48–50, 53–54, TA18, TA19; Maps, 202–209; Glossary, 220–223</p> <p><i>Background Essays:</i> Native Americans, 9–13; African Americans, 21–25; Chinese Americans, 34–36; Japanese Americans, 37–39; Filipino Americans, 40–42; European Americans, 50–53; Mexican Americans, 61–64; Puerto Rican Americans, 73–76</p>	<p>RESEARCH ACTIVITY: Research and write an essay on the history of United States immigration waves and policies.</p> <p>READING/WRITING CONNECTION: Have students write a sample journal entry as if you were a Filipino immigrant. Explain your feelings and attitudes toward the culture of the United States.</p>
<ul style="list-style-type: none"> Students will define and gain an understanding of enslavement and its effect on African Americans. 	<p><i>Photo/Slide Collection:</i> Use images 385–390 to show groups forced into slavery.</p> <p><i>Background Essays:</i> African Americans, 21–25</p> <p><i>Teacher's Resources:</i> <i>American Immigration:</i> Slavery, 5</p> <p><i>Ethnic and Cultural Group Booklets:</i> African Americans: Slavery, 2-6</p>	<p>HISTORY CONNECTION: Ask students to research the role of former slaves in the Union Army in their fight against the Confederate forces.</p> <p>LITERATURE CONNECTION: Encourage students to read an account of Harriet Tubman and the Underground Railroad.</p> <p>WRITING CONNECTION: Encourage students to write an essay convincing slave traders to abolish slavery.</p>
<ul style="list-style-type: none"> Students will define and understand the concepts of forced and voluntary migration. 	<p><i>Photo/Slide Collection:</i> show groups who have migrated through this country, using images 221–227 and 410–412.</p> <p><i>Teacher's Guide:</i> 48–50, 53–54, TA18, TA19, 202</p> <p><i>Map Book:</i> Native Americans, 202; African Americans, 204; Mexican Americans, 206</p>	<p>GEOGRAPHY CONNECTION: Ask students to create a map showing the major Native American tribes in 1500.</p> <p>WRITING CONNECTION: Have students write a diary entry from a participant of the "Trail of Tears."</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Students will define and understand the concepts of forced and voluntary migration. (continued) 	<p><i>Background Essays:</i> Native Americans, 9–13; African Americans, 21–25</p>	<p>WRITING CONNECTION: Have students write a diary entry from a participant of the "Trail of Tears."</p> <p>MATH CONNECTION: Have students prepare a graph that depicts population figures of Native Americans to the year 2000.</p>
<p>CRITICAL/CREATIVE THINKING OBJECTIVES</p>		
<ul style="list-style-type: none"> Students will compare and contrast key concepts of immigration and diverse cultural groups. 	<p><i>Teacher's Guide:</i> Conducting the Activity, 49</p> <p><i>Background Essays:</i> All.</p> <p><i>Music of America's Peoples:</i> "Värssyjä Sieltä Ja Täältä," 33–35; "Un Jfbaro en Nueva York," 47–49</p>	<p>RESEARCH/WRITING: Encourage students to research and compare some aspect of culture (religion, family, traditions, or skills) between two immigrant groups. Have students make a chart of their findings.</p> <p>CRITICAL THINKING: Have students compare and contrast the immigrant experience after listening to the songs and translations from the musical selections.</p>
<ul style="list-style-type: none"> Students will conduct library research for multicultural literature. 	<p><i>Teacher's Guide:</i> Activity Follow-Up, 54</p> <p><i>Background Essays:</i> African Americans, 21–25</p>	<p>RESEARCH ACTIVITY: Review with students the reference materials in the library as they begin to create a bibliography of multicultural literature.</p> <p>SOCIAL STUDIES CONNECTION: Encourage students to conduct library research to determine details about the life-style of families and communities on the continent of Africa before the United States slave trade began.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Students will write essays that further explain one of the key terms. 	<p><i>Teacher's Guide: Key Concepts</i> 48–50</p>	<p>READING/WRITING CONNECTION: Ask students to write essays that further explain one of the key terms learned in this section. For example, if the term is multicultural, have each student write an essay that answers the question: "How can a multicultural society avoid discriminating against specific groups?"</p>
<ul style="list-style-type: none"> Students will offer divergent ideas in a risk-free atmosphere to complete a brainstorming activity. 	<p><i>Teacher's Guide: Activity Follow-Up</i>, 49; <i>Conducting the Activity</i>, 54</p>	<p>CREATIVE THINKING: Lead the class in a brainstorming session to consider the meaning of a key term mentioned in the <i>Activity Follow-Up</i>.</p> <p>PREWRITING ACTIVITY: Encourage students to work together to create a group story about an immigrant family.</p>
<ul style="list-style-type: none"> Students will participate in a group effort to create a story that reflects the citizenship experience of diverse people. 	<p><i>Teacher's Guide: Key Concepts Review Writing Exercise</i>, 53–57</p>	<p>LANGUAGE ARTS CONNECTION: Have students review the elements of a good story, allow students to assign parts of a story to each group member to work on separately, then have students collaborate their writings to compose a group story.</p>
<ul style="list-style-type: none"> Students will read aloud to demonstrate their feelings and compassion for the immigrants and migrants of America. 	<p><i>Teacher's Guide: Students' Comments</i>, TA19</p>	<p>READING CONNECTION: Encourage students to read aloud with feeling the <i>Students' Comments</i> section.</p>

AMERICANS ALL



Grade 10–Grade 12

correlated with

H O U G H T O N M I F F L I N

History of the United States

(High School)

 Houghton Mifflin

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THEME: MOVEMENT OF PEOPLE

This theme is a valuable resource for teaching the movement of people in United States history. Activities enable students to learn about the strengths, skills and experiences that diverse ethnic groups brought to this country. Students learn to appreciate the effects of forced migration upon Native Americans and African Americans; as well as to compare and contrast the challenges and hardships overcome by many groups in voluntary and forced migration and immigration to and through the United States.

Opportunities for integration using Houghton Mifflin's *History of the United States* include: The Age of Jackson, pages 209–214; The New Americans, 334–341; The Geographic Perspective, 523; Divisions in American Society, 526–533; and Freedom Now, 715–720.

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
APPRECIATION OBJECTIVES		
<ul style="list-style-type: none"> Students will increase their levels of empathy and understanding about the effects of movement on children and their families. 	<p><i>Teacher's Guide:</i> Key Concepts, 43–50; Students' Comments, TA19</p> <p><i>Photo/Slide Collection:</i> Show images 100–116 and 175–176 representing different immigrant groups.</p> <p><i>Posters:</i> Display, 538–539.</p>	<p>READING/DRAMA ACTIVITY: Encourage students to read and dramatize a story about a family moving from one country to another.</p>
<ul style="list-style-type: none"> Students will experience the success of applying knowledge learned in a previous session. <p>Students will experience the reward of peer feedback and validation as they write a group story.</p>	<p><i>Teacher's Guide:</i> Key Concepts Review Writing Exercise, 53–54; Vocabulary Words, TA18; Glossary, 173–176</p> <p><i>Ethnic and Cultural Group Booklets:</i> All.</p>	<p>WRITING CONNECTION: Have students use the Writing Process as they compose a story about a family who helped to people the nation.</p>
BASIC INFORMATION OBJECTIVES		
<ul style="list-style-type: none"> Students will define and understand the concepts of immigration, emigration and migration. 	<p><i>Teacher's Guide:</i> 48–50, 53–54, TA18, TA19; Maps, 156–163; Glossary, 173–176</p>	<p>SOCIAL STUDIES CONNECTION: Have students examine immigration maps to reinforce their map-reading skills.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Students will define and understand the concepts of immigration and migration. (continued) 	<p><i>Photo/Slide Collection:</i> Show various groups who have immigrated to the United States, using images 115–134 and 188–191.</p> <p><i>Ethnic and Cultural Group Booklets:</i> Native Americans, 1–15; African Americans, 1–23; Asian Americans, 1–11; European Americans, 1–13; Mexican Americans, 1–8; Puerto Rican Americans, 1–9</p>	<p>RESEARCH ACTIVITY: Have students research and write an essay on the history of United States immigration waves and policies.</p>
<ul style="list-style-type: none"> Students will define and gain an understanding of civil rights and their effects on the people of America. 	<p><i>Teacher's Guide:</i> Key Concepts, 48–50; Key Concepts Review Writing Exercise, 53–54; Students' Comments, TA18</p> <p><i>Photo/Slide Collection:</i> Show images 451–452.</p> <p><i>Ethnic and Cultural Group Booklets:</i> African Americans: Slavery, 9–15</p>	<p>HISTORY CONNECTION: Ask students to research the role of former slaves in the Union Army in their fight against the Confederate forces and write an essay.</p>
<ul style="list-style-type: none"> Students will define and discuss what the Constitution is and what it means to American citizens. 	<p><i>Teacher's Guide:</i> 48–50, 53–54</p>	<p>DEBATING ACTIVITY: Divide the class into groups. Have each group prepare for a mock Constitutional Convention. Each student will write a short essay explaining his or her point of view on the creation of a strong central government. The groups will present their arguments to the class.</p>
<p>CRITICAL/CREATIVE THINKING OBJECTIVES</p>		
<ul style="list-style-type: none"> Students will compare and contrast key concepts of immigration and diverse cultural groups. 	<p><i>Teacher's Guide:</i> Conducting the Activity, 48</p> <p><i>Ethnic and Cultural Group Booklets:</i> All.</p>	<p>CRITICAL THINKING: Encourage students to investigate and compare some aspect of culture (religion, family, traditions, or skills) between two immigrant groups.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Students will compare and contrast key concepts of immigration and diverse cultural groups. (continued) 	<p><i>Music of America's Peoples:</i> "Värssyjä Sieltä Ja Täältä," 33–35; "Un Jbaro en Nueva York," 47–49</p>	<p>MUSIC CONNECTION: Have students compare and contrast the immigrant experience after listening to the songs and translations from the musical selection.</p>
<ul style="list-style-type: none"> Students will offer divergent ideas in a risk-free atmosphere to complete a brainstorming activity. 	<p><i>Teacher's Guide:</i> Activity Follow-Up, 49; Conducting the Activity, 53</p>	<p>CRITICAL THINKING: Lead the class in a brainstorming session to consider the meaning of selected concepts.</p>
<ul style="list-style-type: none"> Students will write essays that further explain one of the key terms. 	<p><i>Teacher's Guide:</i> Activity Follow-Up, 49</p>	<p>WRITING CONNECTION: Ask students to write an essay that further explains a new <i>AMERICANS ALL</i> concept.</p>
<ul style="list-style-type: none"> Students will create a display defining the concepts of <i>AMERICANS ALL</i>. 	<p><i>Teacher's Guide:</i> Activity Follow-Up, 49</p>	<p>ART CONNECTION: Have students create a display of <i>AMERICANS ALL</i> concepts, using newspapers and magazines.</p>
<ul style="list-style-type: none"> Students will participate in a group effort to create a story. 	<p><i>Teacher's Guide:</i> Conducting the Activity, 54; Students' Comments, TA18</p>	<p>GROUP WRITING ACTIVITY: Divide the class into teams. Have each team create a fictitious short story using three of the <i>AMERICANS ALL</i> concepts.</p>
<ul style="list-style-type: none"> Students will read aloud to express their viewpoint and show their compassion for the immigrants and migrants of America. 	<p><i>Teacher's Guide:</i> Students' Comments, TA19</p>	<p>READING/LISTENING: Encourage students to write fictitious stories about a family migrating to America, have students read their stories to the class.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Students will conduct library research for multicultural literature. 	<p><i>Teacher's Guide: Activity Follow-Up, 54</i></p> <p><i>Ethnic and Cultural Group Booklets: All</i></p>	<p>LIBRARY RESEARCH: Have students do research in the library to create a list or bibliography of multicultural literature.</p>
<ul style="list-style-type: none"> Students will select books of a multicultural nature to read silently. 	<p><i>Teacher's Guide: Activity Follow-Up, 54; Literature Selections, 165–171</i></p>	<p>LITERATURE CONNECTION: Suggest literature that reflects the multicultural nature of American history and society. Encourage students to read books for pleasure.</p>