

AMERICANS ALL

.....
A National Education Program



**A Thematic Correlation
for Middle Grades**

THEMES IN AMERICANS ALL

Primary School Themes

Self-Esteem: Who Am I?
 Motivation: Why We Do What We Do
 Movement of People
 People of the United States
 Cultural and Ethnic Diversity: An American Reality
 Family Heritage and Traditions
 Neighborhood and Community
 Living and Learning Together
 The Immigration Experience
 Citizenship and Diversity

Intermediate School Themes

Self-Esteem: A Positive Image of Self
 Motivation: Why We Do What We Do
 Movement of People
 The Peopling of the United States
 Cultural and Ethnic Diversity: An American Reality
 Cultural Heritage and Traditions
 Community and Local History
 The Immigration Experience
 Citizenship and Diversity
 Democracy and Diversity

Middle School Themes

Self-Esteem: A Positive Image of Self
 Motivation: Why We Do What We Do
 Movement of People
 The Peopling of the United States
 Cultural and Ethnic Diversity: An American Reality
 Cultural Heritage and Traditions
 Local History: The People and Their Culture
 Immigration Policy of the United States
 Citizenship and Diversity
 Democracy and Diversity

High School Themes

Self-Esteem: A Positive Self-Concept
 Motivation: Why We Do What We Do
 Movement of People
 The Peopling of the United States
 Cultural and Ethnic Diversity: An American Reality
 Cultural Heritage and Traditions
 Immigration Policy of the United States
 Citizenship and Diversity
 Democracy and Diversity
 Women in History: A Multicultural Perspective

THEME: MOVEMENT OF PEOPLE

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
APPRECIATION OBJECTIVES		
<ul style="list-style-type: none"> • Students will increase their levels of capacity and understanding about the effects of movement on children and their families. 	<p><i>Teacher's Guide:</i> Key Concepts, 91-92; "Students' Comments," TA26</p> <p><i>Photo/Slide Collection:</i> Show images 100-116 and 175-176 representing different immigrant 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 knowledge learned in a previous session. Students will experience the reward of peer feedback and validation as they write a group story. 	<p><i>Teacher's Guide:</i> Key Concepts Review Writing Exercise, 95-96; "Vocabulary Words," TA35; Glossary, 222-223</p> <p><i>Background Essays:</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"> • Immigration/Emigration 	<p><i>Photo/Slide Collection:</i> Show various groups who have immigrated to America using images 115-134 and 188-191.</p> <p><i>Teacher's Guide:</i> 91-92, 95-96, TA26, TA35; Maps, 215-221; Glossary, 222-223</p> <p><i>Background Essays:</i> Native Americans, 8/1; African Americans, 8/1-8/4; Chinese Americans, 8/1-8/3; Japanese Americans, 8/1-8/2; Filipino Americans, 8/1-8/3; European Americans, 8/1-8/4; Mexican Americans, 8/1, 8/4; Puerto Rican Americans, 8/1-8/4</p> <p><i>Ethnic and Cultural Group Booklets:</i> All.</p>	<p>SOCIAL STUDIES CONNECTION: Reinforce students' map reading skills as they examine immigration maps.</p> <p>RESEARCH ACTIVITY: Research and write an essay on the history of United States immigration waves and policies.</p> <p>READING/WRITING CONNECTION: 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>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> • Slavery 	<p><i>Photo/Slide Collection:</i> Use images 385-390 to show groups forced into slavery.</p> <p><i>Background Essays:</i> African Americans, 8/1-8/3</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 the bitter 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: Write an essay to try to convince slave traders to abolish slavery.</p>
<ul style="list-style-type: none"> • Migration (forced and voluntary) 	<p><i>Photo/Slide Collection:</i> show groups who have migrated through this country, images 221-227 and 410-412.</p> <p><i>Teacher's Guide:</i> 91-92, 95-96, TA26, TA35, 216</p> <p><i>Map Book:</i> Native Americans; African Americans; Mexican Americans</p> <p><i>Background Essays:</i> Native Americans, 8/1-8/4; African Americans, 8/3-8-4</p>	<p>GEOGRAPHY CONNECTION: 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"> • Compare/Contrast 	<p><i>Teacher's Guide:</i> Conducting the Activity, 92</p> <p><i>Background Essays:</i> All.</p> <p><i>Music of America's Peoples:</i> "Värssyjä Seltä ja Täältä," 33-35; "Un Jfbaro en Nueva York," 47-49</p>	<p>CRITICAL THINKING: Research and compare some aspect of culture (religion, family, traditions, or skills) between two immigrant groups.</p> <p>CRITICAL THINKING: Have students compare and contrast the immigrant experience after listening to the songs and translations from the musical selections.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Library research 	<p><i>Teacher's Guide: Activity Follow-Up, 96</i></p> <p><i>Background Essays: African Americans, 8/5</i></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: 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>
<ul style="list-style-type: none"> Write an essay 	<p><i>Teacher's Guide: Activity Follow-Up, 92</i></p>	<p>READING/WRITING CONNECTION: Ask students to write an essay explaining one of the key terms learned in this section.</p>
<ul style="list-style-type: none"> Brainstorming 	<p><i>Teacher's Guide: Activity Follow-Up, 92; Conducting the Activity, 96</i></p>	<p>CREATIVE THINKING: Lead the class in a brainstorming session to consider the meaning of a key term mentioned in the Activity Follow-Up.</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"> Write a group story 	<p><i>Teacher's Guide: Conducting the Activity, 96</i></p>	<p>LANGUAGE ARTS CONNECTION: Review the elements of a good story, from their English textbook, before starting this writing activity.</p>
<ul style="list-style-type: none"> Reading aloud 	<p><i>Teacher's Guide: "Student's Comments," TA26</i></p>	<p>READING CONNECTION: Encourage students to read aloud with feeling the Student's Comments section.</p>

THEME: THE PEOPLING OF THE UNITED STATES

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
APPRECIATION OBJECTIVES		
<ul style="list-style-type: none"> • Students will increase their awareness of forms of discrimination, persecution, or unfair treatment that diverse groups experienced and do experience. 	<p><i>Teacher's Guide:</i> The Peopling of America, 103-105; The Peopling of America Summary Chart, TA25; "Who Comes to the United States," TA31</p> <p><i>Background Essays:</i> All</p> <p><i>A Simulation: The Peopling of America,</i> 1-3, 7-34</p>	<p>DISCUSSION ACTIVITY: Have students form small groups and discuss how they can help to stop discrimination in their community.</p> <p>RESEARCH/DRAMA CONNECTION: Complete the Ellis Island simulation. Ask students the feelings of their characters after completing the activity.</p>
<ul style="list-style-type: none"> • Students will develop a deeper understanding of the complex factors that motivate immigration and migration decisions and will appreciate how these factors affected different groups. 	<p><i>Teacher's Guide:</i> Push and Pull, 106-107; "Push/Pull Factors," TA32; Maps, 216-221</p> <p><i>Teacher's Resources: American Immigration, The Promise and the Pain,</i> 4-8</p> <p><i>Ethnic and Cultural Group Booklets:</i> All.</p> <p><i>Music of America's Peoples:</i> "Molly Durkin," 20-21</p>	<p>RESEARCH ACTIVITY: Have students research and prepare a presentation on the building of the Erie Canal or the railroads.</p> <p>LISTENING/SPEAKING CONNECTION: Recall the reasons the Irish came to America in the 1840's. Have students listen to "Molly Durkin" and identify some of the singer's personal reasons for immigration.</p>
BASIC INFORMATION OBJECTIVES		
<ul style="list-style-type: none"> • List three factors that encouraged or forced movement to the United States. 	<p><i>Background Essays:</i> European Americans, 8/1-8/4; Japanese Americans, 8/1-8/3. All other essays can be used to reinforce this objective.</p> <p><i>Ethnic and Cultural Group Booklets:</i> European Americans, 4-12</p>	<p>RESEARCH/WRITING CONNECTION: Research and write an essay on the various economic factors that influenced European immigration to the United States.</p> <p>LANGUAGE ARTS CONNECTION: Encourage students to read and report to the class a biography or novel involving the immigrant experience.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Identify peak years of immigration/migration (forced or voluntary) and slavery on a graph. 	<p><i>Teacher's Guide:</i> Conducting the Activity, 103-104; Activity Follow-Up, 104-105</p> <p><i>Background Essays:</i> Native Americans, 8/1-8/5; African Americans, 8/1-8/5; Chinese Americans, 8/1-8/3; Japanese Americans, 8/1-8/3; Filipino Americans, 8/1-8/3; European Americans, 8/1-8/4; Mexican Americans, 8/1-8/5; Puerto Rican Americans, 8/1-8/4</p> <p><i>Teacher's Resources: American Immigration:</i> "Whom Have We Welcomed?" 22-29; Appendices, 57-67</p> <p><i>Ethnic and Cultural Group Booklets:</i> All.</p>	<p>MATHEMATICS CONNECTION: Have students construct a graph showing the peak years for immigration/migration and slavery.</p> <p>WRITING CONNECTION: Have students write a paragraph in which they agree or disagree with the statement: "Immigration/migration and slavery have been important factors in American life."</p>
<ul style="list-style-type: none"> Compare demographics of today with demographics of 1910-1924 and the colonial period. 	<p><i>Teacher's Guide:</i> The Peopling of America, 103-105</p> <p><i>Background Essays:</i> All.</p> <p><i>Teacher's Resources: American Immigration:</i> "The Promise And The Pain," 4-8; "Whom Have We Welcomed?" 22-29; Appendices, 57-67</p>	<p>RESEARCH ACTIVITY: Assign each student a country of origin and have them compare the demographics of today with the demographics of 1910-1924 and the colonial period.</p> <p>COLLABORATIVE LEARNING: Make a class chart which shows the changes in demographics the students researched.</p>
<ul style="list-style-type: none"> List three factors that encouraged or forced migration within the United States. 	<p><i>Background Essays:</i> Japanese Americans, 8/1-8/3; African Americans, 8/3-8/5; Native Americans, 8/1-8/5</p> <p><i>Ethnic and Cultural Group Booklets:</i> Asian Americans, 3, 7; African Americans, 9-13; The Indian Nations, 6-9</p> <p><i>Photo/Slide Collection:</i> Images, 221-231, 410-412</p>	<p>RESEARCH ACTIVITY: Have students research the reasons the United States government have given for putting Japanese Americans into detention camps. Were these reasons justified?</p> <p>HISTORY CONNECTION: Have students compare the migration of African Americans to the North with the migration experience of other groups.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> List factors which discouraged movement. 	<p><i>Background Essays:</i> Native Americans, 8/1-8/5; African Americans, 8/1-8/5; Chinese Americans, 8/1-8/3; Japanese Americans, 8/1-8/3; Filipino Americans, 8/1-8/3; European Americans, 8/1-8/4; Mexican Americans, 8/1-8/5; Puerto Rican Americans, 8/1-8/4</p> <p><i>Ethnic and Cultural Group Booklets:</i> Asian Americans, 2, 6-7, 11; European Americans, 12-13; Mexican Americans, 7-8</p>	<p>RESEARCH/WRITING CONNECTION: Research and write an essay on the effects of the Immigration Act of 1924 on one of the six ethnic and cultural groups.</p> <p>SOCIAL STUDIES CONNECTION: Assign each student a specific country of origin and report to the class factors which discouraged movement to the United States.</p>
CRITICAL/CREATIVE THINKING OBJECTIVES		
<ul style="list-style-type: none"> Classify, analyze, and order historical data 	<p><i>Teacher's Guide:</i> The Peopling of America, 103-105</p> <p><i>Background Essays:</i> All</p>	<p>DISCUSSION ACTIVITY: Have students read the <i>Background Essays</i> and answer the questions in the Activity Follow-Up section in the <i>Teacher's Guide</i>.</p>
<ul style="list-style-type: none"> Reading maps 	<p><i>Teacher's Guide:</i> Conducting the Activity, 103; Maps, 215-221</p> <p><i>Map Book:</i> Native Americans; African Americans; Asian Americans; European Americans; Mexican Americans; Puerto Rican Americans.</p>	<p>GEOGRAPHY CONNECTION: Ask students to identify the areas of origin on a map for the six major groups that peopled America.</p> <p>MAP ACTIVITY: Use a map of the United States to identify all communities in the United States in which Puerto Ricans now live.</p>
<ul style="list-style-type: none"> Evaluate experiences of different groups 	<p><i>Teacher's Guide:</i> Push and Pull, 106-107</p> <p><i>Teacher's Resources: American Immigration:</i> The Promise and the Pain, 4-8</p> <p><i>Background Essays:</i> All</p>	<p>CRITICAL THINKING: Have students compare the immigration policy of the United States toward the Japanese with the immigration policy toward another group.</p>

AMERICANS ALL LEARNING OBJECTIVES	AMERICANS ALL RESOURCES	CURRICULUM CONNECTIONS
<ul style="list-style-type: none"> Identify bias toward or against groups. 	<p><i>Background Essays:</i> Japanese Americans, 8/1-8/3; Chinese Americans, 8/1-8/3</p>	<p>CRITICAL THINKING: Ask students why if Chinese Americans were such reliable employees, that American bosses and unions refused to let them have certain jobs.</p>
<ul style="list-style-type: none"> Collaborative learning 	<p><i>Teacher's Guide:</i> Activity Follow-Up, 104-105</p>	<p>CREATIVE THINKING: Have small groups design a poster showing cultural diversity in the United States yesterday and today. They may use photographs, graphs or drawings, or construct a collage.</p>
<ul style="list-style-type: none"> Library research 	<p><i>Teacher's Guide:</i> The Peopling of America, 103-105</p>	<p>LIBRARY RESEARCH: Assign each student a country of origin and have them create a timeline which shows the peak years of immigration/migration.</p>
<ul style="list-style-type: none"> Group discussion 	<p><i>Background Essays:</i> All</p>	
<ul style="list-style-type: none"> Group discussion 	<p><i>Teacher's Guide:</i> The Peopling of America, 103-105; "Who Comes to the United States Today?" TA31</p>	<p>DISCUSSION ACTIVITY: Review with students the rules for a good discussion prior to answering the questions found on the handout.</p>