Immigration & Ethnic Settlement Patterns In Post-Reconstruction Oklahoma, 1865 - 1900 By

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Grade Levels: 10th American History
Purpose/Overview: In this lesson students will explore the different immigration and migration patterns of settlement in post-reconstruction Oklahoma and develop an appreciation of our rich cultural and ethnic heritage.

National Geography Standards from *Geography for Life* Geographic Elements & Standards:
The World in Spatial Terms –
1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate ideas.
Human Systems –
9. The characteristics, distribution, and migration of human populations on Earth's surface.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
The Uses of Geography –
17. How to apply geography to interpret the past.

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
HS US History PALS2.C.9: Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills.	Engage in Evidence-Based Writing: Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion.
C.9 Draw evidence from informational texts to support analysis, reflection, and research.	**5.A.6-8.2** Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure.
HS US History CS1.2.A: Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-	**USH.1** The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of the American West in the Post-Reconstruction Era, 1865 to the 1920s.

Reconstruction through the Progressive Eras, 1865 to 1900.	
2.A. Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the Chinese Exclusion Act, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island.	**USH.1.3.A.** Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at immigrant processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization. **USH.1.3.B.** Analyze the creation of federal immigration policies including the Chinese Exclusion Act, the Gentlemen's Agreement, federal court decisions, the Supreme Court's application of the 14th Amendment and the Immigration Act of 1924.

Materials:

- Oklahoma Giant Traveling Map
- "Cultural – Ethnic Group Research Guide"
- "Ethnic Settlement" Handout from *Historical Atlas of Oklahoma* (provided)
- Pencils, Black Markers, & Colored paper for making label signage
- Computers for Online Internet Research

Timeframe: 2-3 Fifty-minute class periods

Procedure:

Day 1

1. Ask the students "What is an Oklahoman?" What makes us who we are? Write down responses on the board. Explain to students that Oklahoma has a rich and diverse cultural and ethnic heritage, comprised of *many* different groups. In this lesson we are going to locate information about these individuals, see where they settled, and contributions they have made to our state and lives.

2. Divide students into small groups. Pass out to each student a copy of the "Ethnic Settlements" handout from the *Historical Atlas of Oklahoma.* Allow students time to read/skim over the information and come back together to discuss findings and observations.

Day 2

3. Pass out to each student a copy of the "Cultural-Ethnic Group Research Guide" to be used. Go to computer lab. Divide students into groups of 2-3. Assign each a cultural or ethnic group to research using the online version *The Encyclopedia of Oklahoma History and Culture* (see resources). (Groups may include German, Italians,

Irish, Ukrainians/Russians, Czechs, Mexicans, Hispanics, Poles, French, English-Scottish-Welsh, Jews, Asians.)

Day 3

4. Sitting around the edges of the Oklahoma Giant Traveling Map, students will have signage labels they made for their assigned cultural/ethnic group. Sharing the information they discovered, student will locate and lay labels on top of the appropriate spots of the map, illustrating where their respective groups settled.

5. Discuss with students what they discovered from this lesson. Allow time for questions and reflections. Next, have students return to their desks and write individual Summation Reflections answering the question, "What is an Oklahoman?"

Assessment: (1) Student participation in discussions and group activities. (2) Research Notes in Research Guide. (3) Written Summation Reflection.

Resources:

Goins, Charles Robert & Goble, Danney. *Historical Atlas of Oklahoma*. 4th Edition. Norman: University of Oklahoma Press, 2006.

The Encyclopedia of Oklahoma History and Culture
http://www.okhistory.org/publications/encyclopediaonline

"Immigration and Ethnicity" page of *The Encyclopedia of Oklahoma History and Culture*
http://www.okhistory.org/publications/enc/rubriclist.php?section=Immigration%20and%20Ethnicity