

# Immigration and Minnesota

OVERVIEW & OBJECTIVES	GRADES
<p>Immigration has become a hot topic—especially in Minnesota where immigrants have made news headlines for various reasons. Students may begin to wonder why immigrants come to Minnesota in the first place. This lesson examines past and present immigrant groups in Minnesota and reasons for leaving their homes. In addition, students will examine the pull factors that attract immigrants to our state.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Locate and map immigrant settlement in Minnesota</li> <li>• Summarize Minnesota immigrant information</li> <li>• Describe the influence of push/pull factors on immigration to Minnesota</li> <li>• Compare and contrast historic and contemporary immigrant groups of Minnesota</li> </ul>	6 <sup>th</sup> and 8 <sup>th</sup>
	<b>TIME</b>
	4 class periods
	<p style="text-align: center;"><b>REQUIRED MATERIALS</b></p> <ul style="list-style-type: none"> <li>✓ Maps of Norway, Sweden, and Germany</li> <li>✓ Maps of Somalia, Southeast Asia, and Latin America</li> <li>✓ Blank Minnesota county maps</li> <li>✓ Colored pencils</li> <li>✓ Butcher paper and markers</li> <li>✓ Readings about Minnesota immigrants from <a href="#"><u>Northern Lights</u></a> or websites (Website Resources)</li> <li>✓ Computer Internet access for students (optional)</li> <li>✓ Handouts: “Immigration and Minnesota: Assessment”; “Immigration in Minnesota”; “Immigration in Minnesota Concept Map: Late 1800s-Early 1900s”; Immigration in Minnesota Concept Map: 1980s-Present”</li> <li>✓ Teacher Handout: “Carousel Brainstorming”</li> </ul>

## MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

(6<sup>th</sup> GRADE)

**Standard 1.** People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

**6.3.1.1.1** Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

**Standard 23.** The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States’ identity, values and role in the world. (The United States in a New Global Age: 1980-present)

**6.4.4.23.1** Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries. (The United States in a New Global Age: 1980-present)

(8<sup>th</sup> GRADE)

**Standard 1.** People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

**8.3.1.1.2** Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

**Standard 5.** The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

**8.3.3.5.1** Describe the locations of human populations and the cultural characteristics of the United States and Canada.

**Standard 14.** Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)

**8.4.3.14.2** Compare and contrast the development of diasporic communities throughout the world due to regional conflicts, changing international labor demands and environmental factors. (The New Global Era: 1989 to Present)

## SUGGESTED PROCEDURE

Note: An overview of Minnesota immigration may be provided (See Website Resources). Students may access readings on the computer or via handouts.

### Day 1

Set up classroom into three desk stations or centers. Place the maps of Norway, Sweden, and Germany at each station. Begin the class period by distributing the pre-test, "Immigration and Minnesota: Assessment", and have students answer the questions.

Distribute the reading for each of the three nations, one country for each group, and explain how to make a concept map. Allow work time and discussion in each small group to complete the concept map of push/pull factors for each student based on the corresponding reading. Discuss the concept maps as a class.

Before students leave, they should complete an exit card for use tomorrow. The exit slip asks the students what they knew about today's topic before we began, three things they learned today, and something they still don't understand.

### Day 2

Use the same stations and place a map of Somalia, Southeast Asia, and Latin America at each station. Begin class by reviewing their exit slips from the previous class period. Ask students to predict the differences and similarities between the immigrant groups from the previous day and the groups of today.

Students should then complete the concept map of push/pull factors using the new articles for the three new areas so that each student has a concept map. Discuss the concept maps as a class.

Their exit slips for today will ask students to reflect on their predictions from the beginning of the class.

### Day 3

Students will complete two tasks in groups of 2 or 3 students. First, students will use the Minnesota county maps to indicate where the immigrant groups primarily settled. Students construct two maps of foreign-born populations by region for the late 1800s and present day using one of the interactive maps listed under Website Resources. TODALSS should be added to the maps.

Next, students will make a Venn diagram to compare and contrast the two different eras of immigration to Minnesota using their concept maps and the maps they just constructed. Discuss the Venn diagrams as a class.

## Day 4

Students will participate in a carousel brainstorming activity. The teacher will post large paper around the room with one discussion question on each. Place students in nine groups of 3-4 students and assign each group a poster. Allow students to discuss and record their thoughts about the discussion question at each poster as they move around the room. [Details of the activity are provided on the teacher handout, “Carousel Brainstorming”.]

- How might understanding push/pull factors be useful to understand recent immigration trends?
- In what ways has the culture of Minnesota been influenced by immigration?
- How might the culture of Minnesota influence immigrants?
- What do you believe are Minnesota’s pull factors for immigrants to come?
- From your perspective, what are push factors that brought immigrants to Minnesota?
- In what ways would Minnesota be different without:
  - Germans
  - Norwegians
  - Swedish
  - Hmong
  - Latinos
  - East Africans
- What differences exist between immigrant groups of the 1800’s - early 1900’s? Similarities?
- What differences exist between immigrant groups of the 1980’s - present? Similarities?
- Immigration in Minnesota is.... (Complete the phrase)

Discuss students’ responses to the questions.

Close the lesson with the post assessment, “Immigration and Minnesota: Assessment”.

## Extension

Download the power point, “Immigration to Minnesota: Then and Now”, from the Minnesota Historical Society. It is an upper elementary lesson comparing the immigration of Alexander Harkin from Scotland in the 1850s and Kao Xiong from Laos in the 1980s. The background information of transportation and push/pull factors is excellent. The maps are particularly helpful.

## Assessment

Exit slips  
Graphic organizers  
Class discussions  
Poster responses  
Pre- and post-assessments

## Website Resources

Northern Lights Revised 2<sup>nd</sup> Edition: The Stories of Minnesota’s Past by Dave Kenney (2013), Minnesota Historical Society

“Becoming Minnesotans: Stories of Recent Immigrants and Refugees” at Minnesota Historical Society

<http://education.mnhs.org/immigration/stories-by-community>

This website provides data and narratives of recent immigrants to Minnesota

“Immigration Explorer” at New York Times

<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>

This website contains an interactive map of U.S. immigration from 1880-2000 by county showing immigration by region

“America’s Immigrants: County-level Data on the Foreign-born” at Grantmakers Concerned with Immigrants and Refugees

<http://maps.gcir.org/>

This link has an interactive map of current foreign-born immigration by region for each Minnesota county

“Immigration to Minnesota: Then and Now” (2007) Minnesota Historical Society

[https://belwin.spps.org/uploads/immigration\\_mn\\_final.ppt](https://belwin.spps.org/uploads/immigration_mn_final.ppt)

This power point provides an overview of Minnesota immigration

“They Came to Minnesota” at Minnesota Public Radio

[http://news.minnesota.publicradio.org/features/199905/03\\_gundersond\\_refugees-m/?refid=0](http://news.minnesota.publicradio.org/features/199905/03_gundersond_refugees-m/?refid=0)

This link has a brief overview of Minnesota immigration in text and audio

### **Additional Website Resources**

“Immigration” at Minnesota Compass

<http://www.mncompass.org/immigration/overview>

This website provides statistical information on Minnesota’s current immigration groups. Also, “Geographic Profiles” provides data on Minnesota and its counties including the percentage of foreign born in each Minnesota county

“A New Age of Immigrants: Making Immigration Work for Minnesota” at Minneapolis Foundation

<https://www.minneapolisfoundation.org/wp-content/uploads/2015/05/ANewAgeofImmigrants.pdf>

This document provides a report on the effects of immigration in Minnesota

“Immigration” at Library of Congress

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/index.html>

This website has an overview of German, Norwegian and Swedish immigration to the U.S. and provides push and pull factors

“Interviews with Today’s Immigrants” at Library of Congress

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/interv/toc.php>

This website links to current U.S. immigrants’ stories including those who came to Minnesota

“Multicultural America” at World Culture Encyclopedia

<http://www.everyculture.com/multi/>

This website provides an overview of German, Norwegian and Swedish immigration to the U.S. and details push and pull factors

“Some National Groups in Minnesota” by Carlton C. Qualey (1950), pages 23-28 at Minnesota Historical Society

<http://collections.mnhs.org/MNHistoryMagazine/articles/31/v31i01p018-032.pdf>

This document provides information on early German and Scandinavian immigrants

Readings: German Immigration to Minnesota

“Grimm, Wendelin (1818-1890)” and “Grimm Alfalfa” at MNOPEdia

<http://www.mnopedia.org/person/grimm-wendelin-1818-1890-and-grimm-alfalfa>

“The Benedictines in Frontier Minnesota” by Vincent Tegeder, O.S.B., pages 35-37 at Minnesota Historical Society

<http://collections.mnhs.org/MNHistoryMagazine/articles/32/v32i01p034-043.pdf>

“Edward Pelz and German Emigration” by Hildegard Binder Johnson at Minnesota Historical Society

<http://collections.mnhs.org/MNHistoryMagazine/articles/31/v31i04p222-230.pdf>

Readings: Norwegian Immigration to Minnesota

“Knut Steenerson’s Recollections: The Story of a Pioneer” at Minnesota Historical Society  
<http://collections.mnhs.org/MNHistoryMagazine/articles/4/v04i3-4p130-151.pdf>

“Nelson, Knute (1843-1923)” at MNOPEGEDIA  
<http://www.mnopedia.org/person/nelson-knute-1843-1923>

“Pioneer Norwegian Settlement Minnesota” at Minnesota Historical Society  
<http://collections.mnhs.org/MNHistoryMagazine/articles/12/v12i03p247-280.pdf>

Readings: Swedish Immigration to Minnesota

“Mattson, Hans (1832-1893)” at MNOPEGEDIA  
<http://www.mnopedia.org/person/mattson-hans-1832-1893>

“Peterson, Andrew (1818-1898)” at MNOPEGEDIA  
<http://www.mnopedia.org/person/peterson-andrew-1818-1898>

“Swede Hollow” at MNOPEGEDIA  
<http://www.mnopedia.org/place/swede-hollow>

“Eberhart, Adolph Olson (1870-1944)” at MNOPEGEDIA  
<http://www.mnopedia.org/person/eberhart-adolph-olson-1870-1944>

“Norelius, Eric (1833-1916)” at MNOPEGEDIA  
<http://www.mnopedia.org/person/norelius-eric-1833-1916>

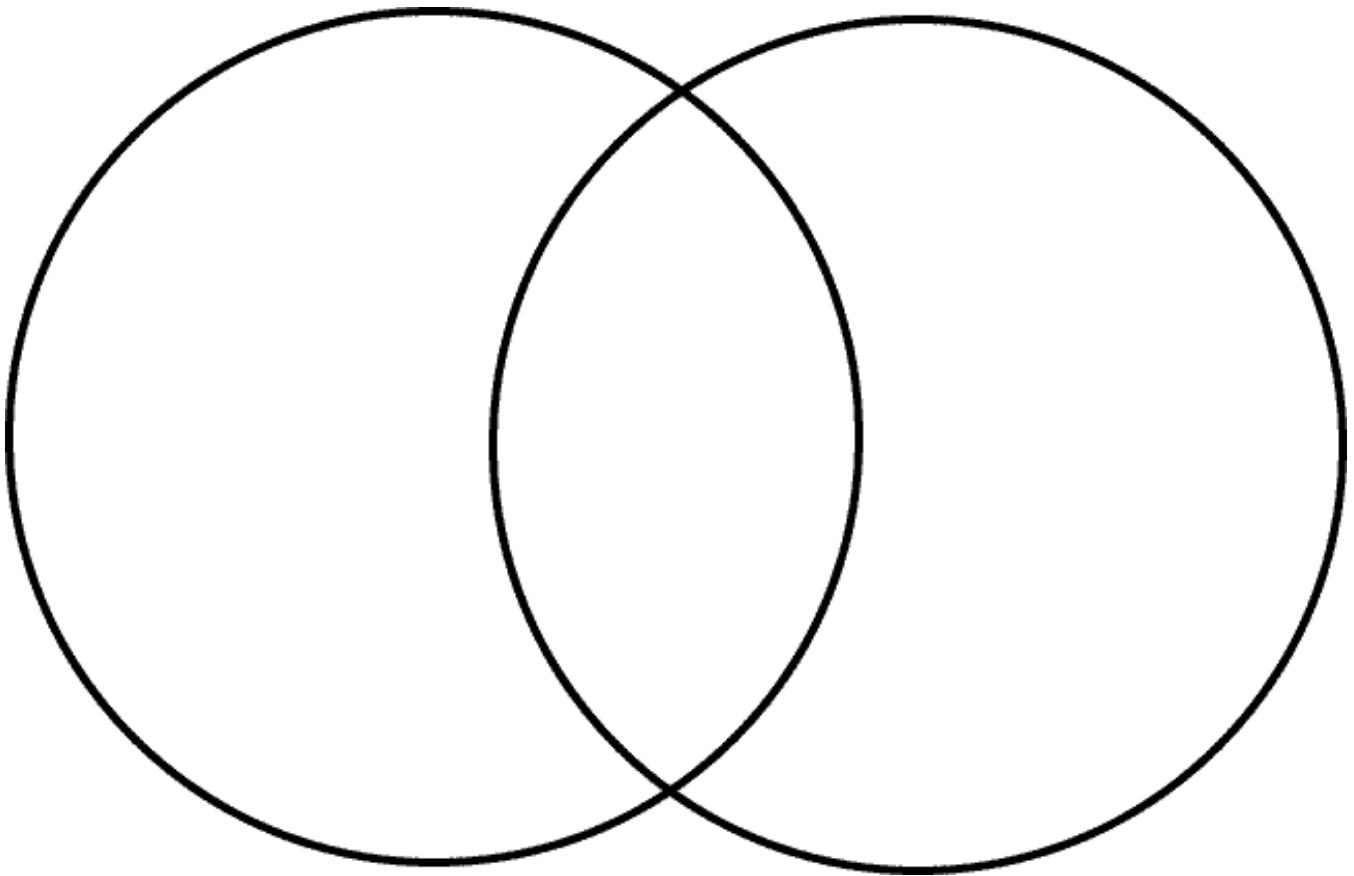
## **“Immigration and Minnesota: Assessment”**

1. Immigrants that have migrated to Minnesota have come from all over the world. Name the countries or regions from which most immigrants to Minnesota came.
2. What are some of the specific reasons why immigrants who moved to Minnesota left their homeland?
3. What are some reasons immigrants choose Minnesota as their new home?
4. How has immigration in Minnesota changed over time?
5. How are immigrant groups in Minnesota similar?
6. How are immigrant groups in Minnesota different?

# Immigration in Minnesota

Late 1800s - Early 1900s

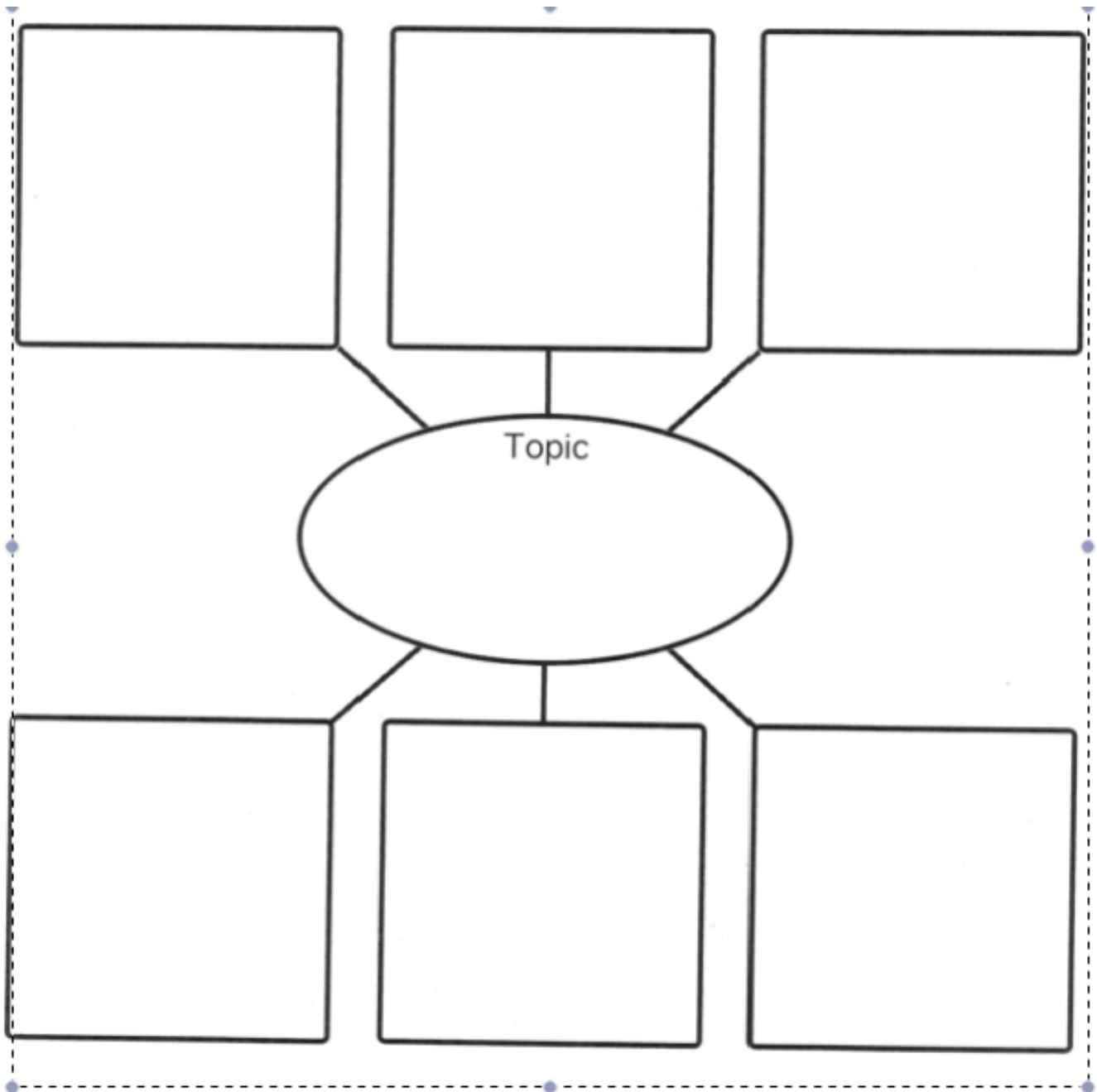
1980s - Present



**Immigration in Minnesota Concept Map**  
**Late 1800s - Early 1900s**

**Immigration in Minnesota**

In the center circle, write "Immigration in Minnesota: 1800s to Early 1900s". Label the top "Push Factors" and label the bottom "Pull Factors". Fill in the squares with at least 3 "Push Factors" and 3 "Pull Factors".

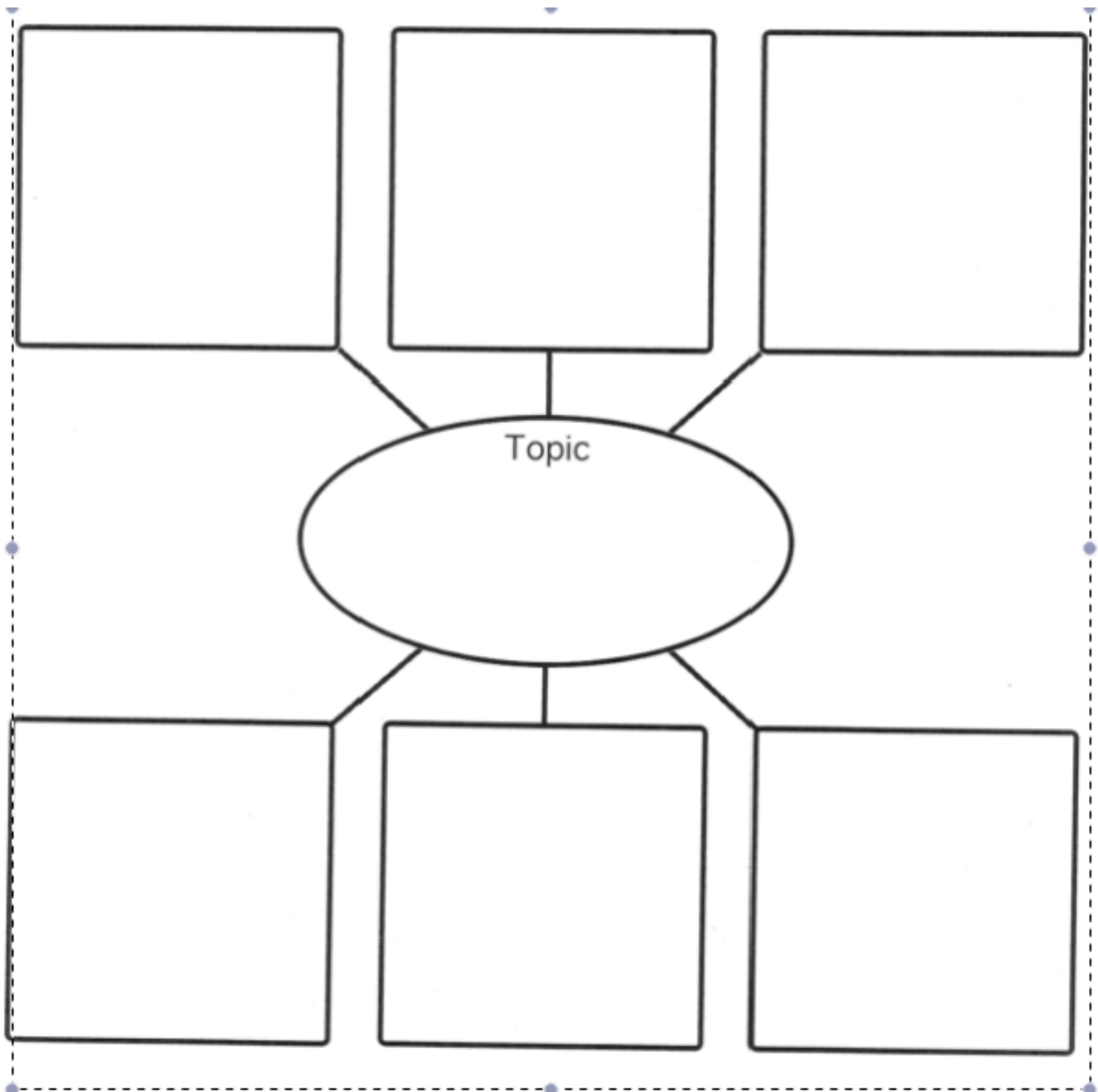




## Immigration in Minnesota Concept Map 1980s - Present

### Immigration in Minnesota

In the center circle, write “Immigration in Minnesota: 1980s to Present”. Label the top “Push Factors” and label the bottom “Pull Factors”. Fill in the squares with at least 3 “Push Factors” and 3 “Pull Factors”.



## **Carousel Brainstorming**

Carousel Brainstorming is a Best Practice strategy to enhance your learning. As a group, select a colored marker, go to any posted newsprint, read the question, and record responses as you brainstorm answers. After 2-3 minutes rotate clockwise to the next posted question and, after reading previous responses, brainstorm additional answers. Continue rotating clockwise until you have been at each posted question. When you return to the original question, categorize the responses and write a summary at the bottom to answer the question. Be prepared to present the summary to the entire group. The following summary of Carousel Brainstorming provides further details of this valuable activity.

### **Carousel Brainstorming**

Carousel brainstorming is a strategy to actively engage students in addressing major concepts or questions in groups by identifying their prior knowledge or reviewing and/or evaluating their learning. There are several steps for this activity.

1. Post newsprint paper (3-8 sheets depending on the task and size of the class) around the room, each with a different question related to the topic.
2. Students are placed in groups of 3-5 persons with each group having a different colored marker to record their responses.
3. Roles may be assigned including recorder, timekeeper, facilitator, and encourager
4. Each group goes to a posted paper and brainstorms responses to the question or topic and records their responses using their colored marker.
5. After two to five minutes a signal is given and each group rotates to the next posted newsprint to brainstorm responses to the question or topic using their original colored marker. The colored marker shows the group's progress and assists accountability.
6. As each group rotates, they read previous responses and add their own responses. (They may also "star" previous statements with which they agree.) Each group continues to rotate until it has responded to each posted question.
7. When the groups return to their original question or topic, they should review the posted responses. Next, each group categorizes the responses in order to summarize them to the entire group. Alternatively, the original group may be asked to:
  - Write a summary in exactly 5 words
  - Write a one-sentence summary
  - Identify the potential impact of the responses to the question or topic
  - Identify resources that may be helpful to investigate the question or topic further
  - Share personal experiences or reaction to the question or topic