

# Lesson Plan 4: Coming to Chicago

**SUBJECT(S):** English, Social Studies

**GRADE LEVEL:** 7 - 10

**DURATION:** two class periods with homework

## Objectives

Students will understand that:

- most families have some experience with immigration and/or migration
- the reasons people decide to move to a different country or region of the U.S. are similar for people of different nationalities, races and ethnic groups

Students will be able to:

- conduct an interview to elicit information
- analyze, synthesize, and evaluate information from recorded materials and live presentations (interview)
- paraphrase and summarize information
- describe how legacies of the past affect the characteristics of places
- explain the “push-pull” factors that influence population change

## Warm-up/Discussion

Ask students to give examples of family members or friends who have moved to the Chicago region from somewhere else or who have moved from one county to another within the region.

## Learning Activities

### Period 1

Ask students what they consider important in a place to live, such as proximity to family and friends, climate, job opportunities, attractiveness of the landscape, recreational amenities, the type of place (urban, suburban or rural), perceptions about the rate of crime and access to restaurants and entertainment. Record their answers on the board.

## Materials Included:

- Interview Questions [pg. 67-68]

## Additional Materials Needed:

- None

## Vocabulary

### family:

*two or more persons living together and related by birth or adoption, marriage, or as committed partners*

### immigration:

*the process of entering one country from another to take up residence*

### push-pull:

*circumstances at the place of origin (such as poverty and unemployment) push people out of that place to other places that exert a positive attraction or pull, such as a high standard of living or job opportunity*

## **Learning Activities (cont'd)**

Assign pairs of students to discuss whether they expect to stay in the community where they live throughout their lives. If so, why? If they'd like to move somewhere else, where would they go? Why? After five minutes, ask students to share their responses with the class.

### **Homework**

Students should use the *Interview Questions* (pg. 67-68) handout to conduct interviews with family members or friends who have moved to the Chicago region from somewhere else. Since this may involve grandparents or other relatives who don't live with the students, they may need extra time to arrange the interview. In some cases, interviews may need to be done by telephone.

### **Period 2**

Create a "Push" column and a "Pull" column on the board and ask students to give examples from the responses of the person they interviewed.

### **Assessment**

Evaluate the answers to the interview questions for completeness and clarity. Did the students ask extra questions and/or push for more detailed answers?

### **Wrap-up/Reflection**

Ask students to share the most interesting answers they received in the interview they conducted and build class discussion around these points. Are there some themes that appear in the stories of different migrants and immigrants?

### **Ideas for Additional Activities**

**Geography:** Students can create maps to show the route the person they interviewed traveled during the move to the Chicago region. The map can include explanatory text and images to provide details about significant decisions or events along the way.

**English:** Students can read first-hand accounts of immigrant experiences. A particularly good example is *Becoming Americans in Chicago*, produced by the Chicago Metro History Education Center ([www.chicagohistoryfair.org](http://www.chicagohistoryfair.org)).

## Interview Questions

**Name(s):** \_\_\_\_\_

**Date:** \_\_\_\_\_

Ask permission to interview a family member, neighbor or friend who moved to the Chicago region from another country or from another region of the US, such as the South.

Name of the person you're interviewing \_\_\_\_\_

Age: (this can be approximate, if you feel it would be impolite to ask) \_\_\_\_\_

Relationship of the person interviewed to you \_\_\_\_\_

- 1) Where did you live before you moved to the Chicago region?
- 2) When did you move to the Chicago region?
- 3) Why did you come to the Chicago region? (for example, did the person move with parents, come to attend college, or move to get a better job?)
- 4) Did you know anyone here before you arrived? If so, who? What was their relationship to you (brother, cousin, friend)?
- 5) Describe how you felt when you first arrived.
- 6) Where did you stay? Did you live with someone else?
- 7) What did you miss most about the place you came from?
- 8) How much did you know about the Chicago region before you moved here? Did anything surprise you?
- 9) Did you speak English when you arrived? If not, have you found it a difficult language to learn?
- 10) Are there many other people from the place you came from in the Chicago region?
- 11) Are there organizations that have made it easier for you to get together with people from the place that you moved from (such as "Hometown Clubs" or religious or cultural organizations)?

## Interview Questions (continued)

- 12) Do you expect to stay in the Chicago region? Why or why not?
- 13) What do you miss most about the place you came from?
- 14) What do you **not** miss about the place you came from?
- 15) What do you like most about living in the Chicago region?
- 16) What do you **not** like about living in the Chicago region?
- 17) If you came from another country, do you sometimes feel as if you belong to two separate worlds? Explain.
- 18) Do you think it's important to maintain your identity with and ties to the place where you came from? Why?
- 19) Do you expect to move back at some point in your life? Why?
- 20) Ask any other questions that you think would help you understand how it feels to move to a new place.