



LESSON 3

Coming to Indiana

LESSON DESCRIPTION

This lesson examines one of Indiana's greatest resources, its people, and helps students to understand that Indiana has been a destination for new residents throughout its history. One of the factors causing people to move to Indiana has been the availability of a variety of opportunities.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Identify the reasons that people have come to Indiana from other states and other countries at different times in our history;
2. Explore the obstacles and problems that people may face in deciding to move to Indiana;
3. Consider the importance of human migration in history as a way of spreading ideas, skills, and technologies.
4. Connect the migration experiences of people in Indiana's past and present to their own lives.

KEY IDEAS

Migration. The movement of people from one place to another.

Immigration. Movement into a country for the purpose of settling there.

Emigration. Movement out of a country for the purpose of resettling elsewhere.

Migrant. A person who moves periodically from one region to another or from one country to another.

Immigrant. A person who moves into another country with the intention of settling there.

Emigrant. A person who leaves his or her country for the purpose of resettling elsewhere.

Refugee. A person who is forced to leave his or her country because of some sort of disaster or political situation.

Naturalized Citizen. An individual who becomes a citizen of the United States after birth. Children adopted by U.S. citizens obtain naturalization by virtue of their status. Most aliens obtain naturalization through proceedings established by Congress.

Push factors. Circumstances (such as war, famine, overpopulation, unemployment) that cause people to leave their country.

Pull factors. Circumstances (available land, possibility of jobs, political or religious freedom) that draw people to immigrate to a new country.

TIME REQUIRED

Three or four class periods

MATERIALS

- History textbooks, reference books
- **Handout 1: Did You Know? Immigration Status**
- **Handout 2: "Who's Here?" Cards:** 3x5 cards, each with a brief description of a hypothetical (or actual) person who has moved to Indiana at a specific time in our history. (See page ?? for starter cards profiling actual people who have moved to Indiana.)
- **Assessment Handout: Coming to Indiana**

PROCEDURES

1. Ask students if they know the meaning of the word "Hoosier" and where this name for residents of Indiana comes from. (No one knows for certain how this term came to be. Share some of the stories about its origin with students or have them research it for themselves. One story suggests that the word goes back to early settlers who called out, "Who's ere?" when someone knocked on their cabin doors.)
2. Ask students to consider where Hoosiers themselves have come from. At different points in Indiana's history, people have moved to Indiana from other states and countries, for a variety of reasons.
3. List the words from **Key ideas** (above), using an overhead projector or chalkboard. Have students volunteer definitions and discuss until students have clear definitions in mind.
4. Divide the class into teams. Pass out the **"Who's Here?" Cards** to each team. Each card should briefly describe an individual who has come to Indiana at different times in history.
5. Students could develop additional cards for real and hypothetical people by using textbooks, newspapers, and magazines to research the stories of immigrants. Have students construct a time line for Indiana History using their cards. Examples might include: an Irish farmer from Virginia in the 1830s, a German carpenter in the 1840s, a recently freed slave in the 1860s, an Italian baker in the 1890s, a seamstress from Poland in the 1900s, a refugee from Eastern Europe after World War II, the Korean bride of an American soldier in the 1950s, an engineering student from Iran in the 1980s, a Haitian migrant worker from Florida in the 1990s, and a computer programmer from India and an exchange student from Argentina in the present.
6. Have students use textbooks and reference books to research the country of origin and the time in which their character lived or lives. Through their research, students should attempt to answer these questions:
 - What was happening in the character's country of origin at this time (push factor)?

- Is this person a migrant, immigrant, refugee, or a combination of these things?
 - What problems might this person have encountered that caused the move from his or her homeland (push factors)?
 - What are the factors that made this person want to resettle in Indiana (pull factors)?
 - What cultural contributions did this person make to Indiana?
7. Have each team present the story of the immigrant or immigrants they have researched. Presenters should feature the answers to the questions researched above. Presentations might be in any format: a play, a song, a news report, or a poster or other graphic design.

CLOSURE

Debrief students after the presentations regarding the most important things they have learned from their research. Have any students in the class had the experience of moving to Indiana from another state or another country, or do they know someone who has? What have been the positive factors in making the move? What have been the difficulties? In general, do they think that Indiana has benefited from immigration and migration? Why or why not?

ASSESSMENT

Have students construct a chart summarizing the results of the class research by listing push factors on one side of the page and pull factors on the other. (See **Assessment Handout**.)

EXTENSIONS/CONNECTIONS

1. Invite a person who has immigrated to Indiana from another country to visit the class and describe his or her experiences. Have students prepare questions for their guest in advance.
2. Show the videotape *Who Do You Think You Are?* from the Indiana Historical Society (see Resources) and ask students to list the countries of origin of the people featured in the video.
3. Arrange for students to interview recent immigrants to Indiana.
4. Have students present the results of their research to the rest of the class. Any number of presentation strategies might be used, such as role playing or a dramatization, a mural or other art project, original songs or poems, or use of charts, graphs, and maps.

RESOURCES

- Taylor, Robert M., Jr., and Connie A. McBirney (eds.). *Peopling Indiana: The Ethnic Experience*. Indianapolis: Indiana Historical Society, 1996.
- Nunez, Lucia. *Why Do People Move? Migration from Latin America*. Stanford, Calif.: Stanford Program on International and Cross Cultural Education (SPICE), 1993.
- *Who Do You Think You Are?* Indiana Historical Society, 450 West Ohio Street, Indianapolis, IN 46202-3269; tel. 800.IHS.1830. This videotape, documenting Indiana's ethnic history, is intended for middle school/junior high school or high school students.

HANDOUT 1

DID YOU KNOW?

IMMIGRATION STATUS

Immigration has been very important to the United States throughout its history. There are several categories relating to immigration status:

Citizen or naturalized citizen: Under the 14th Amendment of the Constitution, anyone born or naturalized in the United States is a citizen of this country and of the state where they reside. Anyone who is not an American citizen needs a visa to live here.

Immigrant: A person who is issued an immigrant visa (called a green card) is considered a permanent resident. An immigrant can hold a job, apply to bring immediate family members to the United States, leave the United States for a time and return, and apply for citizenship after living in the United States for five years. An immigrant pays taxes and has many of the same rights and legal protections as a citizen. However, immigrants can not vote and, under certain circumstances, are subject to deportation. An immigrant visa is considered difficult to obtain. An applicant must meet certain criteria, and there are restrictions on the number of persons each year who can apply.

Non-immigrant: A non-immigrant visa allows a person to live in the United States for a limited period of time to work or study. People who are classified as non-immigrants are subject to significant restrictions on their length of stay in the United States and their ability to work. They are not eligible for benefits, such as Social Security, and various types of public assistance. Persons in this group include exchange students, foreign students seeking a degree in higher education, and temporary workers in professional, technical, and non-technical fields.

Sources: International Center of Indianapolis and Susan Snyder Salmon with the Indianapolis law firm of Rund & Wunsch.

HANDOUT 2

WHO'S HERE? CARDS

People Who Have Come to Indiana

Moy Lee

Moy Lee came from China to New York some time before 1880. He moved to Indianapolis and became a naturalized citizen in 1888. He opened a tea store on Massachusetts Avenue, became a successful businessman, and provided assistance to other Chinese immigrants.

J. Heinrich Zessens Zur Oeveste

Zur Oeveste was a German farmer who came to America in 1834. After arriving in Cincinnati, he worked on a canal and in an inn to save enough money to buy land. In 1841, he moved his family to the White Creek farming community in Bartholomew County, Indiana. Life was hard at first, but five years after the land was bought the family had 19 acres under cultivation. They owned 3 horses, 10 cows, and 20 to 30 pigs, sheep, and geese.

Sook ja Hansen

Sook Ja was attending a Korean university when she met her American husband, who was in the Peace Corps at the time. Although her family was upset at first by her decision to marry a non-Korean, they eventually came to accept Sook Ja's husband. Even so, the young couple found it difficult to live in Korea and eventually moved to Fort Wayne, Indiana, where they were attracted by job opportunities and strong family and community values.

Madame C. J. Walker

Sarah Breedlove was born in 1867 in Delta, Mississippi. Her parents were black sharecroppers who died when she was a child. Sarah worked as a laundress and a cook. Trying to make her own hair grow, she experimented and gradually developed and marketed a new line of cosmetics. She married Charles J. Walker, a newspaperman, and, in 1910, moved to Indianapolis. Here, she built a factory, ran a successful business, and made important contributions to the black community.

Source: *The Indiana Junior Historian*, February, 1992.

Larry Rangel

Larry Rangel came to Indiana from the small town of San Jose Iturbide in Mexico in the 1970s. He worked at low-paying jobs in restaurants until he was able to open his own business. He opened a restaurant called *La Margarita* on the north side of Indianapolis in 1990. He died at the age of 49 in February 2000, in the crash of a light plane piloted by his friend, race-car driver Tony Bettenhausen, Jr.

Source: *Indianapolis Star*, February 15, 2000, p. A-5.

Karl Bilimoria

Karl is a high school student whose family came to Indiana from India a few years ago. His father is an engineer with inland Steel in northwest Indiana. Many East Indian professionals have moved to this area to buy homes and send their children to local schools. Karl points out that sometimes it is hard to be accepted at school unless you play sports. Other pressures come from traditional parents, who may not understand what it is like to be an American teenager.

Note: Unless otherwise indicated, all profiles are taken from *Peopling Indiana: The Ethnic Experience*.