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Rochester, New York iLATIN@S!

Nazareth College of Rochester

Lesson Plans and Support Materials
for Grades 1-2, 3, 4, and 7

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Introduction

The presence of Latinos in the greater Rochester, New York area since the 1950s has helped shape the identity and history of the region. In the hopes of creating sources and opportunities for teaching and learning about their history and culture, a group of Nazareth College students, under the supervision of Dr. Isabel Córdova, developed a series of lesson plans for children from elementary school through high school.

These lessons are linked to the NYS Common Core ELA and Social Studies standards. Because our teachers and community educators are so busy, the lessons contain all the materials and information—other than an occasional readily-available book usually available in local libraries—teachers need to successfully implement them.

The lessons are largely motivated by a previous related project: the oral history collection, “Latino Voices” housed in the Rochester Voices digital archive of the Rochester Public Library (<http://rochestervoices.org/content/collections/latino-oral-histories>).

The goal is to bring local history and learning about Latinos into Rochester classrooms and community centers. All of our schools have increasing numbers of Latinos and their stories need to be shared and sewn into the fabric of our rich New York State histories.

The first set of lessons was completed in the summer of 2016 by Nazareth College students under the supervision of Dr. Isabel Córdova and sponsored by a Nazareth College Creative Activity and Research Showcase (CARS) grant.

Thank you for your interest and support in disseminating and implementing these lessons.

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Grade 4

Latin American Immigration

Lesson Plans

Day 1: Latin American Geography

NYS Learning Standards

Social Studies:	4.7a Immigration and Migration from the Early 1800s to the Present – Immigrants came to New York State for a variety of reasons. –
ELA	4.TTP.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Key Idea:	Geographic Reasoning; Gathering, Interpreting, and Using Evidence
Major Understanding	Latinos immigrated to the United States for a variety of reasons.

Focus Question

What caused Latinos from Puerto Rico, Cuba, and the Dominican Republic to leave their country and immigrate to the United States in the second half of the 1900's?

Objectives

Given information regarding immigration, students will demonstrate their understanding of why Latinos left Latin America (specifically Puerto Rico, Cuba, and the Dominican Republic) and immigrated to the United States by writing a short narrative, which includes a minimum of two reasons why Latinos left their country or why they decided to come to the United States.

Bloom's Taxonomy: Creating

Flow of Teaching and Learning Experiences

Components for specific instructional framework	Timing	What the teacher will be doing (Italics are teacher dialogue)
Engage	5 minutes	Distribute the “Day 1 Notes” (page 167) and explain how to use the notes and graphic organizer to capture information provided in the lecture.
		Put up PowerPoint of Smartboard slide (See page 153) with the edited map of North and South America <i>This is a map of North and South America. Who can show me where the United States is on this map?</i> Call on student – guide student to correct location on map if necessary.
		<i>Right, so if this is the United States, does anyone know about where Rochester would be?</i> Call on student – guide if needed and mark Rochester with a circle.
		<i>We live very close to the top of this map. Even though we all live here now, we were not all born in Rochester. In fact, most people in the United States originally came from other parts of the world.</i> Give examples of where other students/people were born before moving to Rochester. <i>Some people lived in a different country before living in the United States. Those people are called “immigrants” and they migrated or moved from the country where they were born to the United States.</i>

Components for specific instructional framework	Timing	What the teacher will be doing (Italics are teacher dialogue)
		<p>Teacher asks students if they know where their families came from.</p> <p><i>We are going to be looking at immigrants who came from countries in Latin America.</i></p> <p>Using the breakdown of the map, describe to students where Latin America is located and that it is made of countries that are in both North and South America. Indicate where the Caribbean is as well.</p>
Explore	5 minutes	<p>Present next slide with the detailed map of Latin America.</p> <p><i>All of these countries make up Latin America, but they are all unique countries with different cultures, food, and traditions, just like the United States has their own traditions too. Does anyone know a tradition or holiday that is celebrated in any country in the Americas?</i></p> <p>Call on students who have ideas, brainstorm ideas with class to get more (ex: 4th of July, Cinco de Mayo, Three Kings Day, birthdays).</p>
		<p><i>Since these countries are all different, they also have different governments, rules, lifestyles, and opportunities. We are going to focus on three countries in Latin America and learn about some of the reasons people wanted to leave and why they decided to come to the United States.</i></p> <p><i>The three countries we're going to learn about are Puerto Rico, Cuba, and the Dominican Republic. Most people of</i></p>

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Components for specific instructional framework	Timing	What the teacher will be doing (Italics are teacher dialogue)
		<p><i>Latin American descent who live in NY state are or had family from these countries.</i></p> <p>Point and circle each country on the map. These countries are near each other, but have different histories and experiences of migration.</p>
Explain	15 minutes	<p>Using the prepared PowerPoint / smartboard slides about each of the three countries and the teacher information guide (page 155), explain to students the varying reasons of migration to the U.S..</p>
Elaborate	5 minutes	<p>Go back to the first slide of the large map. Show students the distance from each country to Rochester/NY in general. Ask students the following questions:</p>
		<p><i>What are some ways that life would have been different for immigrants in the U.S. compared to what their life was like in Latin America?</i></p> <p>If necessary, lead students to consider aspects, such as weather, language, employment opportunities, education, or food. This is covered in next lesson, so only initiate exploration.</p>
		<p>Review the reasons Puerto Ricans, Dominicans and Cubans left their countries.</p> <p><i>How do you think immigrants felt when they left their country? What were they trying to leave behind and what were they trying to find in the U.S.?</i></p>

Components for specific instructional framework	Timing	What the teacher will be doing (Italics are teacher dialogue)
Evaluate		Pass out the Day 1 assessment worksheet (page 169).
		<p>Have a student read the writing prompt aloud and remind students of some of the reasons that immigrants left their home country.</p> <p>Encourage students to fully imagine themselves in the position of an immigrant to better understand their life and experiences. Assign for homework if students are unable to complete assessment in class.</p>

Follow-up Activities for Students

Review maps at the beginning of each lesson in the unit to remind students of the location of Latin America.

Resources & Materials

Students: Notetaking guide for lecture, Day 1 Assessment

Teacher: Smartboard file

Day 2: A Different Lifestyle

NYS Learning Standards and Key Ideas

Social Studies:	4.7a Immigration and Migration from the Early 1800s to the Present – Immigrants came to New York State for a variety of reasons. –
Key Idea:	Geographic Reasoning; Gathering, Interpreting, and Using Evidence
Major Understanding	Latinos experienced many lifestyle changes after immigrating to the United States.

Focus Question

How was life in the United States different than life in Latin America/the Caribbean?

Objectives

Given a text and corresponding questions, students will demonstrate their understanding of life in Latin America and the United States by correctly answering a series of question based on a brief text with 80% accuracy.

Bloom's Taxonomy: Understanding

Follow-up Activities for Students

Collect homework, but review with class so that students have correct answer. Discuss certain questions if numerous students answered incorrectly.

Resources & Materials

Students: Day 2 Assessment

Teacher: PowerPoint/Smartboard file

<p style="text-align: center;">What the teacher will be doing (Italics are teacher dialogue)</p>
<p>Briefly review map on PowerPoint / Smartboard slide 3.</p>
<p><i>The immigrants that we are learning about travelled over 1,000 miles from their home country to the United States. We have been focusing on Puerto Rico, Cuba, and the Dominican Republic and the people who left these countries. All three of these small countries are located in the Caribbean Sea and are surrounded by water. New York is near some different bodies of water, but is not surrounded by water. New York is also much farther north than these Caribbean Islands, which is why we experience different weather, live in different kinds of housing, and eat some different types of food.</i></p>
<p><i>Who can give me an example of a time when you travelled somewhere and there were different things than you usually see in Rochester?</i></p> <p>Lead discussion and give personal examples if needed (e.g., warm weather in Florida in the winter, grapefruit trees instead of apple trees)</p>
<p><i>Immigrants experienced differences like these when they arrived in the United States too.</i></p>
<p>Go through slides 7-12 and review material that is on each slide.</p> <p>Continually ask students what they think of these differences and how they would feel if they had to experience these changes by living in the other countries.</p> <p>Explain that these changes were tough to get used to and brainstorm some ways that they think immigrants could have used to adapt (no real wrong answer) and write answers on slide 12.</p>
<p><i>Immigrants often struggled to adjust to the changes in the United States when they first arrived, but after being exposed to this new way of life they eventually became used to it and the U.S. became their new home. Buying warmer clothes, eating new food, learning a new language, and living in different types of housing were only some of the adjustments that immigrants needed to make.</i></p> <p><i>Tomorrow we are going to discuss what types of jobs immigrants worked in the U.S.</i></p>
<p>Tonight's homework is to read the short reading, "Latinos Come to Rochester" (page 171), and complete the questions that follow.</p>

Day 3: Employment

NYS Learning Standards and Key Ideas

Social Studies:	4.7a Immigration and Migration from the Early 1800s to the Present – Immigrants came to New York State for a variety of reasons. –
Key Idea:	Geographic Reasoning; Gathering, Interpreting, and Using Evidence
Major Understanding	Latino immigrants experienced different employment opportunities in the U.S. than they had previously experienced in Latin America.

Focus Question

What were employment experiences like for Latino immigrants who settled in New York State?

Objectives

Given a vocabulary sheet, students will demonstrate their understanding of geography, immigration, and employment opportunities for immigrants in the U.S. by completing a vocabulary worksheet with 100% accuracy.

Bloom's Taxonomy: Remembering

Follow-up Activities for Students

Review entire vocabulary sheet at the beginning of day 5.

Resources & Materials

Students: Vocabulary sheet

Teacher: PowerPoint/Smartboard file

What the teacher will be doing

(Italics are teacher dialogue)

Briefly review map on slide 3.

Hand out vocabulary sheet (page 175) provided.

This is a vocabulary sheet with the terms that we have been learning from our immigration unit. Some of the terms you will not be able to complete until tomorrow's lesson, but we are going to start it today. When you notice any of these terms are discussed today, you should fill in the sheet. Whatever you do not finish in class after tomorrow is homework. We will be reviewing these terms later so write in pencil in case you need to change a definition. Do you see any words here that we have already learned in our first two lessons? (immigrant, Latino, Caribbean Sea, Latin America)

Have a class discussion to see if students are able to recall the meanings of these terms and have them begin filling in sheet.

Today we are going to learn about jobs that Latino immigrants took after coming to the United States. The jobs that they worked were often different than the types of jobs that they had worked in their home countries.

Let's make a list of some jobs that people do in the United States. We are going to list the jobs that you want to do when you are older. Who wants to start?

Make list of jobs on slide #13

Now imagine trying to do these jobs in the United States while not being able to speak English. Do you think that these jobs would still be possible for Spanish speaking immigrants to do?

Discuss challenges of working jobs without knowing the English language.

Go through slides 12 and 13. Look at the pictures on the slides and ask students what they think of them before explaining employment experiences. On slide 12 explain the types of jobs that are listed.

Because of these challenges with language, many immigrants worked as unskilled or semi-skilled laborers. Laborers are workers.

(Point vocabulary sheet out to students).

Semi-skilled labor means that the job they were doing required little previous skill. For this reason, many children were even employed in certain factory jobs before Child Labor Laws were created in the 1930's. Child Labor Laws were made to protect children and stop companies from hiring children to work in dangerous jobs.(Vocab)

What the teacher will be doing

(Italics are teacher dialogue)

Many Latinos came to the United States after the 1950's so they did not experience child labor as much as some other immigrant groups, like Europeans.

However, work conditions for Latino immigrants were not always good. Many factories were cramped, hot, and dangerous. Women were sometimes used to crawl in small spaces in factories to fix broken machines, which could be extremely dangerous. Often they worked for little money (meager wages).

They also confronted prejudice and often lived in tenement housing in NYC. "Tenements" were buildings where several poor families would crowd together in a single apartment in bad conditions.

In upstate NY Latinos were often hired to do seasonal labor in agriculture, which left them without work for part of the year.

Latino immigrants took jobs that required little skill and often little communication because of the language barrier. Company owners also knew that they were desperate for jobs so bosses often paid immigrants less money than other American workers.

The money that workers earn is called wages. Latinos had low wages in the 1900's, but began to hold higher paying jobs in the 2000's. Significantly fewer Latinos worked in factories, and more worked in business jobs and management positions.

Starting in 1983, the U.S. began looking for Spanish speaking doctors and lawyers because of the increase in Spanish speaking people in the U.S. There became a need for bilingual professional workers. Bilingual means that a person can speak two languages. Latino immigrants were bilingual because they were able to speak Spanish and English.

We are going to watch a short video about Rita Moreno, a famous Puerto Rican actor. She will tell us a little bit about what it was like for her to move to New York city in the 1930s. She came from the tropical island of Puerto Rico when she was a little girl. Listen to her story and later I will ask you questions about her experience. Have students watch episode 4 of PBS series, LatinoAmericans, mins 4:50-6:30. You can use this link: <http://www.pbs.org/latino-americans/en/watch-videos/#2365076190>.

Lead a discussion about the video by asking things such as:

- *Who did Rita migrate with?*
- *Why did Rita's mother migrate?*
- *Where did they live?*
- *Describe the work Rita's mother found and her wages.*
- *How old was Rita when she started working?*

Day 4: Naturalization

NYS Learning Standards and Key Ideas

Social Studies	4.7a Immigration and Migration from the Early 1800s to the Present – Immigrants came to New York State for a variety of reasons. –
ELA	4.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Key Idea	Geographic Reasoning; Gathering, Interpreting, and Using Evidence
Major Understanding	Immigrants needed to work hard to become a citizen of the United States and earn specific rights that are granted to citizens.

Focus Question

How does an immigrant become a citizen of the United States?

Objectives

Given sample questions from a U.S. Naturalization Test, students will demonstrate their understanding of the naturalization process by partially completing a U.S. Citizenship Test and writing a paragraph in which they reflect on the challenges that immigrants face to become citizens.

Bloom's Taxonomy: Creating

Follow-up Activities for Students

Share opinions on naturalization process.

Resources & Materials

Students: Assessment, Citizenship Questions

Teacher: PowerPoint/Smartboard file, Citizenship Key

What the teacher will be doing

(Italics are teacher dialogue)

What does the word "citizen" mean?

Briefly discuss with students that a citizen is a person who is part of a country and because they are a citizen they get special privileges and protection in that country. Have the students fill out their vocabulary sheet.

Does anyone know how someone can become a citizen of the United States?

If students struggle to answer then prompt them by asking how they became citizens.

Anyone who is born in the United States is a U.S. citizen. They are born in the country which is why they become an American at birth. There is another way to become a citizen too, which is what allows immigrants to become citizens. This way is often difficult and requires lots of studying!

Immigrants need to take a test called the Naturalization test to become a citizen of the United States. Naturalization means to allow someone to be a citizen of the country even if they were born in another country. (vocab)

The test includes two parts. One part is on English and the other part is on what they call "civics" which is questions about U.S. history and government. The English part of the test requires people to complete three sections: the reading, writing, and vocabulary sections to test whether or not they understand the English language.

There are other requirements that immigrants must complete before they can become citizens too, like living in the United States for five years before they can take the test and being at least 18 years old. Once an immigrant becomes a citizen they are able to vote in U.S. elections just like any other U.S. citizen!

I am going to pass out some of the questions that are on Naturalization tests and you are going to work in small groups to answer as many questions as you can. Don't worry if the answers are incorrect because we are going to go over them and discuss what you think of the test afterwards.

Pass out tests (page 177) and allow students to attempt to complete. They will not know all the answers.

Go over test answers.

What the teacher will be doing

(Italics are teacher dialogue)

What did you think about this test? Was it easy? Do you think that immigrants would know these answers without studying?

Discuss.

Hand out homework sheet provided for Day 4-Latinos and Citizenship.

For homework you are going to write a paragraph describing what you think of the requirements to become a U.S. citizen.

Are you surprised at how hard the test is? Do you think it should be harder? Do you think that taking the naturalization test is worth it to become a U.S. citizen?

Day 5: Research Introduction

NYS Learning Standards and Key Ideas

Social Studies	4.7a Immigration and Migration from the Early 1800s to the Present – Immigrants came to New York State for a variety of reasons. –
ELA	4.TTP.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. 4.TTP.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Key Idea	Geographic Reasoning; Gathering, Interpreting, and Using Evidence
Major Understanding	Primary sources can give researchers an inside look into the lives of the people they are studying.

Focus Question

How are lives of Cuban, Dominican, and Puerto Rican immigrants similar and different?

Objectives

Given an interview and multiple presentation options, students will demonstrate their understanding of Latino immigrant experiences by conducting a research project that includes at least five details about the immigrant that they are studying.

Bloom's Taxonomy: Creating

Follow-up Activities for Students

Research days – approximately 3-4 days depending on time needed.

Resources & Materials

Students: Interviews, research project assignment sheet

Teacher: Interviews, research project rubric

What the teacher will be doing

(Italics are teacher dialogue)

So far we have learned important information about what Latino immigrants experienced in the United States. We are going to be working on a research project for the next few days and then presenting our projects to the rest of the class.

First, we need to go over some expectations that I have for the project.

In small groups, you will be listening to interviews with Latino immigrants who now live in Rochester. The stories you are hearing are coming right from the people themselves.

These types of sources are called primary sources (vocab) because all of the information is given by a person who experienced what they are describing.

These sources are different than the sources that we usually use in school. Secondary sources have information too, but they are from people who have found this information from other people and did not experience the events themselves. They are second hand accounts.

Textbooks are an example of secondary sources.

Distribute provided copies of all research handouts to the students.

We are going to be using an interview as a primary source to record information about the person and turn it into a secondary source. I will assign you a partner and you will work together for the next few days to listen to your assigned interview, complete the information sheet, and display this information so that you can present it to the rest of the class.

Not all interviews have the same information because each interview is unique for the person that is being interviewed.

Don't worry if you cannot complete all of the information on the info sheet, but it is your job to present all of the important information about your person. As a researcher you are responsible for showing other people the experiences of your subject in a fascinating way.

Assign small groups of 2-3 students and give each group one of the interviews. Show students how to get to the interviews and then have students refer to assignment sheets. Help students with projects throughout the following research days.

Days 6-9: Research Project

NYS Learning Standards and Key Ideas

Social Studies	4.7a Immigration and Migration from the Early 1800s to the Present – Immigrants came to New York State for a variety of reasons. –
ELA	4.TTP.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. 4.TTP.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Key Idea	Geographic Reasoning; Gathering, Interpreting, and Using Evidence
Major Understanding	How to conduct a research project

Essential Question

How does research help people get ideas about what happened in the past?

Objectives

Given an interview and multiple presentation options, students will demonstrate their understanding of Latino immigrant experiences by conducting a research project that includes at least five details about the immigrant that they are studying.

Bloom's Taxonomy: Creating

Follow-up Activities for Students

Continue research for 3-4 days, give presentations after they are completed.

Resources & Materials

Students: Interviews, research project assignment sheet

Teacher: Interviews, research project rubric

What the teacher will be doing
Allow students to work in their small groups, while circulating the room to help students who are struggling.

Classroom Materials

Grade 4: Latin American Immigration



Teacher Information Guide

Latin America

“Latin America” is the term used to describe the countries that are located directly south of the United States. It includes Mexico, all South American countries, and Caribbean islands.

Latino

“Latino” is the term used to describe people from Latin America and will be consistently used throughout this unit. The focus of this unit will be on Puerto Rico, Cuba, and the Dominican Republic, as they make up the majority of Rochester Latinos.

Immigration

Latinos migrated to the United States during the second half of the 1900s. For this reason, the process of immigration will need to be taught differently than that of immigrants who came through Ellis Island. The majority of Latino immigrants who came to America between 1950 and now came by plane and settled in Northeastern states, most notably New York.

Puerto Rican Latino’s History

Immigration period: 1945-2000

Puerto Ricans left the island due to a significant decline in agriculture, which caused for greater unemployment. When they first started arriving in the United States in the 1940s and 1950s, they settled in tenement buildings in cities that had previously been occupied by Italian, Jewish, and Polish immigrants. They were frequently hired as unskilled or semi-skilled laborers in jobs such as factory workers, domestic servants, and service workers.

In the 1950s, Puerto Ricans were the main source of labor in the garment industry and helped New York become one of the leading garment manufacturing states. They were paid low wages, which caused some families to live in poverty, but the percentage of

Puerto Rican families living in poverty in the U.S. was still drastically lower than the percentage of poverty-stricken families in Puerto Rico (29% in U.S. vs. 65% in Puerto Rico).

Cuban Immigration History

Large wave of immigration starts in 1959

Many Cuban immigrants came to the United States in the 1800s and flowed freely between Cuba and the U.S.. Fidel Castro's Cuban Revolution, however, caused a significant increase in immigration. Afraid of Castro's rule, Cubans came to the U.S. in waves. The elite class came first, followed by the middle class and, lastly, the working class.

Because of their previous waves of immigration in the 1800s, Cubans were welcomed to the U.S. more than any other immigrant group. Cubans and the U.S. government thought that the immigrants would be able to return once Castro was gone, but Castro remained in power. Years of political turmoil followed, which resulted in Cubans staying in the U.S.

Unable to speak English fluently, professional Cuban workers struggled to find work. Cuba was eventually deemed to be a communist state, which led to the formation of the Cuban Refugee Program that helped settle Cubans in different states throughout the U.S. By 1980, Cubans had the highest income and education level of the top three Latino groups—Mexicans, Puerto Ricans, and Cubans—in the U.S.

Dominican Republic Immigration History

Immigration Period: late 1960s – mid 1990s

Dominicans left their homeland due to oppressive and restrictive political leaders. They felt unsafe in the Dominican Republic and looked to the United States for safety and employment opportunities.

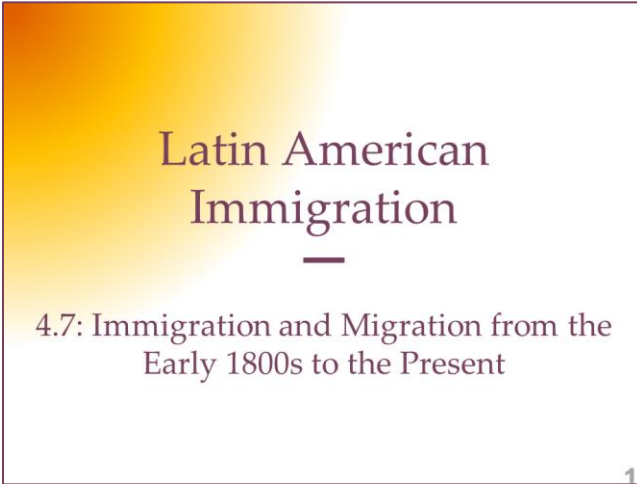
Prior to 1960, there was minimal immigration from the Dominican Republic. Despite settling in the U.S., they maintained strong ties with their homeland and were often involved in Dominican economic and political life. Like the other focus Latino groups, they settled predominantly in the Northeast, with 67% of immigrants living in New York and New Jersey.

Many Dominicans found employment in the service sector, but did not make as much as U.S.-born workers.

“Latin American Immigration” PowerPoint

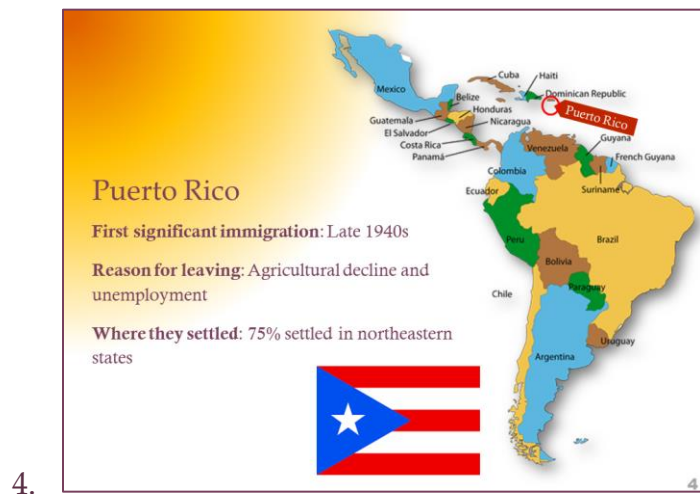
Note: This presentation is available in both SmartBoard and PowerPoint form.

C:\Users\Terry\Google Drive\Latinos USA\New
versions\Grade 4 Day One

1.  Slide 1: Latin American Immigration
4.7: Immigration and Migration from the
Early 1800s to the Present

2.  Slide 2: Where in the world are Latinos?
A globe showing the world with a yellow highlight over Latin America, including Mexico, Central America, the Caribbean, and South America. Labels include North America, Canada, United States, Mexico, Caribbean, Central America, Latin America, and South America.

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Dominican Republic

First significant immigration: Began in 1960

Reason for leaving: oppressive government

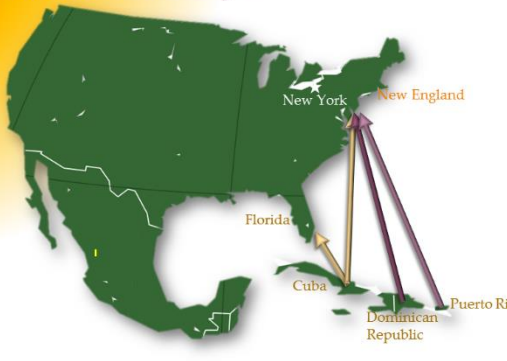
Where they settled: 67% settled in New York and New Jersey.



6.

Day Two

Day 2: A Different Lifestyle



7.

Language

United States: English

Puerto Rico: Spanish and English

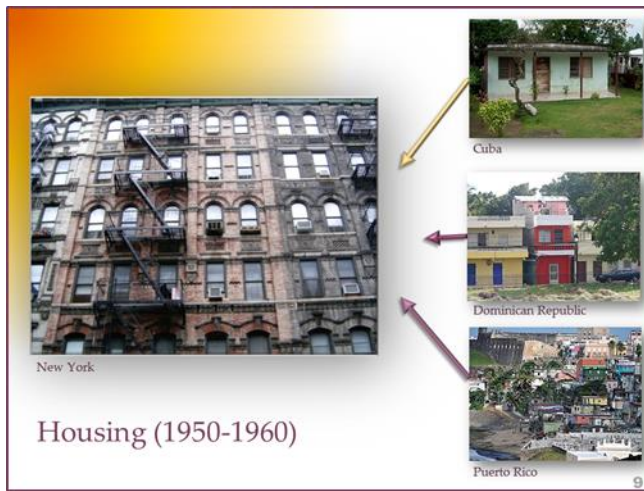
Cuba: Spanish

Dominican Republic: Spanish



8.

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9.

Most moved from rural (countryside) houses to tenement buildings in cities.



10.



11.

12.

Ways to Adapt

Language	Housing	Weather	Food

12

Day Three

13.

Day 3: Employment

American Jobs




13

14.

Work Experience for Latinos

1950s, 1960s, and 1970s

- Factory workers
- Household workers
- Service workers
- Laborers
- Garment industry

14

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Working Conditions

Often cramped, hot, dangerous
and physically demanding



15.

15

Naturalization Test



16.

16

List of Recommended Latino Voices Interviews

Due to the length of some interviews, students should be advised that they should listen to at least 20 minutes of their interview. Listening to the entire interview is not necessary unless they have not completed all questions on their guide.

- Diana Krenzer
- Elsa Santiago
- Marilu Segura
- Relton Roland – Part 1 only
- Nelly and Oscar Rivera
- Alejandro Luis
- Ruth Santiago
- Yuneydis Corria Ruiz

Name: _____

What Your Immigrant Said

Please answer the questions below as you listen to the interview of the immigrant.

1. Name of immigrant?

2. Where did the immigrant start?

3. When did the immigration happen?

4. Where in the United States did the immigrant arrive?

5. Who, specifically, was with the immigrant on the trip to the United States?

6. What were some of the experiences of the immigrant in the U.S. (jobs, housing, community, challenges)?

7. What parts of Latino culture are still part of the immigrant's life in the U.S. (eat Latino food, celebrate holidays, speak Spanish, etc.)? Explain.

Graphic Organizer

2. Fill out this graphic organizer on the next page as you learn about Puerto Rico, the Dominican Republic, and Cuba.

	Puerto Rico	Dominican Republic	Cuba
1. Date of first significant wave of migration to USA			
2. Place in USA where majority settled first, and type of housing			
3. What kind of area did most migrants initially come from, rural (country) or urban (city)?			
4. Primary reasons migrating			
5. Common food in home country			
6. Climate in home country			
7. Primary language in home country			

[illegible]

Latinos come to Rochester

Latinos are people whose families came from Latin America. “Latin America” is the term used to describe countries in the Americas that are located south of the United States. These countries are part of North America and South America, and include numerous islands in the Caribbean, including Puerto Rico and Cuba. These islands are located in the Caribbean Sea, which is north of South America. The Caribbean Islands are near each other, but have their own forms of government, leaders, and lifestyles.

Beginning in the mid-1900’s, many Latinos left their country and immigrated to the United States in hopes of having a better life. In some cases, Latinos came to live in the United States because their countries were taken over in the past by the United States (parts of Mexico and Puerto Rico, for example).

Big changes awaited these immigrants when they arrived in the United States. One of the biggest challenges that they faced was learning how to communicate in English. That is because in many Latin American countries, like Puerto Rico, Cuba, and the Dominican Republic, Spanish is the primary language. Learning a new language was difficult, but it was necessary for them to live in the United States and communicate with other people.

Many Latinos were used to living in countries where the temperature remained warm year round. The Latinos who moved to states in the Northeast, like New York, needed to adapt to a new climate. New York is known for cold winters, which is why Latino immigrants needed to adjust to these cooler temperatures. Some Latinos enjoyed the colder weather, while others wished for summer temperatures.

Name: _____

What did you learn?

1. Latin America describes countries that are _____ of the United States.
 - A. North
 - B. West
 - C. South
 - D. East
2. _____ is the term used to call people who are originally from Latin America or have family from Latin America.
3. The Caribbean Sea is located off of the coast of which state?
 - A. Florida
 - B. New York
 - C. California
 - D. Rhode Island
4. Puerto Rico and Cuba are islands located in which body of water?
 - A. Pacific Ocean
 - B. Mediterranean Sea
 - C. Caribbean Sea
 - D. Indian Ocean
5. Latino immigrants came to the United States in large numbers during the _____.
 - A. Mid-1900's
 - B. 1920
 - C. 1800's
 - D. 2000's
6. _____ is the primary language for many Latinos.

7. True or False: Puerto Rico is colder than New York State. _____
8. True or False: Puerto Rico and Cuba have their own unique governments. _____
9. Name two Latin American countries: _____
10. Describe one way that Latino immigrants needed to adjust to life in the United States.

KEY

1. Latin America describes countries that are _ _ of the United States. C. South
2. **Latinos** is the term used to call people who are originally from Latin America or have family from Latin America.
3. The Caribbean Sea is located off of the coast of which state? A. Florida
4. Puerto Rico and Cuba are islands located in which body of water? C. Caribbean Sea
5. Latino immigrants came to the United States in large numbers during the _____. A. Mid-1900s
6. **Spanish** is the primary language for many Latinos.
7. True or False: Puerto Rico is colder than New York State. **False**
8. True or False: Puerto Rico and Cuba have their own unique governments. **True**
9. Name two Latin American countries:
(Any two Spanish or Portuguese-speaking (Brazil) countries located south of the United States.)
10. Describe one way that Latino immigrants needed to adjust to life in the United States.
(Answers will vary, but could include “Learning to speak English,” “Adjusting to the cold,” etc.)

Name: _____

Vocabulary Worksheet

Word	Definition
Naturalization	
Citizen	
Wages	
Immigrant	
Latino	
Laborer	
Child labor laws	

Word	Definition
Caribbean Sea	
Latin America	
Bilingual	
Interview	
Primary source	
Secondary source	
American dream	
Tenement housing	

Civics (History and Government) Questions for the Naturalization Test¹

“The 100 civics (history and government) questions and answers for the naturalization test are listed below. The civics test is an oral test and the USCIS Officer will ask the applicant up to 10 of the 100 civics questions. An applicant must answer 6 out of 10 questions correctly to pass the civics portion of the naturalization test.

“On the naturalization test, some answers may change because of elections or appointments. As you study for the test, make sure that you know the most current answers to these questions. Answer these questions with the name of the official who is serving at the time of your eligibility interview with USCIS. The USCIS Officer will not accept an incorrect answer.

“Although USCIS is aware that there may be additional correct answers to the 100 civics questions, applicants are encouraged to respond to the civics questions using the answers provided below.”

–USIS Study Guide

American Government

1. What is the supreme law of the land?
2. What does the Constitution do?
3. The idea of self-government is in the first three words of the Constitution. What are these words?
4. What is an amendment?
5. What do we call the first ten amendments to the Constitution?
6. What is one right or freedom from the First Amendment?

¹ Taken from a form on the U.S. Citizenship and Immigration Service website, www.uscis.gov

7. How many amendments does the Constitution have?
8. What did the Declaration of Independence do?
9. What are two rights in the Declaration of Independence?
10. What is freedom of religion?
11. What is the economic system in the United States?
12. What is the “rule of law”?

System of Government

13. Name one branch or part of the government.
14. What stops one branch of government from becoming too powerful?
15. Who is in charge of the executive branch?
16. Who makes federal laws?
17. What are the two parts of the U.S. Congress?
18. How many U.S. Senators are there?
19. We elect a U.S. Senator for how many years?
20. Who is one of your state’s U.S. Senators now?
21. The House of Representatives has how many voting members?
22. We elect a U.S. Representative for how many years?
23. Name your U.S. Representative.
24. Who does a U.S. Senator represent?
25. Why do some states have more Representatives than other states?
26. We elect a President for how many years?
27. In what month do we vote for President?

28. What is the name of the President of the United States now?
29. What is the name of the Vice President of the United States now?
30. If the President can no longer serve, who becomes President?
31. If both the President and the Vice President can no longer serve, who becomes President?
32. Who is the Commander in Chief of the military?
33. Who signs bills to become laws?
34. Who vetoes bills?

Answer Key

1. The Constitution
2. It sets up the government; defines the government; protects basic rights of Americans
3. We the People
4. A change (to the Constitution); an addition (to the Constitution)
5. The Bill of Rights
6. Speech, religion, assembly, press, petition the government.
7. Twenty-seven (27)
8. Announced our independence (from Great Britain); declared our independence (from Great Britain); said that the United States is free (from Great Britain).
9. Life, liberty, pursuit of happiness.
10. You can practice any religion, or not practice a religion.
11. Capitalist economy; market economy
12. Everyone must follow the law; leaders must obey the law; government must obey the law; no one is above the law.
13. Congress; legislative; President; Executive; the courts; judicial.
14. Checks and balances; separation of powers
15. The President
16. Congress; Senate and House (of Representatives) (U.S. or national) legislature
17. The Senate and House (of Representatives)
18. One hundred (100)
19. Six (6)
20. Chuck Schumer (D); Kirsten Gillibrand (D) Note: This will change over time.

21. Four hundred thirty-five (435)
22. Two (2)
23. Answers will vary. [Residents of territories with nonvoting Delegates or Resident Commissioners may provide the name of that Delegate or Commissioner. Also acceptable is any statement that the territory has no (voting) Representatives in Congress.]
24. All people of the state
25. (because of) the state's population; (because) they have more people; (because) some states have more people
26. Four (4)
27. November
28. Barack Obama (Note: This will change in January, 2017.)
29. Joe Biden (Note: This will change in January, 2017.)
30. The Vice President
31. The Speaker of the House
32. The President
33. The President
34. The President

[illegible]

Local Latino Voices Research Project

Using an interview that you are assigned, you will work with a small group to conduct a research project about that particular Latino immigrant.

*Be sure to check off each step once it is completed.

- ___ Step 1: Go to www.RochesterVoices.org.
- ___ Step 2: Click on “collections” located towards the top of the page.
- ___ Step 3: Click on “Latino Oral Histories.”
- ___ Step 4: Click “Explore this collection.”
- ___ Step 5: Find the interview of your person. You can also find it by entering their name in the search box at the top of the website.
- ___ Step 6: Listen to the interview with your small group. Pause the interview to write down important information about your person on the research project information guide.
- ___ Step 7: Talk with your group about the information that you wrote down, add any information to what you have written down. You may listen to the interview again if you need more information or to check information that you heard.
- ___ Step 8: Work with your group to decide what information you will include on your presentation.
- ___ Step 9: Decide on the presentation mode you want to use with your group (examples: poster, PowerPoint, autobiography, timeline).
- ___ Step 10: Brainstorm ideas and plan your project with your group.
- ___ Step 11: Work on project.
- ___ Step 12: Practice presenting your project multiple times with your group – make sure you know who is saying what and how to pronounce the words or names of countries.
- ___ Step 13: Relax, have fun, and present your project to the class!

Latino Immigration Research Project Mode Options

Option 1: PowerPoint

Create a PowerPoint presentation that includes at least 6 slides. Include at least five key details about the person's life and include pictures and maps that can be explained to your audience.

Option 2: Poster

Create a poster that includes pictures and at least five key details about the person's life. The poster must be well organized and neatly written. Pictures must be explained to the audience.

Option 3: Biography

Write a biography of the person by including at least five key details of their life. Include information about the country they are from and what you know about the United States at the time that they immigrated. Also be sure to make your writing interesting so that your audience is excited to learn about your person. Must be at least 1 page double spaced.

Option 4: Timeline

Create a timeline of the person's life starting from when they were born. Include at least five key details. The information must be in order, but you do not need to include an exact date for every detail in case not all dates are given in the interview. Include pictures for your audience to look at as well.

Grade 4 L5: Research Project Rubric

Student name: _____

Latino Immigration Research Project Rubric

	4 Points	3 Points	2 Points	1Point
Content	Includes 5 or more key details about the person, which gives the audience a strong sense of the person and experience of immigration.	Includes 3-4 key details about the person and experience of immigration.	Includes 2 key details about the person and experience of immigration.	Includes 1-0 key details about the person and experience of immigration.
Organization	The project is well organized in all three criteria: flow of information; order of detail; relevance to research subject.	The project is well organized in at least two criteria.	The project is well organized in at least one criterion.	The project is poorly organized and does not match any of the criteria.
Grammar / Spelling	The presentation and the information guide are both completed with 0-1 errors.	Presentation and guide completed with 2-3 errors.	Presentation and guide completed with 4-5 errors.	Presentation and guide completed with 5+ errors.
Presentation	Presenter meets all three criteria: eye contact; knowledge of information; voice projection	Presenter meets two criteria.	Presenter meets one criterion.	Presenter does not meet any of the criteria.

Grade: ____/16

