

UTSA. INSTITUTE OF TEXAN CULTURES

Texans One and All



INTRODUCTION

Dear Educator,

The Institute of Texan Cultures was formed as the exhibit of the State of Texas at HemisFair '68, the world's fair held in San Antonio. Simultaneously, ITC was defined as a permanent research and production center dealing with the history of the peoples who make up Texas.

The Institute's charge as an educational center has not changed. And the peoples of Texas remain fascinating and complex. Texas is, of course, a land, a state, once a nation, a huge and mixed ecology, a ritual happening, a stereotype, an economy, a state of mind, a way of life – and people.

The population of Texas consists of people from hundreds of origins from Afghan to Zambian, "native" to "foreign-born," "unknown" to "born at sea." But they are Texans- one and all.

Twenty-six settlement groups are outlined in these activities. Through these, we attempt to answer some of the many questions your students may have about the people of Texas. Why do people move? What is culture? How does culture change?

As educators, we at the ITC understand that you may need to adapt these lessons to fit the constructs of your classroom and the needs of your students. Please feel free to copy the handouts included or create your own!

We hope that you will visit the Institute of Texan Cultures and continue to use our classroom resources to promote your students' learning experiences. If you have any questions, please do not hesitate to contact us.

Best,

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TIPS FOR USING *TEXANS ONE AND ALL* TO SUPPORT YOUR CURRICULUM

Texans One and All introduces students to 26 settlement groups that have shaped Texan culture. This list is by no means exhaustive of the groups that have impacted the state, but through the experiences and stories told in each chapter, students may begin to learn about the variety of people that have made Texas their home and begin to understand important topics related to culture and immigration. Specifically covered in these activities are the following concepts:

- The push and pull theory of immigration, including political, social economic and environmental push and pull factors
- Forced migration
- Introduction to the study of culture, cultural diffusion and assimilation

Each chapter of *Texans One and All* may be used independently, in combination with other chapters, or as a jigsaw activity, such as on page 4 of this packet. Regardless of how you use these chapters and activity sheets, we offer the following tips:

- **Access prior knowledge.**
Before introducing your students to the variety of people that have made Texas home, tap into their knowledge and experiences related to why people move. By relating your classroom content to their experiences, you make history relatable. Consider using the included activity titled *Why Do People Move?* to encourage students to think about immigration and introduce the push and pull theory of immigration.
- **Provide geographical context for your students.**
Texans One and All introduces your students to groups from around the world that have made Texas their home. To understand the experiences of these people, we recommend that you provide students with access to an atlas, globe or online map resource. By provided a context from where these groups came, students may better understand how their lives changed when they came to Texas.
- **Allow students to explore!**
New Texans continue to arrive every day, pushed and pulled by current political, social, economic and environmental conditions. Bring *Texans One and All* into the present-day by allowing students to explore the topics of immigration, migration and culture today. Consider using the included activity *New Texans Today*, which introduces students to UTSA's Oral History Collection, or encourage students to collect their own oral histories from friends, family members and/or community leaders to learn why Texas continues to draw people from around the world.

WHY DO PEOPLE MOVE? INSTRUCTIONS AND REPRODUCIBLE WORKSHEET

Materials:

- Copies of reproducible *Why Do People Move? Understanding Immigration and Migration*, pages 4-5

Instructions:

With this activity, you may begin to answer the question, “Why do people move?” Students will brainstorm why they think people move, rate factors that cause people to leave one home and choose another, and learn relevant vocabulary.

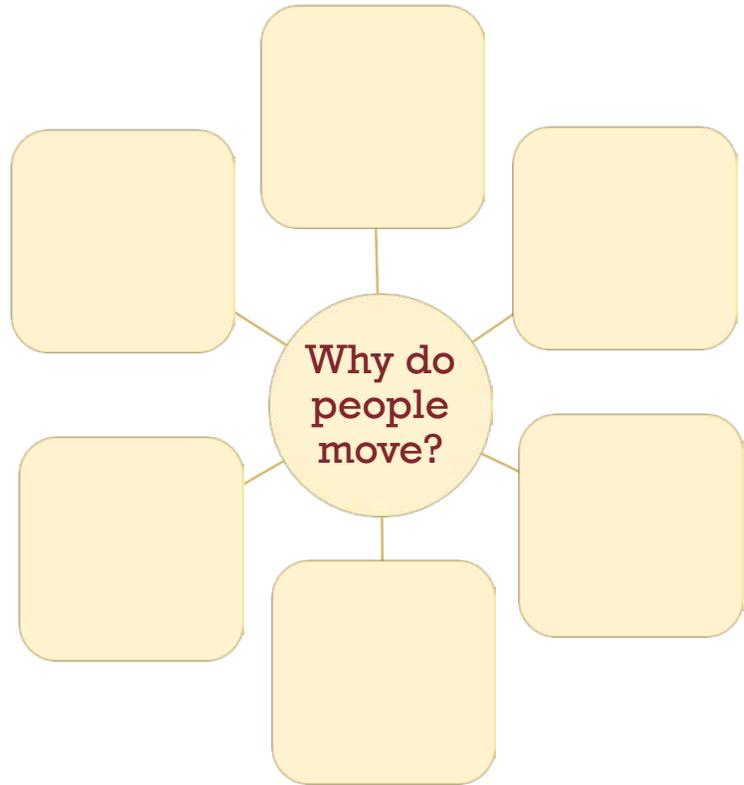
1. Instruct students to begin the activity by brainstorming reasons why people move. This may be done using a Think-Pair-Share format.
 - Give students 2 minutes to think silently about why people move. They may think about reasons they have moved, or reasons friends and family have moved.
 - Once students have had the opportunity to brainstorm independently, ask them to collaborate with a student sitting near them, share their thoughts and complete the graphic organizer on their worksheet.
 - Finally, ask each pair to share one reason why people move. Create a list on the board and allow students to discuss their list, add additional reasons and revise their graphic organizer if they choose.
2. Next, ask students to evaluate the reasons why people move and why they choose their new home.
 - Using the list he/she created in the graphic organizer, ask each student to rank the reasons why people move starting with the most important reason to move (#1) and ending with the least important reason to move (#10).
 - Tell students that their answers will vary because each of them may have different reasons listed in the graphic organizer, and what they think is the most important reason may differ from that of their neighbor. This is an opinion, so there is no right or wrong answer.
 - Ask them to repeat this process using the following list of things you may consider when choosing a new home.
 - Once students have ranked their reasons to move and their reasons for choosing a new home, ask them to share their most important and least important factor. Why did they rank their choices this way? What is most important in a hometown, state or country? What is least important?
3. Finally, tell students that what they have discussed are the push and pull factors that cause people to move. Using the charts at the bottom of the page, students should define each term, draw a picture to illustrate its meaning, and provide examples and non-examples.
 - After students have completed the charts individually, ask them to share their answer for each section. Create a definition for each term that the entire class agrees upon, and list examples and non-examples. Students may choose to revise or add to their original answer.

NAME: _____ DATE: _____ PERIOD: _____

Part 1: Brainstorm

People move for many different reasons. Sometimes people move only a short distance, like within a town or city. Sometimes people move great distances, like to a new state or country.

Directions:
Use the chart to the right to brainstorm why you think people move.



Part 2: Evaluate

Moving to a new place can be a very big decision. In your chart above you listed reasons why people move. Some of those reasons may be more important than others. How would you rank them? What is the most important reason you would consider moving?

Directions: Now that you have brainstormed why people move, rank those reasons in order from the most important reason to move (#1) to least important reason to move (#6).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Imagine you are moving to a new country. What would be the most important things for you to think about before moving? What would you look for in a new home?

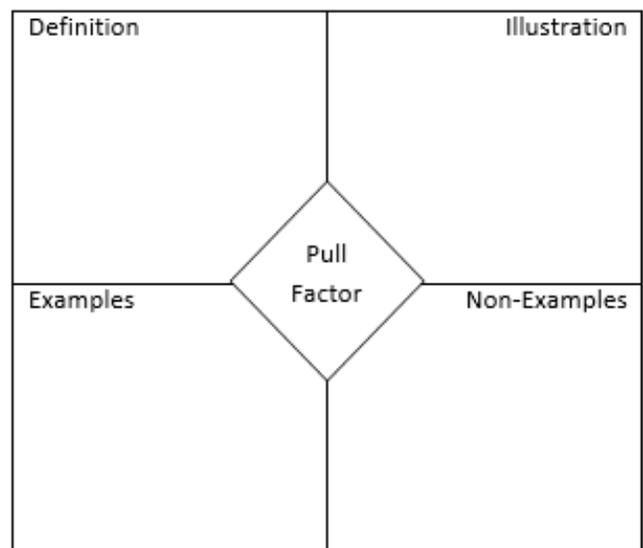
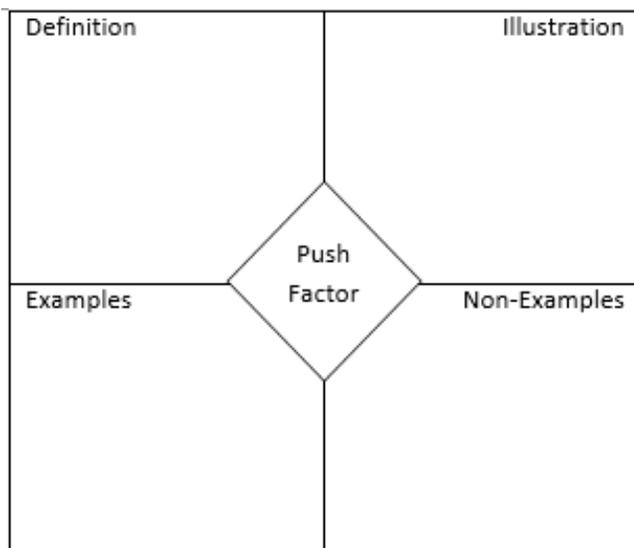
Directions: Below is a list of things you might consider before moving. Put them in order from what is most important to you (#1) to what is least important (#10).

- | | |
|-----------------------------|-----------|
| Good Houses | 1. _____ |
| Easy Transportation | 2. _____ |
| Good Schools | 3. _____ |
| Good Hospitals | 4. _____ |
| Close to Family and Friends | 5. _____ |
| Safety | 6. _____ |
| Parks and Entertainment | 7. _____ |
| Freedom of Speech and Press | 8. _____ |
| Right to Vote | 9. _____ |
| Language | 10. _____ |

Part 3: Define

When considering a move, there are things that make some people's hometown, state or country an undesirable place to live, and there are things that make a new town, state or country a more desirable place to live. These are called **push** and **pull factors**.

Directions: Complete each chart by defining the term, drawing a picture to represent the meaning of it and listing examples and non-examples.



TEXANS ONE AND ALL INSTRUCTIONS AND REPRODUCIBLE WORKSHEET

Materials:

- Copies of reproducible *Texans One and All*, pages 7-8

Instructions:

With this activity, you may review what students have learned by reading selected chapters from *Texans One and All*. This activity may be completed individually as a post-reading review or as a jigsaw activity in cooperative groups.

1. Provide students with seven chapters from *Texans One and All* and their corresponding activity sheets, or allow them to choose which chapters they wish to read. In order to complete the assignment each students should choose one chapter from each column in the following chart. Chapters from *Texans One and All* along with corresponding activity sheets are available for download at TexanCultures.com.*

What is Culture?	Political Push & Pull Factors	Social Push & Pull Factors	Economic Push & Pull Factors	Environmental Push & Pull Factors	Forced Migration	Assimilation
Belgian Texans	Filipino Texans	German Texans	Anglo Texans	Czech Texans	African Texans	Danish Texans
Swiss Texans	Hungarian Texans Polish Texans	Irish Texans Jewish Texans	Chinese Texans Dutch Texans	Japanese Texans Native American Texans		Norwegian Texans Swedish Texans
	Wendish Texans	Lebanese & Syrian Texans	English Texans French Texans Greek Texans Italian Texans Scottish Texans			

*If completing this activity as a jigsaw, assign each student to read one chapter from the *What is Culture* column, and then assign each student to read one additional chapter. Students will be in groups of six in order to complete the jigsaw.

2. After reading each chapter from *Texans One and All* and completing the corresponding activity sheet, students should review what they learned by describing the push-pull theory, defining key terms used in the chapters, and completing the graphic organizer.

NAME: _____ DATE: _____ PERIOD: _____

Introduction

Instructions: Read and answer the corresponding questions

Virtually all Texans are immigrants; they just arrived at different times. The earliest people reached the state approximately 20,000 years ago, and new Texans are arriving every day. People come for a variety of reasons. The “push-pull” theory says that people migrate because things in their lives *push* them to leave, and things in a new place *pull* them. There may be challenges that push people to leave their home country, such as political unrest or economic insecurity. There may also be factors that pull people to Texas, such as new opportunities and freedoms.

Regardless of why people come to Texas, immigration has created a state of great diversity. The population represents more than 400 different cultural groups. Whether an individual was born in Texas or has recently arrived, together we form a great state that is ever changing. We are Texans, one and all.

They “push-pull” theory explains why people move. Explain this theory in your own words.

How has immigration affected Texas?

Vocabulary

Instructions: Using your textbook, dictionary or online source, define the following terms that will be used in your study of Texan cultures.

Immigration- _____

Culture- _____

Emigration- _____

Assimilation- _____

Summarizing Your Knowledge

Instructions: After you have read and completed your assigned sections from *Texans One and All*, summarize what you learned in the graphic organizer below. Be sure to include details about why each cultural group moved to Texas and how they have impacted our culture.



What is Culture?



Political Push & Pull Factors



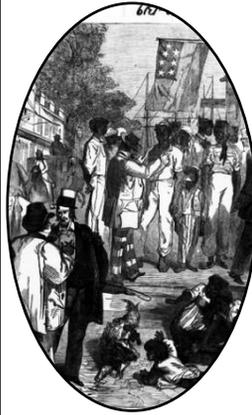
Social Push & Pull Factors



Economic Push & Pull Factors



Environmental Push & Pull Factors



Forced Migration



Assimilation

TEXANS ONE AND ALL

NEW TEXANS TODAY: INSTRUCTIONS AND REPRODUCIBLE WORKSHEET

Materials:

- Copies of reproducible *New Texans Today*, pages 10-11

Instructions:

With this activity, your students may explore the topics of immigration, migration and culture today. Students will choose to access an existing oral history or collect one of their own to learn why Texas continues to draw people from around the world.

1. Instruct students to either access UTSA's Special Collections Library's Oral History Collection at digital.utsa.edu or choose one person they know to interview about their personal immigration experience.
 - Depending on the age and ability level of your students, you may consider pre-selecting oral histories from UTSA's Special Collections Library related to the topic.
2. Ask students to complete the chart on the *New Texans Today* reproducible worksheet and summarize what they learned by answering the open-ended response question on the back of the page.
 - After students have completed their projects individually, ask them to share what they have learned with the class. Encourage students to discuss their experiences working with or collecting oral histories and what an individual's story may teach them about larger social issues.

NAME: _____ DATE: _____ PERIOD: _____

Directions: Choose an oral history from UTSA's Special Collections Library at digital.utsa.edu or conduct your own oral history to learn about immigration experiences today. Complete the chart below and answer the open-ended response question that follows.

Oral History Source: (Check One)	<input type="checkbox"/> UTSA's Special Collections Library	<input type="checkbox"/> Personal Interview	<input type="checkbox"/> Other: _____ _____
Name of Interviewee:			
Date of Interview:			
Subject of Interview:			
Country of Origin:		Year of Immigration to Texas:	
Push & Pull Factors:	Aspects of Culture Brought to Texas:	Immigration Experiences:	New Cultural Traits Adopted in Texas:

Tips for Collecting Oral Histories

1. Set goals for your project before you begin.

Before starting an oral history project with your students, brainstorm answers to the following questions:

- *What are you trying to learn?* Develop a sentence or two that summarizes your project goals, so that you can easily explain to your interviewees what you are researching and why it is important.
- *Who can best tell you the stories you are looking for?* Make a list of potential interviewees. Consider people that will be reasonably available and willing to speak to you.
- *What product(s) do you want to create from these interviews, and who is the audience for them?* The answer to these questions will help you decide what kinds of information you will need and how the interview should be recorded.

2. Be prepared.

The more prepared the students are for their interview, the better product they will create.

- Instruct them to learn as much as possible about the person they are interviewing in order to help them design a list of questions they would like to ask.
- Students should also familiarize themselves with the recording equipment, test it and take extra power sources (batteries and/or power cords) to the interview, just in case.
- Design a list of open-ended questions that will allow the interviewee to share their story and encourage them to elaborate on their experiences and memories. Consider sharing these questions with the interviewee before the scheduled meeting so that they are more comfortable and can begin to think about their answers.
- Students should ask interviewees to sign a release form in order to secure permission to use the oral history for their project and let the interviewee know how their words will be used.

3. Be respectful.

When asking someone, even a family member, to share a personal story or memory, it can be a powerful experience. It is important for students to remember to handle the interview with respect.

- Tell students to set up an appointment for the interview, confirm the appointment and keep the appointment. Students should respect the interviewee's time as much as they respect their story.
- Students should choose a place to conduct the interview that is comfortable for the interviewee and it should be away from noise and distractions.
Examples: Interviewee's living or dining room (with televisions, radios and other sources of noise powered off) Non-Examples: A local coffee shop, restaurant, or outside near a busy street
- Students should not push for answers. Interviewees may not wish to share certain information that may be painful or emotional. Let them discuss what they are comfortable talking about.
- Allow the interviewee to completely finish a thought before asking a follow-up question or moving on to the next question.

4. Consider possible distractions.

Especially if creating a video recording of the interview, it is important to consider sounds and situations that may be distracting, such as movements in a swivel chair, finger tapping and loud pets.

5. Don't forget to include the basics.

When recording their interview, it is important for students to remember to include some basic facts about the interviewee and the purpose of the oral history. If they are very familiar with the person they are interviewing, it may be easy to forget these things.

- Students should start the oral history by stating their name, the date and the place the interview is being conducted.
- Students should then ask the interviewee to state and spell their name and age (if they are comfortable sharing their age).
- Student should then clearly state the purpose of the interview and the primary subject they are going to discuss.

6. It's not a marathon.

All oral histories should be transcribed word-for-word (just like closed-captioning on television) and this can be a time-consuming process. Student should keep the interview length to no more than 30 minutes in order to have a manageable transcription.

- When transcribing the interview, students will need to listen to or watch small segments of the recording and type the conversation word-for word. For a 30 minute interview, this could take up to 3.5 hours.
- Once the interview is transcribed, students should offer to share a copy with the interviewee.

Sample Interview Questions

Childhood

- What do you recall about your childhood?
- Where did you live and go to school?
- What do you remember best about your parents?
- What did you and your siblings do in your spare time?
- Were you an obedient child or a mischievous child?
- What styles of clothing did children wear?

Hometown

- What was the name of the place where you grew up?
- Was it a big city or a small town?
- Were there any special activities or festivals that took place there?

Family Traditions

- Did your family have any special traditions, such as things that they did on holidays or birthdays?
- Do you have any family heirlooms that have been handed down from one generation to the next?

Physical Characteristics

- What physical characteristics do people in your family share?
- Do they all have the same hair color or eye color?
- Whom in the family do you resemble?

Previous Generations

- Did you know your grandparents or great-grandparents?
- What were their names?
- Where did they live?
- What stories can you tell about them or their lives?

Growing Up

- When did you leave home?
- Why did you leave and where did you go?
- How did your life change? Did you feel grown up? Did you have any fears about leaving home?

Religion

- What part did religion play in your family?
- Were you very religious?
- Did you go to religious services on a regular basis?
- Were any religious celebrations especially important to you or your family?

Work

- What did your parents do for a living when you were growing up? Did you ever help them at work?
- Was your family financially comfortable?
- What was your first job? How old were you at the time? How did you get your first job?
- What different jobs have you had during your life?

Historical Events

- What significant historical events have taken place during your lifetime?
- Were there wars, natural disasters or political changes?
- How did these events affect you?

Immigration

- How old were you when you immigrated to the United States?
- Where did you come from and where/when did you arrive?
- How did you travel? By boat, plane, or train? How long did the trip take?
- What feelings did you have about coming to the United States? What was one of the biggest differences between the United States and your previous home?

Sample Interview Release Form

Project Name _____

Interviewer: _____

Name of Person(s) Interviewed: _____

Address: _____

Telephone Number: _____

Email Address: _____

Date of Birth: _____

By signing the form below, you give your permission for any recordings and/or photographs made during this project to be used by _____
for use in _____

By giving your permission, you do not give up any copyright or performance rights that you may hold.
I agree to the uses of these materials described above, except for any restrictions, noted below.

Name (Please Print): _____

Interviewee's Signature: _____

Date: _____

Interviewer's Signature: _____

Date: _____

Email Address: _____

Restriction Description: _____

Adapted from:

Hunt, Marjorie. *The Smithsonian Folklife and Oral History Interviewing Guide*. Washington D.C.: Smithsonian Institution Center for Folklife and Cultural Heritage, 2003.

Related Texas Essential Knowledge and Skills

§113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.

6.2 History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:(A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

6.15 Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:(A) define culture and the common traits that unify a culture region;(B) identify and describe common traits that define cultures;(C) define a multicultural society and consider both the positive and negative qualities of multiculturalism;(D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;(E) analyze the similarities and differences among various world societies; and(F) identify and explain examples of conflict and cooperation between and among cultures.

6.17 Culture. The student understands relationships that exist among world cultures. The student is expected to:(A) identify and describe how culture traits such as trade, travel, and war spread;(B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development;(C) evaluate the impact of improved communication technology among cultures;(D) identify and define the impact of cultural diffusion on individuals and world societies; and(E) identify examples of positive and negative effects of cultural diffusion.

6.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

6.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:(A) use social studies terminology correctly;(B) incorporate main and supporting ideas in verbal and written communication based on research...(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;(E) use standard grammar, spelling, sentence structure, and punctuation; and

§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.

7.19 Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and(D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps...(E) support a point of view on a social studies issue or event;

7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:(A) use social studies terminology correctly;(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of

sources;(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and(D) create written, oral, and visual presentations of social studies information.

§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.

8.23 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and(E) identify the political, social, and economic contributions of women to American society.

8.29 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps...(E) support a point of view on a social studies issue or event

8.30 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:(A) use social studies terminology correctly;(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and(D) create written, oral, and visual presentations of social studies information.

§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.

9.16 Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.

9.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution;(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; and(D) evaluate the experiences and contributions of diverse groups to multicultural societies.

9.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps

9.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:...(B) generate summaries, generalizations, and thesis statements supported by evidence;...(D) use standard grammar, spelling, sentence structure, and punctuation