
Discovering our Shared History: An ESOL Curriculum

SARAH LYNN

JULY 12

IMMIGRANT STUDENT SUCCESS: MODELS AND TOOLS FOR K-12 AND ADULT EDUCATORS



My Class

The Students:

All adult ESOL

All custodians at a large university

All from Central America

All settled in U.S.

All low literacy skills

Fall Curriculum:

Literacy Content was U.S. History

The 13 colonies.

The Declaration of Independence.

The Revolutionary War.

Spring Semester 2017

First day of class: January 31st

Students' Questions:

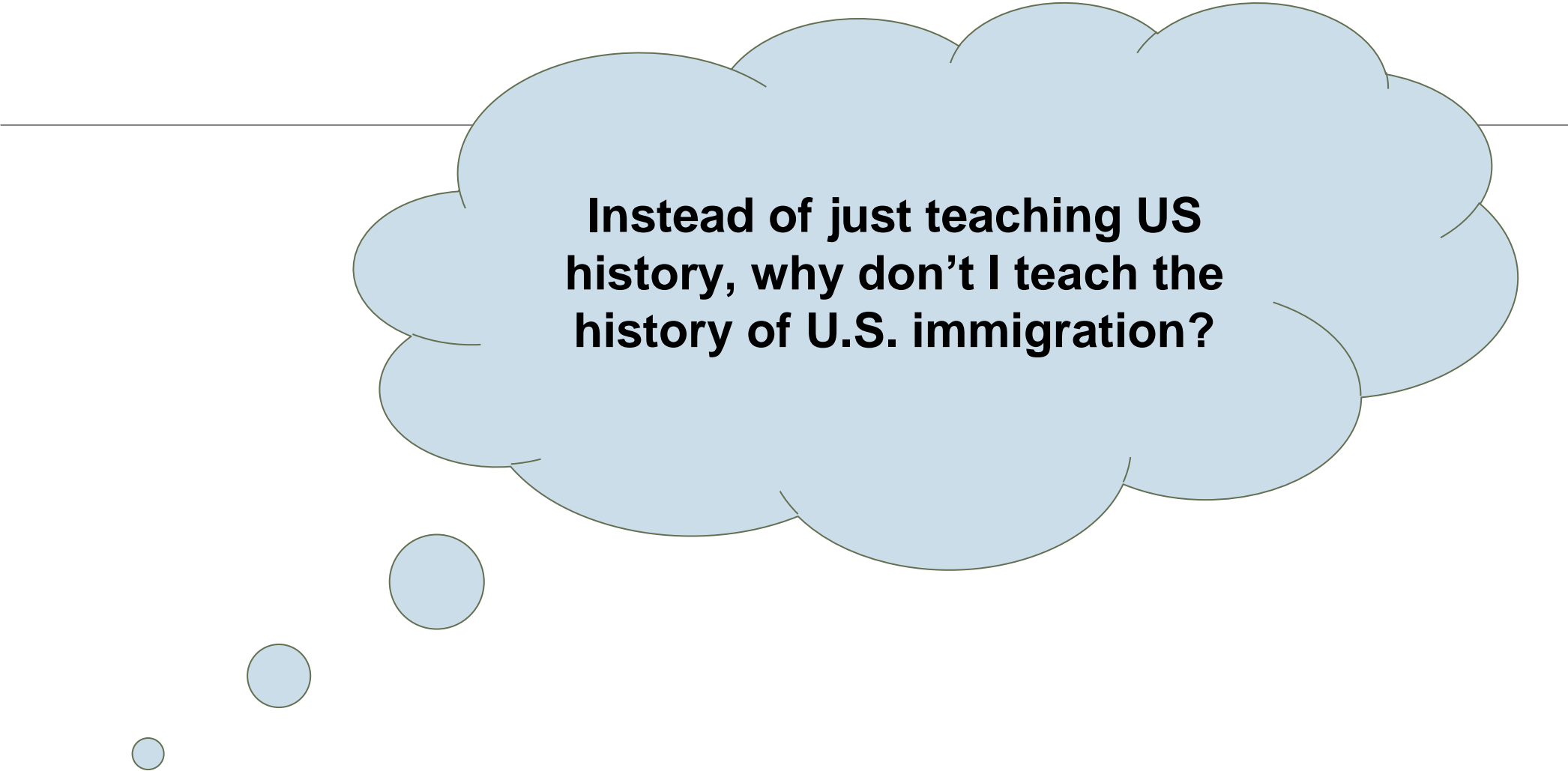
Who are the refugees?

Where are their countries?

Why are they leaving?

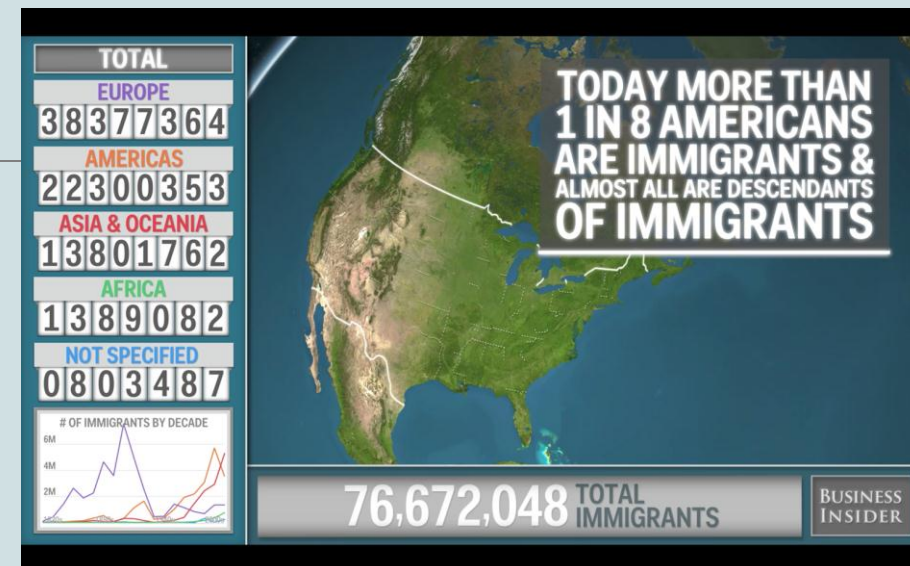
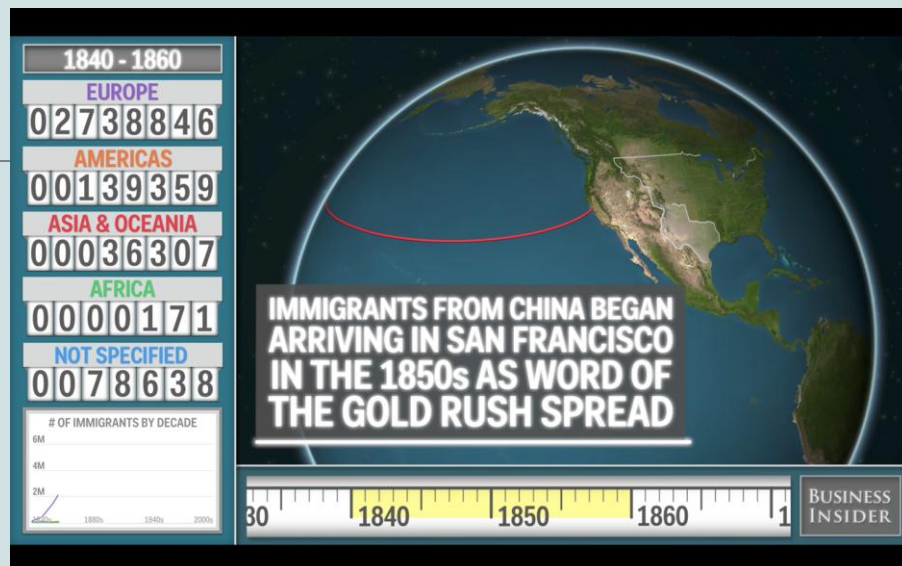
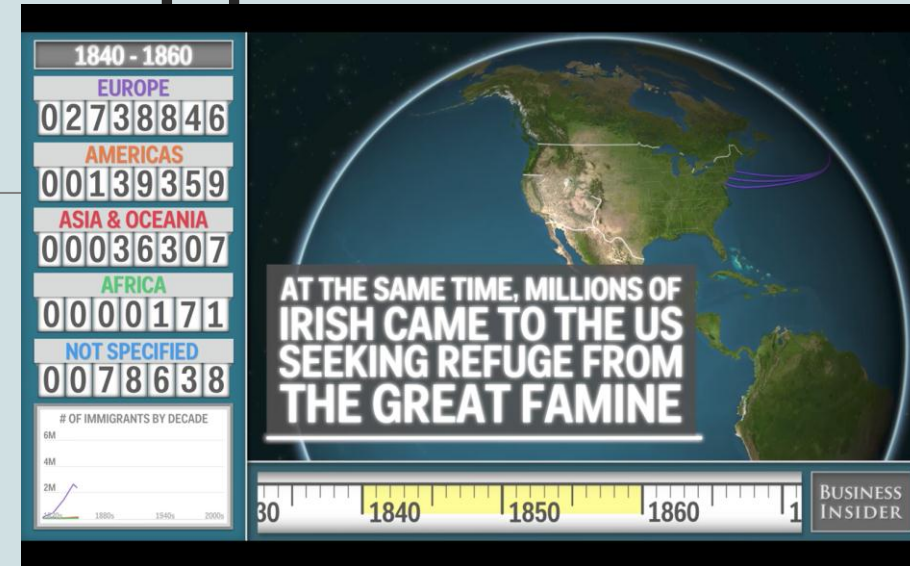
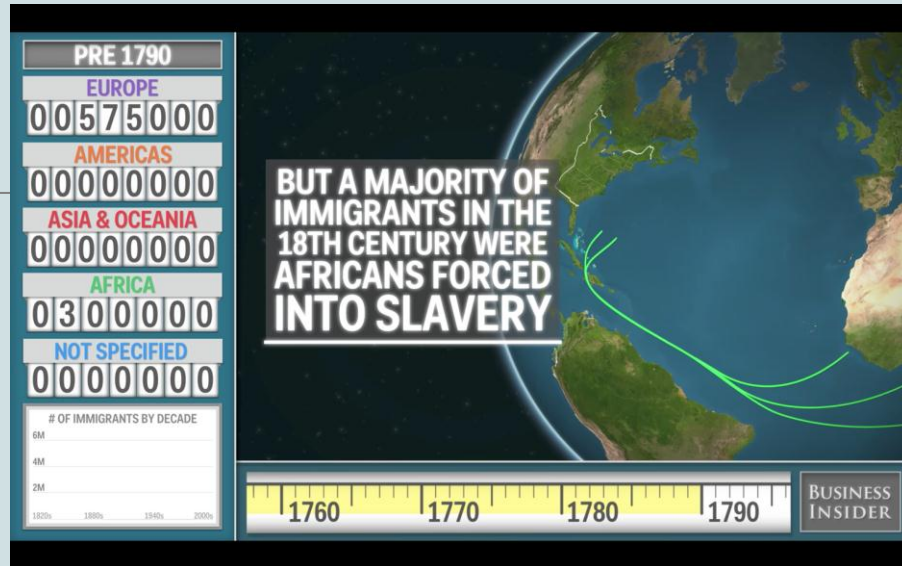
What is refugee status?





**Instead of just teaching US
history, why don't I teach the
history of U.S. immigration?**

Multimedia Approach



Curriculum Outline

10 weeks

1. The Native Americans
2. The Spanish
3. Early English Immigrants: The Pilgrims
4. Forced African Migration: 1600-1800
5. Early European Immigrants
6. The Gold Rush and Chinese Immigration
7. The Ellis Island Era: Irish, Southern European, and Jewish Immigration
8. Asian Immigration in the 20th and 21st centuries
9. Latin American Immigration in the 20th and 21st centuries
10. Immigrants today

Curriculum Objectives

To help students recognize their journeys to the United States as part of the broader history of immigration to the United States.

To facilitate community building within and between immigrant communities in the classroom.

To equip students with knowledge about the forces that have impacted immigration policy, and the reception of immigrants in the United States, both historically and today.

The Questions about Each Immigrant Wave

1. Who were they?
2. Where did they come from?
3. Why did they leave their homes?
4. What did they come to find?
5. What was life like for them in the U.S.?

Native Americans

1. Native Americans lived in North America for thousands of years before other people arrived.
2. There were 11 large groups of Native Americans.
3. In each group there were many different tribes. Each tribe had its own language and way of life.



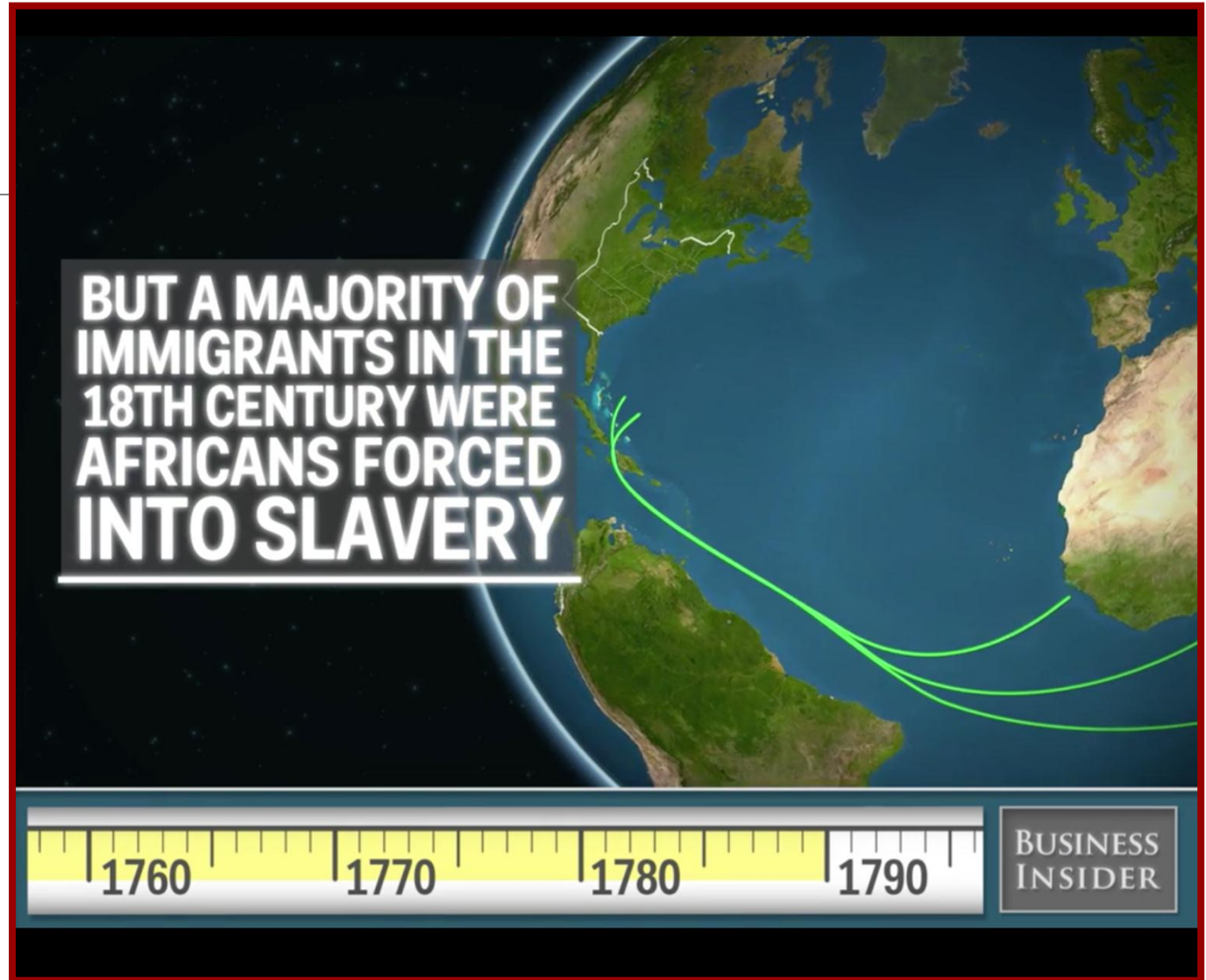
The Spanish

1. Christopher Columbus was the first European in America.
2. He came in 1492.
3. The Spanish quickly took control of South and Central America.
4. They had territory in North America from 1560 - 1830.
5. They lived in the area of California, Arizona, New Mexico, and Texas.
6. The Spanish founded many towns, including San Francisco, Los Angeles, and San Diego.

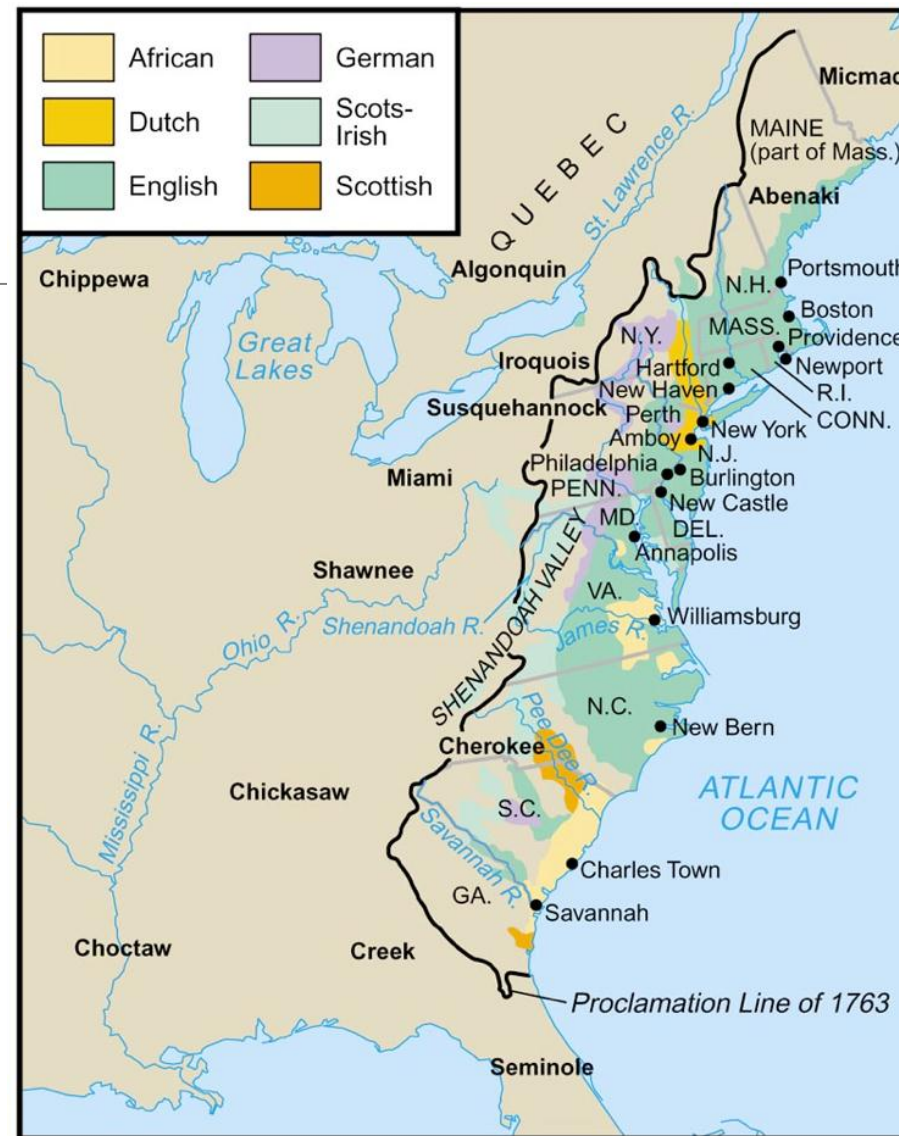


The African Slaves

1. People from Africa came to America against their will.
2. In 1680, there were 7,000 African slaves in the American colonies.
3. The number of African slaves grew to 760,000 by 1790.
4. In 1790, there were 4 million people in the U.S.
5. In 1790, 19% of people in the U.S. were African slaves



Who lived in the 13 Colonies?



**DISTRIBUTION OF EUROPEAN AND AFRICAN
IMMIGRANTS IN THE THIRTEEN COLONIES**

The California Gold Rush & Chinese Migration

1. Many people came from China. They hoped to find gold.
2. The Chinese called the U.S. "Gold Mountain".
3. In 1849, about 300 Chinese lived in California.
4. Three years later, 20,000 Chinese lived in California.
5. There was not a lot of gold in the California mountains. Soon Americans gave up on mining.
6. The Chinese continued to look for gold. The Chinese moved into abandoned mines and worked hard. Sometimes they found more gold.



The Irish

1. Ireland was a poor country.
2. Before 1840 some Irish immigrated to the United States.
3. Many came to the U.S. as indentured servants.
4. Most Irish lived on small farms.
5. In 1840, a terrible famine began.
6. The most important food in their diet was the potato.
7. The potatoes didn't grow.
8. They rotted.
9. There was nothing to eat.



Skibbereen

Oh father dear, I often heard
you speak of Erin's isle
Her lofty scenes, her valleys
green, her mountains rude
and wild
They say it is a lovely land
wherein a prince might dwell
So why did you abandon it,
the reason do me tell.

[Sung by Waxie Dargle](#)



Interviews with Recent Immigrants

1. When did you come here?
2. Why did you come?
3. Was it what you expected?
4. How did you feel at first?
5. What has been hard?
6. What has been good?

Alex's Story

1. I came to the U.S. in 1987.
2. I was 18 years old.
3. I came to Boston because it had work opportunities.
4. It was not what I expected..
5. It was a big city. Life was hard.
6. But I felt good because I could make money.
7. Now I have a family and a good job.
8. I cannot go back. It's too dangerous there.



What did students learn?

They learned about geography

They learned about US history

They learned about other Americans' stories

They deepened their understanding of their colleagues & neighbors

They developed their literacy, numeracy, and visual literacy skills

What materials did I use?

Simple text

Illustrations and cartoons

Photographs

People for interviews

Videos:

Paintings

Newspaper clippings

Maps

Songs i.e. [Skibereen](#)



Chat Rooms

1. Would you ever teach a history of U.S. immigration in your class? Why? Why not?
2. What waves of immigrants would you talk about?
3. What kinds of learning materials would you use?

Sharing Teaching Ideas

Discovering our Shared History: An ESOL Curriculum

SARAH LYNN

JULY 12

IMMIGRANT STUDENT SUCCESS: MODELS AND TOOLS FOR K-12 AND ADULT EDUCATORS

