

Refugees in Minnesota Lesson Plan

U.S. History: 11th/12th grade

Time Needed: one block or two regular class periods

Standard:

Students will understand the regional distribution of the human population of local to global scales and its patterns of change.

Students will use the concepts of push and pull factors to explain the general patterns of human movement in the modern era, including international migration, migration within the United States and major migrations in other parts of the world.

Content	Habits of Thinking
Refugees in Minnesota Push/pull factors of immigration Immigration and immigration terms	Primary source analysis Reading and analyzing charts and tables Making inferences from charts and tables Drawing conclusions from data Predicting

Guiding Questions:

What is a refugee?

How is a refugee different from other immigrants?

Why has Minnesota been an important destination of different refugee populations, including recent immigration of Hmong, Somali, and West African people?

What are the push and pull factors that have lead to the current refugee populations?

Assessment:

Individual and group reflections on push/pull factors influencing refugees today and in the past.

Unit test on immigration that includes an understanding of immigration terms and other material covered in this lesson.

Sequence of Lesson:

Warm up with the journal question “Why would someone want to move to Minnesota?”

Encourage them to share why their family came to Minnesota, if they know.

Have students share their responses. Group the responses on the board into push and pull factors. Discuss the different types of immigration, such as refugee, asylum-seeker, immigrant, etc.

Share some basic terminology referring to different types of immigration. Have the students write down the definitions.

Share some of the tables and charts that illustrate migration trends involving Minnesota and the United States to give the students some context for understanding the recent waves of refugee immigration to Minnesota.

Divide the class into groups of three or four and give each group a set of readings on the settlement of refugees in Minnesota and the graphic organizer to complete as they read. Have the students discuss in groups what each set of readings states about the recent waves of refugee immigration to Minnesota. Students should explain what they see as the key push and pull factors for current refugees and what the significant trends are in terms of refugee immigration.

Finally, have the students discuss what factors might influence this trend, such as federal legislation, changing economic opportunities, improvement in conditions abroad, etc. Have each group share something about each topic they discussed - push/pull factors, significant trends, and factors influencing trends.

Materials Needed:

Definitions of immigration terms

Tables and charts on immigration

Graphic organizer/handout #1

Sets of readings related to current waves of refugees to Minnesota

Background for the Teacher-

This lesson was inspired by a presentation by Joel Wurl, Head of Research Collection and Associate Director of the Immigration History Center at the University of Minnesota at a Historians in the Schools (HITS) workshop during the summer of 2006. All handouts, with the exception of the push-pull chart were provided by Mr. Wurl at that workshop.

Definitions of immigration terms-

Refugee- any person who is outside his or her country of nationality who is unable or unwilling to return to that country because of persecution or a well-founded fear of persecution. Persecution or the fear thereof must be based on the alien's race, religion, nationality, membership in a particular social group, or political opinion.

Immigrant- an alien who has been lawfully admitted to the United States for permanent residence. Essentially has the same rights and obligations as a U.S. citizen with the exceptions of voting, holding certain public offices and employment by federal agencies in civil service positions.

Asylee- an alien in the United States or at a port of entry who is found to be unable or unwilling to return to his or her country of nationality, or to seek the protection of that country because of persecution or a well-founded fear of persecution. Persecution or the

fear thereof must be based on the alien's race, religion, nationality, membership in a particular social group, or political opinion.

Handout #1

Push Factors	Pull Factors