

Immigration: Misconceptions, Reasons and Experiences

“The story of my father – the story of other immigrants – is the American story.” Steve Rao

Overview

Throughout history, people around the world have immigrated to America for a multitude of reasons, many with hopes of accessing the American Dream of freedom, prosperity, and promise. For this reason, America is often characterized by some as a “Nation of Immigrants.” And throughout history, immigrants past and present have faced varying types of reception, from open arms to animosity. In this lesson, students will consider immigration in general as well as through the specific lens of the Asian Indian immigrant experience by viewing clips from [Remarkable Journey](#). Students will explore their own immigrant ancestry as they consider the concept of America as a “Nation of Immigrants,” as well as the varying reasons for immigration throughout history, the varied experiences of immigrants, their relationship to the American Dream, and the misconceptions that often frame immigration in our society. As a culminating artistic activity, students will create an updated Statue of Liberty - a new design that addresses immigration, America as a “Nation of Immigrants,” the concept of the “American Dream,” and the related concepts addressed throughout the lesson.

**Teachers are encouraged to modify the activities and sections throughout this plan, and each section (shaded in gray) is written so that it can be done alone or in conjunction with any and/or all of the other sections.

Materials

- *Remarkable Journey* documentary, available for free K-12 use at <https://vimeo.com/237623028>; password: **remarkable**
- Accompanying PowerPoint (Slides 2-12), available at <http://k12database.unc.edu/files/2017/11/RemarkableJourneyPPT.pdf>
 - To view this PDF as a projectable presentation, save the file, click “View” in the top menu bar of the file, and select “Full Screen Mode”
 - To request an editable PPT version of this presentation, send a request to CarolinaK12@unc.edu with the PPT title in the email subject line.
- Chart paper and markers
- Reasons for Immigrating & Experiences of Immigration, worksheet attached
- American Dream quotes, attached
- A New Design for the American Dream, assignment sheet attached

Procedure

Introduction to Immigration

1. As a warm-up, write the word immigration on the board or chart paper and ask students what comes to mind when they consider this word. Note student responses and ensure the class understands a common definition, such as “the action of coming to live permanently in a foreign country.”

2. Next, ask students to partner up for a “Think-Pair-Share” in which they consider and discuss the history of immigration in this country and the reasons people have come to this country throughout history. Provide pairs with 3-4 minutes to brainstorm and jot down thoughts then discuss with their partner: “Why have people immigrated to the United States throughout history?” Afterwards, bring the class together for a whole group discussion in which students share their insights.

“A Nation of Immigrants”

3. Layer into the discussion the quote by Dr. Henry Louis Gates, Jr. on [slide 2](#) of the accompanying PPT: “If you scratch an American family, sooner or later, you’ll find an immigrant ancestor.” Discuss:
 - What message is Dr. Gates conveying?
 - America is described by some as a “nation of immigrants.” Does anyone know when this phrase originated? What does this phrase mean and how does it connect to the quote by Dr. Gates?
 - Discuss with students that Senator John Kennedy wrote a book in 1958 titled “A Nation of Immigrants,” in which he argued that “every American who ever lived, with the exception of one group, was either an immigrant himself or a descendant of immigrants.”
 - Point out to students that while much of America is comprised of immigrants or people with ancestors who immigrated to America at some point during history, there are other important groups of people who do not fit in this category, such as Native Americans (or American Indians), descendants of enslaved people who were brought to this country by force, and victims of [forced migration](#).
 4. Encourage students to consider their personal connections to immigration, pointing out that some of them may be recent immigrants themselves, or may have a parent or grandparent that they know to be an immigrant. Again point out that unless they are American Indian, each student is the descendent of immigrants. (Again, note consideration for slavery and forced migration.) Provide time for student volunteers to share anything they know about their family’s story when coming to America (i.e., from what country did they originate, why and how did they come to America, etc.) As students share, teachers should try to project [maps](#) and highlight the various countries of origin.
- **Optional extension activity:** Have students research their family’s arrival to the U.S. by filling in a family tree of as many generations as possible, noting the names and birthplaces of themselves, their parents, grandparents, etc., until they find a person who was born in another country. (For American Indian students, they should focus on sharing their ancestors’ migration story, and teachers should be sensitive to students whose ancestry involves people coming to America by force rather than by choice.) As a class, plot all of the names and birthplaces students discover on a world map posted in the classroom and reflect back on the concept of America as a “Nation of Immigrants.” After viewing [Remarkable Journey](#), have students compare and contrast their family’s story of arrival with each other’s, as well as the stories of the Asian Indians in the documentary.
- *Teacher note: Tracing personal family history can be a sensitive subject for some students and their families. Teachers should consider their class population before utilizing this optional extension, exercising sensitivity regarding students who are adopted, in foster care, or who may desire to keep their immigration story private.*

5. Ask students to consider, given that most of us in America have ancestors or immediate family who originated in another country, or themselves were born in another country, why immigration seems to be (and has been throughout history) a fairly controversial issue. Allow students to share their thoughts and then project [slide 3](#) of the accompanying PPT to layer into the discussion, which shares Susan Martin’s argument that the United States historically has favored immigration more consistently than it has immigrants. (Source: <http://www.nytimes.com/2011/05/09/books/a-nation-of-immigrants-susan-f-martins-book.html>) Discuss:
- What do you think Susan Martin means? Do you agree or disagree and why?
 - She goes on to argue that modern society has “a tendency to say that our ancestors were the good immigrants, but there are problems with the contemporary ones.” Do you think this is a fair description of how immigration is viewed today? Why or why not?
6. Point out to students that another issue that makes immigration controversial is misconceptions and a lack of understanding the facts. Tell students that you want to give them a chance to answer some questions regarding immigration. Teachers can either have students respond to the statements physically by walking to the side of the room labeled with the word that represents their answer (“True” or “False”), or teachers can instruct students to remain seated and simply hold up a corresponding right or left hand noting their answer. Tell students to move or hold up their hand silently as you read aloud (and/or project using [slides 4-10](#) of the accompanying PPT) each statement below. Encourage students to follow their own thoughts and opinions rather than answering in accordance with their friends. Once students have responded, provide the factual information related to each statement below and utilize the information as a jumping off point for further discussion as time permits.
- **Most immigrants are here illegally.**
 - False.
 - While it is true that there are more immigrants living in the U.S. than ever before, the *percentage* of immigrants in the overall population is not much different than many other times throughout our history. Today, immigrants make up approximately 13% of the total U.S. population. From 1900 to 1930, immigrants made up between 12% and 15% of the population, and similar spikes occurred in the 1850s and 1880s. During those periods immigrants successfully became part of American society, helping to build the thriving and diverse country we have now, and there is no reason to believe today’s immigrants will be any different. More than sixty percent of immigrants in the United States today have lived here for at least 15 years, and a large majority of immigrants have lawful status. Undocumented immigrants make up about 3.5 percent of the nation’s total population.
 - **8 percent of North Carolina’s total population is foreign-born.**
 - True.
 - In 2017, nearly 1 in 12 North Carolina residents is an immigrant, while 1 in 15 is a native-born U.S. citizen with at least one immigrant parent.
 - **Immigrants take jobs away from US citizens.**
 - False.
 - Though some people claim that immigrants are taking job opportunities away from people born in the U.S., immigrants actually help to create new jobs. In addition to buying American and local

products, which helps create jobs, immigrants often start their own businesses. In fact, immigrants are twice as likely to start businesses as citizens born in the U.S., and companies owned by immigrants are more likely to hire employees than companies owned by native-born citizens. States with large numbers of immigrants report lower unemployment for everyone. High-skilled immigrants, especially in technology and science, who have come in larger numbers in recent years, had a significant “positive impact” on Americans with skills, and also on working-class Americans. They spurred innovation, helping to create jobs.

- **Immigrants don’t pay taxes.**
 - False.
 - Immigrants collectively pay between \$90 and \$140 billion each year in taxes, and a recent study found that undocumented immigrants alone paid more than \$11.8 billion in taxes in 2012. Everyone pays sales taxes on goods they purchase and property taxes on the homes they buy or rent, and more than half of all undocumented immigrant households file income tax returns using Individual Tax Identification Numbers. In North Carolina alone, immigrants have contributed billions of dollars in taxes. Immigrant-led households in the state paid \$3.6 billion in federal taxes and \$1.5 billion in state and local taxes in 2014. Undocumented immigrants in North Carolina paid an estimated \$277.4 million in state and local taxes in 2014. Their contribution would rise to \$370.8 million if they could receive legal status.
- **In North Carolina, immigrants are more educated than natives to North Carolina.**
 - True. (But only very slightly!)
 - 29.6% of immigrants to North Carolina have a college degree, whereas 29.4% of American-born citizens have a college education. Indian Americans in particular are among the most highly educated racial or ethnic groups in the U.S. 70% of Indian Americans aged 25 and older had college degrees in 2010, 2.5 times the rate among the overall U.S. population.
- **Immigrants are helping American society through their innovations in careers such as technology and medicine.**
 - True.
 - High-skilled immigrants in fields from the medical profession to technology have many positive impacts on America, from long-run economic growth to providing innovative solutions to diseases and technological breakthroughs. Did you know, for instance, that about a quarter of all doctors in North Carolina are of Indian descent? Additionally, immigrant entrepreneurs in North Carolina generate over a billion dollars in business revenue. 55,867 immigrant business owners accounted for 11.7 percent of all self-employed North Carolina residents in 2015 and generated \$1 billion in business income. In 2015, immigrants accounted for 14.9 percent of business owners in the Raleigh/Carey metropolitan area and 11.8 percent in the Charlotte/Gastonia/Concord metro area.
- **The second largest group of immigrants in North Carolina come from India.**
 - True.
 - 7.6 percent of North Carolina immigrants are from India. The top country of origin is Mexico (30.6 percent of immigrants). Other countries of origin include Honduras (4.6 percent), El Salvador (3.6 percent), and Guatemala (3.3 percent).
- **I am myself an immigrant and/or I have ancestors/family members who are immigrants.**
 - For most classrooms, this will be true for the majority of students and it will provide an important visual for students as they continue to explore the concept of immigration.

- For any students who most to the “False” side, discuss why this is the case (i.e., they are American Indian, perhaps they know that they descend from people who were enslaved, or they consider themselves by another term, such as a “refugee” rather than an “immigrant.”)
- Share with students that on average, only 2% (as of the 2014 census) of America’s population is made up of indigenous people. Outside of this small percentage, the remainder of Americans originated from other countries. (Source: <https://www.census.gov/newsroom/facts-for-features/2015/cb15-ff22.html>)

Sources:

- <https://www.nytimes.com/2016/09/22/us/immigrants-arent-taking-americans-jobs-new-study-finds.html>
- <https://www.adl.org/education/resources/fact-sheets/myths-and-facts-about-immigrants-and-immigration>
- <http://www.washingtonpost.com/wp-dyn/content/article/2010/04/30/AR2010043001106.html>
- <https://www.americanimmigrationcouncil.org/research/immigrants-north-carolina>
- <http://www.pewresearch.org/fact-tank/2014/09/30/5-facts-about-indian-americans/>

7. Discuss:

- Despite the fact that only 2% of our country can claim to be indigenous to this land (meaning, non-immigrants and non-immigrant ancestry), why do you think some people view immigration and immigrants negatively?
- Why do you think so many misconceptions about immigration and immigrants exist?
- What impact might such misconceptions have on the way people view immigration, and the immigration debate in general?

8. Let students know that they will be exploring immigration further in class by watching the documentary [Remarkable Journey](#), which explores the 'pioneer' generation of Asian Indian immigrants to North Carolina, as the world's oldest and largest democracies met here in the midst of the Civil Rights movement and beyond. These energetic newcomers helped expand science and business in our region, as they met the challenge of passing the "essence of India" on to their children. Today, Indian-Americans are among the most successful communities in America, with a culture built on a fierce commitment to education, family, community and entrepreneurship that has greatly impacted the state of North Carolina.

Reasons for Immigration and Experiences of Immigration

9. Provide the attached worksheet, “Reasons for Immigrating & Experiences of Immigration.”
10. Tell students that you are going to play the first **3 minutes and 25 seconds** of [Remarkable Journey](#) for them and that you want them to begin filling in the right-hand column of their worksheet with any information they learn and/or infer regarding reasons for or experiences in immigrating to the US. After the brief clip, discuss:
- What are some of the reasons for immigration and experiences in immigrating that you noted?
 - What cultural differences are noted between North Carolina and India in this segment?
 - Given these differences, what do you imagine it would have been like for these Asian Indians to take such a “leap of faith” on immigrating to North Carolina?
 - Steve Rao notes, “The story of my father – the story of other immigrants – is the American story.” What do you think he means? How does his quote connect to you personally?

11. Tell students they are going to further explore these concepts through additional film clips about the Indian immigration experience in particular, as well as through the words of immigrants to the US from all over the world. Direct students to the website <https://myimmigrationstory.com>, a site that hosts short stories of immigrants from all over the world to the US in their own words. (Teachers may want to encourage students to find stories from the same countries where their own ancestors originated if they know this information.) Integrated with these general accounts of immigration, students will continue to examine Asian Indian immigrants in particular by viewing additional clips from *Remarkable Journey*. (The clips' start and end times are noted on the worksheet.) While examining these written and visual/auditory sources, students will fill out the attached worksheet, noting all of the reasons for immigration that they learn about, as well as the various challenges and difficulties immigrants face.
- **Teacher Note:** If multiple laptops with earbuds are available for viewing the film clips and accessing the [My Immigration Story website](#), students can work in partners and read directly from the site. Otherwise, teachers will need to play the clips for the class as a whole and print out the various stories they want students to read.
12. After students have completed their investigation, allow them to report out on their findings and discuss the similarities between the immigrants they read about and the Indian immigrants they heard from via the film clips. Further, ask students to infer additional similarities they think their own immigrant ancestors would have experienced (or did experience for those who are immigrants themselves or have an immediate family member who is an immigrant.)
13. Further discuss and debrief each of the film clips:
- ***Reasons for Immigration | 5:40 – 8:10***
 - What types of people were emigrating to America from India and why were they interested in coming to this country? (Discuss that “Indian immigration to the United States had begun early in the 20th century, but the 1960's saw a new wave of talented and ambitious Indians – many educated in medicine, technology, and the sciences, leaving behind severe unemployment at home, for the opportunity to pursue their careers elsewhere.”)
 - What risks were immigrants such as Fasih, Pravin and Arvind, as well as their entire families, taking by coming to the United States? (i.e., Arvind's father mortgaged the family's house) Why do you think they were willing to take such large gambles on the promise of America? Why do you think your own ancestors and/or immediate family members took this risk/gamble?
 - What was the **Immigration and Nationality Act of 1965** and how did it “open the doors” for immigrants such as those we met from India and others (perhaps even people in your own family?)
 - What types of skills did Indian professionals offer that were needed throughout North Carolina? (i.e., engineers, scientists, doctors & medical research, textile engineers, etc.) How might our state have been negatively impacted without these contributions from Asian Indians?
 - ***America's Opportunity | 13:02 – 15:00***
 - Dr. Man Mohan Sawhney discusses how it was a “magical experience” to move from a **caste-oriented society** in India to a **class-oriented society** in the United States. What is the difference in these two forms of societies? What did America offer that India did not, and why do you think he

characterized this as “magical?” (Discuss how in India it had not been easy to change careers. America offered a new kind of freedom and opportunity.)

- How do you think Subhash Gumber and his wife Kawaljit Pasricha feel about America and why? Why do you think they become emotional when discussing their immigration to the US?
- Subhash and Kawaljit are living examples of what it looks like to follow your dreams. He stated, “And here, you can change all your life and change is good, change is considered good.” Is following your dreams always easy? Explain. What might you be risking in doing so?
- Consider the quote by Jawaharal Nehru (the first Prime Minister of India and a central figure in Indian politics before and after independence), “Life is like a game of cards. The hand you are dealt is determinism; the way you play it is free will.” What message is he trying to convey? How does this message apply to many of the Asian Indian immigrants you’ve met in Remarkable Journey?

- **History of India & How it Propelled Immigration | 15:02 – 16:33**

- What impact did colonization have on India? How did India’s 1947 achievement of independence impact daily life and work?
- Why did this propel many people to choose to start businesses in the US?

The Cultural Challenges of Immigration

14. It is likely that many of the experiences of immigration that students have noted on their worksheet center around various challenges and difficulties. Ask students to discuss why they think this is the case. Tell students that they are going to watch another clip from [Remarkable Journey](#) that addresses the cultural challenges experienced by Indians immigrating to North Carolina. Ask students to think about the experience of Indian immigrants and what in their mind they think would be most difficult or daunting about this move. Also ask them to again consider their own ancestors in this regard. After viewing the clip, allow students to debrief then further discuss:

- **Cultural Challenges | 7:18 – 11:35**

- Naiter Chopra arrived in the US in the 1970s, when the effects of Jim Crow were still evident throughout North Carolina and many schools were still segregated. In what way does he, and other Asian Indian educators, make a positive impact on North Carolina education during this time?
- Does it surprise you to hear that Johnston County, NC had a billboard that said “The KKK Welcomes You to Johnston County?” How do you think this sign impacted the community (black, white and immigrants, including Asian Indians)?
 - The billboard promoting the KKK stood on U.S. 70 near Smithfield. It was constructed in 1967 and remained for all who drove by for 10 years, until it was dismantled in March 26, 1977.)
- In what ways does Tejpal Dhillon feel the impact of prejudice and racism?
- According to Usha (the teaching artist) and Santosh (the accountant), why were North Carolinians initially uncomfortable around Indians? Why do you think humans often times fear what looks or seems different to them?
 - Discuss some of the physical aspects of Indian culture that may be unfamiliar or misunderstood, such as the [bindi](#), [sari](#), and [turban](#).)

- Despite not always feeling welcomed, in what ways did Indian immigrants persevere and contribute to North Carolina?
 - Discuss former Governor Pat McCrory’s statement: “These immigrants came with talent that our country desperately needed. The way the future power plants were built in the Carolinas – the nuclear and fossil power plants - were mainly designed by the incredible engineering talent coming from India to Charlotte and the Carolinas.”
- Consider renowned chemist Mansukh Wani, who serves as just one example of the incredible contributions by immigrants to North Carolina and America. If he had allowed the unwelcoming attitudes many Indians encountered to force him to return to India, how would our country have suffered without him?
- In what ways and why does the perception of Asian Indians begin to change? What does Ajantha Subramanian mean when she says “this was not the old South – this was the **New South**”? Do you think this holds true today in regards to how immigrants are viewed? Explain.

15. Teachers might want to layer into this conversation a discussion of various waves of anti-immigrant sentiment and hate crimes and allow students to deconstruct what leads to such intolerance and violence. For instance, according to the News & Observer article [‘Remarkable Journey’ of Indian Americans in North Carolina](#) (see the “A Time of Violence” section):

- Since the start of 2017, a number of people of Indian descent have been attacked and even killed in racially motivated violence across the U.S. Two Indian men were shot – one fatally – in an Olathe, Kan., bar in February, which the FBI is investigating as a hate crime; a Sikh man was shot in the arm and told “go back to your own country” as he stood in his own suburban Seattle driveway in early March; also in early March in Port St. Lucie, Fla., a man who wanted to “run the Arabs out of our country” pushed a dumpster against the door of an Indian-owned convenience store and set the contents of the dumpster on fire.

Welcome, Acceptance and Access to the “American Dream”

16. Next, in groups of 4, provide each student a piece of chart paper and a marker per student. In the middle of the paper, students should write the phrase “American Dream.” Tell students that they will have around 3 minutes to silently write everything down that they can think of that comes to mind when considering this phrase. Let students know they can write words or phrases, or even draw symbols and pictures. They should again be encouraged to consider their own immigrant ancestors and what the American Dream may have meant to them.

17. While students are working, provide each group with one of the attached quotes related to the concept of the American Dream. After their initial 3-4 minutes of writing is up, tell them to read the quote together and discuss the author’s definition or understanding of the American Dream. As they discuss, students should add additional thoughts to their chart paper.

18. Ask students to pause and tell them you are going to play one more 1 ½ minute clip for them, and while they consider what they see and hear, ask them to continue thinking about what the phrase “American Dream” means and to continue adding to their chart paper brainstorm. After the clip, utilize the discussion questions below to debrief.

- **Welcome and Acceptance | 11:36 – 13:01**

- With textiles providing a common thread between India and North Carolina, what do Harshad, Jay, and Mrs. Rao experience from North Carolinians?
- How can finding commonalities between yourself and other cultures help promote a welcoming and accepting spirit, instead of animosity and intolerance?
- Mrs. Rao commented, “These are the folks who took me [into] their arms, they took me [into] their homes... they are my folks. Even I dressed different, even I talked different, but they never made me like I am a different person.” How does hearing this make you feel?
- Consider your own connection to immigration again (whether you yourself are an immigrant, or you have an ancestor who was an immigrant, etc.) Would you have wanted your ancestor to experience what you viewed in this clip, or have had the experiences that we saw in the previous clip and why?
- What is the American Dream?
 - Ask a group to hold up their chart paper brainstorm and share a summary of their thoughts. Ask each additional group to note any additional components from their brainstorm not yet shared.
- How does the level of acceptance exhibited in the clip we just viewed fit into your concept of America and the American Dream? Are there any parallels between what you viewed and the quote your group discussed? Explain. (Ask a member of each group to read their quote aloud as they explain.)

19. Project an image of the Statue of Liberty (i.e., [slide 11](#) of the accompanying PPT) to layer into the discussion, again telling students to continue writing or sketching as they hear the various ideas posed by classmates:

- What do you see? What is this?
- What is the purpose of the Statue of Liberty? When and why was it built?
 - Discuss with students that the full name of the monument is the “Statue of Liberty Enlightening the World.” It was a gift of friendship from the people of France, dedicated in 1886, and is generally revered as a universal symbol of freedom and democracy. The statue is located on Liberty Island in New York City, adjacent to Ellis Island, New York City.
- Do you think the Statue is still a symbol of freedom and democracy today? Why or why not?
- What do you know about Ellis Island?
 - Discuss that Ellis Island opened on January 1, 1892, and became the nation's premier federal immigration station. In operation until 1954, the station processed over 12 million immigrant steamship passengers. As immigrants throughout history arrived at Ellis Island from around the world, the Statue was often one of their first glimpses of the United States, announcing that their journey to the "land of the free" has finally come to an end. Millions of America's population can now trace their ancestry through Ellis Island.
- Do any of you know whether or not your immigrant ancestors arrived at Ellis Island? What do you think the Statue meant to the immigrants in your family, or immigrants in general? What meaning do you think it has to immigrants today, such as those we've met in the clips from *Remarkable Journey*?
- Why do you think the Statue is a woman?

- Though it's hard to see in the picture, there are chains at the feet of the statue, designed as if to appear that the Statue has broken or escaped these chains. What might this symbolize? How could you connect this specifically to Asian Indian immigrants?
- What do you think the torch symbolizes? What about the tablet in her other hand? What might the crown symbolize? Why do you think there are seven spikes on the crown? Why do you think the seven seas and continents are represented in the statue?
 - Explain to students that The Statue of Liberty portrays a woman escaping the chains of tyranny, which lie at her feet. Held aloft in her right hand is a flaming torch, representing liberty. Her left hand grasps a tablet on which is inscribed in roman numerals, the date the United States declared its independence, "July 4, 1776." She wears flowing robes, and the seven rays of her spiked crown that jets out into the sky symbolize the seven seas and continents.

20. Explain to students that there is also a poem engraved at the Statue of Liberty by Emma Lazzurus. Ask a student volunteer to read the poem out loud (available via [slide 12](#) of the accompanying PPT) and discuss as a class:

- What message is the poet trying to convey?
- Who is the statue welcoming according to the poem and why?
- Is this message still valid in America today? Why or why not? If not, what changed and why, in your opinion? If yes, what evidence can you note that proves it is still a valid message here in America?
- How does the concept of the American Dream connect to Lazzurus's poem and the Statue of Liberty?
- What values are implicit in the concept of an "American Dream?" (i.e. justice, liberty, fairness, democracy, equality, hard work, opportunity for all, etc.)
- What role do stereotypes and myths regarding immigrants, such as those we discussed earlier, play regarding immigrants' access to the American Dream?
- What positive impacts do you think immigrants – from those in your own family lineage to the Asian Indian immigrants you met in the film – have on North Carolina and the nation as they go after the American Dream?

A New Design for the American Dream

21. As a culminating activity, students will create a new or updated Statue of Liberty – meaning, a design that addresses immigration, the concepts of America as a "Nation of Immigrants" and the "American Dream," and the related topics discussed in class. Provide students with the attached assignment sheet (which teachers should edit to suit their own learning outcomes) and go over the requirements in detail. The assignment is currently written so that students focus on immigration in general. Teachers can edit the assignment, however, to have students specifically design something more specific, such as a monument that addresses Asian Indian immigration in North Carolina, or they can have students create designs for various immigrant groups (i.e., teachers could provide a list of the top countries of origin for North Carolina immigrants, with students researching an assigned group and tailoring their design to that particular group, or they could tailor the design for their own immigrant ancestors – i.e., what do you wish could have greeted them?) While the assignment currently calls for students to design their work on paper, teachers might also choose to have students turn in 3-D and/or multimedia projects instead.

22. On the day final projects are due, have students display their work around the room and conduct a gallery walk. Students should browse all of the designs while taking notes. (This can be as simple as filling out a chart with two columns: “What I liked” and “What I learned”.) Teachers can also split the class in half, with half of the artists standing in front of their work and discussing it with students as they visit, then switching so that the other half of the class discusses their work while students visit.

Name: _____

Reasons for Immigrating & Difficulties Experienced



1. Read 3-4 accounts from "My Immigration Story" at myimmigrationstory.com, which will share the story of US immigrants from all over the world in their own words. Fill out the left-hand column of the chart below with the various reasons for immigration and experiences of immigrating that you learn about.
2. Watch the following three clips from Remarkable Journey and fill out the right-hand side of the chart with what you learn about the Asian Indian immigration experience in particular:

Reasons for Immigration - 5:40 to 8:10 | America's Opportunity - 13:02 to 15:00 | History of India & How it Propelled Immigration - 15:02 to 16:33

Reasons for Immigration My Immigration Story - myimmigrationstory.com	Reasons for Immigration <i>Remarkable Journey</i>
Experiences of Immigrating My Immigration Story - myimmigrationstory.com	Experiences of Immigrating <i>Remarkable Journey</i>

American Dream Quotes

The story of my father – the story of other immigrants – is the American story. The core values that I have as an Indian American are American values: hard work, determination, persistence, being judged by the content of your character.

~Steve Rao, *Remarkable Journey*

I look forward confidently to the day when all who work for a living will be one with no thought to their separateness as Negroes, Jews, Italians or any other distinctions. This will be the day when we bring into full realization the American dream -- a dream yet unfulfilled. A dream of equality of opportunity, of privilege and property widely distributed; a dream of a land where men will not take necessities from the many to give luxuries to the few; a dream of a land where men will not argue that the color of a man's skin determines

~Dr. Martin Luther King, Jr.

We believe that what matters most is not narrow appeals masquerading as values, but the shared values that show the true face of America; not narrow values that divide us, but the shared values that unite us: family, faith, hard work, opportunity and responsibility for all, so that every child, every adult, every parent, every worker in America has an equal shot at living up to their God-given potential. That is the American dream and the American value.

~Senator John Kerry

America is the sum of our dreams. And what binds us together, what makes us one American family, is that we stand up and fight for each other's dreams, that we reaffirm that fundamental belief - I am my brother's keeper, I am my sister's keeper - through our politics, our policies, and in our daily lives.

~President Barack Obama

Being an American is so much more than just having citizenship. It's that beat in your heart to be free, to be your own man, to have control over your own destiny. America has always been an idea. It has nothing to do with papers, documents, or immigration laws. It has a lot to do with ideals and dreams.

~Paul Cuadros

The American Dream is "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is a difficult dream for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position."

~James Truslow Adams, *The Epic of America*, 1931.

Name: _____

A New Design for the American Dream



The “**Statue of Liberty Enlightening the World**” was dedicated in 1886, and is generally revered as a universal symbol of freedom and democracy. It was strategically placed in the New York harbor, adjacent to Ellis Island where over 12 million immigrant steamship passengers arrived. As immigrants throughout history arrived at Ellis Island from around the world, the Statue was often one of their first glimpses of the United States, announcing that their journey to the “land of the free” was complete and their American Dream was closer to becoming reality.

Considering that the Statue of Liberty was dedicated in 1886, and considering all of the historical developments in immigration since then, your challenge is to create a **new design that addresses immigration, the concepts of America as a “Nation of Immigrants” and the “American Dream,” as well as the related concepts we have discussed in class.** Your design can be in any format you choose (i.e., a statue, a monument, a plaque, etc.) and can be located anywhere in America you think it would be best positioned. Your design can be designed with any particular group of immigrants in mind (for instance, you might design something to be placed in North Carolina that honors the contributions of Asian Indians to the state) or can be thematically general.

1. Brainstorm ideas for your design and consider:

- What is most important for people to know about immigration and the American Dream?
- What do you think people should know about immigrants (in general, or a particular group of immigrants, such as Asian Indians, in particular)? For instance, your design could focus on contributions, challenges faced, misconceptions, obstacles overcome, etc.

2. You may use any creative medium you choose for your design. The monument can be literal or abstract, simple or complex. Examples may include (but are NOT limited to):

- art work
- mural(s)
- statues
- plaques, written descriptions, quotes, or other text displayed in some way
- structures or buildings
- symbolic or abstract shapes
- inclusion of music or voice over’s (i.e. you push a button and narration plays)
- performance art that takes place live at the monument on a particular schedule,
- a television screen that plays a particular performance clip or narration
- PICTURE YOUR OWN CREATIVE IDEAS HERE!

3. Once you have thought through your idea, you will create a detailed sketch of your final design that shows what it will look like when finished and installed in its final location. Your sketch can contain labels, in which you point to certain aspects of the drawing and use text to describe additional details that may not be clear in the visual.

4. You must also turn in a paragraph in which you provide an overview of your design, an “artist’s statement”. Describe what it represents as well as explain why you made the design choices you made. You will share your work with classmates on the due date.

DUE DATE: _____