

**Carolina del Norte:
Talkin' About Immigration & Linguistic Diversity
in North Carolina**



Overview

In this lesson, students will explore the concept of diversity and why having diversity in cultures, races, languages, opinions, etc., is actually an advantage to any group. With this foundation, students will then explore issues surrounding language diversity and immigration by reading excerpts and engaging with audio and video clips from the interactive book, *Talkin' Tar Heel: How Our Voices Tell the Story of North Carolina*. This lesson culminates with an activity where students create their own interactive video for *Talkin' Tar Heel*.

NC Essential Standards for 8th Grade History

- 8.H.3.1: Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times
- 8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
- 8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.
- 8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States
- 8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States

NC Essential Standards for American History II

- AH2.H.3.2: Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction
- AH2.H.3.3: Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups
- AH2.H.3.4: Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response
- AH2.H.8.3: Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction

Essential Questions

- What is diversity? Is a society, country, or state enriched or harmed by diversity?
- What are the impacts of immigration on language diversity?
- Why do people immigrate to the US and to North Carolina?
- What are some historical parallels between immigrants in the past and today?
- What is the “English Only” movement?
- What is the ultimate fate of the English language in the United States?

Duration

While lesson lengths will vary based on each classroom's level of discussion and use of optional activities, this lesson should be completed in 1-2 class periods.

Preparation

- All of the *Talkin' Tar Heel* links referenced throughout this lesson can be utilized using a smartphone. If choosing the smartphone option, download (and/or ask students to download) any free "QR Code Reader" app. Google "QR code reader" for the most up-to-date versions of the various free apps.
 - For more ideas relating to QR codes, visit <http://www.schrockguide.net/qr-codes-in-the-classroom.html>
 - If using the smartphone option, students should be reminded or prepped on appropriate use of smartphones in the classroom. Remind students that while in class, their phones are to be used as a research tool and not for socialization. Let students know upfront that abusing the trust put in them to utilize their phone responsibly will result in the inability to have their phones in class.
 - Certain students may not have access to a smartphone (for economic or other reasons.) Teachers should know if any students do not have a smartphone prior to implementing the lesson and have a considerate plan for sharing or providing alternate technology for such students.
- Students should have an understanding of the history of immigration in North America. See the Constitutional Rights Foundation's "History of Immigration to 1850" and "History of Immigration to Present," available for free to teachers who register at <http://crfimmigrationed.org/index.php/lessons-for-teachers>.
- Students who are immigrants themselves will likely be part of your class demographics. It is important that teachers ensure these students feel respected and safe as this topic is broached in the classroom. Also, since immigration can be a controversial issue, it is important to set clear and firm expectations about respectful communication and tolerance in the classroom before discussing this topic. See the Carolina K-12's classroom management and character education activities for establishing a community where controversial topics can be safely addressed. (Available in the Database of K-12 Resources in the "Activities" section, or contact CarolinaK12@unc.edu for recommendations.)
- Optional Resources:
 - For additional lessons dealing with immigration in North Carolina, teachers can use the Carolina K-12's "Learning About Immigration in North Carolina with *A Home on the Field*"
 - Lesson Plan: <http://civics.sites.unc.edu/files/2012/05/AHomeontheField.pdf>
 - Accompanying PPT: <http://civics.sites.unc.edu/files/2012/05/HomeontheFieldPPT.pdf>
 - For teachers interested in exploring North Carolina linguistics further, a multimedia dialect awareness curriculum, *Voices of North Carolina*, is available for free. Download the curriculum at http://www.ncsu.edu/linguistics/research_dialecteducation.php

Materials

- PowerPoint accompaniment, "Carolina del Norte: Talkin' Immigration and Language Diversity", available in the Database of K-12 Resources
 - 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, contact CarolinaK12@unc.edu
- Optional Reading Group Roles, attached (p. 13-14)
- Excerpts from *Talkin' Tar Heel: How Our Voices Tell the Story of North Carolina*, by Walt Wolfram & Jeffrey Reaser
 - "Interview with Franco Garcia" (p. 15)
 - "Talkin' Tar Heel Reading A" (p. 16-17)
 - "Talkin' Tar Heel Reading B" (p. 18-19)

- For information on purchasing the book *Talkin' Tar Heel: How Our Voices Tell the Story of North Carolina*, as well as numerous audio and video features, go to <http://www.talkintarheel.com/>
- “Create-a-Clip” handout, attached (p. 20-21)
- “Create-a-Clip Notes Sheet” handout, attached (p. 21)
- Laptops/smartphones/tablets with Internet access or reserve time in computer lab (optional, but encouraged)
- Textbooks, books, fact sheets, etc. that examine immigration. Suggestions are listed throughout lesson plan.

Procedure

Warm Up: Diversity in North Carolina

1. As a warm-up, discuss the following questions with students. Record their responses on the board or a piece of chart paper.
 - What words would you use to describe North Carolina?
 - What are some things you like about living in North Carolina?
 - What are some things you don't like about living in North Carolina?
 - How did you come to live in North Carolina? (Were you born here? Moved from another state? Moved from another country?)
 - If you traced your ancestry, do you know how many generations back your family has lived in North Carolina, or the United States?

2. After you have compiled a list of student responses, ask them to compare the responses.
 - What similarities did you hear among the answers given? What differences did you hear?
 - Why do you think all of the answers aren't the same?
 - Would it be a good or a bad thing if all the answers were the same? Why or why not?
 - What words would you use to describe this list?
 - In what ways is North Carolina a diverse state? Ensure students consider aspects such as:
 - Geographic diversity – mountains, Piedmont, beaches
 - Racial diversity
 - Cultural diversity
 - Biodiversity
 - Culinary diversity – Tomato based BBQ in the west, vinegar based in the east.
 - Linguistic diversity – regional dialects; English, Spanish, Hmong, Vietnamese, Arabic, Chinese, etc.
 - Why is diversity important? In what ways can diversity help or be a positive for a state (or city, country, etc.)?
 - In what ways do people struggle with diversity? Are there additional ways that North Carolina, in particular, struggles with diversity?

Linguistic Diversity in North Carolina

3. If students mentioned language or linguistic diversity during the previous discussion, draw students' attention back to that answer. If not, write “linguistic diversity” on the board and ask them to consider the phrase. Discuss:
 - What do you think linguistic diversity means?
 - What do you know about linguistic diversity in North Carolina?
 - Do you think linguistic diversity only applies to speaking different languages (e.g., English, Spanish, etc.) or can it also apply to different dialects?
 - Does everyone speak the same in North Carolina?
 - What might account for some of the differences in the way people speak?

4. Next, move to slide 2 of the PowerPoint. Provide students with a minute to view the pie chart of various spoken languages in North Carolina. Discuss:
- What's the first thing you notice about this chart? Does anything from the chart surprise you?
 - What is the most widely spoken non-English language in North Carolina? (Make sure students understand that this chart is illustrating the breakdown of non-English speakers in North Carolina. It does not visually represent the fact that almost 90% of North Carolina residents speak English.)
 - What does this chart tell you about linguistic diversity in North Carolina?
 - What does this chart tell you about immigration or migration to North Carolina?
 - What can this chart tell you about North Carolina's population?
 - What's the official language of the United States?
 - Let students know that the US doesn't have an official language and that they will be coming back to this topic later.
 - While English is the most prominent language spoken in the United States, was it the first language spoken on this land? Explain.
 - Remind students that the land that became the United States was home to numerous Indigenous Peoples/American Indians, who spoke a wide variety of languages. As their culture was disrupted by conquistadors and explorers, other languages took root. It is interesting to note that many Spanish explorers (including Columbus's infamous voyage of 1492) brought Spanish to the Americas, not English. For related content, see the Carolina K-12's lesson plan "Talkin' Tar Heel: Revitalization of the Cherokee Language," available in the Database of K-12 Resources.
- Teacher note regarding the pie chart:
- Several languages noted on the pie chart may be unknown to students. Tagalog is a language native to Philippines and it's also referred to as Filipino. Gujarati is a language native to Western India. Hmong is a language spoken by the Hmong ethnic group from China, Vietnam, Laos, and Thailand.
5. Tell students that one of the major reasons for linguistic diversity in North Carolina is due to immigration. Since 2000, the Latino/a share of North Carolina's population has grown from 4.7% to 8.8% and the Asian share of the population has gone from 1.4% to 2.4%. (Note: These numbers were current as of 2015, but are constantly changing. Teachers should consult the most recent percentages when implementing this lesson.) Explain that the class will be focusing on Spanish-speaking immigrants because they make up the largest immigrant group in the United States and Spanish is the second most widely spoken language in North Carolina. (**Source:** American Immigration Council: <https://www.americanimmigrationcouncil.org>)
6. Next, inform students that they will view a few statements and 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 project each statement. Encourage students to follow their own thoughts and opinions rather than answering in accordance with their friends. Once students have responded, ask them to remember their answer because the class will be returning to this activity at the end of class.
- Project slide 3: "Spanish is new in the United States."
 - Project slide 4: "Spanish is a threat to English."
 - Project slide 5: "People who sound like they have a 'Spanish Accent' are Spanish-speakers who have not yet mastered English."
- Remind students to remember their answers for when they return to the activity later.

Talkin' Tar Heel: How Our Voices Tell the Story of North Carolina

7. Next, inform students that they will be learning more about linguistic diversity in North Carolina by studying some of the causes – immigration and migration. To help with their study, they're going to be

reading excerpts and listening to interviews from an interactive book titled, *Talkin' Tar Heel: How Our Voices Tell the Story of North Carolina*.

8. Before listening or reading to the first interview, remind students that no immigrant or migrant's experience is exactly the same and that people migrate to North Carolina for a variety of reasons. Some of those reasons are described as "push factors" or factors that force them to leave their native countries and "pull factors" or factors that attract them to the United States. Remind students that these "push" and "pull" factors can also apply to people who migrate or move around the United States.
9. Since some of the interview clips may be difficult for some students to understand, provide each student with a copy of the attached "Interview with Franco Garcia" handout. Teachers can choose one of the following options for the next activity:
 - **If no Internet access is available:** Read the interview excerpts aloud as a class or in small groups and discuss the questions below.
 - **Whole Class Listening (recommended):** Cue up the following clip from the *Talkin' Tar Heel* website, listen to the clip as a whole class, and discuss the questions below at the conclusion of the two-minute clip. A link to the clip is also included on slide 6 of the PowerPoint:
<http://www.talkintarheel.com/chapter/10/audio10-1.php>
 - **Small Group/Individual Listening:** Ask students to scan the QR Code on the slide with their Smart Phone (see Preparation section) or access it via a laptop. Students should listen to the clip individually or in small groups and then discuss as a class (see questions below.)
10. After viewing, discuss:
 - Why do you think the authors chose not to use Franco's real name?
 - If he's an undocumented immigrant, he could face serious legal repercussions or deportation for using his real name.
 - Where is Franco from?
 - Mexico
 - Where does he live now?
 - Ocracoke – a small island-town in Eastern North Carolina, near Cape Hatteras in the Outer Banks.
 - Why did he come to North Carolina?
 - He was looking for work
 - Was his reason for coming to North Carolina influenced by push factors, pull factors, or both?
 - Would you risk your family, your job, and possibly your life, to move someplace new?
 - Did you have difficulty understanding Franco? Why or why not?
 - Can you identify any North Carolina influence in his speech?
 - He refers to Washington, NC, as "Little Washington." Many North Carolinians use the nickname "Little Washington" to avoid confusion with Washington D.C.
11. Tell students that Franco's story is similar to many immigrants to North Carolina. Many modern immigrants have flocked to North Carolina due to the promise of jobs – many were even recruited by businesses to work in chicken processing plants, factories, etc.; however, work isn't the only reason that people move to the United States or North Carolina.

Linguistic Diversity, Immigration, and Controversy

12. Next, ask students to quietly brainstorm some stereotypes about immigrants. Once students have had a few minutes to brainstorm, solicit responses from the class and record them on the board or on a piece of chart paper. Once students shared all of their thoughts, remind them of the importance of remembering that throughout the debates (dealt with in newspapers, on TV, in the government, in schools, etc.) it's

important to remember that there are individual human beings' futures being decided. Highlight the responses related to linguistic diversity (e.g., "They refuse to speak English," "I shouldn't have to speak Spanish or Chinese," etc.). Discuss the following questions:

- Where do stereotypes about immigrants come from?
- How do you think you can counteract stereotypes about immigrants?
- At the start of the lesson, you were asked to think about how far back your ancestors' residency in North Carolina and the United States goes. Other than those who are American Indian or whose ancestors were brought here by force (i.e., slavery), most Americans are the product of immigrants who came here at some point in history seeking a better life. Why do you think there is so much debate around immigration today, even though the majority of Americans come from immigrant heritage?
- One common criticism of immigrants is that they "don't want to learn English," even though English was not always the first language spoken on this land. Based on what you know, do you think it is true that some immigrants don't want to learn English? Why or why not?
- Why do you think people get so angry when discussing controversial issues such as immigration?
- Why is it important to remain calm and professional when discussing such issues?

➤ **Teacher Note:** For more information about immigrant stereotypes, see Teaching Tolerance's "Immigration Myth" lesson: <http://www.tolerance.org/lesson/immigration-myths>

13. Explain to students that many of the stereotypes they listed about today's immigrants applied to immigrants in the past. Inform them that they're going to view political cartoons from the 19th and early 20th centuries. Move to [slides 7 - 10](#). Give students a moment to view the cartoons. Teachers can project each cartoon for the whole class to view, or can print the cartoons and have students review them in small groups (i.e., assign each group a different cartoon.) Have students either discuss the following with their groups then report out, or discuss as a class for each cartoon:

- What group or groups are represented in this cartoon?
- Can you identify any symbols or images that tell you what this cartoon is about?
- How are immigrants portrayed in this cartoon?
- How is the US portrayed? How are Americans portrayed?
- Do you think the cartoon's predictions turned out to be true? Why or why not?

➤ Further information about each cartoon is below:

- Slide 7: "The Great Fear of the Period": This cartoon was published in San Francisco between 1860 and 1869 by White & Bauer a political cartoon publisher, created mainly for the English Americans who feared their jobs being replaced by immigrants. The stereotypes are severe in this cartoon, showing the Irish man with a pipe, cloth sack, and frumpy hat and tailcoat, and the Chinese man with his traditional small feet and shoes, stiff upright braided hair (exaggerated upright so audience could see the hair), and traditional Chinese clothes and hat. In scene two, the Chinese man and Irish man have all but devoured Uncle Sam completely, showing that as more immigrants come to the United States, more of America is being destroyed. The last panel conveys the Chinese man having devoured *all* of Uncle Sam and is even devouring the Irish man, wearing his garb. White & Bauer tried to convey Chinese as the dominant immigrant in California in the late 1860s, even replacing the Irish in jobs. Even though it is hard to make out, scene three's background's landscape are railroads. By stating "THE PROBLEM SOLVED" at the bottom of the cartoon, White & Bauer conveyed that yes, these immigrants were consuming America from its English descent, but they were also necessary, and Chinese immigrants contributed and were the most effective at doing their job efficiently in California and in West America. (Source: <https://apus-06-07.wikispaces.com/political+cartoons+--+gilded+age>)
- Slide 8: "The Mortar of Assimilation and the One Element that Won't Mix": "The one unmixable element in the national pot was the Irish. A female U.S. figure stirs various stereotypes of different

nationalities into the American melting pot, in "The Mortar of Assimilation," Published in 1889. (Source: http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=4)

- Slide 9: "The Quicker and Harder, the Better": "Fearing the influx of radicals and anarchists, the U.S. passed two major laws, first in 1921 to establish a quota system for all immigrants into the United States, and then in 1924 to use the quota system to limit the immigration of people from countries where anarchism and communism was more prevalent." (Sources: <http://tinyurl.com/p8hj5cb>; <http://tinyurl.com/obnthk5>)
- Slide 10: "The shadows of immigrant origins loom over restrictionist American plutocrats. Hypocrisy over immigration." Published in 1893. (Source: <https://www.sutori.com/item/727127>)

Immigration and Controversy

14. Tell students they are going to read a short excerpt from Chapter 10 of *Talkin' Tar Heel*, which addresses some of the issues surrounding immigration and linguistic diversity. Teachers can choose one of the following options for this activity:
 - Option A (Pairs): Provide half the class with the attached "*Talkin' Tar Heel Reading A*" and the other half of the class with "*Talkin' Tar Heel Reading B*." Give students 10 – 15 minutes to read their assigned excerpt and answer the attached questions. After the allotted time, instruct students to pair up with someone who did not read the same excerpt. Once students are paired up, give each pair 5 – 10 minutes to summarize what they learned.
 - Option B (Small Groups): Divide students into groups of five and provide each student in the group with one of the attached Reading Group Roles. After assigning roles, provide half the groups with "*Talkin Tar Heel Reading A*" and the other half of the groups with "*Talkin' Tar Heel Reading B*." Provide groups with 10-15 minutes to read and discuss their assigned excerpt. After the allotted time, instruct groups to pair up with another group who did not read the same excerpt. Once groups are paired up, give each pair 5 – 10 minutes to summarize what they learned.
15. After the pairs or groups have had enough time to read, discuss, and summarize, discuss the following questions as a class:
 - In what ways did these excerpts illustrate how the United States and North Carolina sometimes struggle with linguistic diversity?
 - Did anything in these excerpts surprise you?
 - Did these excerpts dispel any myths about immigrants? If so, which ones?
 - A common stereotype about all immigrants is that "they refuse to speak English?" What might be some challenges first generation immigrants face when learning English?
16. Tell students that they will review a few statements they've already seen. 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 project each statement. Encourage students to follow their own thoughts and opinions rather than answering in accordance with their friends. Once students have responded, share the following information about each slide.
 - Project slide 11: "Spanish is new in the United States."
 - False
 - The Spanish began to explore North America in 1492, and their first permanent settlement was St. Augustine, Florida, founded in 1565. The Spanish also explored much of the American Southwest and West (including Texas, New Mexico, Arizona, California, Nevada, Utah, Colorado, and Oregon), beginning as early as 1540. In fact, Santa Fe, New Mexico, was

established in 1605, two years before the first permanent English settlement at Jamestown, Virginia

- Project slide 12: “Spanish is a threat to English.”
 - False
 - Many people believe that Spanish threatens English’s role as the most prominent language in the United States. These same concerns have been around for centuries. The Founders thought that German would likely supplant English as an official language. Therefore, they determined that there should be no official language of the United States. To this day, the United States has no official language. While Spanish has certainly become more prevalent in society, researchers have observed that speakers in the second generation born in the United States speak almost exclusively English and only often have very limited if any Spanish ability.
- Project slide 13: “People who sound like they have a ‘Spanish Accent’ are Spanish-speakers who have not yet mastered English.”
 - False
 - Oftentimes, we hear people speak English with what we classify as a “Spanish Accent.” Linguists who have studied this variety of language in Arizona and California have named it Chicano English. People of Spanish-speaking descent in North Carolina seem to prefer the term Latino English to Chicano English. Regardless of the name, this language variety is a dialect of English that people of Hispanic heritage speak. It is a “full” dialect just like Appalachian English or African American English. Many speakers of Latino English do not speak much or any Spanish. They speak English as a first language but have noticeable pronunciation features – just as Appalachian English or Outer Banks English has noticeable pronunciation features.

17. At the conclusion of the statements, ask students:

- Did your answers to these statements change from the beginning of class? If they did, why?
- Can you identify any other Spanish language influence on the United States?
 - Place names (California, Colorado, Los Angeles, San Francisco, San Diego, etc.); culinary (burritos, tacos, arroz con pollo, etc.); animal names (coyote, armadillo, etc.); popular music; popular movies; etc.
- Do you think it’s fair to judge people by their accents? Would you ever think that someone with a “country” accent or “New York” accent couldn’t speak English?

Create-A-Clip for *Talkin’ Tar Heel*

18. Inform students that they’re going to watch a short video clip from *Talkin’ Tar Heel*. This clip is titled, “Latino English.” Project slide 14 and choose one of the following viewing options:

- **Whole Class Viewing (recommended):** Cue up the following clip from the *Talkin’ Tar Heel* website, listen to the clip as a whole class, and discuss the questions below at the conclusion of the two-minute clip. A link to the clip is also included on slide 14 of the PowerPoint:
<http://www.talkintarheel.com/chapter/10/video10-4.php>
- **Small Group/Individual Listening:** Ask students to scan the QR Code on the slide with their Smart Phone (see Preparation section) or access it via a laptop. Students should listen to the clip individually or in small groups and then discuss as a class (see questions below.)

19. At the conclusion of the clip, discuss:

- What’s happening to the accents of some immigrants who have lived in North Carolina for a while?
- According to Professor Wolfram, what are some of the reasons that some immigrants are adopting a more Southern accent while others don’t?
 - Influences include, who they associate with, where they live in North Carolina, personal choice when shaping a new identity, etc.

20. Next, divide students into groups of 4 or 5 and provide each group with a copy of the attached, “Create-a-Clip” handout. Inform students that the publishers of *Talkin’ Tar Heel* want to include more interactive content in the next edition of the book, so the students are being asked to create a short video clip (like the one they just watched) that explains a different aspect about immigration and/or language diversity. Provide groups with one of the following topics. Depending on class size not all topics will be addressed. Teachers should choose which they feel are most important:

- Busting Stereotypes about Immigrants
- The English-Only Movement
- Asian Immigration to NC
- African Immigration to NC
- Latino/a Immigration to NC
- Why Do People Move to NC?
- Language Diversity in North Carolina
- Language and Identity

Alternately, teachers can choose their own topics for students to research.

21. Review the instructions as a class and answer any questions about the project. Provide students with a due date. Teachers should use their discretion on how much class time to provide to complete the project. Before allowing groups to start working, remind students that their videos should be respectful of other people, cultures, languages, etc. The point of these videos is to educate people, not to mock a particular group or individual.

22. On the day students are supposed to present their final video clips, distribute the attached “Create-a-Clip Notes Sheet” and instruct students to complete it while they’re watching their classmates’ performances. (Alternately, to save paper, teachers could instruct students to create their own sheet using notebook paper). Review the appropriate audience expectations and behaviors (no talking, save questions until the end, clap at the conclusion of each clip, etc.) before selecting a group to start the presentations.

23. At the conclusion of each clip, encourage the class to clap for their classmates and then provide a few minutes for student Q&A. If there are no questions, select the next group. Continue until all groups are finished.

➤ **Teacher note:** If students are allowed to use smartphones in the class, place a student in charge of using the smartphone or tablet to record each group’s presentation. Teachers can then post the clips to the class website, Facebook page, etc. so they can be accessed for future viewing or review.

24. At the conclusion of the presentations, debrief by discussing the following questions:

- A famous motto of the United States is “*E pluribus unum*,” which means, “out of many, one.” What’s the first thing you notice about this motto?
- Project [slide 15](#) and read the quote to the class: “He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither...” What famous founding document is this quote from?
 - *The Declaration of Independence*
- What complaint do the Founders have against King George?
 - *He’s restricting immigration to the colonies*
- Keeping this famous motto and the quote from the Declaration of Independence in mind, why do you think people in the US have historically “feared” immigrants?
- What part might language play into this fear?
- Do you think the English Only movement will ever be successful in convincing Congress to pass a law that makes English the official language in the United States? Why or why not?

- Do you think North Carolina is a better place because of its diversity, language or otherwise? Why or why not?

Optional Activities

Reasons for Immigration and Migration Think-Pair-Share

25. Direct students to create a t-chart for “push factors” and “pull factors” like the one below:

Push Factors for Immigration	Pull Factors for Immigration

Inform students that they have 3-5 minutes to quietly and individually brainstorm a list various “push” and “pull” factors for immigration. To get students started, tell them that they can draw on their own family history (e.g., “My great-great-grandparents left Ireland in the 1800s because of a potato famine”) or personal experiences (e.g., “My family moved here from California because my mom got a job in Raleigh.”)

26. Once students have completed their lists, pair them up and inform them that they have five minutes to compare and discuss their lists. Use the following questions to help guide the discussion:
- Why do you think people leave their home country, sometimes in the face of a hazardous journey, to come to the United States?
 - North Carolina has experienced a population boom in the last 20+ years. Why do you think so many people want to move here?
 - Why did your family/ancestors come to the United States?
 - Why did your family/ancestors settle in North Carolina?
 - Do you ever want to leave North Carolina? If so, why?

After students have had ample time to discuss the questions and/or compare their lists, create a large push/pull t-chart on the board or on a piece of chart paper and ask pairs to share their responses. Answers can include, but aren’t limited to, the following:

Push Factors for Immigration	Pull Factors for Immigration
<ul style="list-style-type: none"> • Violence, war, high crime rate • Lack of services (poor schools, poor medical care, etc.) • Lack of jobs or economic opportunity • Natural disasters (famine, hurricanes, flooding, etc.) • Religious, cultural, ethnic, racial persecution • Unhappy life, lack of social connections, lack of family support • Overpopulation 	<ul style="list-style-type: none"> • More jobs, higher wages • Better living conditions • Safety and security • Better education, medical care, transportation, quality of life • Family/friend connections • “American Dream” • Religious freedom • Better weather • More and better farmland

27. After the class has constructed a list, discuss the following questions:
- Did constructing this list help you to better understand why people move to North Carolina?
 - What are some stereotypes about immigrants? Did this list help to dispel any of them?

Optional Reading Group Roles

Facilitator

Your job is to lead the discussion on the reading assigned to your group. Make sure each of the discussion questions for your reading is discussed and ensure that every voice is heard (including your own.) Make sure the group stays focused on the task assigned.

While ensuring everyone else participates in the discussion, you should also provide your thoughts. Make sure you listen to your other group members and add on to their ideas whenever possible. Pose any of your own questions that come to mind as well.

Recorder

Your job is to take notes during the discussion your group has regarding the reading assigned to you. Make sure you write down a final answer to each discussion question. You will assist the Presenter in preparing his/her notes for the summary he/she provides to the other groups as well.

You should also participate in the discussion by providing your thoughts to the questions posed regarding the reading assigned to your group. Make sure you listen to your other group members and add on to their ideas whenever possible. Pose any of your own questions that come to mind as well.

Task Manager

Your job is to monitor the time as your group works and to provide time warnings (i.e., “10 minutes left,” “5 minutes left,” etc.) to your group. Make sure that your group equally divides its time among the questions and tasks, while ensuring all aspects of the assignment are completed before time is up. If any supplies are needed, you are responsible for getting them and ensuring they are returned. Also, assist the Facilitator in ensuring everyone in the group participates and stays on track.

You should also participate in the discussion by providing your thoughts to the questions posed regarding the reading assigned to your group. Make sure you listen to your other group members and add on to their ideas whenever possible. Pose any of your own questions that come to mind as well.

Presenter

Your job is to summarize your group’s discussion for the remainder of class once time is up. Make sure you do this in a way that teaches the other groups about the reading assigned to your group. Be prepared to speak in a clear, concise manner. The Recorder can help you in preparing and writing the summary to be presented.

You should also participate in the discussion by providing your thoughts to the questions posed regarding the reading assigned to your group. Make sure you listen to your other group members and add on to their ideas whenever possible. Pose any of your own questions that come to mind as well.

Q & A-er

Your job is to keep track of any questions that your group members pose throughout the discussion. Whenever possible, assist in finding the answers to these questions. (For example, you may need to look up a word in the dictionary, or consult your textbook for further information on a topic.) If the group needs the teacher's assistance, you are responsible for communicating the group's questions or needs to the teacher. Also, after the Presenter summarizes your group's reading and discussion with the remainder of class, you are responsible for answering any clarifying questions other groups may have of your group.

You should also participate in the discussion by providing your thoughts to the questions posed regarding the reading assigned to your group. Make sure you listen to your other group members and add on to their ideas whenever possible. Pose any of your own questions that come to mind as well.

[Interviewer]: Tell me a little about how you ended up in Ocracoke, where you came from, how you got here and so forth.

[Franco Garcia (pseudonym)]: Well, I come from Mexico and I'm coming here find, looking for a job, you know what I'm saying? Well, I'm working first in Germantown, yeah, in one plant open oyster. I don't like this work, you know and I'm coming to Little Washington. Somebody going to Little Washington and I tell him, "Man, where you from?"

He say, "From Ocracoke."

"Oh, you see job over there? Man, give me one favor. Give me ride to Ocracoke."

He said, "Okay I give you ride, but I don't give you my house."

"Hey man, you just put me in Ocracoke and I'm survival, ok?"

"All right," he say, the guy.

He give me the ride to here, to Ocracoke. My first night I'm sleeping in bushes, yeah, in the bushes. Yeah, it's fine. In 2000 I coming here, I think so, in March, something like that. I'm working, well, I'm listen, know somebody, the guy needed people, you know, for work, you know, for packing fish, and I'm see him and he told me yeah, "I give you job," pero he told me, "I no give you place for sleep, you know?" I don't care. I'm thinking I don't care, I'm gonna sleep in the bushes, maybe two weeks. I like it, for me it's no problem. When you, when you coming from Mexico, you know, when you say by to your family, you ready for everything, you know. Maybe die, survive, or whatever. No sé. Now I no good but I'm stay okay, and I got a job, I got a friend in Ocracoke, yeah, it's good, I think so for me.

Discussion Questions:

- Why do you think the authors chose not to use Franco's real name?
- Where is Franco from?
- Where does he live now?
- Why did he come to North Carolina?
- Was his reason for coming to North Carolina influenced by push factors, pull factors, or both?
- Would you risk your family, your job, and possibly your life, to move someplace new?
- Did you have difficulty understanding Franco?
- Would you describe Franco as fluent in English? Why or why not?
- Can you spot any North Carolina influence in his speech?

[Franco Garcia's] story is not unlike those told by immigrants who came from Europe during the early twentieth century in waves that far exceeded the recent Latino/a immigrants in terms of population percentage. In 1992, when we first started our dialect research on Ocracoke, there was not a single Latino/a on the island; in 2000, when Franco Garcia arrived, Latino/as were less than 2 percent of the island's 800 residents. Today, approximately 20 percent of the student population in Ocracoke School is Latino/a. Spanish is heard daily among Latino workers in motels and restaurants, and it is routinely taught in schools. There are also classes in English as a second language (ESL) and programs for Spanish speakers and English speakers to learn language from each other. Many native islanders who employ or work with Spanish speakers know at least a few useful phrases that they use in instruction related to work or in limited social interaction. Ocracoke offers jobs in the service industry, mostly manual labor in motels, restaurants, and local shops. And there are now probably as many Latinos in the school as there are students who come from long-standing Ocracoke families, a transformation that was totally unanticipated a couple of decades ago.

There are similar – and even more-dramatic – community transformations that have taken place in other small towns in North Carolina. Siler City, where the mix of black and white populations has not changed since the Reconstruction era, is one such community. In the 1990s, Latinos were drawn to the town by jobs in the chicken slaughterhouses and the textile mills. The initial trickle of immigrants turned in to a flood of approximately 4,000 new residents since the 1990s, making Latinos the largest ethnic group and approximately half of the 8,000 residents now living in Siler City. The makeover is apparent in the Spanish-speaking churches, restaurants, and stores – and in the echoes of the Spanish heard just about everywhere in town now, as well as on a couple of Spanish-language radio stations.

Schools, churches, and other agencies have implemented English as a Second Language (ESL) programs for students and adult learners. Some of the immigrants came directly from Mexico and Central America, but others came from other areas of the United States, including Texas and California, to settle in towns in the mid-Atlantic and southeastern United States, where permanent immigration by Spanish-speaking people was formerly rare. Wilfredo Hernandez moved to Siler City from California with his wife and two children at the urging of a cousin. In a newspaper article in the *Miami Herald* titled "Hispanic Wave Forever Alters Small Town in North Carolina," Hernandez offered one of his main reasons for relocating: "I could never dream of buying my own place in Los Angeles," said Hernandez, 35, a native of El Salvador who builds trailer homes by day and on weekends helps his growing Hispanic Baptist congregation erect a sleek new church building. "After three years here, I saved enough to buy a mobile home... I'm really happy."

The description of immigration to small, rural areas further emphasize that the dispersion of Latinos is not simply an urban phenomenon. Reflecting a broader national trend, Latinos are now settling in the rural regions in North Carolina while also continuing to settle in urban areas such as Charlotte, High Point, Greensboro, Durham, and Raleigh. The influx of Latinos has been felt from the fishing and tourist industry on the coast to the Christmas-tree farms in the hills and mountains of North Carolina. As farmer Blan Bottomly from Sparta reported in a news story about the flow of Latinos into rural North Carolina: "If it weren't for the Hispanic people, I couldn't farm, couldn't do nothing." [...]

Rural Latino/as typically recount their stories in heavily accented English, portraying the language challenge for Latinos who must accommodate to a culture in which English is usually the only language used for communication. There are barriers to learning English, especially in rural areas, from the lack of available ESL classes to busy work schedules that offer little time for studying. Unless they come from another part of the United States, most Latino/as come to North Carolina speaking a very limited amount of English. In fact, because the rapid increase of the Latino/a population in North Carolina is so recent, North Carolina currently has the highest percentage of Spanish-only speaking speakers of any state. That will naturally change as more Latino/a children are born in North Carolina and the use of Spanish follows the natural path of decline for languages other than English in the United States. The pattern of language recession or disappearance has been repeated hundreds of times in the history of the United States and will no doubt apply to Spanish in North Carolina.

Over the decade that we have known Franco Garcia, his English has improved, but no one would consider him highly fluent in English. Speaking English remains a struggle, but he uses his current knowledge and learns English words and phrases that even include a few words unique to the Outer Banks. The use of Spanish and the emerging English of Spanish speakers in North Carolina is, of course, one of the unfolding language stories of the state.

Discussion Questions:

- Why do you think immigration is such a controversial issue in the United States?
- Why did Wilfredo Hernandez move to Siler City?
- Why are many immigrants moving to rural areas in North Carolina?
- One common criticism of immigrants is that they “refuse to learn English.” What are some challenges to learning English? How long do you think it takes to learn a language?
- Do you think the number of Spanish speakers in North Carolina will decline? Why or why not?
- Why do you think some North Carolinians support immigrants moving to North Carolina, while others oppose it?
- Does this excerpt help dispel any stereotypes about immigrants? If so, which ones?

Excerpt edited for content and length by the NC Civic Education Carolina K-12 from *Talkin’ Tar Heel: How Our Voices Tell the Story of North Carolina*, pp. 245 – 249.

Talkin' Tar Heel Reading B

Most people are surprised to learn that the United States does not have an official or national language. Many nations have one or more official languages, meaning that the affairs of government are conducted in these languages. In the United States, Hawaii has passed a state law making Hawaiian and English official languages, New Mexico has law providing for the use of both Spanish and English, and Louisiana has laws providing for the use of French and English. But the US has never passed any legislation as a nation on an official language or languages, though there is little doubt that English is the *de facto* national language.

Attempts to legislate English as the official language of the US are not new, and many attempts have been undertaken to add an amendment to the constitution making English the official language. In all cases, movements to make English the official language are a reaction to a wave of non-English speaking immigrants. In the early 1900s, in reaction to a large number of immigrants from southern and eastern Europe (Italy, Poland, Russia, etc.), there was a movement to make English the official language of the US. In 1920 the state of Nebraska, motivated by anti-German feelings at the time, adopted a constitutional amendment declaring English as the official state language. By 1923, thirty-four states had laws that declared English as the language of school instruction, but the movement lost steam as the number of immigrants decreased and the children of immigrants adopted English as their primary language.

During the 1980s, there was renewed interest in the Official English Movement. This movement was a reaction to the large number of Latino/a and Asian immigrants who were moving to the United States for economic and political reasons. In 1981 Senator S.I. Hayakawa, a Canadian-born academic-turned-politician, introduced a constitutional amendment to make English the official language. The amendment was ratified by twenty-eight states, falling short of the thirty-eight states needed to amend the Constitution. As the movement gained steam, North Carolina, without much fanfare, voted to ratify the amendment in 1987. In the last decade, several towns in North Carolina, including Mint Hill and Landis, proposed English-only ordinances that would recognize English as the language for use in local government affairs. It passed in Landis in 2007. These kinds of acts seem to be a symbolic response to immigrant groups because there are other laws that protect the right to translation services in legal and other proceedings.

The reason for the English-only amendment seems fairly straightforward: it is intended to unify the nation under a common language. This idea is not new, in fact, it has been around for well over a century. In 1907, US president Theodore Roosevelt wrote in his memorial, "We have room but for one language in this country, and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house." English is presented as the common, unifying language of the US and an empowering economic and social tool for immigrants.

On first glance, an amendment to make English the official language of the US seems like a simple affirmation of English as the primary language in the US, but the proposal has turned out to be highly controversial, particularly in regions where other languages are used in everyday conversation. Historically, the unity of the United States has rested on overarching political and social ideals, not language unity. Furthermore, the amendment assumes that the status of English is threatened by other languages. In fact, historically, the opposite is true. In chapter 8, we discussed the brutal cultural and psychological effects of the government's forced assimilation programs of American Indians, which contributed to the eradication of many American Indian languages and the erasure of many cultural legacies.

Linguists have been quite resistant to the English-only movement, viewing it as a symbol of suspicion and resentment toward immigrants. They view the amendment as unnecessary and redundant. As linguist Dr. Geoffrey Pullum writes: “Making English the official language of the United States of America is about as urgently called for making hotdogs the official food of baseball.”

Though it is sometimes imagined that there is adamant resistance to learning English, we are still looking for our first Spanish-heritage speaker who actually refuses to try to learn or speak English. In fact, there is a well-documented pattern of language shift found in study after study in which experts in demography and population studies “have consistently found a shift to English by the second or third generations among Spanish-speaking and other immigrant groups in the United States.” The first generation comes to the United States speaking a language other than English, the second generation is bilingual, and the third generation is dominant in English and, in most cases, monolingual unless there are direct strategies to maintain bilingualism.

Children of Spanish-speaking parents born in the United States use more and more English as they mature, and our interactions and interviews with the Spanish-speaking community in North Carolina lead us to predict that the next generation of Spanish-heritage residents in North Carolina will probably only speak English themselves. The prospect of linguistic assimilation to English is much more inevitable than any threat of Spanish replacing English as the dominant language in the United States.

Discussion Questions:

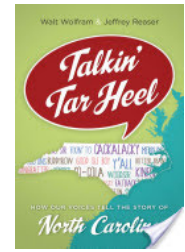
- Why do you think immigration is such a controversial issue in the US?
- After reading this excerpt, do you feel that it’s important for the US to have an official language? Why or why not?
- A common stereotype about all immigrants is that “they refuse to speak English?” What might be some challenges first generation immigrants face when learning English?
- A famous motto of the United States is “*E pluribus unum*,” which means, “out of many, one.” What’s the first thing you notice about this motto?
- Keeping this famous motto in mind, why do you think people in the US have historically “feared” immigrants?
- Is Spanish replacing English in North Carolina? Yes or no? What evidence do you have to support your conclusion?

Excerpt edited for content and length by the NC Civic Education Carolina K-12 from *Talkin’ Tar Heel: How Our Voices Tell the Story of North Carolina*, pp. 255 – 260.

Create-a-Clip for *Talkin' Tar Heel*

Name _____

Assigned topic: _____



Directions: UNC Press has selected your group to create a short video clips for the book *Talkin' Tar Heel: How Our Voices Tell the Story of North Carolina*. QR codes will be embedded throughout the book and readers will be able to access your videos using a smartphone or other device.

- 1) After your teacher assigns your group a topic, divide the following roles among your group. If there are more members than roles, multiple people can be assigned the same role.
 - **Director:** Ensures the group stays on task. Keeps track of time remaining. Assists any group mates that need help.
 - **Costume designer/prop maker:** Create props or costumes for your short video clip. Be creative!
 - **Script Writer:** Write a short script for your skit. It should be fun and entertaining, but also teach the reader /viewer about your assigned topic.
 - **Researcher(s):** Using the information you learned from *Talkin' Tar Heel*, the following websites, and other research materials provided by your teachers, each researcher should find three interesting facts that you think should be included in your video. Website recommendations by overall topic are below. Please note: groups will not need or use all of the following websites. Start your research by watching some short clips from the *Talkin' Tar Heel* website.
 - **Immigration:**
 - *Talkin' Tar Heel*: <http://www.talkintarheel.com/media.php> - scroll down to “Chapter 10: Carolina del Norte: Latino Tar Heels” to watch the various video clips
 - New Americans in North Carolina: <http://www.immigrationpolicy.org/just-facts/new-americans-north-carolina>
 - Map the Impact: <http://www.maptheimpact.org/state/north-carolina/>
 - Immigrants in North Carolina: A Fact Sheet: <http://sogpubs.unc.edu/electronicversions/pg/pgfal08/article4.pdf>
 - *NY Times*, Immigration and Emigration: <http://topics.nytimes.com/top/reference/timestopics/subjects/i/immigration-and-emigration/index.html>
 - *NY Times*, “Immigration Explorer Map”: <http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>
 - **Linguistics, Language Diversity**
 - Linguistic Society of America: Statement on English Only Debate: <http://www.linguisticsociety.org/resource/resolution-english-only>

- Code Switching: <http://www.npr.org/sections/codeswitch/2013/04/13/177126294/five-reasons-why-people-code-switch>
- US English: <http://www.us-english.org/>
- Pro-English: <https://www.proenglish.org/>

2) After assigning roles, begin brainstorming ideas for your video clip. Use the following questions to get started:

- Where does this clip take place?
- What kind of clip is this? An interview? A documentary excerpt? A TV news feature? A music video?
- Who are the characters in this clip?
- Why do you want people to know about your topic?
- What did you like about the *Talkin' Tar Heel* clips you already watched? What didn't you like?
- What questions about our topic do we want to answer with our clip?

3) After brainstorming, begin working on your assigned roles. Your clips must include the following elements:

- Should be at least 3 minutes, but no longer than 5 minutes.
- A catchy title
- Accurate information. The written script should include sources.
- Creative props, dialogue, etc.
- All members of the group must participate in the clip.

4) Be prepared to answer questions from your classmates at the conclusion of your clip presentation.

Due Date: _____

Name _____

Create-a-Clip Notes Sheet

Directions: Complete the chart below while your classmates present their clips from *Talkin' Tar Heel*.

Topic	Three Things I Learned	Questions for Presenting Group