

Inquiry Design Model (IDM) Blueprint™

Compelling Question	What did it mean to be a member of society in the Delta?			
Standards and Practices	<p>D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics</p> <p>D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p>			
Staging the Question	<p>Ask students to make a brief list of push/pull factors for human migration. Ask them to initially draw on prior knowledge of migration and immigration patterns. Using this initial list as the start of a think-pair-share, then have students share their lists with a partner before making a class list.</p> <p>Then, with the class list in mind introduce images/objects (photos or actual (as appropriate): plot of land/container of soil, produce, a paper grocery bag, an article of clothing, a legal pad, a thermometer, play money. Ask students (in their small groups) to consider the images/objects and what they represent in a community's economy. Ask them who provides these services/products to their community or any community? Make a class list to refer to as the inquiry develops.</p>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	
Why did Chinese migrate into the Delta region?	How did Chinese individuals contribute (economically and culturally) to the Delta?	How did the Chinese of the Delta navigate racial realities to find a place in society?	To what extent did the Delta support long-term settlement/migration of Chinese populations?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task	
Identify why Chinese moved into the Delta region as well as population trends.	Describe the ways that Chinese contributed to and impacted the Delta.	Explain the complexities of the Delta Chinese experience as a non-Black minority in the rural south during the twentieth century (Jim Crow era and beyond).	Summarize the population changes for the Delta Chinese considering factors that caused and are causing these changes.	
Featured Sources	Featured Sources	Featured Sources	Featured Sources	

<p>Source A: Population Brief: Mississippi Chinese (focus 1870-1890)</p> <p>Source B: Mississippi Delta Chinese</p> <p>Source C: What shall we do with John Chinaman? [2 illustrations: 1. Irishman throwing a Chinese man over cliff towards China; 2. Southern plantation owner leading him to cotton fields]</p> <p>Source D: E. Samantha Cheng: Discovering the Mississippi Delta Chinese Legacy (from approximately 3:38-8:25) or (an alternative of this video: Samantha Cheng Discovering the Delta)</p>	<p>Source A: Chinese Heritage Museum-About page</p> <p>Source B: Visuals Cleveland, MS</p> <p>Source C: The Cleveland Chinese Mission School</p> <p>Source D: The Chinese Baptist Church and Mission School in Cleveland, Mississippi - Issuu</p> <p>Source E: An American Story on Display at the Mississippi Delta Chinese Heritage Museum National Trust for Historic Preservation</p> <p>Source F: In the Mississippi Delta. There is an ever-increasing number of Chinese grocerymen and merchants. Leland Library of Congress</p>	<p>Source A: Neither Black nor White in the Mississippi Delta</p> <p>Source B: Being Different in the Delta CBS Reports or CBS Reports Being Different in the Delta</p> <p>Source C: To Live and Die in the South: The Chinese Story</p> <p>Source D: Original Chinese Cemetery</p>	<p>Source A: Population Brief: Mississippi Chinese (focus, 1980-2010)</p> <p>Source B: The Legacy Of The Mississippi Delta Chinese : NPR</p> <p>Source C: Revisit Visuals Cleveland, MS</p> <p>Source D: Delta State Archives to help dedicate Cleveland Chinese Mission School Historical Marker - News and Events</p> <p>Source E: Revisit for recent implications Being Different in the Delta CBS Reports or CBS Reports Being Different in the Delta</p>
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<p>Summative Performance Task</p>	<p>Argument</p>	<p>From oral history to documentary films - Students will select one interview set from the Chinese Oral Histories site through the Delta State University Library as the subject of their documentary. Using images, video clips, and other primary sources as supporting evidence, students will explain (retell) what it meant to be a member of society in the Mississippi Delta through the lens of their selected interviewee.</p> <p>The documentary should include some detail as to how and why the Chinese (more generally) came to the Delta region, their impact, experiences, and the legacy of their contributions, while highlighting the ways in which their interviewees experienced life in Mississippi. The documentary should articulate the importance of this particular (oral) history as well as why their history should reach a wide(r) audience.</p> <p>Each student/group will begin by reading the transcript of the oral history and then drafting a digital storyboard (using a program like Canva). Students will then compile their visual and audio files and edit them in a movie maker of their choice.</p> <p>An additional opportunity or way to complete this activity would be to create a slide show with added narration. Students can do this with Google Slides, PowerPoint, Keynote, or any available presentation software.</p>
	<p>Extension</p>	<p>Host a viewing day for all documentary projects, with each student/group taking five minutes to introduce their project and share “new learning” that came from the process.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND</p>	

Option 1: In the past several years, monuments and historical markers have been the object of controversy. This [article](#) by Kevin Levin (2017) addresses some of those issues. Read about these issues and explore other perspectives that might impact who gets memorialized in monuments and markers.

Option 2: In Mississippi, the process of creating historical markers is relatively open. See the process and consider who this includes and who it excludes: [Mississippi Historical Marker Application](#).

Option 3: The preservation of places is political. In some cases, laws have designated spaces as historical lands. This is the case with Angel Island, a site of Asian immigration into San Francisco, which was restored by [Act 109-157](#). But memory laws have been used throughout history to limit who is memorialized and how. Research memory laws and understand the limitations that exist for memorializing individuals and groups. Possible resources include Snyder's (2021) [article](#) in the *New York Times Magazine*.

ASSESS

Option 1: What groups do students feel have been overlooked in local or nearby communities? Students should brainstorm individuals, organizations, and sites that they feel are worthy of recognition.

Option 2: Ask students to consider how groups and individuals are celebrated in their communities and states. Do those programs recognize a variety of groups? Have students explore how individuals and groups are nominated for local honors.

ACT

How can marginalized individuals and groups be recognized more broadly? How can the everyday contributions of those groups in your own areas or states be documented and celebrated? Have students work together to research and create proposals to recognize how marginalized individuals or groups have shaped either their local communities in new and permanent ways.

**Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*

To read a fuller narrative of the inquiry, please continue to [Finding Belonging: Chinese Contributions in the Mississippi Delta](#).