

# National Council for the Social Studies (NCSS) 2019

Workshop #657: Modeling Conversations of Migration

<http://bit.ly/ncss2019-materials>



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Sunday, November 24, 8:00am - 9:30am

Room 14 Level 4

Austin Convention Center

500 E. Cesar Chavez Street

Austin, TX 78701

[Powerpoint Slides: bit.ly/ncss2019-ppt](http://bit.ly/ncss2019-ppt)

## Facilitators

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## Purpose & Goals

This interactive workshop models how to have conversations in the classroom about colonialism, imperialism, and migration. By exploring our own experiences as educators, we will learn about migration as an outcome of white supremacy and make connections across race and ethnicity in structures of colonialism and imperialism.

The objectives of this workshop are for participants to be able to:

- Explore our experiences with colonialism, imperialism, and migration.
- Learn about migration as an outcome of white supremacy, and the connections that exist across race and ethnicity in the structures of colonialism and imperialism.
- Reflect on and modify the activities from the session to fit each teacher's classroom context.

This session will model one way of having conversations about imperialism, colonialism, and migration with secondary students.

## Skills

- Identifying multiple perspectives
- Looking at materials through five lenses (colonialism, imperialism, migration, orientalism, militarism)
- Using multimedia to enhance social studies teaching

## Teaching Methods & Lesson Ideas

- Socratic fish bowls
- Small group work
- Station activities

## Content

- Case studies/vignettes of different migration experiences and resources that facilitate conversation and engagement with those experiences, including: the Trail of Tears, the Great Migration, Vietnamese boat people, the Central American migrant trail, and migration of Middle Eastern peoples.
- Resources include dramatized, documentary film clips, poetry, literary excerpts, news clips, photography, etc.

Time	Agenda	Materials
5 min	<p><u>Welcome &amp; Opening:</u> This session is an opportunity to model and practice how we might have this conversation with students.</p>	<p><a href="#">Powerpoint</a></p>
5 min	<p><u>Goals</u> Introduce goals of the session. Share where we are coming from, why we are all in the space, and what we hope to leave the workshop with.</p> <p><u>Norms:</u> Co-create.</p>	<p>Whiteboard or chart paper</p>
5 min	<p><u>Defining Terms</u> First let's define some terms These definitions aren't set in stone, but are designed to provide us with shared working definitions for today's conversations.</p> <ul style="list-style-type: none"> <li>● Colonialism</li> <li>● Imperialism</li> <li>● Migration</li> <li>● Orientalism</li> </ul> <p><u>Discussion:</u></p> <ul style="list-style-type: none"> <li>● Do these definitions make sense to you?</li> <li>● Have you heard these terms used before in conversations about race and white supremacy?</li> <li>● Is there anything you would add to these definitions?</li> </ul> <p><u>Transition:</u></p> <ul style="list-style-type: none"> <li>● Historically, one way that folks have reflected and healed from such policies is through the power of narratives and telling our story.</li> <li>● Powerful exercise for our students, many of whom may have been impacted by white supremacy, oppression, etc.</li> </ul>	<p><a href="#">Hand out of definitions</a></p>
15 min	<p><u>Telling Our Stories</u> We're going to take time to talk about our own families' migration stories. This can bring up a lot of painful emotions, and there's no pressure to tell your story if you don't feel able to share right now. Structure for today: Pair Share</p> <p><u>Prompt:</u> When did your family leave their home country? Why did they leave, what was going on in their lives?</p> <p><u>Additional Prompts (10 min)</u> → 5 min per person</p> <ul style="list-style-type: none"> <li>● Who had power in your family's home country?</li> <li>● What kind of government was in place? Was another country influencing or controlling the government?</li> <li>● Was your family able to make a living?</li> <li>● Did they have access to education? What about healthcare or housing?</li> <li>● What kind of conditions did they/you experience upon arriving in the United States? Who told you these stories? How do you know your history?</li> </ul> <p><u>Debrief (5 min):</u> These stories can be painful. If there's a need for a mood check, let's do a quick centering exercise together.</p> <ul style="list-style-type: none"> <li>● How are you feeling?</li> <li>● Was anything surprising?</li> </ul>	<p><a href="#">Hand out of definitions</a></p>

	<ul style="list-style-type: none"> <li>How has colonialism or imperialism affected us?</li> </ul>	
45 min	<p><u>Why do people migrate and what's race got to do with it? Stations Activity</u></p> <p>Reminder: Earlier we talked about Orientalism, how Europeans and later white Americans have imagined non-Europeans and non-whites as "Others" to justify colonialism and imperialism.</p> <p>These justifications led to forced migrations of people from outside U.S. borders, and people within the United States, like indigenous peoples and African Americans.</p> <p>Stations:</p> <ul style="list-style-type: none"> <li>Trail of Tears (video) <a href="http://bit.ly/ncss2019-trail">http://bit.ly/ncss2019-trail</a></li> <li>Great Migration (text) <a href="http://bit.ly/ncss2019-greatm">http://bit.ly/ncss2019-greatm</a></li> <li>Migrant trail through Central America &amp; Mexico (text: <a href="http://bit.ly/ncss2019-catext">http://bit.ly/ncss2019-catext</a> or video: <a href="http://bit.ly/ncss2019-cavideo">http://bit.ly/ncss2019-cavideo</a>)</li> <li>The Boat people (video) <a href="http://bit.ly/ncss2019-boat">http://bit.ly/ncss2019-boat</a></li> <li>Syrian, Iraqi, and Afghan Refugees in Germany (video) <a href="http://bit.ly/ncss2019-refugees">http://bit.ly/ncss2019-refugees</a></li> </ul> <p><u>Examine Resources Using Graphic Organizer (30min)</u></p> <ul style="list-style-type: none"> <li>What did you know about _____ before?</li> <li>Is there anything about these stories that you can relate to, given your own family's history and experiences?</li> <li>Why do you think we tend to talk about migration only in terms of immigration? How does that limit our understanding of white supremacy and why people migrate?</li> </ul> <p><u>Discussion (15 min)</u></p> <p>Whole Group Share-Out</p> <ul style="list-style-type: none"> <li>I am struck by...</li> <li>I find myself thinking about...</li> <li>I see connections between...</li> <li>Going forward, I hope to...</li> <li>In my classroom, I want to...</li> <li>When do you see a conversation like this happening in the classroom? (In the pacing calendar? In the curriculum?) Where is there space to have conversations like this?</li> <li>What are some modifications that you would make to make this relevant for your context?</li> </ul>	<p><a href="#">Stations Graphic Organizer</a></p> <p>Devices to play videos at stations</p>
15 min	<p><u>Closing &amp; Applying to Practice</u></p> <p>Commitments: What is something that you will bring from today into your practice?</p>	

## Defining Terms

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**Colonialism** is a practice of domination through the conquest of one people by another. In the United States, the practice of colonialism has involved foreign people (Europeans) moving to and permanently settling in a new territory (the Americas), and removing that territory's indigenous peoples in order to form a new settler nation-state (the United States). It's useful to use the term settler colonialism to describe the United States.

**Imperialism** also involves political and economic control, but through the expansion of a nation's power beyond its borders to control other peoples abroad. Imperialism can take the form of settlement, direct rule, or indirect systems of control.

*Difference:* Colonialism is often used to describe the European settlement of North America, Australia, New Zealand, Algeria, and Brazil, places that were controlled by sizeable populations of European settlers.

Imperialism often describes cases where a foreign government rules without significant settlement, like the scramble for Africa in the late 19th Century and U.S. domination of the Philippines and Puerto Rico.

**Migration** is the movement of a person or a group of persons, either across an international border, or within a state. It encompasses any kind of movement of people, whatever the causes – war and conflict, poverty, environmental disaster, trafficking, displacement by development projects, social or political persecution, family reunification, etc.

**Orientalism** is a European tradition of dominating, restructuring, and having authority over “the Orient” – an imagined realm that is the opposite of the West, representing the West's “Other”. Orientalist thinking shaped U.S. imperialism, but U.S. colonization of Asia really took off after the development of U.S. military and financial capacities through settler colonization and slavery. The practice of land theft and indigenous genocide that intensified during the 19th Century built up the U.S. military capacity that was then turned to Asia from the mid-1800s to the present. In addition, surplus industrial and agricultural production after the Civil War drove the United States to seek out new markets abroad.

**U.S. militarism**, the valorization of military life and values, the prioritizing of armed readiness, and the legitimacy of armed force as a way to resolve conflict, began its modern turn with Assistant Secretary of the Navy Theodore Roosevelt's ambitions in 1898 to engage in imperial wars outside of North America. This set into motion the conquest of Cuba, Guam and the Philippines. It reached a high point with the emergence of the military-industrial complex after WWII, and has defined global relations today through a state of constant war, the most bloated military budget in history, and the matter-of-fact saturation of civilian life with military values.

# Why do people migrate and what's race got to do with it?

## Stations Activity

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**Directions:** Around the room are five stations, each detailing migration narratives from different regions of the world. Select any 2-3 of the stations to explore and fill out the graphic organizer below. When you finish, there are 2 discussion questions to answer at the bottom.

### List of Stations

- Trail of Tears (video) <http://bit.ly/ncss2019-trail>
- Great Migration (text) <http://bit.ly/ncss2019-greatm>
- Migrant trail through Central America & Mexico (text: <http://bit.ly/ncss2019-catext> or video: <http://bit.ly/ncss2019-cavideo>)
- The Boat people (video) <http://bit.ly/ncss2019-boat>
- Syrian, Iraqi, and Afghan Refugees in Germany (video) <http://bit.ly/ncss2019-refugees>

<b>Station 1:</b> _____	
What did you know about this topic before?	
What has struck you about the information presented at this station?	
Is there anything about these stories that you can relate to, given your own family's history and experiences?	
What questions/ wonderings are you left with?	

<b>Station 2:</b> _____	
What did you know about this topic before?	
What has struck you about the information presented at this station?	
Is there anything about these stories that you can relate to, given your own family's history and experiences?	
What questions/ wonderings are you left with?	

<b>Station 3:</b> _____	
What did you know about this topic before?	
What has struck you about the information presented at this station?	
Is there anything about these stories that you can relate to, given your own family's history and experiences?	
What questions/ wonderings are you left with?	

