



Discovering the People of Grand Rapids

Teacher's Resource Packet

For use in conjunction with the Discovering the People of Grand Rapids program at the Public Museum of Grand Rapids, Michigan, and State of Michigan curriculum standards.

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Teacher's Resource Packet Contents

Discover the people of Grand Rapids and learn how the community has changed throughout history.

This comprehensive teacher's packet contains several resources the teacher can use to enhance classroom learning of the overall immigration or ethnic history themes. It is also designed to complement the Public Museum's guided tour for this grade level.

Pre-Visit Materials

- Michigan Department of Education Curriculum Links
- *Newcomer's* Exhibit Description
- Vocabulary List
- Highlighted Stories from the Exhibit
- *Debate Simulation* Scenario Description and Instructions

Post-Visit Materials

- *Family Background* Individual Activity
- *A Taste of the World* Individual Activity

These materials cannot be reproduced for use beyond the classroom without the written consent of the Public Museum of Grand Rapids, Michigan.

Curriculum Links

The *Discovering the People of Grand Rapids* program is designed to fit with the Curriculum standards of the Michigan Department of Education. The specific links covered are listed below.

Social Studies

- K1.5 Understand the diversity of human beings and human cultures.
- K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
- 6.1.2 **World-wide Migrations and Population Changes** – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends.
(*National Geography Standard 9, p. 201*)

- **CG3 Patterns of Global Interactions** *Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing*
- economic interdependence of the world's countries and world trade patterns
- the exchanges of scientific, technological, and medical innovations
- cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas and patterns
- comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources
(*National Geography Standards 6 and 11, pp. 195 and 206*)

History/ Geography

- **6.1.3 Urbanization** – Analyze the changing urban and rural landscape by examining
 - the location and expansion of major urban centers (*National Geography Standard 12, p. 208*)
 - the growth of cities linked by industry and trade (*National Geography Standard 11, p. 206*)
 - the development of cities divided by race, ethnicity, and class (*National Geography Standard 10, p. 203*)
 - resulting tensions among and within groups (*National Geography Standard 13, p. 210*)
 - different perspectives about immigrant experiences in the urban setting (*National Geography Standards 9 and 12, pp. 201 and 208*)
- **6.1.5 A Case Study of American Industrialism** – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining
 - the impact of resource availability (*National Geography Standard 16, p. 216*)
 - entrepreneurial decision making by Henry Ford and others
 - domestic and international migrations (*National Geography Standard 9, p. 201*)
 - the development of an industrial work force
 - the impact on Michigan
 - the impact on American society

Language Arts

- **CE1.2** Use writing, speaking, and visual expression for personal understanding and growth.
- **CE1.3** Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose.
- **CE1.4** Develop and use the tools and practices of inquiry and research — generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
- **CE2.3** Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.

Newcomers Exhibit Description

The Newcomers exhibit educates students about the personal journeys, struggles and accomplishments of the immigrants who have settled in West Michigan throughout its history. Artifacts and personal narratives help to bring the exhibit to life for students.

The exhibit is organized thematically around universal human experiences. These themes serve as the framework for the stories of representative individuals from different ethnic groups and racial backgrounds.

- The “**Introduction**” launches the major themes of the exhibit. It explains that ethnicity is subject to constant change and gives an overview of the various groups and ethnicities that have made their homes in West Michigan over time.
- “**Leaving Home**” explains the push and pull factors which lead people to leave home and experience an often-difficult journey towards a new place. It also captures the difficult decisions people must make about what they can bring with them and what they must leave behind.
- “**Coming to This Place**” illustrates why people choose to come to Grand Rapids and what happens after they first arrive in West Michigan.
- “**Settling In**” depicts how each group adjusts to its new environment and impacts the community it has joined.
- “**Making a Living**” focuses on the importance of work. It explores employment options available to different groups once they settle in Grand Rapids.
- “**Building a Family**” emphasizes how family is usually the most important purveyor of ethnic traditions in the U.S. It shows the tension many families face between holding on to traditions and losing language and customs after years or decades away from their homeland.
- “**Creating Community**” demonstrates how newcomers, when first arriving in a new place, often seek out people who speak the same language, practice the same religion and hold to the same customs. This section illustrates how different groups recreate institutions that strengthen the ties between members and help create a shared identity.
- “**Realizing Identity**” investigates how all people are influenced and ultimately changed by where they live. This section explores the ideas that a diverse and ever-changing community influences those who live within it.
- “**A New Place**” summarizes the complex and dynamic exchanges that occur when groups of people are negotiating and re-negotiating community and identity. All the people shown in this exhibit went through universal experiences

that ultimately helped them create the particular community and traditions of *this* place—Grand Rapids.

Discovering the People of Grand Rapids Vocabulary

Word	Meaning
1. assimilation	The process whereby a minority group gradually adopts the customs and attitudes of the prevailing culture.
2. economic mobility	The ability to move from economic category to another.
3. enclave	A distinctly bound area enclosed within a larger unit.
4. ethnocentrism	Belief in superiority of one's own ethnic group.
5. ghetto	A section of the city occupied by a particular culture group who lives there especially because of social, economic or legal pressure
6. integration	The bringing of people of different racial and ethnic groups into an unrestricted and equal association, as in society or an organization; desegregation.
7. racism	The doctrine that certain physical features define the cultural make-up of a given group, which often leads to claims of racial superiority.
8. refugee	A person seeking a safe haven, especially from political persecution.
9. segregation	The spatial and social separation between groups that share a common society.
10. social mobility	The ability to move from one social group to another.
11. Xenophobia	Fear and contempt of strangers or foreign peoples.

Highlighted Stories

These stories can be used for reading aloud in class prior to the museum visit.

Jose Narezo

While most immigrants to Grand Rapids came to stay, some immigrants, known as migrant workers, come to work for only a short period of time. Jose Narezo was one of these immigrants. His life as a migrant worker began in 1945, when his mother, Petra, left his father in Mexico and took her eleven children to Lansing so that they could pick fruits and vegetables. Then at a later date, his entire family moved to Montana for a time in order to pick potatoes. In between these various jobs, the family returned to Texas and Mexico to visit with family and friends as much as possible.

With a life such as this, suitcases and trunks were very important to migrant families such as the Narezos. They had to travel light, but had some very treasured possessions. Some of the most cherished items in Jose Narezo's family were a steamer trunk full of clothes, a Singer sewing machine, and a small suitcase containing a camera, photographs, and mementoes relating to the dreams that Petra had for her children. In time these dreams came true, and her children were able to have the better life that she wanted for them.

Jose Narezo is now an art teacher in Grand Rapids, where he settled because his wife found a job here with Amway. Many of his siblings also found permanent homes in Michigan. Jose later created an altar to his mother using mementoes from her life as a migrant, focusing on her "suitcase of dreams."

Walter Coe

Walter Coe was the first person many African American newcomers saw in Grand Rapids. A professional athlete and dedicated police officer, Coe made it a point to meet fellow African Americans at the train station.

During the 1920s and 1930s, thousands of black southerners joined the "Great Migration" north in search of jobs. Coe, who had migrated to Grand Rapids from Nashville in 1916 to play baseball with the Colored Athletics and later the Black Sox, understood the situation well.

Because of segregation, many minorities felt that they needed to follow certain rules to survive. Walter Coe felt a responsibility to educate new African-American immigrants about employment, housing, and behavior in town.

Walter Coe made it a point to meet African Americans newcomers at the train station, usually dressed in his police uniform when he did so. Occasionally, Coe told a newcomer to move on. Assuming the role of unofficial migration agent, Coe tried to avoid racial tensions by excluding those whom he thought would cause trouble.

Kuldip Bagga

Kuldip Bagga was an Indian-born immigrant who arrived in Grand Rapids in 1979. Once here, his experience differed greatly from that of other newcomers because of his superior education, his fluency in English, and his financial well being. These advantages meant that he and his Indian wife had no need to settle with other Asian Indians. In fact, they could settle almost anywhere they chose, and they chose the upper-middle-class suburb of Cascade.

At the time the Baggas settled here, about 20 other Asian Indian families lived in West Michigan. But they were all scattered throughout the region among other non-Indian communities. Since there was no “Little India” in West Michigan, the Asian Indians had to find other ways to connect. In 1994, Kuldip Bagga helped establish *India Link*, an organization that connects Asian Indians through a journal and website.

From the start, the Baggas embraced both American and Indian Cultures. Juggling the two was not always easy, especially after the September 11, 2001 terrorist attacks. Kuldip Bagga, who wears a traditional Sikh turban and beard, found himself having to explain repeatedly to his American neighbors that Sikhs were not terrorists.

Nam Sun Yi

Nam Sun Yi arrived in Grand Rapids with her husband in 1980. After several years of factory work, the Yi family established their own business, an accomplishment that many immigrants only dream of. Theirs was the first Asian store on Division Avenue.

With a Korean flag hanging outside, Lee’s Oriental Market became widely known as a provider of Asian goods. Korean customers, hungry for a taste from home, came from far away to sample Nam Sun’s cooking. Other people developed a taste for her specialties, too. Her hand-rolled *kimbop*, a rice-and-seaweed roll that in Grand Rapids was called “Korean sushi and her 100-day celebration cakes for infants were especially popular locally.

Lee’s Oriental Market was only the first of many Korean, Chinese, Vietnamese, and Thai mom-and-pop markets, shops, and restaurants that were established on Division Avenue in the late twentieth century.

Grandville Avenue: the La Mar Hotel

Many neighborhoods in Grand Rapids became home to newcomers, but some—such as Grandville Avenue SW—were gateway neighborhoods in which successive waves of newcomers made their start. It does not appear as though actual settlement occurred in this area until the 1860s or 1870s. Before the Civil War, the street was the entry point for generations of Irish, French and Dutch immigrants. Later, when these earlier newcomers had earned enough money to move on, the area was settled by Italians, African Americans, Syrians and Lebanese.

In general Grandville has been one of the major areas where newly arriving immigrants would first settle. There are many historic buildings along Grandville Avenue. These buildings, along with murals and street names, bear silent testimony to the succession of immigrants who settled in this area.

However, not every wave of settlement was harmonious. On July 8, 1912, African Americans and Syrians clashed so fiercely over housing and jobs that Booker T. Washington traveled to Grand Rapids to promote harmony. But when economic needs are great, inexpensive housing and proximity to jobs remains desirable.

In 1912 the City of Grand Rapids re-vamped its numbering system. Many of the buildings were renumbered. The building below is 333 -337 Grandville. It used to be 35-39 Grandville. The building is located between Goodrich and Wealthy streets. It was built by a Dutch man, occupied by a progression of Dutch businesses, followed by Syrian and Lebanese businesses and then owned by an African American who opened the La Mar Hotel and the Horseshoe Bar. There is a grocery store in the basement and a ballroom. Because of its proximity to the train station and because African Americans were excluded from white hotels, many African American salesmen and musicians stayed at the La Mar. Many famous African American musicians like Count Basie stayed over at the La Mar as they traveled between Chicago and Detroit.

Grandville Avenue: St. Joseph the Worker Church

St. Joseph the worker Church has always ministered to some of the newest immigrants in the city. Its parish was named after the patron saint of labor and protector of the poor. It started in 1887 as the 5th Roman Catholic congregation in Grand Rapids and was one of the very few Dutch language parishes in the country. With more and more Protestant Dutch immigrants coming in the church saw a shift in parishioners.

As Germans, Irish and Polish parishioners increased through the years, the church language slowly evolved to English. By the 1940's Italians were joining the ranks.

In the 1950's there was a steady flow of Latino peoples into the area. The church adjusted yet again to meet the needs of its community.

The church's first Latino baptism was in 1948, and the first wedding in 1950. By 1975 two thirds of the parish membership was Latino. By the 1990's that percentage had reached 95%. In the early 1990's nearly half of those were Mexican Americans. Today, Mexican, Guatemalan, Puerto Rican and Cuban immigrants count on the Grandville Avenue corridor for a chance at the American dream. The church now has services in both Spanish and English as well as many other support ministries for people that are newcomers.

Auburn Hills

In 1962, not all money was created equal. No matter how much they might be willing to pay for a house, most African Americans living in Grand Rapids were restricted to buying properties on the southeast side of the city.

To correct this injustice, four African American men conceived a bold plan. They would buy 20 acres of land in northeast Grand Rapids. Then they would build and sell medium-priced houses to African American families in this “whites-only” area of town.

Though housing segregation developed later in Grand Rapids than elsewhere, it was firmly in place by the mid-20th century and, consequently, the African American developers encountered many frustrating set-backs to their plan. But they refused to let lawsuits, anonymous threats, or problems with contractors stop them, and finally—in 1965—the first family moved into Auburn Hills.

Many people think that red-lining did not exist in Grand Rapids, but it did. Some ownership papers said that if the owner wanted to sell the house, they could not sell to an African-American person. Most times it was simply the choice of the home owner if they wanted to sell to a person of color or not. This did not end until 1968, when the Code of the City of Grand Rapids was amended to include a clause prohibiting discrimination in housing.

In time, 51 families achieved the dream of home ownership by settling in Auburn Hills. Today, Auburn Hills is an ethnically integrated neighborhood.

Division Avenue

Division Avenue probably began as trail used by the local Native American tribes, but by the mid-nineteenth century it had become the Grand Rapids terminus of a 48-mile north/south “Plank Road” that connected Grand Rapids and Kalamazoo. Although a railroad line competed for travelers after 1858, the in-town section of the road—Division Avenue—thrived.

Many newcomers to Grand Rapids opened businesses on Division and its surrounding streets. African Americans moved in during the 1880s and operated stores there for decades. During the 1910s and 1920s, Italian grocers and peddlers sold their wares there and by the 1930s, Division Avenue had also become home to Lebanese, Dutch, and Jewish shopkeepers. Mexican, Dominican, Vietnamese, Korean and Chinese merchants live and work there today.

Division Avenue divides postal addresses between east and west. Occasionally, it also divided ethnic groups. Some people preferred to shop at stores run by people with similar ethnic backgrounds. But roads are connectors as well as barriers, and

interactions among the diverse people shopping and living on Division Avenue were inevitable. Many newcomers traveled Division Avenue on their way to American life.

Debate Simulation

Objective: The learner will understand in greater depth the problems and opportunities a “newcomer” to a community might face, the impact of individual or group values in defining community, the value of honest debate concerning Core Democratic Values and need of compromise to achieve a satisfactory political solution to a problem.

Scenario

The nineteen member Kent County Board of Commissioners, a political subdivision of Michigan state government, is obligated to implement and enforce a new state law countywide. The law requires that each city, village and township within each county in the state have a population within its borders as racially and ethnically diverse as the county as a whole (according to the latest U.S. census). Because of this, each city, village and township in Kent County must have diversity in its population that mirrors the racial and ethnic diversity of the county as a whole.

Full implementation of this law will cause the relocation of hundreds, if not thousands of county residents to new communities within the county to achieve the required racial and ethnic balance. This relocation will dismember some neighborhoods along with racial and ethnic enclaves in an effort to lead to the creation of more diverse neighborhoods in other parts of the county.

Kent County has five years from the present to fully implement the law. The challenge for the Commissioners is how to implement this law in the “fairest” way possible in the five-year time span the law gives them.

As astute elected officials who will be up for election twice before the deadline, the Board of Commissioners is seeking to understand the impact of the law and receive proposals from representatives of non-profit organizations that assist newcomers, representatives of various economic interests and representatives of various units of local government in Kent County before they finalize and implementation plan.

Roles

- **Kent County Commissioner** (19 students)

As a commissioner, the learner will research the history of the communities in their district; research the racial and ethnic demographics of Kent County and their district; actively listen to the testimony of students representing various interest groups; ask clarifying and exploratory questions of those testifying; participate in a public debate with other commissioners about how to best implement the new law; and finally, publicly vote on the implementation plan.

- **Representative of the local chapter of the NAACP** (number varies depending on class size)

As a representative of the local NAACP, the learner will research the history of the NAACP in Kent County; research the history of African-American communities in Kent County; research the racial and ethnic demographics of Kent County; analyze the political and racial ethnic demographics of Kent County; analyze the political, economic and social impact this law will have on the African-American communities in the county; prepare and deliver testimony before the Kent County Commission that explains the impact of this law and recommend how to implement it in the “fairest” way.

- **Representative of the Heart of West Michigan United Way** (number varies)

As a representative of the local United Way, the learner will research the history of the United Way in Kent County; research the racial and ethnic demographics of Kent County; analyze the political, economic and social impact this law will have on the communities in the county; prepare and deliver testimony before the Kent County Commission that explains the impact of this law and recommend how to implement this in the “fairest” way.

- **Representative of the Hispanic Center of West Michigan** (number varies)

As a representative of the Hispanic Center, the learner will research the history of the Hispanic Center in Kent County; research the history of Hispanic communities in Kent County; research the racial and ethnic demographics of Kent County; analyze the political, economic and social impact this law will have on the Hispanic communities in the county; prepare and deliver testimony before the Kent County Commission that explains the impact of the law and recommend how to implement it in the “fairest” way.

- **Representative of the Catholic Human Development Outreach of the Diocese of Grand Rapids (CHDO)** (number varies)

As a representative of the CHDO, the learner will research the history and the current role of the CHDO in assisting immigrant and migrant newcomers to West Michigan; research the ethnic and racial demographics of Kent County; analyze the political, economic and social impact this law will have on the various Asian and African newcomers CHDO aids; prepare and deliver testimony before the Kent County Commission that explains the impact of this law and recommend how to implement it in the “fairest” way.

- **Representative of the Grand Rapids Area Chamber of Commerce (GRACC)** (number varies)

As a representative of the Chamber, the learner will research the history and role of the Chamber concerning political and economic issues effecting Kent County; research the ethnic and racial demographics of the county; analyze the political, economic and social impact this law will have on employers and their employees; prepare and deliver testimony before the Kent County Commission that explains the impact of this law and recommend how to implement it in the “fairest” way.

- **Representative of the Grand Rapids Association of Realtors (GRAR)** (number varies)

As a representative of the GRAR, the learner will research the history and role of the Association concerning the political and economic issues effecting Kent County; research the ethnic and racial demographics of the county; analyze the political and economic issues effecting Kent County; analyze the political, economic and social impact the law will have on homeowners, renters and rental property owners, and potential home buyers; prepare and deliver testimony before the Kent County Commission that explains the impact of this law and recommends how to implement it in the “fairest” way.

- **Representative of the Kent County Cooperative Extension Service of Michigan State University (MSUE)** (number varies)

As a representative of the MSUE, the learner will research the history and role of the Extension Service concerning the political, economic and social issues affecting Kent County agricultural land use, agricultural industries and families engaged in agriculture; research the ethnic and racial demographics of Kent County; analyze the political, economic and social impact this law will have on all aspects of agriculture in the county; prepare and deliver testimony before the Kent County Commission that explains the impact of this and recommends how to implement it in the “fairest” way.

- **Mayor(s) of a City in Kent County** (1 to 3 students)

Each mayor will represent his or her city; research the ethnic demographics of their city and Kent County; analyze the political, economic and social impact that this law will have on their municipalities; and prepare and deliver testimony before the Kent County Commission that explains the impact of the law and recommends how to implement it in the “fairest” way.

- **Township Supervisor(s) from Kent Count Townships** (1 to 3 students)

Each township supervisor will research their township’s history along with their ethnic and racial demographics and the racial and ethnic demographics of Kent County; analyze the political, economic and social impact that this law will have on his or her township; and prepare and deliver testimony before the Kent County Commission that explains the impact of the law and recommends how to implement it in the “fairest” way.

Debate Simulation Procedures

Pre-Visit Procedure

1. Discuss the history of immigration to the United States and West Michigan. Focus on the changing laws that have governed who was and was not allowed to come to the United States at different periods of U.S. history. Emphasize the post-WWII immigration and compare and contrast it with the late 19th century immigration.
2. Discuss the history of migration within the United States and West Michigan. Focus on the economic and social factors that have caused various ethnic and racial groups to move from other locations in American to Kent County. What

- impact did the two world wars and the Great Migration have on the number and types of immigrants and migrants who became “newcomers” to the area?
3. Introduce the debate simulation project. Explain the scenario and your timeline for completing the entire project. It is up to the teacher to determine how many class periods the students will spend working on the project.
 4. Assign roles to students based on the roles described in the project description.
 - Have the students visit the website of the group or organization they are representing.
 - If necessary, have the student directly contact the organization or unit of government and talk to a representative about the project.
 5. Using information gathered (possibly from websites), have the students answer the following questions:
 - What are the five most numerous ethnic and/or racial groups in Kent County according to the most recent U.S. Census? Create a table that ranks them from most numerous to least numerous. Be sure to include the percentage of each of the five groups that represents the total Kent County population as well.
 - How integrated or segregated are the non-white racial and ethnic groups with the white majority population in the cities of Kent County?
 - *If you are representing a social or economic group*, what is the history of your organization and what role has it played in helping or hindering “newcomers” to Kent County? How much support do you think your group or organization will have for this law? What do you believe will be the economic impact of the law on the housing market and employees of Kent County?
 - *If you are representing a local unit of government*, what is your history? According to the latest census, what are the five most numerous ethnic and racial groups within your political unit? How numerous are each of the groups and what percentage does each group represent the population? What zip codes are included within your political boundaries? How much support do you think your unit of government will have for the law?
 - *If you are a commissioner on the Kent County Board of Commissioners*, what other cities, villages or townships are part of your commission district? What zip code(s) are represented in your district? Find out who represents your commission district in state government. Is he or she a Republican or Democrat? What impact will political party membership and personal political values have in determining what is the “fairest” way to implement this law?
 - Which Core Democratic Values (CDVs) do you think apply to the debate over this law? Which of the CDVs do you believe will be in conflict with each other when trying to implement this law?
 - What impact do you think this law will have on neighborhoods and communities in the cities, villages and townships of Kent County? What do the terms “neighborhood” and “community” mean to you? How

important do you believe the concepts of neighborhood and community are to the people of Kent County?

- Which ethnic and racial groups do you believe will be the most affected by the implementation of this law? What ethnic and racial groups will most likely have to move elsewhere in the county to mirror and equalize the ethnic and racial diversity of the county as a whole?
- How do you think those who have to move will feel about having to move out of their existing neighborhoods and communities to relocate to a different area in Kent County?

Museum Visit Procedure

1. Encourage students to look at the exhibit from the perspective of the role they are playing in the simulation. How would their representative characterize the value and message of the exhibit?
2. How would the experience of having to leave the home the students have grown up in and move to another part of Kent County be compared to the immigration and migration experiences of the people showcased in the exhibits?
3. What problems might students have “settling in” to their new homes in Kent County compared to those experiences by new immigrants to the area?
4. Would students think it would be easy or hard to create a new set of friendships and other relationships if they had to move? How easy or difficult do they think it would be to maintain old friendships?
5. How much of a personal adjustment would students need to make in their own lives, behavior, dress and language by moving from one community to another in Kent County? How would student experiences compare with those new immigrants or migrants coming from outside Michigan or outside the United States?

Post-Visit Procedure

1. Discuss with students what they learned about newcomers to West Michigan.
2. Have each of the “County Commissioners” develop five questions they would want to ask representatives of the economic and social organizations. Ask them also to develop five questions they would want to ask local government representatives.
3. Each of the representatives of the economic and social organizations should write a two and a half minute statement to deliver to the Kent County Board of Commissioners explaining their organization’s positions on the law, how to implement the law “fairly” and the reasons for their position. Their statement should be based on the answers to the questions they considered prior to their Museum visit.

4. Each of the local government representatives should write two and a half minute statement to deliver to the Kent County Board of Commissioners explaining how the law will impact their city, village or township and how to implement the law “fairly” and the reasons for their position. Their statement should be based on the answers to the questions they considered prior to their Museum visit.
5. Representative of organizations and local government should anticipate being asked clarifying questions about their position and what constitutes “fair” implementation of the law.
6. The teacher should discuss with the class how to behave at a public hearing. Active listening and honest, respectful debate and discussion should be compared with inappropriate behaviors such as name calling, ignoring or interrupting the speaker, etc.
7. When testimony is to begin, the class should be arranged so the Board of Commissioners face a desk or table where each of the representatives will testify. Those who are waiting to testify or who have testified should sit behind the representative’s table or desk and watch and listen actively.
8. After each representative has testified, commission members should ask them questions about the content of their statement and their beliefs about how to fairly implement the law.
9. After testimony has concluded, the Board of Commissioners should be sequestered to prepare their implementation plan. The written plan should answer the following questions:
 - Which cities, villages and townships have racial and ethnic populations that will have to move to mirror and equalize the diversity of the county population as a whole?
 - Which CDVs did the commission believe were the most important to consider and why?
 - What are the economic, political and social consequences to the implementation of this law? How will this law change Kent County?
 - Why is this plan the “fairest” way to implement the law?
10. While the commission is writing its plan, the remaining members of the class can evaluate and assess the project. Suggested questions to consider:
 - What are five important things you have learned about the issues newcomers have to face?
 - Did you have sufficient information resources to answer your pre-visit questions? Explain.
 - What did you learn about the experiences of the newcomers to West Michigan?

Family Background Project

Directions: Try to complete this project as thoroughly as possible, if you hit a dead end, view it as a learning experience about group identity in the U.S., and explore the causes of the dead end. You do not have to go back to a distinct country of origin, but can include a distinct cultural region of the country in the past.

1. Research the Following Topics

- **Explore Extended Family** - Try to trace extended family back to origins, if possible migration to the U.S, or to a region of this country.
- **Identify an ethnicity.** Take into account these possible elements: National origin, Religion, Ethnic Group, Language, etc. Did these characteristics cause your family's group to be seen as a minority group, a slight cultural difference within the dominant culture, or a dominant group?
- If possible, try to find out your family **group status in the place of origin** prior to migration.
- **Explain the historical and societal processes that were occurring at the time of migration.** Did your family's experience occur at a time that many other families were making the same move? According to your textbook it probably did. What was happening in both the place of origin and the "new world"?
- Consider the **inter-group relations** that your family experienced throughout their biography here in the U.S. Did prejudice or discrimination impact your family? Did they or do they still have distinct cultural communities, or places connected with the "old world"? These could include religious organizations, ethnic clubs or even pubs. Have they and you experienced assimilation into the dominant culture. If so, when, why and how? If not, why not?

2. After researching the above steps create a project (essay, dramatic presentation, photo album, collage, or video) to tell the story that incorporates what you have learned. Your project should include:

- Introduction: Tell the beginnings of your story, starting with the migration story and briefly discuss some of your findings and/or difficulties gathering the data. **Remember the focus is on the ethnic group.**
- Choose elements of your family story that you feel best illustrates the themes of the "Newcomers" exhibit. Make sure you incorporate analysis of the group, not just the individual. Choose the questions above that are most relevant to your group.
- Conclude by making connections to other groups or more recent "Newcomers" that may have similar or quite different experiences.

****Note to Teacher:** The above assignment can and will be very meaningful to most of your students. It allows those who have extended family available to have discussions that are rare, personal and academically connected to the goals of the Newcomers exhibit.

However, flexibility with the assignment is necessary for some students. Students who are from indigenous people groups may not be able to trace a migration story from the "old world" to the "new world." Those students may tailor their project to focus on migration patterns within the continent or focus on cultural beliefs, if migration information is not available. Also, students who are adopted

may feel that their ethnicity is connected to their biological parents and feel left out. They can be encouraged to simply focus on the cultural beliefs that come from their adoptive family. Multi-ethnic or bi-cultural adoptions raise other questions. Encourage students to explore the meaning of their bi-cultural experiences. The assignment can also be shifted to interviewing another family.

The important and meaningful point of this type of assignment is that the students make a personal connection to the history presented and move past easy myths of the melting pot, etc. into seeing history in a dynamic and often challenging manner.

A Taste of the World

Name of Dish: _____

Cultural Heritage Represented: _____

Corresponding holiday or tradition: _____

Ingredients:

Directions:

Special Instructions:

