

UTILIZING TEXT SETS TO TEACH CRITICAL LITERACY:
Bringing Literacy into the Social Studies Middle School Classroom

by

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Overview of the Project

This project is designed to incorporate the use of text sets and critical literacy strategies into sixth grade social studies instruction. It was developed based on the need to integrate reading strategies and literacy into content area classrooms. This project created an example text set for the sixth grade social studies state standards addressing modern immigration and comparing that to past waves of immigration.

To begin, this project provides a Text Set Criteria Checklist that will guide teachers as they are creating their own text sets to be used in social studies classrooms. The example text set includes a unit overview, the standards met by the unit, the criteria checklist as it was used to create the text set, and summaries of each text. This is followed by explanations of five critical literacy strategies. Each strategy is accompanied by possible classroom activities to use with the texts from the Immigration Text Set. In the appendix of the project, there are lists of possible texts to use if creating text sets for two other group of standards for the sixth grade social studies standards: land cession treaties and the fur trade.

Text Set Criteria Explanation

A text set is defined by Nichols (2009) as, “a collection of sources of information that have a commonality; that is, they explore a shared topic, issue or big idea” (p. 34). Research has shown that teachers should keep a number of factors in mind when creating a text set to use in the classroom. A text set should be molded around a single topic and aim to show a variety of perspectives on that issue. It also should incorporate a variety of text levels and types. The criteria on the next page was put together after researching text sets, their intended purpose, and various uses in the classroom. The Immigration Text Set that was created for this project follows this criteria list. When developing future units, the questions and statements provided within this criteria checklist will help develop a well-rounded text set to bring the critical literacy strategies that follow into the classroom.

Text Set Criteria Checklist	✓
My text set has a mix of characters.	
Does the text set include different gender identities as main characters?	
Does the text set include texts that reflect the students in class? Can students see themselves in the text?	
Does the text set include texts that represent different backgrounds from the students in the class?	
Does the text set include texts that incorporate multiple perspectives and backgrounds?	
My text set has many different text formats represented.	
Does the text set include both nonfiction and fiction texts?	
Does the text set include both primary and secondary sources?	
Does the text set include texts of varying length?	
<p>Are the books in the text set varied in structure?</p> <ul style="list-style-type: none"> ● Picture books ● Novels ● Alternative formats (poetry, graphic novels, etc.) 	
<p>Does the text set include multi-media texts?</p> <ul style="list-style-type: none"> ● Videos or Documentaries ● Podcasts ● Website interactives ● Interviews ● Blogs or Vlogs ● Articles (newspaper or online) 	
My text set represents multiple perspectives of the topic.	
Does the text set include voices not being heard in the main curriculum?	
Does the text set include texts displaying alternative perspectives to the main curriculum (e.g. the textbook)?	
Does the text set include texts displaying multiple sides of an issue or event?	
Does the text set have a disruptive text, a text that represents the unexpected or non-popular side of the issue?	
My text set aligns with the guiding questions and objectives of the unit.	
Does the text set include texts that guide students' learning in answering the guiding questions of the unit?	
Does the text set include texts that will scaffold students' understanding in order to meet the objective of the unit?	

Immigration Text Set Overview

Guiding Questions

The proposed guiding questions for the unit are:

- How are the stories of immigrants different post-1945 than in the late 1800's and early 1900's?
- What brought certain immigrant groups to the United States and specifically Minnesota?
- What are the different pathways for becoming a citizen?

Standards:

There are multiple content standards that can be mastered and many that can be addressed while using the texts in this text set to teach the unit. There are also multiple literacy standards that can be mastered and addressed in the unit as well.

Social Studies Standards:

Standards Mastered:

Standard #	Standard	Benchmark
6.1.3.5.1	5. Citizenship and its rights and duties are established by law.	Define citizenship in the United States and explain that individuals become citizens by birth or naturalization.
6.4.4.23.1	23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)	Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries. (The United States in a New Global Age: 1980-present)

Standards Addressed:

Standard #	Standard	Benchmark
6.4.4.20.2	20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)	Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries. (Development of an Industrial United States: 1870- 1920)

6.4.4.22.3	22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)	Describe the response of Minnesotans to global conflicts and displaced peoples since 1945. (post World War II United States: 1945-1989)
6.4.1.2.1	2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.	Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.

Literacy Standards:

Standards Mastered:

Standard #	Standard
6.12.1.1	Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources.
6.12.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6.12.9.9	Analyze the relationship between a primary and secondary source on the same topic

Standards Addressed:

Standard #	Standard
6.12.4.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6.12.6.6	Identify aspects of a text that reveal an author's or creator's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts or ideas, use of color, formatting).
6.12.7.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts
6.12.8.8	Distinguish among fact, opinion, and reasoned judgment in a text.

Text Set Criteria List for the Immigration Text Set

The following is an example of how the text set criteria checklist created for this project was used to develop the Immigration Text Set.

My text set has a mix of characters.
<ul style="list-style-type: none"> ● <i>Home of the Brave</i> by Katherine Applegate (2009) ● <i>Dia's Story Cloth</i> by Dia Cha (1996) ● <i>Green Card Youth Voices</i> Books and videos ● <i>Refugee</i> by Alan Gratz (2017) ● <i>Nowhere Boy</i> by Katherine Marsh (2018) ● <i>Same Sun Here</i> by Silas House and Neela Vaswani (2013) ● <i>Drita, my Homegirl</i> by Jenny Lombard (2008) ● <i>Dreamers</i> by Yuyi Morales (2018) ● <i>A Different Pond</i> by Bao Phi (2017) ● <i>Stepping Stones: A Refugee Family's Story</i> by Margaret Ruurs (2016) ● <i>Grandfather's Journey</i> by Allen Say (2008)
My text set has many different text formats represented.
<ul style="list-style-type: none"> ● <u>Fiction:</u> <i>The Arrival</i> by Shaun Tan (2006) <u>Nonfiction:</u> <i>Comparing the Somali Experience in Minnesota to Other Immigrant Groups</i> by Elizabeth Dunbar (2010) ● <u>Primary Source:</u> <i>This Much I can tell you: Stories of Courage and Hope from Refugees in Minnesota</i> by Minnesota Council of Churches Refugee Services (2011) <u>Secondary Source:</u> <i>Common Threads: The Minnesota Immigrant Experience</i> by Linda Cameron ● <u>Various Structure:</u> <u>Graphic Novel-</u><i>The Arrival</i> by Shaun Tan (2006) <u>Novels-</u><i>Refugee</i> by Alan Gratz (2017) <u>Picture Book-</u> <i>We Came to America</i> by Faith Ringgold (2016) ● <u>Videos:</u> <i>Green Card Youth Voices</i> video essays <u>Podcasts:</u> "1999-This is Home: Hmong in Minnesota" by Minnesota Public Radio <u>Website interactives:</u> <i>Fact Finder</i> by United States Census ● <u>Newspaper articles:</u> "Minnesota has Most Refugees per capita: Will that Continue?" By Bob Shaw with <i>Pioneer Press</i> Newspaper
My text set represents multiple perspectives of the topic.
<ul style="list-style-type: none"> ● <i>Drita, my Homegirl</i> by Jenny Lombard (2008) ● <i>A Different Pond</i> by Bao Phi (2017) ● <i>Stepping Stones: A Refugee Family's Story</i> by Margaret Ruurs (2016) ● <i>Green Card Youth Voices</i> Videos ● Immigration Oral Histories Collection from Minnesota Historical Society ● Minnesota's Immigrants: Explore the stories of people who have immigrated to Minnesota. From the Minnesota Digital Library. ● <i>Children in our world; Refugees and migrants</i> by Ceri Roberts and Hanane Kai (2017) ● Minnesota has the most refugees per capita in the U.S. Will that continue? <i>Pioneer Press</i>. Shaw, B. (2018, January 15). ● Readers Write: Immigration and Borders. <i>Star Tribune</i>. Moore, H. (2019, February 19).

My text set aligns with the guiding questions and objectives of the unit.

- How are the stories of immigrants different post-1945 than in the late 1800's and early 1900's?
 - *Home of the Brave* by Katherine Applegate (2009)
 - *Ellis island* by Elizabeth Carney (2016)
 - *Refugee* by Alan Gratz (2017)
 - *Northern lights; The stories of Minnesota's past.* (2nd ed.) by Dave Kenney
 - *Nowhere Boy* by Katherine Marsh (2018).
 - *Ellis Island. Kids Discover* by Stella Sands (2010)
 - *Immigration. Kids Discover* by Stella Sands (2010)
 - Teaching Tolerance Staff. (2011). *Ten Myths About Immigration.*
- What brought certain immigrant groups to the United States and specifically Minnesota?
 - 'We are Hmong Minnesota': A 40-year journey, remembered by Sasha Aslanian for MPR News (2015)
 - Common threads: The Minnesota immigrant experience by Linda Cameron for *Minnesota History* (2010)
 - *Green card youth voices: Immigration stories from a Minneapolis high school* edited by Tea Rozman Clark and Rachel Lauren Mueller (2016)
 - *Green card youth voices: Immigration stories from a St. Paul high school* edited by Tea Rozman Clark and Rachel Lauren Mueller (2017)
 - Comparing the Somali experience in Minnesota to other immigrant groups by Elizabeth Dubar for *MPR News* (2010, Jan 22)
 - *From Somalia to snow; How central Minnesota became home to Somalis* by Hudda Ibrahim (2017)
 - *A Different Pond* by Bao Phi (2017)
 - Minnesota has the most refugees per capita in the U.S. Will that continue? by Bob Shaw for *Pioneer Press* (2018, January 15).
 - *Hmong in Minnesota* by Chia Youyee Vang (2008)
 - *Somalis in Minnesota* by Ahmed I. Yusuf (2012)
- What are the different pathways for becoming a citizen?
 - *How people immigrate* by Sarah De Capua (2004).
 - *We Came to America* by Faith Ringgold (2016)
 - *Children in our world; Refugees and migrants* by Ceri Roberts and Hanane Kai (2017)
 - *Immigration. Kids Discover* by Stella Sands (2010)

Immigration Text Set Summaries

Applegate, K. (2009). *Home of the brave*. New York, NY: Square Fish.

Summary: Kek arrives to Minnesota in the middle of winter from an African refugee camp. His mother is missing and his brother and father are dead. He arrives to live with his aunt and cousin who previously arrived in Minnesota. This is his story of adapting and learning to live in a new city. Presented in free verse poetry.

Reading Level: N/A	Text Type: Novel	ISBN: 9780312535636
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Aslanian, S. (2015, March 02). 'We are Hmong Minnesota': A 40-year journey, remembered. *MPR News*. Retrieved from <https://www.mprnews.org/story/2015/03/02/we-are-hmong-minnesota> (including audio file linked in article)

Summary: This article and short podcast from Minnesota Public Radio looks at the history of the Hmong community in St. Paul, Minnesota up to 2015. The article interviews three Hmong Americans, a gentleman who immigrated right after the Vietnam War, a woman who works with new-to-country immigrants helping them settle into their new homes, and a young adult growing up with parents who immigrated to Minnesota. The article explores their perspective of living in St. Paul as a part of the Hmong community. A six minute podcast recording accompanies the article.

Reading Level: N/A	Text Type: Online article	ISBN: N/A
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Cameron, L. (2010) Common threads: The Minnesota immigrant experience. *Minnesota History*, 62(3), 96-106. Retrieved from <http://www.mnhs.org/market/mhspress/minnesotahistory/xml/v62i03.xml>

Summary: This article compares past immigration waves with current immigrant communities using the themes of reasons for coming to Minnesota, language barriers, and finding employment.

Reading Level: N/A	Text Type: Journal Article	ISBN: N/A
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Carney, E. (2016). *Ellis Island*. Washington, D.C.: National Geographic.

Summary: *Ellis Island* is an early reader book published by National Geographic. It includes a short history of the island, how it became the port of entry for immigration, describes what it was like to go through Ellis Island as an incoming immigrant, and includes information about the museum that is now on the island.

Reading Level: 800 Lexile	Text Type: Secondary Source	ISBN: 9781426323416
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Cha, D., Cha, C., & Cha, N. T. (2016). *Dias story cloth*. New York: Lee & Low Books.

Summary: *Dia's Story Cloth: The Hmong People's Journey of Freedom* is a picture book that explains the history of the Hmong people, reasons why they left Laos, and how many Hmong families came to live in the United States. It uses the traditional Hmong story cloth as illustrations to explain their journey.

Reading Level: 1140 Lexile	Text Type: Picture Book	ISBN: 1880000342
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Clark, T. R., & Mueller, R. L. (Eds.). (2016). *Green card youth voices: Immigration stories from a Minneapolis high school*. Minneapolis, MN: Wise Ink Creative Publishing.

Summary: A collection of short essays written by students from Wellstone International High School in Minneapolis, MN. This book includes student essays of experiences from thirteen countries. Each essay includes why they left their home country, their journey to America, and what their life has been like since settling in Minnesota.

Reading Level: N/A	Text Type: Memoir Essays	ISBN: 0997496002
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Clark, T. R., & Mueller, R. L. (Eds.). (2017). *Green card youth voices: Immigration stories from a St. Paul high school*. Minneapolis, MN: Wise Ink Creative Publishing.

Summary: *Green Card Youth Voices: Immigration Stories From a St. Paul High School* is a collection of thirty essays from students at LEAP High School in St. Paul, MN. In the essays the students describe why they came to Minnesota, what their journey to the United States was like, and what it has been like to adapt to life in Minnesota. Each essay includes a link to a first-person video to accompany the essay.

Reading Level: N/A	Text Type: Memoir Essays	ISBN: 1949523047
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De Capua, S. (2004). *How people immigrate*. New York, NY: Children's Press.

Summary: A short picture book that explains the process for people to immigrate and become citizens in the United States. It discusses who can immigrate, the immigration process, and what happens once people have moved and settled in the United States.

Reading Level: 940 Lexile	Text Type: Secondary Source	ISBN: 0516227998
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Dunbar, E. (2010, Jan 22) Comparing the Somali experience in Minnesota to other immigrant groups. *MPR News*. Retrieved from <https://www.mprnews.org/story/2010/01/25/comparing-the-somali-experience-in-minnesota-to-other-immigrant-groups-of-immigrants->

Summary: An article from Minnesota Public Radio that looks at Somali immigration. It discusses the similarities and differences between the Somali people and other immigrant groups in Minnesota history.

Reading Level: N/A	Text Type: Online article	ISBN: N/A
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Gratz, A. (2017). *Refugee*. New York, NY: Scholastic.

Summary: A novel that follows three young adults as they become refugees. Josef is a Jewish boy living in Germany at the beginning of World War II. Isabel lives in Cuba in the mid 1990's, when her family decides to try and escape to the U.S. Mahmoud is a boy in 2015 living in war-torn Syria, when his family leaves for Europe.

Reading Level: 800 Lexile	Text Type: Novel	ISBN: 9780545880831
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House, S. & Vaswani, N. (2011). *Same sun here*. Somerville, MA.: Candlewick Press.

Summary: A novel about two pen pals from very different backgrounds who find common ground. Meena is an Indian immigrant who lives in New York and finds a friend in her pen pal River from Kentucky. Both kids find connection through their letters by sharing the struggles and concerns they cannot share with anyone else.

Reading Level: 890 Lexile	Text Type: Novel	ISBN: 0763664510
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Ibrahim, H. (2017). *From Somalia to snow; How central Minnesota became home to Somalis*. Edina, MN: Beaver's Pond Press, Inc.

Summary: *From Somalia to Snow* is a book written by a Somali woman living in the St. Cloud community. Her aim in writing the book is to help answer the questions of why a strong Somali community has developed in Minnesota and explain their culture.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 1592987788
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Kenney, D. (2013). *Northern lights; The stories of Minnesota's past.* (2nd ed.) J. Cadwell, S. Hunn, K. Maijala (Eds.). Saint Paul, MN: Minnesota Historical Society Press.

Summary: *Northern Lights* is a textbook published by the Minnesota Historical Society. Chapter Twenty, "Who we are today", investigates how the population of Minnesota has changed since 1980 and looks at the different immigration groups that have settled in Minnesota. Earlier chapters provide background information of previous waves of immigration.

Reading Level: Grade 5/6	Text Type: Textbook	ISBN: 0873518853
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Lombard, J. (2008). *Drita: My homegirl.* London: Puffin Books.

Summary: This novel is the story about how Maxie, an African American student, deals with her mother's death. As she copes, she befriends Drita, the new girl who just arrived from Kosovo. Overcoming the language barrier and peer pressure from other students, the girls learn to become friends and help each other through hard times.

Reading Level: 630 Lexile	Text Type: Novel	ISBN: 0142409057
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Maestro, B. (1996). *Coming to America: The story of immigration.* New York, NY: Scholastic.

Summary: This picture book summarizes the different type of immigration through the history of the United States. It explores the positive and negatives of immigration, touching on the impact for the Native American tribes when Europeans settled in North America and the slave trade. In the story everything that many immigrants give up to move to a new country are discussed, as well as the new opportunities many find in their new countries.

Reading Level: 890 Lexile	Text Type: Picture book	ISBN: 0590441515
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Marsh, K. (2018) *Nowhere boy*. New York, NY: Roaring Brook Press.

Summary: A novel about a young Syrian refugee, Ahmed, who is stranded alone in Brussels, Belgium. He meets Max, an American boy about the same age who is lonely and homesick. Together they forge a friendship.

Reading Level: Age 10-14	Text Type: Novel	ISBN: 9781250307576
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Minnesota Council of Churches Refugee Services. (2011). *This much I can tell you; Stories of courage and hope from refugees in Minnesota*. Minneapolis, MN: Minnesota Council of Churches

Summary: This book is a collection of essays describing immigration to Minnesota from nine countries. The countries included are from Asia, Africa, and the Middle East. Each is written to focus on the life and reasons the individual left their home country. At the beginning of each group of essays from one region, there is a short synopsis of the country of origin and what was happening politically when the book was published.

Reading Level: N/A	Text Type: Essays	ISBN: 9780984858804
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Moore, H. (2019, February 19). Readers write: Immigration and borders. *Star Tribune*. Retrieved from <http://www.startribune.com/readers-write-distracted-driving-conversion-therapy-immigration-and-borders-national-emergency-edina-schools-and-valentine-s-day/506013322/>

Summary: This is a letter to the editor of the Star Tribune Newspaper about immigration. The writer argues that people immigrating and coming to the U.S. need to assimilate to the country they are now living in and should not expect accommodations.

Reading Level: N/A	Text Type: Opinion Letter	ISBN: N/A
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Morales, Y. (2018). *Dreamers*. New York: Neal Porter Books/Holiday House.

Summary: This picture book depicts Yuyi Morales' journey to the United States from Mexico with her young daughter. The narrator describes the uncertainty of starting a new life in America, and how important the library and reading become to her and her daughter.

Reading Level: 480 Lexile	Text Type: Picture Book	ISBN: 0823440559
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Phi, B. (2017). *A different pond*. North Mankato, MN: Picture Window Books, a Capstone imprint.

Summary: A picture book that reads like a graphic novel. On an early morning fishing trip, a young boy hears about his father's journey from Vietnam. The story depicts a young boy learning about his family's past, their immigration story, and the hope they have for the future.

Reading Level: 620 Lexile	Text Type: Picture Book	ISBN: 1623708036
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Ringgold, F. (2016). *We came to America*. New York, NY: Alfred A, Knopf.

Summary: *We Came to America* is a picture book that celebrates America's diversity and the many ways people have come to the United States.

Reading Level: 430 Lexile	Text Type: Picture Book	ISBN: 0517709473
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Roberts, C. & Kai, H. (2017). *Children in our world; Refugees and migrants*. Hauppauge, NY: Barron's Educational Series, Inc.

Summary: This is a picture book that uses questions to explain difficult concepts around immigration and refugees. It uses questions like, *Who are refugees and migrants?* and *What happens when they arrive?* to answer common questions children may have about these topics.

Reading Level: Grade 1-4	Text Type: Picture book	ISBN: 1438050208
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Roethke, L. (2009). *Latino Minnesota*. Saint Paul, MN: Minnesota Historical Society Press.

Summary: This book traces the history of Latino families throughout Minnesota history. The pictures and text describe various part of the culture as well as accomplishments Latinos have made to the state's history.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 0873517865
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Ruurs, M., & Badr, N. A. (2016). *Stepping stones: A refugee family's story* (F. Raheem, Trans.). Custer, WA: Orca Book.

Summary: The picture book describes one family's journey to leave Syria after the war begins. The narrative is told in both English and Arabic. The author is from Canada and the artwork is done by a Syrian man who makes art using rocks.

Reading Level: 480 Lexile	Text Type: Picture Book	ISBN: 9781459814905
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Sands, S. (Ed.) (2010, February). Ellis Island. *Kids Discover*, 20(2). Retrieved from <https://www.kidsdiscover.com/shop/issues/ellis-island-for-kids/>

Summary: A 20 page magazine that includes information on the history of Ellis Island. Inside there is a map and article of the main buildings on the island and how new immigrants moved through the different areas. There is an article about how Ellis island changed over the years with different immigration legislation. At the end there is an article about how the island is being used as a museum.

Reading Level: 900 Lexile	Text Type: Magazine	ISBN: N/A
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Sands, S. (Ed.) (2010, March). Immigration. *Kids Discover*, 20(3). Retrieved from <https://www.kidsdiscover.com/shop/issues/immigration-for-kids/>

Summary: This 20 page magazine looks at immigration throughout the United States' history and how it has changed. It includes graphs and data of immigration throughout the country's history, interviews with immigrant children about their experiences, information on the law and the process for becoming a citizen, and what immigration in other countries is like.

Reading Level: 1000 Lexile	Text Type: Magazine	ISBN: N/A
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Say, A. (2008). *Grandfather's journey*. Boston, MA: HMH Books for Young Readers.

Summary: A picture book that details the author's journey immigrating from Japan and the struggles of missing home. It is the story of one family's immigration back and forth between the United States and Japan. The grandfather eventually moves back to Japan, but later his grandson decides to immigrate to the United States. In the story, the grandfather deals with missing Japan, and feeling torn between the two countries.

Reading Level: 650 Lexile	Text Type: Picture Book	ISBN: 9780547076805
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Shaw, B. (2018, January 15). Minnesota has the most refugees per capita in the U.S. Will that continue? *Pioneer Press*. Retrieved from <https://www.twincities.com/2018/01/13/the-not-so-welcome-mat-minnesota-winces-at-refugee-cutbacks/amp/>

Summary: An article from the Pioneer Press Newspaper that looks at changing policies around refugees since 2017 and how that has and will impact the Twin Cities. This article acknowledges that Minnesota has the highest number of refugees in the United States. It discusses how this statistic adds to Minnesota, as well as how much it costs the state financially.

Reading Level: N/A	Text Type: Newspaper Article	ISBN: N/A
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Tan, S. (2006). *The arrival*. New York: A.A. Levine.

Summary: A graphic novel that portrays one man's journey to immigrate to a new land. There is no text in the book, the story is translated strictly through pictures. The author uses an imagined language to bring the reader into the story and help them relate to the story of the main character.

Reading Level: Grades 6-8	Text Type: Graphic Novel	ISBN: 0439895294
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Teaching Tolerance Staff. (2011). *Ten myths about immigration*. Retrieved from <https://www.tolerance.org/magazine/spring-2011/ten-myths-about-immigration>

Summary: An article from *Teaching Tolerance* website that looks at ten often heard statements about immigration and explains the truth behind them. Examples of statements discussed are *most immigrants are here illegally*, *today's immigrants don't want to learn English*, *immigrants take good jobs away from U.S. citizens*, and *the U.S. is being overrun by immigrants like never before*.

Reading Level: N/A	Text Type: Magazine Article	ISBN: N/A
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Vang, C. Y. (2008). *Hmong in Minnesota*. Saint Paul, MN: Minnesota Historical Society Press.

Summary: This book explores Hmong life in Minnesota starting with the history that caused many Hmong to leave Laos. From there it investigates many different parts of Hmong life in Minnesota including adjustment to life in Minnesota, cultural practices, and involvement in the community.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 0873515986
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Yusuf, A. I. (2012). *Somalis in Minnesota*. Saint Paul, MN: Minnesota Historical Society Press.

Summary: This book describes the Somali culture in Minnesota and the history that brought the community to Minnesota. In its chapters it explains the political violence in Somalia that led many people to flee the country. The book also explains Somali culture and the contributions the Somali people have made to Minnesota communities since immigrating.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 0873518675
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Digital Resources

1999 This is home: Hmong in Minnesota podcast from Minnesota Public Radio

<https://www.mprnews.org/story/1999/03/12/archive-this-is-home>

Summary: A podcast by Lynette Nyman for MPR from 1999, that looks at the Hmong community in St. Paul. The podcast discusses the way the community has dealt with maintaining their culture while adapting to life in Minnesota.

Children of Immigrants Fact Sheet from the Urban Institute <https://www.urban.org/policy-centers/cross-center-initiatives/low-income-working-families/projects/children-immigrants>

Summary: The website provides information about the children of immigrants. There are fact sheets to download about characteristics and trends. Also available are interactive maps and tools to view and compare data. Most data is focused around children of immigrants.

Fact Finder from U.S. Government Census Data

<https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Summary: This website is a link for all census data from the U.S. Government. There are many ways this resource can be used. Students can pull information for the state of Minnesota, or a specific city or county. Information that can be pulled includes language spoken at home, country of origin, education, and income levels, among others.

Green Card Youth Voices Videos

<https://www.greencardvoices.com/>

Summary: This website has the videos that accompany each of the essays in both the Minneapolis and St. Paul versions of the book. The website includes a teaching guide and links to the additional books and videos published for other cities.

Immigration Oral Histories Collection from Minnesota Historical Society

<http://collections.mnhs.org/ioh/>

Summary: The Minnesota Historical Society has collected over 360 oral history interviews between 1967 and 2012. They include audio files and written transcripts of the interviews. Interviewees include people who immigrated to Minnesota and their children. The immigration stories are from 13 areas across the globe.

***Looking back at 40 years of Hmong Migration in Minnesota* podcast from Minnesota Public Radio**

<https://www.mprnews.org/story/2015/01/09/daily-circuit-hmong-minnesota>

Summary: A podcast by MPR that celebrates the 40th anniversary of the Hmong population arriving in Minnesota. The episode explores how St. Paul became the largest urban population in the U.S., as well as the history of the Hmong community both while living in Southeast Asia and in Minnesota.

Minnesota's Immigrants: Explore the stories of people who have immigrated to Minnesota from Minnesota Digital Library

<http://immigrants.mndigital.org/items/browse>

Summary: The Minnesota Digital Library (MDL) along with the Digital Public Library of American has collected oral histories from multiple sources across the state into one resource. There are video and audio files for different interviews. Multiple regions and types of immigration are represented.

Photos

Photo A: Muslim women holding *We the people* posters-Photo courtesy of Pixabay.com

Photo B: Statue of early immigrants-Photo courtesy of Pixabay.com

Photo C: Photo of pro-immigration protest.-Photo courtesy of Pixabay.com

Photo D: Statue of Liberty-Photo courtesy of Pixabay.com

Photo E: Group of four American women-Photo courtesy of Pixels.com

Photo F: Diverse group of Americans-Photo courtesy of Pixels.com

Critical Literacy Strategies

Critical literacy is defined by Soares and Wood (2010) as an approach to reading that requires the reader to bring different lenses, such as, sociocultural, historical, and economic perspectives to the analysis of the text. In doing this the reader becomes more aware of their own values and responsibilities to society. When you read from a critical literacy standpoint, you go deeper than just what the text is saying, and apply outside factors to the text to make meaning. Critical literacy requires synthesis of both self and the text by the reader.

The following strategies are aimed at viewing the text through a critical literacy lens and adapted from McLaughlin and DeVogd's (2004) *Critical literacy; Enhancing students' comprehension of text*. There are three general approaches to critical literacy strategies: problem posing, alternative perspectives, and seeing beyond the bias. Within those categories there are more specific strategies for students to practice with texts. The following are five specific strategies from within the three approaches to bring critical literacy into the social studies classroom. Following a short explanation of each strategy there is a list of activity ideas using texts from the Immigration Text Set Unit.

Problem Posing: The basis of problem posing is to engage students in analyzing the text through the use of questions and analysis. Questions might include:

- Who is in the text/picture/situation? Who is missing?
- Whose voices are represented? Whose voices are marginalized or discounted?
- What does the author want the reader to think?
- What would an alternative text/picture/situation say?

The following strategy is an example of problem posing.

Switching: (McLaughlin & DeVogd, p. 47) Following the initial reading of a text, the reader answers a series of questions that asks them to imagine an alternative version of the text. When using the switching strategy, the reader can change a number of things about the text, such as setting, gender of characters, thematic switch, body-style, race/ethnic group, emotion, and language switch. Depending on the goal of the lesson, students can choose different “switches” to use with the text or the whole class can use one switch. The aim with this strategy is to answer the question, “How would the author’s message change if one of these were altered?”

Suggested classroom activities for switching:

- **Setting switch:** Using *Same Sun Here* by Silas House and Neela Vaswani (2013) students could reimagine the story if the main characters lived in different places. What would the story be like if Meena was living in India rather than New York

City? What would change about River's letters if he lived in New York instead of Kentucky?

- **Gender Switch:** After reading essays in the *Green Card Youth Voices* books or watching the corresponding videos (website listed in the Digital Resources) students can write the essay changing the gender of the person writing the essay. What might change about the essay and events if the writer was another gender?
- **Race/Ethnicity switch:** While reading *Home of the Brave* by Katherine Applegate (2008) have students reimagine the story as if Kek was a refugee from Syria or other country embroiled in political strife.

Alternative Perspectives: McLaughlin and DeVoogd (2004) describe this strategy as examining alternative perspectives that exist in the story or others that may exist beyond the book. An example of this would be examining a fairytale from the perspective of multiple characters. There are various ways to create and share these perspectives, as the following strategies show.

Creating Alternative Texts: (McLaughlin & DeVoogd, p. 49) In this strategy the students focus on taking the main topic and ideas in a text and orientate them into a different type of text. The goal is for the reader to begin to understand the complexity of the text and see it from another angle. For example, the students may take a scene of a movie and rewrite it as a text conversation between the two characters. The students keep the major action of the scene the same, but inject other elements, thoughts, or details. In order to do this, the students need to be able to summarize the major moments of the scene and then translate that into a different form of text, taking into account other perspectives that may not be represented in the original scene. Another example would be taking a newspaper article on a topic and writing a diary entry of the event as a witness. There is a lot of freedom in this approach for the type of text created.

Suggested classroom activities for creating alternative texts:

- After viewing Photo A in the Appendix, of two Muslim women, students could write stories of why the women are in the picture.
- After showing Photo B in the Appendix, the statue in New Orleans of an immigrating family, students could write a poem or other text about the family's immigration story including details of where they are from, when they came, and what life was like once they arrived in America.
- After reading *Ellis Island* by Elizabeth Carney (2016) and the *Ellis Island* magazine by Kids Discover (2010) have students create a brochure, poster, commercial, comic strip, or other visual representation of what it was like to enter

the United States through Ellis Island. Students could also make tourist brochures, posters, or another type of advertisement for the museum on the island.

- Once students have read and discussed the book *How People Immigrate* by Sarah De Capua (2004) and the *Immigration* magazine by Kids Discover (2010) have them write a diary entry about someone becoming a United States citizen and the process they went through to earn citizenship.

Character Perspectives: (McLaughlin & DeVogd, p. 50) In this strategy the reader examines the different characters, their perspective of the story, and reorients the facts to fit that perspective. The students change the view point the text is written from. For example in groups, the students choose a scene or section of text, and each create a new version of the text from a character's perspective that is not heard from in the original text.

Suggested classroom activities for character perspectives:

- While reading *Drita, my Homegirl* by Jenny Lombard (2008), students can choose to write a scene from one of the grandmothers' or fathers' point of view.
- After reading *Home of the Brave* by Katherine Applegate (2008), students can rewrite the scene when Kek first arrives at his aunt's apartment from the perspective of his cousin or aunt. Another possibility with this text is when Kek arrives at Lou's house and asks for a job. For example, a question to guide student thinking might be:
 - What were Lou's thoughts when he asked her for a job?
- Group students together and allow them to choose a scene while reading *Refugee* by Alan Gratz (2017) or *Nowhere Boy* by Katherine Marsh (2018). They will rewrite the scenes from multiple perspectives.
- While analyzing the pictures in *The Arrival* by Shaun Tan (2006), students can imagine the scene when the main character leaves from his wife or daughter's perspective. Another perspective would be to write from his pet's vantage point of the story. Using this text, students can depict the new perspective through drawing, similar to the original text, or creating a new text and writing text to go along with the visuals.

Mind and Alternative Mind Portraits: (McLaughlin & DeVogd, p. 51) In this strategy, students examine two or more perspectives. The viewpoints used can either be from the text or outside of what is represented in the text, but should show different sides of the issue or event. One of the perspectives used should be from within the text. Within the outline of a head, the students fill in words, phrases, and pictures that represent that perspective as they see it. These mind portraits can then be shared with peers and used as

starters for discussions around the text. See Appendix for an example of a mind portrait worksheet.

Suggested classroom activities for mind and alternative mind portraits:

- Using the story from *The Arrival* by Shaun Tan (2006) students can fill in the mind portrait outline for the main character as well as one of the other characters in the story. Some ideas are: one of the people he meets when he moves to the new country, his child, his wife, the pet, a neighbor that lives next door who the reader doesn't meet in the story.
- After reading the story *Dreamers* by Yuyi Morales (2018), students can create a mind portrait for the main character and one for her child. Another possibility would be to create a mind portrait for the librarian who helps them.
- Students can create mind portraits for the young boy telling the story in *A Different Pond* by Bao Phi (2017) as well as for his father, mother, the siblings, or one of the people they meet at the pond while fishing.

Seeing Beyond the Bias: In this strategy, the different perspectives included and silenced are taken into account, as well as many of the questions of the Problem Posing strategies, and then applied in seeing the intrinsic bias within the text. The goal is to look beyond the meaning and understandings of a text to see the bias and power relationships at play.

Multiple perspectives activity: (McLaughlin & DeVogd, p. 129) In this strategy the students read the selected texts and discuss the perspectives presented in each text and how they are similar or different from one another. The next step is to investigate multiple perspectives related to the same event or topic in small groups where each student becomes an “expert” on one perspective.

- **Step 1:** In groups, students create a list of all perspectives possible. Once a list is created, each member of the group chooses one perspective to represent.
- **Step 2:** All students representing a certain perspective come together into a new small group. In this group they discuss and research the chosen perspective, thinking of how that side would think, feel, and respond to the event or topic.
- **Step 3:** Group members go back to their original group to share what they put together.
- **Step 4:** As a final product the group creates a chart, graphic organizer, or other visual representation of the perspectives investigated during the activity.

Suggested classroom activities for the multiple perspectives activity:

- Using a mix of the resources including the article “Hmong Celebrate 40 Years in Minnesota” from Minnesota Public Radio, “1999 This is Home: Hmong in Minnesota” the podcast from Minnesota Public Radio, sections of *Hmong in Minnesota* by Chia Youyee Vang (2008) and personal stories found at “Immigrant Oral Histories” from the Minnesota Historical Society to look at Hmong immigration from a variety of perspectives.
- After reading and investigating sources including *Somalis in Minnesota* by Ahmed Ismail Yusuf (2012), *From Somalia to Snow* by Hudda Ibrahim (2017), *This Much I can tell you* by Minnesota Council of Churches Refugee Services (2011) and the *Green Card Youth Voices* books and videos, students can work in groups to discuss Somali immigration from various perspectives.
- Students can choose different immigrants groups to Minnesota (Somali, Hmong, Karen, Mexican or other Central and South American countries, or others available in the text set resources). Each student in the group in Step 1 chooses a different immigrant group to investigate. All groups work on answering the question, “What is immigrating to Minnesota like?”

References

McLaughlin, M. & DeVood, G.L. (2004). *Critical literacy: Enhancing students' comprehension of text*. New York, NY: Scholastic.

Nichols, M. (2009). *Expanding comprehension with multigenre text sets*. New York, NY: Scholastic.

Soares, L. B., & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. *Reading Teacher*, 63(6), 486-494. doi:10.1598/RT.63.6.5

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Mind Portrait Worksheet

Student Name: _____

Character: _____

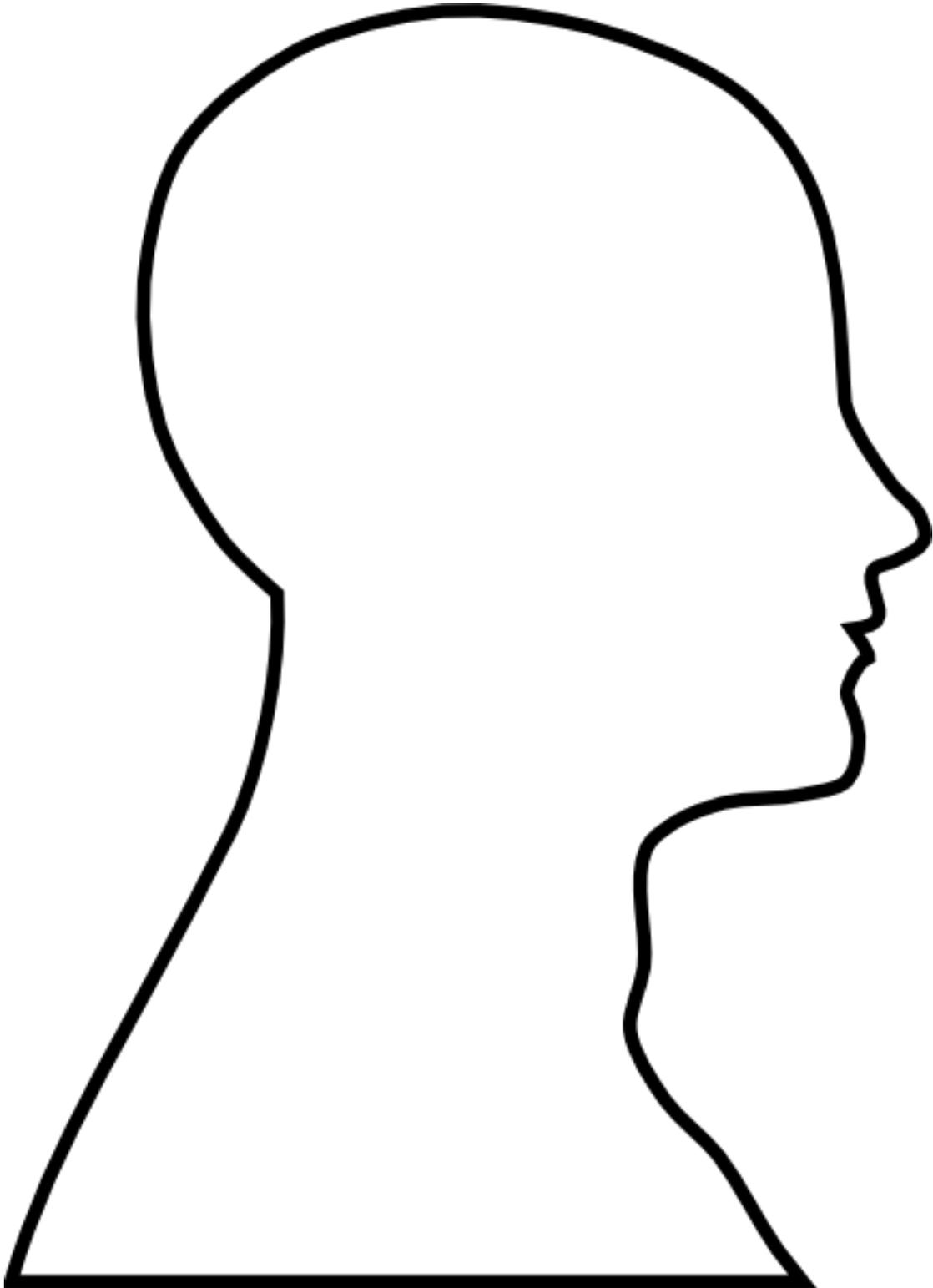




Photo A Photo courtesy of Pixabay.com



Photo B Photo courtesy of Pixabay.com



Photo C Photo courtesy of Pixabay.com



Photo D Photo courtesy of Pixabay.com



Photo E Photo courtesy of Pexels.com



Photo F Photo courtesy of Pexels.com

Land Cession Treaty Unit Resources to consider

The following list of resources are possible texts to use when creating a text set to meet standards for the land cession treaties.

American Indian termination and relocation primary source packet. (2016). Minnesota Historical Society.

Reading Level: N/A	Text Type: Primary Sources	ISBN: N/A
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Bauer, M.D. (2003). *Land of the buffalo bones: The diary of Mary Ann Elizabeth Rodgers, an English girl in Minnesota.* New York, NY: Scholastic.

Reading Level: 930 Lexile	Text Type: Novel	ISBN: 0439220270
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Clayton, G & Woolworth, A.R. (eds.). (1988). *Through Dakota eyes: Narrative accounts of the Minnesota Indian War of 1862.* Saint Paul, MN: Minnesota Historical Society Press.

Reading Level: N/A	Text Type: Primary Source	ISBN: 0873512162
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Eldred, S. (2017, September 01). Dakota plan to bury, not burn, 'scaffold' sculpture. *New York Times*. Retrieved from <https://www.nytimes.com/2017/09/01/arts/design/dakota-plan-to-bury-not-burn-scaffold-sculpture.html>

Reading Level: N/A	Text Type: Newspaper Article	ISBN: N/A
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Eler, A. (2017, June 01). 'Scaffold' sculpture to be dismantled, then burned in a Dakota-led ceremony. *Star Tribune*. Retrieved from <http://www.startribune.com/dakota-elders-gather-at-walker-art-center-to-decide-fate-of-scaffold-sculpture/425508723/>

Reading Level: N/A	Text Type: Newspaper Article	ISBN: N/A
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Enger, J. (2016, February 01). Explaining Minnesota's 1837, 1854, and 1855 Ojibwe treaties. *MPR News*. Retrieved from <https://www.mprnews.org/story/2016/02/01/explaining-minnesota-ojibwe-treaties>

Reading Level: N/A	Text Type: Online Article	ISBN: N/A
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Erdrich, L. (2002). *The birchbark house*. New York, NY: Harper Collins. Book 1

Reading Level: 970 Lexile	Text Type: Novel	ISBN: 9780786814541
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Erdrich, L. (2005). *The game of silence*. New York, NY: Harper Collins. Book 2

Reading Level: 900 Lexile	Text Type: Novel	ISBN: 0064410293
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Erdrich, L. (2010). *The porcupine year*. New York, NY: Harper Collins. Book 3

Reading Level: 840 Lexile	Text Type: Novel	ISBN: 0064410307
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Erdrich, L. (2012). *Chickadee*. New York, NY: Harper Collins. Book 4

Reading Level: 800 Lexile	Text Type: Novel	ISBN: 9780060577926
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Erdrich, L. (2016). *Makoons*. New York, NY: Harper Collins. Book 5

Reading Level: Age 8-12	Text Type: Novel	ISBN: 0060577932
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Gunderson, D. (2016, February 01). Original intent? History, language blur Minnesota Indian treaty disputes. *MPR News*. Retrieved from <https://www.mprnews.org/story/2016/02/01/history-language-mn-native-american-treaty-disputes>

Reading Level: N/A	Text Type: Online Article	ISBN: N/A
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Lorbiecki, M. (2000). *Painting the Dakota: Seth Eastman at Fort Snelling*. Afton, MN: Afton Historical Society Press.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 1890434329
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Murdoch, D., Freed, S. A., & Gardiner, L. (2005). *Eyewitness North American Indian*. New York, NY: DK Pub. in association with the American Museum of Natural History

Reading Level: Grade 3-7	Text Type: Secondary Source	ISBN: 9780756610814
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Nelson, S.D. (2015). *Sitting bull: Lakota warrior and defender of his people*. New York, NY. Abrams Books for Young Readers.

Reading Level: 860 Lexile	Text Type: Secondary Source	ISBN: 1419707310
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***Objects of the Fur Trade* primary source packet. (2016). Minnesota Historical Society.**

Reading Level: N/A	Text Type: Primary Sources	ISBN: N/A
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Roberts, K. (2007). *Minnesota 150: The people, places, and things that shape our state*. Saint Paul, MN: Minnesota Historical Society Press.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 0873515943
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Shaw, J. (1990). *Meet Kirsten: An American girl*. Middleton, WI: Pleasant Company.

Reading Level: Grade 3-4	Text Type: Novel	ISBN: 0937295795
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Swain, G. (2004). *Little Crow, Taoyateduta: Leader of the Dakota*. Saint Paul, MN: Borealis Books.

Reading Level: Grade 4-5	Text Type: Secondary Source	ISBN: 0873515021
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Treuer, A. (2010). *Ojibwe in Minnesota*. Saint Paul, MN: Minnesota Historical Society Press.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 0873517687
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Treuer, A. (2012). *Everything you wanted to know about Indians but were afraid to ask.* Saint Paul, MN: Borealis Books.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 0873518616
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Treuer, A. (2013). *Atlas of Indian nations.* Washington D. C.: National Geographic.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 1426211600
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Wargin, K. (2006). *The legend of Minnesota.* Ann Arbor, MI: Sleeping Bear Press.

Reading Level: Grade 2-5	Text Type: Picture book	ISBN: 158536262X
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Digital Resources

Allotment Videos and other videos from Why Treaties Matter

<http://treatiesmatter.org/exhibit/videos/>

This website includes videos from the Native American perspective on past and current issues surrounding the treaties.

Beyond the News to Ask Big Questions. (2015, March 29). *Indigenous Rights* [Video file].

Retrieved from <https://www.bqnow.com/single-post/2016/08/01/Indigenous-Rights>

An episode of Beyond the News that investigates issues of treaty rights and the legal battle in Northern Minnesota.

Broken Promises interactive from Minnesota Historical Society

<http://www.usdakotawar.org/history/treaties/broken-promises>

This is a short interactive activity on Minnesota Historical Society's website where the visitor takes on the perspective of one of the Dakota leaders negotiating a treaty with the U.S. Government.

Land Cession Treaties from Why Treaties Matter

<http://treatiesmatter.org/treaties/land>

This website explains each of the major treaties the U.S. signed with the Ojibwe and Dakota in Minnesota.

Seth Eastman: Depictions of Native American Life from Minnesota Digital Library

<https://mndigital.org/projects/primary-source-sets/seth-eastman-depictions-native-american-life>

The Minnesota Digital Library has collected many of Seth Eastman's paintings.

The Treaty of Traverse des Sioux painting at Minnesota State Capitol Building

<http://www.mnhs.org/capitol/learn/art/8961>

This website looks at the Treaty of Traverse des Sioux that hangs in the Minnesota State Capitol building, its history, and the discussion around its appropriateness.

U.S. Dakota War Website with the Minnesota Historical Website

<http://www.usdakotawar.org/>

This section of the Minnesota Historical website has many resources, including videos, maps, secondary sources, and pictures, explaining the U.S. Dakota War of 1862 and what led up to it as well as the impact afterwards.

Why Treaties Matter Today from Why Treaties Matter

<http://treatiesmatter.org/exhibit/welcome/why-treaties-matter-today/>

This website looks at the impacts of the treaties in Minnesota today through many different types of resources available.

Fur Trade Unit Resources to consider

The following list of resources are possible texts to use when creating a text set to meet standards for the fur trade.

Durbin, W. (1997). *The broken blade*. New York, NY: Bantam Doubleday Dell Books for Young Readers.

Reading Level: Grade 4-6	Text Type: Novel	ISBN: 0385322240
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Durbin, W. (1999). *Wintering*. Ely, MN: Raven Productions, Inc.

Reading Level: Grade 5-9	Text Type: Novel	ISBN: 0980104599
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Gilman, C. (1988). *Where two worlds meet: The Great Lakes fur trade (Museum exhibit series)*. Saint Paul, MN: Minnesota Historical Society Press.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 0873511565
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Graubart, N. (2014). *Beavers in American history: How animals shaped history*. New York, NY: Powerkids Press.

Reading Level: Grade 2-5	Text Type: Secondary Source	ISBN: 1477767541
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Nute, G.L. (1941). *The voyageur's highway: Minnesota's border lake land*. Saint Paul, MN: Minnesota Historical Press.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 9780873510066
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***Objects of the Fur Trade* primary source packet. (2016). Minnesota Historical Society.**

Reading Level: N/A	Text Type: Primary Sources	ISBN: N/A
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Pendziwol, J. (2005). *The red sash*. Toronto, ON, Canada: Groundwood Books.

Reading Level: 660 Lexile	Text Type: Picture Book	ISBN: 088899589X
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Peterson, C. (2009). *Birchbark brigade: A fur trade history*. Honesdale, PA: Calkins Creek Publishing.

Reading Level: 1250 Lexile	Text Type: Secondary Source	ISBN: 159078426X
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Sivertson, H. (1999). *The illustrated voyageur: Paintings and companion stories*. Duluth, MN: Lake Superior Port Cities.

Reading Level: N/A	Text Type: Secondary Source	ISBN: 0942235436
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***Songs of the Voyageurs*. (1998) Saint Paul, MN: Minnesota Historical Society Press.**

Reading Level: N/A	Text Type: CD	ISBN: 0873513614
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Wargin, K. (2007). *The voyageur's paddle*. Ann Arbor, MI: Sleeping Bear Press.

Reading Level: Grade 1-4	Text Type: Picture Book	ISBN: 1585360074
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Digital Resources

Beaver Pelts video from Hudson Bay Company website

<http://www.hbcheritage.ca/classroom/videos/hbc-hamper/beaver-pelts>

This is a short video that explains the importance of the beaver pelt in the fur trade from the Canadian perspective.

The Life of Voyageur at National Park website

<https://www.nps.gov/voya/planyourvisit/voyageurslife.htm>

This website has a journal entry that was published in 1878 titled, “A Voyage with the Voyageurs.”