

***How can I best use these materials to support the TEKS for Grade 8?***

The lead article on Czechs in Texas and the article “The Hanicaks: One Czech-Texan Family” offer background on why these particular people and one particular family settled in America (8.24 A), and the link to ITC’s Web pages on “Texans One and All” offers more about the Czechs as well as clear presentations of the reasons for leaving of other individuals and settlement groups from Europe, Asia, and Mexico. Reasons for leaving, the “Push” factor, are the same whether the immigrants arrived at Ellis Island, the port at Galveston, or some other port of entry. Use these to stimulate students to research and write about their own family’s early immigration to America.

Eighth grade students should also write about the “Pull” factor. Why did their ancestors select the particular region of America to which they immigrated? (8.11 B, C). How did the events of American history at the time of their ancestor’s arrival affect their experience as immigrants? (8.2, 8.6, 8.7, 8.8, or 8.9).

Students who strongly identify with being Native American have other ancestors who immigrated after European settlement began; suggest they focus on an *immigrant* ancestor for this particular assignment. Alternatively, suggest they research and write the story of how their Native American ancestors attained citizenship and voting rights in the U.S.A. (Native Americans born in the U.S. were made citizens by law on June 2, 1924, but attained voting rights from the state in which they lived; some states withheld suffrage until 1948. There are many sorrowful untold stories from this era which students may be able to discover.)

The Literacy Test from the INS will help students understand that the same information which they must learn in school must be also studied and learned by noncitizen residents.