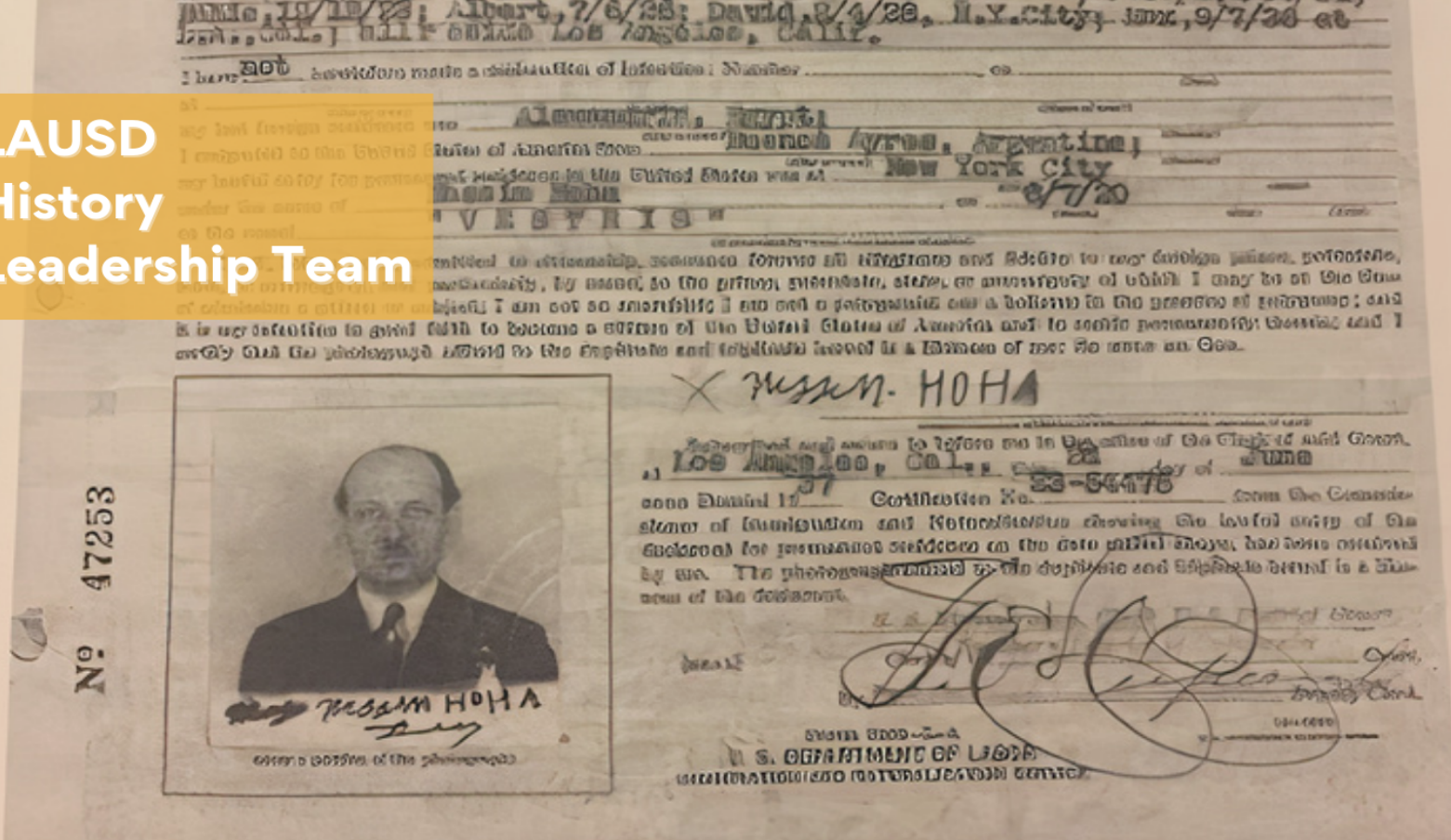


LAUSD History Leadership Team



INQUIRY QUESTION

Do you agree that Syrian Americans can be defined with the term Mestizaje? Why? If not, what term would you use instead? Why?

Lauren Davis

Reseda Charter High

A COLLABORATION
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Division of Instruction
Los Angeles Unified School District

Post-Ottoman Immigration to LA 1920s: Syrian Mestizaje
Do you agree that Syrian Americans can be defined with the term Mestizaje? Why? If not, what term would you use instead? Why?

Lesson Overview & Procedures

Lesson Overview:

Immigration to Los Angeles from Syria and Palestine in the 1880s-1920s was due to both 'push factors' from the Ottoman Empire, and 'pull' factors to North America. Migrants followed routes into the US through family and social ties in Mexico before arriving in Los Angeles. Students will look at immigration documents of Syrian Immigration to the US to generate questions about immigrants, immigration, and the concept of mestizaje.

Lesson Objectives/Goals:

Students will learn about Syrian immigration to Los Angeles from the Ottoman Empire in the early 20th century. Students will reflect on the meaning of Mestizaje and if it applies to Syrian immigrants in the 1920s.

Students will work in small groups and use the question formulation technique to generate questions about immigration documents.

(Extension Activity) Students will answer the essential question by creating a podcast (OR use flipgrid) to present their learning about Syrian immigration with classmates. OR participate in a student led discussion around immigration using the Harkness Circle Method.

Literacy and Content Connections:

- Content Standards
 - HSSCS 10.5.4 Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
 - HSSCS 10.5.5 Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.
 - HSSCS 11.4.5 Analyze the political, economic, and social ramifications of World War I on the homefront.
 - HSSCS 11.3.4 Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
- Common Core Standards
 - RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical

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meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Fair Act connections
 - ..a study of the role and contributions of both men and women,""Mexican Americans,..." "...and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society."
- Framework Connections
 - How is national identity constructed?
 - What were the consequences of World War I for nations, ethnic groups, and people?
 - How did agreements dating from the WWI and post-war periods impact the map of the Middle East?
 - What were the effects of World War I upon ordinary people?

Step-by-Step Procedures:

Lesson Google Slidedeck-[Post-Ottoman Immigration to LA: Syrian Mestizaje](#)

Syrian Immigration to LA in the 1920s [Student Group Worksheet](#)

Primary Documents-[Middle Eastern Immigration to LA Hyperdoc](#)

- **Time Frame**-This lesson should take two, 60 minute synchronous sessions and one asynchronous session to complete. The first session will introduce background

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information about Syria, the Ottoman Empire, migration to Mexico, and emigration from Mexico to Los Angeles. The second session will allow time for students to form groups, create copies of group documents, read their assigned immigration document and to participate in the question formulation technique activity.

Students will then may need asynchronous time to finish their summative assessment.

- *Extension Activity*-An extension of student learning before the summative assessment is to have students create a podcast, or a flipgrid series where students discuss with their group questions generated in the question formulation technique activity.
 - An alternative extension could be to hold a Harkness discussion where students ask one another questions around the lesson's essential question without instructor input. Harkness resources are linked at the end of the lesson.

- **Step 1:** Create a copy of the "[Post-Ottoman Immigration to LA 1920s: Syrian Mestizaje](#)" Google Slidedeck.
- **Step 2-Warm-up:** Pose the warm-up question "Why do people leave their home country? How do they choose where to go?" Allow students time to write out their response. Pair-Share their responses in small groups before beginning a class discussion about immigration and why people move from place to place. Students may share their own or their familie's immigrant experiences.
- **Step 3-'Push Factor-Pull Factor':** Introduce the definitions 'Push Factor' and 'Pull Factor' to the class. Explain that the focus of today's lesson is the immigration of Syrian Immigrants in the 1920s.
- **Step 4 Essential Question:** Present the lesson's essential question "Do you agree that Syrian Americans can be defined with the term Mestizaje? Why? If no, what term would you use instead? Why?" Explain they will need some background information, but by the end of the lesson they will be prepared to write their opinion on this question.
- **Step 5 Syria and WWI/Ottoman Background:** Present background information and location of Syria, the Middle East, and the term 'Ottoman Empire.' Presentation and references to WWI may vary depending on if the course has or has not covered that material. Emphasize that many of these events are 'Push Factors' for leaving the former Ottoman lands.
 - Be sure to indicate how the tensions of the Ottoman empire were part of why Bosnia-Herzegovina was under Austrian control.
 - The Armenian Genocide is referred to in this lesson, but not covered in depth.

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- The dissolution of the Ottoman Empire and the resulting mandate system is the foundation for the location of modern middle eastern borders and tensions.
- You may wish to highlight for students the religious diversity within the Ottoman empire (Sunni and Shia Muslims, Christians of various sects, Jews[Ladino Speakers {Spanish heritage Jews expelled during the Spanish Inquisition}were initially invited to Mexico]).
 - Mention of minority ethnic group such as the Kurds and Druze as well as the inclusion of ISIL is meant to provide students with a preview of events covered at the end of the course.
- The Russian Revolution and the Mexican Revolution provide context to the specific stories of migration discussed in the documents.
- **Step 6 First Destination Mexico:** Present to students about how migrants are attracted to economic opportunities in Mexico, Argentina, Cuba, the US, and Canada. Step migration leads to several family members going in search of work. Some choose to settle and marry within their communities in their new countries. In the example of Mexico, Syrian immigrants had to petition to become Mexican citizens. Marriage to Mexicans and the economic, political, and social benefits of becoming Mexican led many people to settle. Focus on the 'Pull Factors' that may have pulled someone to the Americas.
- **Step 7 Second Destination-Los Angeles:** During and after the Mexican-Revolution many Mexicans and Mexican-Syrians came to the US through El Paso and eventually settled in Los Angeles to escape the Mexican Revolution. After the Mexican-Revolution there was anti-immigrant sentiment in Mexico (similar to the US) that pushed immigrants to leave for Syrian communities in LA. LA had a diversity of new peoples due to the great migration from the South, Japanese, Chinese, and Mexican immigration to LA. The ability to speak both Arabic and Spanish allowed Syrian immigrants to mix with multiple groups and find economic opportunity.
- **Step 8 White, Asian, or Latino? Or all at once?:** American Immigration policies in the 1920s take place in the context of the rise white supremacy, nativism, and eugenics. Identification with 'whiteness' was of benefit to Syrian communities in LA. However, there is still a push to identify them as something 'other.' Their close identification with the Mexican American community allowed for social and economic assimilation. Documents from under the British and French Mandate system could identify Syrian immigrants as 'Asian' which would come with restrictions of land ownership under the [CA Alien Land Acts of 1913 and 1920](#).
- **Step 9 Mestizaje:** Define the term Mestizaje from Lourdes Martinez Echazabal and discuss it with the class. The author of the book "Arab Routes: Pathways to Syrian

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California" Sarah M.A. Gualtieri proposes in her book that this term could apply to the Syrian-Angelino experience. Students will use this term in their final summative assessment and in their possible extension activities.

- Mestizaje has evolved as a term of identification over the last 100 years. Explanation of how this term was used in the past to minimize indigenous Mexicans may be necessary. Octavio Paz in the book "Labyrinth of Solitude" makes this point. Gloria Anzaldua in the book "Borderlands/La Frontera: The New Mestiza" discusses the internalized border between Mexico and the US that rests within the individual. Recent scholarship moves the term Mestizaje to perhaps include a higher 'moral' conclusion of mestizaje to include identities that overcome white supremacy, colonialism and a history of subjugation
- **Step 10-Group Work-Assign documents to groups**-Assign students in groups of 3-4 and assign each group document from a Syrian immigrant to Los Angeles:
 - Review instructions for group work. Each group will create their own copy of Syrian Immigration to LA in the 1920s [Student Group Worksheet](#) and the primary documents ([Middle Eastern Immigration to LA Hyperdoc](#))
 - Have all group members join this document and type in their names and the name of their assigned Syrian Immigrant.
 - The group will create and share a new Jamboard copy of the 'Syrian Immigration-LA 1920s-Student Template.'
 - <https://jamboard.google.com/d/1oCdxJvcHoUYEC9KV3iWi9005mfMlvXLVPv6Kdudv0Qo/copy?usp=sharing>
 - Have students read the document by themselves. You may wish to encourage them to annotate their document as they read. Groups may want to use this [Google Timer](#) while working.
- **Step 11 Group QFT (Question Formulation Technique)** After reading their document students will create a list of questions with their group and post them on your group's jamboard. 6 Min is recommended for this part of this activity. You may have a group member in each group assigned/volunteer as a scribe for this activity. Students will post the link to their group's shared google worksheet and google jamboard on to the lesson slide deck. Be prepared so share the link to the lesson's slide deck with the scribe so that they can paste in their links and their group's focus questions.
 - QFT students directions are:

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- Number one. Take the time to ask as many questions as you can.
- Number two, you do not stop to discuss, judge, or answer the questions.
- Number three, please write down every question exactly as stated. And then, if it's a statement, please change it into a question.
- When done read all of the questions aloud. Put a C on Close Ended Questions, and an O on Open Ended Questions.
 - An open-ended question is a question that could be answered with an explanation. A closed-ended question with a one-word answer, like yes or no, or a time.
- Sort your Open ended questions on the left side of the jamboard page and Close ended questions on the right side jamboard page.
- Choose one Open-ended question to transform into a close ended question. Choose one closed question to transform it into a close ended question.
- Work with your group to select three 'Focus Questions.'
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- Share your focus questions with the class by copying and pasting your group's information on your slide of the lesson google slide deck.
- **Step 12 Share Focus Questions**-Have groups share their focus questions with the class. Try not to evaluate or praise the questions. Encourage students to independently present to their classmates. The following extension activities allow students to research answers to student focus questions and present their findings to the class.
- **Step 13 Optional-Extension Activities-Podcasts/Flipgrid/Harkness Discussion.** See below for more detail on doing one of these three options.
- **Step 14 Summative Assessment**-Students will write a two paragraph response to the following question: Do you agree that Syrian Americans can be defined with the term Mestizaje? Why? If not, what term would you use instead? Why?

Extension Activities before Assessment:

Option 1-2 Create a Podcast or Flipgrid You may choose to have students spend an

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additional 1-2 synchronous class periods and 1 asynchronous period working on a group podcast. Or, 1 synchronous period creating FlipGrid videos. Students work with their group to research more information about immigration in the 1920s. Students use their group's focus questions to guide in their research. Student groups can produce a Podcast (Sound Trap or other podcast programs available to your school) or a series of group Flipgrid responses to share their questions and to share their findings. A podcast 'whip around' will have students listening to or watching 3-4 podcasts (or flipgrids) from classmates and reflection with the questions:

1. What did you learn that you didn't know before listening to this podcast?
2. Write two questions you have after listening to their podcast.

You may wish to create a discussion post in your lms system or a google form to capture student reflections. Then debrief with the class the podcast making experience: What went well in your group while working on the podcast? What was a challenge for your group?

Resources for classroom podcasts

- Podcast Outline Template
- <https://www.plu.edu/dhlab/wp-content/uploads/sites/330/2018/10/podcast-outline-template.pdf>
- LAUSD Podcast Rubric-<https://docs.google.com/document/d/1XJo3zBSM8vLnDVI-IP3otHmMviHaqzfZUZvdUhOF9Jg/edit>
- Podcast Program-<https://www.soundtrap.com/edu/>
- How to use Sound Trap Youtube Series-<https://youtu.be/PhmvPxCcsrA>
- How to use FlipGrid Youtube video-<https://youtu.be/C0QV3Yfv7UY>
- How to create your own Rubric in Flipgrid
- <https://help.flipgrid.com/hc/en-us/articles/360042654674-Providing-feedback-through-basic-and-custom-rubrics>

Option 3 Hold a Harkness Discussion For one synchronous class session have students lead a small group discussion with the focus questions written by students from the question formulation technique activity.

- Resources to support holding a Harkness discussion-
 - <https://www.exeter.edu/programs-educators/harkness-outreach/harkness-teaching-tools>
 - Links to discussion assessment tools are below in the assessment section
- Blog and video HARKNESS DISCUSSIONS IN 3 SIMPLE STEPS-<http://www.nowsparkcreativity.com/2016/12/harkness-discussions-in-3-simple-s>

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[teps.html](#)

- Blog on how to introduce Harkness Discussions to a class-<https://sites.google.com/site/jodisschooldocs/harkness/implementing-harkness>

Assessment: Short Written Response-Extension Activity Rubrics

Summative Assessment: Students will write a two paragraph response to the following question: Do you agree that Syrian Americans can be defined with the term Mestizaje? Why? If not, what term would you use instead? Why?

Extension Activity Assessment Tools:

Podcast and Flipgrid Rubrics

- LAUSD Podcast Rubric #1
<https://docs.google.com/document/d/1XJo3zBSM8vLnDVI-IP3otHmMviHaqzfZUZvdUhOF9Jg/copy?usp=sharing>
- How to create your own Rubric in Flipgrid
<https://help.flipgrid.com/hc/en-us/articles/360042654674-Providing-feedback-through-basic-and-custom-rubrics>

Harkness Discussion Trackers and Rubrics

- Body Language Tracker
<https://www.exeter.edu/sites/default/files/documents/PEA-Harkness-Institute-Body-Language-6-2018.pdf>
- Student Comments Tracker
<https://www.exeter.edu/sites/default/files/documents/PEA-Harkness-Institute-Student-Comments-6-2018.pdf>
- Time Speaking Tracker
<https://www.exeter.edu/sites/default/files/documents/PEA-Harkness-Institute-Time-Speaking-6-2018.pdf>
- Table Discussion Tracker
<https://www.exeter.edu/sites/default/files/documents/PEA-Harkness-Institute-The-Table-6-2018.pdf>

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