

Meeting of Frontiers

Colonization

Teaching Unit: Migration to the Frontiers of Russia and the United States

Jody Smothers Marcello
Alaska Geographic Alliance
Sitka School District
Sitka, Alaska

Overview:

The parallel settlements of the lands of Siberia and the American West and the migrations of the people who moved to these frontier hinterlands are the focus of this unit of study designed for high school students of history and geography. Students utilize parallel timelines, a matrix, and geographical questions about voluntary and involuntary migrations to study the diverse ethnic groups of the territories settled and homelands disrupted.

Standards:

Geography Standards. The geographically informed student knows and understands:

- ❖ the migration of human populations on Earth's surface.
- ❖ the complexity of Earth's cultural mosaics.
- ❖ the processes, patterns, and functions of human settlement.
- ❖ how to use geography to interpret the past.

Geography Skills. The geographically skilled student knows and understands how to:

- ❖ ask geographic questions.
- ❖ acquire geographic information.
- ❖ organize geographic information.
- ❖ answer geographic questions.
- ❖ analyze geographic information.

Historical Thinking Standards. The history student:

- ❖ thinks chronologically.
- ❖ comprehends a variety of historical sources.
- ❖ engages in historical analysis and interpretation.
- ❖ conducts historical research.

Technology Standards. A technology literate student should be able to:

- ❖ use technology to explore ideas, solve problems, and derive meaning.

Writing and Speaking Standards. A student fluent in English is able to:

- ❖ write and speak well to inform and to clarify thinking in a variety of formats, including technical communication;

Essential Questions:

- ❖ Why do people migrate?
- ❖ How do voluntary and involuntary migrations affect people and the places they inhabit?
- ❖ How do migrations affect homelands? How are migrations a part of the territorial paradigm?
- ❖ Are there parallel stories of human migration and settlement?

Vocabulary:

- | | | |
|--------------------|-----------------------------|-----------------------|
| ❖ acquisition | ❖ hearth | ❖ psychic distance |
| ❖ axioms | ❖ homeland | ❖ rural |
| ❖ catalysts | ❖ immigration | ❖ spatial distance |
| ❖ emigration | ❖ intervening obstacles | ❖ migration streams |
| ❖ feedback | ❖ intervening opportunities | ❖ territory |
| ❖ forced migration | ❖ involuntary migration | ❖ urban |
| ❖ frontier | ❖ life cycle migration | ❖ voluntary migration |
| ❖ goal area | ❖ migration | |

Instruction:

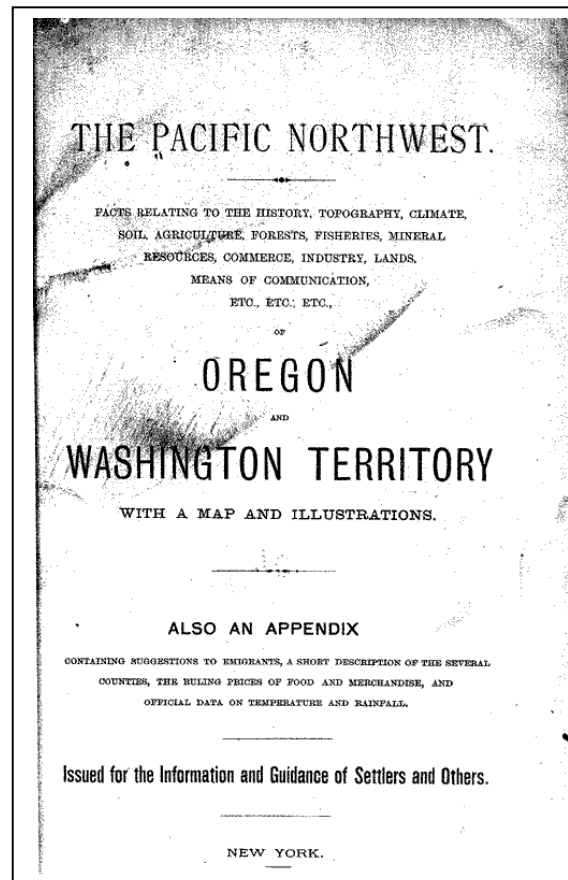
Through one of a variety of formats—projection via an LCD projector, online, or printed handouts—have students examine pages from one or both of the resettlement manuals available at:

- ❖ <http://frontiers.loc.gov/intldl/mtfhtml/mfcology/igcmanuals.html>

The first page of “The Pacific Northwest: Facts Relating to the History, Topography, Climate, Soil, Agriculture, Forests, Fisheries, Mineral Resources, Commerce, Industry, Lands, Means of Communication, Etc. Etc. Etc., of Oregon and Washington Territory With A Map and Illustrations,” shown here serves as an example.

Conduct a brainstorming class discussion centered on the following questions.

- ❖ What is the purpose of this publication?
- ❖ When was it printed?
- ❖ What else is happening in the United States at that time?



- ❖ What events in our history led to this point? What has happened prior to this time to create the context for this publication in terms of exploration, settlement, transportation, migration, statehood, land acquisitions, etc.?
- ❖ What comes after this point in history?
- ❖ Why were such manuals published? Were they effective? Would you be influenced by such a manual?

Follow-up by showing the 1893 population density map and asking students to identify the patterns in it. See: <http://frontiers.loc.gov/intldl/mtfhtml/mfcolony/igcdensity.html>

Ask students if they know of any other parallels to the story of American migration and settlement of the continental frontier, one in which the extent of the frontier meets the American frontier.

Timeline. Have students access the timelines available at the Meeting of Frontiers web site and create a parallel timeline of Russian Acquisition and Migration and of American Acquisition and Migration.

- ❖ <http://international.loc.gov/intldl/mtfhtml/mfcolony/colruacq.html>

Choose an opportunity for students to create a parallel timeline in one of several formats: a table, a graphic display for the classroom wall, and/or using a commercially available timeline software program such as TimeLiner 5.0, a product available at <http://www.tomsnyder.com>.

Parallel Timeline of Russian and American Acquisitions and Migrations

| <i>Russian Acquisition and Migration</i> | <i>Year</i> | <i>American Acquisition and Migration</i> |
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The classroom wall graphic display can become a whole class/small group project by assigning various groups the following tasks. Each group will need access to a computer with an Internet connection.

- Create the timeline itself with years in equal intervals from 1484-1905.
- Create a display of descriptions of pertinent Russian events
- Create a display of descriptions of pertinent American events
- Create a display of pertinent Russian maps
- Create a display of pertinent American maps
- Create a display of pertinent Russian photographs
- Create a display of pertinent American photographs

The classroom wall display then becomes a graphic display as well as a handy reference throughout the rest of the unit.

After the graphic display is complete, conduct a whole class discussion using such questions as the following.

- What are the similarities and differences in how Russian and American territories were acquired?
- What are the similarities and differences in the timeframes in which Russian and American territories were acquired?
- With what outside, bordering, or international powers were active in the stories of Russian and American acquisitions of territory?
- What treaties were important to the settlement of both territories? What roles do treaties play in the acquisition of territory? At what points in history were territories acquired? Is there a pattern to these acquisitions? Which power gained the most from such treaties?
- How do the ideas of both the homeland and territorial paradigms play out in Russia and America? In other words, what happens to the homelands of the indigenous peoples and how much of the territory is conquered by outsiders?
- How did the railroad affect expansion of the Russian and American territories?
- How did laws about migration affect the territorial expansion of both countries?
- How did land giveaways impact the settlement of both Siberian Russia and the American West?

Migration. Introduce students to the concepts behind migration. The teacher can provide direct instruction on migration using the PowerPoint presentation on migration and having the students take notes. Alternately, students can view the PowerPoint presentation on their own and take notes from this viewing. (Attachment: Migration PowerPoint)

Conduct a whole class discussion using such questions as the following.

- Are there times when migrations reflect different axioms?
- Are all migrations voluntary? What are examples of involuntary migrations?
- How do Americans view migration? Is the American story of migration unique?
- What migrations, if any, do you expect to undergo over the course of your lifetime?
- Have there been any important migrations in the history of your family?
- How have migrations defined the history of our country? State? Locality?
- Which has a greater impact on the migrant: spatial or psychic distance?

Expand on the idea of migration catalysts and migration streams using the Migration Matrix, using a similar direct instruction or student viewing and notetaking strategy. Have students read online or as a class handout the introduction to the Meeting of Frontiers Colonization section.

❖ <http://frontiers.loc.gov/intldl/mtfhtml/mfcolony/mfcolony.html>

Have students discuss the following questions with a partner. Then conduct a whole class discussion in which each student is asked to participate.

- ❖ What were the catalysts for the Russian and American migrations?
- ❖ Which migration stream applies to the Russian and American migration?
- ❖ Why was there a demographic explosion in Europe in the nineteenth and twentieth centuries?
- ❖ What is the land area of Russia compared to the U.S.? To what extent was the Russian frontier settled in comparison with the U.S. frontier? (current population density maps may be useful references at this point)
- ❖ What is a frontier hinterland? What are today's frontier hinterlands?
- ❖ What kinds of people are attracted to the settlement of frontiers? What kinds of people are forced into the settlement of frontiers?

Demonstrate how the ideas of migration can be applied to specific groups of migrants using the Framework for Analyzing Migrant Groups (attached PowerPoint).

Assessment:

Divide the class into heterogeneous work groups to investigate and research the following groups. (The teacher may want to preview the descriptions of the Digital Collections of the Colonization section of the Meeting of Frontiers web site and/or conduct a brief lesson on how students can use skimming skills to determine whether or not these collections will be helpful to them in their research. Some notes on these collections are noted below.)

- **Forced Migration within Russia** (Siberian exile)
<http://international.loc.gov/intldl/mtfhtml/mfcolony/fmicexile.html>
 Selections From the George Kennan Papers at
<http://international.loc.gov/intldl/mtfhtml/mfdigcol/mfdcpshot.html#d> will be helpful for this topic. (See Digital Collections.)
- **Exile to Sakhalin Island**
<http://international.loc.gov/intldl/mtfhtml/mfcolony/igcsakhalin.html>
 Views of Sakhalin Island from the Digital Collections is at:
<http://international.loc.gov/intldl/mtfhtml/mfdigcol/nlrph.html#c>
- **Resettlement of Native American tribes (Trail of Tears)**
 One place to start with this is at the National Park Service web site:
<http://www.nps.gov/trte/>
- **Mexican Americans into the American Southwest**
- **Chinese Immigrants to the American West Coast**
<http://international.loc.gov/intldl/mtfhtml/mfcolony/igcchinese.html>
- **East Asians into Eastern Siberia**
- **Russian Missionaries**
<http://international.loc.gov/intldl/mtfhtml/mfcolony/colrumiss.html>
 Another good starting point is the Library of Congress exhibition, *In the Beginning Was the Word: The Russian Church and Native Alaskan Cultures* at
<http://international.loc.gov/intldl/mtfhtml/mfdigcol/mfdcothr.html#a>
- **Spanish Missionaries into the American Southwest**
<http://international.loc.gov/intldl/mtfhtml/mfcolony/fmiccal.html>
- **Protestant Missionaries in the Trans-Mississippi West**
- **Religious Flight of American Mormons**
<http://international.loc.gov/intldl/mtfhtml/mfcolony/fmicsalt.html>

- **Religious Flight of Russian Old Believers**
- **American Cowboy Cattle Drives**
<http://international.loc.gov/intldl/mtfhtml/mfcolony/fmiccows.html>

Each group should create a PowerPoint presentation on their migrant group, using the following as a prompt.

You are a member of a team working for the Library of Congress to develop an exhibit to accompany the Meeting of Frontiers web site. The team is trying to decide which groups to highlight in the exhibits section on Colonization and migration. Your task is to develop a PowerPoint presentation on your migrant group that is thorough and that provides convincing evidence that this migrant group should be highlighted in the exhibit. You will need to provide a complete analysis of their migration, answering all questions possible about their migration, including catalysts and streams.

The Framework for Analyzing Migrant Groups provides an outline or template for this presentation. If the school has a network for example, the template can be saved in a network folder for students to access. Starting points for additional research on the web are at Related Web Sites under the Colonization section of the Meeting of Frontiers web site at: <http://international.loc.gov/intldl/mtfhtml/mfrelmat/mfrmweb.html>.

Evaluate the PowerPoint presentations using the Migration PowerPoint presentation scoring guide which emphasizes connections to historical and geographical themes and interpretations of them along with the inquiry process. The expression of ideas through technology, the use of the writing process for such a presentation, and speaking to inform abilities are also assessed.

Appendix:

- ❖ Migration Matrix
- ❖ A Framework for Migration (Power Point)
- ❖ Migration Power Point Presentation Scoring Guide

References:

- deBlij, H. J. and Murphy, Alexander B. *Human Geography: Culture, Society, and Space*. New York: John Wiley & Sons, Inc., 1999.
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- Rubenstein, James. *The Cultural Landscape: An Introduction to Human Geography*. 6th Edition. Upper Saddle River, NJ: Prentice Hall, 1999.
- Salter, Kit. Lecture. “Geography and the Migration of Hope.” Washington, DC. 1989.
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