

## Direct Teach

### Reading Focus

- 1 Who are “Americans” and from where did they come?

### Americans Are from Everywhere

**Recall** Who lived in North America before 1492? *people who came from Asia and their descendents, American Indians*

**Contrast** How were the experiences of Europeans and Africans coming to America different? *Most Europeans chose to come to America for new opportunities. Most Africans were kidnapped, brought to the United States, and forced to work as slaves.*

**Evaluate** Do you think a melting pot or a salad bowl is a better metaphor for America? Can you think of another even better metaphor? *Students' answers will vary but should show their understanding of both terms.*

### Interpret Time Lines

Ask volunteers to use the entries and images in the time line to summarize the key events and trends in migration to America. Work with students to help them differentiate between one-time events and trends that occurred over time.

Traditionally, people called the United States a “melting pot.” **Immigrants**—people who came here from other countries—entered the nation—the pot—and adopted American customs and blended into American society.

That picture of America is not quite accurate. Many immigrants practice their traditions and customs after they move to the United States. That is why both New York City and San Francisco have neighborhoods called Chinatown. In cities throughout the United States, you can visit areas called Little Italy or Little Korea, where other countries' ways of life are preserved.

Some people say America is more like a “salad bowl.” In a salad, foods do not melt together, they are a mixture of separate and distinct flavors.

#### A More Accurate Picture

So which image is correct? Actually, some combination of the two would be more accurate.

People who come here as adults often keep the customs they grew up with in their native countries. However, their children and grandchildren, raised in the United States, often blend into what we think of as typical American ways of life.

A variety of many different cultural groups make their homes in the United States today. The term *cultural diversity* reflects the multiple cultures and cultural differences that coexist.

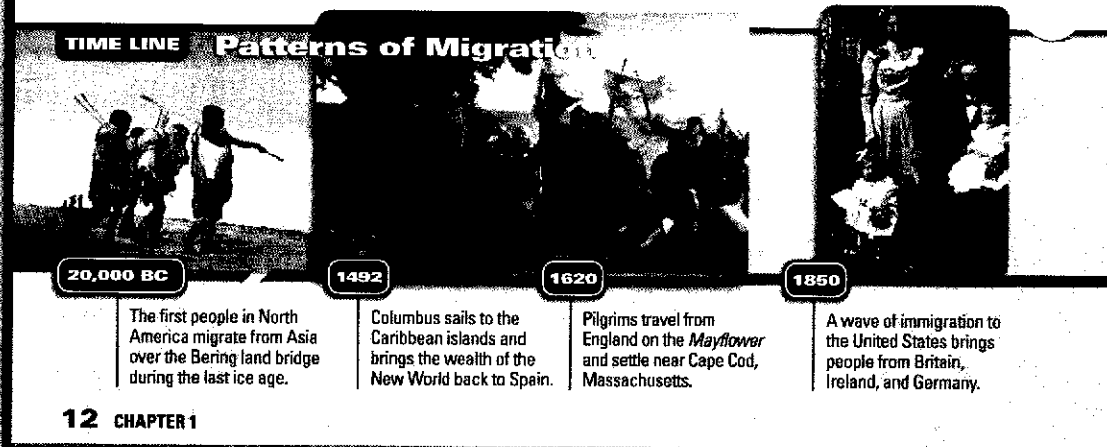
The term *subculture* can be applied to some of the ethnic groups that reside in the United States. For example, some ethnic groups, such as Arab Americans, Chinese Americans, or Cuban Americans, may be considered to have their own subcultures. While they live and participate in the ways of mainstream America, they may also retain some of their unique customs, including foods and holidays. They may also speak their first language at home.

As different cultures have become absorbed, or assimilated, into the mainstream, they contribute to the fabric of American life. The idea of *multiculturalism* emphasizes that the individuality of various groups should be respected. While the importance of shared American values is maintained, a variety of positive cultural contributions also are recognized. In schools today, American children are taught to value the contributions of people from many cultures.

#### Early Americans

Many scientists believe that the first people to settle in North America came here from Asia between 12,000 and 40,000 years ago. These early groups were the ancestors of modern-day American Indians and were the first Americans.

Eventually, Europeans began to arrive in the Americas. In 1492 Christopher Columbus



## Differentiating Instruction

Above Level

### Advanced Learners/GATE

Research Required

#### Research Early Americans

1. Have students do research to learn more about the first people to settle in North America.
2. Ask students to write a report on these early Americans. Tell them to focus on the following questions: How have scientists learned about the original Americans? What do scientists know or believe about them?

Who were they? How and why did they come to America?

3. Encourage students to illustrate their reports with relevant maps and images. **LS Verbal/Linguistic**

**Alternative Assessment Handbook: Rubric 37: Writing Assignments**