

Chapter 5

Ethnic Migration

(19:39 minutes)

Synopsis

This 20-minute video examines Montana's history of migration through three different stories of twentieth-century ethnic migration. This video can be viewed as two shorter segments if desired. **Segment 1** (7:22) focuses on Red Lodge, Montana, and its Festival of Nations. Migrants from many different nations settled in Red Lodge in the nineteenth and early twentieth centuries. Today the Festival of Nations continues to celebrate Red Lodge residents' ethnic heritage. **Segment 2** (12:17) details the arrival and history of two later immigrant groups: agricultural workers who emigrated from Mexico to the Yellowstone Valley and Hmong refugees, who moved to the Missoula area after the Vietnam War.

► The video begins by asking students the following focus question: **“What is your ethnic heritage?”** Teachers may wish to ask their students the same question before viewing the episode.

In addition, teachers may wish to ask the following questions, which will be answered by the narrator: **“How long have different peoples and ethnicities migrated to Montana?”** and **“Who are some of the different peoples who have migrated to Montana?”**

The narrator states:

“Montana has witnessed the movement and settlement of peoples since humans arrived here. Indian tribes moved in and out of the country. Afro-American and Chinese settlers populated early Montana towns—and then departed. Hutterites established religious communities and agricultural colonies. Take a look at Montana history by studying why different ethnic groups migrated to Montana through time, and documenting if they stayed. You will learn a lot.

“For instance, examine two twentieth-century migration patterns: the arrival of Mexicans into the Yellowstone Valley and Hmong refugees into western Montana. Sugar-beet production drew Mexican workers to Montana. The Hmong sought refuge from Southeast Asian conflicts in the 1970s. Nevertheless, Montana in the early twenty-first century encounters a much less diverse population than it did one hundred years ago.”

Teachers may wish to stop the video at 7 minutes and 22 seconds and discuss Red Lodge and the Festival of Nations. A possible focus question for Segment 2 could be: **“Who have been some of the 20th century immigrants to Montana?”**

Post-viewing Discussion Questions

Engage students' critical thinking skills and elicit their emotional responses with the following four questions, most easily remembered through the acronym DICE: What **disturbed** you? What **interested** you? What **confused** you? What **enlightened** you?

“Getting at the Meaning” Questions

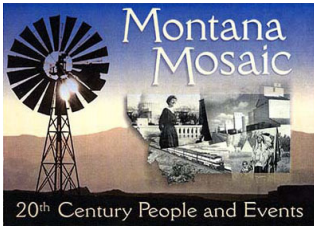
Segment 1:

1. How would immigrating to Montana in the early 1900s be easier or harder than immigrating to the state today?
2. Why do you think the descendants of immigrants in Red Lodge and elsewhere celebrate their ethnic roots?

Segment 2:

1. Why do you think Mexican workers faced more discrimination and less acceptance than their German counterparts who also worked to harvest sugar beets?





(Chapter 5, continued)

2. Do you think Hmong soldiers' service during the Vietnam War has been undervalued? If so, why do you think this is so?
3. What are some of the ways Montanans define their identity? Which identities do you as a Montanan claim?

Vocabulary Terms

Emigrant: a person who moves from his or her home country to settle in a new place.

Vaquero: a Spanish word for “cowboy.”

Hmong: a minority ethnic group primarily from China and southeast Asia. Since the 1975 end of the Vietnam War, Hmong refugees have emigrated to France, Australia, Canada, and the United States. Between 1975 and 1994, more than 110,000 Hmong refugees resettled in the United States and—with a Hmong population of around 300,000 in 2001—the United States has the largest Hmong refugee community.

Additional Resources

For more information on topics addressed in this episode, see *Montana: Stories of the Land*, Chapter 20, “Building a New Montana, 1940–1965,” (<https://mhs.mt.gov/education/textbook/chapter20/Chapter20.pdf>), and *Montana: Stories of the Land*, Chapter 22, “Living in a New Montana, 1970–2007” (<https://mhs.mt.gov/education/textbook/chapter22/Chapter22.pdf>).

Content Standards

Montana State Social Studies Standards

SS.G.6-8.5. Explain the role and impact of spatial patterns of settlement and movement in shaping societies and cultures, including Indigenous cultures.

SS.G.6-8.6. Identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas.

SS.G.6-8.7. Identify the cultural roots of major world regions.

SS.H.6-8.2. Analyze how the historical events relate to one another and are shaped by historical context, including societies in the Americas.

SS.H.6-8.5. Explain how Montana has changed over time and how this history impacts the present.

SS.G.9-12.5. Evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions.

SS.G.9-12.6. Analyze the role of geography on interactions and conflicts between various cultures in Montana, the United States, and the world.

SS.H.9-12.2. Analyze change and continuity in historical eras in US and world history.

SS.H.9-12.5. Explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians.

SS.H.9-12.7. Analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives.