Using a variety of learning activities and primary sources, elementary and secondary students investigate family and community history and ethnicity. The major goals of the units are to provide factual information about immigrants to America from about 1820 to 1920 and to assist students in investigating immigrant history and heritage in their families and communities. The user's guide provides introductory information on how to use the series and background information about immigration. A brief description is given on the influence of immigrants on America and is followed by a discussion on how and where students gather and interpret information. Content topics and processes used in the activities are described along with a scheme for recording and evaluating student progress. In addition to the user's guide, the series is composed of four units each for two levels—one for grades 4-8 and one for grades 9-12. These units, available only from the publisher, are classroom-oriented and emphasize gathering and interpreting information, valuing strategies, group sharing and discussion, activities for research projects and class field trips, and individual student research in family ancestry and community. To use the materials in the classroom, both the user's guide and units for either level are needed. (Author/JR)
Acknowledgements

We are grateful to students of the Immigrants classes at North High in North St. Paul, Minnesota for field testing these activities and for sharing the primary source materials they uncovered in their research. We are grateful, also, to people in the community who willingly shared their memories and experiences with students.

Marion Radke at Hazelwood Elementary in North St. Paul, Minnesota, shared many ideas for teaching about immigrant history.

The Minnesota Historical Society has been a rich source of historical information and photos.

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| Background Information for IMMIGRANT STUDIES Units |
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| Activity Descriptions Level I |
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<td>Appendix D</td>
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<tr>
<td>References</td>
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</tbody>
</table>
The IMMIGRANT STUDIES series consists of four activity units and this guide.

IMMIGRANT STUDIES has these two major goals:

1: to provide organized factual information about immigrants to America during the great movement from about 1820 to 1920 and

2: to assist students in investigating immigrant history and heritage in their families and communities.

Chapter 1, "Introduction to IMMIGRANT STUDIES," begins with a brief description of how immigrants have influenced life in America and follows with a discussion of how and where students gather and interpret information. This chapter is a useful orientation to the series and should be read carefully before beginning the activity units.

The four IMMIGRANT STUDIES units — ORIGINS/THE JOURNEY, AMERICANIZATION, CULTURE and ACTION PACK are described in Chapter 2. A statement of purpose is given for each unit.

Chapter 3 describes the content topics and processes used in each activity in the four units for both Levels I and II. Each unit consists of a folder containing the student activity sheets. The parts and kind of information found on the unit folders and activity sheets are illustrated. This chapter can be skimmed over initially and then read in more detail as information is needed to begin specific activities.

Chapter 4, "Evaluating Student Progress," describes a scheme for recording and evaluating completed student activities.

The appendices will be useful as you work through the four IMMIGRANT STUDIES units.

The activity descriptions can help you decide which units and/or which activities you wish to use. Read the background information for each unit before starting activities in that unit. Reference lists may be useful to students doing special projects.
INTRODUCTION TO IMMIGRATION STUDIES

The Influence of Immigrants on American Life

The impact of immigrants on the history and sociology of the United States has been profound. In a sense, immigrants have both made and changed this country.

Since 1820, America has absorbed a steady flow of immigrants. From 1820 to 1930, 35 million immigrants came to America. By the end of the 19th century, the United States was home to nearly 20 million immigrants. The wave of immigration reached a peak in the 1920s, when more than 1 million immigrants arrived annually.

Despite the challenges faced by immigrants, many have made significant contributions to American society. They have helped to shape the country's cultural landscape, economy, and political life. The story of immigration in America is a complex one, marked by both success and struggle.

The IMMIGRANT STORIES series provides students with the means for investigating family and community history and ethnicity. Classroom activities in the series provide information about events in immigrant history which students interpret through discussion, decision making, simulations, and various other strategies. Other activities begin in the classroom and extend into the home. America is used here and throughout to refer to the United States.

Chapter 1

The Influence of Immigrants on American Life

The IMMIGRANT STUDIES series provides students with the means for investigating family and community history and ethnicity. Classroom activities in the series provide information about events in immigrant history which students interpret through discussion, decision making, simulations, and various other strategies. Other activities begin in the classroom and extend into the home. The series provides information about events in immigrant history which students interpret through discussion, decision making, simulations, and various other strategies.

The influence of immigrants on American life has been profound. The pot never really melted. Perhaps it never will for there is a growing interest in ethnic heritage, family and community history and "old country" ways of living and doing things. Many Americans can find immigrants in their own family history, and many can find some ethnic customs which have been retained over the generations in their families and which have influenced their lives. This immigrant heritage has been a source of pride for some families and a source of shame for others. This immigrant heritage has been a source of pride for some families and a source of shame for others. This immigrant heritage has been a source of pride for some families and a source of shame for others.
INTRODUCTION TO IMMIGRANT STUDIES

the community where students can gather information about immigrant history. This information can be found in public places such as archives, historical societies, court houses, churches and cemeteries. Information can also be found in attics and cellars of homes; in family Bibles, photo albums, old trunks and old books. These sources of raw, undigested information are often referred to as primary sources. Primary sources play an important role in getting information about immigrants and in investigating immigrant heritage for two reasons.

1. Much of this information is not available from any other source.
2. Their use can help students develop confidence and skills for gathering and interpreting information.

The ACTION PACK unit gives specific helps for where and how to search for primary source materials in public places. The following are examples of primary source materials found by students and teachers in an immigrant studies class.

A student found this military discharge paper in an abandoned house. Printed with permission of Dale Cadmus, North St. Paul, Minnesota.
This charcoal drawing and note were found among a grandmother's old photos.

But it is known that we both loved.

The house is on the mountain.

The dress is a coat in each picture.

I drew old, in fact, it was 1950.

1881, married in 1884, 1885, 1872.

Don't mess with my handwriting.

Influence of music.

Ask your electrician under

Just don't let him knock out the caf

Fresh air doesn't make a morning. Other the

Each is standing morning and drill the

Some 9 days old. She was taken

Took a long time in 1889, morning in 1894,

Good. G. Marion Paulson

and
John Tilly and wife and daughter, Elizabeth, also
John Holland, all came over to America on the
Maryflower in 1620.

John Holland married Elizabeth Tilly
their daughter, Elizabeth, married John Holland
their daughter, Josephine, married John Holland.
their son, Joseph, married Elizabeth Reynolds.
their daughter, Lillian, married Earl Knight.
their daughter, Ruby Reynolds, married Earl Knight.

A student found this in a box of old papers and clippings. The last two people listed
are her grandparents.
INTRODUCTION TO IMMIGRANT STUDIES

After a cemetery visit, this student wrote to the clerk of district court to get information about the names on a gravestone. Printed with permission of Peter Johnson, North St. Paul, Minnesota, and clerk of Ramsey County.

A student found her grandmother's passport. Printed with permission from Ann Schmidt, North St. Paul, Minnesota.
Immigrant Studies consists of four units. The first three, ORIGINS/THE JOURNEY, AMERICANIZATION, and CULTURE are classroom oriented and emphasize gathering and interpreting information, valuing strategies, and group sharing and discussion. The fourth unit, ACTION PACK, is a collection of out-of-classroom activities and resources for researching family and community history. The parts of ACTION PACK may be used alone or as part of some other course or study. However, each unit is complete and may be used alone or as part of some other course of individual research projects. The first three units are sequential and could be implemented as a course, and could be implemented as a course.

Three important notes:
1) IMMIGRANT STUDIES should be implemented as it best fits your teaching program and environment.
2) IMMIGRANT STUDIES activities are intended to be flexible to allow student to pursue interests and ideas for new projects.
3) IMMIGRANT STUDIES is to be a vehicle for cultivating or enhancing interest in family and community history, and for new projects.

UNIT 1: ORIGINS/THE JOURNEY

UNIT 2: AMERICANIZATION

UNIT 3: CULTURE

UNIT 4: ACTION PACK

A photo from each unit poster and statements of purpose for each of the four units are shown on the following pages.
THE FOUR IMMIGRANT STUDIES UNITS

ORIGINS/THE JOURNEY

The United States was settled by immigrants — people who came from other countries seeking permanent residence. Immigrants came from many countries and for many reasons. During the 19th and early 20th centuries, immigrants poured into this country in record numbers. The purposes of this unit are to help students:

1) identify immigrant's origins,
2) explore reasons for emigrating,
3) learn about conditions on the journey to America,
4) learn about what immigrants faced as they entered this new land,
5) begin to investigate their own ancestry and heritage.

AMERICANIZATION

Americanization is the process by which immigrants exchanged some of their old ways for new "American" ways in order to fit into the American way of life. Some immigrants became Americanized quickly while others retained their native language and customs for many generations. For most immigrants the Americanization process was difficult.

The purposes of this unit are to help students:

1) study the problems immigrants faced in the Americanization process,
2) examine their own attitudes toward people who are different from themselves,
3) examine patterns of change from one immigrant generation to the next,
4) look for patterns of change from one generation to the next in their own families.
Culture is the sum total of ways living built up by a group of human beings which is transmitted from one generation to another, although most human beings doubt their belonging to such a group. Although most of our forefathers have escaped from one generation to another, most of them have forgotten their cultural identity. This unit aims to help students investigate the customs of ethnic groups in their own state, identify immigrant contributions, investigate the ethnic settlements in their own state, and explore stereotypes they have regarding various ethnic groups.

The ACTION PACK unit of IMMIGRANT STUDIES is process oriented. It provides students with activities and resources for doing out-of-classroom investigations of people, places, and events of the past. Many of the activities in the first three units of IMMIGRANT STUDIES are meant to involve students with activities and resources for family or community historical research. ACTION PACK provides techniques and resources helpful for carrying out further research. The purposes of this unit are to provide students with techniques for:

1) conducting oral history interviews,
2) carrying out genealogical searching,
3) collecting data from local community,
4) collecting data from the immigrant community.

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1) conducting oral history interviews,
2) carrying out genealogical searching,
3) collecting data from local community,
4) collecting data from the immigrant community.

The purposes of this unit are to help students:

1) study the customs of ethnic groups in their own state,
2) identify immigrant contributions,
3) investigate the ethnic settlements in their own state,
4) explore stereotypes they have regarding various ethnic groups.

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1) conducting oral history interviews,
2) carrying out genealogical searching,
3) collecting data from local community,
4) collecting data from the immigrant community.

The purposes of this unit are to help students:

1) study the customs of ethnic groups in their own state,
2) identify immigrant contributions,
3) investigate the ethnic settlements in their own state,
4) explore stereotypes they have regarding various ethnic groups.
INTRODUCTION

There are forty-four IMMIGRANT STUDIES activities; twenty-two in Level I and twenty-two in Level II. The activities in each unit are sequential in content and, used together, could be the basis for a course of study. However, each activity is complete and one, or a few, may be used alone or as a part of some other course of study.

You can adapt these activities to the needs of your class. Your students may become very involved in family research and want to delve into extensive genealogical research, or they may find some aspect of community research exciting and want to do a series of oral history interviews. It is important to be flexible in the use of the activities and to give encouragement and help to those students with interest in a particular aspect of immigrant history and heritage. It is necessary to set aside a special place in the classroom where student-gathered papers, records, photos and artifacts can be safely displayed. The unit posters should be displayed also because for some activities students use the posters as sources of information.

Each activity has preparatory material for you and an information and/or data sheet for the student. The format for the activities will be detailed in a later section of this chapter.

In each activity students deal with some content relative to immigrant history. They use a variety of strategies and instructional processes to deal with this content. In some activities they read background information and try to simulate the decision-making process an immigrant family experienced; in other activities students read accounts and descriptions of immigrant's lives and then write their impressions.

Following are some examples of strategies used on the student activity sheets.
free association

writing a diary

creitive writing

writing a diary

ranking

writing a diary

writing a diary

free association
THE IMMIGRANT STUDIES ACTIVITIES LEVEL ONE

The content and the instructional processes used in individual activities are shown in the following charts.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deals With...</th>
<th>Students Do...</th>
<th>Is Done...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lineage Chart</td>
<td>students' own lineage</td>
<td>family research</td>
<td>out of class</td>
</tr>
<tr>
<td>2. Irish Potato Famine</td>
<td>some reasons for emigration</td>
<td>simulate decision making</td>
<td>in class</td>
</tr>
<tr>
<td>3. Decision at the Port</td>
<td>leaving one's possessions behind</td>
<td>simulate decision making</td>
<td>in class</td>
</tr>
<tr>
<td>4. The Journey</td>
<td>hardships on the journey</td>
<td>writing a diary</td>
<td>in class</td>
</tr>
<tr>
<td>5. The Statue of Liberty</td>
<td>arrival in America</td>
<td>listing emotions</td>
<td>in class</td>
</tr>
<tr>
<td>6. Ellis Island</td>
<td>immigrant processing at Ellis Island</td>
<td>creative writing</td>
<td>in class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deals With...</th>
<th>Students Do...</th>
<th>Is Done...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Melting Pot</td>
<td>students' own heritage</td>
<td>family research</td>
<td>out of class</td>
</tr>
<tr>
<td>2. The Generation Chart</td>
<td>students' own heritage</td>
<td>family research</td>
<td>out of class</td>
</tr>
<tr>
<td>3. Changing to Fit In</td>
<td>giving up one's culture</td>
<td>priority ranking</td>
<td>in class</td>
</tr>
<tr>
<td>4. Foreigner</td>
<td>being ridiculed, laughed at</td>
<td>sentence completion</td>
<td>in class</td>
</tr>
<tr>
<td>5. Sameness</td>
<td>if everyone were the same</td>
<td>creative writing</td>
<td>in class</td>
</tr>
<tr>
<td>6. Prejudice</td>
<td>examples of prejudice in an immigrant boy's life</td>
<td>writing and discussing</td>
<td>in class</td>
</tr>
<tr>
<td>Activity</td>
<td>Deeds With</td>
<td>In or out of class</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>1. Reacting to Ethnic Groups</td>
<td>Dealing with ideas and attitudes regarding ethnic groups and their impact on American society.</td>
<td>In class or out of class.</td>
<td></td>
</tr>
<tr>
<td>2. Ethnic Settlements</td>
<td>Dealing with the historical and cultural contributions of ethnic groups to American society.</td>
<td>In or out of class.</td>
<td></td>
</tr>
<tr>
<td>3. Everyday Life</td>
<td>Dealing with the daily experiences and customs of ethnic groups.</td>
<td>In class or out of class.</td>
<td></td>
</tr>
<tr>
<td>4. Immigrant Contributions</td>
<td>Dealing with the contributions and influences of immigrants on American culture.</td>
<td>In or out of class.</td>
<td></td>
</tr>
<tr>
<td>5. Stereotypes</td>
<td>Dealing with the misconceptions and prejudices against ethnic groups.</td>
<td>In class or out of class.</td>
<td></td>
</tr>
<tr>
<td>6. Source Cards</td>
<td>Using cards to explore historical information and sources related to ethnic groups.</td>
<td>In class or out of class.</td>
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</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deeds With</th>
<th>In or out of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Historical Clues</td>
<td>Dealing with the historical and cultural contributions of ethnic groups to American society.</td>
<td>In class or out of class.</td>
</tr>
<tr>
<td>2. Cemetery Study</td>
<td>Dealing with the historical and cultural contributions of ethnic groups to American society.</td>
<td>In or out of class.</td>
</tr>
<tr>
<td>3. Genealogical Research</td>
<td>Dealing with the historical and cultural contributions of ethnic groups to American society.</td>
<td>In or out of class.</td>
</tr>
<tr>
<td>4. Oral History</td>
<td>Dealing with historical information and sources related to ethnic groups.</td>
<td>In or out of class.</td>
</tr>
<tr>
<td>5. Interviewing &amp; Discussion</td>
<td>Dealing with the experiences and customs of ethnic groups.</td>
<td>In class or out of class.</td>
</tr>
<tr>
<td>6. Stereotypes</td>
<td>Dealing with the misconceptions and prejudices against ethnic groups.</td>
<td>In class or out of class.</td>
</tr>
<tr>
<td>7. Everyday Life</td>
<td>Dealing with the daily experiences and customs of ethnic groups.</td>
<td>In class or out of class.</td>
</tr>
<tr>
<td>8. Research Cards</td>
<td>Using cards to explore historical information and sources related to ethnic groups.</td>
<td>In class or out of class.</td>
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</table>
# The Immigrant Studies Activities Level Two

**Grades 9-12**

The content and the instructional processes used in individual activities are shown in the following charts.

## Origins/The Journey Unit

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deals With....</th>
<th>Students Do....</th>
<th>Is Done....</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lineage Chart</td>
<td>students' own lineage</td>
<td>family research</td>
<td>out of class</td>
</tr>
<tr>
<td>2. Irish Potato Famine</td>
<td>some reasons for emigration</td>
<td>simulate decision making</td>
<td>in class</td>
</tr>
<tr>
<td>3. Decision at the Port</td>
<td>leaving one's possessions behind</td>
<td>simulate decision making</td>
<td>in class</td>
</tr>
<tr>
<td>4. The Journey</td>
<td>hardships on the journey</td>
<td>writing a diary</td>
<td>in class</td>
</tr>
<tr>
<td>5. Statue of Liberty</td>
<td>arrival in America</td>
<td>creative writing</td>
<td>in class</td>
</tr>
<tr>
<td>6. Ellis Island</td>
<td>immigrant processing at Ellis Island</td>
<td>a continuum</td>
<td>in class</td>
</tr>
</tbody>
</table>

## Americanization Unit

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deals With....</th>
<th>Students Do....</th>
<th>Is Done....</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Generation Chart</td>
<td>students' own heritage</td>
<td>family research</td>
<td>out of class</td>
</tr>
<tr>
<td>2. The Story of George M.</td>
<td>giving up one's culture</td>
<td>priority ranking</td>
<td>in class</td>
</tr>
<tr>
<td>3. Problems of Language</td>
<td>feeling dumb, inadequate</td>
<td>writing about feelings</td>
<td>in class</td>
</tr>
<tr>
<td>4. What is an American?</td>
<td>campaigns to Americanize all aliens</td>
<td>sentence completion</td>
<td>in class</td>
</tr>
<tr>
<td>5. Attitudes Encountered by Early Immigrants</td>
<td>nativism, racism, prejudice, and xenophobia</td>
<td>defining terms</td>
<td>in class</td>
</tr>
<tr>
<td>6. Attitudes Encountered by Recent Immigrants</td>
<td>attitudes toward Vietnamese immigrants</td>
<td>expressing own attitudes toward immigrants</td>
<td>in class</td>
</tr>
<tr>
<td>7. Who is Assimilated?</td>
<td>variations in degree of assimilation</td>
<td>a continuum</td>
<td>in class</td>
</tr>
</tbody>
</table>
Activity 1. Reaching to Ethnic Groups
2. Ethnic Settlements
3. Everyday Life
4. Contributions
5. Customs

Deals With....
ideas and attitudes regarding ethnic groups
where ethnic groups settled
life in earlier times
immigrant's contributions to American culture
customs of ethnic groups in America

Students Do....
free association
community research
creative writing
listing and discussing
research and sharing of ethnic customs

Is Done....
in class
in class
in class
in and out
out of class

Activity 1. Community Sites Investigation
2. Cemetery Study
3. Genealogical Searching
4. Oral History

Deals With....
etnicity and history of a community
students' own lineage

Students Do....
community research
family research
oral history
interview

Is Done....
out of class
out of class
out of class
out of class

Activity 1. Community Sites
2. Ethnographic Settlements
3. Everyday Life
4. Contributions
5. Customs

Deals With....
ideas and attitudes
regarding ethnic groups

Students Do....
free association
community research
creative writing

Is Done....
in class
in class
in class
in and out
THE IMMIGRANT STUDIES ACTIVITIES

THE PARTS OF AN ACTIVITY

The Unit Folder

There is a unit folder for each Level I unit and a unit folder for each Level II unit of IMMIGRANT STUDIES. The information on the unit folder is to help you use the activities in that unit. All the activities in the unit are listed and information for specific activities is given. This information consists of the following parts:

- **purpose**
  the purpose of this specific activity

- **preparation**
  things you will need to do BEFORE starting this activity

- **vocabulary**
  definitions for important words used in this activity

- **directions**
  how to carry out the activity with students

- **follow-up and discussion**
  ways to share ideas and information after students have finished their activity sheets

- **related activities**
  additional activities you can do along with or following this activity
THE IMMIGRANT STUDIES ACTIVITIES

The Student Activity Sheet

Within each folder there is a reproducible student activity sheet for each activity. You will need to make copies of those activities you plan to use for your students. Because the activities vary greatly, there is no standard format for the student activity sheets. However, there are generally three parts:

directions
tells students how to proceed with the activity

guidance or background information
may be a word definition, a simulation, or historical information necessary for the activity

place for student response
may be a chart, a set of questions, completions, or space for an illustration or a story.

Following is an example of a completed student activity sheet:

[Image of a completed student activity sheet showing a family lineage chart]

CHART

ORIGINS / THE JOURNEY

LINEAGE

Julie Hurl

9/18/75

Sample

Write your name in the top box of the lineage chart. Below your name, write your year of birth. Below that write the country in which you were born. On the next line write your father's name and the country of his birth. On the next line write your mother's name and the country of her birth. Continue with your parents and their parents as far back as you can. Then fill in the spaces below appropriate to complete the lineage chart.

[Diagram of a family lineage chart with names and dates]
Whether IMMIGRANT STUDIES is used for long-term student involvement such as a mini-course or whether several activities are integrated into existing curriculum student involvement such as a mini-course or long-term student involvement such as a mini-course, student performance can be recorded on an activity profile sheet similar to the one shown below. The processes used and products produced in the activities make student performance visible and measurable. Because students may become involved in several activities and complete them at varying rates, an activity record for each student is helpful.

**STUDENT PROGRESS**

**Evaluating**

Chapter 4
EVALUATING STUDENT PROGRESS

The Activity Profile Sheet becomes a record of work completed over a period of time for each student. Each activity is judged either satisfactory or unsatisfactory using criteria such as degree of completeness, validity of responses or conclusions, use of resources, etc. Some teachers have used the number of satisfactorily completed activities to determine a grade or level of performance for each student. For example, completing any ten activities over a ten-week period could be an "A" level performance.

If this system for evaluating student performance is used, it is important to discuss the system with students before beginning the activities. Students should understand:

1) the criteria to be used for evaluating their individual activity products.

2) which performance factors will be used to calculate their final grade, if one is given. For example, it should be explained to what extent activity products, class participation, special projects, etc. will contribute to a final grade.

3) if long-term projects are part of the requirements.

The fact that IMMIGRANT STUDIES helps students investigate local history often leads to new questions and activities that may differ from those in the units. For example, indexing a local cemetery may be of interest to a student as well as being very useful to the community. A long-term commitment of this type may not fit your criteria for evaluating student performance and thus could be disruptive to your plans. It is important to decide how to deal with divergent interests before beginning the activities in the units. Activities of local interest and significance can often be integrated with or substituted for those already described in the units.
BACKGROUND INFORMATION FOR IMMIGRANT STUDIES

From 1820 when immigration statistics were first recorded until 1921 when the first quota act was passed, over 30 million immigrants came to America.

One of the goals of IMMIGRANT STUDIES is to provide students with factual information about immigrants to America from approximately 1820 to 1920. This information has been categorized to correspond with the three major topics; ORIGINS/THE JOURNEY, AMERICANIZATION, CULTURE. The information in this chapter is meant primarily for your use but may be given directly to students if you deem it appropriate. For certain activities you may wish to read excerpts from this background information to students.

 Origins/The Journey

AMERICANS ARE IMMIGRANTS

All Americans are descendants of immigrants. The following chart describes the two main periods of immigration dealt with in IMMIGRANT STUDIES.

<table>
<thead>
<tr>
<th>Period</th>
<th>Nationalities of Immigrants to America</th>
</tr>
</thead>
</table>

WHY THEY LEFT THEIR HOMELANDS

The emigrants left their homelands because they were dissatisfied with conditions there. They emigrated to escape religious persecution, war, political unrest, famine, poverty, overcrowding, and harsh class systems which restricted their rights to own land, make laws, and hold power. Many sought wealth and glory in a new land. The following chart describes the two main periods of immigration dealt with in IMMIGRANT STUDIES.

<table>
<thead>
<tr>
<th>Period</th>
<th>Reasons for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>1820-1880</td>
<td>Religious persecution, war, political unrest, famine, poverty, overcrowding, harsh class systems</td>
</tr>
<tr>
<td>1880-1932</td>
<td>Religious persecution, war, political unrest, famine, poverty, overcrowding, harsh class systems, desire for wealth and glory</td>
</tr>
</tbody>
</table>

AMERICANIZATION CULTURE

The three major topics; ORIGINS/THE JOURNEY, AMERICANIZATION, CULTURE, have been categorized to correspond with this background information. This information has been adapted from a variety of sources, including background information for IMMIGRANT STUDIES and other academic resources. These resources provide students with factual information about immigration to America.
English people came seeking freedom and a better, richer life. The potato famine in Ireland, followed by an unusually harsh winter in 1846, caused a quarter of a million Irish people to leave their homeland. Crop failure in 1846 and failure of the democratic revolution in 1848 were responsible for bringing hundreds of thousands of Germans to America. Scandinavians on their small farms could not farm as efficiently as Americans whose products were being sold all over Europe. A scarcity of good farm land and the practice of handing down land only to the eldest son made it impossible for many people to own land. Russians found conditions under the Czar and his cossacks unbearable. They sought freedom in America. Poles left their homeland to avoid fighting in German, Russian or Austrian armies. Italians chose emigration over starvation. Chinese left over-crowded Canton to work for low wages building railroads in Western United States. Mexicans left unsettled conditions.

WHY AMERICA?

The immigrants came to America wanting religious, political, and economic independence. They came for land, for education, for social equality and for opportunities in America. They read of the rich soil, the growing cities, the new industries with modern machines. They read of equality — no princes or dukes and no class distinctions between factory workers and executives, rich and poor, They read of electing one's own governing officials and of feeling equal to them. They dreamed of being respected, regardless of occupation.

American states advertised for immigrants. For example, in 1858 when Minnesota became a state, it needed people to farm the land and to work in the growing industrial cities. Minnesota established the position of commissioner of immigration. This official sent representatives of the state to New York to lure immigrants to Minnesota.

Many "guides" for immigrants were published in the middle and late 1800's. Some were realistic, practical descriptions of topography, climate and development in an area. Others were glorified accounts of utopian places with pure water, fertile soil, beautiful forests, wild fruits, and a healthful climate.

Events such as the gold rush of 1849 led many immigrants to believe that America was a place lined with gold where they could get rich quickly. Some guides described the entire United States; others were written for individual states or ethnic groups. Railroad promotion guides informed prospective immigrants of the wealth of opportunities in America along the lines of American railroads. Railroad companies offered reduced fares to immigrants who would go west and help to settle railroad lands. Ethnic or religious organizations sometimes formed colonization programs to assist immigrants who would settle in their area.

THE JOURNEY TO AMERICA (1830's to 1930)

For the immigrants of the 1830's and 40's the trip from Liverpool to New York by sailing ship took from thirty to ninety days; forty days was the average length of a journey. At that time
sailing ships were the only option and they were at the mercy of winds and tides and often unskilled crews. These ships were as small as 300 tons and were subject to hazards of shipwreck, mutiny, and fire. Generally immigrants either purchased cabin passage which was reasonably uncrowded and comfortable or steerage passage which was very crowded and uncomfortable. Some immigrants who couldn’t afford even steerage passage made the journey in Canadian lumber or fishing vessels which normally sailed back to America with no cargo. These ships were even less suitable for human passengers than other sailing vessels.

Arrival in America

Twenty thousand ton steam ships could make the trip in a week. Only a few hundred passengers could make the trip from Europe in ten days or less. Later, rail travel became the norm. Travelers could make the trip from Europe to New York in just over 51 hours. and they could reach their final destination in New Orleans by train. The railroad was just a few years old, and it was still a new and unfamiliar mode of transportation. However, it was faster and more comfortable than the steamship. The railroad was also a symbol of progress and modernity. It was a sign that America was catching up to Europe. The railroad also played a significant role in the development of the United States. It helped to connect the east and west coasts, and it helped to stimulate economic growth. It was a symbol of progress, and it was a symbol of the future. The railroad was a symbol of the American dream, and it was a symbol of the American way of life.
BACKGROUND INFORMATION

to New York. The early 19th century immigrants who arrived in New York came to Castle Garden, an immigrant station operated first by New York State and later by the federal government. By 1890 a larger facility was needed, and Ellis Island was chosen as the site. A reception building, a dormitory, a small hospital, a restaurant, a baggage station and a power house were built on the island. Between 1892 and 1932, sixteen million immigrants waited in line, had their bodies inspected for vermin and disease, passed the questioning and were admitted to America at Ellis Island.

Ellis Island received seventy percent of the twenty-three million immigrants who entered America during those forty years. During its peak year, 1907, Ellis Island processed one million immigrants, an average of 5,000 per day or two per minute. Ellis Island is significant not only for the numbers of people processed there, but also because it represented for most immigrants a first view of America, a first encounter with Americans. Here, because of poor health, poverty, or American immigration quotas, some suffered the heartbreak of deportation.

Some had relatives or friends to greet them and help them get settled. Others had to fend for themselves. They had to change their money to American dollars, find housing and jobs or secure transportation west. They did all of this in a strange bustling city where everyone spoke a foreign language. Because of their inability to speak English some were cheated out of their savings. Some met discrimination in getting jobs, and once hired, were given the worst jobs for the lowest pay. Fortunately many immigrants found people who spoke their language and were willing to help them. Churches tried to help and various ethnic groups formed immigration services for that purpose. But many of the problems immigrants faced upon their arrival were but a taste of what they would encounter during the process of Americanization.

Americanization

WHAT IS AMERICANIZATION?

Americanization or assimilation is the process by which immigrants exchanged some of their old ways for new "American" ways in order to fit into the American way of life.

Some immigrants became Americanized quickly and gave up completely their old-country ways. Others retained their native language and customs for many generations, and in some cases never abandoned them.

Some ethnic groups were more reluctant than others to change and Americanize. The number of like immigrants in an area and the attitudes of the ethnic churches toward services in the native tongue were probably factors in their reluctance to change.

PATTERNS OF AMERICANIZATION

Americanization often followed a pattern of change from one generation to the next. First generation immigrants (the ones who actually came over from the old country) often strongly resisted the new ways. Second generation immigrants (first born in the new land) started to shed old ways and begin the assimilation process. By the third generation, there were more new customs and affiliations being practiced than there were old. By the fourth generation the Americanization process was almost always completed and "new ways" were firmly established. However, with many fourth generation immigrants there is a desire to become aware again of the value of their ancestral culture.
Four generations. 1915.

## Reasons for Americanization

First generation immigrants to America often settled near relatives or others from the same homeland. In their daily lives, they could communicate in their own language or dialect. They had schools, churches and sometimes newspapers which maintained the language and culture of their homeland. Their cultural ties became less strong among second and third generation immigrants. People left the ethnic settlements for more education and higher paying jobs. To prosper they had to learn English and something of the American economic and political systems. English and something of the American economic and political systems.

### Sample Generation Chart

<table>
<thead>
<tr>
<th>Generation</th>
<th>Name</th>
<th>Country of Birth</th>
<th>Language</th>
<th>Social activities, holidays, festivals, clothes, food, crafts, music.</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mary Parittsan</td>
<td>Finland</td>
<td>Finnish</td>
<td>Flatbread, lulefisk, sauna, Finnish songs, crafts</td>
<td>Finnish Lutheran Church (Apostolic)</td>
</tr>
<tr>
<td>2</td>
<td>Arthur Mattie</td>
<td>America</td>
<td>Finnish</td>
<td>Can speak English, learned English by going through second grade to country school, reads Finnish and English newspapers</td>
<td>Finnish Lutheran Church (Apostolic)</td>
</tr>
<tr>
<td>3</td>
<td>Nora Maitre</td>
<td>America</td>
<td>English</td>
<td>Can still speak Finnish, practices very few Finnish customs, most friends non-Finnish, did not teach children Finnish language or customs</td>
<td>Methodist</td>
</tr>
<tr>
<td>4</td>
<td>Brenda Wright</td>
<td>America</td>
<td>English</td>
<td>No Finnish customs, occasional sauna at grandparents' house, interested in learning about Finland</td>
<td>Methodist</td>
</tr>
</tbody>
</table>

These immigrants' children and grandchildren continued to assimilate, often learning English and adopting American customs and traditions. They sought to blend with their new society while preserving their cultural heritage.
BACKGROUND INFORMATION

Immigrants were often discriminated against in education, in the job market and in social activities. To speed their assimilation process many immigrants changed their "foreign" names to simple English-sounding ones and practiced English until they could speak it with no accent. Some gave up old-country customs — food, clothing, crafts, music and social activities — all traces of their foreign ancestry.

PROBLEMS OF AMERICANIZATION

The giving up of old ways often led to conflicts between children and their foreign-born parents who resisted change for themselves and feared such rapid and dramatic changes in their children. Sometimes parents were rejected by their Americanized children and grandchildren. This rejection caused frustration and loneliness for the parents. While the children often suffered tremendous guilt feelings for their treatment of their parents, they felt it necessary to their own success in the American mainstream. Sometimes they were frustrated by the feeling of phoniness, which resulted from pretending to be someone they weren't.

For many years, Americans encouraged immigration. It was necessary to have people to work in the factories, to build the railroads, and to homestead the farm land. Immigrants were willing to work at low paying jobs and to endure poor working conditions. Immigrants who homesteaded the land were willing to suffer hardships and to work in primitive conditions. Second generation immigrants were less willing to accept poor wages and second class status. They wanted an equal place in American society. American laborers began to resent these new foreigners taking jobs and power.

Immigrants continued to pour into America in increasing numbers. Ethnic groups had their own organizations and newspapers. The cities were more and more crowded with ethnic ghettos.

Americans began to fear these groups who were mostly strangers to them. Racist attitudes grew up. The belief was that immigrants not of Anglo-Saxon or Teutonic ancestry were intrinsically inferior.

The Know-Nothing Party in 1854 tried to keep Roman Catholics and non-citizens out of government. The Workingmen's Party in 1877 feared Chinese immigrants. By 1920 the Ku Klux Klan had five million members. These and many other organizations favored the restriction of immigration. They worked for the passage of literacy requirements which they thought would restrict all non Anglo-Saxon races.

The first World War brought increased fears of "foreigners" abroad and within the country. There were crusades to force Americanization on all aliens. The motto, 100% Americanism had the goal of making all aliens either become, or declare their intention of becoming United States citizens. The government, education departments, industries, women's federations, social and welfare institutions and private citizens all participated in the campaign. Some of the campaigners worked on the premise that aliens had to prove their Americanism, others had humanitarian concerns and tried to help immigrants in the process of Americanization.

Culture

WHAT IS CULTURE?

Culture is defined as the sum total of ways of living built up by a group of human beings, which is transmitted from one generation to another.

The study of culture is a necessary part of immigrant studies. Groups of people who had shared a common culture in the old
country were becoming dispersed and settled among people from many different cultural backgrounds in the new country. The new environment forced many immigrants to give up some of their old ways. Americanization was the process of shedding parts of one culture and taking on parts of another culture. What first generation immigrants passed on to their children was likely a mixture of old country customs along with those new country customs which they thought necessary to their survival. Second and third generation immigrants perhaps passed on more American ways than old ways. Yet many old ways did survive and even become part of the American culture.

WHERE IMMIGRANTS SETTLED
With the Homestead Act, the United States offered free land in the west to those who would build homes on it and live there for five years. Many immigrants settled in the western states. Some Irish settled in New York City. Others went west to work on the railroads. Jews also went west. They worked on the railroads and in other kinds of jobs available. Chinese, Japanese, Filipinos, Sikhs, and Hindus also settled in California. Many Poles, Russians, and Czechs settled in New England and the Middle West. Armenians and Syrians settled in California. Many Americans and Germans settled in Minnesota, Wisconsin, and upper Michigan. Many British and Irish settled in the eastern states.

The process of Americanization was the process of shedding those old ways. It was the process of blending the customs of different cultures and settling among people from many different cultural backgrounds in the new country.
BACKGROUND INFORMATION

Not all immigrants became Americanized to the same degree. While many immigrant families became almost completely Americanized over several generations, some resisted and hung on to their language and traditions as strongly as possible. They continued to live in ethnic settlements, spoke their native tongue and celebrated their native festivals in America.

For many immigrant families Americanization occurred but a few of the traditions were maintained. For example, a fourth generation Italian woman from Brooklyn speaks no Italian, attended public schools, and married a non-Italian, but she enjoys cooking the Italian foods her grandmother and mother always made. The whole family celebrates Christmas with a traditional Italian dinner.

In another instance, a couple who are both third generation Finnish immigrants, speak English and live in a non-Finnish community, but they built a Finnish sauna in their backyard. An American woman of Swedish descent who teaches her children Swedish strawcraft is yet another example.

CONTRIBUTIONS OF IMMIGRANTS

As the immigrants became Americanized, America changed too. But the ethnic groups did not blend in a melting pot and come out American. The concept of an American changed to include parts of many ethnic cultures. Many things which are considered American today had their beginnings in this country with some immigrant group. Spaghetti, sauna, pumpernickel, polka, strudel, soy sauce all were introduced to this country by immigrants. The Christmas tree was German in origin. Immigrants brought to American many other customs, ideas, words, and ways of doing things. Many great Americans were immigrants. Albert Einstein came from Germany. Henry Kissinger was born in Germany. Alexander Graham Bell came from Scotland. President John F. Kennedy’s ancestors came to America from Ireland.

REVIVAL OF ETHNIC PRIDE

Today there is a renewed interest in the customs and traditions of the ethnic groups that have helped make America what it is. Colleges are offering courses in ethnic studies; people are searching for information about their heritage and learning about the customs of their immigrant ancestors. There is a renewed interest in ethnic crafts, food, and festivals. Ethnic groups are forming organizations to preserve their heritage. Slogans such as “Black is Beautiful,” “Kiss me, I’m Italian” support ethnic pride. Afro haircuts and Sioux headbands are worn proudly. Finns claim to possess “sisu.” Irish Americans celebrate St. Patrick’s Day. One’s ethnicity is not kept secret now, it is a source of pride.

Because in the Americanization process people did not always forget their past, there are people who know the crafts, the languages, the foods, the customs of their immigrant ancestors. These people with their knowledge can provide interest and diversity for Americans today.
WHAT IS ACTION PACK?

ACTION PACK provides four specific activities in which students investigate the past. Each activity includes the techniques necessary for carrying out that particular kind of investigation.

1. Historical Clues in Your Community
   - places
   - events
   - people
2. Cemetery Study
   - places
   - events
   - people
3. Genealogical Searching
   - people
   - events
4. Oral History
   - places
   - events
   - people

The following chart shows the relationship between ACTION PACK activities and resource cards used in IMMIGRANT STUDIES. They may be appropriate for use during other IMMIGRANT STUDIES units or for students doing individual research projects.

ACTION PACK activities and resource cards are meant to be used in conjunction with Bugün IMMIGRANT STUDIES. They may be appropriate for use during other IMMIGRANT STUDIES units or for students doing individual research projects.

The following chart shows the relationship between ACTION PACK activities and resource cards used in IMMIGRANT STUDIES. They may be appropriate for use during other IMMIGRANT STUDIES units or for students doing individual research projects.

<table>
<thead>
<tr>
<th>ACTION PACK Activities</th>
<th>Resource Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Historical Clues in Your Community</td>
<td>places, events, people</td>
</tr>
<tr>
<td>2. Cemetery Study</td>
<td>places, events, people</td>
</tr>
<tr>
<td>3. Genealogical Searching</td>
<td>people, events</td>
</tr>
<tr>
<td>4. Oral History</td>
<td>places, events, people</td>
</tr>
</tbody>
</table>

High school students making a gravestone rubbing, 1975.
<table>
<thead>
<tr>
<th>ACTION PACK Activities</th>
<th>Resource Cards Places and Sources of Information</th>
<th>Resource Cards Places and Sources of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Historical Clues in Your Community</td>
<td>2 Cemetery Study</td>
<td>3 Genealogical Searching</td>
</tr>
<tr>
<td>Activity 1</td>
<td>Activity 2</td>
<td>Activity 3</td>
</tr>
<tr>
<td>Activity 1</td>
<td>Activity 2</td>
<td>Activity 3</td>
</tr>
<tr>
<td>Activity 1</td>
<td>Activity 2</td>
<td>Activity 3</td>
</tr>
</tbody>
</table>

**LEVEL I**
- 1 Historical Clues in Your Community
- 2 Cemetery Study
- 3 Genealogical Searching
- 4 Oral History

**LEVEL II**
- 1 Community Sites Investigation
- 2 Cemetery Study
- 3 Genealogical Searching
- 4 Oral History

**Resource Cards Places and Sources of Information**

**Culture**

**Ancestry**

**Cultura**

**American Indian**

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LEVEL ONE

Origins/The Journey

Activity Descriptions

**ACTIVITY 1**

**LINEAGE CHART** (Family Research)

Students trace their own lineage as far back as they can in order to determine:
1. The place of origin of their ancestors,
2. When their ancestors came to the United States,
3. The meaning of "generation.

This activity will be introduced in class and then informally gathered outside of class over two to three weeks. The group's decision on whether to emigrate, the family's decision on when to emigrate, and the group's decision on where to emigrate will be discussed. The group will then report their findings to the class.

**ACTIVITY 2**

**IRISH POTATO FAMINE** (Decision Making)

Students read an account of conditions in Ireland during the 1840s. They then simulate a family's decision on whether to emigrate. The group lists reasons for and against emigration and then votes to make a decision. Group decisions are reported to the class and discussed. This activity can be done during one or two class periods.

**ACTIVITY 3**

**DECISION AT THE PORT** (Small Group Simulation)

Students simulate a decision which many emigrants had to make when arriving at their port of departure. Given a list of possessions to be taken from the port by a family, students decide what to leave behind. Students then present their list to the class for discussion. This activity can be completed during one or two class periods.

**ACTIVITY 4**

**THE JOURNEY** (Writing a Diary)

Students read a description of the journey and then each writes a diary that might have been written by a traveler on a sailing ship in 1850. This activity can be done in one of two class periods.

Students simulate a decision which many emigrants had to make when arriving at their port of departure. Given a list of possessions to be taken from the port by a family, students decide what to leave behind. Students then present their list to the class for discussion. This activity can be completed during one or two class periods.
**ACTIVITY DESCRIPTIONS LEVEL ONE**

### ACTIVITY 5
THE STATUE OF LIBERTY...(listing emotions)
After reading accounts of arrival in America, students try to list the emotions the immigrants experienced once the Statue of Liberty was in sight. This activity can be completed in one class period.

### ACTIVITY 6
ELLIS ISLAND...(creative writing)
Students get information about immigrant processing at Ellis Island. They then write a story about immigrants portrayed in a photo presented in class. This activity can be completed in one class period.

### Americanization

#### ACTIVITY 1
THE MELTING POT...(family research)
Students discuss the "melting pot" idea and then find out how many nationalities they personally represent. This activity can be introduced in class and the information gathered at home.

#### ACTIVITY 2
THE GENERATION CHART...(family research)
Students gather information from parents and other relatives to look for patterns of change from one immigrant generation to the next. This activity may be carried on over one or two weeks.

#### ACTIVITY 3, 4, 5, 6
THE STORY OF GEORGE M....(a case history)
Students read the story of George M., a second generation immigrant, to become aware of the problems faced in the Americanization process. This story is used as the basis for the following four activities.

### ACTIVITY 3
CHANGING TO FIT IN...(priority ranking)
From a list of items which immigrants often had to leave behind, students rank items from easiest to hardest to give up. This activity can be completed in one class period.

### ACTIVITY 4
FOREIGNER...(dealing with feelings)
Students list words to describe George's feelings when peers make fun of his "foreign" ways. Then they complete a sentence to give reasons for the behavior of George's peers. This activity can be completed during one class period.

### ACTIVITY 5
SAMENESS...(creative writing)
Students express their ideas about how it would be if everyone were the same. This activity can be completed in one or two class periods.

### ACTIVITY 6
PREJUDICE...(writing and discussing)
Students read and discuss the meaning of the word prejudice, and try to relate it to "The Story of George M." This activity can be completed in one class period.

### Culture

#### ACTIVITY 1
REACTING TO ETHNIC GROUPS...(free association)
Given a list of ethnic groups, students write their first response to each name to reveal their ideas and stereotypes about each group. This activity can be completed in one class period.
ACTIVITY 2
ETHNIC SETTLEMENTS...(community research)
Students locate ethnic settlements on a map of their state. Small groups of students research one ethnic group to find out when and where these people settled in the state. This activity can be carried on over one or two weeks.

ACTIVITY 3
EVERYDAY LIFE...(reading accounts and writing about old photos)
After reading accounts of immigrant experiences and looking at a collection of photos depicting various aspects of immigrant life, students write their impressions. This activity can be completed in one or two class periods.

ACTIVITY 4
IMMIGRANT CONTRIBUTIONS...(listing and discussing)
Students list things which originated in other countries and then discuss their effects on American culture. This activity can be completed in one class period.

ACTIVITY 5
CUSTOMS...(identification and sharing)
Students research the customs of one ethnic group and then share their findings with the class in a variety of ways. This activity can be completed in one class period.

ACTIVITY 6
STEREOTYPES...(free association)
Given the same list of ethnic groups as used in Activity 1, students again write their first response to each name and then compare the ideas they now have about each ethnic group with those expressed in Activity 1.

ACTIVITY 1
HISTORICAL CLUES IN YOUR COMMUNITY
Students take a walk in their community and look for clues to the age, ethnicity, and history of the community. The trip will take a minimum of two or three hours. Some students may wish to return to a site.

ACTIVITY 2
CEMETERY STUDY
Students visit a cemetery to gather information about the ethnic and historical background of the community. The trip will take two or three hours. Students will be left with a wealth of information in a cemetery study.

ACTIVITY 3
GENEALOGICAL SEARCHING
Students who have done lineage charts (Origins/The Journey) visit an historical society to do genealogical research on their own families. The trip will take two or three hours. Some students may wish to return to a site.

ACTIVITY 4
ORAL HISTORY
Students interview residents in the community to get oral history. Preparation for this activity will take two or three weeks. The interview may be completed in one class period.

RESOURCE CARDS
PLACE AND SOURCES
Lists of local, county, state, and national resources, the kinds of information they hold, and methods for obtaining information from various sources.

Fiction Pack
class period. This activity can be completed in one class period. This activity can be completed in one class period. This activity can be completed in one class period. This activity can be completed in one class period. This activity can be completed in one class period. This activity can be completed in one class period.
Activity Descriptions

LEVEL TWO

Origins/The Journey

ACTIVITY 1

LINEAGE CHART...(family research)
Students trace their own lineage as far back as they can in order to determine:
1) the place or origin of their ancestors
2) when their ancestors came to the United States
3) the meaning of "generation"
This activity will be introduced in class and the information gathered outside of class over two or three weeks.

ACTIVITY 2

IRISH POTATO FAMINE...(decision making)
Students read an account of conditions in Ireland during the potato famine of the 1840s. In small groups they simulate how a family decided whether or not to emigrate. The group lists reasons for and against emigration and then tries to reach a decision. Group decisions are reported to the class and discussed. This activity can be completed in one or two class periods.

ACTIVITY 3

DECISION AT THE PORT...(small group simulation)
Students simulate a decision which many emigrants had to make when arriving at their port of departure with too many possessions for the tiny space allotted to them on the ship. Given a list of possessions brought to the port by a family, students decide what to take and what to leave behind. In small groups discuss and revise their list and then present it to the class for discussion. The teacher presents a list of things actually brought by immigrants. This activity can be done during one or two class periods.

ACTIVITY 4

THE JOURNEY...(writing a diary)
Students read a description of the journey and then write diaries that they might have written had they been emigrants on a sailing ship in 1850. This activity can be completed in one or two class periods.
ACTIVITY 5
STATUE OF LIBERTY...(creative writing)
Students read descriptions of arrival in America. Then each student selects a description and expands it in their own words. This activity can be completed in one class period.

ACTIVITY 6
ELLIS (SLAND...(a continuum)
After reading about the processing at Ellis Island, students place themselves on a continuum dealing with attitudes toward admission of immigrants to the United States. This activity can be completed in one class period.

ACTIVITY 1
GENERATION CHART...(family research)
Students gather information from parents and other relatives to look for patterns of change from one immigrant generation to the next in their own family. This activity can be carried on over one or two weeks.

ACTIVITY 2
THE STORY OF GEORGE M....(a case history)
Students read the story of a second generation immigrant to become aware of the problems faced in the Americanization process. Then they discuss their own attitudes toward immigrants and rank items from easiest to hardest to give up. This activity can be completed in one class period.

ACTIVITY 3
PROBLEMS OF LANGUAGE...(dealing with feelings)
Students read an account of one immigrant's feelings about not being able to communicate in the "new" country. Then they write about a personal experience which made them feel "dumb." This activity can be completed in one class period.

ACTIVITY 4
WHAT IS AN AMERICAN?...(expressing values)
Students offer their own ideas of what an American is, and after discussing these, they will compare their own ideas with those of a "100 percent" of the early 20th century. This activity can be completed in one class period.

ACTIVITY 5
ATTITUDES ENCOUNTERED BY EARLY IMMIGRANTS...
Students define nativism, racism, prejudice, xenophobia. Then they are asked to match each term with a paragraph which best exemplifies it. This activity can be completed in one or two class periods.

ACTIVITY 6
ATTITUDES ENCOUNTERED BY RECENT IMMIGRANTS...
Students read information about Vietnamese immigrants. Then they describe their own attitudes toward modern immigrants. This activity can be completed in one class period.

ACTIVITY 7
WHO IS ASSIMILATED?
Students read descriptions of early immigrants. Then they discuss their own ideas of whom an American is and what makes someone an American. This activity can be completed in one class period.
ACTIVITY DESCRIPTIONS LEVEL TWO

Students decide which ethnic groups they consider completely, partially or not at all assimilated and then discuss reasons for the variation. This activity can be completed in one class period.

Culture

ACTIVITY 1

REACTING TO ETHNIC GROUPS...(free association)
Students write their first responses to ethnic groups and then determine whether these responses indicate simple stereotypes or factors of cultural significance. This activity can be completed in one class period.

ACTIVITY 2

ETHNIC SETTLEMENTS...(community research)
Students determine what ethnic groups are represented in their class and then map out and report on these ethnic groups in their own state. This activity can be carried out over one or two weeks.

ACTIVITY 3

EVERYDAY LIFE...(creative writing)
Students write responses to an old photo or an excerpt which depicts everyday life in an earlier time. This activity can be completed in one class period.

ACTIVITY 4

CONTRIBUTIONS...(identification and discussion)
Students list activities and customs which originated in other lands and the discuss their effects on American culture. This activity can be completed in one or two class periods.

ACTIVITY 5

CUSTOMS...(research)
Students investigate customs of an ethnic group or groups in their ancestry and report their findings to the class. This activity can be carried on over one or two weeks.

Action Pack

ACTIVITY 1

COMMUNITY SITES INVESTIGATION
Students select a site with historic and ethnic significance and investigate its place in the community. This activity may involve one or several trips to the site.

ACTIVITY 2

CEMETERY STUDY
Students visit cemeteries to collect data of ethnic and historical significance. The time required for this activity will vary from 2 or 3 hours for making rubbings to many visits for mapping and indexing.

ACTIVITY 3

GENEALOGICAL SEARCHING
Students who have done lineage charts (ORIGINS/THE JOURNEY — Activity 1) visit a place in their community to do genealogical research on their own families. The trip will take 2 or 3 hours to an entire day and return trips may be necessary.

RESOURCE CARDS

PLACES AND SOURCES
Lists of local, county, state, and national resources, the kinds of information they hold, and methods for obtaining information from various sources.
References

Origins / The Journey

Appendix D

References

Americanization


Why the Came. "Roots, Vol. 1:95; Paul: Minne-

Why the Came. "Roots, Vol. 1:95; Paul: Minne-


Harvard Social Studies Project. The Immigrants' Ex-


General References
Wittke, Carl. *We Who Built America.* Cleveland: The Press of Western Reserve University, 1939.

**References Cited**
Marin, William A. **“Sod Houses and Prairie Schooners.”***

**Minnesota History.** 12:135-156. 1931.
Wright, Ruby Reynolds. Unpublished collection of photos and family stories written by her mother.
Workers of the Writer’s Program of the W.P.A. *Bohemian Flats.* Minneapolis: University of Minnesota Press.

General References

Books for Elementary Students
Write to: Superintendent of Documents
U.S. Government Printing Office
North Capitol and H Streets, N.W.
Washington, D.C. 20402

For: Records relating to service in WWI and WWII
Write to: National Personnel Records Center, GSA
Military Personnel Records
9700 Page Boulevard
St. Louis, Missouri 63132

For: Genealogical Information Kit (free). This includes:
order forms for census records,
order forms for passenger list,
order form for veteran records (Civil War), and
four pamphlets on National Archives:
   1. National Archives of the U.S.
   2. Genealogical Records in the National Archives
   3. Genealogical Sources Outside the National Archives
   4. Military Service Records in the National Archives

Write to: Military Service Records (NNCC)
National Archives (GSA)
Washington, D.C. 20408

For: 1. Reference Services and Facilities of the Local History
     and Genealogy Room (free)
2. Guides to Genealogical Research: A Selected List (free)
3. Surnames: A Selected List of Books (free)

Write to: General Reference and Bibliography Division
The Library of Congress
Washington, D.C. 20540

OTHER USEFUL PUBLICATIONS

For: Is That Lineage Right? (1965, $.50)
Write to: National Society
Daughters of the American Revolution
1776 D Street, N.E.
Washington, D.C. 20006

For: 1. Directory, Historical Societies and Agencies in
     the United States and Canada (about $20.00)
     2. Technical Leaflets ($.50 each)
        Log Cabin Restoration
        Spinning on the Wool Wheel
        Identifying Hand Planes
        Identifying Axes, Ades, Hatchets
        Old Lamps and Lighting Devices
        Newsletters
        Genealogical Research
        Tape Recording Local History
        Cemetery Transcribing

Write to: American Association for State and Local
History
1400 Eighth Avenue South
Nashville, Tennessee 37203

For: Oral History — Basic Techniques ($1.00), edited by
Jane McCracken (examples, outlines of interview
questions)

Write to: Manitoba Museum
190 Rupert Avenue
Winnipeg, Manitoba R3—0N2 Canada