READ IOWA HISTORY

EDUCATOR MATERIALS



Immigration to Iowa

LESSON PLAN FOR SUPPORTING QUESTION

Why do people move or choose to immigrate?

3RD GRADE

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as they see fit for their students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary list or cards, a materials list and instructions. There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproduceable student worksheets are available in the Student Materials PDF (on website, below "Educator Materials") for this topic.



Courtesy of Iowa Women's Archives, "Celebrating Mexican Independence Day, Fort Madison, Iowa, ca. 1926," Migration is Beautiful, Iowa Women's Archives, University of Iowa Libraries, ca. 1926

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproduceable assessment worksheet(s) also are available in this topic's Student Materials PDF.

Immigration to Iowa

3rd Grade

Overview

Students will analyze historical images and documents. They will explore primary resources related to why immigrants have come to the United States and Iowa, and how they kept alive traditions of their culture after their resettlement in America.

Unit Compelling Question

What would compel people to move to a new place?

Unit Supporting Question

Why do people move or choose to immigrate?

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Compelling and Supporting Questions

3rd Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the **Primary Source Sets**, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 **Primary Source Sets**.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

What would compel people to move to a new place?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

1) Why do people move or choose to immigrate?
2) What did refugees and immigrants experience when they arrived in America?
3) How does one's culture influence where they choose to live?

Read Iowa History: Immigration to Iowa

This Read Iowa History lesson addresses "What would compel people to move to a new place?" and "Why do people move or choose to immigrate?" and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.3.1.	Identify disciplinary ideas associated with a compelling question.
SS.3.2.	Use supporting questions to help answer the compelling question in an inquiry.
SS.3.3.	Determine the credibility of one source.
SS.3.4.	Cite evidence that supports a response to supporting or compelling questions.
SS.3.9.	Compare and contrast the treatment of a variety of demographic groups in the past and present.
SS.3.12.	Use historical examples to describe how scarcity requires a person to make choices.
SS.3.16.	Describe how people take risks to improve their family income through education, career changes and moving to new places.
SS.3.17.	Explain an individual's responsibility for credit and debt.
SS.3.20.	Describe how cultural characteristics influence people's choices to live in different regions of the U.S.
SS.3.28.	Explain the cultural contributions that different groups have made to Iowa.

Iowa Core Literacy Standards	
No.	**Standard**
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline–specific tasks, purposes, and audiences.

Objectives

- I can analyze a historical document and image.
- I can determine the source of the document or image.
- I can make a claim about the Sivell family coming to the United States.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding fair trade. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

Iowa has been the destination for **immigrants** since it began welcoming settlers in the 1830s. The origins of those new arrivals changed significantly over the past 175 years and can be roughly divided into three waves. In each case, they came in response to a combination of **"push/pull" factors**. **Push factors** like wars or persecution at home or poverty and lack of economic prospects forced them to seek a new homeland. **Pull factors** included the advantages they saw in relocating in Iowa. The rich farmland and economic opportunities were the major factor in early Iowa.

Following the Black Hawk War when Native Americans were pressured to relinquish title to a significant portion of eastern Iowa, pioneers headed for the "land across the river." Most early settlers were attracted by the acres of cheap government land. Small farmers from the Ohio River Valley furnished a large share of the early population. The states of Ohio, Indiana, Illinois and Missouri were stopping points along the way for many families who had begun in New England or the states of the upper South like Virginia, Maryland or Kentucky. Europe also began its contribution to the Iowa scene. Political revolutions and repressive reactions swept central Europe in the late 1840s. Germany supplied the largest contingent, with a tidal wave following failed revolutions in 1848. Many Germans settled in the Mississippi River towns like Dubuque and Davenport where they formed strong ethnic communities. However, Germans were a sizable presence in many Iowa communities and rural neighborhoods. The potato famines of the 1840s forced many Irish families to seek a new home in America, promoting Ireland as the second largest source of early European **immigrants**. Great Britain, Canada, Holland and the Scandinavian countries also contributed residents to early Iowa. Railroads and the state itself promoted foreign **immigration**. They developed and distributed brochures throughout northern and western Europe in native languages describing the climate, economic prospects and practical information on how to reach Iowa.

In the late 1800s and until World War I, **immigrants** from Italy, Russia and Eastern Europe began showing up in the census. Because most of the land was now privately owned and no longer available at cheap prices from the government, it was early Iowa industries that attracted these new arrivals. Coal mining was important in drawing Italians and Croatians. Often a single male would arrive and get a job in a coal mine. When he had saved enough, he would sponsor a brother, son or nephew who would then also contribute to the **migration** costs of other family members. World War I fostered distrust of these later **immigrants** and efforts were made to "Americanize" them and to limit the numbers of future arrivals. Mexican **immigration** also increased with the demand for farm labor during the war. Beginning in the 1970s, a third wave of **immigrants** began to enter the state and this **immigration** continues today. These individuals were often the victims of civil wars or natural disasters. The Vietnam War created thousands of displaced persons confined in **refugee** camps in Southeast Asia. In 1975, President Gerald Ford urged the nation to help to resettle **refugees** here, and Iowa's Governor Robert Ray responded by setting up a state agency to work with private organizations. As a result, many Vietnamese arrived in the state, learned English and became productive citizens. Wars in their homelands also "pushed" Bosnians, Ethiopians and others from Africa and Asia to seek new homes in Iowa. Hispanics from Mexico, South America and the Caribbean were drawn here by work in Iowa's meatpacking plants and became a significant segment of the population in several Iowa communities including Perry, Storm Lake, Marshalltown and Denison. Iowa boasts several nationally-recognized museums that pay tribute to Iowa **immigrant** groups: Vesterheim for Norwegians in Decorah; The Czech and Slovak Museum and Library in Cedar Rapids; the German Heritage Center in Davenport; and the Danish Museum of America in Elk Horn.

Vocabulary Words

- Immigration
- Immigrant
- Migration
- Refugee
- Push Factor
- Pull Factor

Introducing Vocabulary Words

Unit Compelling Question

What would compel people to move to a new place?

Unit Supporting Question

Why do people move or choose to immigrate?

Overview

This pre-lesson activity will introduce students to the vocabulary words associated with this Read Iowa History unit. The vocabulary words are: immigration, migration, immigrant, refugee, push factor and pull factor.

Instructions

1. You will introduce students to the Immigration to Iowa vocabulary words and definitions with the **vocabulary cards**.
2. After you have gone over the words and definitions as a class, hand out the **matching vocabulary worksheet** to students.
3. Students will be matching the vocabulary word with the definition. They will cut out the individual definitions. They will then glue the definitions next to the correct definition.
4. Consider having students glue the worksheet into their notebook or journal to refer back to later.

Materials

- **Matching vocabulary worksheet**
- **Vocabulary cards**
- Glue stick
- **Optional:** Notebook/ journal

Matching Vocabulary Worksheet

This is an example worksheet that corresponds with the instructions in the pre-lesson activity but the definitions are already in place. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Match the Vocabulary

Word	Definition
Immigrant 	A person who comes to a new country to permanently live there.
Immigration 	The international movement from one country to another country. People who move to a new country are called immigrants.
Migration 	Movement of people or animals from one part of the country to another part of the same country. Migration can be individuals, families or in large groups.
Pull Factor 	A reason why someone would want to leave their home. Examples include: safety, more jobs, lots of food, good land, hope for a better life.
Push Factor 	A reason why someone would want to go to a new place. Examples include: a lack of jobs or access to education, natural disaster, war, not enough food.
Refugee 	A person who has been forced to leave their country in order to escape problems like war, persecution or natural disaster.

The Great Bartholdi Statue, 1885

Unit Compelling Question

What would compel people to move to a new place?

Unit Supporting Question

Why do people move or choose to immigrate?

Overview

To analyze the print of "The Great Bartholdi Statue," this lesson plan requires students to identify the source, observe it, contextualize it and corroborate what they have learned to apply to answer questions posed by their classmates. You or students will use a K-W-L chart worksheet to collect observations.

Source Background

In 1885, more than 200 crates were shipped to New York and arrived in June. Over the next four months, workers reassembled the statue on Bedloe's Island in New York Harbor and mounted it on a pedestal. Its height reached 305 feet, including the pedestal. This is a print of the "The Great Bartholdi Statue, Liberty Enlightening the World: The Gift of France to the American People" that was created in 1885, shortly after the statue was completed.

Instructions

1. Display and/or project the print so all students can view it to analyze.
2. To record this exercise, you need to create a **K-W-L (Know, Wonder, Learn) chart** that you can fill out as students contextualize the source. There are printable versions in this packet, one with directed learning and a blank chart, but you also can re-create a version of the chart on a board or large pad of paper.
3. Read the source's background information aloud to students.
4. Work your way through the K-W-L chart, while recording student answers and observations. Below are some additional questions that may help facilitate the activity.
   - Who is in the image? What is happening? When was the image created? Where is it happening?
   - What questions do you have about the image, and where would you search for answers?
5. Allow students opportunities to answer questions generated through the K-W-L chart. Students could investigate websites, read passages or books related to the topic. Possible resources are available on this **online choice board**.

Instructions continued on next page

Materials

- **"The Great Bartholdi Statue" image**
- **K-W-L chart**
- **3-2-1 Reflection worksheet**
- Computer or document projector to show enlarged image
- **Suggested books:** *A Picnic in October* by Eve Bunting; *Her Right Foot* by Dave Eggers; *Coming to America: The Story of Immigration* by Betsy Maestro

The Great Bartholdi Statue, 1885

Instructions continued

6 **Formative Assessment:** Distribute the **3-2-1 Reflection worksheet** to students. Either as a class, in small groups or individually, students will complete the worksheet. After they have had time to share their answers, ask students to discuss the following question: How is the Statue of Liberty a symbol of immigration?

The Great Bartholdi Statue, 1885



Courtesy of Library of Congress, New York : Published by Currier & Ives, 1885

K-W-L Chart: The Great Bartholdi Statue

This is an example K-W-L worksheet that corresponds with the instructions in Part 1. This directed-learning version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).



K-W-L Chart

<table>
<tr><th>K
What We Think We Know</th><th>W
What We Want to Know</th><th>L
What We Hope to Learn</th></tr>
<tr><td>Stop and Source</td><td>Why do you think they're doing this?</td><td rowspan="3">Where could you find the answers?</td></tr>
<tr><td>People:</td><td>How do you think they are feeling?</td></tr>
<tr><td>Objects:</td><td>When do you think this image was created? How do you know?</td></tr>
<tr><td>What are they doing?</td><td colspan="2">Questions these image raise:</td></tr>
</table>

K-W-L Chart: The Great Bartholdi Statue

This is an example K-W-L worksheet that corresponds with the instructions in Part 1. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).



K-W-L Chart

K What We Think We Know	**W** What We Want to Know	**L** What We Hope to Learn

3-2-1 Reflection Worksheet

This is an example worksheet that corresponds with the instructions in Part 1. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

3 Facts I Learned	
3	
Two Things I Found Most Interesting	
2	
One Question I Still Have	
1	

Differences Between Refugee and Immigrant

Unit Compelling Question

What would compel people to move to a new place?

Unit Supporting Question

Why do people move or choose to immigrate?

Overview

Students will do a close read of text to differentiate the the push and pull factors that might lead someone to become a refugee and immigrate to a new location like Iowa.

Source Background

Beginning in the 1970s, a third wave of immigrants began to enter Iowa and this immigration of individuals known as refugees continues today. These individuals were often the victims of civil wars or natural disasters. The Vietnam War created thousands of displaced persons confined in refugee camps in Southeast Asia. In 1975, President Gerald Ford urged the nation to help to resettle refugees here, and Iowa's Governor Robert Ray responded by setting up a state agency to work with private organizations. As a result, many Vietnamese arrived in the state, learned English and became productive citizens. Wars in their homelands also "pushed" Bosnians, Ethiopians and others from Africa and Asia to seek new homes in Iowa. Hispanics from Mexico, South America and the Caribbean were drawn here by work in Iowa's meatpacking plants and became a significant segment of the population in several Iowa communities including Perry, Storm Lake, Marshalltown and Denison.

Instructions

1. Watch this **Iowa PBS video** that focuses on the definition of a refugee. Discuss as a class.

2. Students will do a close read of the text **"What is the difference between a refugee and an immigrant?"**
   - **First reading:** You will read the text aloud without stopping to the class.
   - **Second reading:** Students will read aloud and mark the text by underlining important keywords, drawing a question mark next to parts that need clarification and drawing a box around parts that help us answer the unit supporting question. After reading, circle parts that help answer the supporting question: Why do people move or choose to immigrate?
   - **Third reading:** Students will re-read a third time as needed while answering questions that help answer the unit supporting question.

3. **Formative Assessment:** Students will independently complete the **"What is the difference between a refugee and an immigrant?" worksheet**.

Materials

- **"Definition of a Refugee" Iowa PBS video**
- **"What is the Difference between Immigrants and Refugees?" text**
- **"What is the difference between a refugee and an immigrant?" worksheet**
- Pencil
- **Suggested book:** *Refugees and Migrants* by Ceri Roberts and Hanane Kai

"What is the Difference between Immigrants and Refugees?", 2003

What is the Difference between Immigrants and Refugees?

Refugees

Refugees are forced to leave their home countries because of war, environmental disasters, political persecution and/or religious or ethnic intolerance. They come to the United States with a special immigration status that gives them automatic admission into the country and helps them connect with family members who are already in the country. This status also provides them with a "green card" or a permit to work. Refugees are "invited" to live in the United States to start a new life.

Immigrants

Immigrants generally come to the U.S. for one of two reasons:

- they are joining family members who already live in this country
  or
- they are "economic immigrants" seeking work and a better life for themselves and their families

Immigrants and refugees have a good deal in common. They experience new cultures and languages. They are often ethnic minorities who might face open discrimination or other forms of hostility, regardless of their immigration status.

Adapted from The New Iowans, A Companion Book to the PBS Miniseries The New Americans (2003), provided courtesy of Iowa Center for Immigrant Leadership and Integration, University of Northern Iowa.

Courtesy of Iowa PBS, "What is the Difference between Immigrants and Refugees?" The New Iowans, A Companion Book to the PBS Miniseries The New Americans, Iowa Center for Immigrant Leadership and Integration, University of Northern Iowa, 2003

"What is the difference between a refugee and an immigrant?" Worksheet

This is an example worksheet that corresponds with the instructions in Part 2. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

What is the difference between a refugee and an immigrant?

Describe the life of a refugee.	Describe the life of an immigrant.

Sivell Family Ship's Manifest, 1852; Passengers' Contract Ticket, August 20, 1852

Unit Compelling Question

What would compel people to move to a new place?

Unit Supporting Question

Why do people move or choose to immigrate?

Overview

To analyze the two Sivell documents, students should identify the source, observe it, contextualize it and apply what they learn to answer questions that may arise.

Source Background

Ship Manifest: The first document is a ship manifest, which shows names, ages, genders, ports, country origins and ethnicities of passengers. The Sivell family is listed on the "Margaret Evans" manifest in 1852.
Passengers' Contract Ticket: The second document is the passengers' contract ticket for the Sivells' journey to America from the United Kingdom. The ticket references names, ages and food and water accommodations that will be given while in steerage. This ticket is dated Aug. 20, with a total cost of $48.15. The Sivell family came to the U.S. as part of the British Emigrants' Mutual Aid Society and settled in Cedar Township, Lee County, Iowa, in a community that became known as "The English Colony."

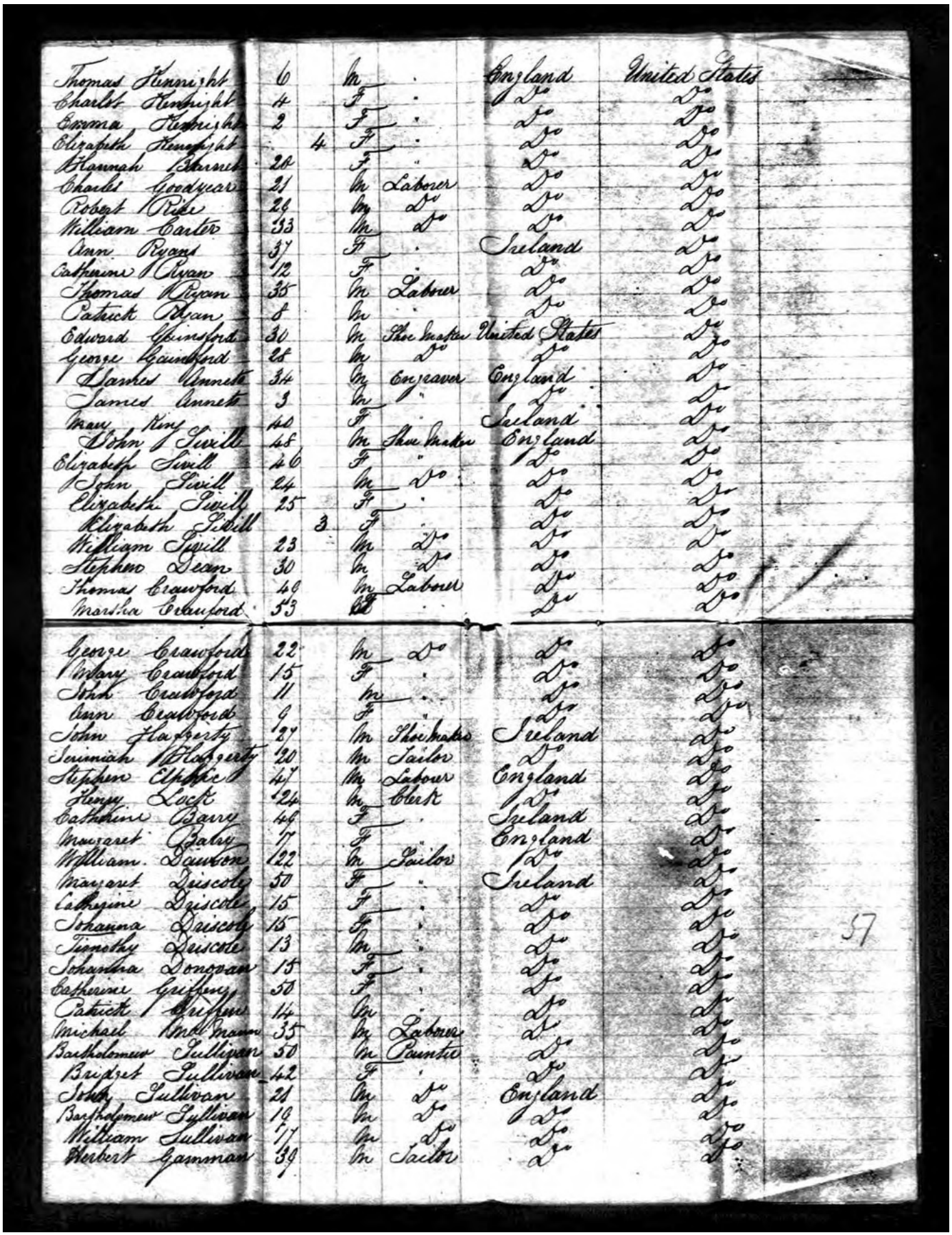
Instructions

1. Divide the class in half, and split into groups of three to four students.
2. Provide one half of the class a **K-W-L (Know, Wonder, Learn) worksheet** to analyze the **manifest**. Provide the other half the K-W-L chart to analyze the **passenger contract ticket**.
3. Instruct the groups which document they need to analyze and how they need to complete the worksheet. Either display the manifest and ticket contract for the students or give each small group a copy of the document to analyze.
4. Read aloud the background information for each document. Allow students time to work in small groups to observe their documents and fill out the K-W-L columns.
5. Have groups share their findings to the class.
6. As students share their observations, record their ideas on a T-chart (anchor chart) that you can create on the board or on a large pad of paper.
7. **Formative Assessment:** Work with students to make a claim(s) about the Sivell family immigrating to America with the **Sentence Starter worksheet**. Record claim(s) to possibly reference later in this unit.

Materials

- Sivell Ship's Manifest
- Sivell Family Passengers' Ticket
- K-W-L worksheet
- Sentence Starter worksheet
- T-chart for class observations

Sivell Ship's Manifest, 1852



Thomas Kenright	6		M		England	United States
Charlot Kenright	4		F		Do	Do
Emma Kenright	2		F		Do	Do
Elizabeth Kenright		4	F		Do	Do
Hannah Barnes	20		F		Do	Do
Charles Goodyear	21		M	Laborer	Do	Do
Robert Rice	26		M	Do	Do	Do
William Carter	33		M	Do	Do	Do
Ann Ryand	37		F		Ireland	Do
Catharine Ryan	12		F		Do	Do
Thomas Ryan	35		M	Laborer	Do	Do
Patrick Ryan	8		M		Do	Do
Edward Grinsford	30		M	Shoe Maker	United States	Do
George Grandford	28		M	Do	Do	Do
James Annett	34		M	Engeaver	England	Do
James Annett	3		M		Do	Do
Mary King	40		F		Ireland	Do
John Sivill	48		M	Shoe Maker	England	Do
Elizabeth Sivill	46		F		Do	Do
John Sivill	24		M	Do	Do	Do
Elizabeth Sivill	25		F		Do	Do
Elizabeth Sibill		3	F		Do	Do
William Sivill	23		M	Do	Do	Do
Stephen Dean	30		M	Do	Do	Do
Thomas Crawford	49		M	Laborer	Do	Do
Marsha Crawford	53				Do	Do
George Crawford	22		M	Do	Do	Do
Mary Crawford	15		F		Do	Do
John Crawford	11		M		Do	Do
Ann Crawford	9		F		Do	Do
John Flaherty	27		M	Shoemaker	Ireland	Do
Jeremiah Flaherty	20		M	Tailor	Do	Do
Stephen Elphick	47		M	Labour	England	Do
Henry Lock	24		M	Clerk	Do	Do
Catharine Barry	46		F		Ireland	Do
Margaret Barry	17		F		England	Do
William Dawson	22		M	Tailor	Do	Do
Margaret Driscoll	50		F		Ireland	Do
Catherine Driscoll	15		F		Do	Do
Johanna Driscoll	15		F		Do	Do
Timothy Driscoll	13		M		Do	Do
Johanna Donovan	15		F		Do	Do
Catherine Griffeny	50		F		Do	Do
Patrick Griffeny	14		M		Do	Do
Michael Bridgman	35		M	Laborer	Do	Do
Bartholomew Sullivan	30		M	Painter	Do	Do
Bridget Sullivan	42		F		Do	Do
John Sullivan	21		M	Do	England	Do
Bartholomew Sullivan	19		M	Do	Do	Do
William Sullivan	17		M	Do	Do	Do
Herbert Gamman	39		M	Tailor	Do	Do

57

Courtesy of Ancestry.com, New York : Passenger Lists, 1820-1957 for John Sivell

New York, Passenger Lists, 182-1957 for John Sivell
Roll> M237, 1820-1897> Roll 119
Margaret Evans Ship Manifest

Name	Arrival Date	Age	Gender	Port of Departure	Destination	Place of Origin	Ethnicity Race Nationality	Ship Name	Port of Arrival	List Number
Thomas Kenninght	24 Sept 1852	6	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Charlot Kenninght	24 Sept 1852	4	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Emma Kenninght	24 Sept 1852	2	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Elizabeth Kenninght	24 Sept 1852	4/12	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Hannah Barnet	24 Sept 1852	20	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Charles Goodyear	24 Sept 1852	21	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Robert Rice	24 Sept 1852	29	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
William Carter	24 Sept 1852	33	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Ann Ryan	24 Sept 1852	37	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Catherine Ryan	24 Sept 1852	12	Female	London, England	USA	Ireland	Irish	Margaret Evans	NY, NY	1343
Thomas Ryan	24 Sept 1852	35	Male	London, England	USA	Ireland	Irish	Margaret Evans	NY, NY	1343
Patrick Ryan	24 Sept 1852	8	Male	London, England	USA	Ireland	Irish	Margaret Evans	NY, NY	1343
Edward Gainsford	24 Sept 1852	30	Male	London, England	USA	USA	USA	Margaret Evans	NY, NY	1343
George Gainsford	24 Sept 1852	28	Male	London, England	USA	USA	USA	Margaret Evans	NY, NY	1343
James Annets	24 Sept 1852	34	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
James Annets	24 Sept 1852	3	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Mary King	24 Sept 1852	40	Female	London, England	USA	Ireland	Ireland	Margaret Evans	NY, NY	1343
John Sivell	24 Sept 1852	48	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343

Transcript of Sivell Ship's Manifest, 1852 (2 of 2)

Elizabeth Sivell	24 Sept 1852	25	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
John Sivell	24 Sept 1852	24	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Elizabeth Sivell	24 Sept 1852	46	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Elizabeth Sivell	24 Sept 1852	3/12	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
William Sivell	24 Sept 1852	23	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Stephen Dean	24 Sept 1852	30	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Thomas Crawford	24 Sept 1852	49	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Martha Crawford	24 Sept 1852	53	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
George Crawford	24 Sept 1852	22	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Mary Crawford	24 Sept 1852	15	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
John Crawford	24 Sept 1852	11	Male	London, England	USA	England	English	Margaret Evans	NY, NY	1343
Ann Crawford	24 Sept 1852	9	Female	London, England	USA	England	English	Margaret Evans	NY, NY	1343
John Hoaggerty	24 Sept 1852	27	Male	London, England	USA	Ireland	Irish	Margaret Evans	NY, NY	1343

Passengers' Contract Ticket, August 20, 1852

PASSENGERS' CONTRACT TICKET.

1. A Contract Ticket in this Form must be given to every Passenger engaging a Passage from the United Kingdom to North America.
2. All the Blanks must be correctly filled in, and the Ticket must be legibly signed with the Christian Names and Surname and Address in full of the Party issuing the same.
3. The Day of the Month on which the Ship is to sail must be ~~inserted in~~ Words and not in Figures.
4. When once issued this Ticket must not be withdrawn from the Passenger, nor any Alteration or Erasure made in it.

No. 374 16 day of August 1852

Ship Margaret Evans of 1200 Tons Register Burden, to sail from London for New York, on the nineteenth day of Augt 1852

NAMES.	Ages.	Equal to Statute Adults.
John Sirill	48	1
Elizabeth do	46	1
John do	24	1
Elizabeth do	23	1
Elizabeth do	Infant	
William do	23	1
Stephen Dean	20	1
Thomas Crawford	49	1
Martha do	53	1
George do	22	1
Mary do	15	1
John do	12	½
Ann do	9	½
John Hagerty	27	1
Jeremiah do	20	1
15 Souls...		13

I engage that the Parties herein-named shall be provided with a Steerage Passage to NEW YORK, in the Ship Margaret Evans with not less than Ten Cubic Feet for Luggage for each Statute Adult, for the Sum of £ 48.15. including Government Dues before Embarkation, and Head Money, if any, at the Place of landing, and every other Charge; and I hereby acknowledge to have received the Sum of £ 13 in — Payment.

In addition to any Provisions which the Passengers may themselves bring, the following Quantities, at least, of Water and Provisions will be supplied to each Passenger by the Master of the Ship, as required by Law, and also Fires and suitable Places for cooking:—

3 Quarts of Water daily.

Per Week.
- †5 lbs. of Bread or Biscuit, not inferior in Quality to Navy Biscuit.
- †1½ lb. of Wheaten Flour.
- †½ lb. of Oatmeal.*
- 2 lbs. of Rice.*
- ½ lb. of Sugar.
- ½ lb. of Molasses.
- 2 oz. of Tea.

* 5 lbs. of good Potatoes may, at the Option of the Master of the Ship, be substituted for 1 lb. of Oatmeal or Rice, and in Ships sailing from Liverpool or from Irish or Scotch Ports, Oatmeal may be substituted in equal Quantities for the whole or any part of the Issues of Rice.

† The above in lieu of 9½ lbs. Biscuit, 1 lb. Flour, and 5 lbs. Oatmeal, as hitherto given.

Phillipps, Shaw & Lowther,
2, Royal Exchange Buildings.

Deposit ..... £ 13. 0. 0

Balance ..... £ 35. 15. 0 to be paid at London before Embarkation.

TOTAL ... £ 48. 15. 0

Jetty, London Docks.

Received Balance 20 day of Augt 185 2

N.B.—This Contract Ticket is exempt from Stamp Duty.

Passengers to be on Board for Medical Inspection, on 19th at 11 o'Clock.

Courtesy of State Historical Society of Iowa, 20 August 1852

Passengers' Contract Ticket

1. A Contract Ticket in this Form must be given to every Passenger from the United Kingdom to North America.
2. All the Blanks must be correctly filled in, and the Ticket must be legibly signed with the Christian Names and Surname and Address in full of the Party issuing the same.
3. The Day and Month on which the Ship is to sail must be inserted in Words and not in Figures.
4. When once issued this Ticket must not be withdrawn from the Passenger, not any Alteration of Erasure made in it.

No. 374 | 16th day of August, 1852
Ship: Margaret Evans of 1200 Tons Register Burden, to sail from London for New York, on the nineteenth day August 1852

Name	Ages	Equal to Statute Adults.
John Sivil	48	X
Elizabeth (unidentifiable)	46	X
John [unidentifiable]	24	X
Elizabeth [unidentifiable]	25	X
Elizabeth [unidentifiable]	infant	
William [unidentifiable]	23	X
Stephen Dean		X
Thomas Crawford	49	X
Martha [unidentifiable]	53	X
George [unidentifiable]	22	X
Mary [unidentifiable]	15	
John [unidentifiable]	11	
[unidentifiable]	9	
John Hagerty	27	
Jeremiah [unidentifiable]	20	
15 Souls...		13

Deposit..... $13.00
Balance..... $35.15 to be paid at London before Embarkation.
Total..... $48.15.0

Received Balance 20 day of August 1852

N.B. – This Contract is exempt from Stamp Duty.
Passengers to be on Board for Medical Inspection, on 19th at 11:00 o'Clock

I engage that the Parties herein named shall be provided with a Steerage Passage to New York, in the Ship
Margaret Evans
with not less than Ten Cubic Feet for Luggage for each Statute Adult, for the sum of $48.15
including Government Dues before Embarkation, and Head Money, if any, at the place of landing, and every other Charge; and I hereby acknowledgement to have received the Sum of 13 in ---- Payment.
In addition to any Provisions which the Passengers may themselves bring, the following Quantities, at least, of Water and Provisions will be supplied to each Passenger by the Master of the Ship, as required by Law, and also Fires and suitable Places for cooking:
3 Quarts of Water daily.
{Per Week}
5 lbs. of Bread of Biscuit, not inferior in Quality to Navy Biscuit.
1 ½ lb. of Wheaten Flour
½ lb. Oatmeal
2 lbs. Rice
½ lbs. of Sugar
½ lbs. of Molasses
2 oz. of Tea
5lbs. of good Potatoes may, at the Option of the Master of the Ship, be substituted for 1 lb. Oatmeal or Rice, and in Ships sailing from Liverpool or from Irish or Scotch Ports. Oatmeal may be substituted in equal Quantities for the whole or any part of the Issues of Rice.

Phillipps, Shaw & Lowther, 2, Royal Exchange Buildings, LeVuious Verdoz

K-W-L Chart: Ship Manifest & Passengers' Contract Ticket

This is an example K-W-L worksheet that corresponds with the instructions in Part 3. This directed-learning version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).



K-W-L Chart

K What We Think We Know	**W** What We Want to Know	**L** What We Hope to Learn
Stop and Source	Why do you think they're doing this?	Where could you find the answers?
People:	How do you think they are feeling?	
Objects:	When do you think these documents were created? How do you know?	
What are they doing?	Questions these documents raise:	

K-W-L Chart: Ship Manifest & Passengers' Contract Ticket

This is an example K-W-L worksheet that corresponds with the instructions in Part 3. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).



K-W-L Chart

K What We Think We Know	**W** What We Want to Know	**L** What We Hope to Learn

Sentence Starter Worksheet

This is an example sentence starter worksheet that corresponds with the instructions to Part 3 to make a claim based on evidence. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).

Claim	Evidence	Reasoning
 My claim is... I think... I noticed...	 I found...; My evidence is... My proof is... Another example... I know this is true because...	 This happened because... The reason for this is... I conclude...

"Emigrants Coming to the Land of Promise," 1902

Unit Compelling Question

What would compel people to move to a new place?

Unit Supporting Question

Why do people move or choose to immigrate?

Overview

To analyze this historical photograph, students should identify the source, observe the photo, contextualize it and corroborate what they have learned to answer questions posed by their classmates. You will use a K-W-L worksheet to collect answers.

Source Background

In the late 1800s, immigrants left their homes to come to the United States. Many were leaving crop failure, land and job losses, rising taxes and hunger. Many people came to America because it was thought to be the land of opportunity. This 1902 photograph captured immigrants huddled together on their journey to the United States. The image was taken by American photographer William Herman Rau.

Instructions

1. Display/project the **photograph** so all students can view it to analyze.
2. To record this exercise, you can print out a copy of the directed-learning or blank **K-W-L (Know, Wonder, Learn) chart** that you can fill out and project for students to see. You also can re-create a version of the chart on the board or on a large piece of poster paper.
3. Read the source's background information aloud to students.
4. As a class, work through the K-W-L chart together. Record student answers and observations on the chart. Below are some additional questions that may help facilitate the activity.
   - Who is in the image? What is happening? When was the image created? Where is it happening?
   - What questions do you have about the image and where would you search for answers?
5. Allow students opportunities to answer questions generated through the K-W-L chart. Students could investigate sites, read passages or books related to the topic.
6. **Formative Assessment:** Have students use all four sources: Great Bartholdi Statue, Sivell ship manifest, passenger contract and "Land of Promise" photograph to write about or explain how the four connect to each other. This can be done individually, in small groups or as an in-class discussion.

Materials

- **"Land of Promise" image**
- Computer or document projector to show enlarged-version of the print
- **K-W-L chart** (either one to fill out as an entire class or one for each student/ small group)
- **Suggested Books:** *Escaping to America* by Rosalyn Schanzer; *How People Immigrate* by Sarah De Capua

"Emigrants Coming to the Land of Promise," 1902



Courtesy of Library of Congress, Rau, William H., 1902

K-W-L Chart: Emigrants Coming to the Land of Promise

This is an example K-W-L worksheet that corresponds with the instructions in Part 4. This directed-learning version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).



K-W-L Chart

K What We Think We Know	**W** What We Want to Know	**L** What We Hope to Learn
Stop and Source	Why do you think they're doing this?	Where could you find the answers?
People:	How do you think they are feeling?	
Objects:	When do you think image was created? How do you know?	
What are they doing?	Questions this image raises:	

K-W-L Chart: Emigrants Coming to the Land of Promise

This is an example K-W-L worksheet that corresponds with the instructions in Part 4. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).



K-W-L Chart

K What We Think We Know	**W** What We Want to Know	**L** What We Hope to Learn

Railroad Workers in Fort Madison, Iowa, ca. 1920

Unit Compelling Question

What would compel people to move to a new place?

Unit Supporting Question

Why do people move or choose to immigrate?

Overview

Students will analyze an image of some of the first Latinx population to come to Iowa while sourcing, observing, contextualizing and corroborating.

Source Background

Push factors "push" people away from their home and include things like war, natural disasters and limited employment prospects. Pull factors "pull" people to a new home and include things like better access to education, food and jobs. The reasons people migrate are typically economic, political, cultural or environmental.

This photograph shows Latino railroad workers employed by the Atchison, Topeka and Santa Fe Railroad in Fort Madison, Iowa, in the 1920s. The first Mexican people to settle in Iowa worked as traqueros (railroad track workers) who repaired and laid tracks on railroad section gangs, in foundries and factories, and as betabeleros (sugar beet workers). Many families followed a process of step migration, working first in Texas farm fields, Oklahoma coal mines or Kansas railroad yards before making their way into Iowa. Some came directly to Iowa, recruited by agricultural employers and the Santa Fe and Rock Island railroad companies. As employment opportunities and living arrangements became more secure, they returned to Mexico to bring additional family members to join them. They followed the same process of chain migration pursued by generations of immigrants the world over.

Instructions

1. What is a push factor? What is a pull factor? Review the **vocabulary cards** and discuss.
2. Display the **photograph** so all students can view it to analyze the image.
3. Record student responses on the **K-W-L chart** as they consider who, what, when, where, why, and generate questions they have related to the image.
4. Discuss: What pull factors brought the first people to Iowa from Mexico? Why did they return home?
5. **Formative Assessment:** Students will complete a **worksheet** to help them identify push factors versus pull factors.

Materials

- **Vocabulary cards**
- **"Railroad Workers in Fort Madison, Iowa" image**
- **K-W-L chart**
- Pencil
- **Push/Pull worksheet**
- **Suggested Book:** *Dreamers* by Yuyi Morales

Railroad Workers in Fort Madison, Iowa, ca. 1920



Courtesy of Iowa Women's Archives, "Railroad workers employed by the Atchison, Topeka and Santa Fe Railroad in Fort Madison, Iowa, 1920s," Iowa Women's Archives, University of Iowa Libraries, ca. 1920

K-W-L Chart: Railroad Workers in Fort Madison, Iowa

This is an example K-W-L worksheet that corresponds with the instructions in Part 5. This directed-learning version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).



K-W-L Chart

K What We Think We Know	**W** What We Want to Know	**L** What We Hope to Learn
Stop and Source	Why do you think they're doing this?	Where could you find the answers?
People:	How do you think they are feeling?	
Objects:	When do you think image was created? How do you know?	
What are they doing?	Questions this image raises:	

K-W-L Chart: Railroad Workers in Fort Madison, Iowa

This is an example K-W-L worksheet that corresponds with the instructions in Part 5. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).



K-W-L Chart

K What We Think We Know	**W** What We Want to Know	**L** What We Hope to Learn

Push/Pull Factors Worksheet

This is an example worksheet that corresponds with the instructions in Part 5. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).

Push/Pull Factors

Push Factors

A push factor is...

_____

_____

Some examples of push factors are:

- _____
- _____
- _____

Pull Factors

A pull factor is...

_____

_____

Some examples of pull factors are:

- _____
- _____
- _____

"Iowa's Salad Bowl" from *The Goldfinch*, April 1991

Unit Compelling Question

What would compel people to move to a new place?

Unit Supporting Question

Why do people move or choose to immigrate?

Overview

This lesson requires students to listen and interpret *The Goldfinch* article about the people who inhabited the state of Iowa. As you read the article out loud to students, they will be creating their own "salad bowl" on an accompanying worksheet.

Source Background

This April 1991 article in *The Goldfinch* compares the population of Iowa to a big salad bowl — where people vary in their common interests, ways of life, traditions, etc. The article looks at Iowa's ethnic roots, from American Indians who first inhabited the land to European settlers to migrants from Central and South America.

Instructions

1. Give each student a copy of the **"salad bowl" activity worksheet**. Also provide them with colored pencils, crayons or markers so they can work on the worksheet as they read *The Goldfinch* article.
2. Read background information about the article. What is meant by Iowa as a "salad bowl?"
3. Tell students they will creating their own "salad bowl" of Iowa as they listen to the text. As they identify different groups of people highlighted in the article, they will draw a corresponding symbol to represent a group of people.
4. Read aloud the **article**. Give each student a copy or project it for students to view.
5. Once students have finished their "salad bowl" worksheets, discuss who came to Iowa and why. Have students discuss the groups they identified from the article and how they represented these groups in their salad.
6. **Formative Assessment:** Work with students to make a claim using evidence and reasoning about the Iowa Salad Bowl. Use the **Sentence Starter worksheet**. Record the claim(s) to possibly reference later on in the instruction of this lesson plan.

Materials

- **"Iowa's Salad Bowl" from *The Goldfinch***
- **"Salad Bowl" worksheet**
- Colored pencils, crayons or markers for the "salad bowl" worksheet
- **Sentence Starter worksheet**
- Possibly a computer or document projector if you want to show an enlarged version of the text

Iowa's Salad Bowl

What goes into a salad? A hodge podge of ingredients — lettuce, tomatoes, maybe some onions, sprouts, sunflower seeds, cheese, carrots. Each part of a salad keeps its special flavor, but tossed together they make a great meal!

Iowa is like a big salad bowl. Iowans have varied backgrounds, families, ways of life, common interests, and traditions. Our histories are unique because we come from different places.



Two Mesquakie girls pose with two visitors.

Another way to describe Iowa's salad bowl is that it is made up of different ethnic groups. Dictionaries define an ethnic group as "a group of people with similar traits, customs, and history." Think of all of the different kinds of ethnic groups that live in Iowa today — Native Americans, German-Americans, African-Americans, Irish-Americans, Danish-Americans, Lebanese-Americans, and Asian-Americans (just to name a few). Your ethnic roots are important in helping you understand who you are.

At the turn of the century, some historians called the United States (including Iowa) a giant melting pot. The melting pot became a symbol that represented America. Millions of people from all over the world came here, met, and became "Americans." Some people thought you lost your own identity when you became an American just like the ingredients in a pot of stew — carrots, meat, potatoes, and onions — often become so blended that they lose their individual flavoring. Many **immigrants** [people who come to a new country to live] gave up many of their traditions such as native languages, clothing styles, and hobbies and crafts to be more like other Americans.

In this issue of The Goldfinch, we'll explore Iowa's ethnic roots. Why did people from different ethnic groups come to Iowa? What challenges have ethnic groups faced? How do they celebrate their ethnic heritage? We'll look at how the many peoples of Iowa have let go of some of their traditions and kept their most beloved.



A Black American couple pose near their home.

Why They Came

Long before Iowa opened to European-American settlement, Iowa was inhabited by Native Americans. The Sauk and Mesquakie lived along the Mississippi River. Moved by the federal government into Iowa from Illinois in 1831, they were again forced to move to Kansas. In 1855, they bought land near Tama and returned to Iowa. Today the Mesquakie tribe still lives in what is known as the Mesquakie settlement.

Beginning in 1833, hundreds of thousands of people came from the eastern United States and from foreign lands to settle in Iowa. **Immigrants** of different ethnic groups came to Iowa for a variety of reasons. Most came for land and economic

Courtesy of State Historical Society of Iowa, "Iowa's Salad Bowl," Iowa Ethnic Roots - The Goldfinch, Vol. 12, No. 4, pp. 3-7, April 1991

Iowa's Salad Bowl



These two Amish children get a knitting lesson from their elders.

opportunities. Some groups such as Swedes came because they were unhappy with the Lutheran church. Throughout the 19th century, many Germans, Swedes, Norwegians, Danes, Hollanders, and Britons came to America and Iowa to farm. For much of the 1800s, Iowa land cost only $1.25 an acre. However, many people also came to start new businesses in Iowa.

Coming As Families

Although some **immigrants** came as individuals, the majority came with other family members. In the 1850s, the typical male living in Central Iowa was marries and between the ages of 25 and 45. The typical female was married and usually much younger than her husband. They had about five children.

Foreign-born people from Europe also came to Iowa in families. In the 19th century, thousands of families came from Germany, Scandinavia, Holland, and Great Britain. Sometimes a large group would immigrate and settle a new community. In 1847, about 800 people from Holland came to Marion County where they started the community of Pella. Many other communities were started by ethnic groups.

In the early 1880s, many African-Americans were recruited from Virginia to work in coal mining communities. Blacks also came to Iowa from other places in the South. They often wrote to relatives and friends back home, encouraging them to move north. Once here, many of the newcomers set up schools and churches.

Later Immigrants

Little Maria Cano shivered in the autumn night air. She was with her mother and father, the only people on the West Liberty depot platform. They had just arrives from Minnesota where her parents had worked picking beets. Maria's parents had migrated from Mexico to Minnesota in 1927, hoping to find a better way to make a living. Many years of revolution in Mexico had caused thousands of Mexicans to leave their home country. When the beet picking season ended, the Cano family moved to Iowa City, where Maria grew up with her seven brothers and sisters. She went to school in Iowa City and became an interpreter at the University of Iowa Hospitals.



A Mexican-American mother and child in a migrant cottage on a farm near Muscatine

Courtesy of State Historical Society of Iowa, "Iowa's Salad Bowl," Iowa Ethnic Roots - The Goldfinch, Vol. 12, No. 4, pp. 3-7, April 1991

"Iowa's Salad Bowl" from *The Goldfinch*, April 1991

Iowa's Salad Bowl

Like Maria's family many **immigrants** from Mexico have come to Iowa in the 20th century for work. The number of Mexican **immigrants** increased steadily between 1910 and 1930.

Iowa' ethnic salad bowl is continuing to change. Southeast Asian **immigrants** began to come to Iowa in 1975 as refugees from the Vietnam War. Between 1980 and 1990 the percentage of black Iowans increased 15.3 percent. However, the biggest population jumps were Asians (+120.1 percent), Native Americans (+34.7 percent), and Hispanics (+27.8 percent). (Hispanic people are of Latin American or Spanish ancestry). In 1991, the Persian Gulf War has caused many people to leave the war-torn Middle East. New neighbors from such places may come to Iowa.

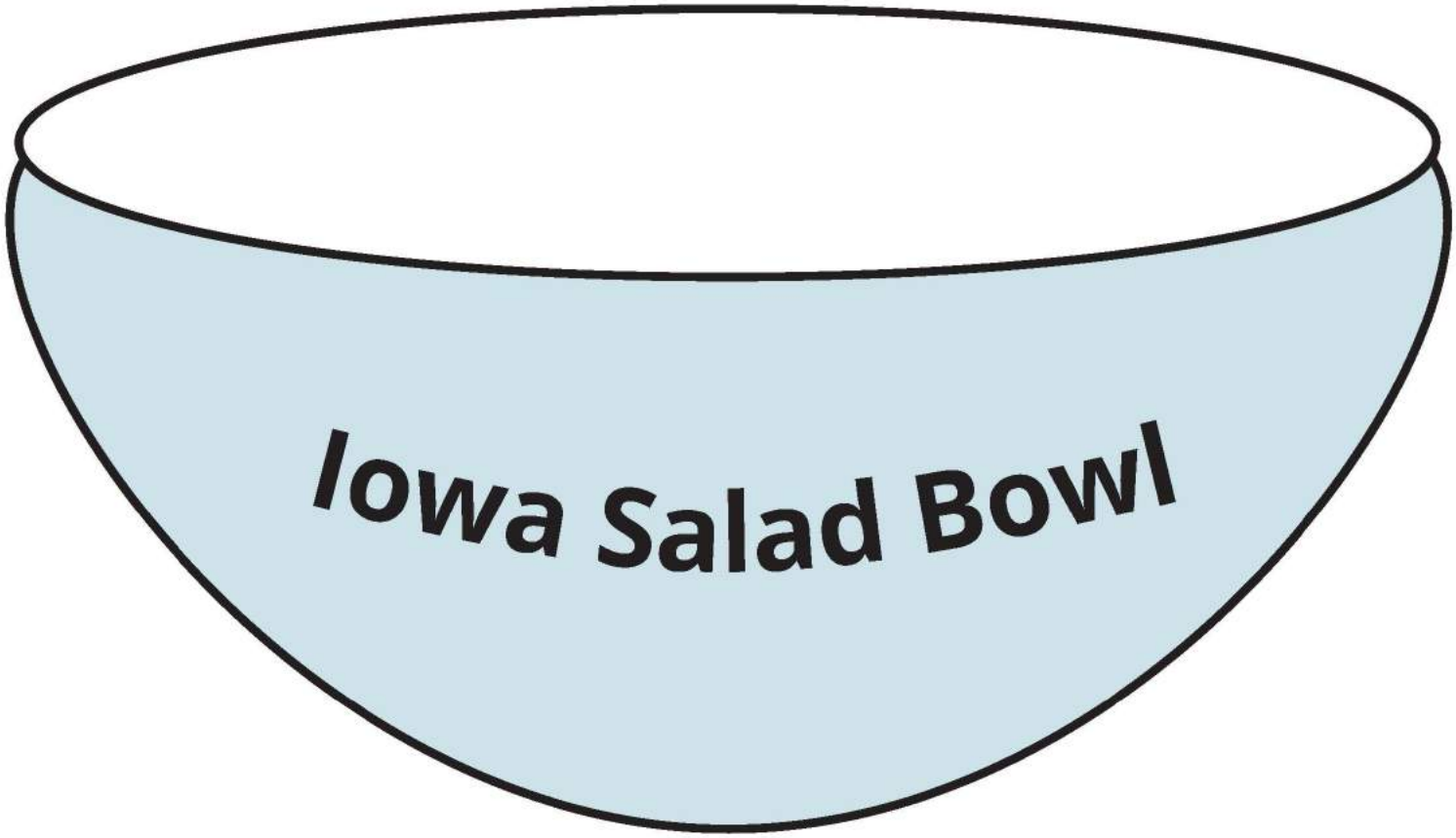


A Pella girl celebrates Dutch traditions at the Pella Tulip Festival.

Courtesy of State Historical Society of Iowa, "Iowa's Salad Bowl," Iowa Ethnic Roots - The Goldfinch, Vol. 12, No. 4, pp. 3-7, April 1991

Iowa Salad Bowl Worksheet

This is an example worksheet that corresponds with the instructions in Part 6. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's Student Materials PDF (available online and on the USB drive).



Sentence Starter Worksheet

This is an example sentence starter worksheet that corresponds with the instructions to Part 6 to make a claim based on evidence. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).

Claim	Evidence	Reasoning
 My claim is... I think... I noticed...	 I found...; My evidence is... My proof is... Another example... I know this is true because...	 This happened because... The reason for this is... I conclude...

Lesson Summative Assessment

Unit Compelling Question

What would compel people to move to a new place?

Unit Supporting Question

Why do people move or choose to immigrate?

Assessment Instructions

1. Distribute the "Why do people move or choose to immigrate?" assessment worksheet to students to complete individually to provide examples of why people chose to immigrate. An example version is available on the next page, while a version meant for distribution and reproduction is available in the "Student Materials" packet, which is available on the USB flash drive and the Google Drive folder.
2. To help students make claims about the why people chose to immigrate, the worksheets also have sentence starters to help them create a clear, concise claim.
3. Make sure students have the other sources in the lesson plan to use as sources for their claims, which they will need to record.

Assessment Scoring Options

Proficient	Makes a claim for why people chose/choose to immigrate with evidence and reasoning from sources within the lesson plan; claim is accurate and complete
Developing	Partially answers question, or has mixture of some accurate and some inaccurate ideas
Beginning	Minimal or insufficient answer to question and/or ideas are very inaccurate

Immigration to Iowa Lesson Summative Assessment

This is an example worksheet that corresponds with the Lesson Summative Assessment to complete after students have had the chance to analyze the sources within this Read Iowa History unit. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available in this topic's Student Materials PDF (available online and on the USB drive).

Why do people move or choose to immigrate?

My Claim



People choose to immigrate because ...
My claim is ...
I think ...
I noticed ...

My Evidence



I found ...
My evidence is ...
My proof is ...
Another example ...
I know this is true, because ...

Immigration to Iowa Lesson Summative Assessment

Another example is _____

_____

_____

_____

_____

Based on the evidence, I conclude _____

_____

because _____

_____

_____

Source(s):

_____

_____

_____

_____

_____

Vocabulary Flashcards

READ IOWA HISTORY

Immigration

READ IOWA HISTORY

Immigrant

READ IOWA HISTORY

Migration

READ IOWA HISTORY

Refugee

Immigration

Immigration is the international movement from one country to another country. People who move to a new country are called "immigrants." There are a number of reasons a person can be forced to leave their country, such as war, a natural disaster or famine.

Migration

The act of migration is the movement from one part of the country to another part of the same country. People can migrate as individuals, as a family or in large groups.

Immigrant

A person who comes to a new country to live.

Refugee

A person who has been forced to leave their country in order to escape war, persecution or natural disaster.

READ IOWA HISTORY

Push Factor

READ IOWA HISTORY

Pull Factor

READ IOWA HISTORY

READ IOWA HISTORY

Push Factor

A reason why someone would want to leave their home.

Pull Factor

A reason why someone would want to go to a new place

Additional Resources for Educators

Immigration to Iowa Source Set
This digital source set offers a number of other Immigration to Iowa-related primary sources, source-dependent questions and links to the additional resources listed below.

LOC: Immigration and Oral History
A lesson plan designed to study immigration of the past and connect to their own family through an interview.

***The Goldfinch: Iowa History for Young People* (Volume 12, Number 4, April 1991)**
This Iowa history magazine for children was published quarterly by the State Historical Society of Iowa from 1975-2000. Each issue focuses on a theme and this particular volume highlights immigration in Iowa.

Alicia Ostriker reads Emma Lazarus' "The New Colossus"
Poet and professor Alicia Ostriker reads the poem "The New Colossus" Emma Lazarus wrote as a donation to an auction of art and literary works intended to raise money to build a pedestal for the Statue of Liberty.

Immigration: Stories of Yesterday and Today
This online toolkit allows students to experience the process of immigration to America through the eyes of an immigrant. Students can take a tour of Ellis Island and explore an interactive immigration timeline.

***A Picnic in October* by Eve Bunting**
This book is about how a boy finally comes to understand why his grandmother who arrived from Italy insists that the family come to Ellis Island each year to celebrate Lady Liberty's birthday.

***All the Way to America: The Story of a Big Italian Family and a Little Shovel* by Dan Yaccarino**
The author wrote about his great-grandfather, who arrived at Ellis Island with a small shovel and his parents' advice to work hard and not forget about his family. The shovel was passed down through four generations of this Italian-American family, and the storybook looks at the traditions passed down through the descendents of immigrants.

***Anna & Soloman* by Elaine Snyder**
This book allows students to see how immigrants came to America and sent money back home so other family members join them. The plot is set in Russia in 1897 when it was a dangerous time for Jewish people in the country. Solomon moves to the United States, where he works and saves with the hope to bring his wife Anna to America.

***Coming to America: The Story of Immigration* by Betsy Maestro**
This children's book is a great companion piece to this unit. After you read the book to the class, stop and discuss who came to his country and why: American Indians crossing the land bridge, explorers, pilgrims, immigrants, enslaved people, westward expansion/covered wagon and immigrants coming to America today.

***Dreamers* by Yuyi Morales**
In 1994, Yuyi Morales left her home in Xalapa, Mexico, and came to America with her infant son. She left behind nearly everything she owned, but the book shows the passion, dreams and hopes immigrants bring with them when they leave their homes.

***Escaping to America* by Rosalyn Schanzer**
This book, written for children 8 to 12, is Rosalyn Schanzer's account of how her father traveled with his family in 1921 from Sochocin, Poland, to the United States. His family left Poland under rising violence against and persecution of Poland's Jewish population.

Additional Resources for Educators

***Her Right Foot* by Dave Eggers**
This book explains history and facts about the Statue of Liberty, spotlights the statue's meaning of the detail of Lady Liberty's leg and foot in motion. She is "on the move" to greet the immigrants and visitors coming to America.

***How People Immigrate* by Sarah De Capua**
This book explains what immigration is, who immigrates to the United States, what the process of immigration is and how immigrants get settled in their new nation.

***Refugees and Migrants* by Ceri Roberts and Hanane Kai**
This nonfiction picture book takes a look at modern issues related to refugees and migrants and sensitively explains the crises that dominate the news in an appropriate way for young children.

***The Lotus Seed* by Sherry Garland**
This book focuses on the story of a young girl who brings a lotus seed with her to America in remembrance of her homeland in Vietnam.