

Goldie's HISTORY KITS



Immigration to Iowa

TEACHER MANUAL

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY
OF CONGRESS
TEACHING
WITH **PRIMARY**
SOURCES

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Instructions

What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct on the history of immigration to Iowa. It includes the corresponding Read Iowa History lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy and Iowa history. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. [Goldie's Kids Club](#) is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

What's Included

Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

Read Aloud

- 3 books to read aloud to students
- Text-dependent questions

History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the [State Historical Society of Iowa's Primary Source Sets](#). These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

Read Aloud

The kit provides three books related to unique immigration stories to America. This read aloud activity, which addresses immigration through the eyes of children, directly combines literacy and Iowa history.

History Mystery

History Mystery is designed to challenge students to use their skills of deduction, observation and critical thinking to identify the multiple artifacts included in this activity. All objects are from the State Historical Museum of Iowa's collection, providing students with a unique opportunity to interact with museum artifacts from their own classrooms. Individual students or small groups will work as "history detectives" to figure out the nature of the object, its use and its relationship to the theme through the use of photographs and videos.

Think Like... Cards

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards include questions for students to use to guide their process of understanding immigration from different points of view. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones related directly to the topic. Each card provides background information about a notable Iowan to provide a direct Iowa history connection.


Instructions

How To Use The Kit

This kit is designed to provide structured lessons and supplemental activities to educators with the freedom to decide what options are best for their classrooms and best fit into their curriculum. Educators are encouraged to first explore the manual and its four main elements (Read Iowa History, Read Aloud, History Mystery and Think Like... cards) to design a lesson for students that will fit their needs. Educators are welcome to alter any lesson plans, worksheets and assessments in the kit. Each of the four main sections include detailed instructions and suggested formats on how to use each section individually or interchangeably. Below are some suggested recommendations and tips to navigate the manual and activities.

Begin with Read Iowa History

The Read Iowa History lesson plans are structured and provide a more defined outline for integrating primary sources in the classroom. You can use the primary source lesson plans in the order provided, or however you see fit. Read Iowa History, as all four components, has background information, a materials list, easily reproducible worksheets and instructions to prepare your lesson.

 **Goldie's History Kit Connection:** There are Goldie icons in Read Iowa History to highlight connections that you could integrate with an activity from Read Aloud, History Mystery or the Think Like... cards activity.

Read Aloud, History Mystery & Think Like... Cards

These three components can be used as a separate lesson or you can integrate an element of an activity to Read Iowa History to provide more hands-on experience within the lesson. At the beginning of each of these sections in the manual, there are detailed introductions to highlight what is needed for that section (i.e. books are used for Read Aloud, photos and videos with History Mystery) and suggested formats to guide the sections. For Read Aloud, this includes additional information about the book and historical context. For History Mystery, this includes different formats to assist in the activity depending on time constraints and detailed information about each object, as well as a worksheet and questions to help students identify each object and its historical significance. Think Like... cards also provide instructions, and of the three, can be a much more flexible activity that can be integrated into a more structured lesson plan.

Digital Access

Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a [Google Drive folder](#), where materials can be downloaded.

Register for Free Goldie's History Kit Merchandise

Receive Goldie's History Kit merchandise by submitting your contact information to the [online form](#). The form also is available in the [Google Drive folder](#).

READ IOWA HISTORY

EDUCATOR MATERIALS



Immigration to Iowa

LESSON PLAN FOR SUPPORTING QUESTION

Why do people move or choose to immigrate?

3RD GRADE

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 lesson plan includes ready-to-use source material, student worksheets, educator lesson plans and assessment tools and activities. Educators are encouraged to explore the lesson plans and use materials as they see fit for their students. Educators are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.




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

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 compelling question, supporting question, objectives, background information, vocabulary cards (words bolded throughout lesson plan), a materials list, instructions and Kit Connections (see below). The plan also includes a brief activity (labeled "summative") to wrap up each part of the lesson plan and to check for comprehension. Educators are welcome to use the activities that are suggested or create their own with the primary sources.

 **Goldie's History Kit Connection:** A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

Student Materials

Many of the lesson plan 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 student worksheets also are available on the USB flash drive and in the [Google Drive folder](#) for easiest reproduction.

Formative Assessments, Lesson Summative Assessment and Scoring Options

The assessment activities and possible scoring options allow educators to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheets and possible scoring options are located at the end of this Read Iowa History section.

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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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.



Goldie’s History Kit Connection: Refer to any of the [three Read Aloud books](#) available in this kit.

- To help students better understand immigration from multiple cultural perspectives, select the book that will best resonate with your students.

- 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:
 - 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?

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

Instructions continued on next page

The Great Bartholdi Statue, 1885

Instructions continued

- 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](#).
- 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.
LIBERTY ENLIGHTENING THE WORLD.**

THE GIFT OF FRANCE TO THE AMERICAN PEOPLE.
ERECTED ON BEDLOE'S ISLAND, NEW YORK HARBOR.
The statue is of copper-bronzed, 145 ft in height, and is to be sustained on a stone pedestal 100 ft high, making the extreme height 245 ft. The torch will display a powerful electric light and the statue thus present by night an exceedingly grand and imposing appearance.



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

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 this image was created? How do you know?	
What are they doing?	Questions these image raise:	

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	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Two Things I Found Most Interesting	
2	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
One Question I Still Have	
1	<hr/> <hr/> <hr/>

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 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?

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.

“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.
<hr/>	<hr/>
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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.

Materials

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

Instructions continued on next page

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

Instructions continued



Goldie's History Kit Connection: Refer to the [History Mystery Irish Coverlet](#), [Fanny Maria Doll](#), [Swedish Bible](#) and [Lind Trunk](#).

- Discuss the questions that accompany the objects to learn more about what immigrants brought with them as they came to America and Iowa.

Refer to the [Think Like... a Journalist](#) and [Political Scientist cards](#).

- Discuss the questions on the cards to expand the conversation.

- 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.

Thomas Tennish	6	M		England	United States
Charles Tennish	4	F		do	do
Emma Tennish	2	F		do	do
Elizabeth Tennish	4	F		do	do
Thomas Tennish	26	F		do	do
Charles Goodyear	21	M	Labourer	do	do
Robert Pike	24	M	do	do	do
William Carter	33	M	do	do	do
Ann Ryan	37	F		Ireland	do
Catherine Ryan	12	F		do	do
Thomas Ryan	35	M	Labour	do	do
Cathrick Ryan	8	M		do	do
Edward Spinsford	30	M	The Master	United States	do
George Spinsford	28	M	do	do	do
James Annets	34	M	Seaman	England	do
James Annets	3	M		do	do
Ann King	40	F		Ireland	do
John Sivell	48	M	Ship Master	England	do
Elizabeth Sivell	26	F		do	do
John Sivell	24	M	do	do	do
Elizabeth Sivell	25	F		do	do
Elizabeth Sibill	3	F		do	do
William Sivill	23	M	do	do	do
Stephen Sean	30	M	do	do	do
Thomas Crawford	49	M	Labour	do	do
Martha Selousford	53	F		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	29	M	Ship Master	Ireland	do
Seimich Flaherty	20	M	Sailor	do	do
Stephen Ophie	47	M	Labour	England	do
Henry Locke	24	M	Black	do	do
Catherine Barry	44	F		Ireland	do
Margaret Galy	77	F		England	do
William Dawson	122	M	Sailor	do	do
Mary Ann Driscoll	50	F		Ireland	do
Catherine Driscoll	15	F		do	do
Johanna Driscoll	15	F		do	do
Timothy Driscoll	13	M		do	do
Johanna Donagan	15	F		do	do
Catherine Griffey	50	F		do	do
Cathrick Griffey	14	M		do	do
Michael McKinnon	35	M	Labour	do	do
Bartholomew Sullivan	50	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	77	M	do	do	do
Herbert Gamman	39	M	Sailor	do	do

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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

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.

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 Sept 1852

NAMES.	Ages.	Equal to Statute Adults.
<u>John Smith</u>	<u>48</u>	<u>1</u>
<u>Elizabeth W</u>	<u>46</u>	<u>1</u>
<u>John a</u>	<u>24</u>	<u>1</u>
<u>Elizabeth W</u>	<u>25</u>	<u>1</u>
<u>Elizabeth a</u>	<u>Infant</u>	<u>1</u>
<u>William a</u>	<u>23</u>	<u>1</u>
<u>Stephen Dean</u>	<u>50</u>	<u>1</u>
<u>Thomas Crawford</u>	<u>49</u>	<u>1</u>
<u>Martha W</u>	<u>50</u>	<u>1</u>
<u>Grove a</u>	<u>22</u>	<u>1</u>
<u>Mary a</u>	<u>15</u>	<u>1/2</u>
<u>John a</u>	<u>11</u>	<u>1/4</u>
<u>Anna a</u>	<u>9</u>	<u>1/4</u>
<u>John Hagerty</u>	<u>27</u>	<u>1</u>
<u>Serenity a</u>	<u>20</u>	<u>1</u>
		<u>13</u>

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.
 + 5 lbs. of Bread or Biscuit, not inferior in Quality to Navy Biscuit.
 + 1 1/4 lb. of Wheaten Flour.
 + 1/2 lb. of Oatmeal.*
 2 lbs. of Rice.*
 1/2 lb. of Sugar.
 1 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 2 1/2 lbs. Biscuit, 1 lb. Flour, and 5 lbs. Oatmeal, as hitherto given.

Deposit £ 13 0 0 Souls...
 Balance £ 13 5 15 to be paid at London before Embarkation.
 TOTAL ... £ 48 15 0

Phillipps, Shaw & Lowther,
 2, Royal Exchange Buildings.
Thomas Verdoy
 Jetty, London Docks.

Received Balance 20 day of Aug 1852
 N.B.—This Contract Ticket is exempt from Stamp Duty.
 Passengers to be on Board for Medical Inspection, on 19 at 11 o'Clock.

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, nor 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.	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.
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 Hagerly	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		19 th at 11:00 o'Clock	
N.B. – This Contract is exempt from Stamp Duty. Passengers to be on Board for Medical Inspection, on			
		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

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
<div data-bbox="352 565 525 737" data-label="Image"> </div> <p data-bbox="344 776 533 915"> My claim is... I think... I noticed... </p> <hr data-bbox="170 1036 709 1042"/> <hr data-bbox="170 1146 709 1153"/> <hr data-bbox="170 1250 709 1256"/> <hr data-bbox="170 1360 709 1367"/> <hr data-bbox="170 1464 709 1471"/>	<div data-bbox="961 565 1134 737" data-label="Image"> </div> <p data-bbox="840 776 1260 938"> I found...; My evidence is... My proof is... Another example... I know this is true because... </p> <hr data-bbox="779 1036 1318 1042"/> <hr data-bbox="779 1146 1318 1153"/> <hr data-bbox="779 1250 1318 1256"/> <hr data-bbox="779 1360 1318 1367"/> <hr data-bbox="779 1464 1318 1471"/>	<div data-bbox="1570 565 1743 737" data-label="Image"> </div> <p data-bbox="1470 776 1848 915"> This happened because... The reason for this is... I conclude... </p> <hr data-bbox="1388 1036 1927 1042"/> <hr data-bbox="1388 1146 1927 1153"/> <hr data-bbox="1388 1250 1927 1256"/> <hr data-bbox="1388 1360 1927 1367"/> <hr data-bbox="1388 1464 1927 1471"/>

“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.

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

Instructions continued on next page

“Emigrants Coming to the Land of Promise,” 1902

Instructions continued



Goldie's History Kit Connection: Refer to the [History Mystery Thai Embroidery](#) and [Hmong Story Cloth](#).

- Discuss the questions that accompany the objects to understand how immigrants hold onto and share their cultural stories and traditions.

Refer to the [Think Like... a Journalist](#) and [Political Scientist cards](#).

- Discuss the biography and questions on the card to learn more about why Henry Peter Scholte left his home country and his impact on Pella, Iowa.

- 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.



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



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 be creating their own “salad bowl” of Iowa as they listen to the text. As they identify different groups of people 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.
- 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.

Materials

- [“Iowa’s Salad Bowl” from *The Goldfinch*](#)
- [“Salad Bowl” worksheet](#)
- Colored pencils, crayons or markers
- [Sentence Starter worksheet](#)



Goldie’s History Kit Connection: Refer to the [Think Like... Governor Robert Ray card](#).

- Discuss the biography and questions on the card to learn more about an Iowa governor and his work to bring and settle refugees and immigrants in Iowa.

- 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.

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.

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.



Two Mesquakie girls pose with two visitors.

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

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 married 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 arrived 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

Iowa's Salad Bowl

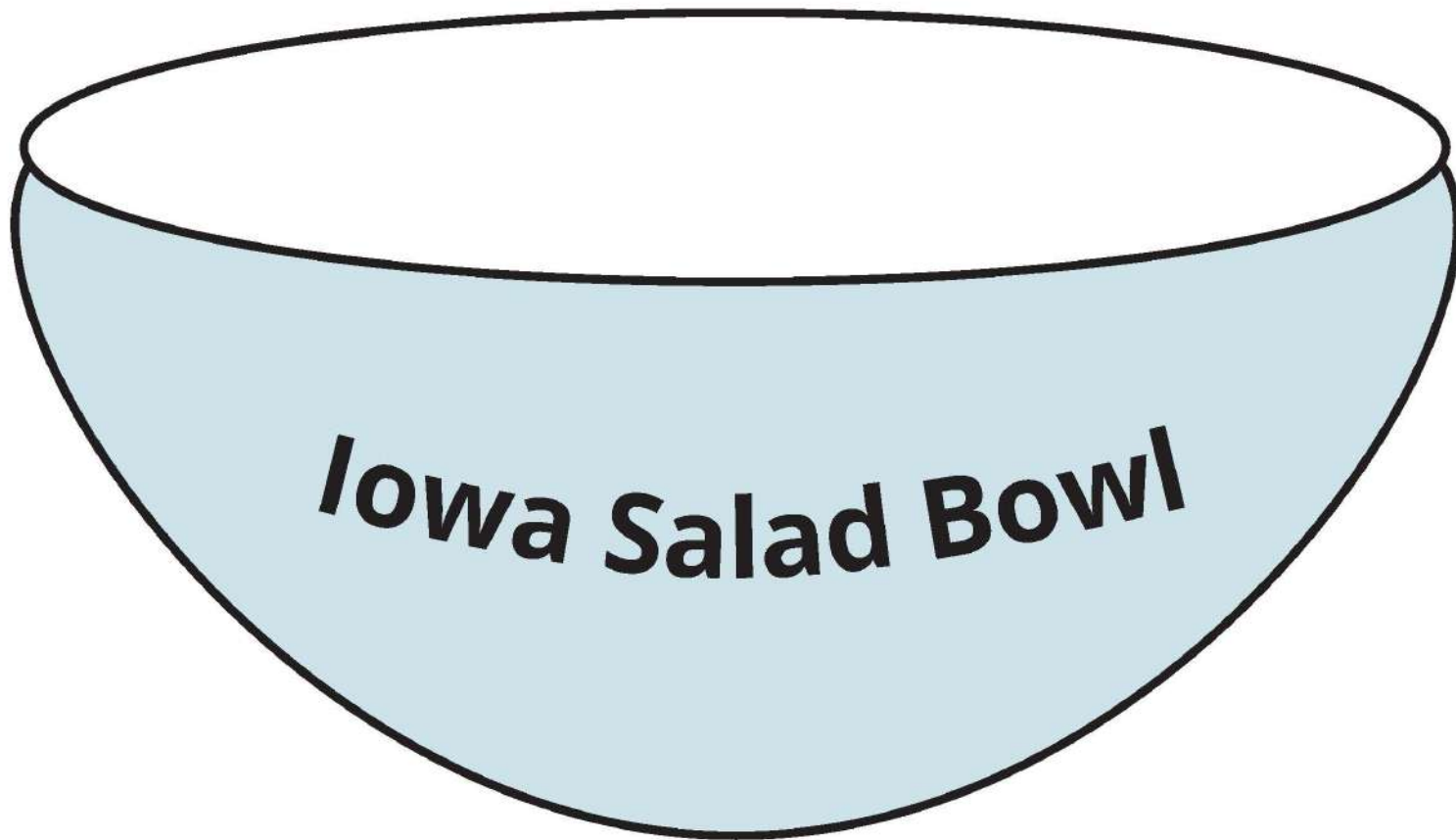
Like Maria's family many **immigrants** from Mexico have come to Iowa in the 20th century for work. The number of Mexican **immigrants** increased steadily between 1910 and 1930.

Iowa's 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.

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).



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
<div data-bbox="352 565 525 737" data-label="Image"> </div> <p data-bbox="344 776 533 915"> My claim is... I think... I noticed... </p> <hr data-bbox="170 1036 709 1042"/> <hr data-bbox="170 1146 709 1153"/> <hr data-bbox="170 1250 709 1256"/> <hr data-bbox="170 1360 709 1367"/> <hr data-bbox="170 1464 709 1471"/>	<div data-bbox="961 565 1134 737" data-label="Image"> </div> <p data-bbox="840 776 1260 938"> I found...; My evidence is... My proof is... Another example... I know this is true because... </p> <hr data-bbox="779 1036 1318 1042"/> <hr data-bbox="779 1146 1318 1153"/> <hr data-bbox="779 1250 1318 1256"/> <hr data-bbox="779 1360 1318 1367"/> <hr data-bbox="779 1464 1318 1471"/>	<div data-bbox="1570 565 1743 737" data-label="Image"> </div> <p data-bbox="1470 776 1848 915"> This happened because... The reason for this is... I conclude... </p> <hr data-bbox="1388 1036 1927 1042"/> <hr data-bbox="1388 1146 1927 1153"/> <hr data-bbox="1388 1250 1927 1256"/> <hr data-bbox="1388 1360 1927 1367"/> <hr data-bbox="1388 1464 1927 1471"/>

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):



Immigration



Immigrant



Migration



Refugee

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.

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.

Refugee

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

Immigrant

A person who comes to a new country to live.



Push Factor



Pull Factor



[Empty dashed box for notes]

[Empty dashed box for notes]

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

[Empty dashed box for notes]

Push Factor
A reason why someone would want to leave their home.

[Empty dashed box for notes]

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 descendants 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.

READ ALOUD

READ ALOUD

EDUCATOR MATERIALS

Immigration to Iowa



3RD GRADE

Goldie's 
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Read Aloud: Immigration to Iowa

Introduction

A “read aloud” is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. The Goldie’s History Kit provides three books that offer unique perspectives from students about immigration to Iowa. This read aloud activity, which addresses Immigration to Iowa through the eyes of children, combines literacy and Iowa history (with primary sources) in an easily reproducible format.

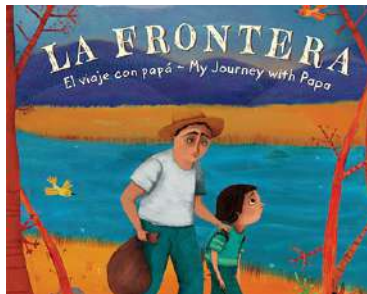
Each Read Aloud Activity Features

- Hard copy of the book
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

Books

This kit contains the three storybooks listed below. Each book has an activity instruction sheet that provides: a book description, a comprehensive explanation of how this book relates to immigration to Iowa and why it was selected and how it aligns with Iowa Core Literacy and Social Studies Standards.

- *Coming to America: The Story of Immigration* by Betty Maestro
- *La Frontera: El Viaje Con Papá/The Border: My Journey With Papa* (bilingual book) by Deborah Mills and Alfredo Alva
- *All the Way to America: The Story of a Big Italian Family and a Little Shovel* by Dan Yaccarino



Text-Dependent Questions

Each book activity instruction sheet includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie’s History Kit theme, Iowa history and/or U.S. history.

Immigration to Iowa Read Aloud

3rd Grade

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Book: <i>La Frontera: El Viaje Con Papá/The Border: My Journey With Papa</i>	63
Book: <i>All the Way to America: The Story of a Big Italian Family and a Little Shovel</i>	64

Suggested Read Aloud Tips

Below are listed suggestions of how to prepare for a read aloud activity with the additional historical resources available in this Goldie's History Kit. Educators are welcome to adjust the format to best fit their classroom needs.

Before Read Aloud

- Start by choosing one of the suggested storybooks to read aloud. To assist in your selection, each book is accompanied with a description, reasons for its selection with historical context and relationship to the topic and selected state standards.
- It is recommended that you read the books ahead of time. This allows you to get familiar with the book's content and difficult pronunciations and helps provide context for possible background information to prep students before you begin.
- Read and/or print off text-dependent questions prior to beginning the read aloud. It is up to the educator on whether to use the questions during read aloud or after, but this step allows you to become familiar with the questions and to denote pages within the storybook to use for a particular text-dependent question.
- It is encouraged to introduce the overall topic (Immigration to Iowa) with a brief explanation. You can use the background essay and the individual book description to assist in prefacing the book.
- Expressive reading can be effective in keeping students' attention and emphasizing points of the book for retention. Consider using an expressive voice by changing the volume and tone of your reading to reflect different characters or significant events.

During Read Aloud

- Draw attention by pointing to characters or objects in the pictures as you read. It is important to bring attention to topics, events and specific characters you want to connect to the Read Iowa History lesson plan and the topic, immigration to Iowa.
- Creating a dialogue with students during read aloud enhances engagement. Text-dependent questions are provided for each book, but educators are encouraged to include their own. Common questions asked to facilitate engagement during read aloud are: "What do you think will happen next?" or "Why would (X) do this? What would you have done if you were (X)?"
- Don't be afraid to follow participants' lead. If students have questions or want to go back, if time allows, try to be receptive to their observations. It may lead to important exchanges about the story that may not be discussed in follow-up questions.

Immigration to Iowa Read Aloud

3rd Grade

After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
 - **Example:** Sivell Family's Immigrant Journey and *Coming to America* by Betty Maestro
Stories of immigration to America - specifically Iowa - share many common themes, challenges and triumphs. One connection between a storybook and Iowa history could be made between the book, *Coming to America*, and the Sivell family's passenger contract ticket/ship manifest. Help students use the two Sivell documents to describe what the journey for the Sivells would have been like, compare and contrast to the stories of immigration in the storybook. Share with students the background information from the Read Iowa History part or from the background essay. Then utilize the text-dependent questions in the read aloud, which include questions to help draw the connection between the story and the immigrant stories from Iowa.
- Educators are welcome and encouraged to use the primary sources (such as the ones found in the Read Iowa History section or online within the Primary Source Sets) or find their own to present to the class. Pass around, hold up or project the images for students to view.
- Ultimately, the purpose of the read aloud wrap-up is to facilitate and evaluate students' comprehension of the subject matter and provide a direct link to history and literacy.

Immigration to Iowa Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Immigration to Iowa Goldie's History Kit. If a book title is listed after the description, this signifies that this standard only applies to this book.

Iowa Core Literacy Standards

No.	Description
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.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Distinguish their own point of view from that of the author of a text.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
RL.3.6	Distinguish their own point of view from that of the author of a text.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
RL.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

Iowa Core Social Studies Standards

No.	Description
SS.3.4.	Cite evidence that supports a response to supporting or compelling questions.
SS.3.6.	Identify challenges and opportunities when taking action to address problems, including predicting possible results.
SS.3.9.	Compare and contrast the treatment of a variety of demographic groups in the past and present.
SS.3.11.	Provide examples of historical and contemporary ways that societies have changed (21st century skills)
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.3.20.	Describe how cultural characteristics influence people's choices to live in different regions of the U.S.
SS.3.26.	Develop a claim about the past based on cited evidence.
SS.3.27.	Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.
SS.3.28.	Explain the cultural contributions that different groups have made on Iowa.

Coming to America: The Story of Immigration

Betty Maestro

Author

1996

Year of Publication

Fiction (Storybook)

Book Genre/Type

Book Description

Combining warm prose with child-friendly watercolor illustrations, this book is an introduction to the history of immigration to the United States. It outlines multiple push and pull factors about how immigration evolved in America, such as food, political and religious freedom, safety and prosperity. The book also offers young readers a perspective on the heritage that all Americans share. (40 pages)

Why This Book

This book provides an easy-to-follow read aloud to introduce this Goldie's History Kit topic of "Immigration to Iowa." While the other books in this kit highlight individual immigrant experiences, this story is about the shared immigrant experience. The book tracks how immigration evolved in America and provides a broad look at the country's rich and diverse story of immigration. It starts with the travels of native peoples across the Bering Strait and includes the Atlantic slave trade and the journey of immigrants from Europe and Asia. The engaging text includes various immigrant groups, celebrates their cultural contributions to America and details the challenges they encountered putting down roots.

Text-Dependent Questions

- 1 *During the initial reading or directly after, stop at each page and discuss:* Who came to America? Describe them. Why did they come? What motivated them to leave?
- 2 Compare the many faces in the book. Describe their different emotions. Are more people hopeful or scared, and why? What are some ways that immigrants worked through their fear of being in a new place?
- 3 Compare the stories of early European immigrants and Africans to America. How were their journeys different? What words and images in the book demonstrate the differences?
- 4 How would you feel to leave home for a new country and why?
- 5 What would you bring with you to your new country to remind you of the home and culture you came from?

La Frontera: El Viaje Con Papá/The Border: My Journey With Papa

Deborah Mills & Alfredo Alva

Authors

2018

Year of Publication

Fiction (Storybook)

Book Genre/Type

Book Description

Alfredo and his father must leave the rest of their family behind and cross the border on their journey from Mexico to the United States. This book was based on the true story of Alfredo Alva's journey to America. The story is bilingual and offers English and Spanish translations. (48 pages)

Why This Book

The selection of this book directs the conversation of immigration to focus on one of the state's largest minority groups, the Latinx population. In 1910, there were only 590 Latinx immigrants in the entire state of Iowa. In 10 years, this number increased to more than 2,500. Mostly from Mexico, these immigrants worked as farm laborers and others worked in railroad yards. In the 1990s, the Latinx population grew by 153 percent to 83,000. This book demonstrates the reasons why Alfredo's parents decided he and his father needed to immigrate to America from Mexico and what that process was like from the perspective of a young boy. It is language-immersive, with the story told in both English and Spanish. The end of the book also offers text features, graphs and photos to add historical context to the visual storytelling.

Text-Dependent Questions

- 1 What are the reasons that Alfredo and his father immigrate to America? Find examples in the book of how Alfredo felt about leaving his family behind in Mexico. What did he say he would miss?
- 2 Think about the other books you have read about immigration or the stories you have from your own family. How is Alfredo's journey (and motivations to immigrate) to America different? How is it similar?
- 3 How did Alfredo feel about going to a new school in America and not knowing English? How do the illustrations in the book (i.e. Alfredo on the bus) show you how he felt? How did his classmates help him?
- 4 Look at the map in the section "Borders & Cultures" in the book. Seeing Alfredo's path to America and reading about what he and his father had to do, how would you describe his immigrant journey? What would have been the hardest parts of the journey for you and why?

All the Way to America: The Story of a Big Italian Family and a Little Shovel

Dan Yaccarino

Author

2011

Year of Publication

Fiction (Storybook)

Book Genre/Type

Book Description

Dan Yaccarino's great-grandfather arrived at Ellis Island with a small shovel and his parents' good advice. Yaccarino recounts how the little shovel was passed down through four generations of this Italian-American family — along with the good advice. It is a story that will have kids asking: Where did we come from? How did our family make the journey all the way to America? What traditions do you practice today that came from your ancestors? (40 pages)

Why This Book

This storybook focuses on the immigration of western Europeans to America through Ellis Island (New York) during the 19th century. This book describes the journey of Michele Iaccarino, who immigrated to America from Italy, and provides students with examples of why a person would choose to immigrate, the challenges and triumphs of the journey, and the legacy of immigrants. It highlights how the process of immigration doesn't affect just the person who comes to the new country, but the identity of future descendants. There also is a direct connection between the book and the Italian immigrants who came to Iowa, many of whom came to work in the coal mines scattered across southern and central Iowa.

Text-Dependent Questions

- 1 How was the shovel used by multiple generations of the Italian family? Why is the shovel important to Dan and his family? Does your family have an object that is special like this? What is it and why is it important to you?
- 2 The Yaccarino family attended many Italian events in America, such as the Feast of San Gennaro. What are some of the Italian traditions they continued in America and how do you think they felt about their culture?
- 3 Compare Michele Iaccarino's journey to America to Alfredo's from Mexico. How were their reasons for leaving similar? How were they different?
- 4 What were the challenges they all faced coming to America and how were they the same? How were they different?

HISTORY MYSTERY

HISTORY MYSTERY

EDUCATOR MATERIALS

Immigration to Iowa



3RD GRADE

Goldie's
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

History Mystery: Immigration to Iowa

Introduction

The History Mystery activity utilizes historic objects from the State Historical Museum of Iowa's collection to provide students with a unique opportunity to investigate photos of museum artifacts in their own classrooms. Students will work as "history detectives" to figure out the nature of the object, its use and its relationship to the kit theme, Immigration to Iowa. This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the Read Iowa History lesson plan. Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

By participating in History Mystery, students will:

- Use problem-solving and critical thinking skills
- Analyze visual clues to deduce the use of the objects and connections to theme
- Explore and use background information provided for each object to determine historical significance
- Make real-world connections between the use of the objects and the kit theme, Immigration to Iowa

What's Included

This History Mystery Activity Features

- Photographs of eight objects
- Video of select object (1)
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

Objects

Each object has photos specifically taken for students to analyze. The photos are printed and included in the kit. Most objects include multiple photos at different angles, close-ups, etc. to provide different perspectives to help in their detective work. Some objects also include videos. All images and videos for History Mystery are available on the USB flash drive that is included in this kit and also are in the [Google Drive folder](#).

Questions

Each individual object page in the educator materials packet includes questions to help educators encourage, assist and further engage students as they attempt this activity. Questions are meant to provoke conversation about the object, its relation to the theme of the kit and its connection to Iowa history.

History Mystery Worksheet with Artifact Interpretation Instructions

The History Mystery worksheet includes artifact interpretation questions to assist students in analyzing the objects. The worksheet is easily reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.

History Mystery: Immigration to Iowa

3rd Grade

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Suggested History Mystery Set Up and Implementation

Below are suggestions of how to prepare for and run a History Mystery activity. The first format shows how to integrate the activity with the Read Iowa History lesson plan (refer to Kit Connections). The second suggested format is using History Mystery as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the objects identified with Kit Connections</p>	<ul style="list-style-type: none"> Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie’s icon within the Read Iowa History lesson plan. Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. Choose the most effective, convenient way to display the object photos (and possibly videos) to the class. If they have not already read it or had it read to them, please read aloud the background essay about immigration. 	<ul style="list-style-type: none"> After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object. After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object. Following this time, pose the questions connected to the object to your students. Remember to connect the objects to the kit topic and the lesson currently in progress.

History Mystery: Immigration to Iowa

3rd Grade

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to investigate objects</p>	<ul style="list-style-type: none"> • Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Separate your students into groups and assign each group a photo of an object from the kit. • Choose the most effective, convenient way to display the object photos (and possibly videos). • Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object. • Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group. • If they have not already read it or had it read to them, please read aloud the background essay about immigration. 	<ul style="list-style-type: none"> • It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet. • Ask student groups to present on their objects. As they speak, project the object on the classroom screen. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.

Hmong Story Cloth [\(Object Video Available\)](#)



Description

This object is a Hmong (pronounced muhng) story cloth that was embroidered by hand by Shoua Her around 1999. Also referred to as a "Paj Ntaub," the story cloth depicts multiple images telling the history of their family's journey to America. One embroidered image shows Hmong daily life in Laos prior to and during the Vietnam War, while another features a refugee flight to Thailand. Images also show life in refugee camps for the Hmong and the arrival of planes to take them to the United States.

Object Significance

Shoua Her, who created the story cloth by hand, was among 20 Hmong families that resettled in Oskaloosa, Iowa (Mahaska County), in 1976. The Hmong are an ethnic group from Laos who were targeted and forced to flee their homes at the end of the Vietnam War. In 1975, Iowa became the first state to welcome thousands of Vietnamese, Tai Dam, Lao, Khmer (Cambodian) and Hmong refugees fleeing the aftermath of the war. Iowa Governor Robert Ray was a strong ally and humanitarian leader, and he led the efforts to resettle refugees, like Shoua Her, across the state. He also created the Iowa SHARES campaign to rush food, medicine and Iowa doctors and nurses to the Thai border to save Cambodian refugees, and he pushed for national reform of refugee entry into America.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 This story cloth illustrates the history of one family's journey to America. For what reasons would Shoua Her create this story cloth? Why might she create a textile rather than using other art forms (like photography or video)?
- 3 This story cloth has very few words. How does the artist use imagery to tell the story? What are some key events that took place? What did the artist do to highlight those events?
- 4 By looking at this story cloth, tell the story of this family and their journey to Iowa.
Hint: the story starts in the top left corner and ends in the bottom left corner.

Water Bottle Holder and Pouch by Alma Chavez



Description

These two handwoven containers are a water bottle holder and pouch that were made by Alma Chavez, who immigrated from Guatemala to Iowa. The cotton holders were created around 2010 and are made in shades of dark blue, purple, teal, red, pink and green. The larger holder has a blue strap for carrying it over one's shoulder. Both items have a velcro strip to keep the top flap closed. Chavez came from Guatemala to Postville, Iowa (Clayton County), on an artisan visa. After the Postville raid in 2008 (more info below), a weavers co-op was formed and Chavez sold her items at farmers markets. Chavez stayed in Iowa at least through 2014, but her current residence is unknown.

Object Significance

These objects highlight the immigration of the state's largest minority group, the Latinx population. In 1910, there were only 590 Latinx immigrants in the entire state of Iowa. In 10 years, this number increased to more than 2,500. Mostly from Mexico, these immigrants worked as farm laborers and others worked in railroad yards. In the 1990s, the Latinx population grew by 153 percent to 83,000. These handwoven holders from Chavez, a Guatemalan immigrant, highlights not only the beauty of Latinx culture but also the struggle immigrants face in America and Iowa. U.S. Immigration and Customs Enforcement (ICE) raided the Iowa town of Postville in 2008 and arrested 398 people at a slaughterhouse and meatpacking plant because they were suspected of living in the U.S. undocumented. This was the largest single raid of a workplace in U.S. history, and it devastated the community of Postville.

Questions about History Mystery Object

- 1 What do you see when you look at these objects? What else do you notice?
- 2 Why might Alma Chavez have chosen a geometric pattern, rather than something not designed with straight lines?
- 3 After the raid and knowing she had an artisan (craftsperson) visa, why would Chavez create hand-made items?
- 4 Chavez was part of a weaving co-op (group). Why might immigrants want to be part of groups with similar interests? Why might immigrants create and sell crafts that have ties to their native culture?

Thai Embroidery



Description

This textile is an embroidery created by Nat Khouangsathiene, who immigrated to Iowa from Thailand in 1975. The cloth is shown to have bright geometric patterns with detailed cross-stitching. The embroidery is 19.5 inches long.

Object Significance

In 1975, Iowa became the first state to welcome thousands of Vietnamese, Tai Dam, Lao, Khmer (Cambodian) and Hmong refugees fleeing the aftermath of the war. Many were living in refugee camps in Thailand, and some brought such textiles as the embroidery seen here from Nat Khouangsathiene. Iowa Governor Robert Ray was a strong ally and humanitarian leader, and he led the efforts to resettle these refugees across the state. He also created the Iowa SHARES campaign to rush food, medicine and Iowa doctors and nurses to the Thai border to save Cambodian refugees who suffered under the Khmer Rouge regime of Pol Pot.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why might embroidery and textile work be important in different cultures, particularly those that have suffered through war?
- 3 Why would someone leaving their home bring something like this embroidery with them?
- 4 *Compare this Thai Embroidery to the pieces created by Alma Chavez.* These items are created by people who immigrated from different countries. What is similar? What is different? Why might there be so many similarities in the design?
- 5 *Compare this Thai Embroidery and Hmong Story Cloth.* These items are created by people who immigrated from similar cultures. What is similar? What is different?

Steamer Trunk of Matilda Charlotte Lind



Description

This wooden steamer trunk carried the personal possessions of Matilda Charlotte Lind from Sweden to America. As seen on the painted inscription on the side of the trunk, Lind immigrated from her native Sweden to 504 Front Street in Des Moines, Iowa (Polk County), during the 19th century.

Object Significance

This artifact showcases one of the objects typically associated with early immigrants to Iowa: the steamer trunk. Used to store personal possessions of the owner, this trunk accompanied Matilda on her voyage to America. The first Swedish settlement in Iowa was at Bush Creek, later known as New Sweden, in Jefferson County during the fall of 1845. Other settlements were soon made in Henry and Wapello counties, and by 1850, 250 immigrants from Sweden had located in Burlington. The counties of Boone, Hamilton and Webster also had many early Swedish settlements. Madrid, located in Boone County, was first named Swede Point as a tribute to its early settlers' original home.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why might Matilda Lind have left Sweden to come to Iowa? Why was a trunk important for an immigrant?
- 3 Why was her destination painted on the side of the trunk rather than on a tag?
- 4 What might an immigrant pack in a trunk? How does this trunk compare to luggage today (hint: think about materials and construction)?

Irish Coverlet



Description

This object is a navy blue, red and tan coverlet that was created with a hand loom in Ireland. It had once belonged to David and Avis McQuiston, who married in Saylorville, Iowa (Polk County), on Oct. 28, 1858. Saylorville was named after Avis' father and town founder, John B. Saylor. A coverlet is a type of bed covering with a woven design in colored wool yarn on a background of natural linen or cotton.

Object Significance

The coverlet was donated by the grandchildren of David and Avis McQuiston and was passed down within the family. This coverlet was made on a hand loom in Ireland. The potato famines of the 1840s forced many Irish families to seek a new home in America, making Ireland the second largest source of early European immigrants (after Germany). Brochures were developed and distributed throughout northern and western Europe in native languages describing the climate, economic prospects and practical information on how to reach Iowa.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 This coverlet (bedspread) was made in Ireland and brought to the U.S. Why would a family bring items like this with them? Look closely at the coverlet, what design elements found in nature do you notice? Why might this Irish coverlet include those items?
- 3 Why might families pass down heirlooms in celebration of life events, like marriages and births?
Heirlooms are valuable objects that have belonged to a family for several generations.
- 4 Compare the design of this Irish Coverlet to the Hmong Story Cloth. These items were created by people who immigrated from different countries. What is similar? What is different?

Irish Doll “Fanny Maria”



Description

This doll was given to Rev. John Martyn when he was a pastor in Dublin, Ireland, in 1882 to give to his grandson Claude Martin Robinson, who lived in Iowa City, Iowa (Johnson County). The body of the doll was new, but the head had been passed down to different doll bodies from a parishioner's family for several generations in Down County, Ireland. The doll was christened by the pastor as “Fanny Maria” (pronounced Ma-Rye-Ah) because he said “an image to be loved as a human being by a little child should bear a Christian name.” The doll's original garments were of silk and satin but due to use, new clothes were fashioned for the doll in 1883. The little boy rubbed away parts of its complexion, hair and nose.

Object Significance

This object is an example of objects immigrant children brought to America. Students can reflect on what items they would bring with them if they had to immigrate and how this object compares to the toys they use today.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 This doll was a toy for a child in the 1880s. How are toys today similar? And how are they different? Why would toys be important to immigrant children?
- 3 This doll's head was passed down between different families in Ireland (the body of the doll was new). Think about the story of the Irish Coverlet. Why would items be passed from one generation to the next? Do you have any items that are passed down in your family? Why do you keep them?

Kohrs Packing Co. Lard Pail



Description

This is a Kohrs lard pail that was distributed by Kohrs Packing Co. in Davenport, Iowa (Scott County). Markings on the pail are in black and the image shows a gold crown on a gold pillow with leaves. Kohrs was considered the largest and most successful hog processing center in the city and a national center for meat processing. The company was housed in a structure called the "Hog Hotel." Kohrs was founded in 1872 by Henry Kohrs, a German immigrant. Kohrs began as a local butcher who became an international supplier of pork products. The Oscar Mayer Company acquired Kohrs in 1946.

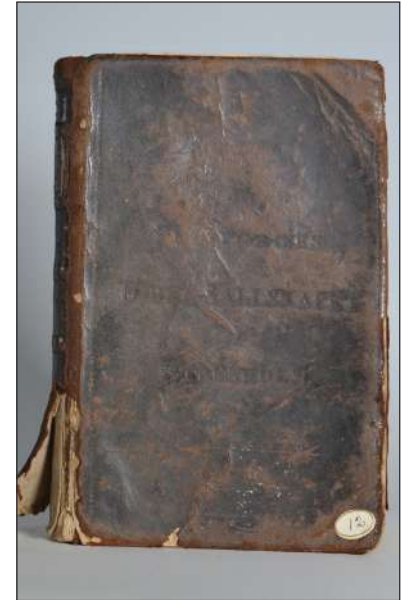
Object Significance

This lard pail is a significant example of the contribution immigrants had on Iowa's economy. A German immigrant went from opening a corner butcher shop to creating a business that employed thousands of people in Davenport and around the Quad Cities. The increase of German immigrants to Iowa was, in part, a result of political revolutions and repressive reactions that 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 Mississippi River towns like Dubuque and Davenport where they formed strong ethnic communities.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 This Kohrs Packing Co. Lard Pail is from a company started by a German immigrant. Are there any businesses in your community that were started by immigrants? How do these businesses add to your community?
- 3 Why might immigrant culture groups settle together and form communities? What are the benefits? What are the drawbacks?
- 4 Lard is fat from pigs that is processed to be used in cooking. In the late 1800s and early 1900s, why would this company package lard in a pail?

Swedish Bible of Pehr and Ingar Dahlberg



Description

This Bible was presented to Pehr and Ingar Dahlberg on their wedding day on February 23, 1827. The book was given to them by Pastor Reverend Nordin and was printed in Swedish.

Object Significance

This Bible is significant in that its owners, Pehr and Ingar Dahlberg, were among the first people to create a Swedish settlement in Iowa. Pehr was originally born in Chevick, Sweden, and was taught how to make shoes by his father, Truls. But he wanted to leave the business to acquire an education, and he became a sailor. He met and married Ingar, and after immigrating to America in 1843, he sent for his family in 1845 to join him. The Dahlberg family, along with a company of Swedes, traveled to Brush Creek, Iowa, and purchased government land. They christened the land, New Stockholm, after the Swedish capital.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why would an immigrant family bring a book in their native language with them to a new country?
- 3 Some people in the past kept family records of birth, death and special events written in their Bibles. Why would families keep these records in books?
- 4 Why would one person in a family immigrate first and then send for their family members?
- 5 Both this Bible and the Matilda Lind trunk are from Swedish immigrants. What items, like a native language book, might an immigrant pack in a trunk to bring to a new country?

Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's "Student Materials" packet on the USB flash drive and [Google Drive folder](#).

Analyze an Object

1	1. What does it look like? Think about size, shape and color.	4. Do you see any signs of wear? Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	5. What year or time period do you think it is from? Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	6. Who is the owner? Write a brief description of the owner.
2	1. What does it look like? Think about size, shape and color.	4. Do you see any signs of wear? Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	5. What year or time period do you think it is from? Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	6. Who is the owner? Write a brief description of the owner.

Continued on next page.

Analyze History Mystery Objects

3	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
4	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
5	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>

THINK LIKE ...

THINK LIKE ...

EDUCATOR MATERIALS

Immigration to Iowa



3RD GRADE

Goldie's 
HISTORY KITS

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Think Like... Cards: Immigration to Iowa

Introduction

The “Think Like...” activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their understanding of immigration to Iowa from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones including that highlight specific individuals connected to the topic (Governor Robert Ray and Henry Peter Scholte). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

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Card: Think Like Henry Peter Scholte	83
Card: Think Like a Geographer	84
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What’s Included

Think Like... Cards Feature

- Pack of seven cards
- Each card includes
 - Definition of card description (ex: the job of a geographer)
 - Questions to guide the connection between the card and the topic
 - Brief biography of a notable Iowan in that profession

Questions

The questions with the five universal cards (in every kit) are broad enough that they can relate to any topic, not just immigration to Iowa. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about Immigration to Iowa as a political scientist may be an easier application than thinking about it from the perspective of a geographer. The Iowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and immigration.

Think Like... Cards: Immigration to Iowa

3rd Grade

Suggested Think Like... Activity Set Up and Implementation

Below are suggestions of how to prepare for and run a Think Like... card activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using Think Like... cards as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the Think Like... cards with Kit Connections</p>	<ul style="list-style-type: none"> Choose which Kit Connection with a Think Like... card you would like to use. If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable). Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class. If they have not already read it or had it read to them, please read aloud the background essay about Immigration to Iowa. 	<ul style="list-style-type: none"> Provide students with a description of the profession they will think like, as well as the biography of the lowan who had the same career, if appropriate. Provide students with the Think Like... questions and display connected primary source image (if applicable). Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit. To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to use Think Like... Cards</p>	<ul style="list-style-type: none"> Separate your students into groups. Assign each group a different Think Like... card from the kit. Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit. If they have not already read it or had it read to them, please read aloud the background essay about Immigration to Iowa. 	<ul style="list-style-type: none"> It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card. Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen. Following their answers, open the discussion to the class for other ideas or answers regarding the questions. Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.

Think Like... Governor Robert Ray Card

Think Like Gov. Robert Ray

- Robert Ray welcomed the Tai-Dam refugees from Vietnam to Iowa in 1975. How might Iowans have felt about Tai-Dam immigrants coming to the state? How might the immigrants have felt coming to America?
- More than 3 million Vietnamese, Laotians and Cambodians were forced from their homes because of the Vietnam War and violent conflict. Why do you think Ray felt the need to help them?
- Many other immigrant groups have settled here in Iowa over the years forming tight-knit communities. Why do you think so many immigrants stay together as groups after arriving in Iowa? What towns near you celebrate their heritage?



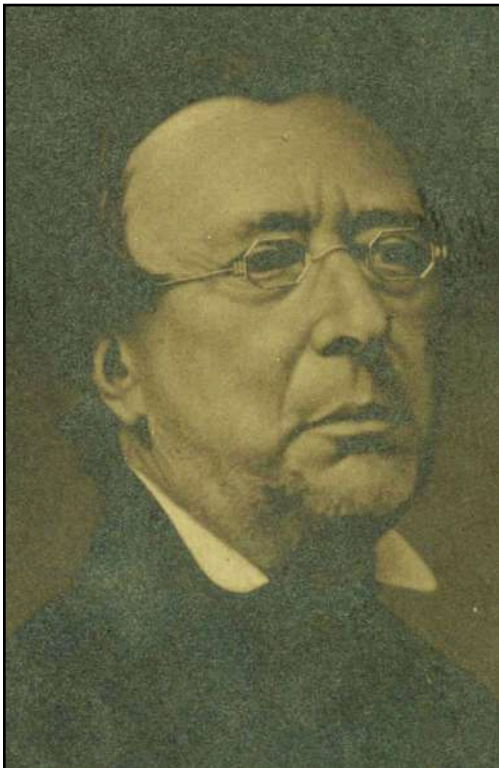
Governor Robert Ray (1928-2018)

Robert Ray was born on September 26, 1928. He graduated from Roosevelt High School and enlisted in the U.S. Army. He received a business degree from Drake University and completed law school there in 1954. Ray was elected as governor in 1969 and served until 1983. During his time in office, Ray was an advocate for the Vietnamese immigrants attempting to escape the violence of the Vietnam War. A committee was formed, and Governor Ray focused on a specific group of immigrants to help: the refugees of Tai Dam. Working with the federal government, Governor Ray helped almost 1,400 Tai-Dam refugees find homes in Iowa. Governor Ray continued to advocate for refugees from Southeast Asia and was invited to many conferences all over the world. Robert Ray died in 2018 after a long life of humanitarian aid and advocacy.

Think Like... Henry Peter Scholte Card

Think Like Henry Peter Scholte

- Pella was founded by a group of Dutch immigrants. What are some benefits of living in a community with people of the same heritage? What are some disadvantages?
- Under what circumstances would people leave the only home or country that they've ever known? Do similar problems still persist today? How are these problems impacting immigration?
- Think about the journey that the immigrants took. How do you think the long journey, by both boat and wagon, impacted the immigrants? What would you bring on a journey to a new home?



Henry Peter Scholte (1806-1868)

Henry Peter Scholte was born in 1806 and completed his education at Leiden University's theological school. He and other Calvinist clergy attempted to break away from the church, which earned Scholte jail time for civil disobedience. In 1838, Scholte succeeded in forming the Christian Seceded Church but its members continually experienced social ostracism, economic boycotts and job discrimination. Scholte immigrated to the United States in 1846. Landing in Baltimore in 1847, the group moved to St. Louis before settling in Marion County where he founded the town of Pella, Iowa. Scholte spent the rest of his life fostering community growth and investing in small businesses. He attended President Abraham Lincoln's inauguration and urged Iowan support of the Union. Scholte died at the age of 62.

Think Like... a Geographer Card

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?



Ira Cook (1821-1902)

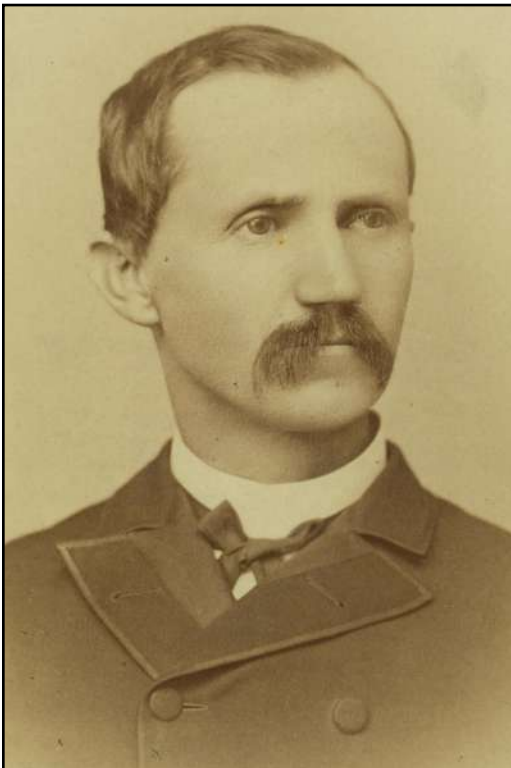
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many lowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

Think Like... an Economist Card

Think Like an Economist

A person who studies the ways people make a living.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.



Voltaire Twombly (1842-1918)

Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

Think Like... a Historian Card

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?



Louise Noun (1908-2002)

Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the Iowa Women's Archives at the University of Iowa Main Library. The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.

Think Like... a Political Scientist Card

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?



George Gallup (1901-1984)

A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.

Think Like... a Journalist Card

Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



George Mills (1906-2003)

There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.

Iowa Core Social Studies Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.3.1.	Identify disciplinary ideas associated with a compelling question.	X			
SS.3.2.	Use supporting questions to help answer the compelling question in an inquiry.	X			
SS.3.3.	Determine the credibility of one source.	X			
SS.3.4.	Cite evidence that supports a response to supporting or compelling questions.	X	X		
SS.3.5.	Construct responses to compelling questions using reasoning, examples, and relevant details.				
SS.3.6.	Identify challenges and opportunities when taking action to address problems, including predicting possible results.		X		X
SS.3.7.	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.				
SS.3.8.	Describe the effects, opportunities, & conflicts that happened when people from different social groups came into contact with each other.			X	
SS.3.9.	Compare and contrast the treatment of a variety of demographic groups in the past and present.	X	X		X
SS.3.10.	Explain how rules and laws impact society. (21st century skills)				
SS.3.11.	Provide examples of historical and contemporary ways that societies have changed (21st century skills)		X	X	X
SS.3.12.	Use historical examples to describe how scarcity requires a person to make choices.	X	X		
SS.3.13.	Identify how people use natural resources, human resources, and physical capital to produce goods and services.				
SS.3.14.	Describe the role of various financial institutions in an economy.				
SS.3.15.	Analyze why and how individuals, businesses, and nations around the world specialize and trade.				X
SS.3.16.	Describe how people take risks to improve their family income through education, career changes and moving to new places.	X	X	X	X
SS.3.17.	Explain an individual's responsibility for credit and debt. (21st century skills)	X			
SS.3.18.	Determine the importance of saving/investing in relation to future needs. (21st century skills)				
SS.3.19.	Create a geographic representation to explain how the unique characteristics of a place affect migration.				
SS.3.20.	Describe how cultural characteristics influence people's choices to live in different regions of the U.S.	X	X	X	X
SS.3.21.	Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources.				
SS.3.22.	Compare and contrast events that happened at the same time.				
SS.3.23.	Compare and contrast conflicting historical perspectives about a past event or issue.				X
SS.3.24.	Infer the intended audience and purpose of a primary source using textual evidence.			X	
SS.3.25.	Explain probable causes and effects of events and developments.				X
SS.3.26.	Develop a claim about the past based on cited evidence.		X	X	X
SS.3.27.	Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.		X	X	
SS.3.28.	Explain the cultural contributions that different groups have made on Iowa.	X	X	X	X

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		X		
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.	X	X		
RL.3.6	Distinguish their own point of view (perspective) from that of the narrator or those of the characters.		X		
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)		X		
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		X		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X		
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	X	X		
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.	X	X		
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	X	X		
RI.3.6	Distinguish their own point of view from that of the author of a text.		X		
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		X		
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.	X			
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.	X			

*Only Iowa Core Literacy Standards applied in the Goldie's History Kit are listed.

Goldie's History Kit - Immigration to Iowa Manual

Book 1: *Coming to America: The Story of Immigration* by Betty Maestro

Book 2: *La Frontera: El Viaje Con Papá/The Border: My Journey With Papa* (bilingual book) by Deborah Mills and Alfredo Alva

Book 3: *All the Way to America: The Story of a Big Italian Family and a Little Shovel* by Dan Yaccarino

History Mystery Object Photos

- Hmong Story Cloth
- Water Bottle and Pouch by Alma Chavez
- Thai Embroidery
- Steamer Trunk of Matilda Charlotte Lind
- Irish Coverlet
- Irish Doll "Fanny Maria"
- Kohrs Packing Co. Lard Pail
- Swedish Bible of Pehr and Ingar Dahlberg

7 Think Like... Cards

- Governor Robert Ray
- Henry Peter Scholte
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

- Student Worksheets and Vocabulary Cards
- Read Iowa History Primary Sources
- Photos of History Mystery Objects
- Video of History Mystery Object
- Digital Version of Think Like... Cards
- Digital Version of Immigration to Iowa Manual

Goldie's History Kit Container