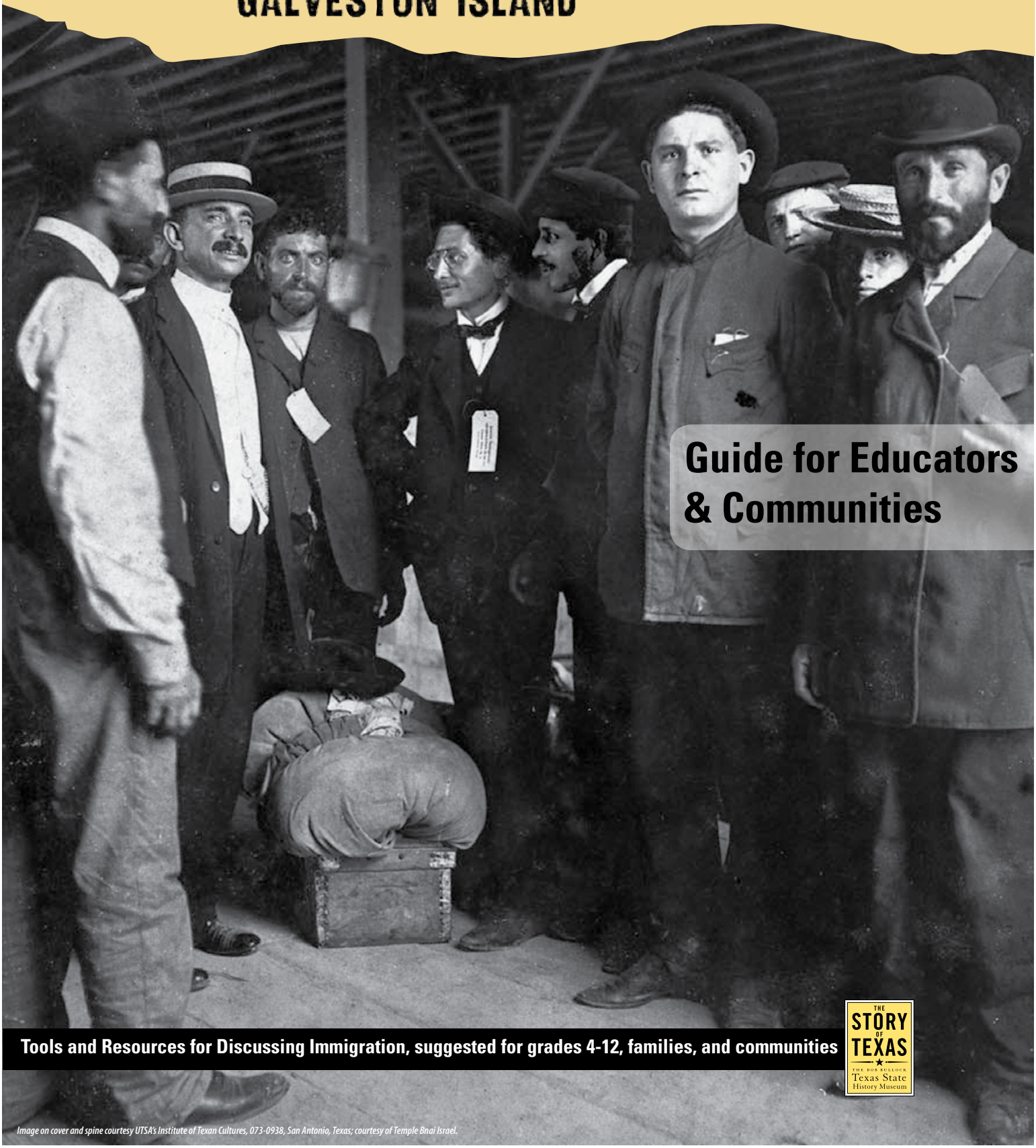
The Bob Bullock Texas State History Museum

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH GALVESTON ISLAND



Guide for Educators & Communities

Tools and Resources for Discussing Immigration, suggested for grades 4-12, families, and communities

THE STORY OF TEXAS
THE BOB BULLOCK Texas State History Museum

Image on cover and spine courtesy UTSA's Institute of Texan Cultures, 073-0938, San Antonio, Texas; courtesy of Temple Bnai Israel.

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Welcome!

This Educator and Community Guide is the product of four years of exhibition development and community projects at the Bob Bullock Texas State History Museum, culminating with the *Forgotten Gateway: Coming to America Through Galveston Island* traveling exhibit. These initiatives have been generously supported by the National Endowment for the Humanities for all four years as a *We The People* Grant. The exhibit and community projects from which this educator's guide are derived use historic issues of immigration as a lens to view contemporary immigration issues.

We have written and designed this guide to be easily adapted to the diverse needs of students and community groups. This interdisciplinary guide is divided into four sections (*Difficult Journeys*; *Immigration as Big Business*; *Answer the Question*; and *The Rules Have Changed*) and each section has a set of four activities. Look for these activities within each of the sections:

How to Read Artifacts

How to Read Primary Documents

How to Read Historic Maps

How to Engage With Your Community

You can use these activities as designed, or you can use them as a springboard to develop your own creative immigration-related projects that are specific to your classroom or community. They can be used independently or paired with other activities from the guide. All activities are aligned with National Standards and the TEKS (Texas Essential Knowledge Skills) and are listed in the glossary.

Museum Visit
To complement any of these activities, we recommend you visit the *Forgotten Gateway: Coming to America Through Galveston Island* exhibit. It will be on view at the Bob Bullock Texas State History Museum from February 21 - October 11, 2009. Check our website for the exhibit's travel schedule: www.forgottengateway.com.

Feedback
We are interested in receiving your feedback about this guide. What works? What doesn't work? What did your students learn? Your comments will help us improve our future guides. Send us an email at education@thestoryoftexas.com and please put in the subject line: "Immigration Resource Guide feedback." We look forward to hearing from you.

Sincerely,

Catherine Kenyon
Head of Education
The Bob Bullock Texas State History Museum

CURATOR'S OVERVIEW

Forgotten Gateway: Coming to America Through Galveston Island

The nationally traveling museum exhibit upon which this guide is based first came to life on a ferry boat trip to Ellis Island in the spring of 2002. It was here that a Texas 10th-grader on a school trip to New York City said to me, his chaperone: "I don't know why I came all the way to Ellis Island to find my roots. My family came to America through Galveston."

Why indeed? Ellis Island and the Statue of Liberty symbolize immigration to America, but what about the other gateways? What about Galveston? I was intrigued to learn more about this seemingly forgotten national gateway in my home state.

But it was his next comment that set me on this journey: "At least it was safe to come to America back then. Now the immigrants might be terrorists." It was exactly six months after the 9/11 attacks on America. Our children were reflecting our fear. That fear had again affected how we see strangers amongst us, especially new immigrants, and how wide we are willing to hold open the gateway to our nation.

I returned to Texas determined to create a venue to continue this conversation with our children, with our nation's latest newcomers, and with the descendants of those who arrived in the US generations ago. The result is an exhibit designed to accomplish two goals:

1. To raise awareness of the role of Galveston Island as a major—yet forgotten—transoceanic gateway for over 150,000 newcomers to America in the second half of the nineteenth and early twentieth centuries.

2. To use this slice of immigrant history as a lens through which to explore recurring issues that have defined the immigrant experience throughout our country's history as a "nation of immigrants."

Through recreated scenes, visitor interactives, personal stories, artifacts, and oral history audio clips, the exhibit chronicles the dramatic changes in Galveston's history from a sleepy "frontier" sailing port to a bustling commercial metropolis, to a nearly abandoned federal immigration station after WWI — all in the space of 75 years. At each point in the telling, visitors are invited to engage with the exhibit by sharing their own stories or commenting on the overarching themes illustrated in each section. The four pages that follow will introduce you to each of the four main sections of the exhibit, and the themes of immigration that resonate in each: difficult journeys, immigration as big business, confronting prejudice, and closing the gates.

We hope that this thin slice of the history of American immigration can help us understand our nation's struggle with recurring questions: Who should be allowed to be an American? Who decides? This educators' and community guide is designed to extend the conversation by bringing the exhibit into your own classrooms, community centers, and homes where you too can engage in the questions. We thus invite you now to join the conversation.

Suzanne Seriff, Ph.D.
Curator

FORGOTTEN GATEWAY EXHIBIT-SECTION I

Difficult Journeys (1845-1865)

"We hurried toward the sinking sun, the magic West beckoning as we wondered what the future held in store." Ottilie Fuchs Goeth, ca. 1840s

For the first major wave of migrants to Texas and America through Galveston's gates, the trip took six weeks to six months. Most immigrants came from northern or western Europe. Immigrants who came voluntarily from Europe were drawn by the promise of land, freedom, and opportunity.

There were four important aspects of migration to Texas before the Civil War: factors influencing immigrants' decisions to risk everything to come to a new land; the dangers of the journey; the conflict between newcomers and long time residents over who owns the land; and the forced migration of thousands of Africans who were forced to migrate to Texas against their will.

Galveston was one of the state's top slave auction sites before the Civil War. Enslaved peoples who were forced to come to Texas before the Civil War were treated more like "things" than like "people."

Upon arrival, many newcomers seeking home and land faced conflict with those who were already here over who belongs and who has a right to resources. Immigration laws at the time allowed entry of almost all immigrants.

FORGOTTEN GATEWAY EXHIBIT-SECTION I

Difficult Journeys (1845-1865)

Did you know?
Newcomers had to get their feet wet.

In the 1840s, Galveston was just a narrow spit of land with a sandbar that prevented ships from anchoring close to shore. Immigrants had to wade in, walk on unsteady planks, or be ferried on small boats called "lighters."

Did you Know?
Texas was not the only gateway to the nation.

Texas became part of the United States in 1845. For the next twenty years, thousands of Europeans came through Galveston to the United States, while New York City received most of the nation's four million immigrants. In 1855, New York established Castle Garden in lower Manhattan, the nation's first official immigrant landing and processing station.

Did you Know?
Galveston was an immigrant gateway before the United States was a country.

The first Europeans arrived as early as 1528, when the survivors of a Spanish expedition led by Cabeza de Vaca washed up onto the beach and were met by the Karankawas on the island. Among the castaways was the first African to come to Texas—a Moroccan named Esteban.

Did you Know?
Cotton was King.

Galveston was the wealthiest city in Texas for most of the nineteenth century—and most of its success was tied to its shipping, not passenger, business. Cotton was king and Galveston was one of the largest cotton exporters in the country.

Did you Know?
Galveston had a gateway rival.

In the mid-1800s, Galveston had a rival immigrant gateway on the Texas Gulf Coast, Indianola. But Indianola never had the wealth, infrastructure, or population of Galveston, and by the 1870s it succumbed to hurricanes, disease, and isolation.

FORGOTTEN GATEWAY EXHIBIT-SECTION II

Immigration is Big Business (1865-1900)

"If not for yourselves, for your children, Come to Texas!"
Promotional Brochure, 1860s

After the Civil War, Texas was a product to be sold, and making money depended on people—lots of people—to settle in Texas. Cheap land, low fares, good jobs, and other factors lured immigrants to Texas in the late nineteenth century. This was the second wave of immigration through Galveston, when immigration was big business for Texas and the nation. There was money to be made from the recruitment of millions of newcomers to the state. There were a number of key "stakeholders" in the business of bringing newcomers to Texas. There was deal making practiced by and between each stakeholder including the railroad magnates, the shipping tycoons, land agents, contract laborers, railroad workers, dock laborers, plantation owners, and government representatives. Texas actively recruited immigrants from selected parts of Europe to fill jobs and to settle land. Dedicated rail and shipping lines streamlined the transportation of Europeans to Galveston and inland throughout Texas and the American Midwest.

Emancipation in Texas provided new jobs and opportunities for some recently freed African Americans, while many faced ongoing prejudice and racism as their work on plantations and railroads was actively replaced by specially recruited European immigrants.

Beginning in 1875, unrestricted immigration became a thing of the past. The first state and federal laws restricting who could enter America were enacted, including laws against immigrant contract labor, as well as laws prohibiting certain groups such as "coolies" (Chinese laborers) as seen in the Chinese Exclusion Act, as well as certain classes of individuals such as prostitutes, criminals, and those "likely to become a public charge." Laws restricting other classes of aliens deemed "undesirable" soon followed.

FORGOTTEN GATEWAY EXHIBIT-SECTION II

Immigration is Big Business (1865-1900)

Did you Know?

There was no "Ellis Island" for most of the 1800s.

Ellis Island did not open as a federal immigrant processing port until 1892. When it closed in 1954, over 12 million immigrants had been inspected there. Another six million who came by sea were processed in over a dozen other port cities such as Boston, Philadelphia, Baltimore, Miami, New Orleans, San Francisco, Los Angeles… and of course Galveston.

Did you Know?

Not all immigrants came by sea.

Immigrants came to Texas from Southern and Northern states, as well as Europe and Mexico. They came by wagon, by train, and on foot. Texas grew from a small frontier state in 1846 to more than a million and a half residents by 1880 and over three million by 1900. To Texans, all newcomers arriving voluntarily—even if only from neighboring states—were considered "immigrants."

Did you Know?

Galveston was known as "The Wall Street of Texas."

By the late 1800s, Galveston's main commercial street—The Strand—was lined with Victorian buildings which housed commercial, financial, and legal businesses. Each of these businesses catered to Galveston's thriving port economy. Galveston was one of the richest cities in the world, per capita, and the financial heart of much of the Southwest.

Did you Know?

Juneteenth began in Galveston.

On June 19, 1865—almost three years after Abraham Lincoln issued the Emancipation Proclamation—slaves in Galveston officially learned of their freedom when Union General Gordon Granger read the proclamation to a gathered crowd. Soon, the news spread to over 250,000 slaves throughout Texas. Juneteenth is the holiday that commemorates the announcement of the abolition of slavery in the United States. Also known as Freedom Day or Emancipation Day, it is an official annual holiday in 29 states.

Did you Know?

Emancipation and Immigration were related in Texas.

After the Civil War, some African Americans filled jobs formerly given to immigrants—as workers on the Galveston docks, for example—but others lost their livelihoods to immigrants who were brought to replace them as plantation and railroad workers.

Did you Know?

Beginning in 1875, unrestricted immigration became a thing of the past.

In 1875, the federal government passed the first legislation restricting immigration. The law barred convicts, prostitutes, and "coolies" (Chinese laborers). Laws restricting other classes of aliens deemed "undesirable" soon followed.

FORGOTTEN GATEWAY EXHIBIT-SECTION III

Answer the Question! (1900-1915)

"Restrict all immigration!: Protect Yourself and Your Children against the Ruins of Labor and Business Competition." National Restrictionist Brochure, 1885

Beginning in the 1880s, our nation's generous attitude toward "foreigners" began to shift as more and more immigrants flooded the cities and industries each day, and long-time residents found themselves competing with immigrants for limited jobs, housing, and social service funds. An increasing xenophobia toward these "alien foreigners" was reflected in popular media and in legal debates over immigrant rights to own land, seek work, and receive the full benefits of "natural born" citizens. This was especially true of a new wave of southern and eastern European immigrants (predominantly from Italy, Greece, Russia, Poland, and the Mediterranean) whose "swarthy" physical characteristics and Catholic and Jewish religious affiliations set them apart from the dominant northern European Protestant groups already settled into American culture. Immigrants at the nation's gateways experienced this changing climate firsthand, as they were confronted with stricter and more invasive medical examinations, tougher rules and regulations, and an increasingly long battery of questions by uniformed inspectors.

Federal authorities took over Galveston's immigration station for the first time during this period, and medical examiners and inspection agents were sent from the nation's capital to the newly opened federal immigration station on Pelican Island in Galveston. Federal inspections at Galveston's port of entry became increasingly strict, resulting in a greater percentage of immigrants deported from Galveston than other national ports of entry.

FORGOTTEN GATEWAY EXHIBIT-SECTION III

Answer the Question! (1900-1915)

Did you Know?

1900-1910 was a peak decade for immigration, despite increased restrictions.

From 1900-1910, some 8.8 million immigrants came to America, primarily from southern and eastern Europe. In one year, 1907, more people immigrated to the United States than ever before. Approximately 1.25 million were processed in Ellis Island. Galveston was projected to receive over 20,000 that same year.

Did you Know?

Galveston became one of the nation's top ten stations.

The federal government took over responsibility for immigration from the states in 1890 and opened stations in several major ports of entry. Galveston won the bid to host a new federal station in 1906. It was going to be second only to Ellis Island in its size and features. Unfortunately, the fancy new station took years to build and thousands of immigrants were processed in a converted cotton warehouse across from Pier 29. The new station finally opened in 1913 on Pelican Island and operated for only three years before it closed for good during World War I.

Did you Know?

Galveston's history changed in a single afternoon.

In 1900, a hurricane hit Galveston, killing more than 6,000 people. It is still considered the deadliest natural disaster in American history. In the aftermath, Galveston's reign as the state's premier commercial port city was over. In its place, the more stable mainland gateway of Houston rose to prominence.

Did you Know?

A greater percentage of the American population was foreign-born a hundred years ago than it is today.

America has twice the number of immigrants living here today than in 1910, but as a percentage of the US population, immigration peaked in 1910.

FORGOTTEN GATEWAY EXHIBIT-SECTION IV

The Rules Have Changed (1915-1924)

"We were afraid of foreigners; we distrusted them; we didn't like them. Under this act only some one hundred and fifty odd thousands would be permitted to enter the United States. If you were of Anglo-Saxon origin, you could have over two-thirds of the quota numbers allotted to your people. If you were Japanese, you could not come in at all. That, of course, had been true of the Chinese since 1880. If you were southern or eastern European, you could dribble in and remain on sufferance." Emanuel Celler, *You Never Leave Brooklyn*, ca. 1953

In the first decades of the twentieth century, the immigration pattern throughout our nation was marked by a dramatic shift from an open to a closed-door policy. Anti-immigrant sentiment in America led to changing laws that would affect who could immigrate to our country for years to come, severely limiting the number and nationality of immigrants who could enter our borders. It also corresponded with changes in the flow of immigrants brought on by geopolitical events such as World War I and the Mexican Revolution, which stimulated a shift in immigrant flow from Europe to Mexico, and from steamship to pedestrian passage. While the largest immigration stations—such as Ellis Island—remained open during this time, most federal stations around the country—including Galveston—effectively closed their doors to transatlantic ocean passage of immigrants from Europe. Galveston's hurricanes and devastating floods of this time, the ravages of war in Europe, and the surge of refugees at the Texas Mexico border set the scene for this section. Each factor changed the course of immigrant history into Texas at this time.

Major Legislation
1917 Immigration Act of 1917 Congress enacts a literacy requirement for immigrants over the age of 16. They must be able to read 40 words in some language.
1921 Quota Act limits European immigration to three percent of the number of a nationality group in the United States in 1910.
1924 Johnson-Reed Act limits European immigration to two percent of the number of a nationality group in the United States in 1890.

FORGOTTEN GATEWAY EXHIBIT-SECTION IV

The Rules Have Changed (1915-1924)

Did you Know?

Texas actually had two active international gateways.

In the early 1900s, tens of thousands of people came by sea through the gateway of Galveston. Just about the time that Texas was shuttering its Gulf coast doors because of World War I, it was opening another door to tens of thousands of others through its second international gateway: the Texas-Mexico border. It was here—in El Paso, Brownsville, and Laredo—that Texas became an entry point, once again, for newcomers from Mexico—many of whom were escaping the ravages of the Mexican Revolution.

Did You Know?

The fear of foreigners has a name.

In 1900, a new word appeared in the dictionary for the first time to describe the unreasonable fear or hatred of foreigners that had infected the nation: xenophobia. Xenophobia derives from the Greek "xenos" meaning strange and "phobos" meaning fear.

Did you Know?

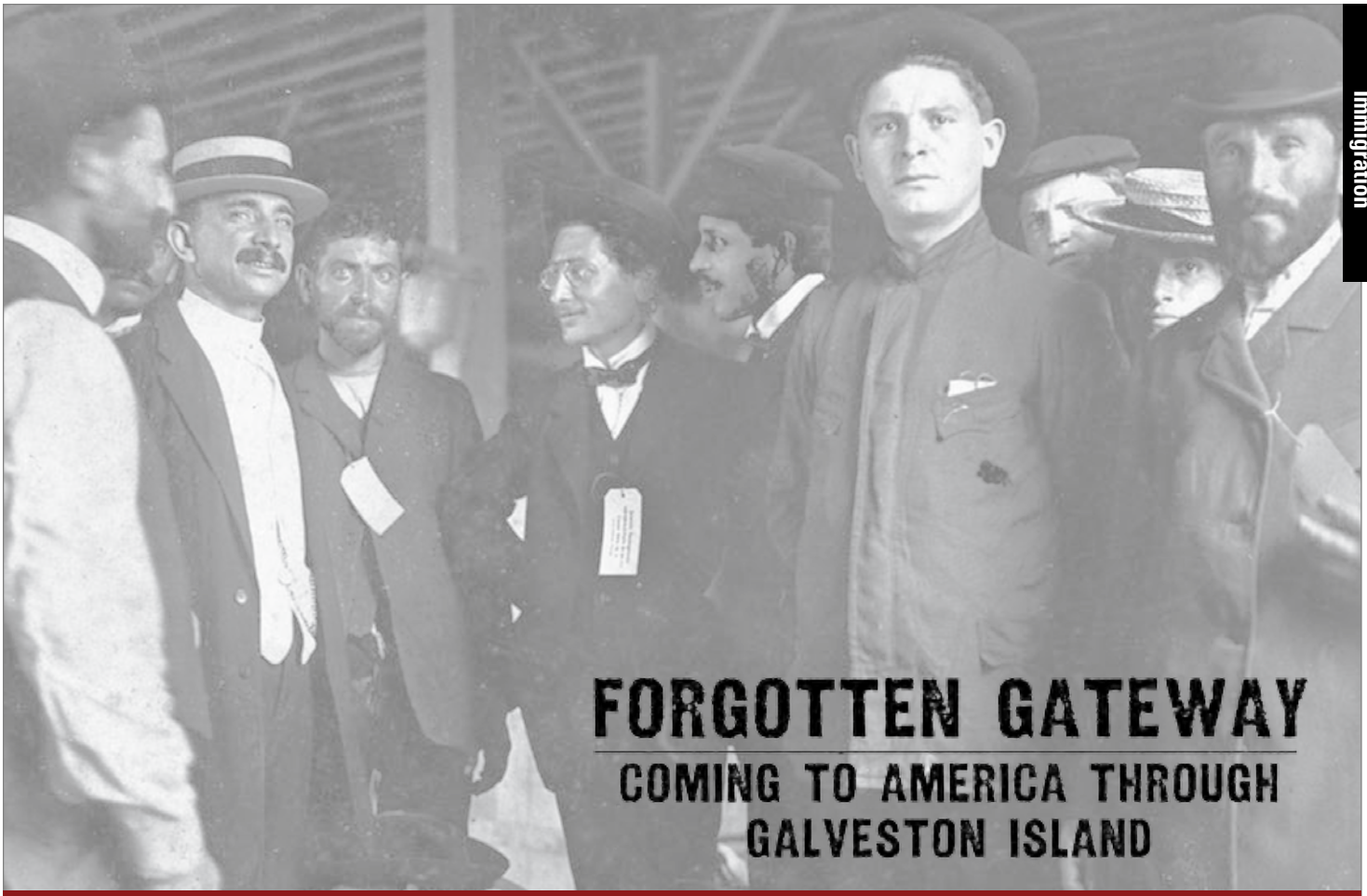
War and migration don't mix.

When World War I erupted, immigration dropped 73 percent from 1914 to 1915. Screening stations were opened overseas and receiving stations like Ellis Island and Galveston were no longer central to US immigration strategy. Ellis Island was used more as a detention center than an inspection center. After the Pelican Island station closed in 1916, Galveston did not open a new federal immigration station until 1933.

Did you know?

Benjamin Franklin was a "nativist."

"Nativism" is the belief that native-born Americans, especially of Anglo-Saxon extraction, have superior rights to the "foreign-born." This idea has run through American history ever since Benjamin Franklin's tirades against German immigrants. In the 1920s, one of the best-known nativist organizations was the Knights of the Ku Klux Klan.



FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH GALVESTON ISLAND

Preparing for Discussion about Immigration

1. How to Talk About Socially Sensitive Historical Topics
2. Facilitating Student Dialogue

PREPARING FOR DISCUSSION ABOUT IMMIGRATION

How to Talk About Socially Sensitive Historical Topics

In an increasingly diverse and multi-ethnic America, our 200-year history as a "nation of immigrants" has much to teach us about the human face of such complex issues as racial and national profiling, legal and social status of undocumented workers and contract laborers, and other headline topics in our daily news. Such a history also reflects the particular character of a nation composed of over 100 million citizens whose parents, grandparents, or great-grandparents migrated to this country. An investigation into this history can expand our understanding of the complicated and multifaceted nature of our nation's immigrant history.

The story of Galveston's immigrant history between 1845-1924 shines a lens on a number of interesting historical issues that are still relevant today (1) chain and internal migration; (2) involuntary or forced migration; (3) the contestations over who belongs; (4) industry-supported migration of the "right kind' of immigrants to fill certain jobs; (5) the impelled migrations of individuals seeking refuge from political or economic oppression. Because the topic of immigration might be considered a "socially sensitive" issue, we invite you to consider the following guidelines for facilitating productive and meaningful conversations with your students or community around this topic.

Questions of Rationale

It is helpful to structure your lesson plan by keeping questions of rationale, or purpose, in mind.* We recommend that you contemplate why you are teaching the topic of immigration. Here are three key questions to consider:

1. Why should students learn about immigration?
2. What are the most significant lessons students should learn?
3. How is a particular reading, primary source document, or oral history activity appropriate for the study of immigration?

Consider the following rationales:

- The story of immigration is inseparable from this country's history. Students will understand the complex tapestry that defines Texas, the US, and the diversity we see in our country today.
- Students will investigate the changing nature of immigration through time: Who has been allowed to come to the US? Who decides and on what basis? What does it mean to be an American?
- Students will gain an understanding of the way social, economic, and political factors have contributed to the patterns of immigration at every phase in our nation's history.

Image on previous page: Jewish immigrants at the North German Lloyd Wharf in Galveston, July 1, 1907. Courtesy UTSA's Institute of Texan Cultures, 073-0938, San Antonio, Texas; Courtesy Temple Bnai Israel

METHODOLOGICAL CONSIDERATIONS

In order to teach a socially sensitive historical topic such as immigration, keep a high level of sensitivity and a keen awareness of the complexity of the subject matter. The following are a few recommendations.

1. *Define and clarify basic terms*
   There are many definitions to describe the movement of people. It is important to clarify unfamiliar terms or phrases before the start of each lesson. For an informative start to your initial lesson, refer to the Glossary to define the basic definitions of the movement of people: Immigration, Emigration, Voluntary Migration, Impelled Migration, and Forced Migration.

2. *Bring nuance into the discussion*
   Be wary of oversimplification; instead strive for nuance in perspective. Oral history quotes, cartoon illustrations, primary source documents, and photographs from different perspectives provide rich material to provide a complex and nuanced perspective of immigrant experiences, as well as changing views about immigration.

3. *Qualify generalizing statements*
   Avoid stereotypical descriptions of groups and events. Qualify generalizing statements with "sometimes," "usually," "in many cases but not all." Remind students that not all immigrants' experiences were similar. Oral histories are a great way to personalize stories that tend to be generalized. One common mistake is to talk about the immigration experience in terms of "assimilation." The assumption is that all immigrants will (or should) shed their ethnic or cultural traits in favor of an "American" culture. Adapting to a new environment is a much more complex process—avoid binary language.

4. *Balance differing perspectives*
   Examine the actions, motives, and decisions of varied groups. Immigration has historically been encouraged or discouraged based on the interests of many stakeholders: employers seeking laborers, immigrants seeking work or refuge, and/or newly arrived immigrants seeking to bring relatives closer to their new home. Also, values change over time. It is important to place changing values in context.

5. *Contextualize the history*
   Be aware to not romanticize the immigrant experience. Some romanticize historical immigrants as "real" hardworking citizens while labeling contemporary immigrants in less positive terms. These generalizations can be overcome by placing them in a social and historical context. Also, use of primary source documents can help ground ideas of day-to-day life for immigrants. For example, there were different economic opportunities for immigrants from western Europe in the nineteenth century compared to those available today.

*Adapted from the United States Holocaust Memorial Museum, "**Guidelines for Teaching about the Holocaust**," United States Holocaust Memorial Museum Website, www.ushmm.org/education/foreducators/guideline/; accessed 30 December 2008.

Our desire in creating this guide is to start a dialogue. Immigration is a topic that affects everyone. Activities in this guide can be used as a lens for talking about the topic of immigration 150 years ago and today. We intend this guide to be used to help facilitate discussion with students in a classroom, with a community group, or with friends.

Objectives

- Differentiate dialogue from usual classroom discussions
- Describe the impact of dialogue, based on students' experiences
- Use a simple "Conversation Café" structure for holding productive dialogues in the classroom

Reflection

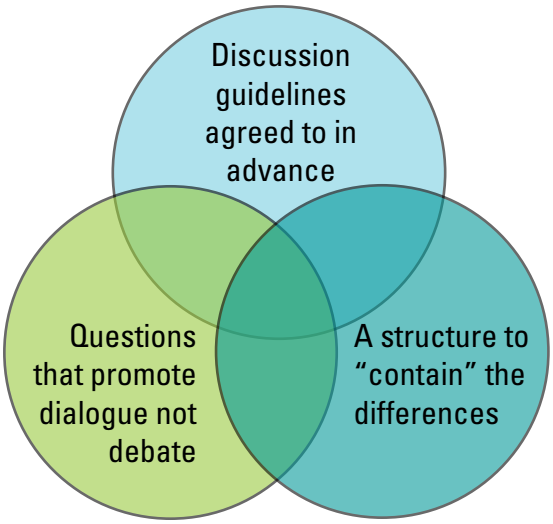
- What concerns or anxieties might you have about holding classroom dialogues on topics related to immigration?
- What concerns or anxieties might your students have about classroom dialogues on topics related to immigration?

Differences between discussion/debate and dialogue

Discussion/Debate	Dialogue
Assuming there is one right answer (and you have it)	Assuming that others have pieces of the answer
Speaking with certainty	Exploring what's NOT known
Defending your assumptions	Bringing up your assumptions for inspection and discussion
Competitive - attempting to prove the other side wrong	Collaborative - attempting to find common understanding
Looking for weaknesses in others views	Searching for value in others' views
Seeking an outcome that agrees with your position	Discovering new possibilities and opportunities
Ping Pong Game	Bridge Building

* Adapted from the dialogue work of Juli Fellows

Three elements that help create successful dialogue



Agreements for a "Conversation Café"[1]

- **Open-mindedness:** listen to and respect all points of view
- **Acceptance:** suspend judgment as best you can
- **Curiosity:** seek to understand rather than persuade
- **Discovery:** question old assumptions, look for new insights
- **Sincerity:** speak for yourself what has personal heart and meaning
- **Brevity:** go for honesty and depth but don't go on and on

Other Ideas for Discussion Agreements

- Everyone gets a fair hearing.
- Share "air time."
- One person speaks at a time.
- Speak for yourself, not for others.
- If you are offended, say so.
- You can disagree, but don't personalize it. Stick to the issue. No name calling or stereotyping.
- What is said in this group stays here, unless everyone agrees to change that.

Process for a "Conversation Café"

1. Round 1: Pass around a "talking object"*; each person speaks briefly to the question, no feedback or response.
2. Round 2: Again, with the talking object, each person deepens their own comments or speaks to what has meaning for them now.
3. Dialogue: Open, spirited conversation. Use talking object if there is domination, contention, or lack of focus.
4. Final Round: With talking object, each person says briefly what was meaningful to them.

*Talking object: A talking object is an agreed upon object (for example, a designated pen or ruler) that is passed around the group to encourage only one person to speak at a time. The person who holds the object has "the floor" and everyone agrees to the ground rule that only the person who literally holds the object in their hand can speak.

Possible Questions to Initiate Student Dialogue

1. Where did you grow up? Where did your parents and grandparents grow up? How did where you grew up affect the way you see yourself?
2. Have you ever lived or visited for a month or more outside of the United States? What was it like to be in another country? How did the people of that country react to you being an "outsider" or not speaking their language?
3. Have you had the opportunity to meet or get to know immigrants from any country? What did you have in common? What was different?
4. If you moved tomorrow to a new country and didn't speak the language, what would you want? What would you fear? What would you hope?
5. What do immigrants bring to our country? What are the challenges?
6. Why have people come to the United States in the past? Why do they come now?
7. What are the language challenges and opportunities experienced by immigrants? By the communities in which they live?
8. What does it mean to "assimilate" into American society? What is gained and what is lost?
9. How is the way you think about these issues different from your parents? How is it the same? Why?
10. How have immigrants (in the past or present) changed or influenced your life?

Stay Aware of and Assist the Group Process

- Pay attention not only to the content of what is being said but to how well the participants are communicating – who has spoken, who hasn't, who's points haven't received a fair hearing.
- Resist the urge to speak after every contribution! Allow participants to respond to each other.
- Once in a while, ask participants to sum up important points that have come out in the dialogue.
- Don't be afraid of silence! If silence is difficult for you, try counting to ten before you rephrase the question.
- Help participants try to identify common ground but don't try to force consensus.
- If participants get into disagreements try this:
  - Remind them of their agreements to follow the discussion guidelines.
  - Ask broad questions such as…
    - What is at the heart of your disagreement?
    - What is really going on here? Why is that important?
    - Could you help us understand the reasons behind your opinion?
    - Can you give an example or describe a personal experience to illustrate that point?

[1] Conversation Café was co-founded by Vicki Robin and Susan Partnow and is currently sponsored by the Youth For a New World, a non-profit educational and charitable organization that seeks to promote awareness, caring, and action. www.ConversationCafe.org

Difficult Journeys (1845-1865)

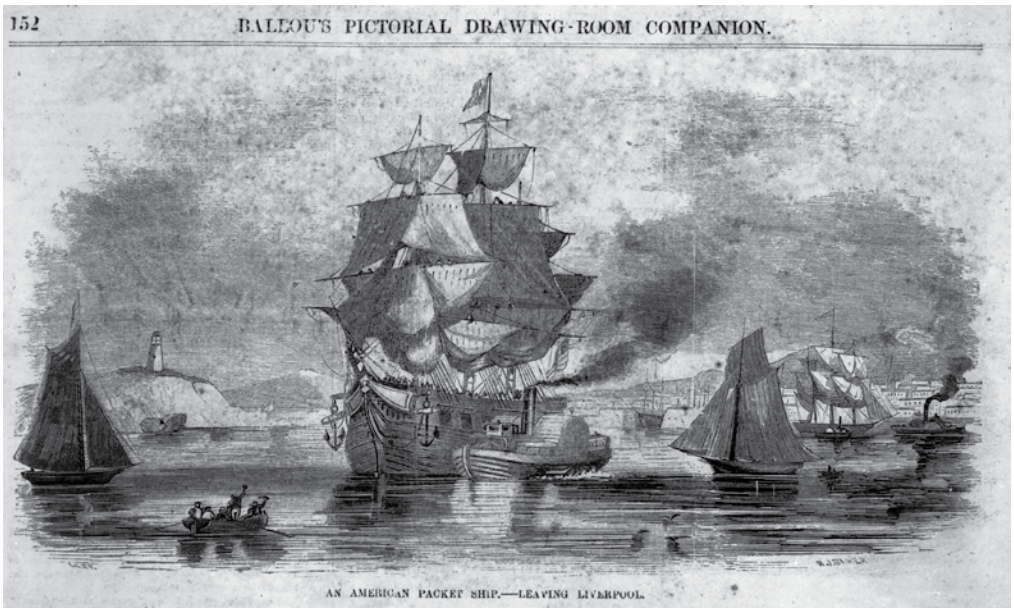
1. How to Read Artifacts: What's in Your Suitcase?
2. How to Read Primary Documents: People vs. Property: Exploring Forced Migration
3. How to Interpret History Through Maps: Wade in, Wagon Out
4. How to Engage Your Community: Family Story Comic Book

DIFFICULT JOURNEYS 1845-1865

Section Introduction

"Texas is not a paradise, but it is a country where the poor man can easily obtain land..."
Jacob de Cordova, ca. 1858

What would compel you to leave your home, family, and all you know for a new life in a new land? For some it might be the promise of work, for others the hope of freedom from religious persecution. For many coming to Texas in the nineteenth century, the promise was land—and lots of it—to own, to farm, to homestead. Land equaled wealth, or at least the promise of wealth. It was the wellspring of dreams, the Siren's call that reached across dangerous waters. Few could predict that it might also be the source of conflict with those who were already here, or the driving factor behind the enslavement of human beings.



An American packet ship - Leaving Liverpool
Engraving from *Ballou's Pictorial Drawing Room Companion*, March 3, 1855
Courtesy UTSA's Institute of Texan Cultures, 079-0360, San Antonio, Texas

Image on previous page: Ansicht von Galveston
Hand-colored lithograph by Johann Anton Williard, after C.O. Bahr, ca. 1855
Courtesy I.N. Phelps Stokes Collection, Miriam and Ira D. Wallach Division of Art, Prints, and Photographs, The New York Public Library, Astor Lenox and Tilden Foundation, New York City, New York

DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?: The Stories Objects Tell

Suggested Grade Levels Fourth-Tenth

Objectives

- To explore the value of primary source documents and artifacts in making history come alive
- To understand the difficult choices immigrants make—and the reasons behind those choices—when they decide to leave their homes and what to take with them
- To compare and contrast what immigrants considered valuable to bring with them 150 years ago and today
- To understand the value of different kinds of objects for a family preparing to pack: practical, occupational, personal, religious, aesthetic, sentimental, educational

Time Two one-hour sessions

Preparation

- Read the introduction to this section and review *Primary and Secondary Source Handout* in the appendix, section E
- Copy Handouts:
  - *#1 Letter Home from Long Ago and Oral History from Today, class set*
  - *#2 Then and Now Chart, one per student*
  - *#3 Laminated Sets of Primary Artifact Cards, one per group*
  - *#4 Letter Home Template, one per student*
- Have the students talk to their parents sometime in the preceding days about their ancestry and possible immigration journey to America

Younger Students

- Procure a copy of *Miss Bridie Chose a Shovel* to read to the class (written by Leslie Connor, illustrated by Mary Azarian, Houghton Mifflin Company, 2004)
- Make copies of *Handout #5 Immigration Suitcase*
- Have available colored pencils

Introduction

"Whoever comes here would do well to bring along iron, copper, and tin house wares, spades and axes, a tub to clean fruit and a plow... It would be well to bring a pair of wheels for a cart… All these things are not readily available and are also quite expensive."
Johann Hubert Lux, May 1, 1845

What would you bring with you if you were moving to a new home in a new land? Your laptop? iPhone? Coffee maker? In the winter of 1855, Gottlieb Prowatschke and his wife, Susanne, packed household belongings in his father's trunk and moved to Texas with their daughters, Helena and Johanna, from Bremen, Germany. Like many German immigrants coming to Texas, they packed with them all of the things they thought they would need to start their new home: clothes and personal belongings, the family Bible and other expressions of their religious faith, kitchen utensils and household goods, tools to work on the land and make a living, keepsakes from friends and family members, and games and books for entertainment.

Warm Up

Read the introduction to the students. Invite two or three first generation students in the class (if there are any) to share their stories about immigrating to the United States. Encourage the students to tell the class about one "treasure" they brought from home and why that object is important to them. This could be a photograph of a family member, a classroom yearbook, a favorite childhood toy, a piece of religious jewelry, or a family heirloom such as a quilt or a family Bible. Encourage students to ask questions about why that object was important to bring all the way from home. If there are no first generation students in your class, invite someone from the school or your neighborhood who you know to be an immigrant to come to the class and bring a "treasure" they brought from home to talk about.

Read *Handout #1 Letter Home from Long Ago* and discuss the kinds of things that the person recommended his family bring from home when they came. *What did Marta Tamez, the immigrant from 1991, say about the difficulty of deciding what to bring?*

Lesson

1. Older students skip to 2. Read aloud the children's picture book, *Miss Bridie Chose a Shovel*. Pay special attention to the block print illustrations by Mary Azarian and discuss with the students what story the pictures alone tell. Start first with the cover illustration and see what students can discover from the cover alone: What is the setting of the story? What is the time period? What is happening? Questions for discussion after reading the book might include: *When did Miss Bridie begin her journey? Where did Miss Bridie's journey begin? Where did her journey take her? Why did she go on her journey? Why did Miss Bridie choose a shovel instead of one of the other objects she was offered? What does this choice suggest about her character? In what ways is the shovel used in the story? How many years pass during the story? What do we learn about Miss Bridie's life journey?*
2. Divide your class into groups of four and pass out a set of primary artifact cards to each group. Tell the students that each of the artifacts depicted on the cards represents an object that was brought by a German immigrant to Texas in the mid-1800s. Instruct the groups to take one card each and look first at the picture of the artifact alone, without turning the card over. Have students take turns sharing with their group what they think their artifact is, and why an immigrant would chose to bring that to Texas in his or her suitcase. Then turn the cards over and have students share with each other the stories each object "tells."
3. Remind the students that immigrants brought items with them that have to do with many aspects of their lives, including things that will help them survive in a new place; things that will help them remember loved ones they left behind; things for entertainment; things to eat; things to decorate their new homes; things to wear; things to read; things to keep their faith strong.
   - **Younger Students**: Hand out and have students complete the immigrant suitcase. Have them draw in what they would bring with them.
   - **Older Students**: Pass out "then and now" charts for each student and have them fill in the blanks in the chart based on their work with the artifact cards.
4. For homework, have each student take a Letter Home template and write a letter to a friend or family member back home, telling them what to bring to Texas for a visit or for good, if they were coming from far away.

Extension

Complete Section E, Activity #1, *Explore your Community's Immigrant Stories: An Immigrant's Story Box*

Handout #1 Letter Home from Long Ago and Oral History from Today

Letter Home of German Immigrant, 1845	Oral History of Mexican Immigrant, 2007
New Braunfels In the State of Texas of America May 1, 1845 Dear Uncle: I have today decided to write to you and advise you of my present and former location and my journey. The journey from Europe to America was made in 50 days and ended with happiness and good health… I find myself real content and satisfied because after one is settled, that means he has his house finished and his field fenced in, he needs to work a third as much as one must in Europe. Therefore, life is easier here than that of a common peasant's life in Europe. I do not wish to go back. Anyone who wishes to see me must come here and I do not believe he would regret that. Whoever comes here would do well to bring along iron, copper and tin house wares, spades and axes, a tub to clean fruit and a plow, as the Germans can not work with the local plows and they are not as good… It would be well to bring a pair of wheels for a cart. I will double the cost for a rope and grindstone if someone brings me these. All these things are not readily available and are also quite expensive. Also bring garden seed of all kinds, also wheat, in particular summer wheat as that also is not readily available and is the only kind that is planted correctly by the Germans. I close my writing with the hope that you are healthy as you read this and greetings to you, dear Uncle, and all my relatives and acquaintances, in particular Mr. Pastor Miederjahn from Hambach. Many thousand greetings and I wish all of you a long and lasting health. The same also from my dear wife. Hubert Lux from Hambach *New Braunfels: The First Founders.* Vol. 1 by Everett Anthony Fey, 1995, Eakin Press: pps. 163-164	Marta Alicia Tamez Migrated from Mexico to Austin in 1991 Adapted from Spanish: "I come from Mexico, specifically from the state of Nuevo Leon, Monterrey. It's difficult when you leave your house and country. It makes you want to carry everything with you, even the iron! At the same time, you can't carry everything with you. I've been here since my husband and I got married, fourteen years. We have three girls, born and raised in this community." Excerpted from Oral History Project, The Bob Bullock Texas State History Museum, 2007

Handout #2 Then and Now Chart

Place the objects from your Laminated Cards in the correct categories, and see if you can think of something that an immigrant might bring to Texas from the same category today. Can you think of something for every category from your life today?

KIND OF ARTIFACT	THEN (1845)	NOW
Decoration		
Occupational Tool		
Religious		
Household		
Kitchen		
Health		
Clothes		
Memory		
Educational		
Entertainment		

Handout #3 Primary Artifact Cards

Introduction

Moving to a new place begins with a decision to leave the old. Why did so many Europeans make that choice in the mid-1800s? Each of these pictures represents an artifact that was actually packed in an immigrant's trunk when he or she came to Texas at this time. See if you can guess why they might have made the decision to leave, based on the object that they brought from home.

Prowatschke family trunk, ca. 1779
Courtesy Permanent Collection of Texas Furniture,
The Heritage Society, Houston, Texas

Ax head, ca. 1850s
Courtesy Winedale Historical Complex,
The Dolph Briscoe Center for American History,
The University of Texas at Austin

DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?: The Stories Objects Tell

Forced off the Land

Failed crops, rising taxes, and changing inheritance laws forced hundreds of thousands of farmers off their lands throughout Europe in the mid-1800s. Take the case of Ireland, for example. In one year, 1846, over a million tenant farmers in Ireland died of starvation or were evicted from their homes when the potato crop failed throughout the country.

Texas was the destination for tens of thousands of peasant farmers from Ireland, England, Germany, Czechoslovakia and other countries in northern Europe in the 1850s, seeking to take advantage of the promise of hundreds of acres of farmland to begin their lives anew.

Woodworking tools belonging to Johann Jahn, ca. 1860s
Courtesy New Braunfels Conservation Society, New Braunfels, Texas

DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?: The Stories Objects Tell

Out of Work

The invention of time- and labor-saving machines in the Industrial Revolution greatly changed European society in the mid-1800s. Many people found work in textile and other factories and moved to the cities. Many others—especially artisans who worked with their hands—found themselves suddenly out of work and looking for a new place to ply their trade.

Texas was the answer for Johann Michael Jahn, master cabinetmaker from Germany, who came through Galveston and set up shop furnishing the homes of his new Texas-German neighbors in the Hill Country.

Drozd Family Bible, ca. 1765
Courtesy Czech Heritage Museum and Genealogy Center, Temple, Texas

Religious Persecution

In the 1800s, religious minorities were often afraid for their lives and had to worship in secret. In Czechoslovakia, persecution forced Protestant worshipers to hide their Bibles to keep them from being confiscated or burned by the government.

If you needed to hide your most treasured possession so that it would never be found, what place would you choose?

Jan Drozd Sr. chose an active beehive on his family's land as the perfect hiding place for his cherished family Bible. When his son set out for Texas in search of a better life, he brought with him his father's Bible to take to his new home and church in Texas.

Wooden lemon squeezer
Courtesy Sophienburg Museum, New Braunfels, Texas

DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?

Sickness at Sea

In the early days of sea travel to Texas, hundreds of migrants crowded into the airless, overfilled steerage compartments of passenger ships. There, they endured three or more weeks at sea through the ravages of storm, sickness, and near starvation. It was not uncommon for men, women, and children to die at sea. Their kinsmen buried them in the raging waters. Arrival on Texas soil was not the end of the journey. From Galveston, newcomers awaited transportation inland—on foot, wagon, or horse—which was sometimes fatal as well. Reaching their destination in the Texas wilderness guaranteed no end to the dangers of harsh weather, disease, starvation, and sometimes life-threatening skirmishes with neighbors—all of which could quickly ravage a community. A paid ticket and a promised league of land (4,428 acres) did not protect you from the rigors of the journey itself.

Mothers soon learned to take plenty of fresh citrus—like lemons and oranges—and a handy citrus squeezer—along with them for the journey at sea to protect their children from scurvy, a disease caused by a deficiency of vitamin C.

Handout #4 Letter Template

Directions: Use the main idea of the Lux letter to create your own letter to a friend or relative from your own home, advising them on what objects they might want to bring with them when they immigrate to Texas.

Name:
Date:
Place you are writing from:

Dear _____,

(General Greeting)

_____
_____
_____
_____
_____
_____

(Advice on what to pack)

_____
_____
_____
_____
_____
_____

(General Salutations)

_____
_____
_____
_____
_____
_____

Thinking of you,

_____

DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?

Handout #5 Immigration Suitcase

Remember when packing your suitcase that you need to think about the route your family took to arrive in America, who they would be migrating with, and what means of transportation they used.

What would you take with you?

-Something to remind you of home.
Clothing? Games?
-Something that will be useful.
Furniture? Tools for job?
Weapons?
-Something to eat.
Food? (non-perishable)
-Something to help you along the way.
-One item of your choice.

What would you have to leave behind?

Packing List

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No-Pack List

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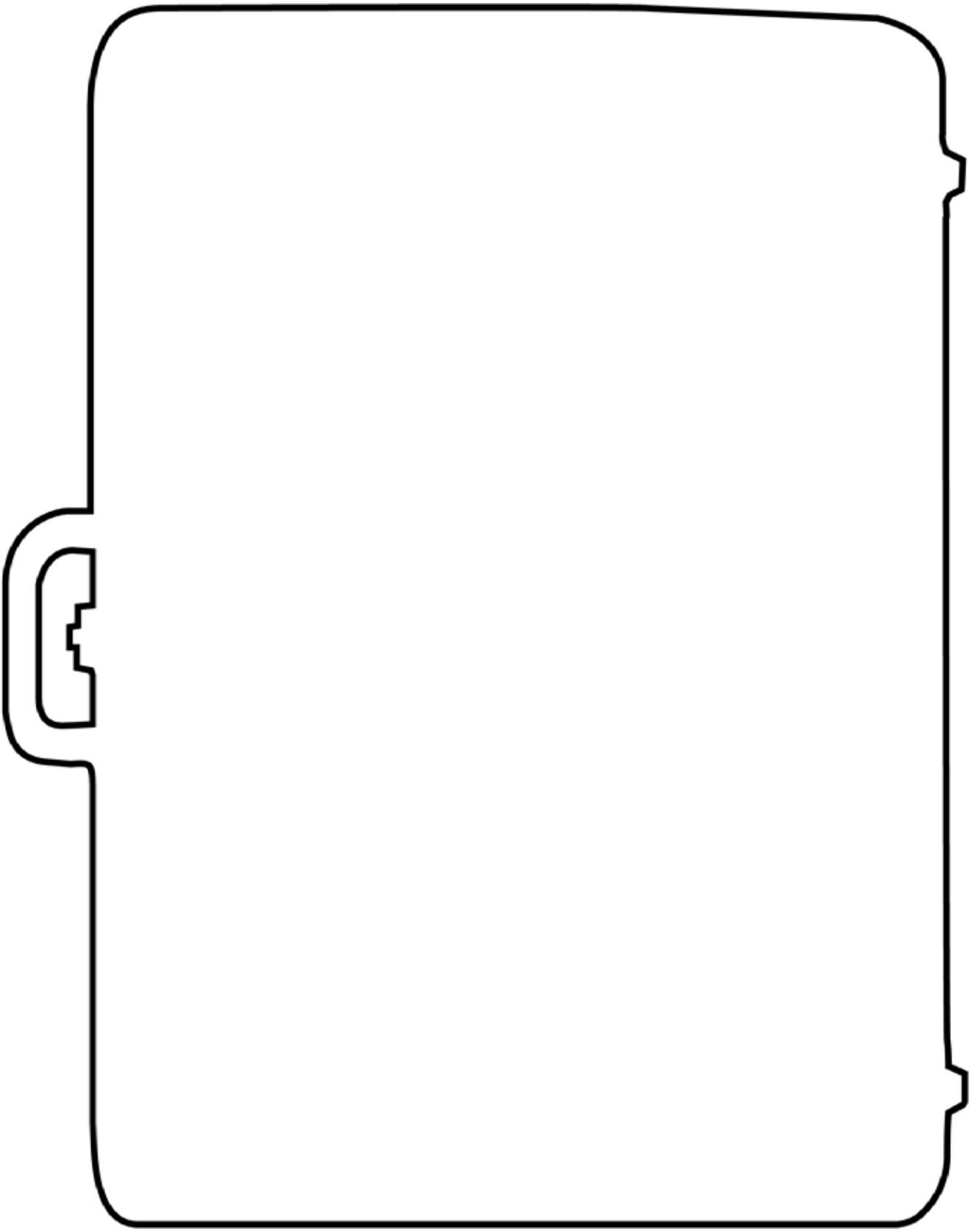
Handout #5 Immigration Suitcase



DIFFICULT JOURNEYS 1845-1865

Activity #2 People vs. Property: Reading a Ship's Manifest

Suggested Grade Levels Seventh-Twelfth

Objectives

- To learn about a ship's manifest and review primary source documents
- To compare and contrast the language of three ship's manifests which each list the contents of ships coming to Galveston, Texas before the Civil War
- To discover that descriptions of enslaved people had more in common with property (things) than immigrants (people)

Time One Hour

Preparation

- Make one copy per student of *Warm Up*
- Make a transparency of *Reading a Ship's Manifest-Warm-up*
- Make one set of copies per group of the three manifests, along with their typed transcriptions

Introduction

"I stood on the slave block in the blazing sun for at least two hours...my legs ached. My hunger had become unbearable... I was filled with terror and did not know what was to become of me."
Jeff Hamilton, Slave at Galveston auction house

What happens when one person's opportunity comes at the expense of another's freedom? Before the Civil War, Galveston "boasted" the largest slave market west of New Orleans. John S. Sydnor, a former mayor of Galveston, was reputed to be Texas's largest slave dealer. The Texas economy was based on agriculture. Growing cotton and sugar cane took a lot of labor, resulting in a market for men, women, and children who were forced to migrate to Texas. Some slaves were brought to Texas with their "owners" from other Southern states. Others were bought elsewhere and transported by ship to Galveston where they were met by plantation owners. Still others were brought to Texas in "lots" and sold to the highest bidder at local auction houses. In this guide, immigration is defined as the movement of people: whether people are moving away from poverty or prejudice; moving toward economic opportunity; or being forced to move against their will.

Warm-up

Put up the transparency of *Reading a Ship's Manifest-Warm-up*. Begin by reading the information from the top of the manifest.
Then, study one column at a time and analyze what has been written underneath. This should help students better analyze the manifests by learning to focus attention on discrete parts of a primary document that each convey meaning and add to the whole.

Lesson

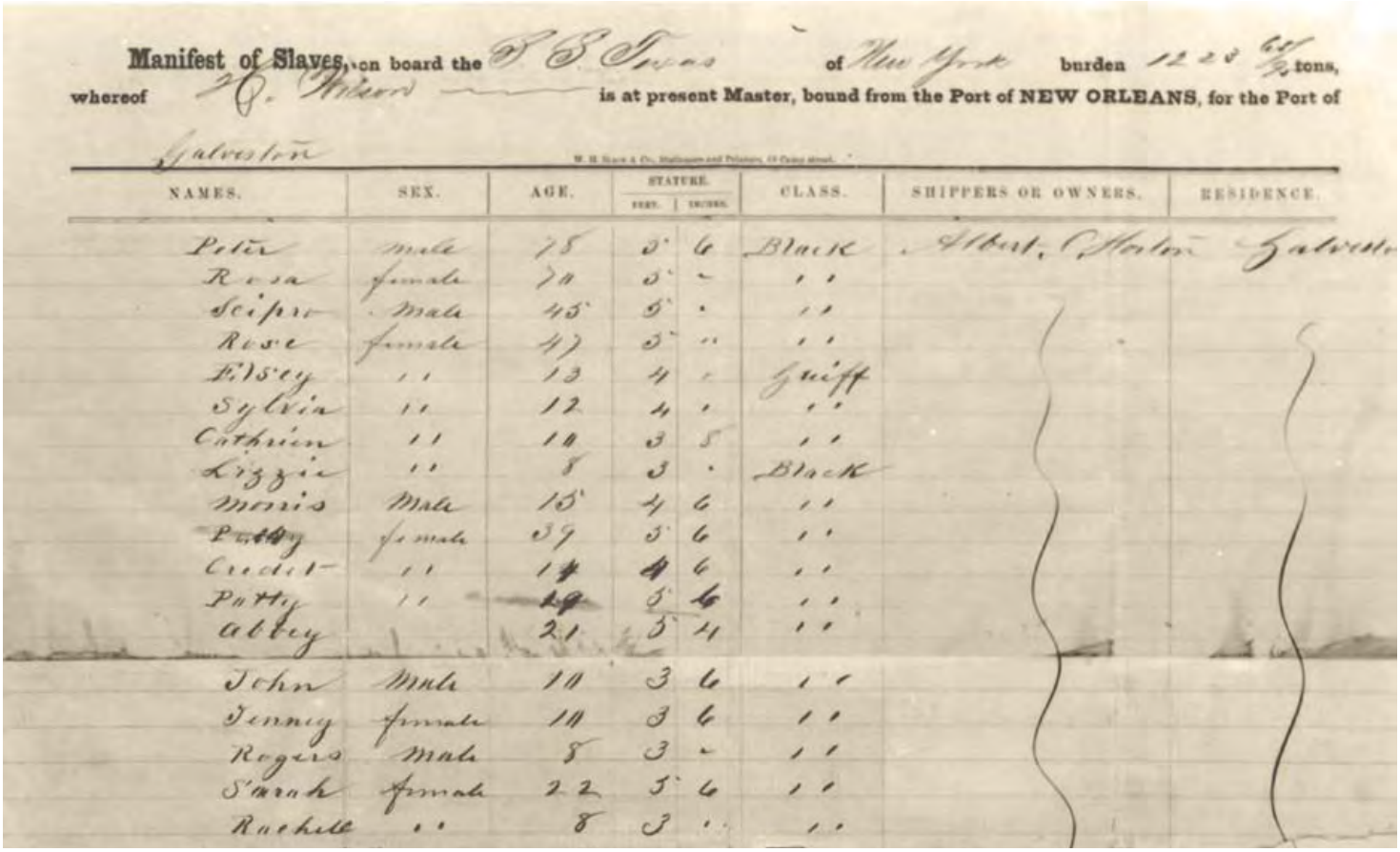
1. Read the introduction to the class.
2. Introduce the concept of a ship's manifest. Remind students that this is a primary source and an excellent way to look back in history.
3. Divide into groups of three students.
4. Hand out, one per student, *Handout #1 Reading a Ship's Manifest* and one set of manifests per group. Have the students complete the activity.
5. After the students have completed the handout, go over the answers together. Also ask for the slave manifest: *Are slaves described as people or property in these documents? What words give it away?*

Warm Up

Primary sources give us first-hand accounts of people, events, or attitudes in our nation's history. From them we can learn a variety of details about a particular time. Each document hints at different layers of the life of that time: some, like a journal entry, give us glimpses into the daily life of an individual. A newspaper, in contrast, may tell us about some of the larger events of that same period. By paying attention to the author, date, audience, tone, language, document type, and format we can begin to gain a sense of the multiple perspectives present at the time. Exploring these details gives us an idea as to how that document fits into the larger historical picture.

When you read these documents you pick up on little historical clues that the writer may not have even thought of as historical data. Sometimes brand names or the names of cities give hints to the time period in which the person is writing. As you look through these documents, we also want you to think about how these documents relate to documents that you are familiar with in your own life. As you're wading through all the layers of information that each document has embedded in it, think about the layers of information that are in the letters you write, the newspapers you read, and the diary you keep. What pieces of information do you include in your diary that could indicate to someone 100 years from now what your world was like?

Reading a Ship's Manifest - Warm Up



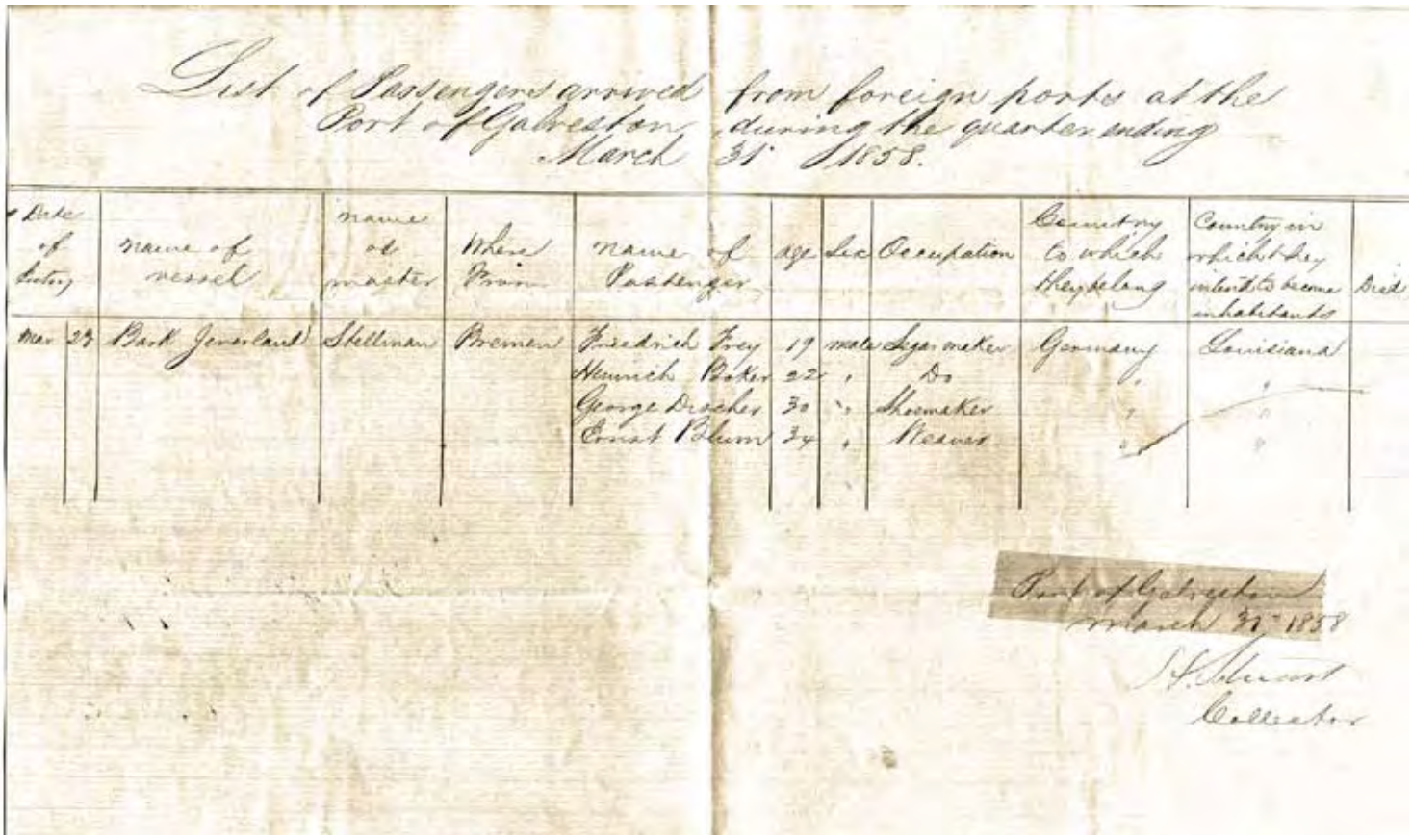
Manifest of Slaves, on board the S. S. Texas of New York burden 1228 65/95 tons, whereof R. Wilson is at present Master, bound from the Port of NEW ORLEANS, for the Port of Galveston

W. H. Stout & Co., Stationers and Printers, 19 Carondelet street.

NAMES.	SEX.	AGE.	STATURE. FEET.	STATURE. INCHES.	CLASS.	SHIPPERS OR OWNERS.	RESIDENCE.
Peter	male	75	5	6	Black	Albert, Horton	Galveston
Rosa	female	70	5	-	" "		
Scipio	male	45	5	.	" "		
Rose	female	47	5	"	" "		
Elsey	"	13	4	.	Quiff		
Sylvia	"	12	4	.	" "		
Cathrin	"	10	3	5	" "		
Lizzie	"	8	3	.	Black		
Morris	Male	15	4	6	" "		
Patty	female	39	5	6	" "		
Credit	"	14	4	6	" "		
Patty	"	19	5	6	" "		
Abby		21	5	4	" "		
John	Male	10	3	6	" "		
Jenny	female	10	3	6	" "		
Rogers	Male	8	3	-	" "		
Sarah	female	22	5	6	" "		
Rachell	"	8	3	.	" "		

Manifest from S.S. *Texas*, ca. 1861
Courtesy The Rosenberg Library, Galveston, Texas

Manifest #1



List of Passengers arrived from foreign ports at the Port of Galveston, during the quarter ending March 31 1858.

Date of Entry	Name of vessel	Name of master	Where From	Name of Passenger	age	Sex	Occupation	Country to which they belong	Country in which they intend to become inhabitants	Dred
Mar 29	Bark Jeverland	Shellman	Bremen	Friedrich Frey	19	male	Segar maker	Germany	Louisiana	
				Heinrich Boker	22	"	Do	"	"	
				George Drocher	30	"	Shoemaker	"	"	
				Ernst Blum	34	"	Weaver	"	"	

Port of Galveston
March 31 1858
[illegible]
Collector

Typed Transcript of Manifest #1

List of Passengers arrived from foreign ports at the Port of Galveston, during the quarter ending March 31, 1858

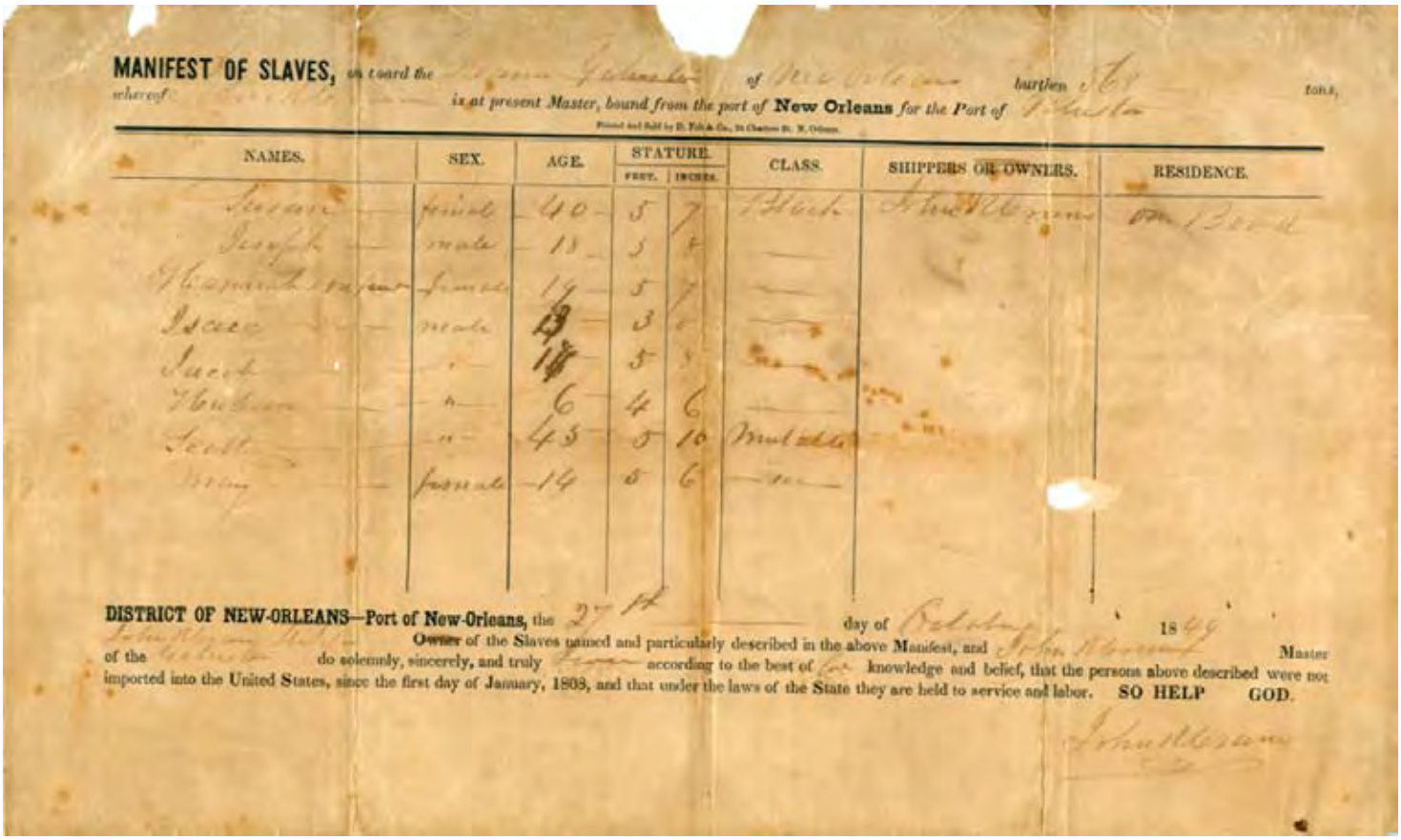
Date of Entry	Name of Vessel	Name of Master	Where From	Name of Passenger	Age	Sex	Occupation	Country to which they belong	Country in which they intend to become inhabitants	Dred
Mar 29	Bark Jeverland	Shellman	Bremen	Friedrich Frey	19	male	Segar maker	Germany	Louisiana	
				Heinrich Boker	22	"	Do [Ditto]	"	"	
				George Drocher	30	"	Shoemaker	"	"	
				Ernst Blum	34	"	Weaver	"	"	

Port of Galveston
March 31 1858
[Unknown Signature]
Collector

Manifest, ca. 1858

Courtesy the National Archives and Records Administration, Fort Worth, Texas

Manifest #2


MANIFEST OF SLAVES, on board the Steamer Galveston of New Orleans burthen 568 tons, whereof John N Crane is at present Master, bound from the port of New Orleans for the Port of Galveston

NAMES.	SEX.	AGE.	STATURE. FEET.	STATURE. INCHES.	CLASS.	SHIPPERS OR OWNERS.	RESIDENCE.
Susan	female	40	5	7	Black	John N Crane	on Board
Joseph	male	18	5	8	"	"	"
Neamiah	female	19	5	7	"	"	"
Isaac	male	13	3	0	"	"	"
Jacob	"	17	5	8	"	"	"
Neudson	"	6	4	6	"	"	"
Scott	"	45	5	10	Mulatto		"
Mary	female	14	5	6	"	"	"

DISTRICT OF NEW-ORLEANS—Port of New-Orleans, the 27th day of October 1849
John N Crane Owner of the Slaves named and particularly described in the above Manifest, and John N Crane Master of the Galveston do solemnly, sincerely, and truly swear according to the best of his knowledge and belief, that the persons above described were not imported into the United States, since the first day of January, 1808, and that under the laws of the State they are held to service and labor. SO HELP GOD.
John N Crane

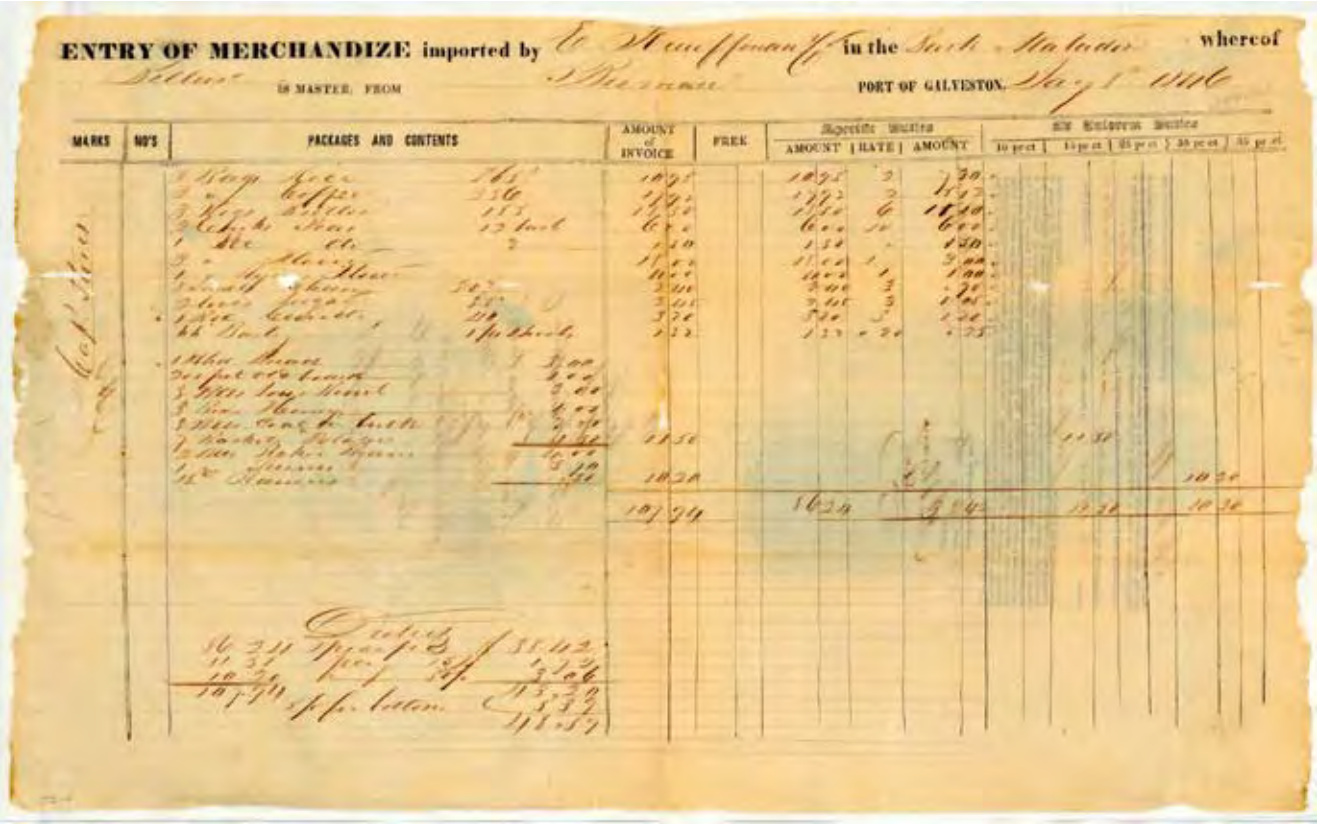
Typed Transcript of Manifest #2

Manifest of Slaves, on board the Steamer Galveston of New Orleans burthen 568 tons, whereof John N Crane is at present Master, bound from the port of New Orleans for the Port of Galveston

NAMES	SEX	AGE	STATURE		CLASS	SHIPPERS OR OWNERS	RESIDENCE
			FEET	INCHES			
Susan	female	40	5	7	Black	John N Crane	on Board
Joseph	male	18	5	8	"	"	"
Neamiah	female	19	5	7	"	"	"
Isaac	male	13	3	0	"	"	"
Jacob	male	17	5	8	"	"	"
Neudson	male	6	4	6	"	"	"
Scott	male	45	5	10	Mulatto		"
Mary	female	14	5	6	"	"	"

Manifest, ca. 1849
Courtesy the Rosenberg Library, Galveston, Texas

Manifest #3


ENTRY OF MERCHANDIZE imported by E. Kauffman & Co. in the Bark Matador whereof Sellers is MASTER, FROM Bremen PORT OF GALVESTON, Jany 1st 1846

Typed Transcript of Manifest #3

Entry of Merchandize imported by E. Kauffman Co. in the Bark Matador whereof … is master; from Bremen to Port of Galveston January 8th, 1846

MARKS	NO'S	PACKAGES AND CONTENTS	AMOUNT OF INVOICE	FREE	SPECIFIC DUTIES		
					AMOUNT	RATE	AMOUNT
		2 Bags Rice 365	10.95		10.95	2	7.30
		2 Bags Coffee 256	17.92		17.92	2	5.12
		3 Kegs Butter 185	18.50		18.50	6	11.00
		2 … Peas 12 bush[els]	6.00		6.00	50	6.00
		1 Peck Peas	1.00		1.00	----	1.30
		3 Pecks Flour	18.00		18.00	1	3.00
		1 Peck Rye Flour					
		8 … 307	2.40		2.40	3	.90
		2 Loaves Sugar 35	2.45		2.45	3	1.05
		1 Peck … 40	3.20		3.20	3	
		66 Pecks Barley 1/4 bush[el]	1.32		1.32	20	.20
		1 … Bread 3.00					
		200 feet old board 1.00					
		3 Pecks … 3.00					
		3 Boxes … 1.00					
		3 Pecks Coal 7.00					
		7 Baskets Potatoes 2.50	11.50				
		2 Pecks … Beans 4.00					
		1 Peck Prunes 5.70					
		15 Raisins .50	10.20				
			107.94		86.24		3.84

Manifest, ca. 1846
Courtesy the Texas State Library and Archives, Austin, Texas

Handout #1 Reading a Ship's Manifest Questions

A ship's manifest is an official inventory used by captains entering a harbor. It lists everything loaded on the ship. Each of these three manifests records the contents of a ship headed to the port of Galveston in the mid-1800s. Can you tell from the column headings what is being transported on each ship?

Find Manifest #1 and answer the questions below

1. What is this document?

2. Do you think this ship carries people or things? Why do you think that?

3. What facts do you learn about the cargo/people from the information on the manifest?

4. If the ship is carrying people, do you think they came willingly? Why or why not?

5. What do you think the column heading "master" means?

Find Manifest #2 and answer the questions below

1. What is this document?

2. Do you think this ship carries people or things? Why do you think that?

3. Why do you think the cargo/people on this ship are coming to Galveston/USA?

4. If the ship is carrying people, do you think they came willingly? Why or why not?

5. What do you think the column heading "class" means?

6. Why do you think "residence" is listed as "on board"?

7. What information do you NOT know about the cargo/people on this ship that you DO know on the passenger manifest?

Find Manifest #3 and answer the questions below

1. What is this document?

2. Do you think this ship carries people or things? Why do you think that?

3. Why do you think the cargo/people on this ship are coming to Galveston/USA?

4. What information is listed on this manifest that is different than the other manifests?

Handout #1 Reading a Ship's Manifest - ANSWER KEY

A ship's manifest is an official inventory used by captains entering a harbor. It lists everything loaded on the ship. Each of these three manifests records the contents of a ship headed to the port of Galveston in the mid-1800s. Can you tell from the column headings what is being transported on each ship?

Find Manifest #1 and answer the questions below
PASSENGER SHIP

1. What is this document?
   A copy of a ship's manifest for a passenger ship.

2. Do you think this ship carries people or things? Why do you think that?
   This ship carries people. The title says *passenger* manifest. Also, the column headings suggest this ship is carrying people.

3. What facts do you learn about the cargo/people from the information on the manifest?
   It lists: date of entry, name of the ship, name of the captain, port the ship sailed from, name, age, gender, occupation, where the passenger came from and where the passenger is going.

4. If the ship is carrying people, do you think they came willingly? Why or why not?
   Willingly. Since this is a passenger ship they probably paid a fee and came willingly on this passenger ship.

5. What do you think the column heading "master" means?
   Person in charge of the ship; the Captain.

Find Manifest #2 and answer the questions below
SLAVE SHIP

1. What is this document?
   A copy of a ship's manifest for a slave ship.

2. Do you think this ship carries people or things? Why do you think that?
   People. The title says slaves. Also, the column headings list names and ages.

3. Why do you think the cargo/people on this ship are coming to Galveston/USA?
   They are slaves. They are going to be sold to work.

4. If the ship is carrying people, do you think they came willingly? Why or why not?
   No. Slaves at this time are considered property and were not able to move freely.

5. What do you think the column heading "class" means?
   Class means the color of their skin. This manifest lists black and mulatto.

6. Why do you think "residence" is listed as "on board"?
   This is where the slaves were kept.

7. What information do you NOT know about the cargo/people on this ship that you DO know on the passenger manifest?
   Last names, and where they are sailing from, where they are going, and their occupations.

Find Manifest #3 and answer the questions below.
CARGO SHIP

1. What is this document?
   A copy of a ship's manifest for a cargo ship.

2. Do you think this ship carries people or things? Why do you think that?
   Things. The column headings suggest this ship is carrying goods.

3. Why do you think the cargo/people on this ship are coming to Galveston/USA?
   Galveston was a commercial as well as a passenger port and luxury items and staples such as rice, coffee, and butter were brought to Galveston to be distributed throughout the state.

4. What information is listed on this manifest that is different than the other manifests?
   This lists packages and money amounts.

DIFFICULT JOURNEYS 1845-1865

Activity #3 Wade In, Wagon Out: Interpreting Immigrant History Through Maps

Suggested Grade Levels Fourth-Eighth

Objectives

- Learn vocabulary (bird's-eye view) associated with historic map making
- Locate features on a bird's-eye view map
- Understand how early immigrants traveled to Texas from Europe, and from the port city of Galveston to their final destinations
- Complete an art project to design a bird's-eye view map of your classroom or neighborhood

Time One to two 55 minute sessions

Preparation

- Copy *Handout #1 First Person Impressions* for each student
- Make a large copy and individual copies for each student of *Handout #2 Bird's-eye View Map of Galveston* for the class
- Copy *Handout #3 Take a Closer Look: Immigrant's Treasure Hunt* for each student
- Have available for each group: colored pencils and markers; 2 large sheets of paper

Introduction

Using the large copy of the full bird's-eye view map, read:
A bird's-eye view tells you how Galveston would have looked to a seagull. Can you name three kinds of boats in this bird's-eye view map? Where did large ships land? How many piers had been built to allow immigrants to reach land without getting wet? What transportation would they take from Galveston to their new homesteads in Texas? Notice the palm trees and the "booming" commercial district.

Would you be excited or disappointed if you were immigrating to Texas from Europe in the 1850s and this was your first view of your new home in "The Golden Land"?

Explain that Texas was a small frontier state in the 1850s when this map of the port city of Galveston was drawn, and that migrants came primarily from Europe, from other Southern and Northern states, as well as some who were forced here as slaves. They arrived by ship, horse, wagon, and on foot.

Lesson

1. Have students read *Handout #1 First Person Impressions* to get a sense of how Galveston was described from a newcomer's point of view.
2. Divide into groups of four students. Distribute copies of bird's-eye map to each student. Have students take a few minutes to look over their map to familiarize themselves.
3. Remind students that bird's-eye maps are primary sources which reflect the attitudes and experiences of the writers. These sources can provide historians with vast amounts of information about the situation at that time. Additionally, they can provide information about the same event from different viewpoints. Give students each a copy of the *Handout #3 Take a Closer Look: Immigrant's Treasure Hunt* and have them answer the questions.
4. Come back together as a class and discuss the point of view of the artist who drew this map. Ask students if they think the artist thought Galveston was "lovely" or "horrible" and what clues from the drawing lead them to think this way.
5. Conclude by dividing the students into two groups. Ask each to create a bird's-eye view map of their school or classroom, using the art materials available. Tell one group that their view is supposed to be a nostalgic, positive view, as if students are wanting to positively attract newcomers to their world. Tell the other group that they are to create maps that are negative and dreary, reflecting their disappointment in the school or classroom that they live in. Debrief by discussing how colors, details, building sizes, and drawing style can affect the impression of a place in a bird's-eye view.

Handout #1 First Person Impressions

"Galveston, like Tyre, is built upon an island in the midst of the sea, and if her people, like the Tyrians of old, continue to be economical, industrious, and enterprising; sincere faithful, and hospitable to strangers… she will become the center of commerce, the resort of all nations, and attain the wealth and power, and it may be…the greatness and glory of the ancient city."

Frederick Benjamin Page, 1845

"Galveston, for Texas a big city, looked to the Europeans like a set-up of paper toys. The houses stood on posts ready to be moved from one place to another."

Emma Altgelt, 1840s

"It is laid out in a regular grid on the eastern end of the very narrow 15 mile long island of the same name, and has broad main streets. The houses, although made of wood, look quite comfortable. The beautiful broadleaf trees along the streets as well as in the gardens, give the city a very pleasant appearance… In general, the surroundings of the city offer a dismal sight. Grass grows in shabby abundance on heaps of shell dust. Several swamps spread evil odors. One sees no wooded sections and reputedly only three trees grew on the island originally."

Wilhelm Steinert, mid-19th century

"From the sea, the appearance of Galveston is that of a fine city of great extent, built close upon the edge of the water; but its glory vanishes gradually in proportion to the nearness of the approach."

Charles Hooton, 1841

"The appearance of Galveston from the Harbour is singularly dreary… In short it looks like a piece of prairie that had quarreled with the main land and dissolved partnership."

Francis C. Sheridan, 1839

"Galveston is the most significant sea and trade town in Texas. One must, however, not consider it as a town we imagine, as it only came into existence a few years ago."

Letter of Alois Russer, May 13, 1845

Handout #2 Bird's-eye View Map of Galveston

Ansicht von Galveston
Hand-colored lithograph by Johann Anton Williard, after C.O. Bahr, ca. 1855
Courtesy I.N. Phelps Stokes Collection, Miriam and Ira D. Wallach Division of Art, Prints, and Photographs, The New York Public Library, Astor Lenox and Tilden Foundation, New York City, New York

Handout #3 Take a Closer Look: Immigrant's Treasure Hunt

Study your Bird's-Eye View map of Galveston to find the answers to the following questions about how this city might have looked through an immigrant's eyes at a particular time in the city's history as a port of entry to the United States.

City _____ Year _____

Transportation for Immigrants:

Based on this map, what kind of transportation brought newcomers to Galveston?

_____

How many boats do you see? _____

Take a closer look: Look at the bottom section of the map. Now how many boats do you see? _____

Describe the boats. What kind of boats are they? _____

_____

_____

Did immigrants travel by railroads? Yes No

How else could you travel around Galveston?

_____

_____

Resources for Immigrants:

About how tall was the tallest building in Galveston (stories)? _____

Do you think there was a hotel for immigrants to stay when they arrived? Yes No

Were there any churches? Yes No
If so, how many different churches do you see? _____

Immigrant First Impression: What do you think an immigrant's first impression of Galveston would be, after looking at this map? Remember that you would be a traveler back in the mid-1800s.

DIFFICULT JOURNEYS 1845-1865

Activity #4 An Immigrant's Journey: Comic Strip

Suggested Grade Levels Fourth-Eighth

Objectives

- Understand that immigrants face difficult journeys even today
- Develop oral history research skills and active learning
- Represent an immigrant's story through a comic strip illustration

Time Five one-hour sessions

Preparation

- Read *Section Introduction, Difficult Journeys 1845-1865,* and *Conducting an Oral History* in the appendix, section D
- Copy Handouts:
  - *#1 Reflection*
  - *#2 Interview 4-8 Grades*
  - *#3 Sample Comic Strip*
  - *#4 Comic Strip Template*
- Gather materials: world map, choose a book about a contemporary immigrant (see *Resources*), samples of newspaper comics, colored pencils, magnetic paper or cardstock
- Research "Simon Says" commands in a different language (unknown to your students)

Introduction

1. Explain that students will come to understand that immigrants face difficult journeys even today. They will interview a contemporary immigrant about their journey and tell their story by illustrating a comic strip.
2. Invite an immigrant community member to share their story of immigrating to the United States. Encourage the students to ask questions, and your guest to tell stories about:
   - why they decided to immigrate
   - what transportation they took
   - what the journey was like
   - the hardest things about immigrating
   - any memorable stories about learning a new way of life

Lesson

1. Read the book about immigration and de-brief about the reasons why those characters immigrated. Have students fill out *Handout #1 Reflection*.
2. Play this Simon Says activity with a twist in order to understand the difficulties of learning a new language in a new place.
   - Begin by playing a few conventional games of Simon Says
   - Then, start to use command phrases in a different language
   - After many unsuccessful tries, use a few gestures
   - Debrief by asking, "How did it feel not to understand the language? How do you think it feels to be in that situation all the time? If an immigrant does not speak English, are they any less intelligent?"

3. Explain that students will conduct an interview with an immigrant community member.
   - Give students ten minutes to write down questions about moving to a new place (new country, city, or school)
   - Students pair up, practice interviewing each other, and take notes
   - Review *Handout #2 Interview 4-8 Grades* and have students add more questions
   - After class, students will interview an immigrant community or family member about their immigration experiences using *Handout #2 Interview 4-8 Grades*
4. Explain that there are other ways of telling stories—people write books, make movies, and also illustrate their stories through comics.
   - Show the sample comic strip to the students: *Handout #3 Sample Comic Strip*
   - Using *Handout #4 Comic Strip Template*, students will illustrate a comic strip based on the interview they conducted with a community member

Debrief

Ask a few students to share their interview stories. Students can pinpoint where the immigrant community or family member is from, what route they took to the United States (using the World Map), the difficulties of living in a new country, and any other stories that they collected during the interview. Encourage other students to ask questions and to compare experiences of the past with those of the present.

Extensions

Students can create a number of drafts of their comic strip before their final project is complete. Have students print or glue the final comic strip on some magnetic paper (which will stick to whiteboards and refrigerators) or on cardstock. For a class of students, display an exhibit or compile a comic book full of stories.

Handout #1 Reflection

People have come from all over the world to live and work in the United States. Immigrants are people who move from one country to another. Immigrants have come from Europe, Latin America, Asia, Africa, and other regions of the world. Draw or write:

1. Why do you think people leave their homes and move to another country?

2. What do you think is the hardest thing about moving to a new country?

3. If a new student moved into your classroom or neighborhood from another country, what would you say or do to make the newcomer feel welcome?

Handout #2 Interview 4-8 Grades

Student Name _____

I interviewed _____
Remember, you can write or draw their answers!

Where is your family from? What did it look like?

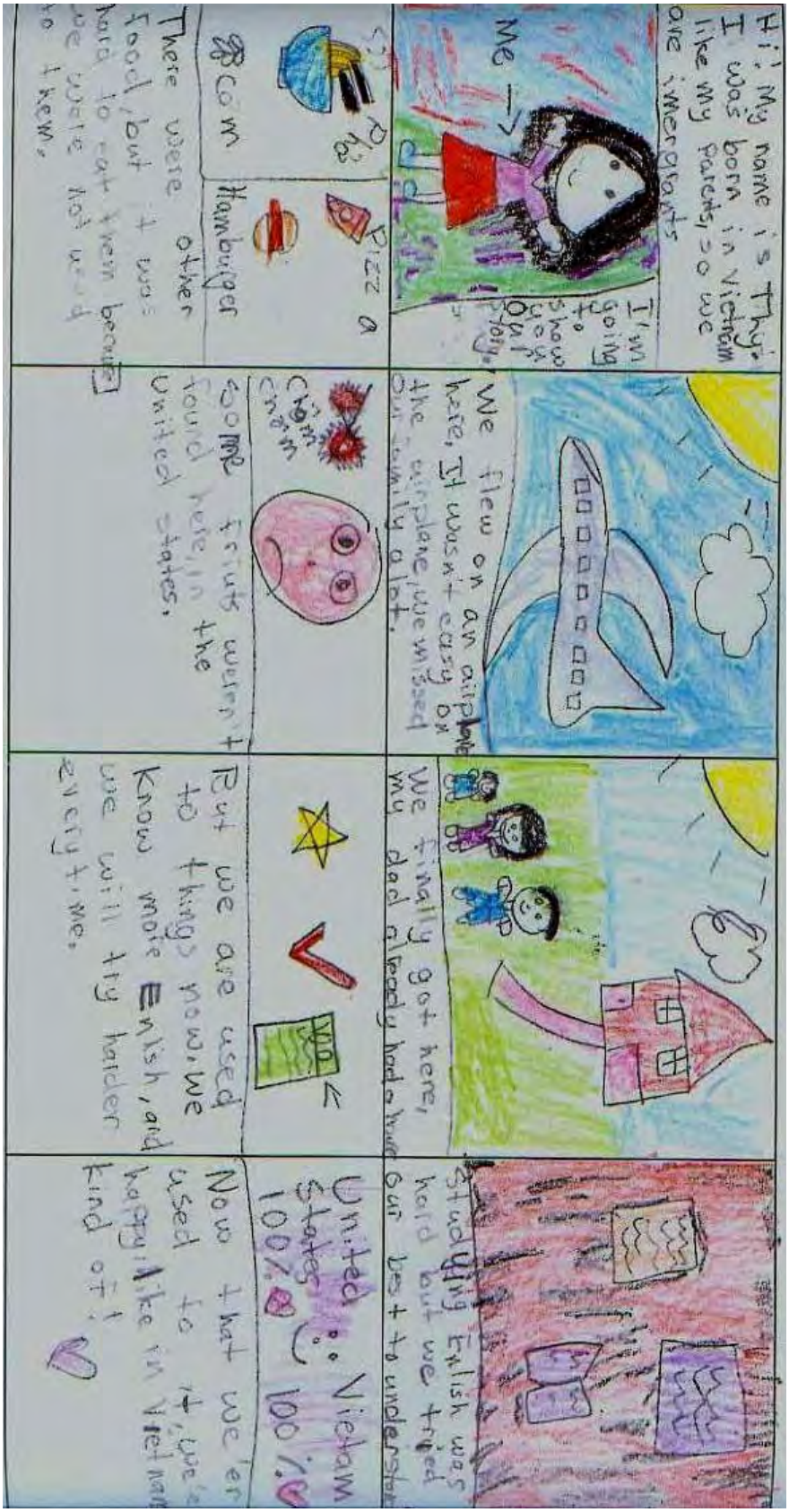
Why did you or your family immigrate to the United States?

What was the journey like? What transportation did you take? Were there any problems?

What has been most difficult about living in the United States? What has been the easiest?

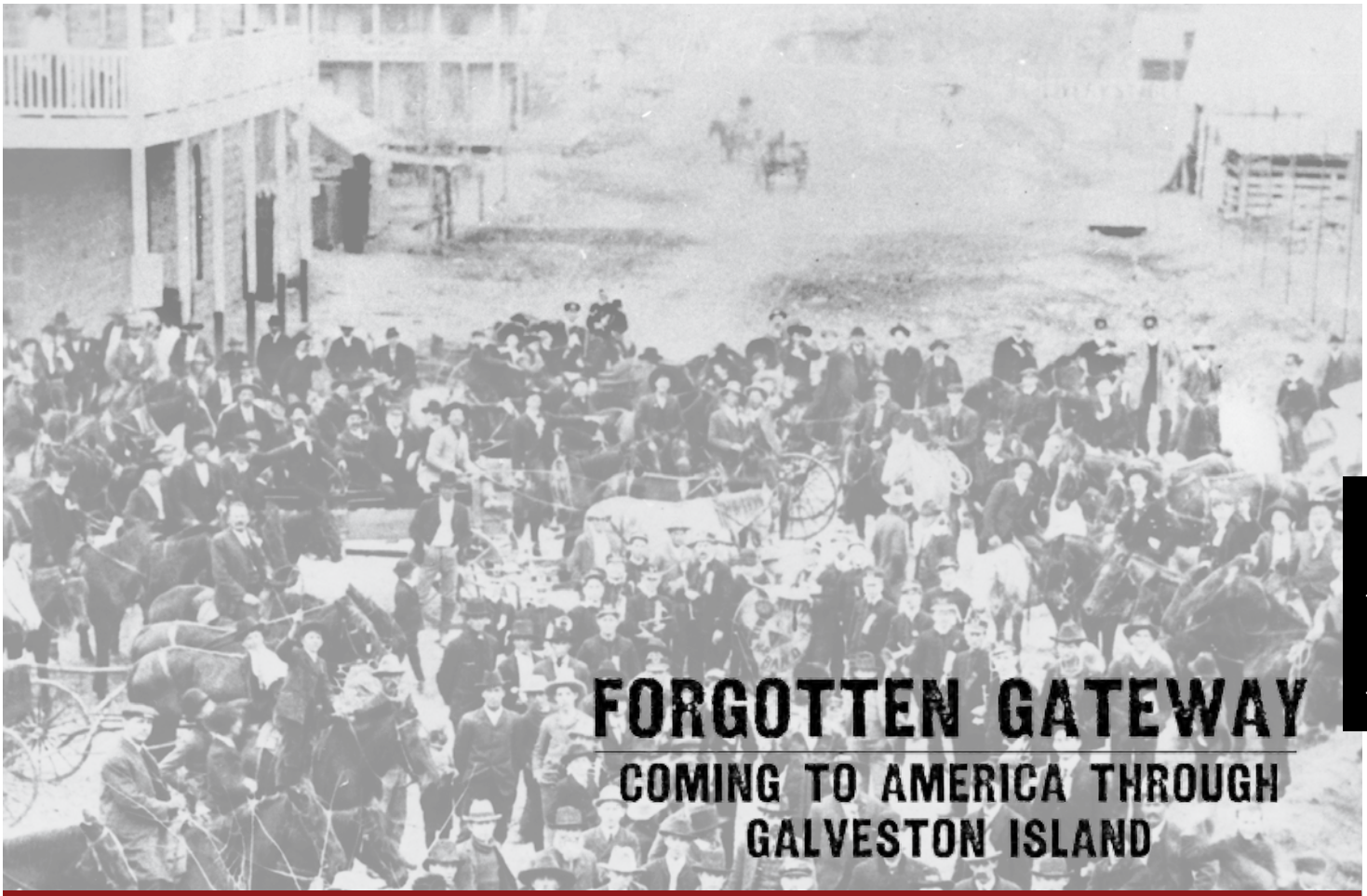
Add your own questions on the back of this page.

Handout #3 Sample Comic Strip



Courtesy Walnut Creek Elementary School, Vietnamese Program, Austin, Texas

Handout #4 Comic Strip Template



FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH GALVESTON ISLAND

Immigration is Big Business (1865-1900)

1. How to Read Artifacts: Come to Texas!
2. How to Read Primary Documents: The Chinese-Texan Experiment
3. How to Interpret History Through Maps: Galveston: Gateway on the Gulf
4. How to Engage Your Community: Work Brought Me Here Accordion Book

IMMIGRATION IS BIG BUSINESS 1865-1900

Section Introduction

"If not for yourselves, for your children, Come to Texas!" Promotional Brochure 1860s

In the second half of the 1800s, Texas was no longer a wild frontier; it was a well promoted product to be sold…and immigrants were its best customers. Land was plentiful; fares were cheap; jobs were easy to come by, and railroad barons linked forces with steamship companies to whisk immigrants straight to new homes in paradise. Immigration was Big Business in Texas, and everyone from the dockworker to the governor pulled strings to make it happen. Primary documents are your clues to the behind-the-scenes stories of the wheeling and dealing that went on throughout the state—not just individual passions for freedom, security, and prosperity—to motivate over a million newcomers to come to Texas at this time.

Immigrant Exposition in Brady, Texas, ca. 1904
Courtesy UTSA's Institute of Texan Cultures, 078-0369, San Antonio, Texas; Courtesy Wayne Spiller

Image on previous page: same as above

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #1 Come to Texas! Promotional Literature

Suggested Grade Levels Fourth-Ninth

Objectives

- Learn the roles businesses played in bringing immigrants to Texas
- Reinforce that multiple types of businesses had an interest in bringing immigrants to Texas and businesses sometimes worked together to accomplish that goal
- Learn that one of the forces behind bringing immigrants was to replace slave labor
- Learn how to read primary documents and understand the relatioinship between business and immigration

Time 55 minutes

Preparation

- Make a class set of the Introduction
- Make a transparency of the *Introduction Discussion Questions*
- Make one set of copies per group of *Handout #1 Cause and Effect Cartoon Chart*
- Make one set of copies per group of *Handout #2 Promotional Literature*
- Make one copy per student of *Handout #3 Analyzing Promotional Literature*

Lesson

1. Introduce the term "stakeholder" (see glossary in Appendix).
2. Read the Introduction together as a class; then answer the *Introduction Discussion Questions*.
3. Divide the students into groups of three.
4. Give to each group *Handout #1 Cause and Effect Cartoon Chart*. List all the stakeholders involved in the business of bringing immigrants to Galveston.
5. Hand out the sets of copies of *Handout #2 Promotional Literature* examples.
6. Give each student a copy of *Handout #3 Analyzing Promotional Literature* to complete.
7. Go over their answers together as a whole class.
8. Reinforce who the stakeholders were, the reasons why businesses were attracting immigrants to Texas, and the political reasons Texas needed immigrants.
9. Next, have students discuss who is in the businesses of bringing immigrants to Texas today. Ask: Who are the stakeholders today?
10. After the discussion, as a class or individually, create a cause and effect chart (see *Handout #1 Cause and Effect Cartoon Chart* for example).

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #1 Come to Texas! Promotional Literature

Introduction

After the Civil War, European immigration was largely fueled by the desire of plantation and business owners to have a low-wage workforce to replace the freed African Americans. Texas was no longer a wild frontier; it was a well promoted product to be sold…and immigrants were its best customers. Land was plentiful; fares were cheap; jobs were easy to come by, and railroad barons linked forces with steamship companies to whisk immigrants straight to new homes in paradise. Immigration was Big Business in Texas, and everyone from the dockworker to the governor pulled strings to make it happen. Look behind the scenes to uncover the larger political and economic forces—not just individual passions for freedom, security, and prosperity—that motivated immigration.

Railroad companies were one set of stakeholders that had a significant financial interest in enticing immigrants to come to Texas. Not only was the immigrant likely to buy a railroad ticket, he or she might also buy some of the 32 million acres the railroads had originally been granted by the state to build their rail lines. Railroads even provided free lodging for immigrant families while they searched for real estate opportunities along the railroad lines. Promotional materials targeted audiences both at home and in Europe. Brochures were frequently published in as many as a half dozen languages, as witness the Swedish brochure of the H&TC railroad (*Handout #2 Promotional Literature #2*). Promotional agents such as William Kingsbury went to Europe to advertise the glories of Texas. Kingsbury's hand-illustrated pamphlet promoted cheap land in southwestern and mid-Texas, an area he called the "garden spot of the State." This was the area served by the Galveston, Harrisburg, and San Antonio Railroad, which ran 265 miles west and southwest, out of Galveston.

People needed encouragement to move to Texas instead of other states. So, Texas sent out legions of words—words in pamphlets, words in newspapers, words in advertisements, words offered by encouraging recruiters. Like any product, Texas was sold on its features: it offered cheap real estate; it was an easy place for businesses and farmers to get started; and it had convenient transportation. With unbounded optimism, promoters called people to "Come to Texas." Along with the words, promoters drew on a visual vocabulary of signs and symbols iconic to Texas and America. *The Texas New Yorker*, a newspaper published by Texans in New York, used the Lone Star to promote Texas. The Commercial Secretaries Association, representing business, advertised to the rest of the world using Uncle Sam as a spokesperson. The Five Million Club, a private group, aimed to help Texas reach a total population of five million by 1910 to increase Texas representation in Congress. Did words work? The fact is that between 1860 and 1920 Texas's population increased by four million, or 672 percent, more than any other Southern or Midwestern state.

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #1 Come to Texas! Promotional Literature

Introduction-Discussion Questions

Why did Texas want people to come to their state?

Why did businesses in Texas want to attract immigrants?

What kind of immigrants did Texans want?

What ethnicities were most wanted? Why?

How do you think previous immigrants felt about the large numbers of new arrivals?

Handout #1 Cause and Effect Cartoon Chart

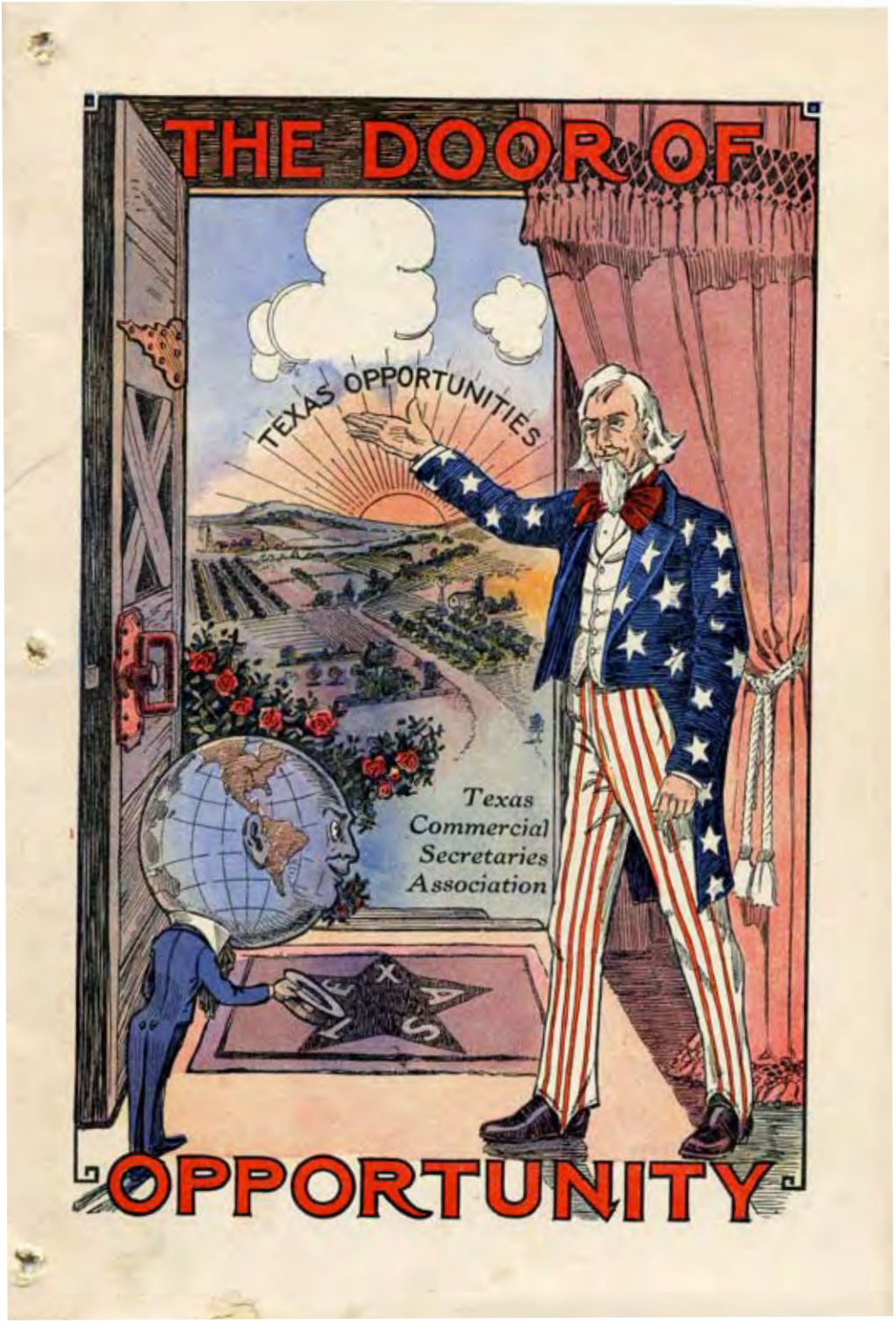
AFTER THE CIVIL WAR, THE STATE OF TEXAS WANTED THE "RIGHT KIND OF IMMIGRANTS" TO POPULATE TEXAS.

Lady Liberty (A) propels promoters (B) with words of welcome to head to Europe (C) to jumpstart folks (D) to hop aboard ships (E) to sail to Galveston where shipping magnates make deals with railroad companies (F) to transport the newcomers on tracks built by immigrants (G) to railhead towns built by developers (H) and financed by railroad companies on land given by the State of Texas, for the "right kind of immigrants" (I) to find good jobs and settle into their new "home sweet home" (J) in Texas.

Texas Wants You
Illustration by Barbara Whitehead, Austin, Texas

Handout #2 Promotional Literature

#1 The Door of Opportunity



The Door of Opportunity
Texas Commercial Secretaries Association, ca. 1910
Courtesy The Dolph Briscoe Center for American History,
The University of Texas at Austin

Handout #2 Promotional Literature

#2 Texas: The Best Land for the Emigrant

STORSTATEN TEXAS

TRÄCKER sig från den 26:te till den 36:te norra breddgraden och ligger emellan den 94:e och 107:e meridianen vester om Greenwich. Det begränsas i norr af Nya Mexico och Indian-området, i öster af området, Louisiana och Mexikanska viken, i söder ns vik och republiken Mexiko och i vester af den- k och Nya Mexiko. Enligt 1880 års folkräk- befolkningen då 1,592,598; den var 1870 blott och 1860 endast 604,215.

förmåga att vidmakthålla en stor befolkning.

r är den amerikanska unionens största stat, omfat- 274,356 qvadratmil, en yta 30,000 qvadratmil större New-England-staterna, Mellanstaterna, Maryland a staterna Virginia, samt större än hela Tyskland, e eller Frankrike. Det är deladt i 227 counties, a 11 äro belägna invid Mexikanska viken och 11 ojen Rio Grande, som skiljer Texas från republi- xiko.

nde med ett jemnt kustland, fullkomligt stenfritt, g landet gradvis till den norra gränsen. Jordmå- natum för att vara den bördigaste i hela den kända . Dess s. k. "bottom".land öfverträffar hvilket ers helst ännu upptäckt å vår glob. Texas har u den största mångfald af jordmåner. I de södra lvestra delarna består marken af svart lerjord, sär- nplig för socker och bomullsodling, ehuru bom- tifves förträffligt å slättlandet. Prärierna kaffe- mark frambringar utmärkta skördar af hvete, ajs och havre m. m., medan 4 a 5 millioner boskap föda året om å de rika gräsvallarna. Östra och a delarna hafva goda skogar af ask, Bois d'arc, ek, cypress, valnöt och furu af de slag som finnas vester om Mississippi-floden. Medeltemperaturen för året är 60 grader, varierande från 45 i vintern till 90 i sommaren, ett klimat, som kan jemföras endast med Italiens.

Öfver ¾ af detta ofantliga landområde låter utveckla sig i agrikulturiskt hänseende till den högsta grad. Det är ett rike som kan vidmakthålla animaliskt lif till en otänk- bar vidd. Dess naturliga tillgångar äro oberäkneliga. Texas har ärft alla elementer, som fordras för materiel och politisk storhet. Hvad som fordras är folk. För att rätt fatta statens kapacitet behöfva vi endast anställa jem- förelser emellan den och några af de äldre europeiska ri- kena.

Näst Texas i vidd kommer Österrike, omfattande 240,- 943 qvadratmil, eller 33,416 mil mindre än Texas, som är Indianas omfång. Österrike närer ändå enligt senaste beräkningar en befolkning om 35,904,535 själar.

Tyska riket kommer näst i ordningen med 212,091 qva- dratmil eller 62,365 mil mindre än Texas, som är ungefär Missouris vidd. På dessa 212,091 qvadratmil lefva och röra sig 41,058,139 menniskor.

Sedan Frankrike, hvars areal är 204,091 qvadratmil — 70,265 mil mindre än Texas, New-England staternas stor- lek. På samma mark hållas 36,905,788 individer vid lif.

Storbrittanien och Irland mäta 120,879 qvadratmil, som icke är mer än hälften af Texas, oaktadt hvilket det 1871 födde och klädde 31,817,108 personer och ehuru så litet i omfång, har det ändå sedan sekler tillbaka varit en af Eu- ropas ledande politiska makter, och dess besittningar i Europa, Asien, Amerika, Afrika och Australien uppgå till 8,811,000 qvadratmil, med en befolkning af 240,700,000.

(1)

1176vi

The Best Land for the Emigrant
Issued by the Houston & Texas Central Railway Company, ca. 1880
Courtesy The Dolph Briscoe Center for American History,
The University of Texas at Austin

Handout #2 Promotional Literature

#3 Hamburg-Antwerpen nach Galveston, Texas & vice versa

Hamburg-Antwerpen nach Galveston, Texas & vice versa advertising poster
Hamburg, ca. 1900
Courtesy Anonymous

Handout #3 Analyzing Promotional Literature

Look at the three promotional materials and then answer the questions below.

	Door of Opportunity	Texas: The Best Land for the Emigrant	Hamburg-Antwerpen nach Galveston, Texas & vice versa
A. What is this document?			
B. What business published the pamphlet?			
C. Who is the targeted audience?			
D. What is being advertised (land; jobs; homes; fares)?			
E. Which image on the Cause and Effect Cartoon Chart does this promotional material refer to?			

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #2 The Chinese Texan Experiment: What Kind of Immigrants Does Texas Want?

Suggested Grade Levels Eighth-Twelfth

Objectives

- Understand the relationship between the business of building railroads and the presence of Chinese in Texas in the late 1800s
- Explore the difference in perspective that can result in how we view ourselves and how others view us
- Examine the idea of negative stereotypes and their relationship to race, nationality, gender, and other aspects of our identity
- Understand how stereotypes of specific groups of people (how others view a group) can foster mistreatment, exploitation, or exclusion of people who are members of that group

Time 1 hour

Preparation

- Copy a class set of *Handout #1 Excerpt from* *Asian Texans: Our Stories and Our Lives* *by Irwin A. Tang*
- Copy and laminate, if possible, *Handout #2 Primary Documents* (set 1 and 2):

Set 1
- Joe Lung Oral History Account of his grandfather, Joe Lung
- Joe and Dora Lung Family Photo
- Photo of Sam Lung in front of store

Set 2
- Sketch in *Harper's Weekly*: Chinese Coolies Crossing the Missouri River on Route to Texas
- 1870 Newspaper Article of Chinese Arriving in Texas to build railroads
- Anti-Chinese Immigration Cartoon

- Copy one for each student, *Handout #3 Perspective is Everything*

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #2 The Chinese Texan Experiment: What Kind of Immigrants Does Texas Want?

Introduction

"Our grandfather came to Texas in the early 1880s to work for the railroads… and we've been here ever since." Joe Lung and Meiling Lung Newman

Railroads needed workers—surveyors, construction workers, maintenance workers, and service workers. Like most businesses after the Civil War, railroad companies sought new labor from outside the state to replace the freed black labor force they considered less-than-desirable. Influential businessmen lobbied to bring Chinese workers to Texas. Local newspapers called it, "The Chinese Experiment." In November 1869, the H&TC Railroad Company hired 250 pioneer Chinese immigrants to construct rails from Galveston to East Texas. Chinese immigrants had recently completed the first transcontinental railroad and were known to be among the world's best railroad builders. The workers left San Francisco on December 19, 1869. Their train stopped in Council Bluffs, Iowa, where the Chinese Americans crossed the frozen Missouri River by walking on wooden planks across the cracked ice, as depicted in a *Harper's Weekly* illustration shown in the second set of documents in this activity.

Lesson

1. Read the introduction to the class
2. Pass out and read *Handout #1 Excerpt from Asian Texans: Our Histories and Our Lives by Irwin A. Tang.*
3. Divide the group in half and arrange their desks in two circles. Give each group *Handout #2 Primary Documents* (set 1 OR 2) and *Handout #3 Perspective is Everything.*
4. Have the group examine and discuss each document in the set, and fill out *Handout #3 Perspective is Everything.*
5. Bring the group back together to share their two distinct "stories" of the Chinese in Texas and discuss how these stories differ based on who is doing the telling. What were some of the different ways in which the Chinese railroad workers and their families were viewed in the two sets of documents? How were these differences related to point of view—i.e, how we view ourselves and how others view us? What were the negative messages about the Chinese and which set of documents forwarded these messages? Which would you consider negative stereotypes of the Chinese in Texas? What was the result, historically, of these stereotypes of the Chinese in our nation?
6. For homework, have students research the Chinese Exclusion Act of 1882 and its impact on immigration and immigration law for the next three decades.

Extension

- For another activity on immigration law at a later time period, see the next segment in this guide, *The Rules Have Changed, Section 1: The Literacy Act of 1917.*

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #2 The Chinese Texan Experiment: What Kind of Immigrants Does Texas Want?

Handout #1 Excerpt from *Asian Texans: Our Histories and Our Lives*

By Irwin A. Tang

Galveston, Texas, January 10, 1870. About 250 Chinese Americans and Chinese immigrants stepped off a train. Almost all of the group were men aged 25-30. Most had been born in the Guangdong province of southern China. Just a few in the group were young boys, and a few were men over forty. Only one was a woman.

The Chinese American men of the group had recently helped complete the first transcontinental railroad of the United States, the Central Pacific Railroad. Some of the best railroad builders in the world, they helped complete the transcontinental railroad seven years ahead of schedule. For three years, they built track through the solid granite of the Sierra Nevada Mountains. At one point, they struck for better pay and better working conditions, and Central Pacific rail executive Charles Crocker cut off their food supply and threatened to replace them. They still won a two-dollar a day raise. About 1,200 of the 11,000 Chinese workers died building the Central Pacific from avalanches, dynamite blasts, and the elements. The Chinese American men who arrived in Texas on January 10, 1870 were among the hardened survivors, some of the toughest men America had ever known.

They needed work. In May 1869, they had finished building the final mile of the first transcontinental railroad of the United States, uniting the nation by rail and allowing for the speedy settlement of the West. Having finished their work, they lost their jobs. Thousands of them returned to San Francisco where they had originally landed on American soil. In November 1869, labor contractor Chew-Ah-Heung of San Francisco negotiated for a group of these Chinese American laborers a contract with John G. Walker, an agent of the Houston and Texas Central (H&TC) Railroad, Texas's second railroad and one of its most important commercial lines. Construction had begun in 1853 at Houston's Buffalo Bayou on the Gulf coast. By January 1870, the railroad ran north through the cotton plantations of the Brazos River Valley. The H&TC railroad allowed for the efficient shipment of raw cotton to port. The Chinese Americans were to extend the railhead further north in rural northeast Texas, from Bremond to Corsicana.

The labor contract Chew negotiated with Walker committed the Chinese American rail builders to three years of work on the H&TC at 20 dollars of silver coin per month, which consisted of 26 working days. Chew himself would serve as the group's leader and interpreter for $100 gold per month. These 250 or so men found the pay enough for them to live and work in the unknown territory of Texas, where very few Chinese had ever visited. While there had not been any anti-Chinese riots in Texas, as there had been in California, there had been discussions that the Chinese could be the new slaves of the South. The 250 or so Chinese American workers left San Francisco on December 19, 1869 by rail. The train stopped in Council Bluffs, Iowa where the Chinese Americans crossed the frozen Missouri River by walking on wooden planks laid across the cracked ice.

They arrived at St. Louis on December 30, via the North Missouri rail line. From there, they took the steamship *Mississippi* down the Mississippi River. They stopped in Memphis, Tennessee for a day and then steamed down to New Orleans… The migration of these 250 Chinese Americans to Texas may have doubled the Chinese American population of the American South. Only 217 Chinese lived in the entire South in 1870, with 25 of them residing in Texas. These 250 Chinese American workers were pioneer immigrants, representing the first large group of Chinese American workers to migrate eastward from the West Coast. Thousands followed their lead in the subsequent months and years, establishing the first Chinese American communities throughout the East, South, and Midwest.

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[i] Peabody, Etta B., "Efforts of the South to Import Chinese Coolies, 1865-1870," (M.A. Thesis, Baylor University, 1967), pp. 57-65, citing *Houston Telegraph*, 1/13/1870.

[ii] *Harper's Weekly*, "Coolies for Texas," 1/22/1870, p. 53; Steiner, Stan, *Fusang: The Chinese Who Built America: The Chinese Railroad Men* (New York: Harper & Row, 1979); Ward, Geoffrey C. and Dayton Duncan, *The West* (New York: Back Bay, 1999), pp. 230-233.

[iii] Peabody, 57-65; McCarver, Norman L. and Norman L. McCarver, Jr., *Hearne on the Brazos* (San Antonio, Texas: Century Press of Texas, 1958); Rhoads, Edward J.M., "The Chinese in Texas," *The Southwestern Historical Quarterly* 81 (July 1977).

[iv] Rhoads, p. 3; *St. Louis Republican*, 12/29/1870, reprinted in *Houston Telegraph* 1/6/1870 as "The Coming Chinaman"; *Harper's Weekly* 1/22/1870; *Galveston Tri-Weekly News*, 1/7/1870; Peabody, 57-65.

[v] See Peabody for population figures.

Handout #2 Primary Documents (set 1)

Oral History: Joe Lung

"My name is Joe Lung. This is my sister, Meiling Lung Newman. Our grandfather came to Texas in the early 1880s to work for the railroads here in Texas. In those days, railroad was king and it started here in Galveston and spread throughout the state. And he was here to work on a stretch of track between Hutto and Taylor for the Houston and Pacific Railroad. The work lasted a little over a year. When the work was completed, the railroad workers went back to California where they came from, but my grandfather stayed here. He saw that Texas was gonna be the place to be and we've been here ever since."

Brother and sister, Joe Lung and Meiling Lung Newman
Courtesy the Bob Bullock Texas State History Museum, Austin, Texas

Handout #2 Primary Documents (set 1)

Joe and Dora Lung
Courtesy the Lung Family, Austin, Texas

Handout #2 Primary Documents (set 1)

Sam Lung and his wife in front of their restaurant, Joe Lung Cafe
Courtesy the Lung Family, Austin, Texas

Handout #2 Primary Documents (set 2)

Chinese Railroad Workers Crossing Frozen Missouri River on their way to Texas
Harper's Weekly, January 22, 1870
Courtesy UTSA's Institute of Texan Cultures, 068-2989, San Antonio, Texas

Our Celestials.

We copy the following account of the Chinese from the Galveston News. They went through Houston so rapidly we had but a poor opportunity to interview them :

Considering the length of time those who passed through yesterday had been cooped up on the deck of a vessel, they were much cleaner and neater in their clothing and persons than could have been expected. Though small in stature they were robustly formed, and from the ease with which they handled heavy packages of plunder they are both strong and active.

The general dress was a blue cotton blouse and pantaloons of the same material but of more ample dimensions than a fashionable gent would like to be incased in. Their shoes were made after the fashion of a canoe, turning up sharply at the toes, and their hats resembled inverted washbowls. A number of them, however, wore boots and loose overcoats, and all appeared to be comfortably clad. Each man was provided with a bed and mat, bowl, and the inevitable chop-sticks. Their language seemed harsh, and appeared to consist entirely of short words. If they saw anything new or unexpected in Galveston they did not manifest it by word or sign, neither did they appear conscious of being the centre of attraction for crowds of strange people.

Description of Arrival of Chinese in Galveston
Houston Evening Telegraph, January 12, 1870
Courtesy The Dolph Briscoe Center for American History,
The University of Texas at Austin

Handout #2 Primary Documents (set 2)

How John May Dodge the Exclusion Act
Cartoon in *Puck* Magazine, ca. 1905
Courtesy The Library of Congress, LC-USZC2-1036, Washington, DC

Handout #3 Perspective is Everything

Answer the following questions based on the set of primary document handouts that your group receives.

1. Check the general categories or kinds of documents that are represented in your set.

   ❑ Oral History Transcript
   ❑ Newspaper Article
   ❑ Studio Portrait of Individuals
   ❑ Family Photograph
   ❑ Published Drawing of Historic Scene
   ❑ Editorial Cartoon

2. Do these documents "paint a picture" of the ways the Chinese railroad workers or their families saw themselves or how others viewed them? Describe.

3. Describe the clothing worn by the Chinese in your photographs. Does it match your "stereotype" of what the Chinese looked like in the nineteenth or early twentieth centuries? Why or why not?

4. Do your documents tell the story of a particular Chinese person or family, or the "group" as a whole? Describe.

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #2 The Chinese Texan Experiment: What Kind of Immigrants Does Texas Want?

5. What descriptive words would you say fit the point of view of the person or persons telling the story, taking the picture, or drawing the cartoon? (circle all that apply)

Pride	Love	Curiosity
Dignity	Disdain	Superiority
Dislike	Disgust	

6. What do you think is the general attitude toward the Chinese immigrant expressed in your set of documents? Do you think the "authors" of these documents would refer to the Chinese railroad workers as "an experiment" or not? What would they mean by that? Why or why not?

7. Stereotypes are negative messages about specific groups of people that can foster mistreatment of people and grant a whole system of privileges to one sector of the population at the expense of the other. Do you think the documents in your set represent a stereotype of the Chinese railroad workers in Texas? Why or why not? What does stereotyping have to do with who is doing the representing?

8. Where do you think these documents are located today? What does this tell you about the different ways that history is saved, told, or remembered?

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #3 Galveston: Gateway on the Gulf: Interpreting Immigrant History through Maps

Suggested Grade Levels Fourth-Eighth

Objectives

- Learn vocabulary (bird's-eye view) associated with historic map making
- Locate features on a bird's-eye view map
- Understand how immigrants in the late 1800s traveled to Texas from Europe, and from the port city of Galveston to their final destinations
- Understand the key role railroads played in the development of Texas
- Compare and contrast key immigrant landmarks from the gateway of Galveston over time

Time 55 minutes

Preparation

- Copy *Handout #1-Bird's-Eye View Maps* as a class set
- Copy *Handout #2 Compare and Contrast Bird's-Eye View Map Chart* for each student
- Print one copy of the full bird's-eye view map from 1888 as a transparency

Introduction

A bird's-eye view tells you how Galveston would have looked to a seagull. This hand-drawn bird's-eye map of Galveston from 1888 shows lots of changes from earlier maps. Look for clues about the immigrant's experience. Piers are closer to land and much more substantial. How was railroad cargo carried away from ships? Do you think immigrants could take the same means of transportation? Look at the pictures of major Galveston businesses. How were these related to Galveston's port-related commerce?

Would you be excited or disappointed if you were immigrating to Texas from Europe in the 1880s and this was your first view of your new home in "The Golden Land"? How do you think this bird's-eye view of Galveston's port would compare to one of New York City?

Lesson

1. Divide the students into small groups of three or four.
2. Read the introduction. Explain that Texas grew from a small frontier state in the 1850s when the first map of the port city of Galveston was drawn, to a thriving metropolis—the biggest city in Texas—at the time of the second map in 1888. Some of the most significant changes for immigrants were the modes of transportation available to them both from Europe, from which they emigrated, and inland, to their final destinations. Have them pay special attention to the kinds of resources that would be available to immigrants by the late 1800s that might not have been available earlier on.

3. Distribute copies of *Handout #1 Bird's-Eye View Maps*. Have students take a few minutes to familiarize themselves with the maps. Remind students that bird's-eye view maps are primary sources which reflect the attitudes and experiences of the writers. These sources can provide historians with vast amounts of information about the situation at that time. Additionally, they can provide information about the same event from different viewpoints.
4. Give students each a copy of the *Handout #2 Compare and Contrast Bird's-Eye View Map Chart* to complete. While in small groups, ask the students to analyze the changes in Galveston over a 30 year period as illustrated in the two bird's-eye view maps of Galveston in 1855 and 1888.
5. Come back together as a class and discuss the point of view of the artist who drew this map. Ask students if they think the artist thought Galveston was "lovely" or "horrible" and what clues from the drawing lead them to think this way.

Handout #1 Bird's-Eye View Maps

Bird's-Eye View of Galveston, Texas, ca. 1888
Courtesy Library of Congress, LC-USZ62-68830, Washington, DC

Handout #1 Bird's-Eye View Maps

Ansicht von Galveston
Hand-colored lithograph by Johann Anton Williard, after C.O. Bahr, ca. 1855
Courtesy I.N. Phelps Stokes Collection, Miriam and Ira D. Wallach Division of Art, Prints, and Photographs, The New York Public Library, Astor Lenox and Tilden Foundation, New York City, New York

Handout #2 Compare and Contrast Bird's-Eye View Map Chart

Compare and contrast the bird's-eye view maps of Galveston, Texas from 1855 and 1888 to complete the following chart. Write down all of the immigration-related landmarks or features you can find from either map and then fill in whether or not the landmark can be found in each. Examples of immigration-related landmarks/features include: railroad stations or tracks, hotels, custom house, piers, sailing vessels, churches, steamships, courthouse, quarantine station, wagons, etc.

LANDMARK	1855 Bird's-Eye View	1888 Bird's-Eye View

List three changes you notice in the growth of Galveston as a port of entry between 1855 and 1888.

1._____

2._____

3._____

Make one summarizing statement about how Galveston as an immigrant gateway has changed from the mid to the late 1800s using evidence from your bird's-eye view map chart.

_____

_____

_____

_____

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #4 Work Brought Me Here Accordion Book: Immigration Today

Suggested Grade Levels Sixth-Twelfth

Objectives

- Understand that immigration is still big business today
- Develop oral history research skills and active learning
- Represent an immigrant's story by creating an accordion book

Time Four one-hour sessions

Preparation

- Read Section Introduction *Immigration is Big Business 1865-1900* and *Conducting an Oral History* Appendix, section D
- Copy, one per student, *Handout #1 Immigration is Big Business Illustration and Activity, Handout #2 Immigration is Big Business Interview Questions* and from the Appendix, section D: *You are the Oral Historian!* and *Oral History Release Form*
- Gather materials: White butcher paper, art supplies (glue, scissors, tape, colored pencils), scanner and printer (optional)

Introduction

1. Explain that students will conduct a series of interviews with an immigrant worker or business owner to get a personal perspective of their experience and create an accordion book of quotes, photographs, and letters based on these interviews.
2. Invite an immigrant community member to share their story of immigrating to the United States. Encourage the students to ask questions and your guest to tell stories about:
   - Why they decided to immigrate
   - Who helped them find a job and how when they arrived
   - What companies or industries they have worked in

Lesson

1. Explain that many stakeholders worked together to recruit immigrants to Texas in the past (see Activity #1 Come to Texas! in this section for pre-lesson).
   - Distribute *Handout #1 Immigration is Big Business Illustration and Activity*
   - As a class, "decode" the various stakeholders in the illustration in *Handout #1*
   - Students will complete the rest of the handout individually
   - Create a list on the board to compare and contrast contemporary and historical industries and stakeholders

2. Explain that students will conduct at least two interviews with an immigrant worker or business owner.
   - Distribute *Handout #2 Immigration is Big Business Interview Questions*. Give students 10 minutes to write down questions that would be pertinent to ask about immigration and work (how they were recruited, who helped them find a job, etc.)
   - As a class, share additional questions to add to *#2 Immigration is Big Business Interview Questions*
   - Handout and review *You are the Oral Historian!* and the *Oral History Release Form*
   - For homework, have students interview an immigrant community or family member about work using these handouts, tips, and the release form. Take a portrait of the person, and copy/scan photos of places of business and/or their families
3. Explain that there are other ways of telling stories—people make movies, illustrate stories through comics, and write books.
   - Show sample Accordion Book in *Handout #3: Sample Accordion Book*
   - As a class, cut long strips of white butcher paper approximately 12" high and 5' wide; fold like an accordion every 12"
   - Using the materials gathered from their interview, have students paste copies of portraits, photographs of the immigrant's business or industry, documents, and written direct quotes from the interview (if images are lacking, students can use pertinent public-use web images, but this should be kept to a minimum)
4. Ask a few students to share their interview stories. What industries are represented? How do they compare to those of the past? Are there similarities in the stories people told?

Extensions

- Students can add a cover to the book by cutting out two pieces of cardboard a fraction larger than the rest of the book, covering them with an image or a map of the immigrant's place of business or home country. This will make the book more stable and attractive.
- For the technologically fearless, students can create a first draft accordion book in pencil and scan it in panoramic pieces in a software program such as Adobe Photoshop or Illustrator. The panoramic images can be compiled electronically and digital images of photographs and documents can be pasted directly into the file. The penciled sketches behind the digital images add to the unique quality. These files can be printed at a local graphic shop for a beautifully rendered book.

Handout #1 Immigration is Big Business Illustration and Activity

AFTER THE CIVIL WAR, THE STATE OF TEXAS WANTED THE "RIGHT KIND OF IMMIGRANTS" TO POPULATE TEXAS.

Lady Liberty (A) propels promoters (B) with words of welcome to head to Europe (C) to jumpstart folks (D) to hop aboard ships (E) to sail to Galveston where shipping magnates make deals with railroad companies (F) to transport the newcomers on tracks built by immigrants (G) to railhead towns built by developers (H) and financed by railroad companies on land given by the State of Texas, for the "right kind of immigrants" (I) to find good jobs and settle into their new "home sweet home" (J) in Texas.

Texas Wants You
Illustration by Barbara Whitehead, Austin, Texas

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #4 Work Brought Me Here Accordion Book: Immigration Today

The illustration on the opposite page shows the different agencies and companies involved in recruiting immigrants to Texas in the past.

Which industries are recruiting immigrants to Texas and the United States today?

1.
2.
3.

Choose one of these industries and write or illustrate a diagram of all the different stakeholders that could be involved in the recruitment of immigrants for this particular job industry.

Handout #2 Immigration is Big Business Interview Questions

Student Name:
Name of Person Interviewed:
Date:
On another note pad, write down exact quotes from the person you interview.

Basic Questions
- Where did you emigrate from?
- When did you first migrate? (year and month)
- How old were you?
- Who came with you? Who stayed behind?
- Why did you decide to move?
- What profession/work/trade did you do in your home country?
- Did you do that same profession/work/trade after you arrived in America?

Describe your experience coming to the US/Texas
- How were you able to pay for the trip?
- What documents did you need?
- Who helped you find a job upon arrival? What was the profession?
- How was your treatment in this new land? Any discrimination?
- Were you ever discriminated because of the work you did?
- Did you stay in the first city you settled or move to another location? Why?
- How did you travel to the city where you live now?
- What industry or job do you work in now?
- Describe any special photographs or objects that you brought with you. May I copy or scan them? May I take a portrait of you and your business or place of work?

Add at least five more questions

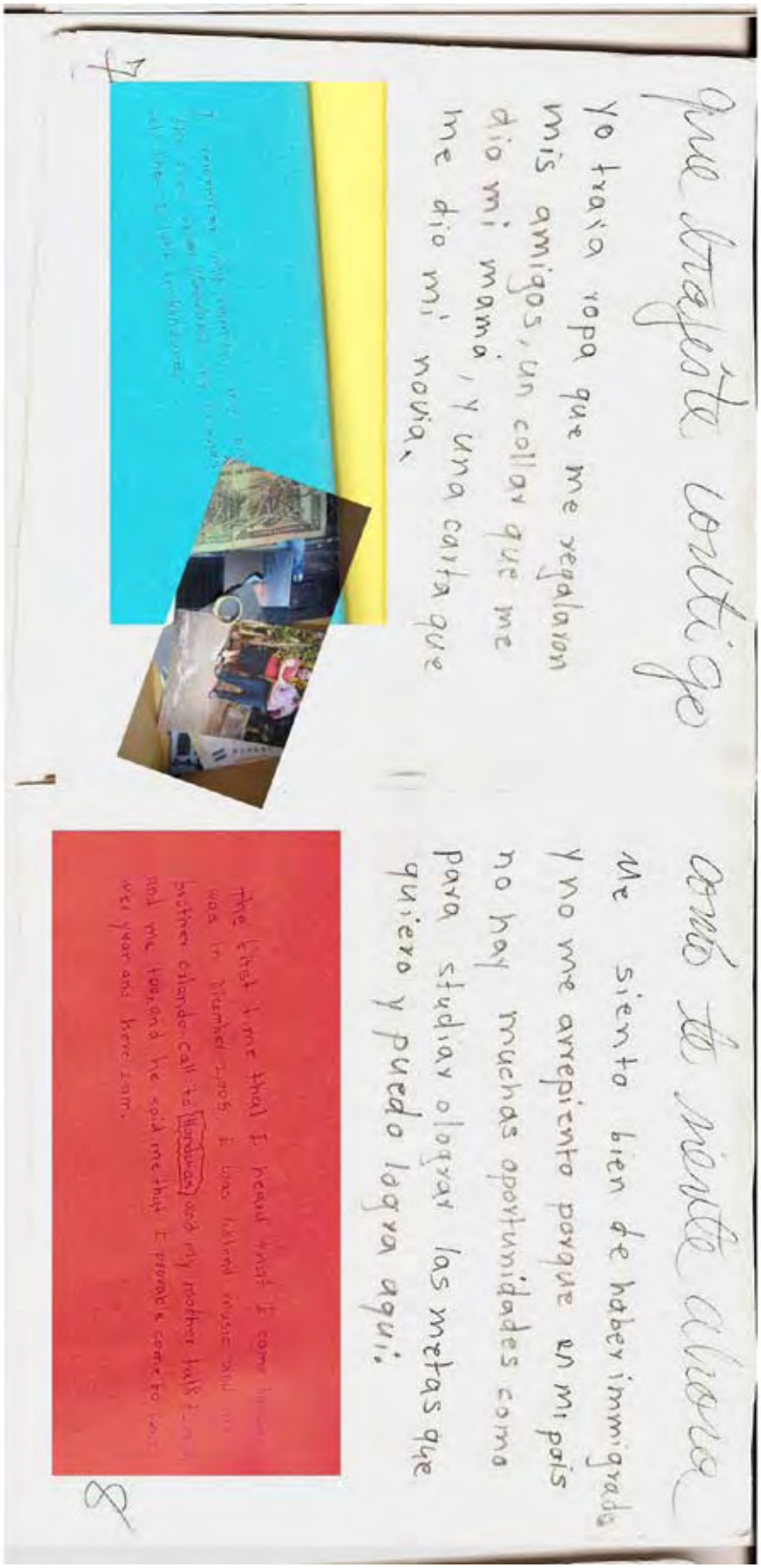
Handout #3 Sample Accordion Book

These images are from a project created by international high school students about their own experiences. In your project, you will create a book like this for the person that you interviewed, using their own words and photos.

Courtesy International High School, Austin, Texas

IMMIGRATION IS BIG BUSINESS 1865-1900

Activity #4 Work Brought Me Here Accordion Book: Immigration Today



Courtesy International High School, Austin, Texas

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH GALVESTON ISLAND

Answer the Question! (1900-1915)

1. How to Read Artifacts: What's in an Editorial Cartoon?
2. How to Read Primary Documents: Are you Contagious?
3. How to Interpret History Through Maps: Where Rail and Water Lines Meet
4. How to Engage Your Community: Health Across Cultures

ANSWER THE QUESTION! 1900-1915

Section Introduction

"The present predominating immigration from southern and eastern Europe is inferior on the whole to the old north European immigration. It contains many undesirable and unintelligent people." William Williams, commissioner of immigration at Ellis Island, 1903

By the turn of the twentieth century, more immigrants were coming from eastern and southern Europe while fewer were coming from northern Europe. Anti-immigrant sentiment rose toward these Italian, Greek, Russian, and Polish newcomers whose religion, appearance, and political orientation were different from those who had come before. Some worried that they were taking jobs away from "native-born" Americans. Others concluded that they were undesirable and unintelligent people. These fears led many Americans to call for greater restrictions on who could come in to the country, and who could become a citizen. Texas still actively recruited immigrants, but they entered Galveston under stricter laws and procedures.

Here is how the process worked: Newcomers disembarked with their luggage, and their outer garments were tagged with their manifest number from the steamship. A medical officer and immigration inspector reviewed each person, either aboard ship or upon arrival. The inspectors screened out those barred by US immigration laws. They determined who was incurably ill, disabled, a criminal, or unable to fend for themselves—all of which could be sufficient grounds for exclusion. Immigrants waited for hours to be examined. Some were admitted, others tagged for additional testing. Some were rejected and sent back to their homelands. After 1910, a new team of federal inspectors led by Alfred Hampton was put in place in Galveston. They soon gained a reputation for stricter inspections and deportations. Compared to their counterparts at Ellis Island, the Galveston inspectors deported a relatively large number of arriving immigrants. They were especially strict with certain "races" such as "Hebrews" from Russia and Poland who were labeled as having "poor physiques" or as being "likely to become public charges."

Baggage Inspection
Courtesy of Galveston County Historical Museum, Galveston, Texas

Image on previous page: Arrival of Immigrants aboard the *Breslau*
Courtesy of the Rosenberg Library, Galveston, Texas

ANSWER THE QUESTION! 1900-1915

Activity #1 Editorial Cartoons: Primary Source Activity

Suggested Grade Levels Seventh-Tenth

Objectives

- Understand changing attitudes towards immigrants
- Understand public opinion at that time in history
- Learn about how specific ethnic groups can become targets of xenophobia

Time 30-60 minutes

Preparation

- Copy 1/2 class set of handout for students to share as a pair or create a transparency

Introduction

By the turn of the twentieth century, more immigrants were coming from eastern and southern Europe while fewer were coming from northern Europe. Anti-immigrant sentiment rose toward these Italian, Greek, Russian, and Polish newcomers whose religion, appearance, and political orientation were different from those who had come before. Twenty years earlier, Asians were explicitly targeted for exclusion, especially the Chinese. Some worried that these new immigrants were taking jobs away from "native-born" Americans. Others concluded that they were undesirable and unintelligent people. These fears led many Americans to call for greater restrictions on who could come in to the country, and who could become a citizen. Texas still actively recruited immigrants, but they entered Galveston under stricter laws and procedures.

Lesson

1. Introduce the terms xenophobia and quota (see glossary in Appendix, section C).
2. Read the introduction to the class.
3. Look over the four editorial cartoons and discuss for each cartoon:
   - *What is this cartoon showing? (describe what is going on)*
   - *Which groups of people are caricatured in each cartoon?*
   - *What symbols of America are used in this cartoon?*
   - *What opinion was the cartoonist trying to convey?*
   - *How do you think Americans felt about immigrants at this time in history?*
   - *Why would this have been printed in a newspaper?*
   - *How does this apply to issues of immigration today?*
   - *List examples of things that are the same today as they were then.*

Handout #1, A

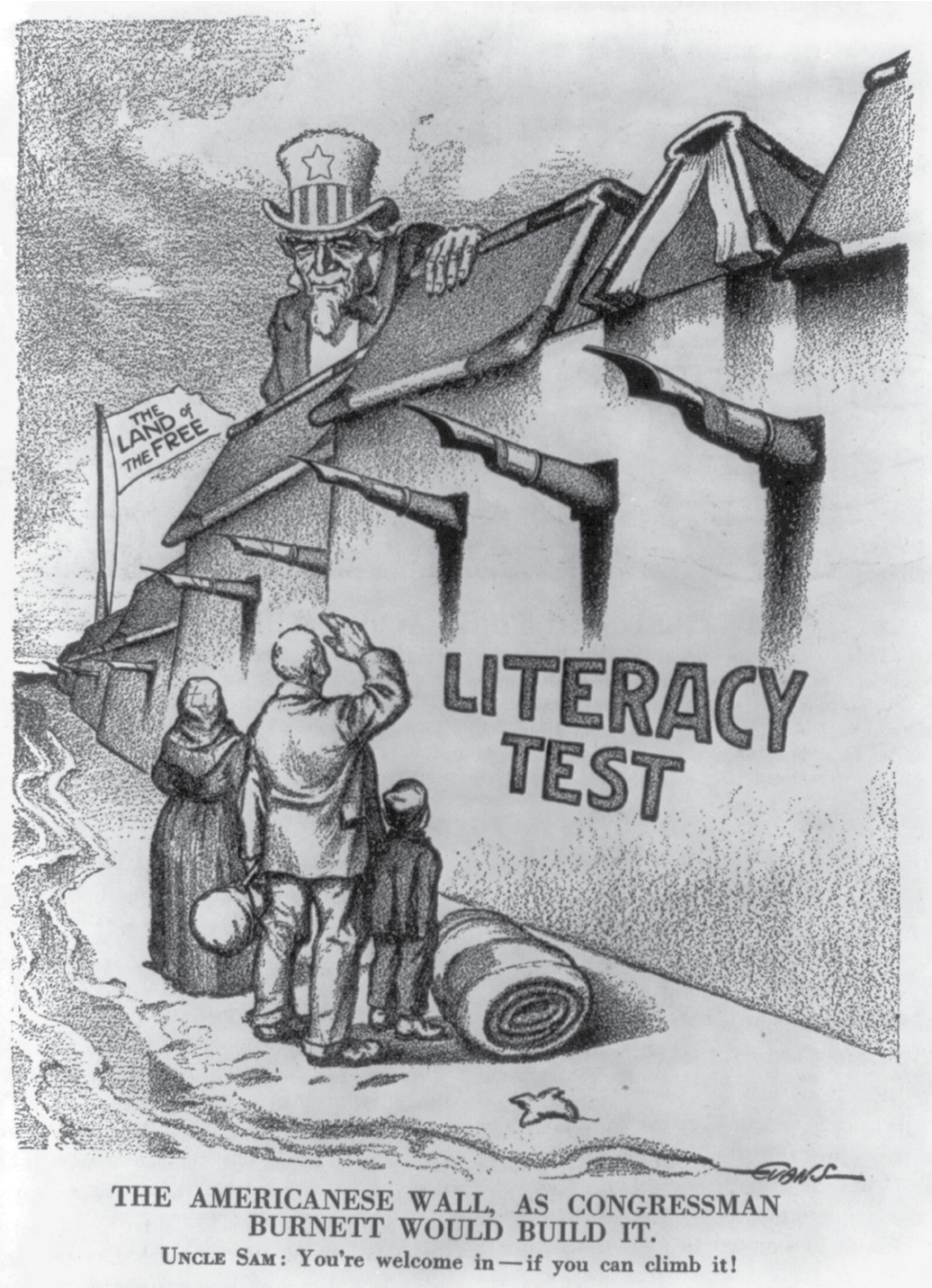
"Restrict all immigration!: Protect Yourself and Your Children against the Ruins of Labor and Business Competition." National Restrictionist Brochure, 1885

The High Tide of Immigration, a National Menace by Louis Dalrymple
Judge Magazine, 1903

ANSWER THE QUESTION! 1900-1915

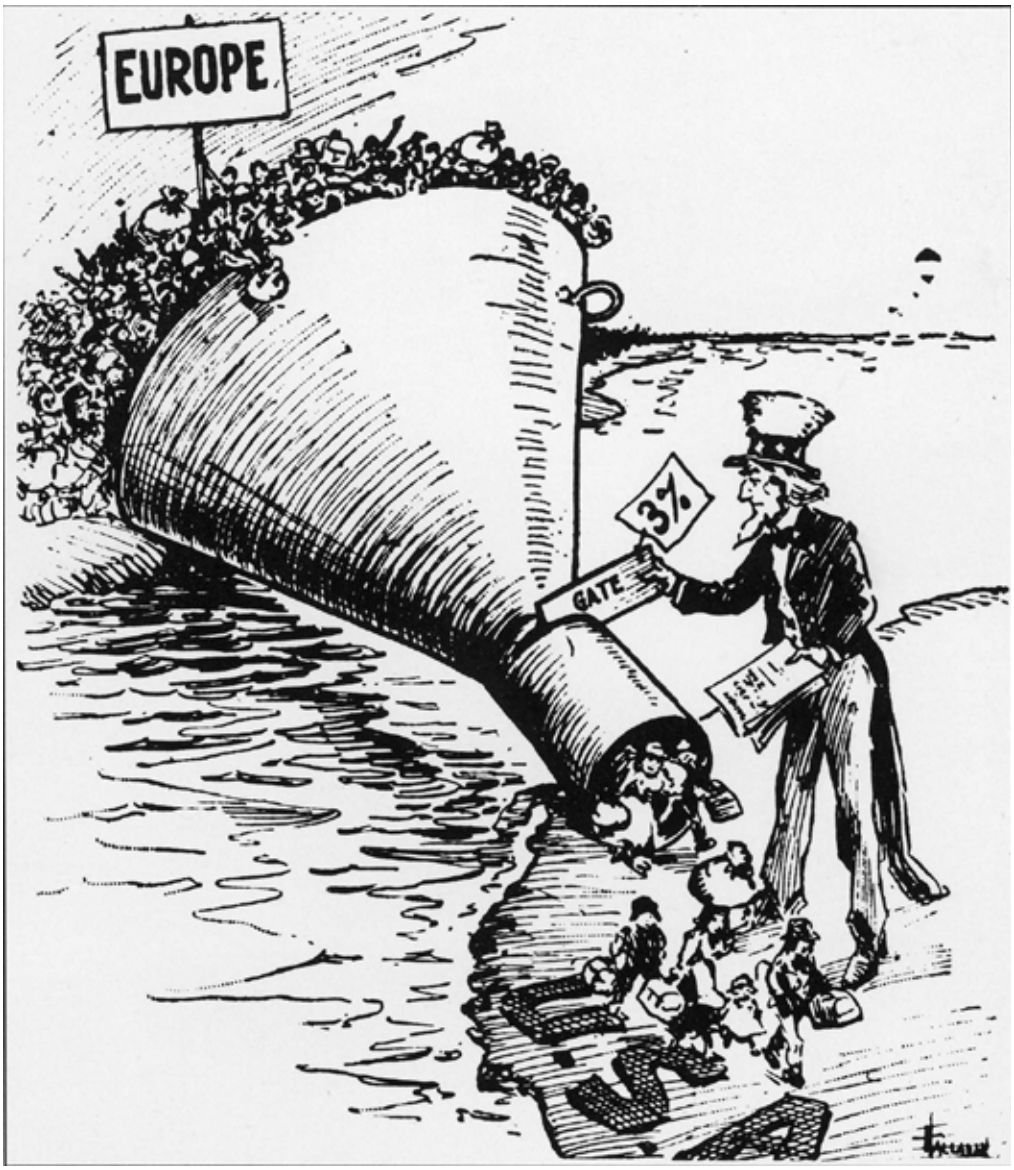
Activity #1 Editorial Cartoons

Handout #1, B



The Americanese Wall, as Congressman Burnett Would Build It
Puck Magazine, March 25, 1916
Courtesy Library of Congress, LC-USZ62-52584, Washington, DC

Handout #1, C



Uncle Sam's Quota
Providence Evening Bulletin, ca. 1921

ANSWER THE QUESTION! 1900-1915

Activity #1 Editorial Cartoons

Handout #1, D

How John May Dodge the Exclusion Act
Cartoon in *Puck* Magazine, ca. 1905
Courtesy The Library of Congress, LC-USZC2-1036, Washington, DC

Suggested Grade Levels Sixth-Tenth

Objectives

- To examine the rise of US public health inspections at the Galveston gateway
- To explore the role of quarantine, detention, and deportation in keeping out immigrants with suspected or confirmed "mental or physical defects" and "loathsome contagious diseases"
- To explore the role of medical inspections in "scapegoating" or keeping out "unwanted" immigrants

Time 60-90 minutes

Preparation

- Read *Preparing for Discussion About Immigration*
- Copy one class set of *Handout #1 Introduction*
- Copy one class set of *Handout #2 Excerpts from Oral Histories of Descendents of Jewish Immigrants who came through Galveston*
- Make one set of transparencies of these primary documents:
  - Historical photo of Galveston Fort Point State Quarantine Station
  - Medical Inspectors
  - Historical photo of Trachoma inspection by Public Health Officials at Ellis Island
  - Immigrants awaiting inspection at Galveston Island
  - Inspection Card, Sarah Bernstein, 1913
  - Photograph of trachoma inspecting instruments
  - Chart of Immigrants deported for disease, April-December 1908

Warm Up

- Ask the students if any of them has ever had a contagious disease (give examples if needed)
  1. *Discuss if more than one person in their school or classroom has ever been "infected"?*
  2. *What did the school or the teacher do about it?*
  3. *Did the student(s) get sent home?*
  4. *Were they embarrassed?*
  5. *What did it feel like—socially—to be sent home or isolated because of a disease?*
  6. *Were there more of any one group than another who were infected (mostly girls, or mostly smart kids, or mostly kids from a particular socioeconomic or ethnic group)?*
  7. *Did students ever experience any bullying or name calling because of it?*
  8. *Did their parents or any other adult say anything to make them feel embarrassed or ashamed because of the disease? How?*

- Ask students if they think any contagious diseases or outbreaks like bed bugs or head lice are directly associated with any socio-economic group or ethnicity or if they imply a lack of cleanliness or hygiene of the infested person? Explain that, throughout our nation's history, the newest immigrants tend to be bullied as undesirable, and part of the bullying comes from associating them with the spread of unwanted "contagious" diseases or infestations

ANSWER THE QUESTION! 1900-1915

Activity #2 Are you Contagious?: Primary Source Activity

Lesson

1. Read the introduction to this section about the medical procedures that were instituted at every national gateway around the turn of the twentieth century. Look at the photos that accompany the introduction.
2. Give each pair of students one primary document from the handouts list and ask them to discuss with each other some basic facts about the document such as what it depicts; who "authored" or composed the document; what kind of document is it; whose point of view is the document representing; and how are Jewish immigrants depicted by the document, if at all? (as individuals with power and emotions and intelligence; as anonymous subjects; as potential problems for the government; as potential threats to the health of the nation.)
3. Discuss the full picture of immigration and public health expressed through these inspections.
   - Do you think Jews at this time period were unjustly targeted or bullied as "likely to be a public charge" and unjustly deported back to Russia or eastern Europe? Why or why not?
   - Do you think there are people who should not be allowed to come into our country today?
   - Who should be allowed and who shouldn't?

Handout #1 Introduction

The first step for an arriving immigrant was a brief examination by a US Public Health Service doctor. The doctor tried to detect any visible signs of illness, such as an uneven gait, sunken chest, cough, protruding stomach, neck growth, or scalp disease. Immigrants tried to conceal any irregularity under loose shirts, high collars or large hats. Some diseases—like measles—required quarantine. Those with incurable or disabling ailments—like tuberculosis—were sent back home at the shipping line's expense.

Steamship companies obviously had an interest in the mental and physical well-being of their passengers. They used their own inspection systems to weed out passengers they thought the United States would likely reject. In your set of primary documents is one of the inspection cards of the North German Lloyd Steamship Company for passenger Sarah Bernstein. She sailed to Galveston from Bremen, Germany in 1913. The stamps on the front of the card indicate that Miss. Bernstein was inspected at the port before departure, and again each day on ship.

Federal law called for the exclusion of "persons suffering from loathsome or dangerous contagious diseases," but medical problems often only existed in the eye of the beholder. Dr. Max Bahrenburg, surgeon with the US Public Health Service in Galveston in 1913, rejected a higher proportion of immigrants than his counterparts at Ellis Island did, and 82.4 percent of the people rejected were Jews. He said the "race" showed a "preponderance…of serious physical defects which interfere with one's ability to earn a living." More than one-third of the Jews he excluded because of "grave defect" demonstrated nothing more than poor physique. Under Bahrenburg, deportation of Jews who arrived at Galveston in 1913 was proportionately seven times higher than that at Boston, six times that at Philadelphia, and four times that at New York. Subjective and overzealous decisions could often reflect the inspectors' own prejudices.

To detect trachoma, a contagious eye infection that could cause blindness, the inspector flipped the eyelid over to examine its underside. Medical officers sometimes used buttonhooks, a common sewing tool, to perform the exam, though the small "eyelid everter" was the official government-issued instrument. The forceps were used for a more invasive corrective procedure.

ANSWER THE QUESTION! 1900-1915

Activity #2 Are you Contagious?

Handout #2 Excerpts from Oral Histories of Descendents of Jewish Immigrants who came through Galveston

1. *"The examining doctors at Galveston were especially zealous in finding causes for exclusion. So in 1907, there were a lot of people deported back to Europe because of trachoma or suspected of trachoma. It was sort of an epidemic."*
   —Libby Cahn, Edina, Minnesota

2. *"You were packed into the bowels of the ship and if one person had TB the whole ship got it, and they were coughing on each other... You kept it hidden because if an immigration officer found that you were sick, boy that was it. They were talking about people in quarantine and they would get sent back, and of course, in Russia if you were sent back you weren't sent back to your little shtetl, you were sent to Siberia, never to be heard from again… It was the unspoken thing. They would tell you, 'Never tell them you're sick. If they say, "Do you have a cough?" No. If you have to cough, cough in your sleep; do anything, but if they ask you anything always tell them you're healthy; you're fine.'"*
   —Sheila Anderson, Houston, Texas

3. *"My mother-in-law was very sick on the trip, and when she came off the boat, when she arrived in Galveston, they were hesitant to let her in, because she was very ill. They were testing them for TB and all that sort of thing because you know, you had to be healthy to get through all the authorities."*—Bertha Davidoff, El Paso, Texas

4. *"They came in the place where they kept the cattle in the bottom of the ship. And my mother, on the way over got very sick. And I guess she had smallpox. And my grandmother knew that if they discovered my mother, they would send the whole family back. So they hid my mother underneath the bed."*—Carol Kusnetzky, Leawood, Kansas

Primary Documents

Quarantine Station at Fort Point
Courtesy John P. McGovern Historical Collections, Houston Academy of Medicine, Texas Medical Center Library, Houston, Texas

ANSWER THE QUESTION! 1900-1915

Activity #2 Are you Contagious?

Inspectors at Fort Point Quarantine Station
Courtesy Library of Congress, LC-DIG-ggbain-21170, Washington, DC

Trachoma Inspection by Public Health Officials at Ellis Island
Courtesy Library of Congress, LC-USZ62-7386, Washington, DC

ANSWER THE QUESTION! 1900-1915

Activity #2 Are you Contagious?

Immigrants Awaiting Inspection
Courtesy of Galveston County Historical Museum, Galveston, Texas

INSPECTION CARD.
(Immigrants and Steerage Passengers.)
18. Septemb. 191
Chemnitz
Port of departure, BREMEN. Date of departure,
Name of ship,
Name of Immigrant, Bernstein, Sarah
Last residence, Parczew State, Russ.
Inspected and passed at
Passed at quarantine, port of
U. S.
(Date.)
Passed by Immigration Bureau
port of
(Date.)
5
(The following to be filled in by ship's surgeon or agent prior to or after embarkation.)
Ship's list or manifest,
No. on ship's list or manifest,
Berth No.
Steamship Inspection.
Last day.
Passed by ship's surgeon at daily inspection.

Inspection Card of Sarah Bernstein
Courtesy David and Binnie Hoffman, Evant, Texas

ANSWER THE QUESTION! 1900-1915

Activity #2 Are you Contagious?

Trachoma Inspecting Instruments
Courtesy The Blocker History of Medicine Collections,
The University of Texas Medical Branch, Galveston, Texas

Sailing from Galveston.	Feeble minded.	Young Age	Theft	Senility	Trachoma	Physical disability	Tuberculosis	Accompanying members of family	Rheumatism	Insane- Arrived 1905	Total:
"Koeln" Jan. 19, 1907					10	2					12
"Chemnitz" " 31, "					6	7					13
"Hannover" Feb. 16, "					7		1	3			11
"Koeln" Mch 25, "					11	4		4	1	1	21
"P.Woermann Apr. 15, "			2	2	11	7		7			29
"Cassel" May 11, "					25	9		11			45
"Hannover" " 27, "		5			16	5		5			31
"Chemnitz" June 17, "					9	3	1				13
"Cassel" July 8, "				1	13	4		2			20
"Frankfurt" " 22, "						1					1
"Hannover" Aug 31, "	1				14	4		1			20
"Chemnitz" Sep 9, "					1	2		2			5
"Frankfurt" " 28, "					3	4					7
"Koeln" Oct 26, "					1	5					6
"Chemnitz" Nov 9, "		2			3	5		1			11
"Frankfurt" " 26, "					6	15	1				22
"Hannover" Dec.16, "					6	22					28
	1	7	2	3	142	99	3	36	1	1	295

Chart of Immigrants Deported for Disease, June 26, 1907
Courtesy American Jewish Historical Society, New York City, New York

ANSWER THE QUESTION! 1900-1915

Activity #3 Where Rail and Water Lines Meet: Interpreting Immigrant History through Maps

Suggested Grade Levels Ninth-Twelfth

Objectives

- Understand how different kinds of maps can be created for different economic, social, or political purposes
- Understand the significance of Galveston's successful bid to deepen its water channel for both transoceanic commercial shipping and passenger travel
- Compare three kinds of maps from three different sources in Galveston to see what they can teach us about local perspectives on commercial and immigration gateways

Time Hour and a half

Preparation

- Copy one class set of *Handout #1 Frank Leslie's Illustrated Newspaper's special edition on Galveston Harbor*
- Copy *Handout #2 Primary Documents* for each student
- Copy *Handout #3 Message of the Map Chart* for each student

Introduction

"No description of Texas would be complete without some mention of her harbor, the proposed improvement of which is now attracting such widespread attention…" Frank Leslie's Illustrated Newspaper, May 31, 1890.

In order for Galveston to become a major international port for both commercial shipping and passenger transportation, it would need to handle bigger ships that required deeper water. Until the turn of the twentieth century, the natural harbor was too shallow; a harbor of 25-foot depth was needed. In 1896, Galveston's lobbying efforts succeeded and its channel was deepened, allowing the city to promote its harbor as a premier point of entry for foreign-born immigrants. The first immigrants to arrive in the newly deepened channel were aboard the *Halle*, a North German Lloyd ship that sailed from Bremen, Germany, in October 1896. The newspaper recorded that a big crowd, "largely composed of curiosity seekers," was on hand to meet the ship.

By the turn of the twentieth century, travelers from Europe could take one of many competing ship lines straight to Galveston from almost a dozen port cities in Europe. Travel had become faster, safer, and somewhat more refined in just three decades. Published just four years after a major hurricane, the 1904 map of Galveston shows a deep channel with "average depth 30 feet" and many rows of convenient piers. Notice the rail lines coming down to the water and the orderly grid of city streets. *What impact do you think the deepened channel and increased rail lines had on immigrant travel to Galveston and beyond?* In the map on the back side of the Galveston Chamber of Commerce Stationery from 1910, a fan of passenger ship lines come together at Galveston. From there, 10 rail lines carry people deep into Texas and throughout the American Midwest.

Lesson

1. Read the introduction to this map activity.
2. Pass out *Handout #1 Frank Leslie's Illustrated Newspaper's special edition on Galveston Harbor* and read as a class to get a sense of how Galveston's petition for a deeper harbor was described in terms of boosting its national position as a commercial and immigrant gateway to the nation. (Note: *Frank Leslie's Illustrated Newspaper* was a nationally syndicated newspaper and therefore we can infer that the Galveston Harbor issue was considered an issue of national significance.)
3. Distribute copies of *Handout #2 Primary Documents* to each student. Have students take a few minutes to look over their primary resources to familiarize themselves with them.
4. Give students each a copy of *Handout #3 Message of the Map Chart*. Instruct students to keep in mind the sources of the maps and the purposes for which they were created when filling out *Handout #3 Message of the Map Chart*. Have them complete the activity.
5. After they have completed the worksheet, come back together to discuss and debrief. Focus on the message that each of the maps conveys about the centrality of Galveston as an international gateway for the distribution of people and goods nationally and internationally, and the role of its harbor in promoting this status. Remind students that maps are primary sources which reflect the message of their producers. These sources can provide historians with vast amounts of information about the situation at that time. Additionally, they can provide information about the same event from different viewpoints.

ANSWER THE QUESTION! 1900-1915

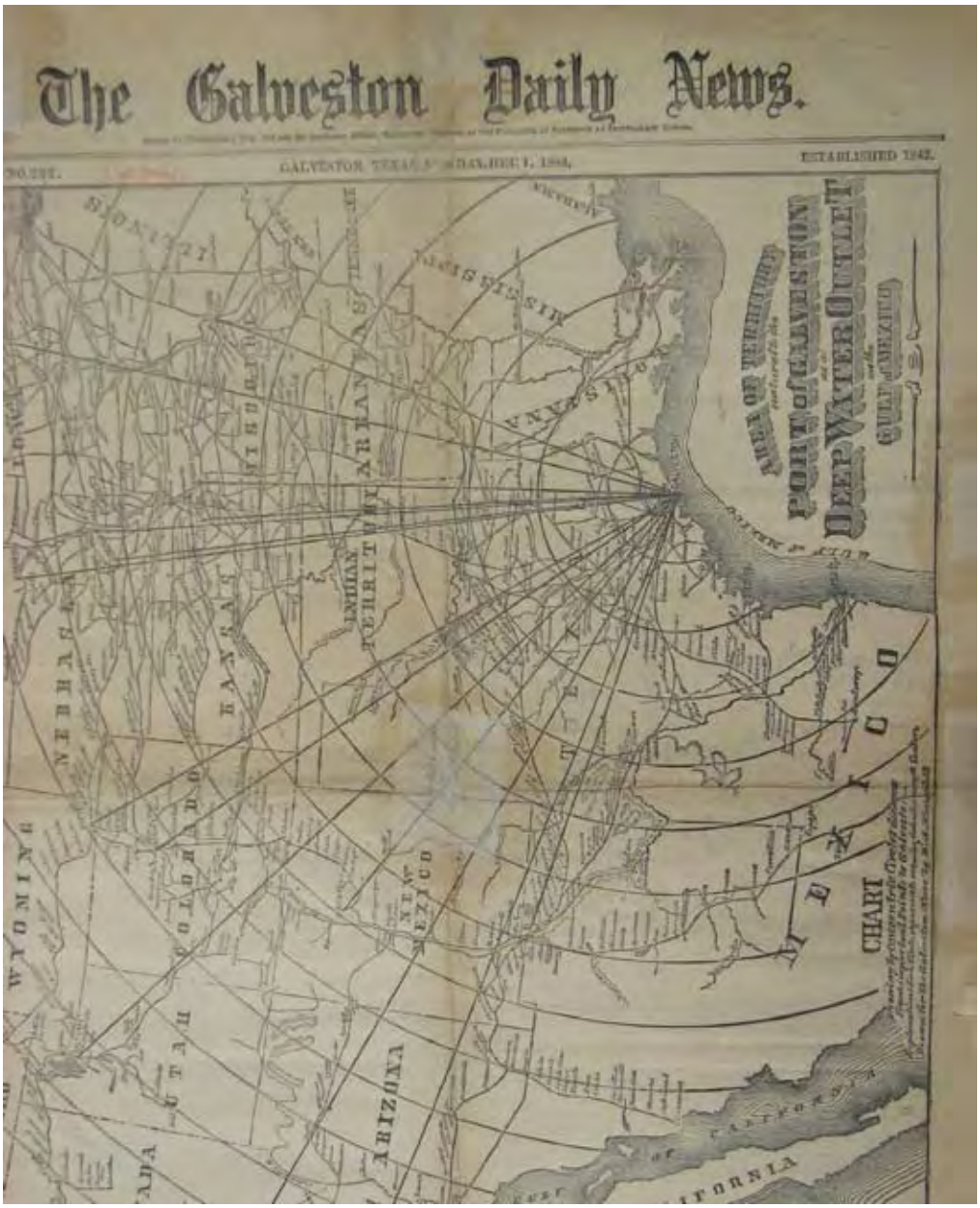
Activity #3 Where Rail and Water Lines Meet: Interpreting Immigrant History through Maps

Handout #1 *Frank Leslie's Illustrated Newspaper*'s special edition on Galveston Harbor, May 31, 1890: "Making a Great Seaport—How the United States Engineers Propose Securing Thirty Feet of Water in Galveston Harbor, Texas"

"No description of Galveston would be complete without some mention of her harbor, the proposed improvement of which is now attracting such widespread attention, and upon the result of which so much depends, not only for Galveston, but for that vast section of territory lying west of the Mississippi River. Up to within a recent time Galveston stood singly and alone in contending for the improvement of her harbor. The gradual development of the great West led that section to look in the direction of the Gulf coast as the natural seaboard outlet for its surplus product. Thus within the past few years the attention of the West has been directed toward Galveston and the improvement of her port has become, if not a national, at least a great interstate question, in which the States of Iowa, Nebraska, Kansas, Missouri, Arkansas, Louisiana, California, Colorado, and Texas and the Territories of Oklahoma, Utah, Wyoming, New Mexico, and Arizona are all deeply interested. Their interest in this subject has been voiced in no uncertain tones through the medium of the three interstate deep-water conventions held respectively in Texas, Colorado, and Kansas… In all of these conventions Galveston took the high ground of advocating simply the establishment of a first-class port upon the Gulf coast that would be of ample depth, width, and capacity to accommodate the largest ocean-going vessels and the commercial and naval necessities of the country. This was the broad ground upon which Galveston was willing to stand, believing as she did that her position upon the Texas coast was the only one where such a harbor could be secured."

Handout #2 Primary Documents

Map #1



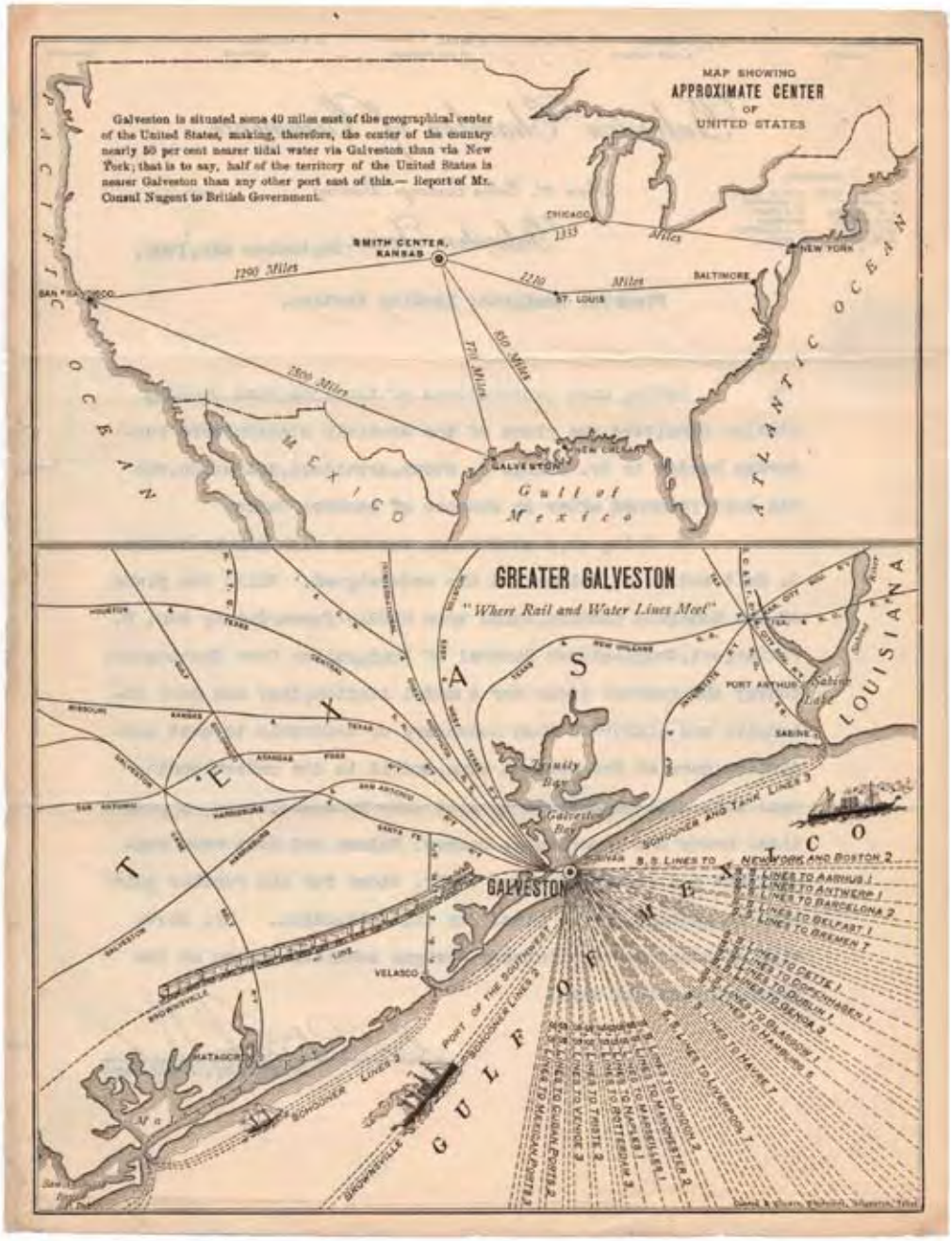
The Galveston Daily News **Exclusive Edition, December 1, 1884**
Courtesy The Dolph Briscoe Center for American History,
The University of Texas at Austin

ANSWER THE QUESTION! 1900-1915

Activity #3 Where Rail and Water Lines Meet: Interpreting Immigrant History through Maps

Handout #2 Primary Documents

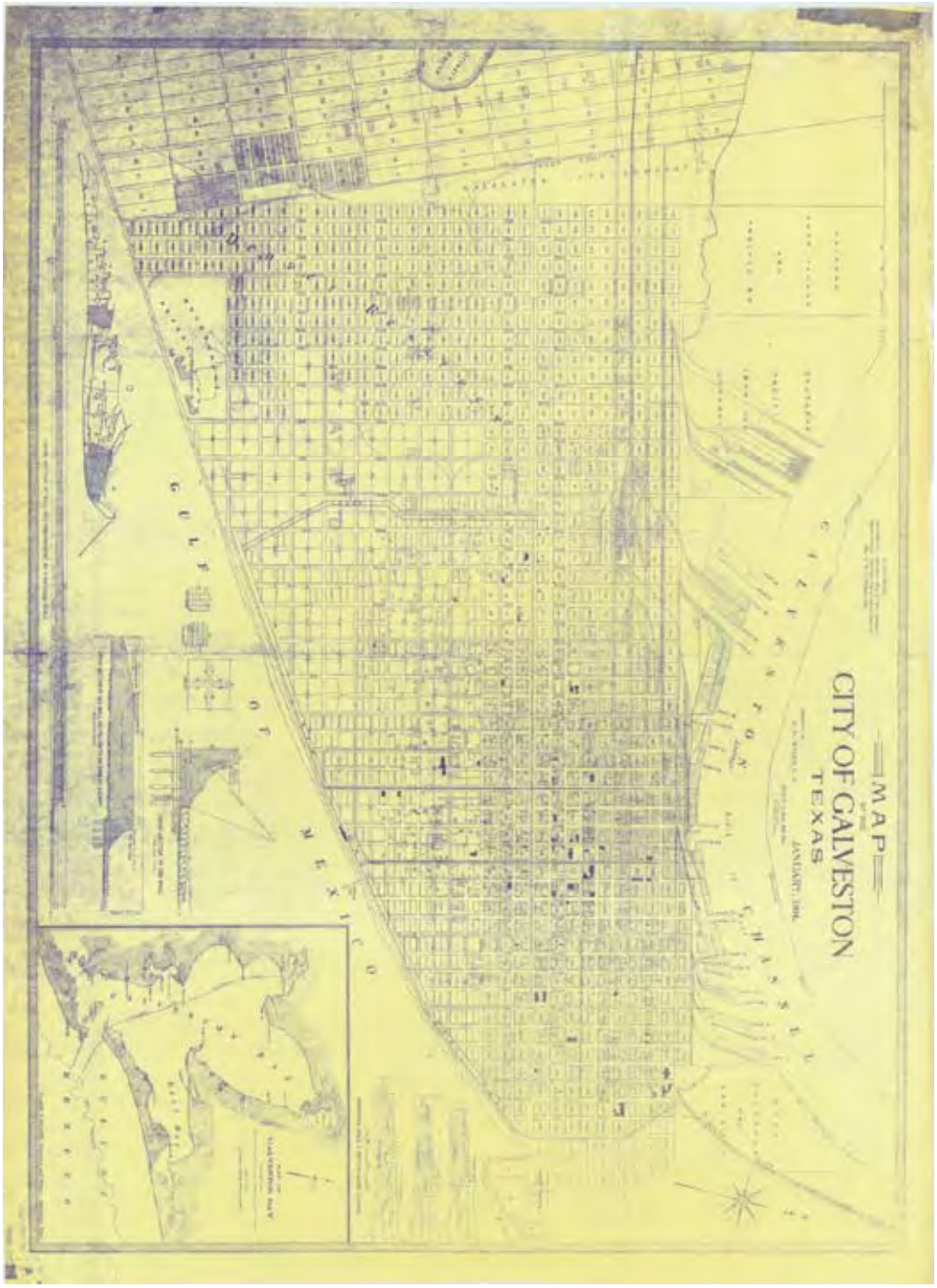
Map #2



Chamber of Commerce Stationery, Galveston, Texas, 1910
Courtesy National Archives and Records Administration, College Park, Maryland

Handout #2 Primary Documents

Map #3



Map of the City of Galveston, Texas, ca. 1904
Courtesy General Land Office Archives and Records Division, Austin, Texas

Handout #3 The Message of the Map Chart

All three of these maps of Galveston refer in some way to its capacity as an international commercial and passenger port, based on the presence, or "hope," of a deepened water channel. Fill in the chart to understand how this message is conveyed in each.

	Map #1	Map #2	Map #3
Year of Publication			
Location of Map: Published in what publication or by what group?			
Purpose of Map			
How does map show (in words or visual cues) Galveston's port facilities?			
Modes of Transportation Depicted in Map			
Number of shipping piers or lines shown			
Other Cities or places shown in map? If yes, which?			
Perspective of Galveston in relation to rest of world, nation			
Underlying Message of Map: "Galveston is or wants to be…"			

ANSWER THE QUESTION! 1900-1915

Activity #4 Health Across Cultures: Portrait Exhibit

Suggested Grade Levels Sixth-Twelfth

Objectives

- Understand different views on health and how they can sometimes be used to mark people as "too different"
- Develop oral history research skills and active learning
- Represent an immigrant's story by creating an exhibit panel

Time Three one-hour sessions

Preparation

- Read Section Introduction *Answer the Question 1900-1915* and *Conducting an Oral History* in Appendix, section D
- Copy, one per student, *Handout #1 Interview Questions, You are the Oral Historian!* and *Oral History Release Form* in Appendix, Section D
- Copy, one per student, *Handout #3 Exhibit Panel Template*
- Gather materials: computer or word processor, digital camera, scanner and printer (optional)

Introduction

1. Explain that, like many people in the past and present, contemporary immigrants combine traditional and medical beliefs and treatments in their everyday lives. Students will interview an immigrant community member to learn more about their experiences entering this country and their views about health in daily life.
2. Invite an immigrant community member to share their story of immigrating to the United States. Encourage the students to ask questions and your guest to tell stories about:
   - The process of immigrating—the paperwork, bureaucracy, and the medical inspections
   - Traditional views about health and if they've ever felt different for practicing traditional health methods

Lesson

1. Explain that students will conduct at least two interviews with an immigrant family or community member about health.
   - *Pass out Handout #1 Interview Questions*
   - Give students 10 minutes to write down questions that would be pertinent to ask about immigration and health (if they were medically inspected, if they have traditional beliefs about health, etc.)
   - Students pair up to share and finalize their questions to add to Handout #1
   - Pass out *You are the Oral History Historian!* and *Oral History Release Form* and review with the class
   - For homework, have students interview an immigrant community or family member using these handouts, tips, and release form. Also, have them take a portrait of the person

2. Explain that there are other ways of telling stories—people illustrate stories through comics, write books, and create exhibits.
   - Show *Handout #2 Sample Exhibit Panel*
   - Using *Handout #3 Exhibit Panel Template*, students will type up, cut, and insert a portrait and name of the immigrant they interviewed. They will add a 200-word printed excerpt of the interview in the immigrant's own words
   - Print, laminate, and create an introductory panel to create a class exhibit
3. Ask a few students to share their interview stories. *What did they learn about the process of immigrating? Did any interviewees have stories about health or illness in the immigration process? What are some interesting things learned about traditional health and healing?*

Extensions

- For the technologically fearless, student can enlarge the exhibit panels by reformatting in a word document. Go to File, then Page Setup and change the orientation to landscape. Under Page, change the size to Legal or customize your own size. Change the margins to the lowest number allowed. Go to Format, then Background to change the background color. Go to Insert, then Text Box to create a text box and add the summary text in 20 point font or larger. Insert the digital photo. Print on a color printer that can manage this size.

Handout #1 Answer the Question! Interview Questions

Student Name:
Name of Person Interviewed:
Date:
On another notepad, write down exact quotes from the person you interview.

Basic Questions
- Where did you emigrate from?
- When did you first migrate? (year and month)
- How old were you?
- Why did you decide to move?

Describe your experience coming to the US/Texas.
- What documents did you need? What bureaucratic process did you go through?
- How was your treatment in this new land? Any discrimination?
- Were you ever discriminated because of your health or physical appearance?

Describe your views about health.
- What "home remedies" would you use in your home country?
- Which healing herbs or spices are available here? How do they work?
- What are some illnesses that modern medicine does not know how to cure?
- Who do you know that is a local expert at healing or home remedies? What do they cure? How do they do it?
- Tell me about a vital and healthy grandparent or other senior member in your family or neighborhood. Why did they live a long and healthy life?
- In your opinion, what does a "healthy" person look like? What does a healthy baby look like? How can you tell if anyone is ill?
- Have you ever been discriminated because of your views about health?

Add at least five more questions on the back of this page.

Handout #2 Sample Exhibit Panel

Jane Salazar

Country of Origin: United States

I am from Jourdanton, Texas. We came to Austin in the year 1958. I was a labor worker — watermelon, cotton, okra, potatoes. We came by night — my husband, a cousin of mine, in a little car. We brought our clothes and quilts that is all we brought. We came without telling my father because my parents were very attached to my two girls and they didn't want us to go. I was plagued with tears. Even though they came every week for some time, it was still very far.

My mom and my mom's friends taught me how to cure. Women in the neighborhood would bring me their children to cure them. Since doctors studied medicine, they don't know about susto [fright], or empacho [intestinal illness]. They know about fevers, but if the child has susto, they give them medicines and it doesn't go away, because they didn't study those things. My mom would cure us, because we were so far from town. She would give us teas when we were sick. We couldn't go to the doctor so we had to make do.

Photograph taken by Chris Caselli

It's My Story

Austin, Texas is home to over 600,000 people, nearly half of whom were born outside of the state. To paraphrase a popular bumper sticker, "They might not have been born in Texas, but they got here as fast as they could." Of these relative newcomers, about a third have immigrated from outside the United States—including Europe, Asia, Africa, Latin America, Oceania, and North America.

Whether they arrived in the past days or the past decades, they all have stories to tell about their migrant experience, and their earliest impressions of their adopted home in Texas.

As part of a long-range exhibit project on immigration to Texas, the Bob Bullock Texas State History Museum staff has begun gathering the migrant stories of some of Austin's first generation residents, as well as some of their more established neighbors.

Meet a few of your neighbors from Austin and learn their stories—and maybe take a moment to contribute your own story of how you came to live in Texas' capital city.

Photographs taken by Chris Caselli, John Lucas and/or Bette Reichman

Activity #4 Health Across Cultures Portrait Exhibit

[Add or paste Name, Country of Origin and Year]

[Add or paste portrait or image here]

[Add or paste excerpts from the interview here]

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH GALVESTON ISLAND

The Rules Have Changed (1915-1924)

1. How to Read Artifacts: The Literacy Act
2. How to Read Primary Documents: America for Americans
3. How to Interpret History Through Maps: A Port in Times of War
4. How to Engage Your Community: An Immigration Nation Theatre Play

THE RULES HAVE CHANGED 1915-1924

Section Introduction

"The welfare of the United States demands that the door should be closed to immigrants for a time. We are being made a dumping ground for the human wreckage of the war."
Rep. Albert Johnson, sponsor of the Emergency Quota Act, 1921

In 1916, the United States government officially closed the doors of the newly built Federal Immigration Station on Galveston's Pelican Island, less than a handful of years after its opening. The closing corresponded with dramatic events of local, national, and international significance. The result was the end of an era for Galveston as an immigrant gateway, and for America as an "open door" for newcomers to its shores. Although Galveston would again open its doors to immigrants, it would never again regain its status as a major port of entry for immigrants into the United States. What happened to Galveston? What happened to the world? What happened to the nation in a few short years to change so dramatically the face of immigration for decades to come?

To permanently reduce immigration after World War I, the United States Congress enacted a series of laws. The first such law in 1917 barred all Asians from entry, and excluded those who could not read or write. An elaborate quota system followed. Quotas were based on a period that preceded the immigration of people from southern and eastern Europe, assuring less immigration from those "undesirable" areas. Like the Chinese Exclusion Act of 1882, this was a deliberately discriminatory system, designed to target a particular type of immigrant.

The Menace of Modern Immigration, ca. 1924
Published by the Knights of the Klu Klux Klan
Courtesy Michigan State University Library, East Lansing, Michigan

Image on previous page: The Americanese Wall as Congressman Burnett Would Build It
Puck Magazine, March 25, 1916
Coutesy Library of Congress, LC-USZ62-52584, Washington, DC

THE RULES HAVE CHANGED 1915-1924

Activity #1- The Literacy Act: Immigration Act of 1917

Suggested Grade Levels Seventh-Twelfth

Objectives

- Understand the circumstances that led to the Literacy Act becoming law
- Recognize the significance of this Act on immigrants
- Recognize that public opinion and attitudes help shape laws

Time 55 minutes

Preparation

- Copy, one per student or pair, *Handout #1 The Literacy Act: Immigration Act of 1917* for historical context
- Have envelopes available to mail to your congressperson

Introduction

Today, 99 percent of Americans can read and write, but at one time literacy was limited more to the upper and middle classes. Those in favor of anti-immigration laws tried to force immigrants to demonstrate literacy as far back as the late 1800s. Vocal opponents said that literacy was a test of educational opportunity, not character or personal fitness. President Grover Cleveland vetoed a literacy test in 1891. A decade later, President William Taft quashed the idea as "anti-American," as did President Woodrow Wilson in 1916. Despite such severe opposition, Congress passed a version of a literacy act in 1917. This law excluded "aliens over sixteen years of age, physically capable of reading, who cannot read the English language, or some other language or dialect, including Hebrew or Yiddish."

Warm-up

1. Have the students imagine where their ancestors or parents came from. Have them envision what their entry to the country would have been like.
2. Discuss some possible barriers to their entry.
3. Read the Introduction to the Literacy Act and discuss how it barred certain immigrants from entry to the United States.

Lesson

1. Distribute copies of *#1 The Literacy Act: Immigration Act of 1917* and read as a class.
2. Show the editorial cartoon *The Americanese Wall as Congressman Burnett Would Build It* and have a discussion about why the newspaper would publish this editorial cartoon.

3. Discuss this prompt:
   - Imagine you are a US citizen in 1916. Do you think people should be allowed into this country based on whether or not they can read and write in their own language? Do you think the Literacy Act should pass?
4. After students have discussed the first prompt then ask the students to write a letter to their congressperson based on this second prompt:
   - Write to your congressperson to tell them whether you think people should be allowed into this country today based on whether or not they are able to read and write. Why?

Extensions

- Show students a copy of the literacy test that was in place for US citizenship until 2006. http://www.texancultures.utsa.edu/newtexans/literacy.htm

Handout #1 The Literacy Act: Immigration Act of 1917

During the late nineteenth and early twentieth centuries, the United States received a majority of the world's immigrants. Various restrictions had been applied against immigrants since the 1890s, but most of those seeking entrance into the United States were accepted.

However, in 1894, the Immigration Restriction League was founded in Boston and subsequently petitioned the US government to legislate that immigrants be required to demonstrate literacy in some language before being accepted. The organization hoped to suppress the recent surge of lower-class immigrants from southern and eastern Europe who they thought were threatening their jobs.

Congress passed a literacy bill in 1897, but President Grover Cleveland vetoed it in 1891 and William Taft vetoed another in 1913. However, with the mounting negative feelings toward immigrants and America's entrance into World War I three months away, xenophobia and nativist sentiment were at a new high. On February 4, 1917, the United States Congress passed the Immigration Act of 1917 (39 Stat. 874 also known as the Asiatic Barred Zone Act) with overwhelming majority, overriding President Woodrow Wilson's December 14, 1916 veto.

In addition to compiling previous immigration legislation and increasing the entry head tax to $8, the 1917 act required that immigrants "over sixteen years of age, physically capable of reading, read the English language, or some other language or dialect, including Hebrew or Yiddish," write in their native language, and pass a literacy test, which proved to be a controversial clause.

The new act also added the following groups to the inadmissible classes of immigrants:

"all idiots, imbeciles, feeble-minded persons, epileptics, insane persons; persons who have had one or more attacks of insanity at any time previously; persons of constitutional psychopathic inferiority; persons with chronic alcoholism; paupers; professional beggars; vagrants; persons afflicted with tuberculosis in any form or with a loathsome or dangerous contagious disease; persons not comprehended within any of the foregoing excluded classes who are found to be and are certified by the examining surgeon as being mentally or physically defective, such physical defect being of a nature which may affect the ability of such alien to earn a living; persons who have been convicted of or admit having committed a felony or other crime or misdemeanor involving moral turpitude; polygamists, or persons who practice polygamy or believe in or advocate the practice of polygamy; anarchists, or persons who believe in or advocate the overthrow by force or violence of the Government of the United States."

Another controversial part of the law was the section that designated an "Asiatic Barred Zone," a region that included much of eastern Asia and the Pacific Islands from which people could not emigrate except for those from countries with special treaties or agreements with the United States, such as the Philippines. Previously, only the Chinese had been excluded from admission to the country. The Chinese Exclusion Act of 1882 barred Chinese manual workers from entering the US. Also in effect was the "Gentleman's Agreement" of 1907, in which the Japanese government had agreed to stop the flow of workers to the United States.

Handout #1 The Literacy Act: Immigration Act of 1917

Arguments for both sides:

Quote from Henry Cabot Lodge (March 20, 1910)

Within the last twenty years there has been a great change in the proportion of the various nationalities immigrating from Europe to the United States. The immigrants from Great Britain and Ireland, and from Germany and Scandinavia have gone down in numbers as compared with immigrants from countries which, until very recent years, sent no immigrants to America. The great growth in recent years in our immigration has been from Italy, from Poland, Hungary, and Russia and from eastern Europe.

There is a growing and constantly active demand for more restrictive legislation. This demand rests on two grounds, both equally important. One is the effect upon the quality of our citizenship caused by the rapid introduction of this vast and practically unrestricted immigration, and the other, the effect of this immigration upon rates of wages and the standard of living among our working people.

I shall not attempt to argue the question with you, but will merely point out the number of persons who would have been excluded since 1886 if the illiterates over fourteen years of age had been thrown out. During that period the number of illiterates who, by their own admission, could neither read nor write in any language, numbered 1,829,320.

Counter-Quote from President Wilson (January 28th, 1915)

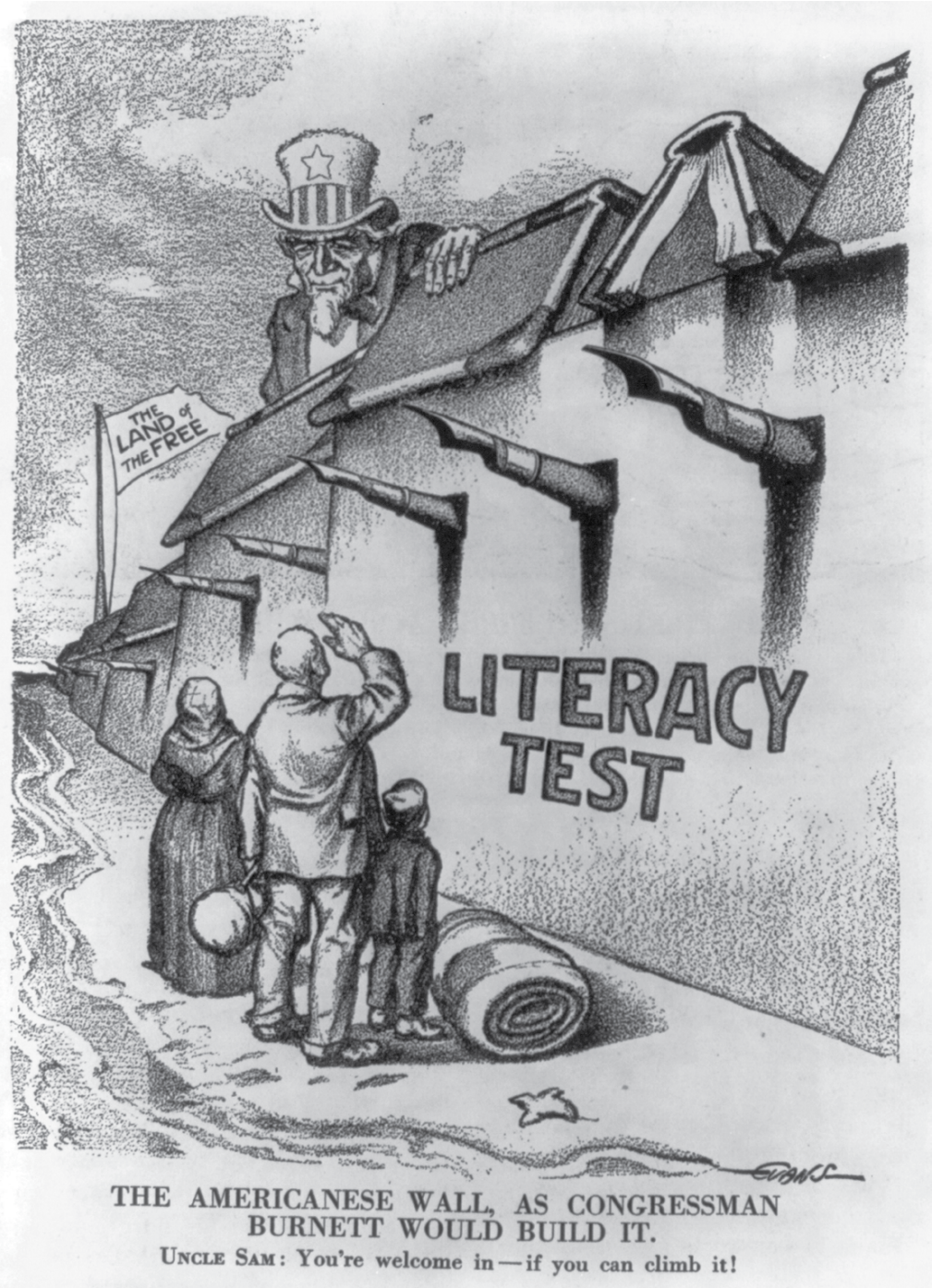
Restrictions like these, adopted earlier in our history as a Nation, would very materially have altered the course and cooled the humane ardors of our politics. The right of political asylum has brought to this country many a man of noble character and elevated purpose who was marked as an outlaw in his own less fortunate land.

The literacy test and the tests and restrictions which accompany it constitute an even more radical change in the policy of the Nation. Hitherto we have generously kept our doors open to all who were not unfitted by reason of disease or incapacity for self-support or such personal records and antecedents as were likely to make them a menace to our peace and order or to the wholesome and essential relationships of life. In this bill it is proposed to turn away from tests of character and of quality and impose tests which exclude and restrict, the new tests here embodied are not tests of quality or of character or of personal fitness, but tests of opportunity. Those who come seeking opportunity are not to be admitted unless they have already had one of the chief of the opportunities they seek, the opportunity of education. The object of such restriction, not selection.

Follow-up

In 1952 this bill was altered. Congress put it into a bill called the McCarran-Walter Act of 1952, the Immigration and Naturalization act. This reversed the laws that discriminated against people of Asian-Pacific decent in regards to immigration, naturalization, and nationality.

Handout #1 The Literacy Act: Immigration Act of 1917



The Americanese Wall as Congressman Burnett Would Build It
Puck Magazine, March 25, 1916
Coutesy Library of Congress, LC-USZ62-52584, Washington, DC

THE RULES HAVE CHANGED 1915-1924

Activity #2 America for Americans: Primary Source Activity

Suggested Grade Levels Seventh-Twelfth

Objectives

- Understand the term "negative stereotype"
- Examine the role of "nativism" in American immigration history
- Learn about the role and influence of the Ku Klux Klan as a nativist organization in the early twentieth century
- Examine negative stereotypes about immigrants and their relationship to policies and practices that unjustly mistreat, exploit, or exclude people who are members of a certain group
- Understand the term "xenophobia" in the context of immigration

Time 60-90 minutes

Preparation

- Read *Preparing for Discussion about Immigration*
- Copy *Handout #1 Primary Documents*: one set for each group of four participants
  - Excerpt from Hiram Evans's "The Klan's Fight"
  - Ku Klux Klan Hood
  - Ku Klux Klan Pamphlet: The Menace of Modern Immigration
  - Ku Klux Klan Pamphlet: America for Americans
  - Ku Klux Klan Handbill, Texas
- Copy *Handout #2 Ku Klux Klan Stereotype* for each participant

Introduction

If you went to the Texas State Fair in Dallas on October 24, 1923, you would have seen 150,000 people celebrating the Fair's official "Ku Klux Klan Day." Many fairgoers were dressed in white robes and hoods. The Ku Klux Klan (KKK) band played patriotic songs and Imperial Wizard Hiram W. Evans's speech, titled "Immigration is America's Big Problem," stirred the crowd. Nativist anti-immigrant sentiment gave renewed life to the racist Ku Klux Klan, which had declined after the Reconstruction of the South. Between 1920 and 1924, Klan membership rose from 3,000 members to three million members nationwide—including small business owners, professionals, women, farmers, politicians, and clerical workers. The Dallas Klan claimed 10,000 members and was considered one of the most powerful Klans in the United States. Racist since the Civil War, the Klan now also targeted Jews and Catholics, who Evans spoke of as being "absolutely unblendable" into the American mainstream. Klan literature argued against immigration and Congress passed increasingly restrictive immigration laws.

THE RULES HAVE CHANGED 1915-1924

Activity #2 America for Americans: Primary Source Activity

Warm Up

1. Introduce the idea that we all have many different facets to our identities, some of them more obvious than others to the outside, and some of them more important to us than others at different points in time and with different sets of people.
2. Discuss the question (write on board):
   How do I identify under the categories of: immigration status, race and/or ethnicity, gender, class, sexual orientation, religious affiliation/spiritual beliefs, or age?
3. Ask participants to spend 10 minutes writing out their responses on a sheet of paper.
4. After 10 minutes, ask participants to pair with someone near them (preferably someone they don't know well) to share what they've written or drawn about each of the different aspects of their identity (Be sure to signal for partners to switch off speaking after five minutes).
5. Reconvene the whole group back into a circle and process the exercise. Ask for reactions to the exercise. *How did people feel about the exercise? Was there anything surprising that they heard from their partner? From themselves?*

Lesson

1. Introduce the terms: stereotype, nativism, and xenophobia (see glossary in Appendix).
2. Read the Introduction to the class.
3. Divide students in groups of four.
4. Pass out primary documents, read the introduction, read Hiram W. Evans's "The Klan's Fight for Americanism" and then have students discuss each document and give first impressions of each one.
5. Have students fill out the Ku Klux Klan Stereotype Handout.
6. Discuss the following questions after the group comes back together:
   - *How does this celebration of "Native, white, Protestant Supremacy" relate to the immigrants who are coming to the United States in the first quarter of the twentieth century?*
   - *Why are immigrants from southern and eastern Europe considered a "Menace" to America?*
   - *What could you do if you didn't believe in the xenophobic ideas of the Klan?*
   - *How might Klan activity affect public policy and law?*
   - *How would you define propaganda? Would you consider the KKK pamphlets to be propaganda?*
   - *Examine the Menace of Modern Immigration KKK pamphlet cover. How are immigrants depicted in this cover? Why does the KKK describe them as "menacing"? How is this a stereotype toward a particular group?*

Handout #1 Primary Documents

The Klan's Fight for "Americanism"

The backlash against "alien" groups "infesting" American life after World War I assumed its most virulent form in a revival of the Ku Klux Klan. The organization had first emerged in the rural South after the Civil War, seeking to intimidate blacks from voting or holding office, and had pretty much died out by 1900. The zealous patriotism fostered by American intervention in World War I helped revive the Klan. In its new form it was more of an urban than a rural phenomenon. It adopted a broader agenda than the original organization, and its membership grew across the nation. By 1926 it boasted over three million members. Klan intolerance now went beyond blacks to include Jews, Catholics, Communists, and labor unionists. Texas dentist Hiram Evans assumed leadership of the organization in 1926. In this speech he reveals that the Klan was fundamentally a protest against all of the "ills" associated with modern culture.

From Hiram W. Evans, "The Klan's Fight for Americanism," North American Review 223 (March 1926):38-39.

The Klan, therefore, has now come to speak for the great mass of Americans of the old pioneer stock. We believe that it does fairly and faithfully represent them, and our proof lies in their support. To understand the Klan, then, it is necessary to understand the character and present mind of the mass of old-stock Americans. The mass, it must be remembered, as distinguished from the intellectually mongrelized "Liberals."

These are, in the first place, a blend of various peoples of the so-called Nordic race, the race which, with all its faults, has given the world almost the whole of modern civilization. The Klan does not try to represent any people but these...

These Nordic Americans for the last generation have found themselves increasingly uncomfortable, and finally deeply distressed. There appeared first confusion in thought and opinion, a groping and hesitancy about national affairs and private life alike, in sharp contrast to the clear, straightforward purposes of our earlier years. There was futility in religion, too, which was in many ways even more distressing. Presently we began to find that we were dealing with strange ideas; policies that always sounded well but somehow always made us still more uncomfortable.

Finally came the moral breakdown that has been going on for two decades. One by one all our traditional moral standards went by the boards or were so disregarded that they ceased to be binding. The sacredness of our Sabbath, of our homes, of chastity, and finally even of our right to teach our own children in our own schools fundamental facts and truths were torn away from us. Those who maintained the old standards did so only in the face of constant ridicule...

The old-stock Americans are learning, however. They have begun to arm themselves for this new type of warfare. Most important, they have broken away from the fetters of the false ideals and philanthropy which put aliens ahead of their own children and their own race…

THE RULES HAVE CHANGED 1915-1924

Activity #2 America for Americans: Primary Source Activity

One more point about the present attitude of the old-stock American: he has revived and increased his long-standing distrust of the Roman Catholic Church. It is for this that the native Americans, and the Klan as their leader, are most often denounced as intolerant and prejudiced…

The Ku Klux Klan, in short, is an organization which gives expression, direction and purpose to the most vital instincts, hopes, and resentments of the old-stock Americans, provides them with leadership, and is enlisting and preparing them for militant, constructive action toward fulfilling their racial and national destiny…The Klan literally is once more the embattled American farmer and artisan, coordinated into a disciplined and growing army, and launched upon a definite crusade for Americanism! …

Thus the Klan goes back to the American racial instincts, and to the common sense which is their first product, as the basis of its beliefs and methods…

There are three of these great racial instincts, vital elements in both the historic and the present attempts to build an America which shall fulfill the aspirations and justify the heroism of the men who made the nation. These are the instincts of loyalty to the white race, to the traditions of America, and to the spirit of Protestantism, which has been an essential part of Americanism ever since the days of Roanoke and Plymouth Rock. They are condensed into the Klan slogan: "Native, white, Protestant supremacy."

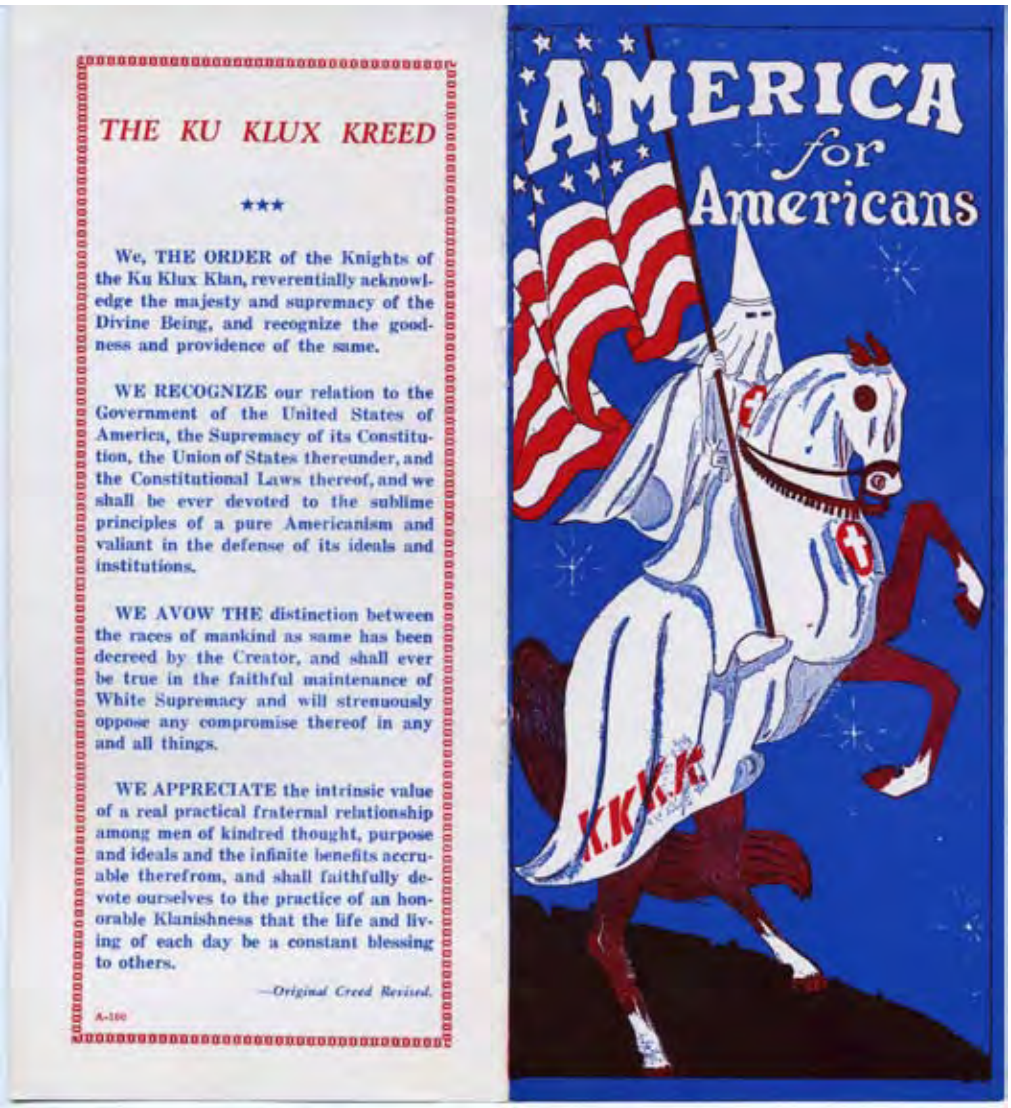
Handout #1 Primary Documents

Ku Klux Klan women's hood, ca. 1920s
Courtesy The Women's Museum, Dallas, Texas

Handout #1 Primary Documents

The Menace of Modern Immigration, ca. 1924
Published by the Knights of the Klu Klux Klan
Courtesy Michigan State University Library,
East Lansing, Michigan

Handout #1 Primary Documents



THE KU KLUX KREED

***

We, THE ORDER of the Knights of the Ku Klux Klan, reverentially acknowledge the majesty and supremacy of the Divine Being, and recognize the goodness and providence of the same.

WE RECOGNIZE our relation to the Government of the United States of America, the Supremacy of its Constitution, the Union of States thereunder, and the Constitutional Laws thereof, and we shall be ever devoted to the sublime principles of a pure Americanism and valiant in the defense of its ideals and institutions.

WE AVOW THE distinction between the races of mankind as same has been decreed by the Creator, and shall ever be true in the faithful maintenance of White Supremacy and will strenuously oppose any compromise thereof in any and all things.

WE APPRECIATE the intrinsic value of a real practical fraternal relationship among men of kindred thought, purpose and ideals and the infinite benefits accruable therefrom, and shall faithfully devote ourselves to the practice of an honorable Klanishness that the life and living of each day be a constant blessing to others.

—*Original Creed Revised.*

A-100

America for Americans, ca. 1922
Courtesy Oviatt Library, California State University, Northridge, California

Handout #1 Primary Documents

The Knights of the
KU KLUX KLAN
Are Continuing Their Fight
Started 18 Years Ago

For:-	Against:-
Christianity	Atheism
Individualism	Dictatorship
Liberty	Anarchy
Justice	Bolshevism
Education	Communism
Patriotism	*Facism
Fraternity	*Naziism
Nationalism	Internationalism
Representative Government	and all other Anti-American "Isms"

*Facism and Naziism are new names for the old world schemes to destroy Liberty-Freedom-Individualism.

The KLAN leads the way
Back to the Constitution and
the REPUBLIC it Guarantees.

JOIN NOW! The Ku Klux Klan Program is Action!

If Interested, address, P. O. Box 2072, Dallas, Texas

Ku Klux Klan handbill, ca. 1920s
Courtesy Dallas Historical Society, Dallas, Texas

Handout #2 Ku Klux Klan Stereotype
Examine the documents and artifacts from the Ku Klux Klan and answer the following questions based on what you read and see.

1. What is the stereotype/negative idea? Who is the stereotype/negative idea attacking?

2. Is this stereotype directed toward all immigrants or just immigrants of a particular ethnicity, race, class, or geographic location?

3. How does this stereotype impact the people it is attacking?
   How does this stereotype impact other groups of people?

4. Who benefits from these negative ideas? What are some policies and institutions that help these people/groups benefit?

5. Who suffers from these negative ideas? What are some policies that reflect these negative ideas in immigrant history?

6. What might people have done to address this oppression at the time? What can people do now to combat stereotypes of certain groups of immigrants?

Handout based on *Building a Race and Immigration Dialogue in the Global Economy (BRIDGE): A Popular Education Resource for Immigrant and Refugee Community Organizers*. Berkeley: Inkworks Press, 2004.

THE RULES HAVE CHANGED 1915-1924

Activity #3 A Port in Times of War: Interpreting Immigrant History through Maps

Suggested Grade Levels Seventh-Twelfth

Objectives

- Explore the significance of a city map when read in the context of world historical events
- Understand the significance of Galveston's role as a transoceanic port of entry during and after WWI
- Locate a landmark of national/international significance—such as a federal military compound—on a city map and understand the significance of such a landmark for immigration in the light of additional primary documents such as a newspaper clipping and a period photograph

Time 55 minutes

Preparation

- Print one copy of the *Galveston map of 1933* for each group of four students
- Copy one set for each group of the *Fort Crockett photograph*; the *Lusitania front page article*; and the *Notice to Travelers from the German Embassy*
- Research Fort Crockett on the internet and what role it played in Galveston

Introduction

"Notice! Travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk." Imperial German Embassy, April 12, 1915

Although the United States did not enter the First World War until 1917, transoceanic travel between Europe and America came to a virtual standstill in 1914. National ports of entry—including Galveston—re-directed their resources toward national defense, rather than the business of commerce or passenger service. From the time of the Texas Revolution, Galveston's harbor was secured by fortifications designed to protect the nation from attack. Fort Crockett was built along the sea wall in the late-nineteenth century for this purpose, and activated during WWI as a U.S. Army artillery training center.

Lesson

1. Divide students in groups of four. Distribute copies of the *Galveston map of 1933* to each group. Have students take a few minutes to look over the map. See if they can find any landmarks on the map that were not there, or not marked, on any of the previous maps they looked at. After a few minutes, direct their attention to a landmark called Fort Crockett on this Galveston map. Ask students to discuss what they think this might be and what purpose it might serve.
2. Distribute the three additional primary document pages to each group: *Fort Crockett photograph*; the *Lusitania front page article*; and the *Notice to Travelers from the German Embassy*. Have students read and discuss the documents and brainstorm what world event they might be related to. Have students discuss what impact they think WWI had on immigrant travel to and from Galveston.
3. Bring students together and have a discussion about what additional documents might or might not shed light on how they read the Galveston map in front of them.

THE RULES HAVE CHANGED 1915-1924

Activity #3 A Port in Times of War: Interpreting Immigrant History through Maps

Galveston Map of 1933

Galveston, ca. 1933
Courtesy Perry-Castañeda Library Map Collection, University of Texas Libraries, The University of Texas at Austin

Fort Crockett photograph

Soldiers on transport ship at Galveston
Courtesy Galveston County Historical Museum, Galveston, Texas

THE RULES HAVE CHANGED 1915-1924

Activity #3 A Port in Times of War: Interpreting Immigrant History through Maps

***Lusitania* Front Page Article**

"All the News That's Fit to Print."

The New York Times.

THE WEATHER
Fair today and Sunday; fresh to strong southeast to west winds. Fair but cooler Sunday. Details, page 12.

VOL. LXIV...NO. 20,923. NEW YORK, SATURDAY, MAY 8, 1915.—TWENTY-FOUR PAGES. ONE CENT In Greater New York, elsewhere 2 cents.

LUSITANIA SUNK BY A SUBMARINE, PROBABLY 1,000 DEAD; TWICE TORPEDOED OFF IRISH COAST; SINKS IN 15 MINUTES; AMERICANS ABOARD INCLUDED VANDERBILT AND FROHMAN; WASHINGTON BELIEVES THAT A GRAVE CRISIS IS AT HAND

SHOCKS THE PRESIDENT

Washington Deeply Stirred by Disaster and Fears a Crisis.

BULLETINS AT WHITE HOUSE

Wilson Reads Them Closely, but is Silent on the Nation's Course.

RUMOR OF CONGRESS CALL

Loss of Lusitania Recalls Fires of Our First Warning to Germany.

CAPITAL FULL OF RUMORS

Reports That Lines Were to be Sent Were Heard Before Actual News Came.

Roosevelt Calls It An Act of Piracy.

SYRACUSE, N. Y., May 7.—Colonel Roosevelt tonight characterized the sinking of the Lusitania as "an act of piracy."

"I do not know enough of the facts," said the Colonel, "to make any further comment or to say what would be proper for this Government to do in the circumstances.

"I can only repeat what I said the other day when the Gulflight was attacked, namely, that months before the fact that months before the Lusitania and deeds such as the sinking of the Lusitania were threatened, that if such deeds were perpetrated they would represent nothing but mere piracy."

Admiralty Puts Embargo On News Dispatches.

LONDON, May 8.—It is stated that the British Admiralty is not withholding any verified facts regarding the Lusitania, but declines to pass dispatches based merely on rumor.

It is expected that the Admiralty will issue a statement as soon as authenticated facts are available.

SOME DEAD TAKEN ASHORE

Several Hundred Survivors at Queenstown and Kinsale.

STEWARDTELLS OF DISASTER

One Torpedo Crashes Into the Doomed Liner's Bow, Another Into the Engine Room.

BOATS PROMPTLY LOWERED

But Ship Goes Down So Quickly Many Must Have Gone with Her—No Officers Reported Saved.

ATTACKED IN BROAD DAY

Passengers at Luncheon—Warning Had Been Given by Germans Before the Ship Left New York.

LONDON, Saturday, May 8.—The Cunard liner Lusitania, which sailed out of New York last Saturday with 1,918 souls aboard, lies at the bottom of

THE LOST CUNARD STEAMSHIP LUSITANIA

Canard Office Here Beseiged for News; Fate of 1,918 on Lusitania Long in Doubt

Loss of the Lusitania Fills London With Horror and Utter Amazement

DEATH OF FROHMAN IS FEARED IN LONDON

"What Is America Going to Do About It?" Asks British Colleague of Manager.

New York Times, May 8, 1915

Notice to travellers from the German Embassy

CUNARD
Established 1840
EUROPE VIA LIVERPOOL
LUSITANIA
Fastest and Largest Steamer
now in Atlantic Service Sails
SATURDAY, MAY 1, 10 A.M.
Transylvania..Fri., May 7, 5 P.M.
Orduna.....Tues., May 18, 10 A.M.
Tuscania.....Fri., May 21, 5 P.M.
LUSITANIA..Sat., May 29, 10 A.M.
Transylvania..Fri., June 4, 5 P.M.
Gibraltar—Genoa—Naples—Piraeus
S.S. Carpathia, Thur., May 13, Noon
ROUND THE WORLD TOURS
COMPANY'S OFFICE, 21-24 State St., N. Y.

American Line
AMERICAN STEAMERS
Under the American Flag
NEW YORK MAY 1
Atlantic Transport Line
White Star Line
RUSSIAN AMERICAN LINE
to RUSSIA
FRENCH LINE
Sailings for BORDEAUX
ESPAGNE . . May 8, 3 P.M.
ROCHAMBEAU . . May 15, 3 P.M.
NIAGARA . . May 22, 3 P.M.
CHICAGO . . May 29, 3 P.M.
Company's Office, 19 State St., N. Y.
ANCHOR LINE
NEW YORK to GLASGOW
CAMERONIA, May 1, Noon
TRANSYLVANIA, May 7, 5 p.m.
Portland, Me. All-the-Way by-Water
FABRE LINE
LLOYD ITALIANO
GEORGIA-FLORIDA
DSON SUNDAY
KSHIRE"
POUGHKEEPSIE
TRIP. $1.00

RESORTS.
NEW YORK.—Long Island.
Hotel Shelburne
Ocean Parkway, Brighton Beach, N. Y.
ERNEST EVANS & COMPANY
A Special Shore Dinner $2
Watch for Opening
Big Summer Revue MAY 14
NEW YORK—Westchester County.
Briarcliff Lodge
AT
BRIARCLIFF MANOR
OPENS
SATURDAY, MAY 8th.
HOTEL GRAMATAN
LAWRENCE PARK
BRONXVILLE N.Y.
THE MOUNTAIN HOUSE
VALHALLA, WESTCHESTER CO., N. Y.
NEW YORK—Lake Placid.
THE NEW
Whiteface Inn
DESIRABLE SOCIAL ENVIRONMENT ON BEAUTIFUL LAKE PLACID, ADIRONDACKS, NEW YORK
WILLIAM PERCIVAL, Manager.
Saranac Inn
NEW YORK—Long Island.
Cam-for-table
EISENBERG'S HOTEL WAVE CREST

ADVERTISEMENT.
NOTICE!
TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.
IMPERIAL GERMAN EMBASSY
WASHINGTON, D. C., APRIL 22, 1915.

BANKRUPTCY NOTICES.
UNITED STATES DISTRICT COURT FOR the Southern District of New York.—In the matter of JOSEPH HANDELSMAN and HENRY C. HANDELSMAN Individually and as members of a co-partnership, Firm of COLUMBIAN CLOTHING COMPANY, Bankrupts.—No. 29,756.
Notice is hereby given that Joseph Handelsman and Henry C. Handelsman, Bankrupts, have filed their petition, dated April 26th, 1915, praying for a discharge from all their debts in bankruptcy, and that all creditors and other persons are ordered to attend at the hearing upon said petition before United States District Judge in the United States Court House and Post Office Building, in the City and County of New York, on Wednesday, June 2nd, 1915, at 10:30 A. M., and then and there show cause, if any they have, why the prayer of said petitioners should not be granted, and also attend the examination of the bankrupts thereon.
STANLEY W. DEXTER, Referee in Bankruptcy.
Dated April 26th, 1915.

ISLESWORTH
ALAMAC HOTEL
CHALFONTE
Atlantic City, New Jersey
The Leeds Company
Hotel RUDOLF
Marlborough-Blenheim
LORAINE
THE WILTSHIRE
HOTEL SHOREHAM
NEW JERSEY—Lakewood.
LAUREL-IN-THE-PINES
Lakewood, N. J.
FRANK F. SHUTE, Manager.
NEW ENGLAND.
CAMP CATAMOUNT
NEW ENGLAND—Connecticut.
The Edgewood
'New York's Ideal Suburban Hotel'
AT GREENWICH, CONN.
OSWEGATCHIE
NEW ENGLAND—Massachusetts.
HEATON HALL,
Stockbridge, Massachusetts,
in the Berkshire Hills,
WILL OPEN JUNE 19TH.
Marblehead, Mass.
THE ROCK-MERE
Hotel de Luxe Opens May 29
Faces all the Yachting
EARLY GOLF
AT
STOCKBRIDGE, MASS.
RED LION INN
NOW OPEN.
MICHIGAN.
Mount Clemens
OPEN ALL THE YEAR
MINERAL BATHS
World Renowned for Treatment of
RHEUMATISM
PENNSYLVANIA—Delaware Water Gap.
THE CATARACT HOUSE

New York Times, May 1, 1915

ADVERTISEMENT.
NOTICE!
TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.
IMPERIAL GERMAN EMBASSY
WASHINGTON, D. C., APRIL 22, 1915.

THE RULES HAVE CHANGED 1915-1924

Activity #4 An Immigration Nation Theatre Play

Suggested Grade Levels Sixth-Eighth

Objectives

- Understand how historical events can impact feelings toward newcomers
- Develop and strengthen oral communication skills through active learning
- Create a play based on learned material

Time Five one-hour sessions or more

Preparation

- Read Section Introduction *The Rules Have Changed* (1915-1924)
- Conduct the previous activities in this section to prepare students
- Copy one class set of *Handout #1 Real-life Stories* and *Handout #2 Sample Play*
- Check out books: *Super Cilantro Girl* by Juan Felipe Herrera; *The Great Migration* by Jacob Lawrence; *Read Aloud Plays: Immigration* by Sarah Glasscock; optional *Amazing Animal Journeys* by Liam O'Donnell. *See the resources section for descriptions of these books*
- Gather materials: a number of new and old-looking objects (pewter picture frame, album, tea cup, book, etc.) butcher paper, cloth, yarn, and other craft supplies, video camera (optional)

Introduction

1. Explain that when a country experiences a threat from the outside such as war, it usually leads to negative feelings toward newcomers. Students will be creating a play based on this theme.
2. Invite an immigrant community member to share their story of immigrating to the United States. Encourage the students to ask questions and your guest to tell stories about:
   - Whether they had a difficult time with paperwork to become an immigrant
   - If they were ever made to feel "left out"
   - How they feel about the negative perceptions of newcomers today

Lesson

1. Read the book *Super Cilantro Girl* and ask students to make inferences about the characters and the plot.
   - Why do you think the character was detained? What big historical event do you think is happening at the same time? Does this happen in real life? Students share stories that they have heard.
   - Review *Handout #1* and ask the previous questions once again.

2. Students will practice developing a sequential story about how historical events can cause negative feelings toward newcomers; use *Super Cilantro Girl* as the context. They can make up new characters.
   - Lay objects in front of the class and explain that each of these objects will play a part in the story
   - Divide the class into "actors" and "storytellers"; decide on a beginning line to the story as a class
   - Begin with an "actor" choosing an object (but not all actors need to choose an object every time); a "storyteller" will continue the storyline and find a way to include the object in the story; the actor will mime the storyline
   - After all have participated, students repeat and act out their section of the story seamlessly; if possible, videotape this activity to review with the students
3. Explain that during hard economic times, even people that are born in this country suffer from negative feelings and are treated unfairly. Read *The Great Migration* and ask students to make inferences about the story:
   - Why were African Americans moving to the north?
   - What major historical event was affecting the country?
4. Students will "pose" several scenes from the book in order to create empathy to people affected by these historical events.
   - Depending on time, choose 3 or 4 different scenes from the book
   - Select students to "pose" in the scene; ask them to portray the facial expressions on the characters based on how they imagine they felt
   - Other students in the class take turns telling the class what the character felt and said in this scene; repeat for all characters in the scene
5. Write the following question on the board: "What would you do to make a newcomer feel welcome?" Have students write or illustrate their answers and review.
6. Students will develop a play based on the previous themes.
   - Read and act out one of the plays in the book *Read Aloud Plays: Immigration*
   - Show *Handout #2 Sample Play*; characters do not have to be human
   - Students will choose a time, a place, characters and a plot (*make sure to include a major historical event that affects feelings toward newcomers)
   - Draw or list these on butcher paper; for extra help, see extension activity
7. Students will hone their own storyline and characters and create a production that they can showcase! Produce costumes or paper mache masks.
8. Ask students: *Why do you think people become suspicious of newcomers if a major historical event happens? Do you think it is fair that some people are treated unfairly?*

Extensions

- If students have a difficult time developing a plot or characters, read *Amazing Animal Journeys* and use migrating animals as metaphors for immigration. For example, connect animal migration to human stories of dangerous journeys, conflict over who belongs, and suspicion toward other species. Encourage students to develop animal characters based on their natural characteristics, but always in terms of human-based immigration stories.

Handout #1 Real-life Stories

The following stories are about people that were treated differently because they were suspected of being terrorists. This happened very recently. What historical events might have caused negative feelings toward these newcomers?

Manfred Lagos
Country of Origin: Honduras

When I came back from Cairo, Egypt I was separated from my work colleagues and taken into a room to ask me where I was going and why. I told them that I live in the United States and that I was there for work. Then, another official came in and starting speaking in Arabic for such a long time that I thought he was praying. He asked me if I understood, but I said, "no, only Spanish or English." He didn't believe me. Another person came in and asked me the same questions in another form. They asked me why I was there and why I had a Honduran passport.

Out of all my work colleagues, everyone was guero [white], I was the only prieto [dark-skinned]. One of my friends brought back a sword as a souvenir made out of all metal. That guy passed [security] with a sword and all I had were plastic souvenirs! They took everything out and asked, "what do you have there?" That was a story.

Mohammed Ali Ahmed
Country of Origin: India

It was a very sad event for me, especially in the situation I was traveling. I think the airline just simply ejected me by looking at me. My mind was just to go to Chicago and give comfort to my in-laws where I was trying to attend a funeral and everything was delayed. They just said, walk out. You have to talk to us. So, what does that mean to me? OK, they consider me a terrorist because of the name. It caused me a lot of pain. It caused my kids to suffer. We were escorted down to the basement. We had to wait for hours for an FBI agent to come talk to us.

It's getting more common. Names are becoming a target. We are Americans; we should be treated like Americans. No one said sorry so far. They apologized for the delay. In the beginning, I was unsure about bringing a lawsuit because of the treatment I experienced and because of September 11th. But I decided to stand up and not accept this discriminatory treatment because I didn't want it to happen to others. I wanted to make a difference for them, to see that all people are treated with dignity and respect.

The preceding quotes are from the following 2002 sources: *Houston Chronicle*, *Houston Chronicle* Austin Bureau, *The Daily Texan*, Wayne Krause, *Austin American-Statesman*, News 8 Austin, KXAN-TV 36 Austin, Fox 7 Austin.

Handout #2 Sample Play

This is the story of some animals that migrate from place to place and from season to season. Some of them will migrate to find food, others will do it to be together with their families, and others will do it for some other reasons. But whatever the reason for moving, you will notice that many times, a big historical event like a drought will create negative feelings about migrants.

In a beach somewhere there is a little baby turtle named Ai. There is a full moon and she just hatched out of her egg. Following the moonlight she crawls through the sand toward the sea. Once in the sea, she starts her long, long journey to the northern waters to meet her mom. Sometimes she will ride on a train and other times she will swim through the deserted waters. It was a very long journey but Ai finally made it to the northern waters safe and sound. Now, she works day and night in the same job that her family has done for generations; she is a seaweed picker. Years have passed and now Ai is a young and mature turtle. It is time for her to start a long journey back to the same beach were she was born, back home where she can have her babies. She noticed that now there were big nets keeping all migrating animals from reaching the shore. So, she decided to swim back to get some help. On her way back she ran into a caribou and an elephant who were arguing between each other about who really had the rights to food in the area.

CARABUYA: That's my food!
ELEPHANT: No, it's mine.
CARABUYA: I've been collecting all this grass for my long journey. I need it for my family.
ELEPHANT: But I am hungry now and I have to keep moving too...
(Ai intervenes in the fight.)
AI : Why are you fighting?
(The elephant and caribou explain.)
AI: We cannot be fighting between ourselves. There are others that want to keep all of us migrating animals away. Where are you going, elephant?
ELEPHANT: I am going to the other side. I went there when I was a baby and there is a lot of food there.
AI: How about you Carabuya?
CARABUYA: I am going to my spring home where I can take better care of my baby.
AI: You see! I want to go to the place where I was born so that I can have my babies but none of us will be able to pass through because now there is a big net keeping all the animals separated. Someone thinks that we are the cause for the big drought there!
CARABUYA AND ELEPHANT: Really!?
AI: We need to get together and get rid of that net.
ELEPHANT: But how are we going to do it?
(On their way there they find a bird, a butterfly, and a bat who are also heading toward the net because they want to cross to the other side. They find a way to work together and in the end they defeat the net and everyone can go where they need to go. They explain to the animals on the other side that they are not the cause for the drought.)

* Adapted from outreach program conducted in collaboration with Theatre Action Project Austin, Texas

Explore Your Community's Immigrant History

How to Engage Your Community:

1. An Immigrant's Story Box
2. Talking to our Neighbors
3. Immigrant's Guide to the Neighborhood
4. Faces of Our Community
5. It's My Story

Section Introduction

The following workshop activities are meant for school groups, civic institutions, and community centers that would like to a) foster engagement with recent immigrants and longstanding residents; b) initiate a meaningful dialogue on the topic of immigration among community members; and c) develop public exhibits and family activities that explore the immigrant influence of a neighborhood's religious, cultural, and civic life.

These activities have been piloted in schools, clinics, libraries, community centers, and museums. They are meant to be adapted for a variety of settings and the issues particular to each community. Most of these projects were developed in collaboration with community-based institutions that were already set up to serve immigrant, migrant, or longstanding descendent communities.

Image on previous page: Photograph by Chris Casselli

EXPLORE YOUR COMMUNITY'S IMMIGRANT HISTORY

Activity #1 An Immigrant's Story Box: Community Craft Activity

Suggested Audience School groups, families

Objectives

- Understand and promote the richness and diversity of a community's immigrant population
- Create Story Boxes highlighting a local immigrant's story to display in the community

Time Four one-hour sessions or more

Preparation

- Look over *Conducting an Oral History* in the Appendix, section D
- Review, adapt and conduct the lesson *What's in Your Suitcase* prior to beginning this activity (optional)
- Make a copy for each student of *Handout #1: Interview for Story Box Activity*
- Gather materials: shadow boxes (wooden craft boxes, cigar boxes, or covered shoe boxes that can be covered in cloth make good alternatives), glue, scissors, colored cloth, construction paper, watercolors, copier, optional scanner, printer and digital camera
- Check out one or both of the following books from your local library: *Miss Bridie Chose a Shovel* by Leslie Connor and/or *Small Beauties: The Journey of Darcy Heart O'Hara* by Elvira Woodruff and Adam Rex. Descriptions of these books can be found in the Resources section

Introduction

1. Explain that objects have always been important to immigrants coming to a new country. Explain to the group that they will be making a Story Box of objects and photos highlighting a local immigrant community member.
2. Invite an immigrant community member to share their story of immigrating to the United States. Encourage participants to ask questions and your guest to bring special objects that remind them of home and to tell stories about:
   - Why they decided to immigrate
   - What objects, photos, and documents they brought with them, and what they left behind
   - What the journey was like
   - The hardest things about immigrating
   - The special objects that remind them of home

Procedures

1. Read the book *Small Beauties* and de-brief about what special things immigrants keep to remind them of home or read *Miss Bridie Chose a Shovel* to talk about what objects are useful to bring to a new country.
2. Explain that participants will conduct an interview with an immigrant community member.
   - Give participants ten minutes to write down questions about what special things are important to newcomers
   - Have participants (or families) pair up and practice asking questions
   - Review *Handout #1: Interview for Story Box Activity* and have participants add more questions
   - After the workshop, participants will interview an immigrant community or family member about their immigration experiences using this handout and they will copy, scan, or collect special objects, letters, photos, or documents
   - Encourage the person that is interviewed to fill out their immigration story in the handout to describe the objects and documents included in the Story Box
3. Explain that there are other ways of telling stories—people write books, make movies, and also create artworks about real-life experiences.
   - Show *Handout #2 Sample Shadow Boxes*
   - Participants will begin to create a Story Box based on the interview they conducted with a community member and the materials they collected
4. Ask participants to share their interview stories. Encourage other participants to ask questions and to compare the diversity of experiences.

Extensions

- These Story Boxes look great in a display format. Contact a local library, school, or community center to inquire about exhibiting the collection of Story Boxes to share with the broader community.

Handout #1 Interview for Story Box Activity

Participant Name _____

I interviewed _____

Make sure to get permission from the person you interview to create a Story Box about their immigration experiences. Remind them that you would like to collect copies of photos, letters, documents, and photos of special objects to include in the Story Box. Show them the photos of the sample Story Boxes.

Where is your family from? What does your home country look like?
Do you have photos from your home country that I can copy?

What was the journey like? What transportation did you take?
Do you have bus tickets, a passport, or any other important documents that I can copy?

Do you keep in touch with family back home? How often?
Do you have letters from home or family photographs that I could copy?

What other objects are special to you that remind you of home? Can I take a picture of these special objects to include in this box?

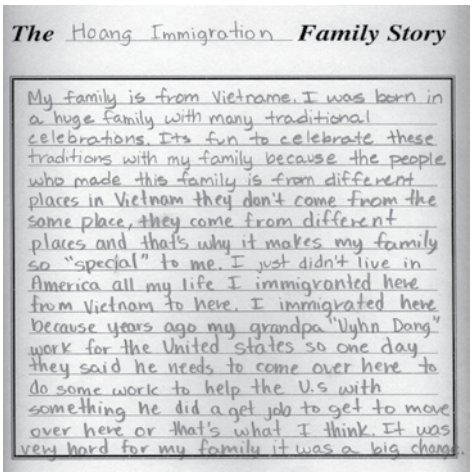
What foods do you continue to eat that remind you of home?
Do you have food containers or wrappers that I can include in the box?

Add your own questions on the back of this page.

THE _____ FAMILY IMMIGRATION STORY

Insert family photo here

Handout #2 Sample Story Boxes



The Hoang Immigration *Family Story*

My family is from Vietrame. I was born in a huge family with many traditional celebrations. Its fun to celebrate these traditions with my family because the people who made this family is from different places in Vietnam they don't come from the some place, they come from different places and that's why it makes my family so "special" to me. I just didn't live in America all my life I immigranted here from Vietnam to here. I immigrated here because years ago my grandpa "Uyhn Dang" work for the United states so one day they said he needs to come over here to do some work to help the U.S with something he did a get job to get to move over here or that's what I think. It was very hard for my family it was a big change.

Courtesy Walnut Creek Elementary School, Vietnamese Program, Austin, Texas

Suggested Audience Groups with shared interests: parent groups, neighborhood associations, religious/cultural/civic groups, library staff and patrons, etc.

Objectives

- Foster engagement with recent immigrants and longstanding residents
- Initiate a meaningful dialogue on the topic of immigration

Time Three one-hour sessions or more

Preparation

- State your own goals for initiating these dialogue workshops and be prepared to share them with participants
- Review *How to Talk about Sensitive Topics* and *Facilitating Students Dialogue*s
- Gather materials: laminated maps of the world and of the United States and whiteboard marker, sticky notepad, paper
- Print out *Timeline* in Appendix, Section B

Introduction

1. List and explain your goals on a piece of large paper or on the board and encourage participants to share their own goals for these dialogue workshops.
2. Conduct an ice-breaker. Participants will state their name and finish the sentence *"I am (describe something positive about themselves)"* along with a gesture. Every person after that will be required to introduce the previous persons (along with gestures).
3. Write the question, "Why do you think we need these dialogue workshops about immigration in our community?" Encourage participants to write their answers and discuss as a group.

Procedures

1. Explain that whether you move from country to country, state to state, or across the city, there are some similarities to the experience of leaving home and moving to a new place.
   - Each participant will trace the route of how they arrived to the United States, the state, or the city and share why they decided to leave, difficulties along the journey, and the experience of coming to a new community
   - List the similarities and differences between the two experiences of migrating to a different place within the US, and immigrating from a different country (why people move, difficulties of moving, etc.): *What are the causes of these differences?*
   - Gather together in a circle; 4-5 participants will sit in a smaller circle in the center and discuss: *When do you feel like you do belong; what impact does that have on your behavior? When you feel like you don't belong; what impact does that have on your behavior?*
   - After a few minutes, switch out with other participants to continue the conversation; debrief with the question: *Does our sense of belonging rely upon the actions and perceptions of others or actions and perceptions of our own?*

EXPLORE YOUR COMMUNITY'S IMMIGRANT HISTORY

Activity #2 Talking to Our Neighbors: Dialogue Workshop

2. Encourage participants to read and place a sticky note on the Timeline with the year that they immigrated (or their immigrant ancestors immigrated), and country or region of origin.
   - List the groups that have immigrated to Texas throughout history
   - List the major historical events affecting immigration
   - Discuss how historical events influence immigration at different times
3. Write the following questions on the board or on two large pieces of butcher paper: *What typically shapes public opinion about immigration in this country?* and *Why is immigration such a difficult issue for this country to address in a contemporary context?*
   - Participants will illustrate or write their opinions about these two questions
   - As a group, discuss the answers and encourage respectful, productive responses—remember the goal is sharing not necessarily agreeing!
4. Encourage participants to share something that made them think twice during the workshops.

Extensions

If you would like to add more time for personal reflection, use this activity to discuss how immigration affects our daily lives.

1. On a sheet of paper, participants create a mind-map (self-directed illustration, list, graph etc.) answering the question: *Where in my life do I do business with people I know to be recent immigrants?*
2. Participants share their answers in pairs or small groups of three and discuss: how important are these individuals and the services they provide in my daily life?
3. As a group, debrief with the following questions:
   - *Did you find any commonalities in your experiences? What were they?*
   - *Is there anyone who does not, in any context, do business with people who are recent immigrants to this country?*
   - *What do our experiences say about the relationship of our economic life to people who are recent immigrants to this country?*

Suggested Audience Groups in a shared community: parent groups, neighborhood associations, religious/cultural/civic groups, library staff and patrons, etc.

Objectives

- Foster engagement with recent immigrants
- Initiate a meaningful dialogue on the topic of immigration among community members
- Develop a neighborhood guide for incoming residents to the community

Time Six one-hour sessions or more

Preparation

- Review and/or conduct *Activity #2 Talking to Our Neighbors: Dialogue Workshop* (optional)
- Gather materials: unlined paper, butcher paper, markers and colored pencils, folders (to keep materials), disposable cameras (4-6), printer and scanner
- Make enough copies for your group of *Handout #1 Food and Community*
- Review *Handout #2 Sample Community Booklet Page*
- For a complete sample of a Community Booklet, visit our website at www.ForgottenGateway.com

Introduction

1. Explain that local individuals have always played an important part in welcoming or orienting newcomers to a neighborhood or community. Explain to the group that they will be creating a guide of their neighborhood to welcome newcomers to the community.
2. Invite an immigrant community member to share their story of immigrating to the United States. Encourage participants to ask questions and your guest to tell stories about:
   - Why they decided to immigrate
   - Where they first arrived and who helped them get settled
   - Who assisted in finding a home, health care, and a job
   - How they felt as a newcomer to a new community

EXPLORE YOUR COMMUNITY'S IMMIGRANT HISTORY

Activity #3 Immigrant's Guide to the Neighborhood: Community Booklet

Procedures

1. Participants will reflect their vision of their community.
   - On a large piece of paper, participants will draw a visual mural and/or map of their neighborhood, illustrating places they work, worship, go to school, landmarks, places to shop or eat, etc.
   - Participants will also illustrate people doing daily activities, community events, etc.
   - Discuss who may not be depicted in the illustrations and whether and how they should add them
2. Invite participants to talk about the individuals, organizations, and institutions that helped them find their way in a new place (school, city, job, etc.)
   - *What specifically did they need help with?*
   - *How did the individuals affect the experience of coming to a new place?*
   - Write the following question on the board or butcher paper: *How would you make (or have you made) a newcomer feel welcome?* Discuss the answers
3. Pass out paper and pens/pencils. Ask participants to write a letter to a newcomer in the neighborhood. *What would they say to welcome them or to orient them to the neighborhood? What pieces of advice do they have?* Read the letters out loud and discuss them as a group.
4. Explain that it is sometimes difficult for people from other places to come to a new environment and get used to new food and food preparation, new markets, and new products.
   - Participants will state their name and a dish that reminds them of home
   - Participants will write down a favorite family recipe on index cards to share with the rest of the group
   - In pairs, they will share and write down favorite, memorable, or funny stories about cooking food in a new place or a family cooking tradition
   - As a group, list the local markets, ethnic restaurants, and chain grocery stores that could orient a newcomer to the neighborhood
   - For next time, encourage participants to share a favorite dish
5. Ask participants to bring pre-made food that reminds them of home. In groups of 3-4, continue to discuss food and cooking in a new place using *Handout #1 Food and Community.*
6. Take a walking tour of the area and document the neighborhood, including important people and places.
   - Take photos with the disposable cameras and record a description of each place
   - Participants will also share and write down any stories they have to tell about particular places
   - Debrief about their experience: *How did you decide as a group what was important? Did you notice the ways in which people told stories at particular places? Which stories did you record?*
7. Compile the series of photographs, stories, notes, letters, and recipes that the participants have written over the course of the workshops. As a group, create a table of contents and decide what to include in the guide. The facilitator or a willing participant can scan/copy and produce the booklet for distribution.
8. Discuss as a group: How do you think this guide will help a newcomer to this community? How can we continue to update this and distribute it to newcomers?

Extensions

- List contacts for local stores, health clinics, schools, citizenship, and English-as-a-second-language courses. Conduct workshops with an immigrant group and add materials to the guide (see in this section the next activity, *Faces of Our Community: Immigrant Workshop and Exhibit*)

Handout #1 Food and Community

Have a conversation about the new types of foods you experienced when you moved to a new place.

What did you think was rare or different?
Did anything surprise you?
What did you think about this new food and ingredients?

Tell us about a particular experience.

Notes or Stories _____

.....Cut Here .....

Have a conversation about the different eating habits of people when you moved to a new place.

Did people eat at different times in the day or at odd hours?
Were you surprised at how much people ate or how little?
Did you think people ate too fast or too slow? What about the pace of life?

Tell us about a particular experience.

Notes or Stories _____

Have a conversation about the way people shopped for food in a new place.

Did you have a hard time finding what you needed?
Where did you buy your groceries?
Did you miss your old stores? What was different and what was similar?
Were things cheaper or more expensive? Why did you think that was so?

Tell us about a particular experience.

Notes or Stories _____

_____

_____

_____

_____

_____

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_____

_____

_____

.....Cut Here .....

Have a conversation about different foods used in different traditions in a new place.

Did you learn to incorporate new foods into holiday meals or festivals (like different ways of preparing for Thanksgiving or birthdays)?
Did you incorporate any new traditions?
Are there any new traditions or foods you didn't like?

Tell us about a particular experience.

Notes or Stories _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Handout #2 Sample Community Booklet Page

Pensamientos: Mejorando a St. John

Thoughts: Making St. John a Better Place

En las siguientes páginas queremos compartir los pensamientos de nosotros de las barreras que nos detienen en comunicarnos con culturas diferentes, y también ideas de soluciones para hacer St. John una comunidad sana y vibrante.

In the following pages, we want to share the thoughts of the barriers we face in communicating across cultures, and also ideas of solutions to make St. John a healthy and vibrant community.

"Primeramente, es importante conocer a nuestros vecinos, y de esta manera conocer a nuestra comunidad y conocer nuestras necesidades y de que manera podemos apoyarnos."
--Martha Tamez

"First of all, it is important to know our neighbors, and in this way to know our community and to know our necessities and so that way we can support each other." – Martha Tamez

"On my block, I make everybody associate, blacks, Spanish; we've got a lot of elderly people on my block too. You just have to get to know your neighbor, sometimes just say hi, how you doing?

Our children need to get along. If we remember that, and teach our children to communicate better, then we'll have a neighborhood."
--Wilma E. Thomas

"En mi barrio, hago que todos se comuniquen, negros, los hispanos, también gente mayor. Tiene que familiarizarse con su vecino, a veces nomas un ¿hola, cómo esta usted?

Nuestros niños necesitan tener buenas relaciones. Si nos acordamos de eso, y enseñamos a nuestros niños a comunicar mejor, es cuando tendremos una comunidad."
-- Wilma E. Thomas

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Courtesy St. John Community, Austin, Texas

Suggested Audience Local immigrant groups: English-as-a-Second-Language classes, religious/cultural/civic immigrant groups, references from immigrant services centers, etc.

Objectives

- Foster engagement with recent immigrants
- Develop a public exhibit that explores the immigrant influence of a neighborhood's religious, cultural, and civic life

Time Five one-hour sessions or more

Preparation

- Read *Conducting an Oral History* and review *You Are the Oral Historian!, Questions*, and *Oral History Release Form* in the Appendix section D
- Invite local immigrant community members that agree to participate in all workshops
- Gather materials: Laminated world map, whiteboard marker, small sticker dots, audio recorder (digital is best—many ipods and computers come with this capability; recording in .wav format is the highest quality), computer or word processor, digital camera, scrapbook materials

Introduction

1. Explain that their personal experiences of immigrating into the community are important stories that contribute to the life of the community. These workshops will be created into a community exhibit and possibly an immigrant's guide to the neighborhood.
2. Invite participants to share their story of immigrating to the United States. Audio record all workshops. Encourage the participants to ask questions about:
   - *Reasons why they decided to immigrate*
   - *Difficulties of the journey*
   - *Who helped them settle in a new place*
   - *How they felt as a newcomer to this community*

Procedures

The facilitator will audio record each workshop and write down memorable quotes and stories from the participants. These excerpted quotes will become the basis for the exhibit and guide. The facilitator will also take a frontal portrait photograph of each participant.

1. On a world map, participants will trace where they are from, what route and transportation they took to the United States, the difficulties of living in a new country, and moving into the neighborhood. Scan or copy the map. Display map in a public place to encourage visitors to place their own stickers on the countries where they are from.

2. Participants will bring a special object or photographs that remind them of home. The facilitator will photograph each object. They will share stories about:
   - What objects or photos they brought with them, and what they left behind
   - The special objects and photographs that remind them of home and why
3. Participants will bring any letters that remind them of home. Explain that it is common for immigrants to communicate with family and friends in their home countries. Ask participants:
   - Who they still keep in touch with from home
   - Describe the letters that they have collected and why they are important
   - Write a letter during the workshop to someone from their home country about their new life in the United States
   - If participants are comfortable, copy or scan their letters to include in a guide
4. The facilitator will compile scans, copies, photographs and type up excerpts from the participants for the next workshop. For maximum accuracy, go to audio recordings for exact quotes and stories.

Debrief

Explain to the participants that their stories, photographs, and letters will be compiled to create an exhibit and guide.

- Each participant will select stories they would prefer to be included (portraits, quotes, photographs, letters, etc.)
- Using scrapbook materials each participant will compile their own page with the materials gathered

Each of the scrapbook pages can be laminated and displayed with a portrait of each participant.

Suggested Audience Immigrant and longstanding resident families

Objectives

- Foster engagement with recent immigrants and longstanding residents
- Develop a public exhibit that explores a neighborhood's religious, cultural, and civic life by displaying stories and family photographs

Time One hour preparation and two hour program or more

Preparation

- Copy and laminate 5-10 copies of *Handout #1 Tell Us Your Story* and copy one per participating family, *The Family Immigration Story Worksheet*
- Advertise this program in conjunction with another event, such as the opening of a community exhibit (see Activity #4 *Faces of Our Community: Immigrant Workshop and Exhibit*) or the publication of a community project (see Activity #3 *Immigrant's Guide to the Neighborhood: Community Booklet*)
- Gather materials: digital camera, stand, laptop, scanner and printer, butcher paper
- Prepare signage that invites youth, families, and individuals to contribute their own stories about how their family came to the country, the state, or the neighborhood

Procedures

1. During the program, the participants will take a family portrait and record their immigrant stories to be displayed.
   - Set up digital camera on stand and connect to a laptop computer in a well-lit area
   - Set up tables with laminated copies of *Handout #1 Tell Us Your Story*
   - Invite families and individuals to write the story of how they came to the United States, the state, or the neighborhood
   - Facilitators will take a portrait of the family and save it on the laptop computer
   - Scan any family portraits that participants brought with them
   - If you have the capability and staff, print images, attach to *The Family Immigration Story Worksheet* and display during the course of the event
2. On a whiteboard or a large piece of butcher paper, invite participants to answer the question: *What are the similarities and differences between the two experiences of migrating to a different place within the US, and immigrating from a different country (why people move, difficulties of moving, etc.); What are the causes of these differences?*

Extensions

Exhibit panels can be created digitally by reformatting in a word document. See *Handout #1 Sample Exhibit*. Go to File, then Page Setup and change the orientation to landscape. Under Page, change the size to Legal or customize your own size. Change the margins to the lowest number allowed. Go to Format, then Background to change the background color. Go to Insert, then Text Box to create a text box and add excerpted quotes in 20 point font or larger. Insert the digital photo. Print on a color printer that can manage this size.

Handout #1 Tell Us Your Story

Here are some ideas of what you can write:
Describe your experience coming to the country/the state/the neighborhood.

- When did you first arrive? (year and month)
- How old were you?
- Why did you decide to move?
- What community did you leave?
- Who came with you? Who stayed behind?

Tell about the journey itself.

- What kind of transportation did you use to journey here?
- Did your family come here all together? Did you come here directly or was your journey done in stages?
- What were your feelings on the day(s) of the journey?
- Do you have any photographs or documents of the journey, or objects that you brought that were special? Can you describe them?

Describe your first few days of coming to the city.

- Did you know anyone at all when you came here? When you arrived here, did anyone help you settle into a new home or community? Was someone from your hometown already here when you arrived?
- How did you find your first home? Who helped you find it?
- What were some of the challenges you faced in your new community?
- Did you ever feel like you were treated unfairly because you were new or different because of the way you looked, spoke, or dressed?

Tell about your expectations of the neighborhood.

- What did you expect the country to be like? What had you heard about the city? What made you pick this neighborhood as a place to live? Is it what you expected?
- Did anything happen to your family that was funny or special because of what you expected?
- What were some similarities and differences between your old community and your new one?
- Do you feel like life is better for your family in this place than in your old?

THE _____ FAMILY IMMIGRATION STORY

Insert family photo here

Handout #1 Sample Exhibit

It's My Story

Austin, Texas is home to over 600,000 people, nearly half of whom were born outside of the state. To paraphrase a popular bumper sticker, "They might not have been born in Texas, but they got here as fast as they could." Of these relative newcomers, about a third have immigrated from outside the United States—including Europe, Asia, Africa, Latin America, Oceania, and North America.

Whether they arrived in the past days or the past decades, they all have stories to tell about their migrant experience, and their earliest impressions of their adopted home in Texas.

As part of a long-range exhibit project on immigration to Texas, the Bob Bullock Texas State History Museum staff has begun gathering the migrant stories of some of Austin's first generation residents, as well as some of their more established neighbors.

Meet a few of your neighbors from Austin and learn their stories—and maybe take a moment to contribute your own story of how you came to live in Texas' capital city.

Photographs taken by Chris Caselli, John Lucas and/or Bette Reichman

Appendix

A. Content Standards
B. Timeline
C. Glossary
D. Conducting Oral History
E. Using Primary & Secondary Source Materials
F. Map of Texas

APPENDIX

Image on previous page: Detail from Bird's-Eye View of Galveston, Texas, ca. 1888
Coutesy Library of Congress, LC-USZ62-68830, Washington DC

NATIONAL STANDARDS	**A. Difficult Journeys (1845-1865)**	1. What's in Your Suitcase?	2. People vs. Property	3. Wade In, Wagon Out	4. An Immigrant's Journey	**B. Immigration is Big Business (1865-1900)**	1. Come to Texas!	2. The Chinese-Texan Experiment	3. Galveston: Gateway on the Gulf	4. Work Brought Me Here	**C. Answer the Question! (1900-1915)**	1. What's in an Editorial Cartoon?	2. Are You Contagious?	3. Where Rail and Water Lines Meet	4. Health Across Cultures
NSS-C.K-12.4 **OTHER NATIONS AND WORLD AFFAIRS** What is the Relationship of the United States to other Nations and to World Affairs?			✯		✯		✯	✯		✯		✯	✯		✯
NSS-EC.K-12.14 **PROFIT AND THE ENTREPRENEUR** Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive.							✯	✯		✯					
NSS-G.K-12.1 **THE WORLD IN SPATIAL TERMS** Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.				✯					✯					✯	
NSS-G.K-12.4 **HUMAN SYSTEMS** -Understand the characteristics, distribution, and migration of human populations on Earth. -Understand the patterns and networks of economic interdependence on Earth.		✯	✯	✯	✯		✯	✯	✯	✯			✯	✯	✯
NSS-USH.K-4.3 **THE HISTORY OF THE UNITED STATES: DEMOCRATIC PRINCIPLES AND VALUES AND THE PEOPLE FROM MANY CULTURES WHO CONTRIBUTED TO ITS CULTURAL, ECONOMIC, AND POLITICAL HERITAGE** Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago.		✯	✯	✯	✯		✯	✯	✯	✯		✯	✯	✯	✯
NSS-USH.5-12.5 **ERA 5: CIVIL WAR AND RECONSTRUCTION (1850-1877)** Understands the course and character of the Civil War and its effects on the American people.			✯												
NSS-USH.5-12.6 **ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870-1900)** Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.		✯	✯		✯			✯	✯	✯					✯
NSS-USH.5-12.7 **ERA 7: THE EMERGENCE OF MODERN AMERICA (1890-1930)** Understands the changing role of the United States in world affairs through World War I.								✯				✯	✯		

NATIONAL STANDARDS	D. The Rules Have Changed (1915-1924)	1. Literacy Act	2. America for Americans	3. A Port in Times of War	4. An Immigration Nation Theatre Play	E. Explore Your Comm. Immigration Hist.	1. An Immigrant's Story Box	2. Talking to Our Neighbors	3. Immigrant's Guide to the Neighborhood	4. Faces of Our Community	5. It's My Story
NSS-C.K-12.4 **OTHER NATIONS AND WORLD AFFAIRS** What is the Relationship of the United States to other Nations and to World Affairs?		☆	☆	☆	☆						
NSS-EC.K-12.14 **PROFIT AND THE ENTREPRENEUR** Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive.											
NSS-G.K-12.1 **THE WORLD IN SPATIAL TERMS** Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.				☆	☆						
NSS-G.K-12.4 **HUMAN SYSTEMS** -Understand the characteristics, distribution, and migration of human populations on Earth. -Understand the patterns and networks of economic interdependence on Earth.			☆		☆						
NSS-USH.K-4.3 **THE HISTORY OF THE UNITED STATES: DEMOCRATIC PRINCIPLES AND VALUES AND THE PEOPLE FROM MANY CULTURES WHO CONTRIBUTED TO ITS CULTURAL, ECONOMIC, AND POLITICAL HERITAGE** Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago.		☆	☆	☆	☆		☆	☆	☆	☆	☆
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NSS-USH.5-12.7 **ERA 7: THE EMERGENCE OF MODERN AMERICA (1890-1930)** Understands the changing role of the United States in world affairs through World War I.		☆	☆	☆							

APPENDIX
A. Content standards

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)	**A. Difficult Journeys (1845-1865)**	1. What's in Your Suitcase?	2. People vs. Property	3. Wade In, Wagon Out	4. An Immigrant's Journey	**B. Immigration is Big Business (1865-1900)**	1. Come to Texas!	2. The Chinese-Texan Experiment	3. Galveston: Gateway on the Gulf	4. Work Brought Me Here	**C. Answer the Question! (1900-1915)**	1. What's in an Editorial Cartoon?	2. Are You Contagious?	3. Where Rail and Water Lines Meet	4. Health Across Cultures
The student understands traditional historical points of reference in Texas history. (7.1)		✯	✯	✯			✯	✯	✯					✯	
The student understands traditional historical points of reference in U.S. history through 1877. (8.1)		✯	✯				✯	✯							
The student understands traditional historical points of reference in U.S. history from 1877 to the present. (USH.1)							✯			✯		✯	✯	✯	
The student understands traditional historical points of reference in world history. (WH.1)		✯	✯	✯			✯	✯				✯	✯		
The student understands how the present relates to the past. (WH.2)		✯			✯		✯		✯	✯		✯	✯		✯
The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (6.2)		✯	✯		✯					✯		✯	✯		✯
The student understands the political, economic, and social changes in the United States from 1877 to 1898. (USH.2)							✯	✯	✯						
The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. (USG.3)								✯					✯		
The student understands the political, economic, and social changes in Texas during the last half of the 19th century. (4.4), (5.4), (7.6)		✯	✯	✯			✯	✯	✯						
The student understands the characteristics and relative locations of major historical and contemporary societies. (6.4)			✯	✯				✯	✯				✯	✯	
The student understands important issues, events, and individuals of the 20th century. (4.5), (5.5), (7.7), (WH.10)										✯		✯	✯	✯	✯
The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. (7.5)							✯		✯						

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)	**D. The Rules Have Changed (1915-1924)**	1. Literacy Act	2. America for Americans	3. A Port in Times of War	4. An Immigration Nation Theatre Play	**E. Explore Your Comm. Immigration Hist.**	1. An Immigrant's Story Box	2. Talking to Our Neighbors	3. Immigrant's Guide to the Neighborhood	4. Faces of Our Community	5. It's My Story
The student understands traditional historical points of reference in Texas history. (7.1)				✯							
The student understands traditional historical points of reference in U.S. history through 1877. (8.1)											
The student understands traditional historical points of reference in U.S. history from 1877 to the present. (USH.1)		✯	✯	✯	✯						
The student understands traditional historical points of reference in world history. (WH.1)		✯	✯	✯	✯						
The student understands how the present relates to the past. (WH.2)		✯	✯		✯		✯	✯		✯	✯
The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (6.2)		✯	✯		✯		✯	✯	✯	✯	✯
The student understands the political, economic, and social changes in the United States from 1877 to 1898. (USH.2)											
The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. (USG.3)		✯	✯								
The student understands the political, economic, and social changes in Texas during the last half of the 19th century. (4.4), (5.4), (7.6)											
The student understands the characteristics and relative locations of major historical and contemporary societies. (6.4)				✯							
The student understands important issues, events, and individuals of the 20th century. (4.5), (5.5), (7.7), (WH.10)		✯	✯	✯	✯		✯	✯	✯	✯	✯
The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. (7.5)											

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)	**A. Difficult Journeys (1845-1865)**	1. What's in Your Suitcase?	2. People vs. Property	3. Wade In, Wagon Out	4. An Immigrant's Journey	**B. Immigration is Big Business (1865-1900)**	1. Come to Texas!	2. The Chinese-Texan Experiment	3. Galveston: Gateway on the Gulf	4. Work Brought Me Here	**C. Answer the Question! (1900-1915)**	1. What's in an Editorial Cartoon?	2. Are You Contagious?	3. Where Rail and Water Lines Meet	4. Health Across Cultures
The student uses geographic tools to collect, analyze, and interpret data. (4.6), (5.6), (6.3), (7.8), (8.10), (USH.8), (WH.11)			✯	✯					✯					✯	
The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. (WG.6)		✯	✯	✯	✯		✯	✯		✯			✯	✯	
The student understands the concept of regions. (4.7), (5.7), (7.9)				✯			✯		✯					✯	
The student understands the growth, distribution, movement, and characteristics of world population. (WG.7)		✯		✯	✯		✯	✯		✯			✯		
The student understands the location and patterns of settlement, migration, and the geographic factors that influence where people live. (4.8), (5.8), (7.11), (USH.10)		✯	✯	✯	✯		✯	✯	✯	✯			✯	✯	
The student understands the role factors of production play in a society's economy. (6.9)							✯	✯						✯	
The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. (4.10), (5.10)				✯			✯	✯						✯	
The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. (USH.12)							✯	✯					✯	✯	
The student understands patterns of work and economic activities in Texas. (4.13), (5.14)		✯	✯				✯	✯		✯			✯	✯	
The student understands the relationship between government policies and the culture of the United States. (USG.18)							✯	✯				✯	✯		
The student understands the contributions of people of various racial, ethnic, and religious groups to Texas/ United States/World. (4.20), (5.23), (7.19), (8.24), (USH.21), (WH.19)		✯	✯	✯	✯		✯	✯	✯	✯		✯	✯	✯	✯

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)	**D. The Rules Have Changed (1915-1924)**	1. Literacy Act	2. America for Americans	3. A Port in Times of War	4. An Immigration Nation Theatre Play	**E. Explore Your Comm. Immigration Hist.**	1. An Immigrant's Story Box	2. Talking to Our Neighbors	3. Immigrant's Guide to the Neighborhood	4. Faces of Our Community	5. It's My Story
The student uses geographic tools to collect, analyze, and interpret data. (4.6), (5.6), (6.3), (7.8), (8.10), (USH.8), (WH.11)				✯							
The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. (WG.6)		✯	✯								
The student understands the concept of regions. (4.7), (5.7), (7.9)				✯							
The student understands the growth, distribution, movement, and characteristics of world population. (WG.7)		✯									
The student understands the location and patterns of settlement, migration, and the geographic factors that influence where people live. (4.8), (5.8), (7.11), (USH.10)					✯		✯				✯
The student understands the role factors of production play in a society's economy. (6.9)				✯							
The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. (4.10), (5.10)				✯							
The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. (USH.12)											
The student understands patterns of work and economic activities in Texas. (4.13), (5.14)				✯							
The student understands the relationship between government policies and the culture of the United States.(USG.18)		✯									
The student understands the contributions of people of various racial, ethnic, and religious groups to Texas/United States/World. (4.20), (5.23), (7.19), (8.24), (USH.21), (WH.19)		✯	✯	✯	✯		✯	✯	✯	✯	✯

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)	**A. Difficult Journeys (1845-1865)**	1. What's in Your Suitcase?	2. People vs. Property	3. Wade In, Wagon Out	4. An Immigrant's Journey	**B. Immigration is Big Business (1865-1900)**	1. Come to Texas!	2. The Chinese-Texan Experiment	3. Galveston: Gateway on the Gulf	4. Work Brought Me Here	**C. Answer the Question! (1900-1915)**	1. What's in an Editorial Cartoon?	2. Are You Contagious?	3. Where Rail and Water Lines Meet	4. Health Across Cultures
The student understands the impact of science and technology on life in Texas/United States/World. (4.21), (5.24), (6.20), (7.20), (8.28), (USH.22), (WH.24), (WG.19), (USG.20)				✯	✯		✯	✯	✯				✯	✯	✯
The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. (4.22), (5.25), (6.21), (7.21), (8.30), (USH.24), (WH.25), (WG..21), (USG.21)		✯	✯	✯	✯		✯	✯	✯	✯		✯	✯	✯	✯
The student communicates in written, oral, and visual forms. (4.23), (5.26), (6.22) ,(7.22), (8.31), (USH.25), (WH.26), (WG22), (USG.22)		✯	✯	✯	✯		✯	✯	✯	✯		✯	✯	✯	✯

USH=United States History Studies Since Reconstruction

WH=World History Studies

WG=World Geography Studies

USG=United States Government

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)	**D. The Rules Have Changed (1915-1924)**	1. Literacy Act	2. America for Americans	3. A Port in Times of War	4. An Immigration Nation Theatre Play	**E. Explore Your Comm. Immigration Hist.**	1. An Immigrant's Story Box	2. Talking to Our Neighbors	3. Immigrant's Guide to the Neighborhood	4. Faces of Our Community	5. It's My Story
The student understands the impact of science and technology on life in Texas/United States/World. (4.21), (5.24), (6.20), (7.20), (8.28), (USH.22), (WH.24), (WG.19), (USG.20)				✯							
The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. (4.22), (5.25), (6.21), (7.21), (8.30), (USH.24), (WH.25), (WG..21), (USG.21)		✯	✯	✯	✯		✯	✯	✯	✯	✯
The student communicates in written, oral, and visual forms. (4.23), (5.26), (6.22) ,(7.22), (8.31), (USH.25), (WH.26), (WG22), (USG.22)		✯	✯	✯	✯		✯	✯	✯	✯	✯

USH=United States History Studies Since Reconstruction

WH=World History Studies

WG=World Geography Studies

USG=United States Government

1500–1800

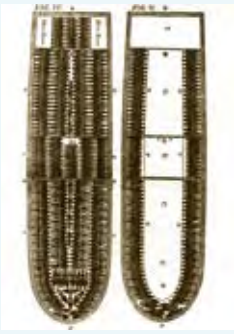
Nearly unimpeded immigration

Immigration Laws

1795
Naturalization Act
Restricts citizenship to "free white persons."

1798
Alien and Sedition Acts
Permits the president to deport foreigners deemed to be dangerous.

Related Events



Slave Trade
Millions of Africans enslaved and transported to North America.

1776
Signing of the Declaration of Independence

1786
First Native American Reservation Established

Galveston

1500-1700
First Settlers
Karankawa are first settlers on Galveston Island.

1528
First Europeans to Texas
Spanish Explorer, Cabeza de Vaca, shipwrecks in Gulf of Mexico.

Galveston population data unavailable

Slave ship diagram from the Atlantic slave trade

Courtesy the Lilly Library of Rare Books and Manuscripts, Bloomington, Indiana

Declaration of Independence

Painting by John Trumbull, 1817
Courtesy United States Capitol, Washington DC

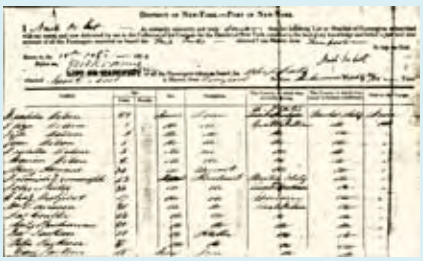
Cabaza de Vaca and three companions on the Texas Coast

Painting by Jose Cisneros, 1995
Courtesy Museum of South Texas History, Edinburg

1801–1820

Open door policy

Immigration Laws



1819
First Federal Legislation on Immigration
Requires notation of passenger lists.

Related Events

1807
Congress bans importation of slaves from outside the US
Southern states largely ignore the ban.

1815
Great Wave of Immigration
Five million immigrants come to US between 1815–1860.

1820
US population 9.6 million
About 151,000 new immigrants arrive in 1820 alone.

Galveston

1816
Galveston declared a part of the Republic of Mexico

1817
Pirate, Jean Lafitte makes Galveston base of illegal slave trade to the US

Galveston population data unavailable

Passenger manifest, 1820
Courtesy Ancestry.com

Classified Ads
Map of the Port of Galveston
Courtesy the Dolph Briscoe Center for American History, The University of Texas at Austin

1821–1840

First major wave of immigration from Europe

Immigration Laws

1830
Indian Removal Act
70,000 American Indians forced to settle in Indian Territory; land freed for settlement by European immigrants.

Related Events

1838
"Trail of Tears"
Approximately 4,000 Cherokees die on 1,000 mile forced march to Indian reservations.

Galveston

1825
Mexico designates Galveston a port of entry
Establishes a custom house, actively seeks immigrants from Europe.

1836
Texas gains independence from Mexico
Galveston is home of the Texas Navy and capital of the Republic of Texas.

1838
City of Galveston formally established
Canadian immigrant Michel Menard founds Galveston.

1840 Galveston Population 3,000

The Trail of Tears

Painting by Robert Lindneux
Courtesy the Granger Collection, New York City, New York

Ansicht von Galveston, ca. 1855

Courtesy I. N. Phelps Stokes Collection, Miriam and Ira D. Wallach Division of Art, Prints and Photographs, The New York Public Library, Astor, Lenox and Tilden Foundations, New York City, New York

1841–1860

Immigrants actively recruited from Europe

Immigration Laws

No direct laws passed restricting immigration

First hints of anti-alien sentiment

Related Events

1840s
International events trigger mass immigration to US
Irish Potato Famine; crop failures in Germany; industrialization; and failed European revolutions.

1846–1848
Mexican-American War
US invades Mexico for control of land and resources. Treaty of Guadalupe Hidalgo transfers over 55% of Mexican land to the US. Most Mexican citizens forcibly lose land.

1849
California Gold Rush
Sparks first mass immigration from China; extensive internal migration.

1850s
Emergence of Know-Nothing Party
Anti-immigrant group unsuccessfully seeks to "purify" the nation by increasing restrictions on immigration and naturalization.

1857
Supreme Court's Dred Scott Decision
Declares African Americans are not US citizens.

Galveston

1843
First ship carrying German immigrants arrives in Galveston

1845
Texas joins the United States
Galveston becomes a national port and immigrant gateway to the nation.

1850
Galveston is largest city in Texas with population of 4,177
40% of population is German. Galveston operates one of the largest slave auction houses in Texas.

1860
Causeway to the mainland completed
Causeway allows for the construction of railroads throughout Texas to the port.

1860 Galveston Population 7,300

German immigrants in a wagon on their way to New Braunfels, ca. 1844
Courtesy UTSA's Institute of Texan Cultures, 068-0679, San Antonio

Know-Nothing Party flag
Courtesy www.latinamericanstudies.org

American packet ship leaving Liverpool, England
Engraving from *Ballou's Pictorial Drawing Room Companion,* 1855
Courtesy UTSA's Institute of Texan Cultures, 079-0360, San Antonio

1861–1880

First limitations on “who” can immigrate to the US

Immigration Laws

1862
Homestead Act
Encourages many new Europeans to move to the western US in territory once inhabited by American Indians.

1862
The “Anti-Coolie” Act
First law restricting immigration forbids American vessels to transport Chinese immigrants to US.

1875
First Exclusionary Act
Convicts, prostitutes, and “coolies” (Chinese contract laborers) are barred from entry into the United States.

Related Events

1861–1865
American Civil War

1863 Emancipation Proclamation
Abolishes slavery.

1868
14th Constitutional Amendment
Grants African Americans citizenship.

1870
Naturalization Act
Expands citizenship to both whites and persons of African descent, though Asians and American Indians are still excluded.

Galveston

1861
Federal Customs House built

1865
Announcement of the Emancipation Proclamation
Juneteenth, the oldest nationally celebrated commemoration of the ending of slavery, is traced to this day and this city.

1866
Mallory Line established
Steamship service connects Galveston to New Orleans, New York City, and port cities in western Europe.

1873
The Gulf, Colorado & Santa Fe Railway incorporated
This and other railway companies build tracks connecting Galveston to Texas interior.

1879
Cotton Jammer’s Association established
First African-American union established for dock workers in Galveston.

1880 Galveston Population 22,000

Burlington & Missouri River Railroad Co. advertisement
Courtesy the American Memory Collections, Library of Congress, Washington, DC

Abraham Lincoln and his Emancipation Proclamation
Courtesy the Library of Congress, LC-DIG-cph-3j00049, Washington, DC

Sunset Route of the GH&SA Railway
Courtesy UTSA’s Institute of Texan Cultures, 073-0903, San Antonio

1881–1900

Increased restrictions on immigration

Immigration Laws

1882
Chinese Exclusion Act
Restricts Chinese immigration; denies citizenship for Chinese immigrants.

1882
Immigration Act
Tax levied on immigrants; excludable categories added: "ex-convicts, lunatics, idiots, and persons likely to become a public charge."

1885-1891
Alien Contract Labor Laws
Prohibits immigrants from entering the US to work under contracts made before their arrival.

1891
The Bureau of Immigration is established
Congress adds health qualifications to immigration restrictions.

1891
More exclusion laws adopted
"Paupers, polygamists, the insane, and persons with contagious diseases" excluded from entry into US.

Related Events

1880-1890
The US population exceeds 50 million
More than 5.2 million immigrants enter the country between 1880 and 1890.

1890s
Demographic shift in immigration trends
Immigration from southern and eastern Europe substantially increases.

1892
Ellis Island opens as federal immigrant gateway

Galveston

Galveston is the #1 commercial and passenger port in Texas

1889
Deep-water port is developed with agreement from federal government

1891
University of Texas Medical Branch built
First medical college in the nation.

1899
Galveston is ranked third richest city in US in proportion to population

1900
Hurricane strikes Galveston
Over 6,000 people killed and 3,600 structures destroyed.

1900 Galveston Population 38,000

How John May Dodge the Exclusion Act

Cartoon in *Puck Magazine*, ca. 1905
Courtesy the Library of Congress, LC-USZC2-1036, Washington, DC

Ellis Island, ca. 1892

Courtesy the National Archives and Records Administration, Washington, DC

Hamburg-Antwerpen nach Galveston, Texas & vice versa advertising poster

Courtesy Anonymous

1901–1920

Increased restrictions on immigration

Immigration Laws

1901
Anarchist Exclusion Act
Immigrants can be excluded on the basis of their political opinions.

1906
Naturalization Act
Knowledge of the English language made a requirement for citizenship.

1917
Literacy Test introduced
All immigrants 16 years of age or older must demonstrate ability to read in their native language.

1917
Immigration Act of 1917
Expands the classes of foreigners excluded from the US. Restricts immigration from Asia by creating an "Asiatic Barred Zone."

Related Events

1900
The US population is almost 76 million

1907
"Gentleman's Agreement" between US and Japan
Curtails Japanese immigration to the US.

1910
Mexican Revolution
Sends thousands to the US seeking employment.

1911
Dillingham Commission Report
Warns that the "new" immigration from southern and eastern Europe threatens to subvert American society. Identifies Mexican laborers as the best solution to Southwest labor shortage.

1919
Palmer Raids
Results in deportations of "aliens, anarchists, and communists," especially those from southern Europe and Latin America. 10,000 labor and immigrant activists are deported.

1914–1918
World War I
Halts a period of mass migration to the US; increases anti-immigrant sentiment.

Galveston

1902
Construction of seawall begins

1907–1914
Galveston Movement
Brings 10,000 Jews from Russia to jobs and homes in American Midwest.

1913
Federal Immigration and Quarantine Stations open on Pelican Island

1914
American military troops stationed in Galveston
Port closes to immigrant traffic during the war.

1915
Hurricane hits Galveston
Damage to Federal Immigration Station results in station closing one year later.

1920 Galveston Population 44,000

The High Tide of Immigration: A National Menace
Courtesy *Judge* Magazine, 1903

Put Them Out and Keep Them Out
Courtesy the *Philadelphia Inquirer* Company, 1919

Mexican Revolution refugees, ca. 1910-1920
Courtesy Otis A. Aultman Collection, El Paso Public Library, El Paso

Seawall construction, ca. 1909-1915
Courtesy the Library of Congress, LC-USZ62-124585, Washington, DC

Federal Immigration Station on Pelican Island in Galveston
Courtesy the Rosenberg Library, Galveston

1921–1940

Restrictions result in major drop off in immigration

Immigration Laws

1924
National Origins Act
Establishes discriminatory quota system on immigration. Reduces annual immigration ceiling to 165,000.

1934
Tydings-McDuffe Act
Grants the Philippines independence from the United States; strips Filipinos of US citizenship and severely restricts Filipino immigration to the United States.

1940
Alien Registration Act
Requires the registration and fingerprinting of all aliens in the United States over the age of 14. Approximately five million aliens register.

Related Events

1923
Supreme Court Case: United States v. Bhaghat Singh Thind
The Supreme Court rules that Indians from the Asian subcontinent cannot become naturalized US citizens.

1924
Border patrol created

1929
Great Depression
Continues into the 1930s.

Galveston

1920s
Galveston becomes destination resort for tourists

1929
Balinese Club is opened
Famed nightclub and illegal casino hall built by Sicilian immigrants Sam and Rosario Macio.

1930
Galveston population drops by 2.1 percent
Slips to 10th largest city in Texas.

1940
City of Galveston obtains ownership of the Port from private interests

1930s
Galveston gives way to the Texas-Mexico Border as the major immigrant gateway into Texas

1940 Galveston Population 61,000

Quota Act cartoon
Courtesy the *Providence Evening Bulletin,* 1921

El Paso inspection agents check Mexican border crossers
Courtesy the National Archives and Records Administration, College Park, MD

Beauty contest, ca. 1926
Courtesy the Library of Congress, LC-USZ62-122798, Washington, DC

1941–1960

Closed door policy continues

Immigration Laws

1943
Chinese Exclusion Act is repealed
By the end of the 1940s, all restrictions on Asians acquiring US citizenship are abolished.

1952
Immigration and Nationality Act (McCarran-Walter Act)
Affirms the national-origins quota system of 1924 but race is no longer a basis for exclusion.

1953
Refugee Relief Act
Extends refugee status to non-Europeans.

Related Events

1941
Japanese attack on Pearl Harbor
US enters WW II. Anti-foreign sentiment increases.

1942
Executive Order 9066
Authorizes forced internment of over 112,000 Japanese Americans in 10 internment camps for duration of war.

1943
Bracero Program established
A guest worker program bringing temporary agricultural workers into the United States from Mexico, Jamaica, British Honduras and Barbados.

1944
Japanese Internment declared unconstitutional
Supreme Court case of United States v. Korematsu.

1954
Operation Wetback
Forces the deportation of more than 1.1 million undocumented workers to Mexico.

Galveston

1945–1949
Surge in European immigration to US through Galveston

1954
Galveston Historical Foundation Established

1960
Galveston population reaches peak of 67,000

1960 Galveston Population 67,000

Japs Keep Moving–This is a White Man's Neighborhood, ca. 1920
Courtesy the National Japanese American Historical Society, San Francisco, California

Braceros cross the Mexico-US border while walking over the bridge from Reynosa, Mexico to Hidalgo, Texas
Courtesy Smithsonian Institution, National Museum of American History, Washington, DC

Typical Galveston architecture, 1943
Hotel on beach in Galveston, 1943
Courtesy the Library of Congress, LC-USW3-026581-E and LC-USW3-027867, Washington, DC

1960–1980

Discriminatory immigration restrictions abolished

Immigration Laws

1965
Immigration and Nationality Act
Eliminates race, creed, and nationality quotas as basis for admission to the US.

1980
Refugee Act
Increases the number of refugees admitted to US.

Related Events

1964
Civil Rights Act
Ensures voting rights and prohibits housing discrimination.

1960s
Mass exodus from Cuba
Over 200,000 people enter US after Fidel Castro's Cuban Revolution.

1975
Troops withdraw from Vietnam
Thousands of Vietnamese seek refuge from political persecution.

Galveston

1970s
Economic push to preserve historic buildings and districts
Preservation of the Strand commercial district and founding of the Seaport Museum.

1980
Galveston ranked 29th in state of Texas in population

1980 Galveston Population 62,000

President Lyndon B. Johnson signs the Immigration and Nationality Act

Photo by Yoichi R. Okamoto,
Courtesy the LBJ Library, Austin

South Vietnamese Refugees Fight to Board Last Flight out of Nha Trang, 1975

Courtesy Jean-Claude Francolon/Getty Images

Restored home in Galveston

Courtesy Susan Hardwick, Eugene, Oregon

1980–2000

Open doors for many; closed doors for others

Immigration Laws

1986
Immigration Reform and Control Act
Gives legal status to approximately three million undocumented residents; establishes punishments for employers who hire persons unauthorized to work in the US.

1990
Immigration Act of 1990
Increases the number of immigrants allowed into the United States each year to 700,000. Retains family reunification as major entry path. Provides for admission of immigrants from "underrepresented" countries.

1996
Illegal Immigration Reform and Immigrant Responsibility Act
Strengthens border enforcement and makes it more difficult to gain asylum.

2000
Child Citizenship Act
Facilitates citizenship for children born outside of the country to US citizen parents.

Related Events

1990
California Census
Reports more than one in five Californians born in another country.

1990s
15 million immigrants come to the United States

1995
Proposition 187
Enacted by California and later declared unconstitutional; public educational, welfare, and health services prohibited to undocumented aliens.

Galveston

Tourism, preservation, and economic revitalization efforts continue.

1984
Height of Port's activity in cargo handled

2000
Galveston population and economy declines significantly from 1960

2000
Galveston population is over 58% white, 25% black, 3% Asian, and 10% other races, predominantly Hispanic

2000 Galveston Population 57,000

Galveston Strand
Courtesy the *Galveston County Daily News*, Galveston

2001–Today

Immigration reform is topic of national dialogue

Immigration Laws

2001
USA Patriot Act
Expands terrorism-related grounds of inadmissibility and expands definitions of "terrorism," resulting in required background checks on all non-citizen applicants for US immigration benefits.

2002
Homeland Security Act
Creation of Department of Homeland Security.

2005
Real ID Act
Broadens terrorism-related definitions in the Immigration and Nationality Act; restricts federal judicial review of administrative decisions relating to immigration benefits.

Related Events

September 2001
Terrorist attack of World Trade Center and Pentagon

2003
US invasion of Iraq

2003
NAFTA Free Trade Agreement

2005
Hurricane Katrina
Affects millions of citizens; immigrants are especially hard hit with difficult access to federal relief funds and assistance.

2009
Barack Hussein Obama becomes 44th President of the United States of America
Nation's first African-American president.

Galveston

2000
Port of Galveston has 850 acres of port facilities

2006
Galveston ranks 8th in state of Texas in cargo handled

2007
Ranked No. 1 cruise port on the Gulf Coast and 4th in North America

2007
Population slips 15.24% from its height of 67,175 to 56,940 in 2008

September 13, 2008
Hurricane Ike
Causes billions of dollars damage to property; over 200 lives lost; over 2,000 students leave school district.

2009
Galveston population slips to 40,000 after Hurricane Ike

2009 Galveston Population 40,000

September 11, 2001
Courtesy Library of Congress, LC-DIG-ppmsca-02137, Washington, DC

Hurricane Ike Destruction, 2008
Courtesy the *Galveston County Daily News*, Galveston

APPENDIX
C. Glossary of Immigration Terms

Alien (*noun*) a term used to refer to anyone who is not a US citizen
Bilingual (*adjective*) able to speak two languages fluently
Chain migration (*noun*) the movement of a group of individuals from one place to another facilitated by economic or social aid from the first person to emigrate
Citizenship or Citizen (*noun*) the state of having legal rights and privileges as a member of a nation; the person who enjoys such privileges
Community (*noun*) a group sharing common identity, characteristics, or interests perceived as distinct
Culture (*noun*) shared and learned behaviors, values, meanings, and beliefs acquired by people as members of a community
Culture shock (*adjective*) the disorienting experience of realizing that the perspectives, behaviors, and experiences of an individual, group, or community are different than your own
Diaspora (*noun*) a community displaced in more than one nation
Discrimination (*noun*) unfair treatment based on age, race, skin color, religion, gender, etc.
Documented (*adjective*) used to describe a person bearing official papers that ensure passage from one country to another; *see undocumented*
Emigrate (*verb*) or **Emigration** (*noun*) to leave one's country or region to settle in another
Forced migration (*verb*) migration occurring when a person has no choice about whether or not to migrate; *see slavery and human trafficking*
Foreigner (*noun*) a person from outside a community or nation
Gateway (*noun*) place of entry or first place of settlement for an immigrant
Global (*adjective*) relating to the world
Human trafficking (*verb*) the recruitment and transportation of persons by means of threat or use of force; *see slavery*
Identity (*noun*) a person's sense of self, or how others view them
Immigrate (*verb*) or **Immigration** (*noun*) the act of moving to a country of which one is not a native
Impelled migration (*verb*) migration that takes place under great economic, political, or social pressures
International (*adjective*) spanning different countries or nations
Involuntary migration (*verb*) *see forced migration*
Labor (*noun*) a job or task to be done for economic gain; sometimes used to refer to the persons engaged in such activities
Law (*noun*) regulations or a collection of rules prescribed under the authority of the nation or state
Manifest (*noun*) a list of passengers or an invoice of cargo for a vehicle (ex: ship/plane)
Migrate (*verb*) or **Migration** (*noun*) to move from one country, region, or place to another; *see chain migration*
Nation (*noun*) a community associated with a particular territory with a unique identity and government
Native (*noun*) person born in a place or country, distinguished from strangers, foreigners, colonizers, etc.
Nativism (*noun*) protecting the interests of native inhabitants against those of immigrants
Naturalization (*noun*) the official process for an immigrant to become a citizen
Persecution (*noun*) the act of singling out a group for cruel and harsh treatment
Pioneer (*noun*) a person who initially enters a region to settle
Policy (*noun*) a course of action adopted and pursued by a government
Prejudice (*noun*) a fixed, unreasonable, and unfair opinion of someone based on a person's background, age, or other trait

Quota (*noun*) the number or percentage of persons of a specified group permitted to immigrate to a country
Racism (*noun*) the act of establishing and justifying privileges or unfair treatment for individuals or groups at the expense of others based on skin color or ideas of difference
Refugee (*noun*) a person who flees for refuge or safety to a foreign country
Resident (*noun*) an immigrant who resides in a country, but who has not gone through naturalization to become a citizen
Repatriation (*noun*) the process of returning migrants to their country of origin
Rights (*plural noun*) legally, morally, or traditionally just claims
Slavery (*noun*) The state of one bound in servitude as the property of a slaveholder or household; *see human trafficking*
Stakeholder (*noun*) one who is involved in or affected by a course of action
Undocumented (*noun*) used to refer to a person not bearing official papers to ensure passage from one country to another
Voluntary migration (*verb*) *see immigrate*
Xenophobia (*noun*) an unreasonable fear or hatred of foreigners

APPENDIX
D. Conducting Oral History

"Out of shared telling and remembering grow identity, connection, and pride, binding people to a place and to one another." Tom Rankin, Folklorist

Conducting oral history interviews and reading oral history transcripts can vastly expand our understanding of the complicated and multifaceted nature of our nation's immigrant history. By embedding individual stories in a broader historical and geographic framework, they allow us to consider some of the larger familial, geopolitical, and economic patterns that influence the international movement of peoples on both sides of the migration equation.

In each period, America's changing attitudes toward immigration are reflected in changing geopolitical patterns defining who migrated, why they migrated, under what conditions, and with what end results. The Galveston immigration story is a great way to stimulate discussion and interaction with the larger stories of immigration to Texas and America. By introducing multi-generational students to a time when their own immigrant ancestors were strangers in the land, these stories can encourage students to consider the contemporary stories of immigration in a different light. In turn, by introducing new immigrants to the long history of immigration in Texas, oral histories can offer insights that they too are an integral part of Texas and American tradition, life, and culture.

Questions of Rationale

It is helpful to structure your lesson plan by keeping questions of rationale, or purpose, in mind. We recommend that you contemplate why you are using the method of oral history to teach the topic of immigration. Here are three key questions to consider:

1. Why should students learn about oral history?
2. What are the most significant lessons students should learn about oral history interviewing?
3. How does the process of reading transcripts or conducting oral histories enrich the study of immigration?

Consider the following rationales:

- Interviewing eye-witness participants helps reconstruct events from the past. It can include perspectives of groups of people into the historical record who might otherwise be overlooked in the history books.
- Students will gain an understanding of the way in which oral history interviews can document particular aspects of the historical experience which may be missing from the official record and in primary source materials.

Methodological Considerations

There are a number of issues to consider when teaching students how to conduct oral histories. The following are a few recommendations to keep in mind.

1. *Differentiate oral history as a method*
   Oral histories differ from other interviewing techniques. Rather than a fact-finding goal, the focus of oral history interviewing is the collection of living people's testimony about their own experiences. The profiles at www.forgottengateway.com/ (Hear the Stories) demonstrate how oral histories can be summarized to provide an insight into personal experience.

2. *Remember that oral histories are active interpretations*
   People not only recall the past, but they actively interpret it in the context of the present. Students should be encouraged to not seek the "truth" or "facts" as much as seek people's interpretations of their own experiences. This does not mean that oral histories are not meaningful. In fact, they can reveal the richness of a particular experience amidst a number of broader contexts.

3. *Explain that interviews are predicated on human relationships*
   Remind students that as interviewers, they exert a lot of control during the interview experience that can affect the stories they collect. They set up the context, ask the questions, and guide the interview. Moreover, the interview can be affected by a number of factors, including whether they are an "insider," that is, a family member or someone familiar, or if they are an "outsider." Finally, students have the power to explain and contextualize the interview in various ways. As with all reading materials, when students read transcripts and quotes extracted from oral history interviews, have them question the intentions of the author.

4. *Contextualize oral histories*
   Oral history narratives should always be taken into account in the context of the broader political/cultural conditions of the time, including gender, racial, economic, social, and political ideologies. For example, the oral history profiles at www.forgottengateway.com/ feature contemporary immigrant stories with a brief introduction about the context of their migration.

APPENDIX
D. Conducting Oral History

You are the Oral Historian!
It is your job to decide who to interview, what questions to ask, and what stories you will share. Your task is to learn more about immigration by speaking to someone with first-hand experience.

Oral History Tips:

- Start close to home to find the right person to interview by asking immigrant relatives, teachers, neighbors, community leaders, or religious organization members. You can expand your search to senior citizen organizations and centers, cultural organizations, libraries, and museums.
- Arrange to meet with the person being interviewed at a time and place convenient for him or her. *Always take an adult with you to the interview.
- Write out four to six open-ended questions to ask (see questions sheet). Open-ended questions allow the person being interviewed to elaborate on a topic. Here are two examples: What was it like growing up in this community? How has the community changed over the last 25 years? Avoid closed questions that will result in yes or no answers that will possibly slow down the interview.
- Try out your recording device before the interview to make sure it is working properly. Bring batteries and/or an electrical cord, and a usable audio recording device with you to the interview.
- If you are writing the responses, make sure you have room after each question for the answer and additional comments related to the question.
- Check the spelling of names, places, and anything else you might be unsure of.
- Give the interviewee time to think and finish his or her answer. A brief silence is ok.
- Before you begin asking questions, make sure you fill in the top of the interview sheet.
- Thank the person you interviewed and follow-up with a thank you note. If you use the interview in a project or activity, make sure you share this with the person you interviewed.

Oral History Resources

Texas Historical Commission-Fundamentals of Oral History
www.thc.state.tx.us/publications/guidelines/OralHistory.pdf

Charlton, Thomas L. 1985. How to Interview from Oral History for Texans. Texas Historical Commission. Excerpts available at:
www3.baylor.edu/Oral_History/oh for texans/Oral History for Texans.htm

Baylor University Institute for Oral History Transcribing Style Guide
www.baylor.edu/oral%5Fhistory/index.php?id=23560

The Smithsonian Folklife and Oral History Interviewing Guide
www.folklife.si.edu/explore/resources/interviewguide/interviewguide_home.html

Oral History Release Form

Project name: _____

Date: _____

Interviewer: _____

Tape number or digital track: _____

Name of person(s) interviewed: _____

Address: _____

Telephone number: _____

Date of birth: _____

By signing the form below, you give your permission for any tapes and/or photographs made during this project to be used by researchers and the public for educational purposes including publications, exhibitions, World Wide Web, and presentations.

By giving your permission, you do not give up any copyright or performance rights that you may hold. I agree to the uses of these materials described above, except for any restrictions, noted below.

Name (please print):

Signature: _____

Date: _____

Researcher's signature: _____

Date: _____

Restriction description:

_____

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_____

_____

_____

Adapted from The Smithsonian Folklife and Oral History Interviewing Guide *Web site*, www.folklife.si.edu/resources/pdf/InterviewingGuide.pdf; accessed 28 January 2009.

Possible Interview Questions for Oral History Interview Session
Sample Oral History Questions

Describe your experience coming to the country/the state/the neighborhood.

- When did you first arrive? (year and month)
- How old were you?
- Why did you decide to move?
- What community did you leave?
- Who came with you? Who stayed behind?

Tell about the journey itself.

- What kind of transportation did you use to journey here?
- Did your family come here all together? Did you come here directly or was your journey done in stages?
- What were your feelings on the day(s) of the journey?
- Do you have any photographs or documents of the journey, or objects that you brought that were special? Can you describe them?

Describe your first few days of coming to the city.

- Did you know anyone at all when you came here? When you arrived here, did anyone help you settle into a new home or community? Was someone from your hometown already here when you arrived?
- How did you find your first home? Who helped you find it?
- What were some of the challenges you faced in your new community?
- Did you ever feel like you were treated unfairly because you were new or different because of the way you looked, spoke, or dressed?

Tell about your expectations of the neighborhood.

- What did you expect the country to be like? What had you heard about the city? What made you pick this neighborhood as a place to live? Is it what you expected?
- Did anything happen to your family that was funny or special because of what you expected?
- What were some similarities and differences between your old community and your new one?
- Do you feel like life is better for your family in this place than in your old home? In what ways do you think it is and in what ways do you think it's not?

Interview Questions

Person Conducting Interview_____
Person Interviewed: _____ Date: _____
Place of Interview: _____

Question: _____

_____

Answer:

Question: _____

_____

Answer:

Question: _____

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Answer:

Question: _____

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Answer:

Question: _____

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Answer:

Question: _____

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Answer:

APPENDIX
D. Conducting Oral History

Question: _____

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Answer:

Question: _____

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Answer:

Question: _____

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Answer:

Question: _____

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Answer:

Question: _____

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Answer:

Question: _____

_____

Answer:

Interview De-brief

Person Conducting: _____
Person Interviewed: _____ Date: _____
Place of Interview: _____
Topic:
Signed Oral History Release Form? (circle) Yes No
What did you learn about your community's immigrant history?

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How does the information you learned contribute to the story of your community?

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APPENDIX

E. Using Primary and Secondary Source Materials

"Through primary sources students confront two essential facts in studying history. First, the record of historical events reflect the personal, social, political, and economic points of view of the participants. Second, students bring to the sources their own biases, created by their own personal situations and social environments in which they live. As students use these sources they see that history exists through interpretation- and tentative interpretation at that. Primary sources fascinate students because they are real and they are personal; history is humanized through them."

"History in the Raw," National Archives and Records Administration

Galveston as a Lens to Teach Immigration

History isn't linear and can't be fully understood through its individual stories; however, we try to make meaning from the past and an estimate of what life was like by examining the social, legal, political, and cultural texts of that time. These texts can include postcards, folk stories, songs, political speeches, manifestos, photographs, architectural blueprints, maps, and hymn books among others. Each of these texts tells more than one story. It takes a lot of detective work to find those documents in the first place, to interpret what they say about the particular situation for which they are written, and to understand what part they play in their larger historical context.

Each of our stories makes up part of the larger book of American history. Primary sources give us first-hand accounts. From them we can learn a variety of details about a particular time. Each document hints at different layers of the life of that time: some, like a journal entry, give us glimpses into the daily life of an individual; a newspaper, in contrast, may tell us about some of the larger events of that same period. By paying attention to the author, date, audience, tone, language, document type and format we can begin to gain a sense of the multiple perspectives present at the time. Exploring these details gives us an idea into how that document fits into the larger historical picture.

When you read these documents you pick up on little historical clues that the writer may not have even thought of as historical data. Sometimes brand names or the names of cities give hints to the time period in which the person is writing. As you look through these documents, we also want you to think about how these documents relate to documents that you are familiar with in your own life. As you're wading through all the layers of information that each document has embedded in it, think about the layers of information that are in the letters you write, the newspapers you read, and the diary you keep. What pieces of information do you include in your diary that could indicate to someone 100 years from now what your world was like?

APPENDIX
E. Using Primary and Secondary Source Materials

A. Definitions

1. Primary Source:
   A primary source is an artifact, image, or document that was made during the time period studied. Primary sources are created by people who actually saw or participated in an event. Primary source images (artist's rendering or photography) are those that were created or photographed by a person who witnessed the event. A primary source document is a first-person account of an event or that which was created during the event.
2. Secondary Source:
   A secondary source may be a document, replica of an artifact, or image produced by a person who was not present at the event, but who studied background information on the document, artifact, or image. Secondary sources are created to be a likeness or to provide interpretative information based upon the creator or author's interpretation.
   Note: Secondary sources sometimes have primary sources quoted within.

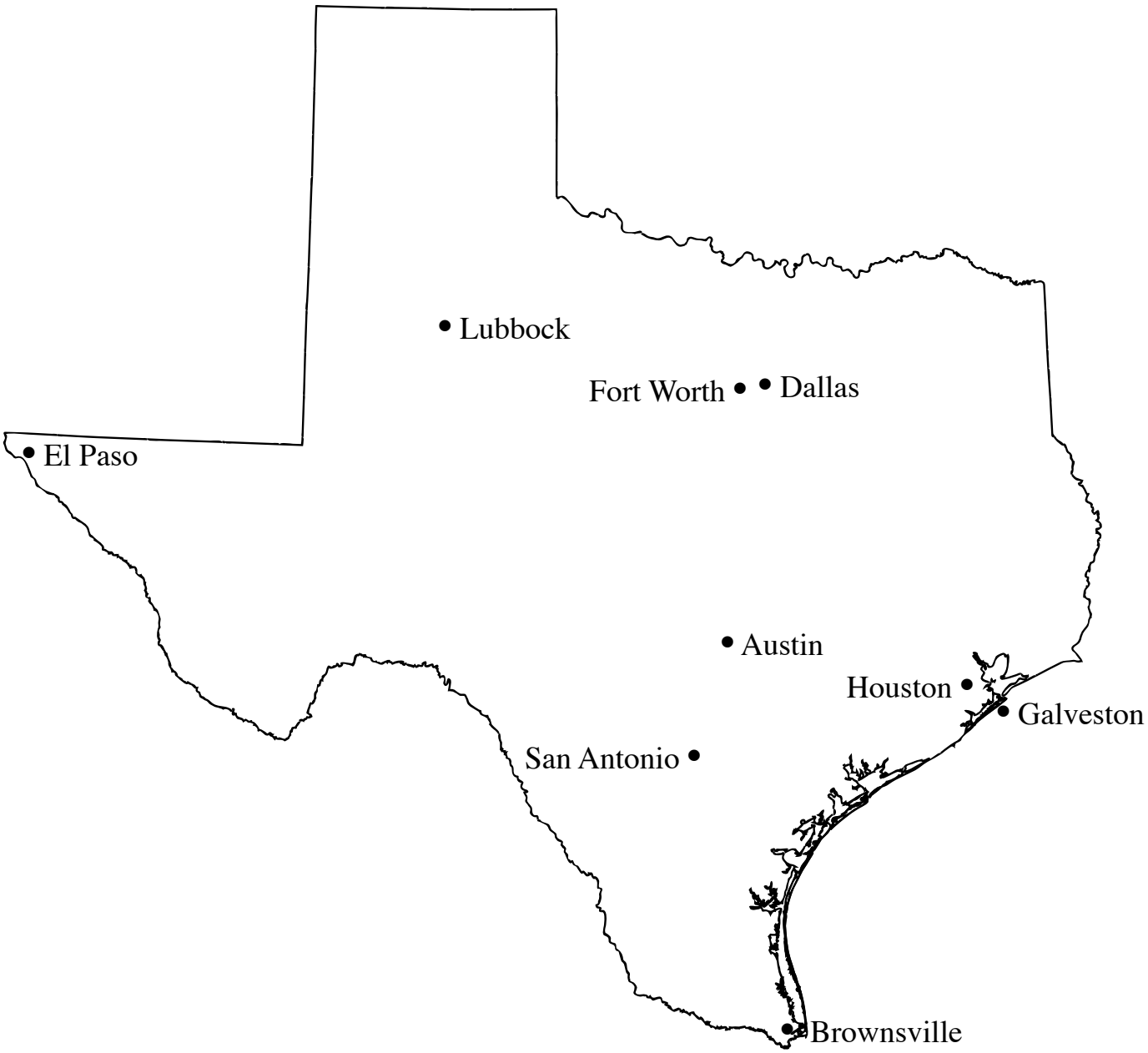
B. What questions should be asked to test for point-of-view of a primary source?

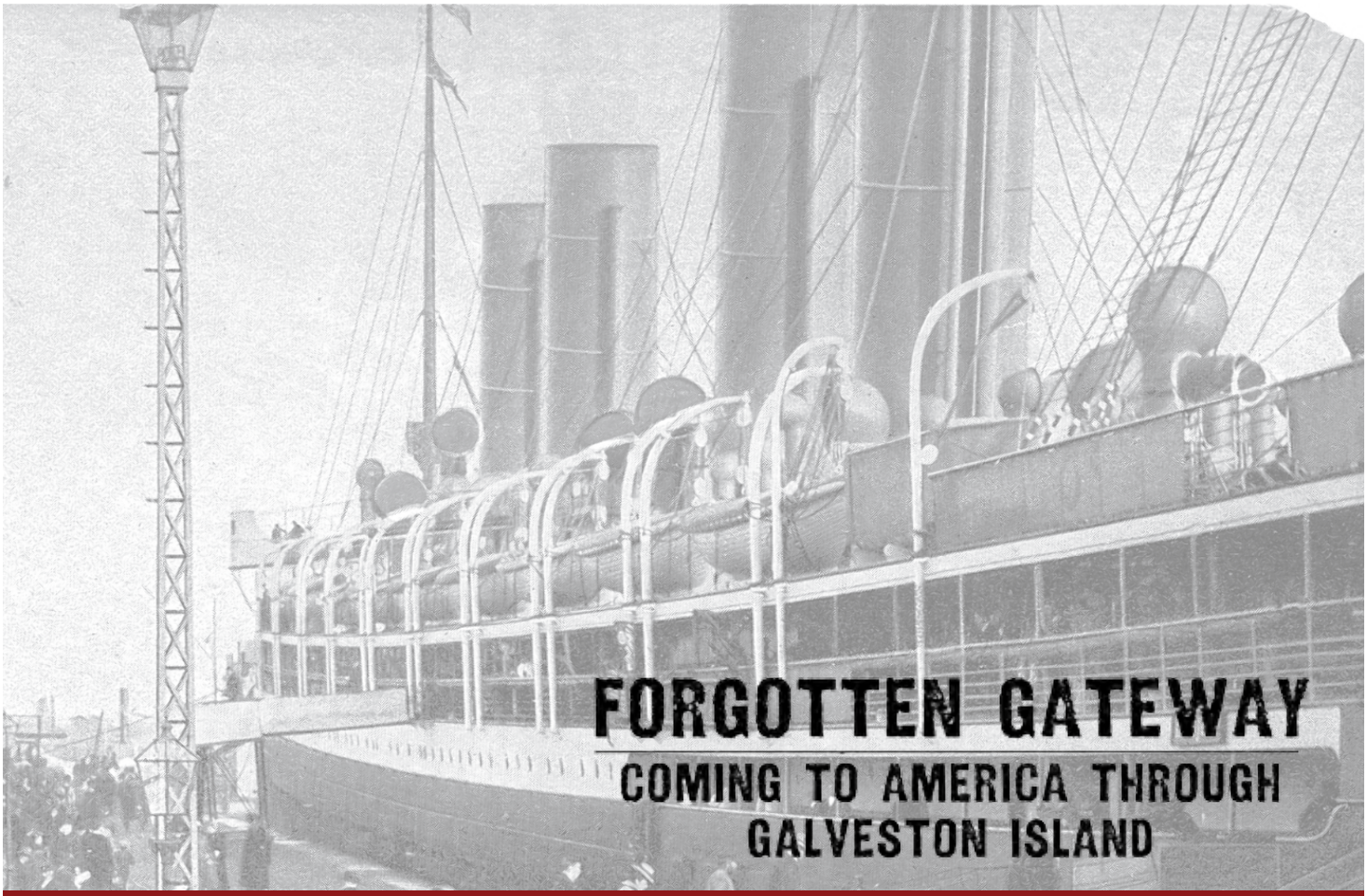
- Who wrote or made it?
- When, where, and why was it written or made? For whom was it written?
- Does this artifact, image, or document fit into the time period?

C. Examples

Primary Sources	Secondary Sources
Books, magazines, newspaper articles written at the time of the event by a witness to the event	Interpretation of a primary source in the form of an analysis; reporting with comments; historic novel
Personally written documents such as journals, diaries, and letters	Documents that were not written during the time period of the event therefore not written by one who witnessed the event
Original artifacts from a particular time period such as furniture, domestic tools, weapons, navigational tools, farming implements, toys, quilts, and clothing	Newspaper or magazine articles about a time period that may quote primary source material accompanied by the interpretation
Autobiographies, memoirs, first person accounts or interviews by one who witnessed an event	Newspaper article written about a time period, years after the event happened and by a person who was *not* present to witness the event
Archives of an organization such as sign-in log of members	Biography of a person who lived during a specific time period; TV program
Government documents such as census and immigration records	Replicas or models of an artifact such as a miniature Liberty Bell
Official letters, speeches, manuscripts	
Religious documents or records such as marriage certificates, death certificates	
Ships' logs and manifests	
Photographs, documentary movie or video	
Clubs and organization records and minutes	

APPENDIX
F. Map of Texas





Resources

A. Selected Titles for Grade 4-12 Students
B. Books for Adults
C. Websites, Video/Film

Image on previous page:
Detail from North German Lloyd steamship postcard, ca. 1915
Courtesy David and Binnie Hoffman, Evant, Texas

RESOURCES

Selected Titles for Grade 4-12 Students

***denotes Galveston/Texas-focus**

Elementary School

Connor, Leslie illustrated by Mary Azarian. *Miss Bridie Chose a Shovel*. Houghton Mifflin Company, 2004.
Miss Bridie embarks on a voyage to America in 1856. She chooses to bring along a shovel to start a new life in a new land. In this children's book, a young Irish woman's journey symbolizes the contribution made by millions of immigrants in building our nation.

Freeman, Marilyn. *Pasquale's Journey*. New York University Press, 2003.
Join Pasquale and his family on a journey from Italy to America. After receiving tickets from "Papa," they start their long, exhausting voyage, all the time dreaming of a better life!

Glasscock, Sarah. *Read Aloud Plays: Immigration*. Scholastic, 1999.
This collection of plays will give students an opportunity to actively learn about Irish, Chinese, Lebanese, Cuban, and Russian Jews immigrating for a number of reasons.

Herrera, Juan Felipe illustrated by Honorio Robledo Tapia. *Super Cilantro Girl*. Children's Book Press, 2003.
This is a tale about a super-hero child who flies huge distances and scales tall walls in order to rescue her mom. Juan Felipe Herrera addresses and transforms the concerns many first-generation children have about national borders and immigrant status.

Lawrence, Jacob. *The Great Migration: An American Story*. HarperCollins, 1995.
This book chronicles the migration of African Americans from the South to replace workers because of WWI. It touches upon discrimination and sharecropping as well as the new opportunities of voting and going to school.

Maestro, Betsy illustrated by Susannah Ryan. *Coming To America*. Scholastic, 1996.
This beautifully illustrated book explores the factors that brought many groups to America and discusses their impact on the development of our nation. A useful chronology and interesting facts section are included.

Woodruff, Elvira and Adam Rex. *Small Beauties: The Journey of Darcy Heart O'Hara*. Knopf Books for Young Readers, 2006.
Due to a potato famine in Ireland in the 1840s, Darcy emigrates to America. She takes along some special things, which help the family remember the difficult times and the beauty they left behind.

Yin, illustrated by Chris Soentpiet. *Coolies*. Puffin Books, 2001.
When the western line of the transcontinental railroad joined the eastern line at Promontory Point, UT, in 1869, the engraving commemorating the event left out an important group of workers—the Chinese. Derisively called "coolies" by their white overseers, these refugees from Southern China came to California desperate for any work that would help them feed their starving families back home. This picture book, cast as a story told by a modern Chinese grandmother, transforms the familiar ethnic slur into a badge of honor.

Middle School

Cohen, Sheila. *Mai Ya's Long Journey*. Wisconsin Historical Society Press, 2004.
This book relates the personal story of Mai Ya Xiong and her family. It describes their journey from the Ban Vinai refugee camp in Thailand to a new life in Madison, Wisconsin. The author, who has known Mai Ya since she was a student in her seventh-grade ESL (English as a Second Language) class, brings her personal perspective to this compelling story.

Dresser, Norine. *I Felt Like I Was From Another Planet: Writing from Personal Experience*. Dale Symour Publications, 1994.
This is a teachers' resource book, written by an ESL teacher, for teaching process writing and contains 15 multicultural student written stories that involve experiences of cultural adjustment by immigrants to the US. Almost all the stories pertain to the experiences of a newcomer or immigrant feeling left out, or odd, or unable to access resources.

***Hart, Jan Siegel illustrated by Charles Shaw**. *Hanna the Immigrant*. Eakin Press, 1991.
As a Jewish girl growing up in Czarist Russia, Hanna moves with her family from one village to another and eventually to America.

Ho, Minfong. *The Stone Goddess*. Scholastic Inc., 2005.
A young girl survives the Khmer Rouge in her native Cambodia. In America, she struggles to adjust to life in a completely new and different society but finds comfort by continuing her traditional dance.

Hoobler, Dorothy and Thomas. *We Are Americans: Voices of the Immigrant Experience*. Scholastic Nonfiction, 2003.
This book provides an overview of American immigration including the changing patterns of immigration through the centuries, including why people left home, forced immigrants, what the newcomers found when they got here, how they changed the US, and how the laws related to them change.

Howard, Helen. *Living as a Refugee in America: Mohammed's Story.*
World Almanac Library, 2006.
Facts about Afghanistan are interspersed throughout the story of Mohammed, age 15, now living in St. Louis, Missouri. Mohammed's memories of his family's journey to the US by way of Iran and Turkey are powerful and often chilling. The reader begins to understand the struggles he and his family have endured and still face today.

RESOURCES
Selected Titles for Grade 4-12 Students

O'Donnell, Liam. *Amazing Animal Journeys*. DK Children, 2008.
Students will enjoy using animal migrations as metaphors for the difficulties people have in migrating thousands of miles to arrive at their destinations.

Ryan, Pam Muñoz. *Esperanza Rising*. Scholastic, 2000.
This is a compelling story of immigration and assimilation, not only to a new country but also into a different social class. Due to a situation at home they leave their upper class status, move to the United States and work in California's agricultural industry. They embark on a new way of life and Esperanza unwillingly enters a world where she is no longer a princess but a worker.

High School

Alvarez, Julia. *How the Garcia Girls Lost Their Accents*. Penguin, 1992.
This is a story about four sisters who are trying to adjust to life in America after having to flee from the Dominican Republic.

Durbin, William. *The Journal of Otto Peltonen: A Finnish Immigrant*. A Dear America Book, Scholastic, 2000.
Teenager Otto Peltonen uses his journal to describe life in a Minnesota mining town at the start of the twentieth century. Accompanied by his mother and two sisters, Otto survives a horrendous journey across the Atlantic to join his father in America, where he anticipates idyllic opulence. Instead he is faced with life in a shantytown where the division by wealth looms ominously before him.

Greenberg, Judith E. *Newcomers to America: Stories of Today's Young Immigrants*. Franklin Watts Library, 1996.
This book highlights excerpts from interviews with 14 young Americans who immigrated to the United States as teenagers. They cover a broad range of themes including leaving a homeland and settling into a new country.

Tan, Amy (foreword). *I Might Get Somewhere: Oral Histories of Immigration and Migration*. Gathered, recorded and edited by students at Balboa High School, San Francisco. Valencia Press, 2005.
This is a collection of oral histories by students at Balboa High School in San Francisco.

Williams, Mary illustrated by Gregory Christie. *Brothers in Hope: The Story of the Lost Boys of Sudan*. Lee and Low Books, 2005.
Based on the stories of refugee children, the author tells a story about the experiences of eight-year-old Garang as he seeks safety after his village is destroyed by war. This is an inspirational story of courage and survival.

Worth, Richard and Robert Asher, Ph.D., eds. *Immigration to the United States*. Creative Media Applications, 2005.
This is a volume set that discusses some of the broad reasons why people immigrated to the United States. Each volume focuses on a particular group and includes photographs and illustrations such as passports and other artifacts of immigration, as well as quotes from original source materials.

*__Alonzo, Armando C.__ *Tejano Legacy: Rancheros and Settlers in South Texas, 1734-1900*. Albuquerque: University of New Mexico Press, 1998.
This is a pathbreaking study of Tejano ranchers and settlers in the Lower Rio Grande Valley from their colonial roots to 1900. The first book to delineate and assess the complexity of Mexican-Anglo interaction in south Texas, it also shows how Tejanos continued to play a leading role in the commercialization of ranching after 1848 and how they maintained a sense of community.

*__Barr, Alwyn__. *Black Texans: A History of African Americans in Texas, 1528-1995*. Norman: University of Oklahoma Press, 1996.
Blacks have lived in Texas for more than 400 years—longer than in any other region of the United States. Black Texans examines the periods from 1528 to 1995: exploration and colonization, slavery, Reconstruction, the struggle to retain the freedoms gained, the 20th century urban experience, and the modern civil rights movement.

*__Campbell, Randolph, B__. *An Empire for Slavery: The Peculiar Institution in Texas 1821-1865*. Baton Rouge: Louisiana State University Press, 1990.
Campbell reminds us that Texas grew from Southern roots entangled in human bondage. In the first comprehensive study of slavery in Texas, Campbell offers useful chapters on the law, the domestic slave trade, Indian relations, labor, family, religion, and more.

Cho, Eunice Hyunhye, Paz y Puente, Francisco Argüelles, Louie, Miriam Ching Yoon, and Sasha Khokha. *Building a Race and Immigration Dialogue in the Global Economy (BRIDGE): A Popular Education Resource for Immigrant and Refugee Community Organizers*. Berkeley: Inkworks Press, 2004.
BRIDGE is an education resource of exercises and tools for immigrant and refugee community organizations, and other allies of immigrants and refugees. It features eight workshop modules that include activities, discussion questions, fact sheets, and other resources to help build dialogue, engagement, and shared action within and between communities.

Daniels, Roger. *American Immigration: A Student Companion*. Oxford: Oxford University Press, 2001.
A resource guide for students that includes more than 300 entries on multiple aspects of immigration history and policy; more than 150 photographs and illustrations; and a guide to further research that includes books, museums, and websites.

Daniels, Roger and Otis L. Graham. *Debating American Immigration, 1882-Present*. Rowman and Littlefield Publishers, Inc., 2001.
This provides two opposing sides to the topic of immigration--it is part of a larger Debating Twentieth Century America series that provides two substantive essays, written from varying perspectives, about an important issue, event, or trend in twentieth century American history. The essayists are well known writers and teachers in the field.

RESOURCES
Books for Adults

Dinnerstein, Leonard and David M. Reimers, eds. *Ethnic Americans: A History of Immigration and American Society, 4th edition*. New York: Colombia University Press, 1999.
For more than three decades, *Ethnic Americans* has been hailed as a classic history of immigration to America. Leonard Dinnerstein and David M. Reimers break down the major waves of immigration by time period and discuss the reasons behind these influxes.

Gjerde, Jon and Thomas Paterson, eds. *Major Problems in American Immigration and Ethnic History*. New York: Houghton Mifflin, 1998.
Essays exploring such themes as the political and economic forces that cause immigration; the alienation and uprootedness which often follow relocation and the difficult questions of citizenship and alienation.

*__Hardwick, Susan Wiley__. *Mythic Galveston: Reinventing America's Third Coast*. Baltimore and London: The Johns Hopkins University Press, 2002.
Much more than just another narrative history of Galveston. Hardwick traces the confluence of physical, social, cultural, economic, and political factors that shaped this coastal city's identity and evolution as part of an emerging Gulf Coast or Third Coast.

Hing, Bill Ong. *Defining America Through Immigration Policy*. Temple University Press, 2004.
This is a wide-ranging book about immigration procedures from the creation of the United States all the way to today.

*__Kessler, Jimmy__. *Henry Cohen: The Life of a Frontier Rabbi*. Austin: Eakin Press, 1997.
As he goes about his daily rounds on December 10, 1945, Henry Cohen reflects upon his life and times, especially the 62 years he has served as Rabbi in Galveston, Texas.

Kessner, Thomas and Betty Boyd Caroli. *Today's Immigrants: Their Stories: A New Look at the Newest Americans*. Oxford University Press, 1982.
This book looks at immigration post 1965 (with the lifting of national origin quotas and the widening of the immigration stream) and how these "new" immigrants differ from those 100 years ago. Weaves a review of American immigration policy with a variety of personal accounts that illuminate the complex diversity of newcomers.

*__Konecny, Lawrence H. and Clinton Machann__. *Perilous Voyages: Czech and English Immigrants to Texas in the 1870s*. College Station: Texas A&M University Press, 2004.
In *Perilous Voyages*, English and Czech immigrants' tales of coming to Texas provide fascinating counterpoints to each other and to the glowing claims about the Lone Star State made by Kingsbury and others.

*__McComb, David G__. *Galveston: A History*. Austin: University of Texas Press, 1986.
This book will attract several types of readers. Scholars will use the book as the basis for further research; genealogists with roots in Galveston will read it for the story, index, and citations leading to other sources; and Texas history buffs will read the book for pure enjoyment.

Mendoza, Louis and S. Shankar, eds. *Crossing into America: The New Literature of Immigration*. New Press, 2003.
This book is a collection of fiction, non-fiction, and poetry. This work supplies the reader with a representation of the literature arising from the mix of American immigrants since the 1965 Hart-Celler Immigration Act.

Nguyen, Tram. *We Are All Suspects Now: Untold Stories from Immigrant Communities after 9-11*. Beacon Press, 2005.
This is a very readable book about increased interrogation and suspicion and changed governmental policies toward immigrants after a national or international crisis—in this case 9-11. It looks specifically at the human impact of post 9-11 policies on people targeted because of immigration status, nationality, race, and religion.

*__Rozek, Barbara J.__ *Come to Texas: Attracting Immigrants, 1965-1915*. College Station: Texas A&M University Press, 2003.
A vivid portrayal of the efforts expended by the Texas government, and later private business and organizations, to encourage immigrants to settle in the state. The author documents these appeals in late nineteenth century advertisements, newspaper articles, private letters, and other archival material.

Tang, Irwin A. *Asian Texans: Our Histories and Our Lives*, Irwin Tang, editor. Austin, Texas: The It Works, 2007.
Every Asian ethnic group, every region of Texas, and every decade of Texas's exciting history is featured in this book. Unique topics featured in this book include the invention of the Border Patrol to combat the Asian Underground Railroad; the early Asian-black and Asian-Mexican families; and the violent battles between Asian Texans and the Ku Klux Klan and other racists. The book features 75 rare photos and images.

Play

***The Immigrant: A Hamilton County Album*.** A Play by Mark Harelik. NY: Broadway Play Publishing Inc., 1989.
A play about two eastern European Jews who immigrated to a small Texas town in 1909.

RESOURCES
Websites, Video/Film

The American Immigration Legal Foundation Curriculum Center
www.ailf.org/teach/index.shtml

Digital History: Immigrant Voices
www.digitalhistory.uh.edu/historyonline/ethnic_am.cfm

****Forgotten Gateway: Coming to America Through Galveston Island***
www.ForgottenGateway.com

****The Institute of Texan Cultures***
www.texancultures.utsa.edu/newtexans/startnwtx.htm

Japanese American National Museum Boyle Heights Project
www.janm.org/exhibitions/bh/

Library of Congress: Immigration The Changing Face of America
www.memory.loc.gov/learn/features/immig/immigration_set1.html

National Archives
www.archives.gov/education/history-in-the-raw.html

National Network for Immigrant and Refugee Rights (NNIRR) Curriculum
www.nnirr.org/shop/curricula.php

PBS New Americans
www.pbs.org/independentlens/newamericans/foreducators_index.html

Smithsonian Center for Education and Museum Studies
www.smithsonianeducation.org/educators/lesson_plans/idealabs/artifacts_analysis.html
www.americanhistory.si.edu/onthemove/

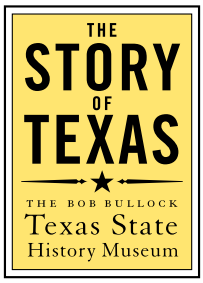
Tenement Museum
www.tenement.org/education_lessonplans.html

Video/Film

**Alamo Bay*. Directed by Louis Malle. California: Columbia/Tristar Studios, 1985.
A film about racial violence between native-born and Vietnamese shrimpers in Texas.

America Becoming. Directed by Charles Burnett. Alexandria, Virginia: PBS Video, 1990.
A documentary about the new generation of immigrants who arrived after 1965.

We Speak America. Directed by David Sweet-Cordero. California: California Tomorrow, 2003. Available with Spanish subtitles. Interviews with new Americans about identity.



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