

# ***GONE TO TEXAS: PART OF THE NATION'S IMMIGRATION STORY*** **from the Bullock Texas State History Museum**

## **Children and Youth Bibliography** **(\*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 Seymour 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 U.S. 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.

**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 Munoz.** *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 last 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.

## **Selected Resources for Educators**

### **Books**

**\*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 20th century American history. The essayists are well known writers and teachers in the field.

**Dinnerstein, Leonard and David M. Reimers, eds.** *Ethnic Americans: A History of Immigration and American Society, 4th edition*. New York: Columbia 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 sixty-two 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 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.

## **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.

## **Websites**

***The American Immigration Legal Foundation Curriculum Center***

[http://www.communityeducationcenter.org/resources/lesson\\_plans](http://www.communityeducationcenter.org/resources/lesson_plans)

***Digital History: Immigrant Voices***

[http://www.digitalhistory.uh.edu/historyonline/ethnic\\_am.cfm](http://www.digitalhistory.uh.edu/historyonline/ethnic_am.cfm)



**\*The Institute of Texan Cultures**

[http://www.texancultures.com/educator\\_center/immigration/](http://www.texancultures.com/educator_center/immigration/)

**Japanese American National Museum Boyle Heights Project**

<http://www.janm.org/exhibitions/bh/>

**Library of Congress: Immigration The Changing Face of America**

[http://www.memory.loc.gov/learn/features/immig/immigration\\_set1.html](http://www.memory.loc.gov/learn/features/immig/immigration_set1.html)

**National Archives**

[www.archives.gov/education/history-in-the-raw.html](http://www.archives.gov/education/history-in-the-raw.html)

**National Network for Immigrant and Refugee Rights (NNIRR) Curriculum**

<http://www.nnirr.org/~nnirrorg/drupal/shop/curriculum>

**PBS New Americans**

[http://www.pbs.org/independentlens/newamericans/foreducators\\_index.htm](http://www.pbs.org/independentlens/newamericans/foreducators_index.htm)  
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**Smithsonian Center for Education and Museum Studies**

[http://www.smithsonianeducation.org/educators/lesson\\_plans/idealabs/artifacts\\_analysis.html](http://www.smithsonianeducation.org/educators/lesson_plans/idealabs/artifacts_analysis.html)

<http://www.americanhistory.si.edu/onthemove/>

**Tenement Museum**

[http://www.tenement.org/education\\_lessonplans.html](http://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.

**\**West of Hester Street.*** Directed by Cynthia Salzman Modell and Allen Mondell. Dallas, Tex.: Media Projects Inc., 1983; videocassette, Teaneck, N.J.: Ergo Media, circa 1990.  
A docu-drama about a young Jewish peddler who journeys from Russia to Texas.

### **Primary Sources and Research Sources**

**\**Houston Area Surveys***

<http://houstonareasurvey.org/>

**\**Immigrants to Texas***

[http://www.texancultures.com/texans\\_one\\_and\\_all/](http://www.texancultures.com/texans_one_and_all/)

***Listing of multiple genealogy websites***

<http://geneasearch.com/states/texas.htm>

**\**Passenger Lists through the Port of Galveston***

<http://www.rootsweb.ancestry.com/~ote/ships/texas-ships-a.htm>

**\**Texas History-Galveston***

<http://www.tshaonline.org/handbook/online/articles/hdg01>

**\**Texas Maps***

[www.lib.utexas.edu/maps](http://www.lib.utexas.edu/maps)

**\**Texas Timelines***

[www.texasalmanac.com/history/timeline](http://www.texasalmanac.com/history/timeline)

### **Resources to Help Teach Socially Sensitive Topics**

***Conserving Cultural Diversity, World Resources Institute***

<http://www.wri.org/wri/biodiv/cult-div.html>



### **Diversity Central**

[http://www.diversitycentral.com/tools\\_and\\_resources/signsofchange.php](http://www.diversitycentral.com/tools_and_resources/signsofchange.php)

### **One World Education Program -Teacher Lessons**

[http://teacher.scholastic.com/scholasticnews/indepth/one\\_world/lesson\\_plans/index.asp?article=intro](http://teacher.scholastic.com/scholasticnews/indepth/one_world/lesson_plans/index.asp?article=intro)

### **Precious Children, Diversity in the Classroom**

<http://www.pbs.org/kcts/preciouschildren/diversity/index.html>

## **Guide to Primary and Secondary Source Material**

*"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

### **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**

<b>Primary Sources</b>	<b>Secondary Sources</b>
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 <i>not</i> 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	

#### **D. Extensions**

- Encourage students to search for primary sources in their homes. For example, photo albums, letters, and diaries can be wonderful insight into events, popular culture, concerns, interests of people during different time periods. Students can make copies of primary sources in their homes. These can then be used to compare and contrast groups through time including current culture.
- Give each student a piece of paper and an envelope for them to create their own primary source document for the next generation. Discuss what might be important to put in the letter to help the historians who might read it later.

