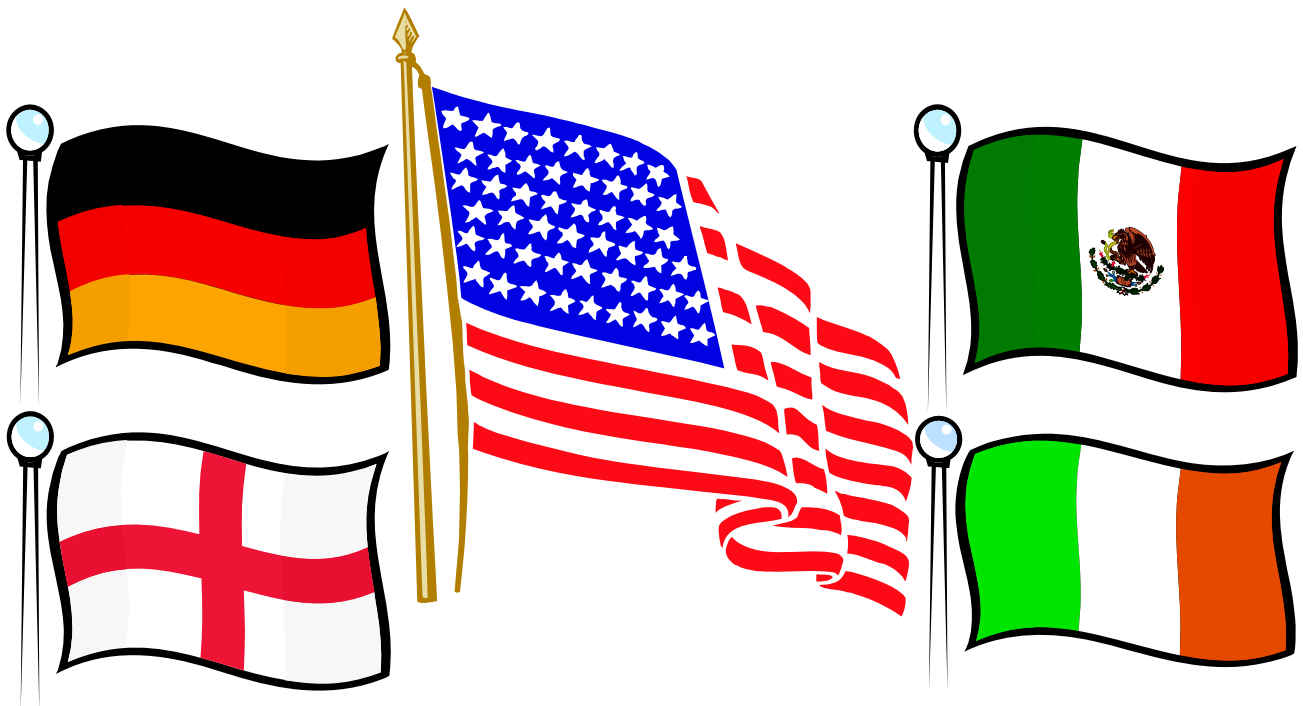


West Chicago City Museum's

TACKLE HISTORY: IMMIGRATION

Hands-On History Kit



WEST CHICAGO CITY MUSEUM
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Teacher's **QUICK START** Guide to the **Tackle History: IMMIGRATION Kit**

For a **QUICK START**, try the activities behind one of these tabs:

1. Tic Tac Toe Sheet / WCCM Immigration Booklets
(found in student exploration guide)
2. Primary Source Activities
3. Immigration Scavenger Hunt
4. Stations – Whole-Class Exploration *(under Standards tab)*

Ready for more?

DIG DEEPER: Making Connections

Activities incorporating
Social Science
ELA/Literacy
Mathematics

Into developing greater understanding of
Local, historic immigrant groups 1850s – 1930

And making links to
Local, contemporary immigrant groups 1930 – present

See ***Outline of Activities and Standards for Educators*** for more details!

Questions, concerns, suggestions for improvements? Contact Maggie –
museumed@westchicago.org

Tic – Tac – Toe

Your Name: _____

1. **Pick** a country of origin to read about: England, Ireland, Germany, or Mexico.
2. **Read** the booklet found in the kit.
3. **Play** Tic-Tac-Toe! Get three in a row. **Choose** 3 activities to win the game— three in a row horizontally, vertically, or diagonally.

The Country of Origin I chose is: _____

<p>Color the flag correctly and attach the pipe cleaner to be the pole.</p>	<p>What type of job did this immigrant group hold?</p> <p>Draw a picture to represent this line of work.</p>	<p>Immigrant groups experience difficulties in their homelands, on their journey, or once they arrive in their new countries. What difficulties did this group face? How would you feel about having this difficulty?</p> <p>Write a paragraph to explain.</p>
<p>Play the music for your country. Answer the questions on the Music sheet.</p> <p>England—Track #1, 2 Germany—Track #3 Ireland—Track #4, 5 Mexico—Track #6</p>	<p>You have just arrived in West Chicago from your homeland.</p> <p>Describe your journey and new life in a postcard home (worksheet).</p>	<p>Play the game for your country. Answer the questions on the Game sheet.</p> <p>England—Strings Ireland—Spoons Germany—Marbles Mexico—Balero</p>
<p>Why did people immigrate to the United States?</p> <p>Write a paragraph to explain.</p>	<p>West Chicago—signs in the community—what have you seen in town that shows this immigrant group’s influence?</p> <p>Make a list.</p>	<p>Mode of transport—how did people from this immigrant group get to the United States?</p> <p>Draw a picture of their mode of transport.</p>



BONUS!! Complete an at-home activity with your family and present your project or your experience to the class or your teacher.

SAYS STORIES ONLY FAN THE FLAME OF RACE PREJUDICE

Miss Edith Abbott, a worker for the Immigrant League, made the statement to a *Day Book* reporter today that the *Tribune* and *Herald* stories about Black Hand and Mafia crimes in the Italian district don't get down to the bottom of things and give a true explanation of what is going on in that district.

"I have lived in the Italian district six years and I know it is a safer district to walk the streets of at night than many other parts of Chicago," said Miss Abbott. "There is no more crime among the Italians than among other nationalities.

"Poverty, lack of parks and playgrounds, too much American whisky and too much hard work with long hours are the conditions that explain crime there, as elsewhere," she said.

"The Italians hold the same place today that the Irish did thirty years ago. At that time it was the Irish who were building the railroads and digging the tunnels and ditches and doing the dirty work. Today it is the Italians that are doing it.

"The Italians do more hard work for less pay than any other nationality. They live in the worst houses with more families to the room and more children to the acre than any other nationality. In spite of these terrible handicaps, their crime record makes a better showing than others.

"The police are more likely to arrest an Italian after a shooting than they are Americans for a murder in a saloon where the proprietor has a stand-in with the police.

"The American saloon does not sell the light wines the Italians were used to in the old country. And everybody admits that American whisky plays havoc, even with those who are used to it.

"I have been in hundreds of Italian homes and I know personally hundreds of families. I know them to be a gentle, hard-working, law-abiding people. The stories printed lately only

fan the flames of a race prejudice which is already too fierce and deep."

—o—o— REDFIELD ASSERTS BUSINESS DEPRESSION IS OVER

Washington, June 23.—"The United States was the last of nations to enter worldwide depression, felt it least, and is now emerging first. The dullness of trade and industry is psychological, just as President Wilson says it is, and reports and figures will show this."

This way the way Secretary of Commerce Redfield sized up the situation in a statement today. He didn't assert there had been no depression, but he declared that what there has been was only our natural share of universal trade stagnation.

"Other nations have suffered long and worse recently than the United States, notably France, Germany, Brazil, Canada and even Great Britain," said Redfield, "and conditions in these countries contradict the commonly assigned causes of depression. For instance, Germany is the greatest trust country in the world; France has no trusts; Brazil has a high protective tariff. Yet these countries have all suffered."

“Says Stories Only Fan the Flame of Race Prejudice”

The Day Book, Chicago, Illinois | June 23, 1914

1. Who is the main voice of the article? What is this person’s position or title?
2. What is the central idea of this article?
3. Is this person giving a **factual, unbiased account**—or—
is this person giving a statement that contains **opinion and personal bias** —or—
Is this person giving a statement containing **reasoned judgment**?
4. Give evidence from the article by **listing 3 statements** that defend your answer to #2. Circle specific words or phrases that lead you to believe that a statement is fact or opinion.

Statement 1: Fact, Opinion, or Reasoned Judgment?

Statement 2: Fact, Opinion, or Reasoned Judgment?

Statement 3: Fact, Opinion, or Reasoned Judgment?

5. This article talks about Italians. This was not one of West Chicago’s major historical immigrant groups.

What connections can be made between the experiences of the Italian immigrants described in this article and immigrant groups to West Chicago— specifically in regards to the idea of prejudice?

America Letters - August Aalto -- Letter to Hilma Aerila, 1906/04/27



Title America Letters - August Aalto -- Letter to Hilma Aerila, 1906/04/27

Creators Aalto, August

Contributors Leinonen, Johanna

Date April 27, 1906

Description Letter from August Aalto of Humboldt, California to his friend Hilma Aerila of Laitila, Finland.

Extent 4 pages

Subject Immigrants--Correspondence
Immigrant letters
Finnish

Note TRANSLATION: A stamped poem: I can never forget you Even though I can never have you You are always in my heart, in my memory forever. California 4/27/1906 My friend Hilma, My wishes were fulfilled as I got a fun letter from you. I'm thus sending you thousands of thanks for being able to greet you with greetings of love from this stormy world. You said that you're sitting alone; so am I. My thoughts are changing every minute, sometimes I'm sad and other times I'm joyful. My peace is disturbed by the murmur of the wild waves of that mighty Pacific Ocean and frogs outside are screaming just like cuckoos. I can never hear cuckoos here. When reading this letter, you can hear the warbling of an icterine warbler behind the blue backwoods, which makes me yearn to be there. Please wait for me for 3 or 4 years. Then I can visit you and spend joyful evening hours with you. Why am I heavy-hearted? I would like to tell you but I'm afraid that you will think badly of me. I would like to tell you that I miss you more than anybody else, but you are still young and innocent, free from the temptations of this world; blooming like a blossoming rose. I'm now writing you some news from here too, but don't tell anybody what I wrote; it's bad for you if they hear about it and start chasing our correspondence. Bleak and disturbing things have happened here: on the 18th of this month, around 5 o'clock in the morning, there was a big earthquake. It has destroyed many cities; tens of thousands of people are lost and waiting for the final trombone. That morning I jumped off my bed horrified and thought that this is the final day, the day that is called the end of world. I am sad also because my brother Samuli is in the hospital now, very sick. I'm working alone like a bird, or like a lost sheep in the woods among those non-Finnish speakers. But it doesn't help to be sad, you have to remember that even the cloudy night goes away. It is cloudy now

because I can hear the rain. It is Saturday night. I'm sure boys are courting you but I ask you, please leave room in your heart for me too. Will you treat me again, feel sorry for me again and find me with your wonderful lines. I will wait for that with longing. Good bye, feel well, and be happy. Wishes one wandering boy. With friendship, August Alto On the top of the page: Here is my address Mr. August Alto Korbel Camp 7 Humboldt Co California

TRANSCRIPTION: A stamped poem: En voi sua unhottaa poies, Vaikk' en ikinään sua saa Sää sydämessäni olet Ikuisessa muistossa. California 4/27/1906 Ystäväni Hilma, Koska Toivomukseni mukaan sain Hauskan kirje sinulta Niin lausun tuhansia kiitoksia ja myös saan tervettä Rakkauden terveisillä sinua täältä myrskyilevästä Maailmasta Sinä sanoit että yksin istut yksin istun nyt minäkin Ajatukseni muuttu joka minutti välin olen surullinen ja välin taas iloinen rauhani häiditse tuon mahtavan Tyynen meren aaltoin jylhä kohina ja sammakot tuolla ulkona huuta käen veroksi sillä täällä ei kuule kääkiä koskan sinä kyllä tätä kirje lukiessasi kuulet sen kultaa rinnan helkytyksen sini salon taka mikä tahto tuoda kaipaavan kaihon sinne odota sinä nyt minua yksi 3. tai 4. vuotta silloin saan tulla sinun kansasi käymään Hauskoja iltahetkiä viettämään Miksi minä olen alakuloinen mieleni teke kirjoitta mutta pelkään jos tykkäät paha mieleni teke sanoa että sinua Minä kaipaen enimmäen kun ketän muuta sinä vielä olet nuodi ja viatoin tämän mailman viettelyistä vapana kukoistava kun ruusun kukka siis kirjoitan nyt täältä tietoja myös mutta älä kellekään ilmaise että ne saa kuulla sillä se on sinulle paha jos ne rupia jahtaman tätä kirje vaihtoamme Täältä kuulu synkkiä ja mieltä painavia tapahtumia sillä tämän kuun 18. p. oli se oli aamulla kello 5 tienoisa suuri maan järjestys se on tuhonut suuria kaupunkeja kymmeniä tuhansia ihmisiä on kätetty odottaman viimeistä pasuna minäkin silloin aamulla hyppäsin ylös vuoteltani kauhun valtamalla mielellä ajattelin joko se viimeen päivä nyt joutui joka sanotan maailman lopuksi minulla on ikävä nyt siitä syystä myös kuin veljeni Samuli on hospitalisa huonon kipiänä minä täällä työ maalla työnän ja olen kuin yksinäinen lintu taikka niin kuin eksynyt lammas korvesa noiden tois kielisien joukosta mutta ei täällä mitän sureman auta täyty muista että haihtuupi pois pilvinenkin yö pilviä siellä on koska kuulu satelevan. nyt on lauantain ilta myös pojat napputtele siellä sinunkin ympärilläsi mutta pyydän vielä viimiseksi jätä sia minullekin sydämessäsi vieläkö sinä kohtelet minua niin toisenkin kerran että säälit nuo hienot rivit etsimän minua sitä minä ikävällä taas jään odottaman hyvästi voi hyvin ja ole onnellinen Toivo yksi kulkiapoika Ystävyydellä August Alto On the top of the page: Tässä on osoite Mr. August Alto Korbel Camp 7 Humboldt Co California

Language Finnish

Physical location Immigration History Research Center, Minneapolis, Minnesota <http://www.ihrc.umn.edu>

Provenance America Letters Project: University of Turku, Finland, Collection, IHRC150, <http://www.ihrc.umn.edu/research/vitrage/all/am/ihrc149.html>

Local identifier im007115
im007116
im007117
im007118

POSTCARD HOME – AUGUST AALTO LETTER

Read August Aalto's letter from California to his friend Hilma, who lives in August's home country of Finland.

Write a paragraph telling how Aalto feels about his new country and his home country. **Defend** your answers with quotes from August's letter.

Extension:

Imagine you have just immigrated to a new country.
Use the space below to write a letter to your friend who still lives in West Chicago. What will you tell them or ask them?
Cut out the postcard and draw a picture on the back.



READING PHOTOGRAPHS: CULTURAL PRESERVATION

Look at the photographs. For each picture, **find evidence of** or **interpret** ways that people can/do preserve their cultural heritage in a new land. **Defend** your opinion orally or on a separate paper.



1. City Bakery

2. Bloomingdale Old Settlers Reunion & Picnic, July 4, 1896

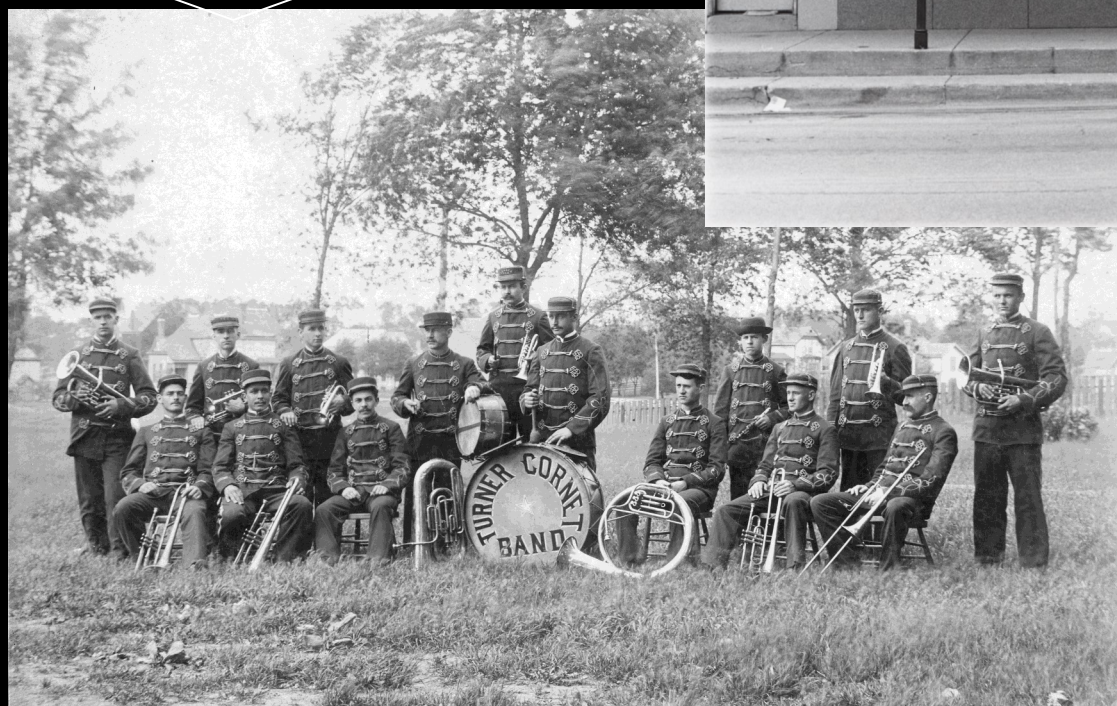


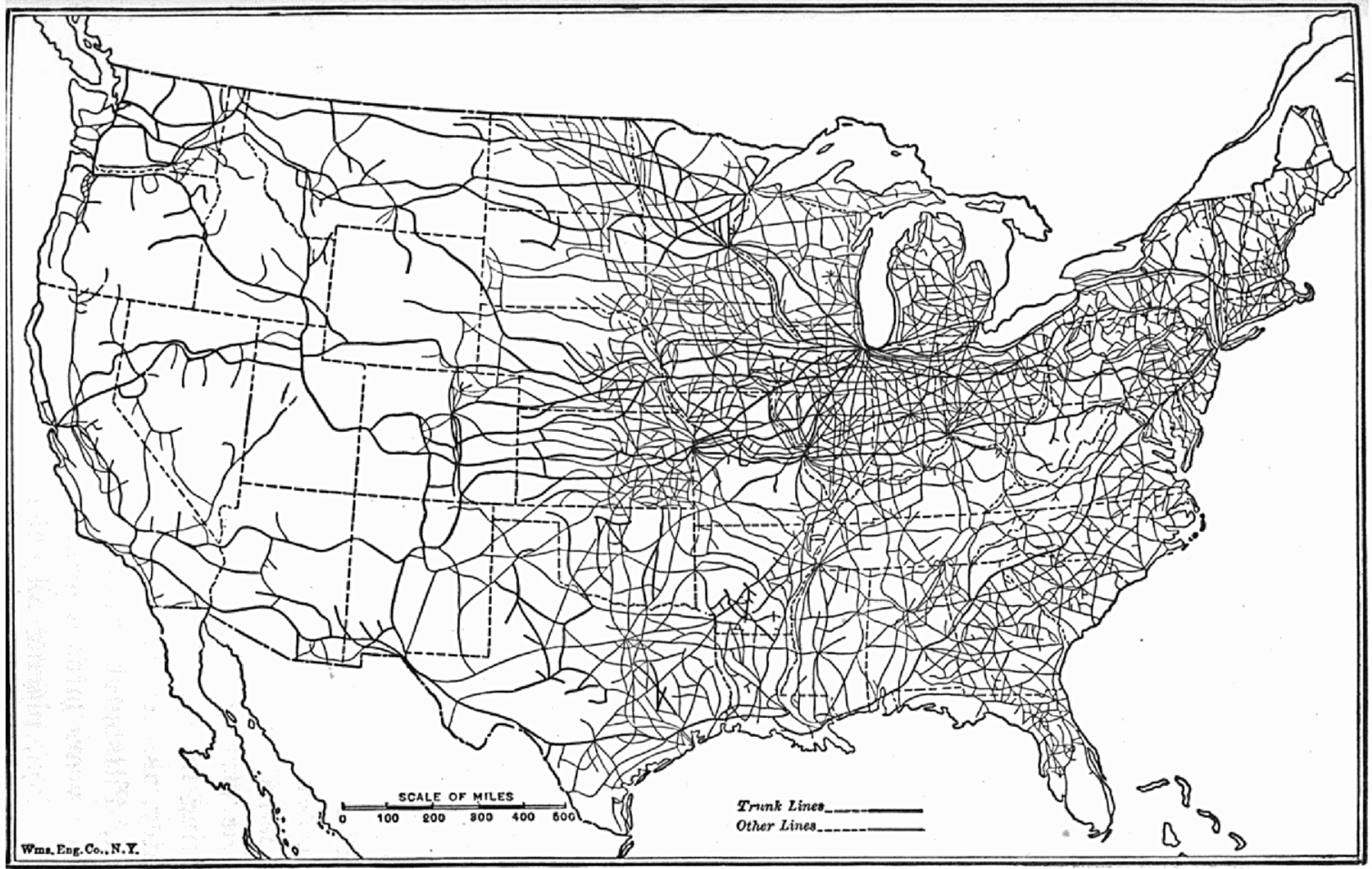


3. American Legion Band

4. Dave's Latin
American Grocery

Turner Cornet Band
c. 1895





1918 railroad map

TRAVELLING BY RAIL TO ILLINOIS – 1850s

Time to map your railway journey! **Imagine** you are an English, Irish, or German immigrant who has just arrived on U.S. soil in 1850. **Use** the map in the kit to **find** a path from New York City to Chicago using railroad travel.

What states do you travel through?

On the map, solid lines are existing rail roads, and dotted lines are proposed rail roads. How many **existing** junctions do you see within the borders of Illinois?

(A *junction* is where two or more rail lines intersect.)

How might this town benefit from being the only junction in the state?

TRAVELLING BY RAIL TO ILLINOIS – 1920s

Time to map your railway journey! **Imagine** you are Mexican immigrant who will be travelling to the Chicago area. **Use** the map in the kit to **find** a path Mexico to Chicago using railroad travel.

What states do you travel through?

On the map, how many junctions do you see within the borders of Illinois?

(A *junction* is where two or more rail lines intersect.)

Immigration Scavenger Hunt

7th Grade

When you finish an item, ask for a sticker!



In your classroom or library **find** these countries on a globe or map:

- England
- Germany
- Ireland
- Mexico



In your classroom **find** West Chicago on the map of the United States or the map of Illinois.



Visit the *West Chicago City Museum*, 132 Main St. (630)231-3376

- Explore the immigration exhibit entitled “Building Community” (on the 2nd floor)

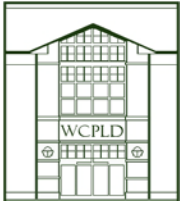


Find and read a library book from your *school library* about Immigration. **Complete** a non-fiction response or a literary response sheet found in the kit.

-OR-



Go to West Chicago Public Library. Check out and read one book listed here. Then, **complete** a non-fiction response or a literary response sheet found in the kit.



- *Inside Out & Back Again* by Thanhha Lai
- *Esperanza Rising* by Pam Muñoz Ryan
- *Ellis Island: An Interactive History Adventure* by Michael Burgan
- *Pocho* by José Antonio Villarreal



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Tackle History: Immigration

Outline of Activities and Standards for Educators

A collection of activities meant for 7th grade students.

Overview of the topic presented:

Big question: What was the experience of immigration like?

Contemporary connection: How does the big question relate to immigrants in my family and immigrant members of my community?

We will answer the **big question** by exploring:

- Where immigrants came from and why they came to West Chicago
- What the journey was like
- What life was like for the immigrants in their new country
- How immigrants impacted their new homeland – culturally, economically, socially

We will make *contemporary connections* by:

- Investigating our own ancestry
- Polling our classmates about their heritages
- Evaluating modern immigrants' impact on West Chicago
- Exploring what we share as descendants of immigrants or as immigrants ourselves

Historical immigrant groups included in the kit:

- English
- German
- Irish
- Mexican

Overview of Activities

Activities are designed to engage students in a variety of meaningful and memorable ways. Different learning modalities and higher levels of thinking are incorporated into local, state, and national standards for social science, language arts, and math to provide a rich learning experience.

The classroom teacher may use this kit to facilitate the opportunity for further enrichment of students' understanding of the immigrant experience. The kit may be used in its entirety, or teachers may select a few activities as stand-alone experiences. Activities can be used in a small-group format or as whole-class instruction. Additionally, the independent learner could follow the directions in this kit and select activities s/he would like to explore on his/her own.

Activities by Core Subject

SOCIAL STUDIES

Geography

- Maps: On a poster board, create a map of the world (or use worksheet provided). Use one color symbols or stickers to mark the countries of the historical immigrant groups. Use another color to mark countries from which your classmates can claim heritage. Hang the poster in class for all to see. (*Based on Poll Your Classmates- math activity*)
- Maps: On a primary source map, find the route immigrants took by rail from New York or Mexico. Respond to questions on worksheet.
- Flags: create a miniature version of one flag related to the historical immigrant groups.
- Flags: research the flag of a contemporary immigrant group. Create a miniature flag.

Economics (Discussion topics)

- Industry: How did the development of new industries influence immigration to West Chicago?
- Employment: How were historical immigrant groups primarily employed?

Culture (Discussion topic)

- How did/do immigrant groups preserve their cultural heritage when immigrating to a new country?
- Where do you see evidence of historical or contemporary immigrant culture in West Chicago today?

LANGUAGE ARTS

Reading

- Immigrant booklets
 - English
 - German
 - Irish
 - Mexican
- Scavenger hunt: check out and read a book about immigration from school library. Respond to reading using *Non-Fiction Response* or *Reading Response: Literature* worksheet.
- Scavenger hunt: check out and read a book about immigration from public library. Respond to reading *Non-Fiction Response* or *Reading Response: Literature* worksheet.
 - *Inside Out & Back Again* by Thanhha Lai
 - *Esperanza Rising* by Pam Muñoz Ryan

- *Ellis Island: An Interactive History Adventure* by Michael Burgan
- *Pocho* by José Antonio Villarreal

Literacy

- Power of the Written Word activities:
 - Write a postcard to family in your home country. Compare and contrast your letter with a primary source letter. Draw a picture on the front of a scene from West Chicago, historic or contemporary.
 - Write a poem to express the ways in which historical and/or contemporary immigrants have helped to shape West Chicago. Can be in English or a native language, but native language should include a translation when possible.
 - It made the front page! Create a front page of a newspaper from the mid to late 1800s announcing the arrival of the G+CU Railroad and highlighting the immigrant groups who come to work in West Chicago.
 - Diary of your journey to your new land.
 - Political cartoon expressing issues surrounding immigration.
- Newspaper – Read primary source article, complete worksheet. *The Day Book (Chicago, Ill.)*, June 23, 1914 “Says Stories Only Fan the Flame of Race Prejudice”.
- Interview an immigrant – perform an interview of someone how immigrated to the US. Use questions outlined by Margaret M. Chin. Present interview to classmates or teacher.

MATHEMATICS

- Poll Your Classmates – tally heritages. How many from heritages highlighted in the kit? How many from other heritages? Make a bar graph with x = heritages and y = number of students. Students may report more than one heritage.
- Packing for the Journey: What is Precious? You can only take x things on your journey to a new country. What do you take? Why do you choose these things? What do you leave behind? Why?

Standards Addressed

Social Science

SS.7.3
SS.7.4
16.A.3b
16.C.3b
16.D.3b
16.E.3b
CCSS.ELA-LITERACY.RH.6-8.1
CCSS.ELA-LITERACY.RH.6-8.2
CCSS.ELA-LITERACY.RH.6-8.6
CCSS.ELA-LITERACY.RH.6-8.7
CCSS.ELA-LITERACY.RH.6-8.8

Reading/Literacy


1.A.3a
1.B.3d
1.C.3c
3.B.3a
3.C.3a
2.B.3a
CCSS.ELA-LITERACY .RL.7.1
CCSS.ELA-LITERACY .RL.7.2
CCSS.ELA-LITERACY .RL.7.3
CCSS.ELA-LITERACY .W.7.3

STANDARDS MET BY EACH ACTIVITY



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STANDARDS


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ACTIVITY	Social Science										ELA/Literacy										Math
	SS.7.3	SS.7.4	16.A.3b	16.C.3b	16.D.3b	RH.6-8.1	RH.6-8.2	RH6-8.6	RH.6-8.7	RH6-8.8	1.B.3d	1.C.3c	1.C.3d	3.B.3a	3.C.3a	2.B.3a	RL.7.1	RL.7.2	RL.7.3	W.7.3	7.SP.A.1
Tic Tac Toe																					
National Flag - color																					
Jobs - illustration	X	X		X	X																
Paragraph - immigrant difficulties	X	X		X	X							X		X						X	
Cultral Music - response sheet					X																
Postcard home - as immigrant														X	X					X	
Cultural Game - response sheet					X																
Paragraph - motivation to immigrate	X			X	X							X		X							
Signs in community list																					
Mode of transport - illustration					X																
Primary Source Activities																					
The Day Book Article + Response Sheet	X					X	X	X		X		X	X								
Aalto Letter + Postcard Home			X			X	X					X		X	X					X	
Historic West Chicago Photos			X						X											X	
Historic Railroad Maps + Map Journey			X						X												
Scavenger Hunt																					
Find countries on globe/map																					
Find West Chicago on the map																					
Visit West Chicago City Museum																					
Read/Response sheet - school library	X					X	X					X		X		X	X	X	X		
Read/Response sheet - public library	X					X	X					X		X		X	X	X	X		

STANDARDS MET BY EACH ACTIVITY



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STANDARDS



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ACTIVITY	Social Science										ELA/Literacy										Math
	SS.7.3	SS.7.4	16.A.3b	16.C.3b	16.D.3b	RH.6-8.1	RH.6-8.2	RH6-8.6	RH.6-8.7	RH6-8.8	1.B.3d	1.C.3c	1.C.3d	3.B.3a	3.C.3a	2.B.3a	RL.7.1	RL.7.2	RL.7.3	W.7.3	7.SP.A.1
Social Studies Activities																					
Culture Discussion Topics																					
Economic Discussion Topics	X	X		X																	
Scavenger Hunt	see category above																				
National Flag- color																					
Where We Come From									X												
ELA/Literacy Activities																					
Article Analysis						X	X					X		X							
Interview an Immigrant														X	X						
Non-Fiction Response						X	X					X		X					X		
Postcard home														X	X					X	
Reading Response: Literature						X	X					X		X		X	X	X	X		
The Power of the Written Word														X	X					X	
Mathematics Activities																					
Packing for Your Journey																					
Poll Your Classmates									X												X
National Booklets																					
England, Germany, Ireland, Mexico	X			X							X	X									

Setting Up Stations for Whole-Class Exploration

For *standards* met by these activities, see Standards Matrix in the Teacher's Guide.

For each station, we recommend you supply students with the laminated primary source item from the suitcase, along with enough photocopies of the primary source so that each student can hold and examine the documents.

Station 1: Travel by Rail: 1850s and 1920s

1851 railroad map ⁺
1918 railroad map ⁺
Response worksheet ^{*}

Station 2: Postcard Home

August Aalto letter ⁺
Postcard home worksheet *specific to this letter* ^{*}

Station 3: *The Day Book* Article

The Day Book Article ⁺
Newspaper Article Response worksheet ^{*}

Station 4: Reading Photographs

Reading Photographs document ⁺
Blank paper for notes and/or formal response ^{*}

Station 5: Cultural Games: Marbles and Spoons

Marbles ⁺
Spoons ⁺
Copies of Cultural Games response worksheet ^{*}

Station 6: Cultural Games: Balero and Strings

Balero (cup and ball) ⁺
String ⁺
Copies of Cultural Games response worksheet ^{*}

Station 7: Cultural Music

CD with 6 cultural music tracks ⁺
Copies of Cultural Music response worksheet ^{*}
CD player

Station 8: What is Precious? Packing for the Journey

Copies of What is Precious? Worksheet ^{*}

⁺ located in suitcase

^{*} located in teacher guide (single copy) and student exploration guide (multiple copies)



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DISCUSSION QUESTIONS: CULTURE

How did/do immigrant groups preserve their cultural heritage when immigrating to a new country?

Where do you see evidence of historical or contemporary immigrant culture in West Chicago today?

DISCUSSION QUESTIONS: ECONOMICS

Industry: How did the development of new industries influence immigration to West Chicago?

Employment: How were historical immigrant groups in West Chicago primarily employed?

CULTURAL GAME RESPONSE SHEET

Choose a game from the suitcase. The instructions for each game are also in the suitcase. Your choices are: *Marbles, Spoons, Balero, or Strings.*

What game did you play?

What did you think about the game?

How is this game similar to games you usually play?

How is it different from games you usually play?

CULTURAL GAME RESPONSE SHEET

Choose a game from the suitcase. The instructions for each game are also in the suitcase. Your choices are: *Marbles, Spoons, Balero, or Strings.*

What game did you play?

What did you think about the game?

How is this game similar to games you usually play?

How is it different from games you usually play?

CULTURAL MUSIC RESPONSE SHEET

Play a song from the CD found in the suitcase.

Which country of origin's music did you listen to?

What adjectives can you use to describe this music?

How does the music make you feel?

Can you make any connections between this music and music you usually prefer to listen to?

CULTURAL MUSIC RESPONSE SHEET

Play a song from the CD found in the suitcase.

Which country of origin's music did you listen to?

What adjectives can you use to describe this music?

How does the music make you feel?

Can you make any connections between this music and music you usually prefer to listen to?

NATIONAL FLAGS

Option 1:

Choose an historic immigrant group. **Color** the flag of the country of origin found in the kit. **Attach** a pipe cleaner using white glue. Let **dry. Display.**

Option 2:

Research the national flag of one of your own personal countries of origin. **Draw** the flag on a 4x6 note card (found in the front pocket of the divider). **Attach** a pipe cleaner using white glue. Let **dry. Display.**

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WHAT WE SHARE: CONTEMPORARY CONNECTIONS

It's easy to point out differences. But focusing on how we are different from one another can cause all sorts of problems. Though it can seem like more work, it is more productive to **find commonalities**.

Let's take some time to **discover: *What do we share?***

According to the U.S. Census Bureau, in Census 2000, 4.3 million people (or 1.5% of the U.S. population) reported that they were of American Indian or Alaska Native heritage. The rest of us, or 98.5% of the population, came from somewhere else.

We are related to immigrants, or we are immigrants ourselves.

By thinking about what we share, how we are similar to other groups of people, we build bridges that help to strengthen community, understanding, and justice.

On the back of this paper, brainstorm:

- ⇒ What needs does every human share?
- ⇒ For which of these needs do/did individuals or families decide to immigrate to the United States?
- ⇒ What connections could be made between someone who has recently immigrated and a person whose family immigrated 100 or more years ago?
- ⇒ Many immigrants over the years have experienced discrimination as they made their new homes in the United States. How could someone whose family immigrated 100 years ago help to make the transition to a new country easier for a new immigrant?
- ⇒ How might our nation be improved by people seeking similarities rather than highlighting differences?
- ⇒ Can differences be explored in a celebratory—and therefore productive—manner? How?

Where We Come From

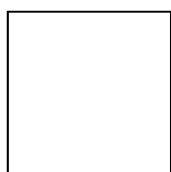
Contemporary Immigration 1930-present



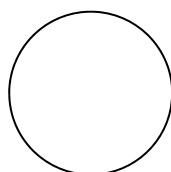
YOUR FAMILY TREE

Investigate your heritage by tracing your family tree. Since families are complicated, you will need to design a tree that is unique to you and your family. A sample family tree can be found in the suitcase. This tree is of an historic West Chicago family, the Kline family.

Symbols to use:



or



to indicate a person—write their name in the shape as well as birth/death dates if you like.

Some people use one shape to indicate males and a different shape to indicate females.



A solid line connects parents to children. It also connects spouses to each other.



A dotted line indicates divorce. If someone is remarried, they would be connected to their current spouse by a solid line and their former spouse by a dotted line.

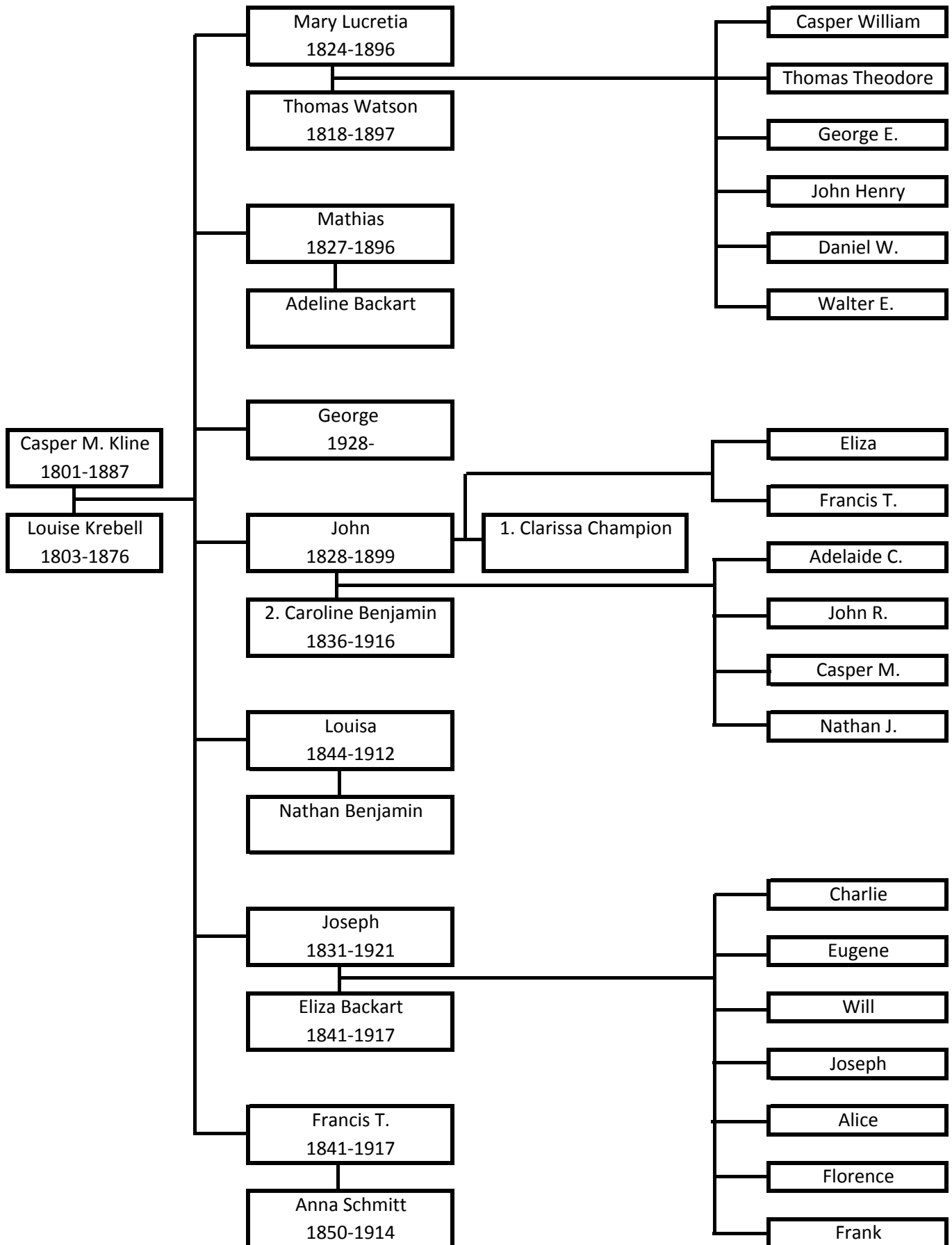
Ask your family members to help you complete your family tree. See how far back you can trace your family.

Do you know which family members immigrated to the United States?

When did they immigrate? Can you find out why?

Did you learn anything that surprised you?

Kline Family Tree



Name_____

Date_____



Article Analysis



Use your article to answer the questions.

Headline_____

by_____Date_____

Publication/Source_____

Check one: Local News ☐ National News ☐ International News ☐

1. Summarize your article in five sentences.

2. What the three most important points in the article?

- 1) _____
- 2) _____
- 3) _____

3. If this story was on a TV newscast instead of in written form, how would it be different? List three ways.

- 1) _____
- 2) _____
- 3) _____

4. What do you think will happen next?

Date: _____

INTERVIEW AN IMMIGRANT

Speaking with an individual about their experience helps us to better understand a concept like immigration. Interview an immigrant who is your age or older. Ask her/him questions like the ones below. Take notes on their answers so that you can write a short report on her/his story if your teacher asks you to do so.

How did you come to the United States? Why did you choose to immigrate?

Did you consider moving somewhere else instead? Why?

Did you come to the United States to meet family members? If so, whom?

Which family members are in the United States with you now? Which ones came with you at the time of immigration?

Which family members are still in your homeland? How did you decide who would make the trip?

What kind of work did you do in the homeland, and what work do you do in the United States?

In what kind of neighborhood did you live before immigration, and where do you live now?

What was your life like before you immigrated, and how is it different now? Describe a typical day before you moved and a typical day now.

NON-FICTION RESPONSE

NAME:

DATE:

TITLE & AUTHOR:

MAIN IDEA:



EVIDENCE:

EVIDENCE:

TEXT FEATURES:

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☐ PHOTOGRAPHS

☐ CHARTS

☐ INDEX

☐ CAPTIONS

☐ MAPS

☐ GLOSSARY

☐ LABELS

☐ FACTS

☐ HEADINGS

☐ DIAGRAMS

☐ VOCABULARY

☐ SUBHEADINGS

☐ GRAPHS

☐ BOLD, ITALICS

POSTCARD HOME

Imagine you have immigrated to a new country from the United States.

Write a letter to family in your home country. Be sure to *sign your name*!

Cut out the postcard.

Draw a picture on the other side.

Display your postcard on a window or hang from a line so people can see both sides.

Extension:

Compare and contrast your letter with a primary source letter, such as the August Aalto letter. What things do both letters mention? What is different?

The postcard template consists of a large rectangular frame. On the right side, there is a vertical line that divides the space. To the right of this line are four horizontal lines for writing. In the top right corner, there is a small rectangular box for a stamp.

Reading Response: Literature

Name: _____

Book Title: _____

Author: _____

**This character SAYS—
Explicit: Specifically stated
in book**

**This character THINKS/FEELS —
Implicit: Infer meaning based
on what you know already**

Character's Name

**List 2 ways in which the character is shaped by
the setting of the story.**

1.

2.

Summarize the story

THE POWER OF THE WRITTEN WORD

Choose one or more of these literary exercises relating to immigration to West Chicago.

Draw a political cartoon or comic strip to express an issue related to the topic of immigration (either historic or contemporary).

Extra! Extra! Read all about it!
Create the front page of a newspaper. Share the important details about the new railroad that has just come to Turner and about the immigrant groups who come to Turner in the 2nd half of the 1800s.

Write a poem to express the ways in which historical and/or contemporary immigrants have helped to shape West Chicago. *This poem can be in English or in your native language, but include a translation for poems written in a language other than English.*

Some immigrants kept diaries of their journeys to America. A diary might include observations, feelings, and other details about the journey. Imagine you are an immigrant. Create a diary of your imaginary journey to a new country.



PACKING FOR THE JOURNEY: WHAT IS PRECIOUS?

precious | 'pre sh əs| *adjective*

1 (of an object, substance, or resource) of great value; not to be wasted or treated carelessly

Many immigrants from Europe could only take a few things with them on their trip. One set of clothes, essential cooking tools, and craft tools were the priority items. People often had to choose a few of their favorite personal things to take with them.

Imagine you are emigrating from Europe in the late 1800s. You can only take **three** personal items with you on the steam ship.

What do you bring?

What do you leave behind?

Why?

Some immigrants must leave most or all personal items behind in their home countries. They bring very little or nothing with them to their new land.

Imagine you are immigrating to the United States. You must leave all your personal items in your old country.

How would you feel?

Why?



Where Do We Come From?

Contemporary Immigration 1930-present

POLL YOUR CLASSMATES

From 1850-1930, the immigrants to West Chicago came primarily from four countries: England, Germany, Ireland and Mexico.

Where do more recent immigrant groups come from?

- Poll your classmates to find out their heritages.
- How many have family members who immigrated between 1930-present?

Make a bar graph to analyze your data.* Let the x axis represent nations of origin. Let the y axis represent number of classmates.

*You can also use this data for the *Where We Come From: World Map* activity



WEST CHICAGO CITY MUSEUM
132 Main Street, West Chicago, Illinois 60185
630.231.3376 • museum@westchicago.org

Make a Mexican Dance Mask

Masks have always been important to Mexican culture. The native Mexicans used masks in festivals. This tradition continues to this day in various parts of the country. Masks are worn in dances and plays during celebrations.

The masks made and worn represent many things such as animals and human characters. The most powerful animals to show are eagles and jaguars. Monkeys dogs bees sea creatures armadillos rabbits boars owls vultures fish reptiles

To make your own mask you'll need construction paper, scissors, crayons or markers, glue or tape, and string.

- 1. Trace the mask form on any color of construction paper you want.**
- 2. Cut out the shape and eye holes.**
- 3. Color the mask to make it look any animal you want.**
- 4. Glue or tape other pieces of paper onto your mask for a nose, whiskers or ears.**
- 5. Poke small holes in each side of the mask and tie a string through both of them so that the mask fits your head.**



Host a Traditional English Afternoon Tea

History of the Afternoon Tea Party

In England, taking of tea in the afternoon developed into a new social event sometime in the late 1830's and early 1840's. It is said that the afternoon tea tradition was established by Anne, Duchess of Bedford. She requested that light sandwiches be brought to her in the late afternoon because she had a "sinking feeling" during that time because of the long gap between meals. She began to invite others to join her and thus became the tradition.

Etiquette when attending a tea party

Napkin placement: unfold napkin on your lap, if you must leave temporarily place napkin on chair.

Sugar+ lemon: sugar is placed in cup first, then thinly sliced lemon and never milk and lemon together.

Milk goes in after tea: much debate over it, but according to Washington School of Protocol, milk goes in last. The habit of putting milk in tea came from the French. "To put milk in your tea before sugar is to cross the path of love, perhaps never to marry." (Tea superstition)

The correct order when eating on a tea tray is to eat savories first, scones next and sweets last.

Scones: split horizontally with knife, curd and cream is placed on plate. Use the knife to put cream/curd on each bite. Eat with fingers neatly.

Proper placement of spoon: the spoon always goes behind cup; also don't leave the spoon in the cup.

Proper holding of cup: do not put your pinky "up", this is not correct. A guest should look into the teacup when drinking — never over it.

Menu

Tea ® Sandwiches ® Cottage Cheese ("curd") ® Clotted Cream ® Scones ® Sweets

Recipe for clotted cream and scones:

<http://toriavey.com/history-kitchen/2013/08/clotted-cream-scones/>

Set the Scene

These things make the tea seem more formal: Use whatever you have on hand at home.

Tablecloth ® Cloth or fancy napkins ® Creamer ® Sugar bowl ® Lemon slices



Make Your Own Piñata

Piñatas are found at almost every Mexican celebration. Piñatas were traditionally in the shape of a six-pointed star and were filled with fruit, candy, and small toys. Today they are designed in all types of shapes, including animals, plants, and flowers. At fiestas, the piñatas are hung in the air and children are blindfolded and take turns swinging at them. Eventually, the piñata is hit hard enough and it breaks releasing the candy and toys. Try making your own piñata at home with your family.



To make your own piñata you'll need 2 cups flour, 3 cups water, 1 balloon, newspaper, paint, crayons or markers, colored tissue paper or crepe paper, and string

Steps to making your piñata:

1. Blow up any size balloon and tie the end. You can be creative with your piñata and make the balloon any shape you want or you can tape two balloons together to form a different shape
2. Mix the flour and water together until it makes a smooth paste
3. Cut the newspaper into long strips about 1 inch thick and 6 inches wide and dip them into the flour and water mixture
4. Place the strips on the balloon until it is covered, leaving a hole at the top; crisscross the strips so it is stronger
5. Let the balloon dry
6. Place another layer of newspaper dipped in the mixture over the balloon and let dry
7. When dry, pop and remove the balloon
8. Decorate your piñata by either painting or coloring your piñata with different designs and colors or by gluing pieces of tissue paper or crepe paper to your piñata
9. Punch 2 small holes in the top near the opening and string a large piece of string through the two holes
10. Fill your piñata (through the hole you left at the top) with candy, toys, or any other fun surprises
11. Hang your piñata in the air with the string and have fun!



Mom's Irish Soda Bread



The original recipe for Irish soda bread included four ingredients: flour, baking soda, salt and buttermilk or sour milk. Some ingredients have since been added to give the bread more flavor, such as sugar and raisins. Irish people added these ingredients in the United States where different food was available.

Time: 20 minutes to prepare plus 50 to 60 minutes to bake

Tools: 8 x 5-inch loaf pan, sifter, measuring cups, measuring spoons, large mixing bowl, wooden spoon, medium bowl, whisk, small microwave-safe dish with lid, rubber spatula, oven mitts

Makes: 1 loaf (6 servings)

Ingredients:	vegetable oil cooking spray	2 eggs
	3 cups all-purpose flour	2/3 cup sugar
	1 tbsp. baking powder	2 tbsp. shortening
	1 tsp. baking soda	2 cups buttermilk
	1 tsp. salt	1 ½ cups raisins

Steps:

1. Preheat the oven to 350°F.
2. Spray an 8 x 5-inch loaf pan with vegetable oil cooking spray.
3. Using a sifter, sift the flour into a large mixing bowl.
4. Add the baking powder, baking soda, and salt to the bowl. Mix together with a wooden spoon.
5. In a medium bowl, beat the eggs with a whisk. Add the sugar and whisk together for about 3 minutes until creamy.
6. Place the shortening in a small microwave-safe dish with a lid. Microwave the shortening on full power for about 30 seconds or until liquid.
7. Add the shortening and buttermilk to the eggs and sugar. Whisk again until mixed.
8. Add the egg mixture to the flour mixture in the large mixing bowl. Stir with a wooden spoon just until all of the dry particles are moistened.
9. Fold in the raisins with a rubber spatula.
10. Put the dough in the loaf pan and use oven mitts to place in oven. Bake for approximately 50 to 60 minutes until the bread is lightly golden on top. Use oven mitts to remove the bread from the oven.
11. Let the bread sit for 10 minutes. Remove the bread from the pan. Cool completely before slicing.



Gingerbread People

Germans brought their love for gingerbread cookies to America. The cookies are traditionally shaped into hearts, stars, people, and other forms. Large pieces of gingerbread are used to make gingerbread houses. The American version of gingerbread often uses fewer spices than the original German version.

Time: 30 minutes plus 1 hour in refrigerator

Makes 18 large cookies

Tools needed: measuring cups, measuring spoons, large bowl, wooden spoon, plastic wrap, 2 cookie sheets, rolling pin, 4 to 6 inch people-shaped cookie cutters (or any large cookie cutters), oven mitts, spatula, wire rack

Ingredients: $\frac{3}{4}$ cup firmly packed brown sugar	$1\frac{1}{2}$ tsp. baking soda
$\frac{1}{2}$ cup softened butter	$\frac{1}{2}$ tsp. ground allspice
2 eggs	1 tsp. ground cinnamon
$\frac{1}{4}$ cup molasses	1 tsp. ground nutmeg
$3\frac{1}{4}$ cups all-purpose flour	$\frac{1}{2}$ tsp. salt
2 tsp. ground ginger	shortening
decorative candies/frosting (optional)	

1. Put the brown sugar and butter in a large bowl. Press the butter and brown sugar against the bowl with the back of the wooden spoon until they are well mixed and creamy.
2. Add the eggs and molasses. Mix well.
3. Stir in the flour, ginger, baking soda, allspice, cinnamon, nutmeg, and salt. When mixed well, cover with plastic wrap and refrigerate the dough for 1 hour.
4. Preheat the oven to 350°F.
5. Use shortening to grease 2 cookie sheets.
6. Use a rolling pin to roll the dough out to $\frac{1}{4}$ -inch thickness on a floured surface. Use 4- to 6-inch people-shaped cookie cutters dipped in flour to cut the dough. Place the cookies on the baking sheets, leaving 2 inches of space between cookies.
7. Use oven mitts to place cookies into oven. Bake the cookies for 8 to 10 minutes or until they start to brown.
8. Use oven mitts to remove cookies from oven. Let the cookies cool for 1 minute, then use a spatula to transfer the cookies to a wire rack to continue cooling. If desired, decorate the cookies with candies and frosting.

