



## Teacher's Pre- and Post-Program Visit Guide

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|--------------------|---------------------------|
| <b>Program</b>     | <b>Coming to America</b>  |
| <b>Grade Level</b> | Grades 4-8                |
| <b>Time</b>        | 50 minutes                |
| <b>Location</b>    | Cincinnati History Museum |

### Program Objectives

- Students will identify main groups of immigrants settling in Greater Cincinnati during late 19th and early 20th centuries.
- Students will understand the immigrant experience and summarize the immigrants' impact on and contributions to local communities.
- Students will identify the push and pull factors that brought immigrants to the Cincinnati area.

### Program Description

People have long chosen the United States, and Cincinnati in particular, as a final stop in their journey from places around the world. Why Cincinnati, and what lasting impact did their arrival have on the city and its culture? Explore the experiences of five groups of newcomers—German, Irish, Jewish, Italians and African American—as they arrived in the Cincinnati area. This program includes a guided experience in the Cincinnati History Museum.

### Major Vocabulary and Concepts

|                 |              |              |
|-----------------|--------------|--------------|
| immigration     | emigration   | Ellis Island |
| Golden Door     | push factors | pull factors |
| Island of Tears | famine       | persecution  |

### Ideas for pre-visit activities

- Make a list of what students already know about immigration and what questions they have that they would like to still answer.
- Search current magazines and newspapers for articles about immigration today. Find out from interviewing others the general feeling towards the topic of immigration.
- Have students explore their own family backgrounds and make family trees.
- Make a chart listing all the ethnic backgrounds of those in the class.
- Have students research different things immigrants brought to our country or ways they improved our country through inventions, etc.
- Discuss the difference between emigration and immigration.

### Ideas for post-visit activities

- Locate someone who has immigrated to the United States and invite him or her to speak to your class.

- Review Emma Lazarus' poem, "The New Colossus," then have students write their own song or poem of welcome and present it to others.
- Have students pretend they are their ancestors and write journal entries about their immigrant experiences.
- Host an ethnic foods day in class.
- Have students learn a few key phrases in several foreign languages.

### **Standards**

*Ohio:* History, People in Societies, Geography, Economics, Government, Citizenship Rights and Responsibilities, Social Skills and Methods

*Kentucky:* Culture and Society, Government and Civics, Geography, Economics, Historical Perspective

*Indiana:* History, Civics and Government, Geography, Economics, Individuals, Society and Culture

### **Related Exhibit Galleries and Features**

Visit the Cincinnati History Museum's *Public Landing* and *Immigration Galleries*.

### **Resources**

- Ellis Island web site: [www.ellisland.org](http://www.ellisland.org)
- [www.pbsteachersource.org](http://www.pbsteachersource.org) and search for Ellis Island
- *Ellis Island: The Immigrant Experience*, A&E video
- *Immigration Then and Now* by Karen Baicker, Scholastic
- *Immigration: Literature-Based Activities* by Glenda Sims
- *The Memory Coat: An Ellis Island Story* by Elvira Woodruff
- *Augustus F. Sherman* by Augustus F. Sherman (photo book of immigrants)
- *Hope in My Heart, Sofia's Immigrant Diary* (My America Series), Vol. 1 by Kathryn Lasky
- *I Was Dreaming to Come to America: Memories from the Ellis Island Oral History Project* by Veronica Lawlor
- *Ohio: Our State* by Robert T. Howe
- *Cincinnati: The Queen City* by Daniel Hurley
- *Cincinnati Then and Now* by Iola Silberstein