



IN HISTORY: IMMIGRATION AND ETHNIC HERITAGE

Lessons

Advertising Campaign to Attract New Citizens

Overview/Description

This lesson is designed to help students understand how advertisement media was used to persuade, attract, and/or entice immigrants to settle in Indiana. This lesson also promotes the use of primary sources as a teaching tool.

Grade level

Elementary (grades 3, 4 and 5), intermediate/middle school (grades 6 and 8), and high school

Academic Standards for the Social Studies

- Indiana Standards (as of Jan. 2010):
 - Grade 3, History, Standard 1, Historical Knowledge (3.1.4) and Chronological Thinking, Historical Comprehension, Research (3.1.6 and 3.1.8)
 - Grade 4, History, Standard 1, Historical Knowledge, Statehood: 1816 to 1851 (4.1.6); The Civil War Era and Later Development: 1850 to 1900 (4.1.9); Growth and Development: 1900 to 1950 (4.1.11 and 4.1.12); Contemporary Indiana: 1950–Present (4.1.13 and 4.1.14); Chronological Thinking, Historical Comprehension, Research (4.1.16 and 4.1.17); Civics and Government, Standard 2, Roles of Citizens (4.2.7); and Geography, Standard 3, Human Systems (4.3.9 and 4.3.10)
 - Grade 5, History, Standard 1, Chronological Thinking, Historical Comprehension, Research (5.1.19 and 5.1.20); Civics and Government, Standard 2, Roles of Citizens (5.2.10); and Geography, Standard 3, Human Systems (5.3.8)
 - Grade 6, History, Standard 1, Chronological Thinking, Historical Comprehension, Research (6.1.19); Research Capabilities (6.1.21); Civics and Government, Standard 2, International Relations (6.2.9); Geography, Standard 3, Human Systems (6.3.9 and 6.3.10)
 - Grade 8, History, Standard 1, National Expansion and Reform: 1801 to 1861 (8.1.15); The Civil War and Reconstruction Period: 1850 to 1877 (8.1.25); and Chronological Thinking, Historical Comprehension, Research (8.1.28 and 8.1.29); Geography, Standard 3, Human Systems (8.3.6, 8.3.7, 8.3.8 and 8.3.9)

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- High School, U. S. History, Standard 1, Early National Development: 1775 to 1877 (USH.1.4); and U. S. History, Standard 2, Development of the Industrial United States: 1870 to 1900 (USH.2.1, USH.2.2, USH.2.3, USH.2.5 and USH.2.10)
- National Standards (National Council for the Social Studies): II Time, Continuity, and Change; III People, Places, and Environments; V Individuals, Groups, and Institutions; VII Production, Distribution, and Consumption; and IX Global Connections

Social Studies/Historical Concepts

Immigration

Learning/Instructional Objectives

The student will be using and creating advertising to persuade immigrants to choose Indiana as their home. Students will analyze examples of broadsides (historical posters or newspapers) and will create their own recruitment poster for immigrants.

Materials Required

- Art supplies: construction paper, markers, crayons, scissors, and glue
- Internet access
- Tourism magazines and brochures
- Student Handout: Recruitment Poster
- Student Handout: Written Assignment (Select a handout based on the appropriate grade level.)
- Recruitment broadsides from the Indiana Historical Society’s Digital Image Collections. See pages five and six of this lesson.
 - “Laborers Wanted for the Central Canal” broadside, 1837 (Digital Image Library Item ID: P0130_BOX47_FOLDER4-UNNUMBERED)
 - “Redkey, Indiana” broadside, 1893 (Digital Image Library Item ID: SC0980_FOLDER3)
- Internet resources:
 - HarpWeek Presents (late 19th century advertisements from *Harper’s Weekly*) at <http://advertising.harpweek.com>.
 - Ad*Access (an image database of advertisements from 1911 to 1955) at <http://scriptorium.lib.duke.edu/adaccess>.

Time Required

Three to four hours

Background/Historical Context

- The five basic advertising strategies used as propaganda to persuade their viewers:
 - Bandwagon—persuading people to do something by letting them know others are doing it
 - Emotion—using words or images that will make you react very strongly
 - Testimonial—using the words of a famous person to persuade
 - Transfer—using the names or pictures of famous people, but not including direct quotations from them
 - Repetition—repeating a central idea at least three or four times
- Immigrants groups to consider are:
 - 1840—textile workers were recruited from the eastern United States to work at the Cannelton Mills in southern Indiana
 - 1850—Irish fleeing famine were recruited as laborers to build a canal system in the United States
 - 1900—Eastern Europeans were recruited to work in American steel mills

- 1910—U. S. Steel recruited black workers from the southern United States
- 1920—American steel mills recruited Mexican workers as strikebreakers
- 1975 to 1981—Southeast Asians (Vietnamese, Cambodians, and Laotians) came to the United States as displaced political refugees
- For more detail on immigration and ethnic history, refer to the “INTRODUCTION: Ethnic History in America and Indiana” essay by John Bodnar from *Peopling Indiana: The Ethnic Experience* (Indianapolis: Indiana Historical Society, 1996). The “Introduction” section of the Indiana Historical Society’s “IN History: Immigration and Ethnic Heritage” Web site provides a free download of this essay in PDF format.
- Instruct students to study two examples of broadsides from the Indiana Historical Society’s Digital Image Collections. See pages five and six of this lesson.
 - “Laborers Wanted for the Central Canal” broadside, 1837 (Digital Image Library Item ID: P0130_BOX47_FOLDER4-UNNUMBERED)
 - “Redkey, Indiana” broadside, 1893 (Digital Image Library Item ID: SC0980_FOLDER3)
- Discuss with the students the advertisement strategies provided in the background information above.

ACTIVITY

- Each group will choose from one of the following eras: 1840, 1850, 1910, 1920, or 1975.
- The assignment is to develop an advertising campaign designed to attract new residents to your state.
- Divide the class into small groups of three to four students. Groups may be self selected or teacher selected.
- Encourage students to bring in tourist brochures and magazines and search the Internet for tourist sites in the United States and abroad.
- Students will begin by considering a list of questions (Student Handout: Written Assignment) and then plan and create their recruitment poster for the time period or era they have selected.
- The groups should start by looking at examples of historical sources, such as broadsides or contemporary tourism advertisements on the Internet, and researching other readily available materials.

Teacher’s Instructional Plan

Introduction

- As an introduction to this lesson on immigration, consider using a book talk to introduce student choice reading selections or read a selection as a class read-aloud. Refer to the “Resources” section of the Indiana Historical Society’s “IN History: Immigration and Ethnic Heritage” Web site for sample “Student Choice Reading Lists.” Check with your school or local library for other selection options.
- Discuss with the students how the print media attracts our attention by showing examples of magazine advertisements, tourist brochures, and newspaper advertisements, etc. If possible, expand the discussion to the use of Internet advertisements. Emphasize how color (or the absence of it) and the choice of words are used. Ask questions about the use of images, why they may have been chosen or are not present, and the intended audiences.

- Here are several different Web examples:
 - New Orleans Convention and Visitors Bureau at <http://www.neworleanscvb.com>
 - Visit North Carolina at <http://www.visitnc.com>
 - U. S. Virgin Islands Department of Tourism at <http://www.usvitourism.vi>
 - Tourism Malaysia at <http://www.tourism.gov.my>
- Student groups will then create their own recruitment poster to encourage new residents to come to your state.
- The final product will be presented to the Governor’s Council for Advertising, known as the “Ad Council.”
- Invite an audience to be the “Ad Council” (invite another class, available teacher colleagues, administrators, community leaders, school or local librarians, media specialists, or parents, etc.).

Enhancement Activity (intermediate/middle school or high school grades)

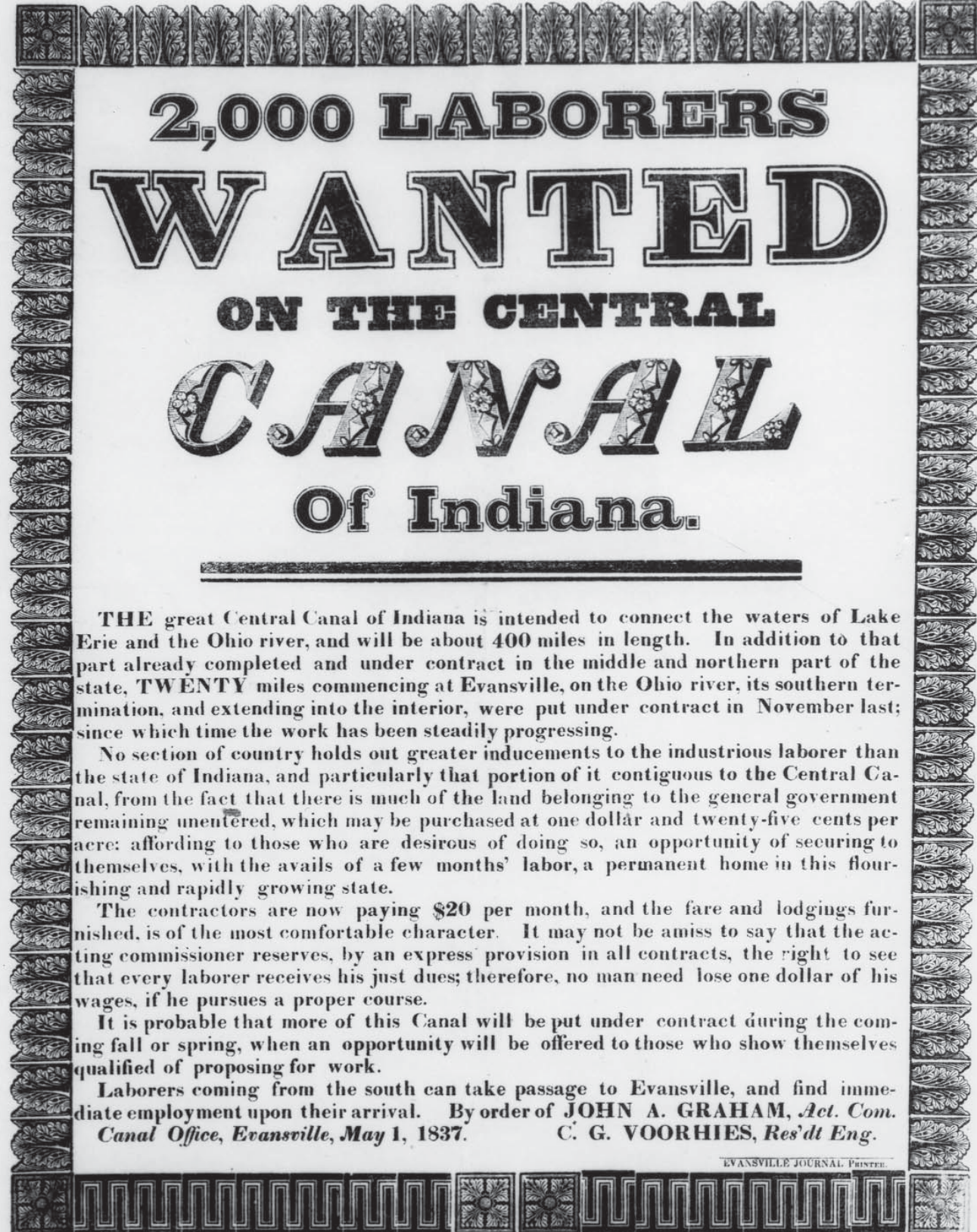
- Have students redesign a broadside from the Indiana Historical Society’s Digital Image Collections to make it look like an advertisement in the twenty-first century.
 - “Laborers Wanted for the Central Canal” broadside, 1837
(Digital Image Library Item ID: P0130_BOX47_FOLDER4-UNNUMBERED)
 - “Redkey, Indiana” broadside, 1893
(Digital Image Library Item ID: SC0980_FOLDER3)

Evaluation and Assessment

Consider using a rubric or checklist for evaluating student work.

Additional Resources

Refer to the “Resources” section of the Indiana Historical Society’s “IN History: Immigration and Ethnic Heritage” Web site for additional resources on immigration and ethnic history.



**2,000 LABORERS
WANTED
ON THE CENTRAL
CANAL
Of Indiana.**

THE great Central Canal of Indiana is intended to connect the waters of Lake Erie and the Ohio river, and will be about 400 miles in length. In addition to that part already completed and under contract in the middle and northern part of the state, TWENTY miles commencing at Evansville, on the Ohio river, its southern termination, and extending into the interior, were put under contract in November last; since which time the work has been steadily progressing.

No section of country holds out greater inducements to the industrious laborer than the state of Indiana, and particularly that portion of it contiguous to the Central Canal, from the fact that there is much of the land belonging to the general government remaining unentered, which may be purchased at one dollar and twenty-five cents per acre; affording to those who are desirous of doing so, an opportunity of securing to themselves, with the avails of a few months' labor, a permanent home in this flourishing and rapidly growing state.

The contractors are now paying \$20 per month, and the fare and lodgings furnished, is of the most comfortable character. It may not be amiss to say that the acting commissioner reserves, by an express provision in all contracts, the right to see that every laborer receives his just dues; therefore, no man need lose one dollar of his wages, if he pursues a proper course.

It is probable that more of this Canal will be put under contract during the coming fall or spring, when an opportunity will be offered to those who show themselves qualified of proposing for work.

Laborers coming from the south can take passage to Evansville, and find immediate employment upon their arrival. By order of JOHN A. GRAHAM, *Act. Com.*
Canal Office, Evansville, May 1, 1837. C. G. VOORHIES, *Res't Eng.*

EVANSVILLE JOURNAL. PRINTED.

"Laborers Wanted for the Central Canal" broadside, 1837
Bass Photo Co. Collection, Indiana Historical Society

REDKEY, INDIANA,IS..... Situating in the Largest NATURAL GAS FIELD

In The World, and Attention is Called to the
Many Advantages Possessed by this
Thriving Burg.

We HAVE

3

MAMMOTH

GLASS

Factories.



We HAVE

10

LARGE

WOOD

Factories.

Main Line Lake Erie & Western Railway,
Chicago Division Pennsylvania System.

There are only 9 Railroad Crossings in the
Indiana Gas Field; Redkey has the great benefit of one
of these—two of the best trunk lines in the country.

Redkey has had no special boom since the opening up of her
Mammoth Natural Gas Wells, but has enjoyed a good substantial
growth during the past two years. The prices on Real Estate
have advanced very little, from the fact that there has been no
special effort made to advertise abroad the Many Advantages
possessed by this thriving town. The facts of the case are; Real
Estate in and about Redkey is cheaper by one half than it is in
any town of its size in the great Indiana Gas Belt. Our popula-
tion at present is about 2,500. The fact that three large glass
factories and a few wood factories have located with us is sufficient
proof to convince one that Redkey is an excellent town for manu-
facturers. **With Cheap Land, Oceans of Gas
and First-Class Railroad Facilities, why
Can not Redkey be Made One of the Lead-
ing Towns of the Gas Belt?** Capitalists can find
no better town in the United States to invest in than this little
town of Redkey, Indiana. *For Particulars Address,*

REDKEY TIMES PRINT. February, 1893.

“Redkey, Indiana” broadside, 1893
Indiana Historical Society

Student Handout: Recruitment Poster

Your Task

Develop a recruitment poster, known as a broadside, to attract immigrants or new residents to your state for a particular period in its history.

Instructions

- You will be divided into small groups of three to four students.
- Each group may use one or more of these five basic advertising strategies to craft a message for their recruitment poster (broadside):
 - Bandwagon—persuading people to do something by letting them know others are doing it
 - Emotion—using words or images that will make you strongly react
 - Testimonial—using the words of a famous person to persuade
 - Transfer—using the names or pictures of famous people, but not including direct quotations from them
 - Repetition—repeating a central idea about a product name at least three or four times
- Choose one of these six eras to feature in your recruitment poster.
 - The eras are: 1840, 1850, 1900, 1910, 1920, and 1975–1981
- Immigrants groups to consider are:
 - 1840—textile workers recruited from the eastern United States to work at the Cannelton Mills in southern Indiana
 - 1850—Irish fleeing famine were recruited as laborers to build the canal system
 - 1900—Eastern Europeans were recruited to work in the American steel mills
 - 1910—U. S. Steel recruited black workers from the southern United States
 - 1920—American steel mills recruited Mexican workers as strikebreakers
 - 1975 to 1981—Southeast Asians (Vietnamese, Cambodians, and Laotians) came to America as displaced political refugees
- Refer to additional resources provided by your teacher or check the Internet for more information before choosing an era for your group’s project.

- Search the Indiana Historical Society’s Digital Image Collections for background information and poster ideas. Examples:
 - “Laborers Wanted for the Central Canal” broadside, 1837
(Digital Image Library Item ID: P0130_BOX47_FOLDER4-UNNUMBERED)
 - “Redkey, Indiana” broadside, 1893
(Digital Image Library Item ID: SC0980_FOLDER3)
- Search other Web sites for background information and poster ideas:
 - HarpWeek Presents (late 19th century advertisements from *Harper’s Weekly*) at <http://advertisingharpweek.com>
 - Ad*Access (an image database of advertisements from 1911 to 1955) at <http://scriptorium.lib.duke.edu/adaccess>
- More Web sites to review for ideas:
 - New Orleans Convention and Visitors Bureau at <http://www.neworleanscvb.com>
 - Visit North Carolina at <http://www.visitnc.com>
 - U. S. Virgin Islands Department of Tourism at <http://www.usvitourism.vi>
 - Tourism Malaysia at <http://www.tourism.gov.my>
- Your group should select a name and make a sign for your advertising group.
- Use construction paper, markers, crayons, scissors, glue, tourism magazines, tourist brochures, and Internet resources to create a recruitment poster to encourage new residents to settle in your state during the historical time period your group selected.
- Your group’s final product will be presented to the Governor’s Council for Advertising, known as the “Ad Council.”

Student Handout: Written Assignment

For elementary school students

As you begin your project, consider the following questions with your team:

- Who is your audience? Who are you trying to attract?
- Why do you want them to come to Indiana?
- What important information will be on your poster?
- What will be the theme of your advertisement?
- Which of the advertisement strategies will you use?

Your team will write a report to reflect the answers to these questions.

Student Handout: Written Assignment

For intermediate/middle school and high school students

As you begin your project, consider the following questions with your team:

- Who is your audience? Who are you trying to attract?
- Why do you want them to come to Indiana?
- What important information will be on your poster?
- What will be the theme of your advertisement?
- Which of the advertisement strategies will you use?
- How did each example you researched use words and/or pictures to convince the intended audience?
- How does modern advertisement use words/pictures to entice their audience?
- How will you market your campaign? Mail, foreign newspapers, magazines, billboards, etc.
- For the time period or era your group selected:
 - What was happening in Indiana during this time?
 - What was happening in the world during this time?
 - Why was immigration such a hot topic then?
- Why is immigration still such a hot topic?