



IMMIGRATION AND ETHNIC HERITAGE

Lessons

Getting Here From There

Overview/Description

Students will be involved in planning a family move across country or across the world in the mid-to-late 1800s. They will investigate methods of travel available to immigrants and consider the practical kinds of planning involved. Students will be using primary source documents.

Grade Level

Elementary (grades 3 and 4)

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 3.1.7); and Geography, Standard 3, Places and Regions (3.3.4 and 3.3.5)
 - Grade 4, History, Standard 1, Historical Knowledge, The Civil War Era and Later Development: 1850 to 1900 (4.1.9); Growth and Development: 1900 to 1950 (4.1.12); Contemporary Indiana: 1950–Present (4.1.13); Chronological Thinking, Historical Comprehension, Research

(4.1.16 and 4.1.17); and Geography, Standard 3, Places and Regions (4.3.9 and 4.3.10)

- National Standards (National Council for the Social Studies): II Time, Continuity, and Change; III People, Places, and Environments; VIII Science, Technology, and Society; and IX Global Connections

Social Studies/Historical Concepts

Immigration and migration

Learning/Instructional Objectives

In this lesson students will use primary source documents to make family decisions about the migration or immigration of their family. They will be asked to plan the mode of travel, select a place to live, and decide the necessary items to bring with them.

Time Required

One to four hours

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Materials Required

- Pencil and paper
- *Casper and Catherine Move to America: An Immigrant Family's Adventures, 1849–1850* by Brian Hasler (Indianapolis: Indiana Historical Society Press, 2003) or alternate book selection
- Historical references in your school or public library
- Internet resources for maps
 - Nystrom Herff Jones Education Division at <http://www.nystromnet.com>
 - National Geographic at <http://maps.nationalgeographic.com/maps.html>
 - Rand McNally at <http://www.randmcnally.com/rmc/home.jsp?cmty=0>
- Historical maps from the Indiana Historical Society's Digital Image Collections. See pages five through eight of this lesson.
 - Western States, 1839 (IHS Digital Collections Item ID: G3700_1839_W4)
 - A New Map of Indiana with its Rail Roads and Distances, 1841 (IHS Digital Collections Item ID: G4090_1841_T3)
 - Colton's Indiana, 1859 (IHS Digital Collections Item ID: MAP_COLLECTION_INDIANA_1859)
 - United States of America, 1860 (IHS Digital Collections Item ID: MAP_G_3700_1860_C6)
- Broadside from Indiana Historical Society's Digital Image Collections. See page nine of this lesson.
 - Airline Rail Road broadside, 1854 (IHS Digital Collections Item ID: BRDSDS_1854)
 - Toledo, Wabash and Great Western Rail Road broadside, 1858 (IHS Digital Collections Item ID: BRDSDS_1858)
- Images from the Indiana Historical Society's Web site, "Classroom Tools/Immigration and Ethnic Heritage/Digital Archives" section at <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/digital-archives> (accessed December 15, 2011).

Background/Historical Context

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). Download this essay in PDF format from the Indiana Historical Society's Web site at <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/introduction.pdf> (accessed December 15, 2011).

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 Indiana Historical Society's Web site, "Classroom Tools/Immigration and Ethnic Heritage/Resources" section at <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/resources> (accessed December 15, 2011) for sample reading lists. Check with your school or local library for other selection options.

Casper and Catherine Move to America: An Immigrant Family's Adventures, 1849–1850 by Brian Hasler (Indianapolis: Indiana Historical Society Press, 2003) or *The Floating House* by Scott Russell Sanders (New York: Aladdin Paperbacks, 1999) would be excellent read-aloud books. Some of the titles in the *Dear America* series are appropriate for a class read-aloud.

ACTIVITY 1

Ask the students to imagine that they are moving with their families to Indiana in the 1800s. Where will they settle? How will they get here? What will they bring?

- Based on the information provided in the read-aloud books and class discussions, consider the following situation:
 - The year is mid-to-late 1800s. Your family is moving to Indiana from another state or country and you have to plan the entire trip. You are traveling on a limited budget. There are no jets, no cars, and no bus routes. How would the students get to Indiana from:
 - Columbus, Ohio
 - New York City
 - Hamburg, Germany
 - Where would you settle in Indiana? Why?
- Provide students with copies or Web access to maps from the Indiana Historical Society digital collections or other sources. Refer to the materials listed on page two of this lesson for map suggestions.

ACTIVITY 2

- Have Indiana, Ohio, and world maps available to show students and discuss with them the relative locations of each of these places. Refer to the materials listed on page two of this lesson for map suggestions.
- Ask students to locate their community in Indiana. Talk about why people chose to settle in this place.
- Ask questions about why people might choose different regions of Indiana. A topographic map would be of assistance here. It may show, for example, that farming might not be best in the hills of southern Indiana, but it might be a good choice for northern Indiana where the land is flat.

- Point out to students that the method of earning a living may dictate where the family will settle.
- Ask the following questions:
 - What other things will help the family decide where to live?
 - How long would the trip last until the family arrived in Indiana?
- Use Web resources to view primary source documents. See examples provided in the Indiana Historical Society's Web site, "Classroom Tools/Immigration and Ethnic Heritage/Digital Archives" at <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/digital-archives> (accessed December 15, 2011) .
- As a class, examine the maps and other materials. Discuss the information contained in these resources. Help the students decide which information is most useful to them. Plan together where in Indiana they will live.
- Use information from the maps and other materials to help plan the best route to take, determine the best means of transportation available, and where there is affordable land.

ACTIVITY 3

- Divide the class into groups. For this activity, each group can only bring one bag, which they will have to carry on their journey.
 - Make a list of what would you include. Clothes? Books? Photo Albums? Tools? Dishes? Mementos? Other items?
 - Make a list of what would you have to leave behind.
 - Check the list of everything you'd like to bring and decide what would fit in one medium-sized suitcase.

Option 1: Student Role Play

- If you have the resources available or can get them, this activity lends itself well to role-playing.
- Materials needed: an old suitcase, a variety of clothing, shoes, family Bible or other religious material, dishes, pictures albums, pictures in frames, sewing supplies, fabric, tools (hammers, plane, nails, wood), children's toys, cooking utensils, pots and pans, varieties of medicine, etc. Provide much more than will fit into a standard suitcase.
- Divide the students into groups and have each group act as a family unit to decide what will be taken on the journey.
- Each group will take a turn at filling the suitcase and give a rationale for their choices.

Option 2: Photo Selection

- If the actual articles are not available, use pictures of the items.
- Divide the students into groups and have each group act as a family unit to selection images of items that they will take on their journey.
- Each group will take a turn at selecting images. Students will have to take into account the size of the suitcase and the size of the article. They will have to defend their choices.

ACTIVITY 4

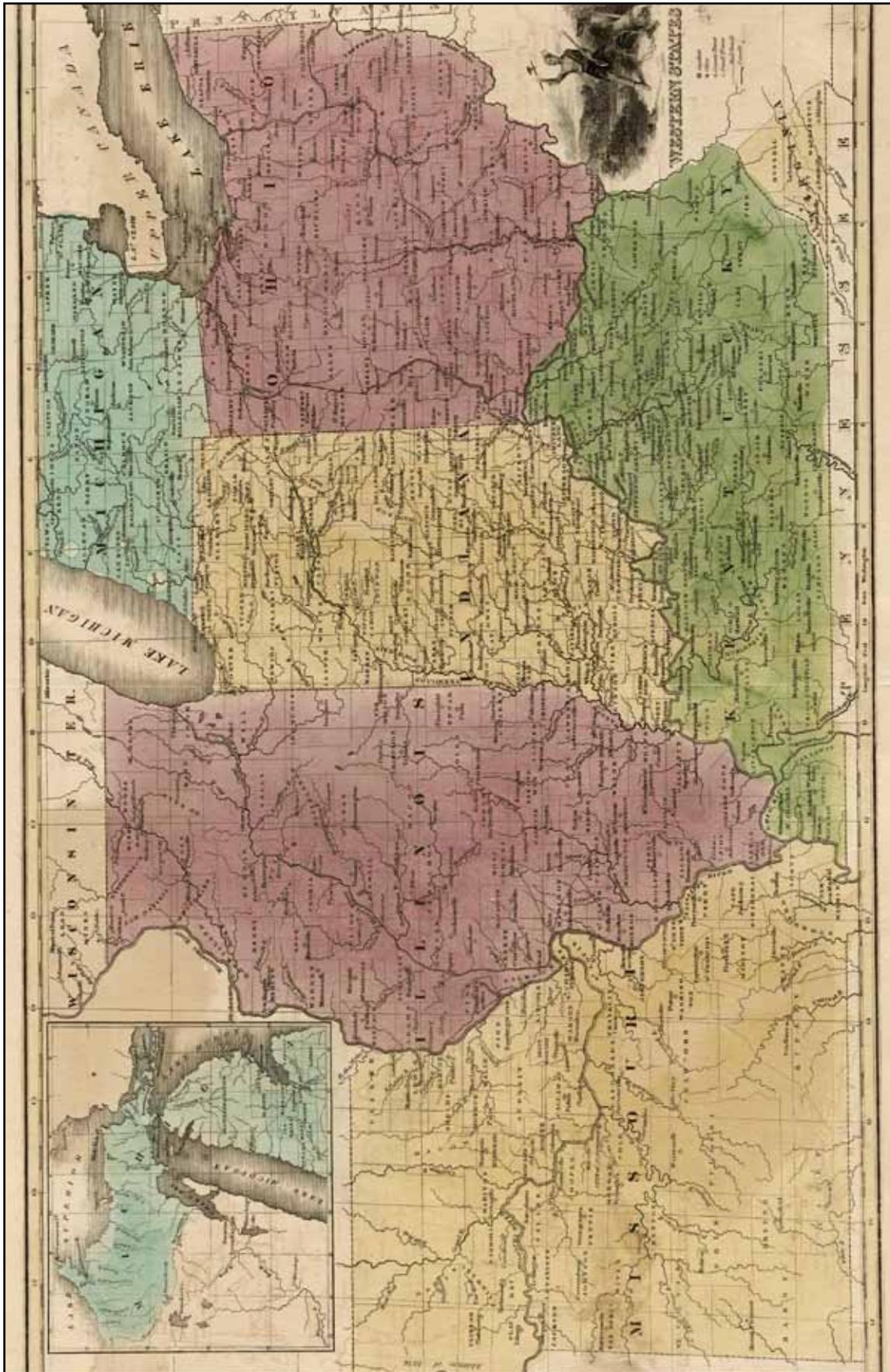
Have students write a letter to a friend or relative back home from the point of view of an immigrant traveling to Indiana in 1910. In their letters, students should include their research and a description of their journey to Ellis Island, their travels to the state, how they arrived, when they arrived, and the ways they are adapting to life in a new country.

Evaluation and Assessment

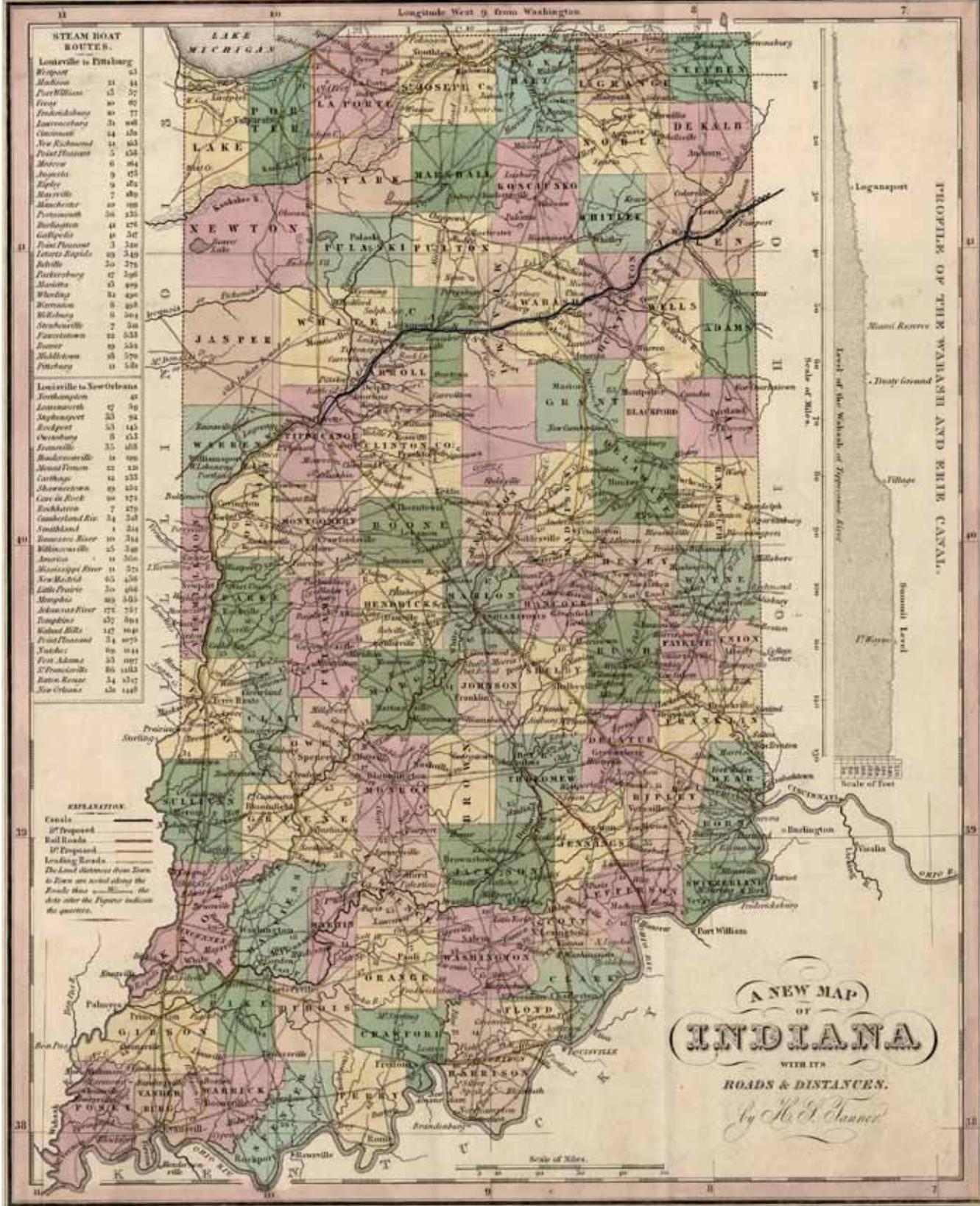
Consider using a rubric or checklist for evaluating student work.

Additional Resources

For additional resources on immigration and ethnic history, refer to the Indiana Historical Society's Web site, "Classroom Tools/Immigration and Ethnic Heritage/Resources" section at <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/resources> (accessed December 15, 2011).



“Western States, 1839”
(Indiana Historical Society, Digital Image Collections, Item ID: G3700_1839_W4)



STEAM BOAT ROUTES.

Louisville to Evansburg

Wayport	53
Madison	51 44
Fort Wayne	45 57
Evans	40 49
Franklinburg	40 77
Lauranceburg	36 46
Cincinnati	44 156
New Richmond	38 463
Point Pleasant	5 458
Waynes	6 464
Waynesville	9 473
Waynesville	7 462
Waynesville	7 480
Waynesville	49 100
Waynesville	36 135
Waynesville	48 174
Waynesville	18 307
Waynesville	3 326
Waynesville	29 349
Waynesville	20 379
Waynesville	47 396
Waynesville	43 409
Waynesville	31 426
Waynesville	8 458
Waynesville	6 464
Waynesville	7 462
Waynesville	22 533
Waynesville	39 554
Waynesville	35 570
Waynesville	11 581

Louisville to New Orleans

Londonburg	47 34
Londonburg	23 94
Londonburg	53 143
Londonburg	8 153
Londonburg	35 161
Londonburg	16 190
Londonburg	23 130
Londonburg	23 153
Londonburg	39 154
Londonburg	36 173
Londonburg	7 179
Londonburg	24 181
Londonburg	1 214
Londonburg	10 214
Londonburg	25 210
Londonburg	11 210
Londonburg	11 271
Londonburg	65 250
Londonburg	20 210
Londonburg	303 101
Londonburg	272 257
Londonburg	372 294
Londonburg	112 304
Londonburg	24 305
Londonburg	66 314
Londonburg	53 307
Londonburg	86 143
Londonburg	34 317
Londonburg	52 144

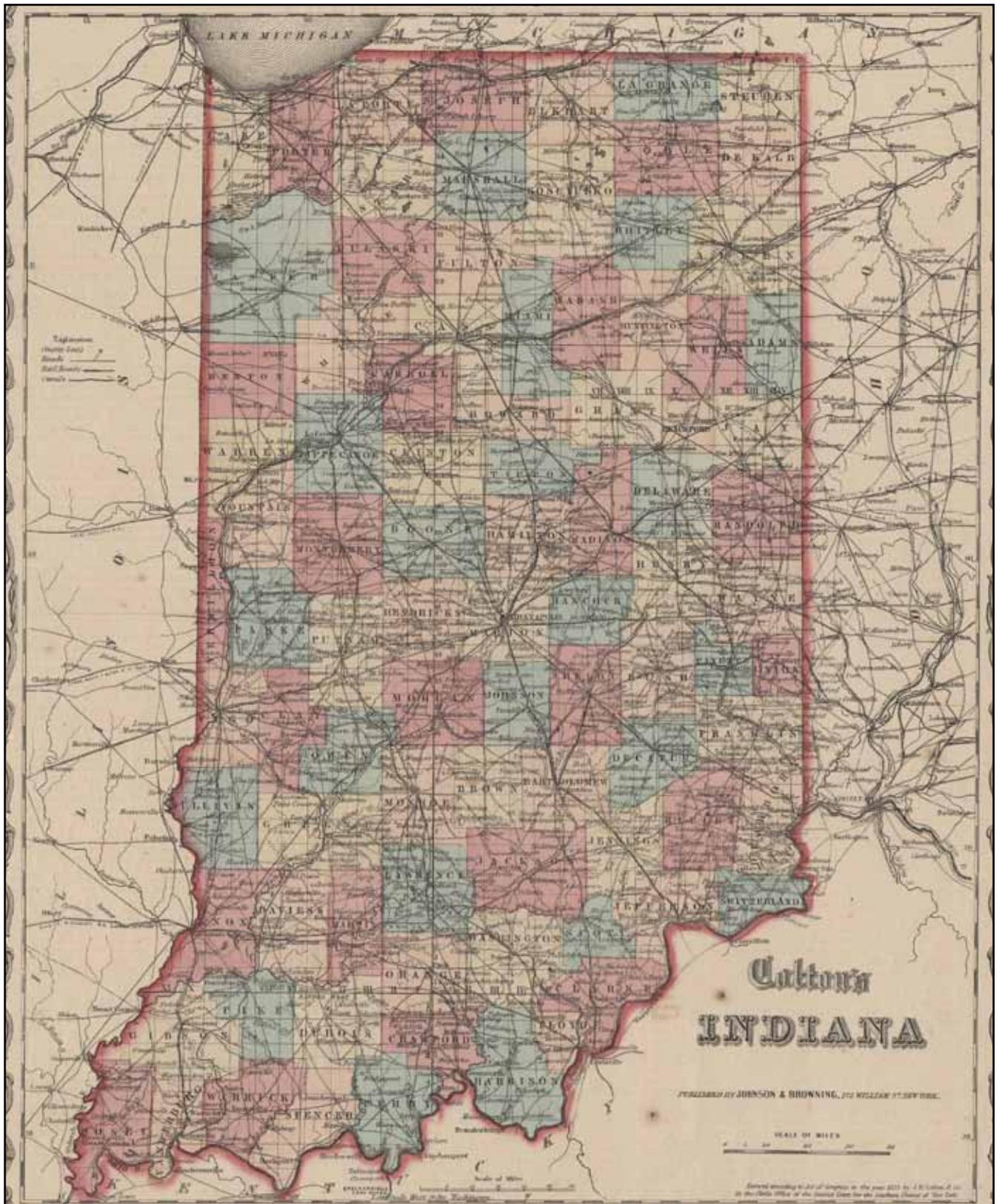
EXPLANATION.

Canals
 - - - - - If Proposed
 - - - - - If Proposed
 - - - - - If Proposed

Leading Roads
 The land distance from town to town are noted along the roads thus ———— the dots after the figures indicate the quarters.

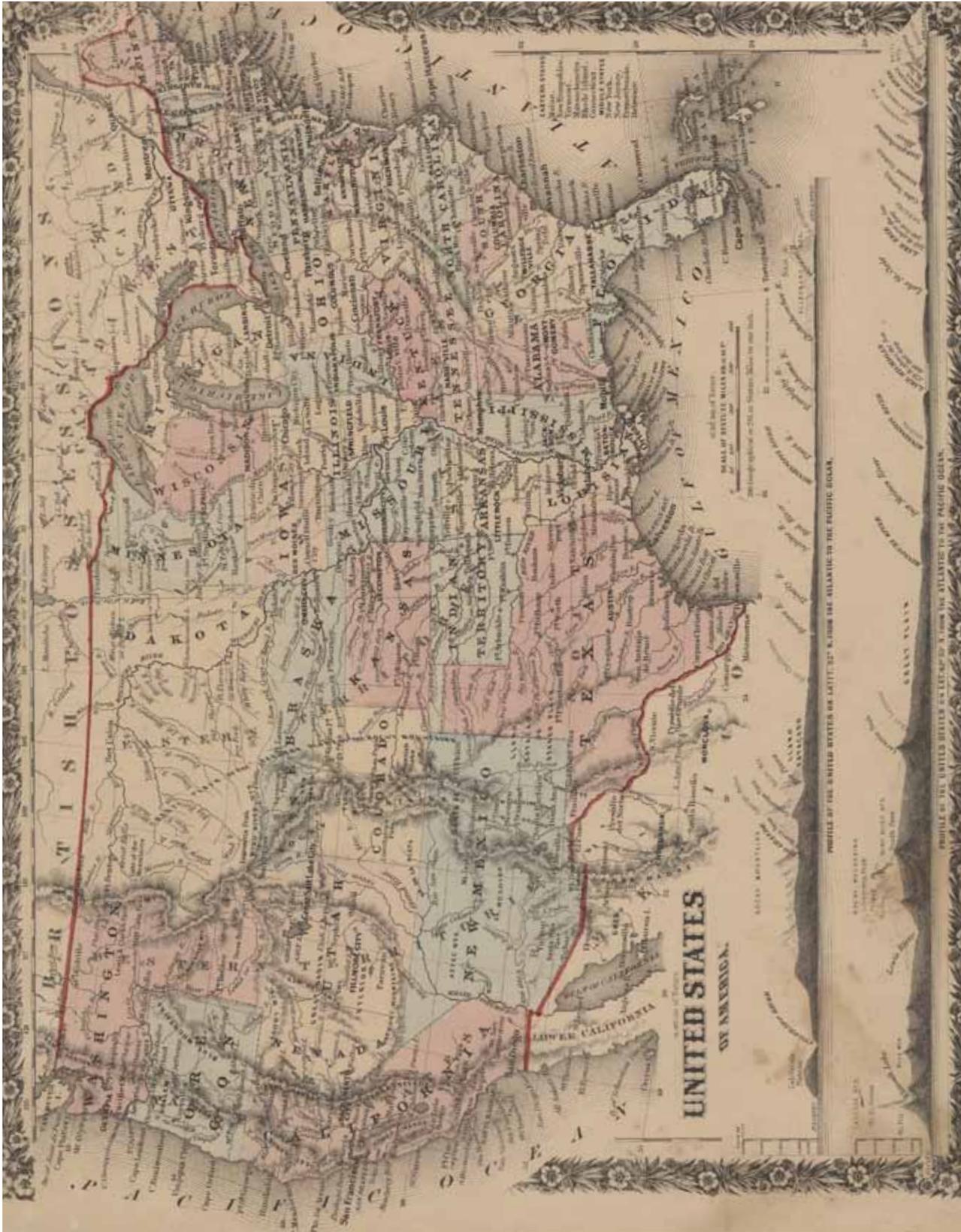
A NEW MAP
 OF
INDIANA
 WITH ITS
 ROADS & DISTANCES.
 by H.C. Tanner

“A New Map of Indiana and its Rail Roads and Distances”
 (Indiana Historical Society, Digital Image Collections, Item ID: G4090_1841_T3)



“Colton’s Indiana, 1859”

(Indiana Historical Society, Digital Image Collections, Item ID: MAP_COLLECTION_INDIANA_1859)



“United States of America, 1860”

(Indiana Historical Society, Digital Image Collection, Item ID: MAP_G_3700_1860_C6)

1854 AIR LINE RAILROAD. 1854

WESTERN PASSENGERS!
TAKE NOTICE,

FROM ALBANY,
To Indianapolis, Ind. Lafayette, Ind. Terra Haute, Ind. Madison, Ind.
AND LOUISVILLE, KY.
BY THE
NEW YORK CENTRAL R. R. to Buffalo, LAKE SHORE R. R. to Cleveland
AND
CLEVELAND & BELLEFONTAINE & INDIANAPOLIS



RAIL ROAD,

3 EXPRESS TRAINS LEAVE ALBANY DAILY, New Road,
(SUNDAYS EXCEPTED.)

7.30 A. M. & 12.00 M. EXPRESS TRAINS,
Connects at Buffalo with the 10.30 P. M. train on the Lake Shore Rail Road, and at Cleveland with the Express train on the Cleveland & Bellefontaine & Indianapolis R. R. to Bellefontaine, Urbana, Springfield, and Dayton. Passengers for Dayton will find this the Quickest Route, arriving at Dayton at 5 P. M. This train arrives at Indianapolis at 5 P. M., and thence leaves Indianapolis for Madison, Terra Haute, Lafayette Ind., Louisville, Ky. at 5 A. M.—arriving at Louisville in time to take the Steamers for St. Louis and New Orleans the same afternoon.

11.00 P. M. EXPRESS TRAIN.
Connects at Buffalo with the 10.45 A. M. train on the Lake Shore R. R. and at Cleveland with the 5.30 P. M. Express train on the Cleveland & Bellefontaine & Indianapolis R. R. direct for Dayton, Bellefontaine, Indianapolis, Madison, Terra Haute, Lafayette, Ind., and Louisville, Ky.—arriving at Indianapolis at 10.30 A. M. and Louisville same afternoon.

Passengers by taking this route for Louisville, Ky. St. Louis, or any place on the Ohio and Mississippi Rivers, at or below Madison, Ind. arrive at Madison, or Louisville, Ky. about the same time the Steamers leave Cincinnati. **FARE ABOUT THE SAME.**

In Advance of any other Route.

FARE, FIRST CLASS.

From Albany to Louisville, Ky. \$18.00	From Albany to Dayton, Ohio. \$14.75
" Lafayette, Ind. 18.00	" Sidney, " 14.10
" Madison, Ind. 18.00	" Bellefontaine, " 13.50
" Indianapolis, Id. 16.00	" Marion, " 12.50
" Terra Haute, Id. 18.00	2d. Class to Indianapolis, 10.00

Baggage Checked from Albany to Buffalo, & thence to Bellefontaine & Indianapolis.
From there to all other Points named above.

Procure Tickets at the New York Central R. R. Office, in Albany.

Residence wishing to ship goods, can make contracts in New York, Boston, Albany or Troy, with the General Freight Agt. of the N. Y. C. R. R. or Erie Canal Lines, to whom through Freight Tariffs will be sent. Goods addressed to any of J. M. TUBBY, Agent C. C. & O. R. R. Cleveland, will be forwarded with dispatch.

J. NOTTINGHAM, Sup't.
For information relative to the above Routes apply to
H. O. PAGE, Agt. N. Y. C. R. R. Depot.
Albany, March, 1854.

Airline Rail Road Broadside, 1854
Indiana Historical Society, Digital Image Collections,
Item ID: BRSDSDS_1854

But one Change of Cars
— BETWEEN —
TOLEDO & ST. LOUIS.

TOLEDO WABASH
AND
GREAT WESTERN



RAIL ROAD LINE.

"THE" DIRECT, PLEASANT AND EXPEDITIOUS ROUTE
— TO —
Fort Wayne, Lafayette, Peru, Logansport, Wabash, Albia, Decatur,

ST. LOUIS
KANSAS, CAIRO, SPRINGFIELD, ILL.,

Indianapolis, Madison, Jeffersonville, Danville, Toiano, Jacksonville, Louisville, Naples, Alton, Jefferson City, Fort Leavenworth, Peoria, Bloomington.

AND ALL POINTS WEST & SOUTH-WEST

TWO DAILY Express Trains leave Union Depot, Toledo, on arrival of Trains from the East.
Consisting of FORT WAYNE for Columbus, Plymouth and Chicago; of PERU for Indianapolis, Cincinnati and Louisville; of LAFAYETTE for New Albany, Terra Haute, Vincennes and Evansville.

FARE always AS LOW as by ANY OTHER ROUTE.

KANSAS EMIGRANTS
Will find it decidedly to their advantage to purchase Tickets via this Line.

Baggage checked to Buffalo or Dunkirk, thence thro' to St. Louis.

THROUGH TICKETS by this Line may be obtained at the principal Railroad & Steamboat Offices in New York.

G. W. BARTLETT Gen'l Ticket Agent
GEO. H. BURROWS Gen'l Superintendent
C. H. VAN NESS, Agent, New York City.

For Map of Route, see other Side.

Toledo, Wabash and Great Western Rail Road
Broadside, 1858
Indiana Historical Society, Digital Image Collections,
Item ID: BRSDSDS_1858