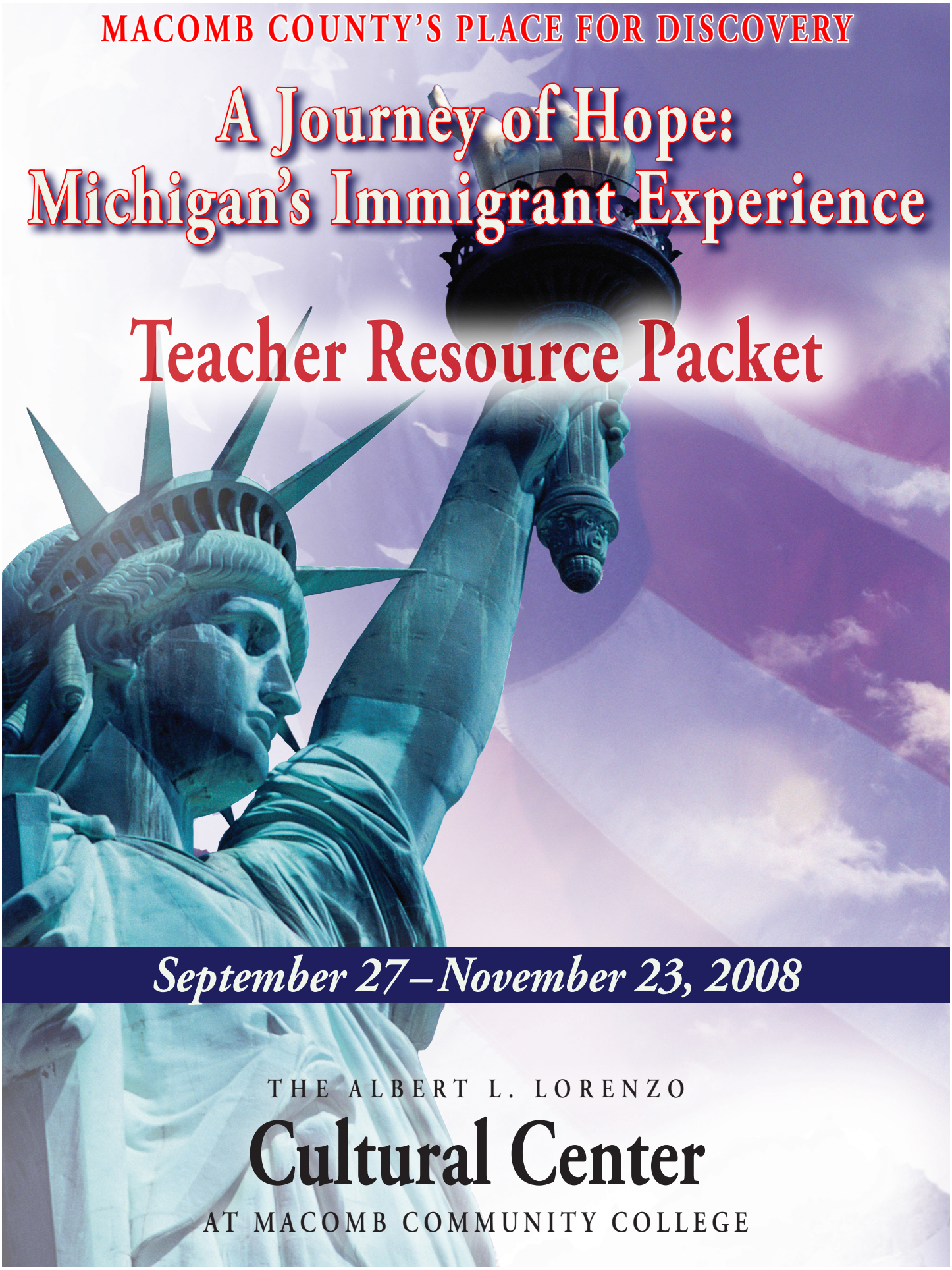
MACOMB COUNTY'S PLACE FOR DISCOVERY

A Journey of Hope: Michigan's Immigrant Experience

Teacher Resource Packet



September 27–November 23, 2008

THE ALBERT L. LORENZO

Cultural Center

AT MACOMB COMMUNITY COLLEGE

Introduction

Throughout the exhibition ***A Journey of Hope: Michigan's Immigrant Experience*** at the Lorenzo Cultural Center students will discover both the universal and the unique about immigration through a series of exhibits employing video, audio, photos and artifacts about the immigrant experience.

At the turn of the century, Detroit was one of the fastest growing cities in America. Many were drawn to Detroit by the promise of the legendary $5 workday established by Henry Ford. By 1925, nearly half of Detroit's residents were foreign born.

Immigration trends shifted over time. The first part of the century brought mainly Europeans, establishing large communities of Polish, German, Belgian, Italian, Greek and Russian immigrants. The second half of the century brought many groups seeking asylum, notably residents of the former Soviet Union, the Middle East, and Asians of Indian, Chinese, Japanese, Vietnamese and Cambodian descent.

This packet of information is designed to assist teachers in making the most of their students' visit to the Lorenzo Cultural Center. Contained in the packet are:

1) An outline of the exhibit
2) Facts, information and activities related to immigration
3) Lesson plans related to immigration
4) A resource list with websites, addresses and information

A Journey of Hope: Michigan's Immigrant Experience
September 27- November 23, 2008

Table of Contents

A Journey of Hope: Honoring Michigan's Immigrant Experience
September 27 - November 23, 2008

PART I: EXHIBIT INTRODUCTION

According to historian Arthur Woodford, "Detroit has the largest multi-ethnic population of any city in the United States; the largest Arabic-speaking population outside of the Middle East, the second largest Polish population in America (only Chicago has more), and the largest U.S. concentration of Belgians, Chaldeans and Maltese."

Although the Detroit area is now one of the most culturally diverse regions in the nation, the focus of *A Journey of Hope: Michigan's Immigrant Experience* will be on the major ethnic groups that settled in Michigan during the great wave of immigration from the mid-1800s through the early 20th century.

PART II: IMMIGRATION FACTS AND INFORMATION

United States Immigration Timeline

1790 - Present
The late 1800s through the early 1900s was the peak period of immigration to America. War, economic disasters and political unrest sent millions of immigrants toward the great industrial cities, with the hope that the life they would make could be a better one.

No country's history has been more closely bound to immigration than that of the United States. During the first 15 years of the 20th century alone, over 13 million people came to the United States, many passing through Ellis Island, the federal immigration center that opened in New York Harbor in 1892.

1790 - 1860
The first official census in 1790 numbered Americans at 3,929,214. Approximately half of the population was of English origin; the rest were Scots-Irish, German, Dutch, French, Swedish, Welsh and Finnish. A fifth of the population was enslaved Africans.

The Naturalization Act of 1790 stipulated that "any alien, being a free white person, may be admitted to become a citizen of the U.S".

Beginning in 1815 a third wave of immigration began with the end of the Napoleonic Wars.

By the mid-1840s millions more made their way to America as a result of a potato blight in Ireland and continual revolution in the German homelands. Meanwhile, a trickle of impoverished Chinese immigrants came to the American West Coast.

Congress passed the first immigration restriction law in 1862 that prohibited American vessels to transport Chinese immigrants to the U.S. and created the Bureau of Immigration in 1864.

1860 – 1890
By 1875, 9 million immigrants had arrived in the U.S., including 3 million from Ireland, 2.5 million from Germany and 1.5 million from Britain, with 70% entering through the port of New York and, after 1855, through Castle Garden.

In 1875 the Supreme Court declared that regulation of U.S. immigration is the responsibility of the Federal Government.

Congress passed the Chinese Exclusion Act in 1882.

In 1885 and 1887 Alien Contract Labor laws were passed which prohibited certain laborers from immigrating to the United States.

In 1886, the Statue of Liberty was unveiled at the entrance of New York Harbor. A gift from France, the statue stood a half mile from Ellis Island.

1890 – 1900
After 1890, most newcomers were from southern and eastern Europe, especially Austria-Hungary, Italy and Russia.

Many Italians, Poles and people from Slavic countries did not immigrate as families, and some returned to the "Old World." Others, including the Irish, Jews and Czechs fleeing economic and political oppression, came with their families intending to settle permanently.

In 1891 the Federal Government assumed the task of inspecting, admitting, rejecting and processing all immigrants seeking admission to the U.S. and created the Office of the Superintendent of Immigration in the Treasury Department.

On January 2, 1892, a new Federal U.S. Immigration station opened on Ellis Island in New York Harbor (replacing Castle Garden) serving as the processing center for 12 million immigrants over the next 30 years and Congress created the Immigration Service in 1897.

1900 - 1915
By 1900, New York City had more Italians than any city in Italy except Rome, more Poles than any city in Poland except Warsaw, as many Irish as Dublin and more Jews than any other city in the world.

The 1903 Act called for rules covering entry, as well as inspection, of aliens crossing the Mexican border.

The U.S. Immigration Act of 1907 reorganized the states bordering Mexico (Arizona, New Mexico and a large part of Texas) to stem the flow of immigrants into the United States.

The 1907 "Gentlemen's Agreement" with Japan extended the government's hostility towards Asian workers and families. For thousands, the Angel Island Immigration Station in San Francisco Bay would be as close as they would ever get to the American mainland.

After the outbreak of World War I in 1914, American attitudes toward immigration begin to shift.

1915 - 1945
Beginning in 1917, a series of laws were enacted to further limit the number of new immigrants. These laws established the quota system and imposed passport requirements. They expanded the categories of excludable aliens and banned all Asians except Japanese.

In 1921 a quota system prohibited no more than 3 percent of the number of foreign-born residents of that nationality living in the U.S. in 1910.

The system was changed under the 1924 Act by reducing the number of US immigration visas and allocated them on the basis of national origin. Also, Congress created the U.S. Border Patrol within the Immigration Service.

The Great Depression of the 1930s dramatically slowed immigration still further. With public opinion generally opposed to immigration, relatively few refugees found sanctuary in the United States after Adolf Hitler's ascent to power in 1933.

On June 10, 1933, the Immigration Service and the Naturalization Bureau combined into one agency, the Immigration and Naturalization Service.

1945 - 1960

The Alien Registration Act of 1940 required all non-U.S. citizens to register with the Government and receive an Alien Registration Receipt Card (the predecessor of the "Green Card").

After World War II Congress passed the War Brides Act of 1945 and the Displaced Persons Act of 1948, offering hundreds of thousands entry into the United States. For the first time in U.S. history, more women than men entered the country to reunite with their families and GI husbands.

In 1950 with the passage of the Internal Security Act, immigrants with legal status were now given the "Green Card".

Congress established the modern day U.S. Immigration System in 1952 which imposed limits on a per-country basis and established the preference system that gave priority to family members and people with special skills.

Ellis Island closed in 1954, marking an end to mass immigration.

Between 1956 and 1957, the US admitted 38,000 Hungarians, refugees from a failed uprising against the Soviets. These were among the first of the Cold War refugees.

1960 - 1980

In 1965 amendments to the 1952 Immigration Law, passed as the Immigration and Naturalization Act of 1965, Congress replaced the national origins system with a preference system designed to reunite immigrant families and attract skilled immigrants to the United States.

The effects of the 1965 Act were immediate and significant. Within 5 years, Asian immigration would more than quadruple. Almost half of the 8 million immigrants would come from Asia.

The 1968 Act eliminated U.S. immigration discrimination based on race, place of birth, sex and residence. It also officially abolished restrictions on Oriental US immigration.

In the mid-1970s, immigration from Asia, the Middle East and Latin America transformed communities throughout the country.

The 1980 Act established a general policy governing the admission of refugees.

1980 – 2000
Focused on curtailing illegal U.S. immigration, the 1986 Immigration Amnesty was passed. It also introduced the Employer Sanctions Program which fines employers for hiring illegal workers. It also passed tough laws to prevent bogus marriage fraud.

The Immigration Act of 1990 set an annual maximum of 700,000 immigrants allowed to enter the U.S. for the next three years and an annual maximum of 675,000 per year for every year thereafter.

Though no longer in service, Ellis Island reopened in 1992 as a monument to the millions who crossed America's threshold there.

The 1996 Illegal Immigration Reform and Immigrant Responsibility Act made it easier to deport aliens without documentation.

2000 - Present
The terrorist attacks on Sept. 11, 2001 caused a fundamental change in the structure of immigration agencies. On Sept. 20, 2001 President Bush authorized the creation of the Office of Homeland Security and appointed Tom Ridge as its first Director.

Since 2001, the focus of immigration reform and legislation has been enforcement and border security.

On Jan. 23, 2002, Congress created the Department of Homeland Security and, since March 1, 2003, this DHS includes several Immigration & Borders agencies: the U.S. Citizenship and Immigration Services (USCIS), the U. S. Customs and Border Protection (CBP) and Immigration and Customs Enforcement (ICE).

Because immigrant and refugee quotas remain well under demand, illegal immigration is still a major problem. Estimates vary, but some suggest that as many as 600,000 illegals arrive in the United States per year.

Michigan Immigration Past - Europeans

Germans
German immigration to Detroit began before 1820 and increased following the turmoil of unsuccessful European revolutions in 1848. During the middle 1800s German farmers helped the state grow and the early settlers played a large role in developing the state's education system.

In Detroit, most German immigrants settled in an area known as Germantown, located between the Jefferson and Gratiot Avenue corridors with many later moving to Macomb County.

Today, Germans are the largest ancestral group in Michigan, representing over 2.6 million descendants, or 22% of the state's population.

Did you know…
- In the 1880s, German immigrant Oscar Meyer began his career as a butcher in Detroit's Germantown before his moniker became a famous brand name for packaged hot dogs and cold cuts.
- Albert Kahn, a young German immigrant, designed the General Motors headquarters in the 1920s, then the world's largest private office building.
- In 1925, Walter P. Chrysler, the son of German immigrants, launched the Chrysler Corporation.

Italians
As widespread poverty and natural disasters swept through Italy in the later part of the 1800s, many found it difficult to resist the call to "L'America". By 1920, 4 million Italians had come to the United States.

In 1896, a government commission estimated that between four and thirty million dollars was sent back to the old country annually and that "the marked increase in the wealth of certain sections of Italy can be traced directly to the money earned in the U.S."

During the immigration of the early 20th century, many settled on the east side around Eastern Market and later moved into Macomb County.

Did you know…
- Over 400,000 Italians currently live in Michigan.
- For many years the shops, halls and churches along Gratiot Avenue and its side streets in Detroit were in an area known as "Little Italy."
- The Calcaterra and Bagnasco names have been attached to funeral homes in the area since 1908 and 1915, respectively.

Polish
One and a half million Michiganians claim Polish heritage. Like most ethnic groups, immigrating Poles were attracted to Detroit by the prospect of work. A great wave came in the late 1800s and early 1900s, with many Poles attracted to Detroit by Henry Ford's offer of $5-a-day jobs in 1914. The Poles of Detroit clung tenaciously to the long and revered Catholic cultural heritage constructing magnificent churches. Many settled in Hamtramck and later moved into Warren, Sterling Heights and elsewhere in Macomb County.

Did you know…

- Michigan's Polish population is 3rd behind New York and Illinois with over 850,000, while Polish-Americans make up 8.6% of Michigan's total population.
- During Prohibition, Hamtramck's mayor was convicted of operating brothels and sent to prison. When he was released, happy voters celebrated his arrival at the train station and promptly re-elected him.
- Paczki Day is a Polish Holiday and was essentially unknown to the Detroit area until the 1980s when the media first started covering it.

Jewish

Although Jewish immigrants did not come from just one country, Michigan became a destination hub for agrarian Jews from Eastern Europe where they immigrated in part to escape persecution. In 1850, with only fifty Jewish adults in Detroit on the census, the Beth El Society was formed by Sarah and Isaac Cozens, opening their home as a location for religious services. The original Beth El congregation consisted of twelve men; by 1950, this number had grown to fifteen hundred.

Beginning in the 1880s, and throughout the early Twentieth century, many Jewish families settled in the streets along what is now Comerica Park.

Did you know…

- The famous architect Albert Kahn, the immigrant son of a rabbi, designed Henry Ford's first assembly line automobile plant in Highland Park in 1912.
- Ossip Gabrilowitsch, a Russian-born Jew who was the conductor of the Detroit Symphony Orchestra from 1910 to 1936, was visited frequently by his father-in-law, Mark Twain.

Eastern Europeans

In the late nineteenth century, many Eastern Europeans migrated to the U.S. for economic reasons. In the twentieth century, the American establishment opposed these immigrants from southern and southeast Europe viewing them as sympathizers with the socialist and communist movements. Later, as the turmoil in Eastern Europe escalated and the old Soviet systems collapsed in the 1980s, many Poles, Hungarians, Serbs, Croats, Bulgarians, Romanians and Slovaks sought asylum in Detroit.

Did you know…

- Mike Ilitch, owner of the Detroit Red Wings, Detroit Tigers and Little Ceasars Pizza, immigrated from Bitola, Macedonia
- "Little Latvia," founded in Three Rivers, MI in the 1960s, has been the focal point of Latvian culture and activity for all Latvians in the state.
- In 2000 there were an estimated 70,000 Albanian Americans in Michigan

Irish

The potato famine of the mid-1800s drove many Irish to seek a new life. With no food and money, the Irish risked their lives on "coffin ships" to travel to America. Once here they suffered great discrimination. Many moved into the Detroit metropolitan area settling in the Corktown region just west of downtown, quickly assimilating and strengthening Detroit's Catholic underpinning.

The days of "No Irish Need Apply" eventually passed. St. Patrick's Day parades replaced violent confrontations and they eventually persuaded everyone to become Irish for at least a day.

Did you know…

- Irish American politicians include Frank Murphy, former Detroit mayor, and former Michigan governor, George Murphy.
- Automobile pioneer Henry Ford, born in 1863, was one of five children from of Irish immigrants William and Mary Ford.
- Over 500,000 Michiganians claim to be of Irish descent.

Greeks

The first Greek immigrants settled in Detroit in response to Henry Ford's offer for work and to escape the political persecution of Greeks in Turkey which began in 1912.

The Greeks were discriminated against when they came to America, so they relied on each other and developed many organizations within the Greek community.

Today, there are more than 120,000 who claim Greek descent living in the Detroit area. A big symbol of this community in Detroit is "Greektown," an area of about two blocks in Downtown Detroit that today contains Greek restaurants, pastry shops, and a Greek Orthodox Church.

Did you know…

- Unlike other ethnic groups arriving in America in the late nineteenth century, Greek males outnumbered females two to one, and continued to do so well into the 1950s.
- According to the1910 Census Report, the majority of Greeks lived and worked in rural Michigan.
- "Greektown" in Detroit began in 1900 with the establishment of a Greek coffeehouse at 40 Macomb Street near Randolph.

French, English and Canadians

About 60,000 in Michigan claimed French Canadian heritage in the 1990 census in addition to the 160,000 claiming European French heritage.

The English claim about 300,000 residents in Michigan with smaller numbers of Cornish and Welsh, along with 110,000 Finns. Many of the first immigrants found their way to the Upper Peninsula in the middle of the 19th century to work in the copper and iron areas.

The 1800s also saw many Canadians, both English and French, cross into Michigan. These immigrants included farmers, fishermen, lumbermen, trappers and miners. Many new autoworkers hailed from Canada – which by 1910 had become the leading source of immigration to the Motor City.

Did you know…

- Detroit and Michigan history is riddled with French names, including Antoine de la Mothe Cadillac, founder of Detroit; Father Gabriel Richard, founder of the University of Michigan and St. Anne's; Robert Cavalier de la Salle, Great Lakes explorer, and Father Jacques Marquette, Michigan explorer and missionary.
- Cornish immigrants introduced the game of cricket to the area.

Michigan Immigration Today – Arabs, Africans, Asians and Latinos

Arabs –
The term 'Arab American' is used to indicate immigrants from the countries of the Arab League, which includes a wide diversity of cultures, from Morocco to Qatar, Iraq to Yemen and Lebanon to Egypt.

Proud Chaldeans point out that the major differentiation between them and the majority of Iraqis, who are Muslim, is that they are Roman Catholic.

Detroit is home to one of the largest Arab communities outside the Middle East with an estimated 200,000 Arabs. Coming from the Middle East to escape the turmoil that followed WW II and the various Arab-Israeli War conflicts, many moved to Dearborn which today is bustling with Arab bakeries, clothing stores and restaurants.

Africans –
African countries with the most immigrants to the U.S. are Nigeria, Ghana, Ethiopia, Eritrea, Egypt, Somalia and South Africa. Large scale migration to the U.S. is due to the severe economic difficulties, increased poverty and the political instability that have plagued many African countries in the last two decades. More Africans have immigrated to the United States since 1975 than the total number of slaves who were forced into bondage here.

Recent African immigrants are influencing Metro Detroit professions, higher education, neighborhoods, religions and culture. African immigration to Metro Detroit is at a historically high level, according to the U.S. Census Bureau, having grown by about 400 percent since 1990.

Asians -
In 1999, Asians accounted for 26 percent of new Michigan immigrants growing to more than 55,000 in and around Detroit. This group included Indians, Koreans, Chinese, Japanese and Filipinos. Japanese started moving to Detroit in more significant numbers around 1946 as the notorious internment camps were disbanded. At the end of the Vietnam War, large numbers of Vietnamese, Cambodians and Laotians settled in and around Detroit.

Today, Asian Indians and Vietnamese are the two fastest growing Asian subgroups in Michigan with Troy's population now at 13% Asian.

Latinos -
Many Latinos initially came to Michigan as migrant works in the farms and orchards. Part of the Latino contribution to Michigan is their commitment to religion, especially in the southwest Detroit barrio. Cubans and Puerto Ricans sought refuge in Detroit in the 1960s and 1970s. Latinos now comprise about 3 percent of Michigan's population, a 61 percent increase since 1990. In Macomb County, the Latino population increased 51 percent during the 1990s.

The efforts of the Mexicantown Community Development Authority will ensure the continued economic development and growth of the Hispanic community in southwest Detroit.

Sources:

Michigan's greatest treasure - - its people
By Vivan M. Baulch / The Detroit News
September 4, 1999

Keith Famie

Library of Congress

Walter P. Reuther Library, "Faces of Detroit"

Discovering the Peoples of Michigan, MSU Press

African brain drain is gain for region
By Gregg Krupa / The Detroit News
Feb. 12, 2007

PART III: IMMIGRATION LESSON PLANS

Who Came from Europe? - Lesson Plan

Michigan Department of History, Arts, and Libraries
Grade Level: Elementary School
Primary Subject: Social Studies
http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-94384--,00.html

Background Information: Europeans came to the Great Lakes area for different reasons, among them adventure, soldiering, religion and furs. Some are more familiar to us than others. Among the names students may encounter in the museum's exhibits are the following: Antoine de la Mothe Cadillac, Etienne Brulé, Father Jacques Marquette, Louis Joliet, Robert Cavelier de la Salle, Captain Donald Campbell, Major Henry Gladwin and Father Claude Allouez.

Objectives

- Given the names of famous Europeans (see above), the student will be able to write one fact about each person.
- Students will work in a group toward a common goal.

Materials Used

- List of names of early European visitors to Michigan (see Background Notes)
- Resource materials
- Paper and pencil

Directions
Tell students that they will be looking for information about the first Europeans to come to the land we now call Michigan. Ask them what they would like to know about each person, listing the items they mention on the board. Among others, they may include the person's country of origin, when they lived and died, why they came, how they lived while here and why we remember them. These items become the research topics.

Assign each European from the list in "Background Notes" (and others from your history book) to small groups of students to research. Each group reports their findings to the class. Have the class take notes on each presentation. Following the presentations ask each student to write one fact about each person reported.

Questions for Discussion or Research

1. Why did these Europeans come to Michigan? How did they get here? When? What did they find?
2. What Michigan sites are named for these early European explorers, soldiers and settlers?
3. How should we correctly pronounce the names of each of the French explorers?

Vocabulary

- **Residence:** The place where one lives
- **Settler:** One who establishes a residence
- **Site:** A place

Would you be able to become a citizen of the United States? – Lesson Plan

Grade Level: Elementary School

Primary Subject: Social Studies, History

You can be a citizen of the United States in one of three ways:

- If you are born in the United States
- If at least one of your parents is a citizen of the United States, even if you are born abroad.
- Through legal immigration and naturalization.

Naturalization is the process of applying to become a citizen of the United States. The general requirements for naturalization are:

A period of continuous residence and physical presence in the United States, residence in a particular U.S. Citizenship and Immigration Services District prior to filing, an ability to read, write, and speak English, a knowledge and understanding of U.S. history and government, Good moral character, attachment to the principles of the U.S. Constitution and favorable disposition toward the United States.

Immigrants are tested on their knowledge and understanding of U.S. history, government and integrated civics. Would you be able to pass? There are sample questions on the following page.

Sample Citizenship Questions

What are two rights in the Declaration of Independence?

Who makes federal laws?

Who does a U.S. Senator represent?

How many justices are on the Supreme Court?

What is the capital of your state?

What are two rights of everyone living in the United States?

What is one reason colonists came to America?

Name one problem that led to the Civil War.

What did Martin Luther King, Jr. do?

Name one state that borders Canada.

When do we celebrate Independence Day?

How did my family and I get here? – Lesson Plan
http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.06.x.html#c
Grade Level: Elementary School
Primary Subject: Social Studies, History

Objective: Students will become aware of the various kinds of migration throughout history.

Procedure: Ask students to examine their own family background by questioning various members of their family. Tell them to try and interview the oldest living person they know. Those students that are not able to answer questions about their own family's past should act as interviewers or researchers of another student or family in the community. Once the research is complete, students should chart the material they have found along with a family tree that indicates their migration history? The questions listed below are just to be used as a guide to help students construct their own family history. After research is complete students should compare their findings to determine if there is any common theme among them or if their experiences are totally unique.

Suggested questions that students might ask:

1. Who was the first in your family to live in another country? When was this?
2. What were the reasons for this person coming to America?
3. Did they know anyone already living in the U.S.? Any relatives here?
4. What type of work did they do when they first arrived in America?
5. How much were they paid for this first job?
6. Did they speak English? If not, did they find this to be a problem?
7. What type of work did they do later on?
8. Were men treated any differently than women?

A Walk through Ellis Island – Lesson Plan
http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.06.x.html#c
Grade Level: Elementary School, Middle School
Primary Subject: Social Studies, History

Objective: Students will be able to understand the experiences of the New Immigrants at Ellis Island.

Procedure: In this activity students will review the series of key events that immigrants experienced at Ellis Island. Teachers need to set the stage for the students. This activity may be done in two different ways: a visual presentation or a scripted play or presentation. Remind students that the immigrants at Ellis Island had already experienced a long and difficult journey before arriving in New York Harbor. But their journey was not quite over. Immigrants needed to proceed through a set immigration process before they could set foot in America. For the visual presentation the class should be divided into three groups. Each group will present a different aspect of the Ellis Island experience. These groups are then to present their findings in a poster presentation that includes written as well as visual material. Then they are to present their findings back to the class. Another way of meeting the objective of this lesson is to have the students present a scripted play where specific roles have been assigned. It is helpful if this is done with the cooperation of the English teachers. Suggestions for possible roles include: immigration official, medical examiners, legal inspectors, runners and immigrants from various countries in southern and eastern Europe.

Group One: Immediate Arrival

Students should take the role of the first immigration officials that meet the immigrants at Ellis Island. Teachers should share the following information with this group. The ferry landed in a slip next to the main Ellis Island building. A gangplank was put down and a man was at the bottom shouting that men should go one way and women and children the other. The immigration official would examine them for admission. The newcomers came off their ship with their baggage. Their outer garments were tagged with their manifest number from the steamship, a card often seen in photographs. After they walked into the building they went directly to the Baggage Room where they were told to check their belongings. Many chose to carry their belongings with them because they were afraid of theft.

Group Two: The Medical Inspection

Students will think of themselves as medical officers. Teachers should share the following information with this group. It is their job to observe the immigrants as they walk single file up the grand staircase that led to the second floor Registry Room. As they made their way upstairs, medical officers observed their movements in what became known as the six second exam. They were looking for any obvious deformities or medical problems. Experienced inspectors were able to take in six details in one glance; namely, the scalp, face, hands, neck, gait and general condition. If anything unusual was noted, the immigrant would be stopped and a closer examination would be done. Next came a more formal inspection. One of the most famous exams was for the eye disease known as trachoma. Examination was done with a buttonhook, a metal instrument used to button gloves. It was used to pull the eyelid back to exam for signs of this infection. Immigrants with medical problems were identified by marking their outer garments with white chalk. Abbreviations were used for the various problems, H for heart problems, Pg for pregnancy, E for eye problems, L for lameness. The intelligence of the immigrants was tested due to laws that had been passed excluding "idiots, imbeciles or morons and other mentally deficient persons." Students should be told that it was not always easy for medical examiners to test for mental deficiency. Students should be reminded that answers to questions asked by examiners might indicate just being stressed and nervous rather than from mental deficiency. It was oftentimes very

difficult to make the correct diagnosis. Immigrants who had obvious symptoms of mental or physical problems were sent to the examination room. Here, they would receive a more detailed examination. If they passed the examination they would be sent back to join the main group, If they did not pass, they would be held on the island in separate dormitories until they were cured so they could enter the United States. Immigrants not cleared for entry were deported back to their country of origin.

Group Three: The Legal Inspection

Students must imagine they are about to question the immigrants about their personal life. After the medical inspection, the legal inspectors asked a series of questions already posed to the immigrants by the shipping companies. The inspectors asked the same kinds of questions to see if the answers matched.

The inspector would be assisted by interpreters when needed and a registry clerk recorded their responses. Immigrants were told that it was to their advantage to show letters from friends and relatives already living in the U.S. The questioning only lasted two to three minutes, but to those involved it probably seemed like forever. Immigrants who gave answers that were questionable were then sent to a special inquiry board. The boards of inquiry were independent tribunals. Their decisions were final and not subject to court review. Inconsistent responses might result in further examination. The objective was to exclude people who might become public charges, act immorally, or cause social unrest. The following questions are from "Do People Grow on Trees" by Ira Wolfman. These were typical questions asked by inspectors:

- What is your name?
- How old are you?
- Are you married or single?
- What is your calling or occupation?
- Are you able to read or write?
- What is your nationality?
- Where was your last residence?
- Which U.S. seaport have you landed in?
- What is your final destination in the U.S.?
- Do you have a ticket to your final destination?
- Did you pay for your passage over? If not, who did?
- Do you have much money with you? More than $30? How much less? More?
- Are you going to join a relative? What relative? Name?Address?
- Have you ever been to the U.S. before?
- Have you ever been in prison? In a poorhouse or supported by charity?
- Are you a polygamist?
- Are you under contract, expressed or implied to perform labor in the U.S.?
- What is the condition of your health?
- Are you deformed or crippled?

U.S. Immigration Policy in Historical Context, 1788-1986 – Lesson Plan
http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.06.x.html#c
Grade Level: Middle School, High School
Primary Subject: Social Studies, History

Objective: Students will examine and understand the significance of the laws that have influenced the entry and exclusion of persons from the United States.

Procedure: In this activity students will review the series of immigration laws between the years 1788 -1986. Before class begins the teacher should write each of the events listed below on a separate large index card. The laws are listed in chronological order. Begin the activity by explaining to students that their assignment is in two parts; first, they are about to create a human time line of the laws listed below. Randomly distribute the cards. Direct students to read the information on their card. They are responsible for placing the law in its correct chronological order. Second, they must place the law in historical context. They should think about any circumstances including famine, depression, war, technological advances and industrialization that might have influenced the course of immigration policy. Students will have to do some research from their textbook, The Americans, in order to write a description of what life was like in the U.S. politically, economically and socially at the time of their immigration law. Teachers should designate starting and ending points for the human time line. Direct the rest of the class to decide among themselves where along the line they should stand to create an accurate chronology. Students should then report to the class the law, as well as place it in historical context.

Materials Used: 5x7 index cards, textbook *The Americans*

The following time line presents a brief glimpse into the key immigration laws and events from 1788-1986.

1788 The U.S. Constitution restricts the presidency to native born citizens and gives Congress the authority to establish a uniform rule on naturalization.

1798 Alien Act, an attempt to control French radicals after the revolution, stipulates residency and deportation; regulation repealed 1801

1808 U.S. forbids the importation of slaves

1812 Ship's captains must provide a list of all passengers including age, sex, occupation, country of origin and deaths en route

1875 No prostitutes or convicts allowed to enter the U.S.

1876 U.S. Supreme Court declares state laws on immigration unconstitutional

1882 Chinese Exclusion Act

1882 No lunatics, idiots, convicts or public charges allowed to enter the U.S.

1885 No contract laborers allowed to enter the U.S.

1892 Ellis Island opens. Other immigration stations set up in Boston, Philadelphia and San Francisco

1903 Secretary of Labor and Commerce assumes control over immigration until 1940; anarchists excluded

1907 Head tax on immigrants raised. No persons with physical or mental defects, tuberculosis or children unaccompanied by a parent allowed in.

1917 Immigrants over 16 must be literate in a language; virtually all Asians banned

1921 Quotas established

1924 National Origins Law (Johnson-Reed Act)

1929 Quotas of 1924 are made permanent

1939 Refugee bill defeated that would allow admittance of 20,000 children from Nazi Germany

1940 Attorney General given control of immigration

1942 Bracero program begun

1943 Repeal of Chinese Exclusion Laws

1946 War Brides Act

1948 Displaced Persons Act

1950 Internal Security Act

1952 The Immigration and Nationality Act (McCarran-Walter Act)

1957 Refugee Escape Act

1960 Cuban refugee program

1964 Bracero program ended

1965 Immigration and Nationality Act

1975 Indochina Refugees Resettlement Program

1976 Immigration and Nationality Act amendments

1980 Refugee Act

1986 Immigration Reform and Control Act

Learning About Immigration Through Oral History – Lesson Plan

By: Barbara Wysocki and Frances Jacobson

http://memory.loc.gov/learn/lessons/97/oh1/ammem.html

Grade Level: Middle School or High School

Steps in Putting Together an Oral History Project for Middle School Students: Brief Notes

Primary Subject: Social Studies, History

Secondary Subject: English, Interrelated Arts

The primary goal of this activity is to give students the genuine experience of oral history in order to appreciate the process of historiography. We identified immigrants in our community who reflect the ethnic diversity of our student body, enabling students to compare and contrast the stories of these contemporary immigrants with those researched in the thirties reflected in American Life Histories, 1936-1940 and other *American Memory* collections. Students engage in visual and information literacy exercises to gain an understanding of how to identify and interpret primary historical sources. Further background on the project and its context in our eighth grade history course can be obtained by reading this letter to parents.

As designed, this project is almost a year-long experience. However, individual components can be adapted as standalone units, dropped altogether, or expanded to suit local needs.

Why oral history?

1. Serves as a link from the immediate present to the immediate past in a very understandable and human way.
2. Fills an information gap when less and less information and reflections are recorded in written form.
3. Provides a natural opportunity to obtain information related to ordinary people.

General guidelines on selecting an oral history topic:

1. Survey the community -- discover anniversary events for organizations, movements, institutions.
2. Determine availability of background information for students to research as preparation for the project.
3. Assess the time commitment -- how long will it take to research, prepare for, interview informants and process the information?
4. Assess the general interest level -- who will be interested in the final product?

Objectives: Students will

- Be able to demonstrate the techniques of recording oral history.
- Be able to discern how point of view influences and effects historical understanding.
- Learn about the experiences of some modern immigrants in East Central Illinois.
- Evaluate selected experiences of modern and early immigrant experiences.
- Be able to demonstrate the literacy skills required to identify and analyze visual, oral and written primary sources related to immigration.

Time Required

This project is comprised of several components which can be used in total or implemented independently as standalone units or expanded to suit local needs. Some components can take as little as three days. The complete curriculum takes approximately five months (with other class activities interspersed).

Resources Used

- Organizations to help identify informants and/or speaker:
    - East Central Illinois Refugee Center
    - El Centro para Trabajadores
    - Area studies departments from the University campus
- Speakers:
    - Professional anthropologist
    - Representative from the East Central Illinois Refugee Center
- Video selections from: *Ellis Island*, produced by Greystone Communications for the History Channel, 1997. Host/narrator Mandy Patinkin. Color, 3 videos, approx. 50 mins each, VHS.
- Optional: Video selection(s) from Fabian and Baber series.
- Optional: *The Irish in America: Long Journey Home*, Buena Vista Home Entertainment, Inc., 1997. Color, 4 videos, 6 hours, VHS. Available from PBS.
- "Otherness: Teenage Voices," a bibliography of books featuring first person experiences of alienation.
- American Memory sources:
    - American Life Histories, 1936-1940
        - Individual selections for group discussion:
            - Chinese and Japanese Folkstuffs
            - Chinese Laundry
            - Italian Feed
            - Larry Kelly
    - Touring Turn-of-the-Century America, 1880-1920
        - Individual selections for group discussion:
            - Mott Street Chinatown
            - Mulberry Street Italians

Folklife and Fieldwork: A Layman's Introduction to Field Techniques. Library of Congress.

Procedure

Note: Each of these activities can be implemented/adapted/expanded as standalone units.

1. Voice: personal story as history
    - *Make a Difference Day* outreach activity. Students collect books and supplies for the East Central Illinois Refugee Center Saturday tutorial program.
    - Activity: Readers' Theater, using excerpts students select from a book in the
    - "Otherness: Teenage Voices" bibliography. Each of these books focuses on the experiences of an "outsider" group of teenagers (e.g., immigrants, runaways, another culture, etc.) and primarily contains first person narrative. Students in groups of three or four pick a book and select excerpts to read aloud to the class. Follow up with a class

discussion. How did it feel to put yourself in that person's shoes? What impressions did you gather of the various lives you heard about?

2. Historical context: lessons on immigration history
    - Classroom lecture on the history of immigration to the United States.
    - Video selections from: *Ellis Island*, produced by Greystone Communications for the History Channel, 1997. Optional: other videos as needed.
    - Reflection assignment: students write essays based on quotes and scenes from the *Ellis Island* video.
3. Ethnography: the art of collecting voices
    - Analyze *American Life Histories* interviews. Students are given a homework assignment to read paper copies of the Introduction (edited for length) to Who Were the Federal Writers and what did they do? on the *Voices From the Thirties* page, and the four *American Life Histories* (see Resources section of lesson) interviews (also edited for length). In class, conduct a large group critical reading that includes:
        - Discussion of unfamiliar terms and references to infer historical context.
        - "Is it racist?" Lesson on issues related to the use of primary sources. Discussion of attitudes, prejudice, voice of the time period. Note: The letter that was distributed to parents at Open House night is mailed home to alert parents to this stage of the project.
        - Discuss the format that the ethnogaphers used to record their interviews and identify any discernible differences in the voices of interviewer and the interviewee (including bias, point of view, etc.).
        - Identify what might be missing from the interview.
    - Speaker from the University (practicing anthropologist) visits class to discuss the goals and techniques of ethnography and illustrate them with his or her own personal experiences. See sample outline of our anthropologist's notes.
    - Optional: analyze the two photographs of immigrants from *Touring Turn-of-the-Century America, 1880-1920*. Large group critical viewing exercise.
4. Making meaning out of an archive
    - Lesson in search techniques for *American Life Histories*. Emphasize strategies for key word searching in a full-text collection that lacks subject indexing. Experiment with variations of words, vernacular expressions, names of foods, and so on.
    - Optional: lesson in search techniques for *Touring Turn-of-the-Century America*. Emphasize strategies that take advantage of linked index terms.
    - Students (in small groups) select an immigrant from the *American Life Histories* manuscripts to "adopt."
        - Optional: Students select photographs from *Touring Turn-of-the-Century America* that fit the theme and/or time period of the interview.
        - Groups maintain a problem log for recording their difficulties and experiences searching the collections and selecting an interview.
        - Groups present their adoptee to the class.
5. Oral history methodology

   Note: These methodological activities do not happen in isolation, but should be interspersed throughout the lessons in historical content. The exact sequence depends on local curriculum and needs. The two processes: content (context) and methodology (oral history, archives) should be thought of as parallel and equal partners.

- Practice experience -- interview a family member regarding a memorable holiday or special activity. An early experience in interviewing, students just need to let the conversation happen in this exercise.
- Exercise in formulating questions
  - Identifying Open/Closed Questions activity
  - Rewriting Closed Questions activity
  - To supplement, use forms and suggestions from *Folklife and Fieldwork: A Layman's Introduction to Field Techniques* at http://www.loc.gov/folklife/fieldwork/
- Practice experience -- interviewing a teacher.
- Practice with the equipment (tape recorder, etc.).
- Formulate teams
  - Job descriptions based on experience and strengths
  - Identify informants (teacher's role)
    Talk with potential informants to ascertain:
    - The extent of their knowledge on the subject
    - Their ability to shed new information on the subject
    - Their ability to talk about an event, a recollection, in detail
    - Their willingness to participate in an oral history project
    - The clarity of their voices (how will a person's voice sound on tape?)
  - Students do library research to find background information in secondary sources on their informant's home country and culture. Discuss the difference between this type of research and doing research with primary sources. They are experiencing the full cycle: from *voice and memory* to *archive* to *synthesized treatment*.
  - Develop interview questions
    - Student groups identify a "starting point" and an "ending point" for their conversations. From this skeletal framework they develop and insert questions.
- Conduct interviews. The list of questions serves as a guidepost, but students should expect to pursue leads unique to the situation.
- Professional anthropologist returns to conduct post-interview classroom discussion.
- Students conduct a self-evaluation

6. Synthesis
   - Final essay assignment: Students write an essay synthesizing their new knowledge of the immigration experience.
   - Radio broadcast: students edit the interviews into a radio piece that will be aired on the local public radio station. (Note: older students may facilitate with this process. In our situation, one student who was a a junior, received independent study credit for his extensive contribution. He had participated in the oral history unit three years earlier as an eighth grader and was able to draw on his earlier experiences.)
     - Edit out comments that have nothing to do with immigration, are difficult to hear, or are inappropriate in other ways.
     - Add music, as desired.
     - Add student narration.

Evaluation and Extension:

Activities used to evaluate student work and to expand the reach of the lesson.

- Voice: personal story as history
  - Outreach activity - collecting books and supplies for the East Central Illinois Refugee Center.
  - Readers' Theater using books from the "Otherness: Teenage Voices" bibliography.
- Historical context: lessons on immigration history
  - Reflection assignment.
- Making meaning of an archive
  - Problem Log
  - Class Presentation
- Oral history methodology
  - Interviewing a Family Member
  - Open/Closed Questions
  - Rewriting Closed Questions
  - Interviewing a Teacher
  - Self-evaluation
- Synthesis
  - Final essay assignment
  - Radio broadcast

The Italian Immigrant Experience in America (1870-1920) – Lesson Plan

By: Joan Rapczynski
Yale New Haven Teachers Institute
Grade Level: High School
Primary Subject: Social Studies, History
http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.06.x.html#c

To Guide Entry

The curriculum unit presented will be incorporated into the United States History II survey course that is required of all eleventh graders in the city of New Haven. The unit will focus on the Italian immigrant experience during the years 1870-1920. As the general population of Wilbur Cross High School is diverse, it is imperative that teachers embrace as many ethnic and racial groups as possible in the course of study. I believe that by studying the various groups students will learn not only about the differences in the cultures and backgrounds, but shared experiences as well.

In *A Larger Memory* by Ronald Takaki, it is noted that our grandparents are "worthy of scholarly attention... making choices as they left their homelands and settled in America. They helped to transform their adopted country as they became Americans." Takaki offers many personal stories that may be read and studied in the classroom. Students love to listen to and read personal accounts of immigrant experiences. I have enjoyed relating my own memories with them about growing up in an Italian-American household. Both my maternal and paternal grandparents came to America around the turn of the century passing through Ellis Island. I have told my students the stories that my grandparents told to me when I was a child. Every spring my class participates in a visit to Ellis Island and I show them the names of my grandparents on the wall of honor. America has become a nation of immigrants; persons of many nationalities, languages, customs and religion. To tell their story is also to tell the story of the United States. Oscar Handlin in *The Uprooted* begins his introduction, "Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history."

I have divided this unit into five major categories: reasons Italians left their homeland, their crossing, experiences at Ellis Island, settlement and discrimination.

Objectives and Background Information

Students will investigate the reasons Italians left their homeland. Between 1880 and 1920 over four million Italians were recorded as entering the United States. No other ethnic group has sent so many immigrants in such a short time. Prior to the 1870s only scattered thousands of Italians had come to areas outside of Europe to either North or South America. Up to 1900 most Italians had emigrated to either Argentina or Brazil. Those entering the United States were mostly male and many intended to return to Italy after making some money. However, for various reasons, many of them ended up staying in America. (Daniels, p.188)

Much has been written about the suffering and discrimination encountered by the Italian immigrant in the United States, but this must be measured against what they left behind at home in Italy. The immigrant at this time left one thing behind and that was poverty. At home there was unemployment, and underemployment, high mortality, little or no medical care, little or no schooling, poor housing, semi-starvation, rigid class structure, and exploitation. (Mangione, p.25) A very dismal picture, to say the least. For the average Italian migration was an opportunity for liberation, the hope for a better life. After all wasn't the United States supposed to be the land of opportunity where the "streets were paved

with gold?" This would be a good time for teachers to stop and ask students what would motivate them to leave their country of birth? There are always students in my class who are foreign born and are willing to relate their stories to other members of the class. This is done best in small groups where you assign one student to be the recorder and one student as their facilitator to report back to the entire class the findings of the group. Students with personal experiences will feel more comfortable in a smaller group setting.

The year 1871 is considered a starting point for mass migration from southern Italy. In this year, Italy had become a unified nation with a democratic constitution; however, the south had not reaped any economic benefit from this development. Conditions had actually gotten worse. Taxes increased and, yet, nothing had been done to stimulate the stagnant economy of the south. The land was not looked after properly. It was not irrigated, trees were not planted to stop erosion and floods, and little was done to improve the quality of the soil. As the land grew poorer so did the peasants. Disease took its toll. Epidemics of cholera and malaria spurred thousands of southern Italians into leaving the country. Along with disease came a mysterious parasite that destroyed most of the grapevines in southern Italy. As a result, thousands of farmers found themselves without the means to make a living. Traditionally, the south of Italy had always been worse off than central and northern Italy. By the turn of the century it was barely possible to subsist. Most of the land was owned by a few wealthy nobles who lived in the north and allowed overseers to run their estates. In many townships water was a luxury. Roads and streets were impassable in bad weather. Winter was short, but it was harsh and the hovels had no heat. Summers were fiercely hot and accompanied by drought (Mangione, p.27). The peasants were offered terms similar to the sharecroppers of the south after the Civil War. Teachers might ask students to research the experiences of sharecroppers in the United States after the Civil War and see if a comparison can be made to the farming peasants of Sicily. Then ask students to diagram the cycle of sharecropping. What they will probably find is that sharecroppers in the south after the war were supposed to have a chance to climb the economic ladder, but by the time they had shared their crops and paid their debts, they rarely had any money left. A sharecropper frequently became tied to one plantation, having no choice but to work until his debts were paid. Sicilians did not have the opportunity to climb any social ladder, for you had to be born into a noble class. Hard work made no difference.

The Italian peasant was not the only one who suffered from the general poverty of the south. Skilled workers could no longer find employment. Thousands of men left their families behind to find work in America. Both my grandfathers left Italy at age 16. They hoped to find work in America as stonemasons and send money home to their families as soon as possible. Like many young men they had learned their trade by working alongside their fathers at a very early age.

The majority of immigrants around the turn of the century were males between the ages of 24 and 45. Many expected to stay in the United States only long enough to earn money to improve their family situation. Others intended to send for their families as soon as they could (Amfitheatrof, p.158). Ask students if they can imagine leaving their parents and extended family and going to a new land. Have them think about the emotional drain on them when they would part from their loved ones; the feelings of isolation that they would encounter, along with alienation in a new land where they would be unfamiliar with the language and the customs of the people. Teachers might suggest that they create a fictional journal recording the experiences of the immigrants during the crossing and immediate settlement. It would be helpful if students conducted research from first person histories which have been authored by Salvatore John La Gumina, *The Immigrant Speaks*, and Ronald Takaki, *A Larger Memory*. Both selections offer first hand accounts of Italian immigrants from a variety of occupations

and social stations. Another option for a classroom activity might include the creation of an imaginary classroom that includes the following students: Patrick O'Brien, Elpedio Vitale, Rachael Lemsky, Betty Washington, Jane Choi and Carmen Rodriguez. If these students were asked to identify their backgrounds, they might answer, Irish, Italian, Jewish, African-American, Chinese, and Mexican. Given an assignment to learn about their family histories they might include the following reports. Patrick O'Brien's great-great-grandfather left Ireland as a result of the Great Potato Famine that occurred in Ireland in 1845. Elpedio Vitale's great-great grandfather left Caserta, Italy, to find work in America as a stonecutter. Rachel Lemsky's great-great grandmother fled Russia in 1901 to escape the religious programs inflicted on her people by the Czar's Cossacks. Betty Washington traces her heritage, five generations removed, from slave ancestors in South Carolina. Jane Choi's great-great-grandfather came to California from China in the 1860s to work on the Central Pacific Railroad and finally, Carmen Rodriguez's great-grandfather was recruited to work as a farm laborer during the Second World War. These imaginary family histories illustrate a wide variety of circumstances over a period of 150 years. After doing their research students should report their findings to the class for discussion on common experiences, as well as the different kinds of decisions the immigrant groups faced.

Students will examine the conditions the immigrants experienced during the crossing. Major improvements in transatlantic travel were achieved by the 1870s when larger ships entered the trade and steam-powered vessels, which were safer and faster, outnumbered sailing vessels. Since the majority of the Italian immigrants crossed the Atlantic after 1870, their journey was shorter than those who had crossed in the l830s. The average crossing in the early l800s was around 40 days depending on the weather conditions aboard the ship were deplorable. By 1900 the average crossing took one week. Conditions improved somewhat, but they were by no means easy. The average steerage fare at this time was thirty dollars. Rarely allowed on deck, the third class, or steerage passengers, spent most of their time crowded together, sleeping in the same clothes alongside their luggage because there was no room for it elsewhere. They usually were provided with soup or stew. They had to wash themselves with salt water which sometimes caused skin irritations and infections (Mangione, p.29). Students should be encouraged to research and compare the conditions aboard ship faced by the immigrant in the early part of the l800s with those who arrived in the later 1800s. An excellent source for the students to use is *The Uprooted* by Oscar Handlin. He offers a detailed account of the crossing in easy to read language. Or students, upon visiting Ellis Island, might listen to audiotapes compiled as part of the Ellis Island Oral History Project. This project included firsthand accounts of immigrants traveling to America between 1892 and 1954. It includes over 1500 taped and transcribed interviews of actual Ellis Island immigrants and staff, all of which are available to the public. Immigrants talk about their reasons for leaving their country of origin, their journey, processing, and their adjustment to living in the United States. These interviews can be obtained in the Library at the Ellis Island Immigration Museum.

Teachers might want to consider showing the section of the miniseries Ellis Island. This film recreates the immigrant experience of an Irish woman, an Italian man and a Jewish man by creating fictional characters based on real experiences. It is an excellent reenactment of what it was like crossing the Atlantic, as well as the processing experience at Ellis Island. The film was shot on location at Ellis Island before it reopened to the public in 1986.

On a positive note, for the first time in their lives, Italians from different parts of Italy found themselves forced to mix with each other in the crowded steerage sections. There were Neapolitans and Sicilians from the various provinces of Abruzzi, Apulia, Basilicta and Calabria, as well as those

from the Northern provinces. They all spoke different dialects and sometimes could not be understood. At home the Italians from the North looked down on the Southerners because of their lack of education and social status. And yet on the ship, crossing the Atlantic, these differences disappeared, as they clung together once they realized they would all be on an equal footing in America.

Students will become knowledgeable about the treatment and the experiences of the immigrants while at Ellis Island. About three-fourths of the immigrants who entered the United States between 1892 and 1924 went through the Ellis Island Immigration Station, which was built on a small island in New York Harbor. It was originally suggested that an immigration facility be built on Liberty Island, where the Statue of Liberty sits, but opposition from nativists ended that effort. Nativists did not want the Statue of Liberty "tainted" by the immigrant masses (McLaughlin&Lightman, p.59).

Shipping companies made large profits by carrying "human cargo" to the United States. They would bring cotton, wood and crop cargos to Europe and, on the return trip bring immigrants to America. The Federal Government required the shipping companies to begin the inspection process before an immigrant entered America. If an immigrant had to be sent back to his country of origin, it would be up to the shipping company to bear the cost. Before leaving Europe an accurate listing of each passenger along with information about each person had to be entered on a formal list. This was the ship's manifest and was always used by the captain as a record of inventory of their cargo. It now became the document of record for all persons coming through Ellis Island. Students might be interested in viewing the original ship's records. These are on display at Ellis Island museum.

As soon as the immigrants landed in New York, a New York State quarantine inspector boarded the ship and had to approve the passengers before they entered. Next a U.S. medical inspector had to approve all native born Americans as well as first and second class passengers. These people would then move directly into New York. All steerage passengers were taken in barges to Ellis Island for processing. The immigrants disembarked with all of their belongings and they were tagged with a number that designated which ship they had traveled on. Their first view of the inside of the building was the baggage room where they were told to check their belongings. They then were told to walk single file up the stairway to the second floor Registry Room. In this way, they could quickly be observed by medical personnel for any obvious deformities or handicaps. Whenever a case aroused suspicion, a large X would be marked on their coat followed by another symbol such as L for lameness, CT for Trachoma, S for senility, G for goiter, H for heart, Pg for pregnancy and so on. Next came a test to determine mental deficiency, for this could be grounds for deportment. Immigrants who showed no signs of mental or physical deficiencies were then sent to be questioned by immigration inspectors, many of whom could speak the same language as the immigrant. Answers to questions must match those original answers given to the ship's captain before leaving Europe. The time period did alter the types of questions asked by the inspector. Questions as simple as "what is your name?" "How are you going to support yourself?" gave way to “Are you an anarchist or a polygamist?" (Yans-Mclaughlin and Lightman, p.56). At this time I usually split up the class into groups and ask them to compile a list of questions they feel would be necessary for the immigrant to answer before gaining entry into America. Students also need to keep in mind the time period for immigration that they are dealing with, for this may influence the type of questions they ask. An excellent source for a completed detailed explanation of the procedure can be found in *Ellis Island and the Peopling of America* by Virginia Yans-McLaughlin and Marjorie Lightman. Students might also benefit by creating a human timeline of key immigration laws. They should be able to explain the law as well as the impact it had on American society.

The entire procedure at Ellis Island might take three hours or more if everything went smoothly. However, the name Ellis Island often struck fear in the hearts of the Italians, for they had heard stories of families being sent back or separated for various reasons; thus, the nickname the "Isle of Tears." Ask students to compile a list of possible reasons that they would not allow people to enter into the U.S. during the time period 1870-1920. This will make for a lively class discussion, for students will often look at the problems of today and apply them to the turn of the century. Unfortunately, some of the concerns are still the same. Of the immigrants processed on Ellis Island, most of them went through successfully in a single day.

Students will become aware of the early experiences of the immigrant upon settling in America. Once the immigrants set foot in the United States they had an urgent financial problem. Most had come with a minimal amount of money; some with as little as seventeen dollars. Some Italians were traveling beyond New York City and already had purchased railroad tickets to places where they expected to find work or to live with relatives or friends. My grandmother often told stories of waking up as a child in the morning, only to find a roomful of newly-arrived Ellis Island immigrants smelling of disinfectant. She said her parents never turned anyone away, always making room for one more.

Most of the immigrants settled in the cities where they could find work in the factories. There was hardly a city of any size in America that did not have a section designated as Little Italy. Italians would look to settle in these areas, for it was here that they felt most comfortable. They could speak their own language and be understood, and they could eat food familiar to them. This resulted in the formation of very definite ethnic communities. The ideals, language and customs of the Italians were preserved because of these neighborhoods. Little Italies could be found in major cities like Hartford, New Haven, Waterbury, New Britain, Torrington, etc., where they were sealed off from the wider American society. This isolation served to nurture and to maintain the Italian ways of life (food, language, close-knit family organization and religious practices). Students should be allowed to visit Little Italy in New York City which offers the best and most varied selection of Italian cuisine on the East Coast.

New Haven's Italian colony centered around Wooster Square. It was at first a neighborhood for the Irish. There were many large mansions in the area. However, after the Civil War, industry began flourishing and factories moved into the area. Landlords turned the remaining homes into multiple dwellings which became overcrowded and neglected. Italians in the area went to work at the Candee Rubber Company, which was the first factory to hire them. Later J.B. Sargent Co. began to hire Italians. The owner of the Sargent Company was married to a woman of Italian descent (Capobianco & Gould, p.75).

For the most part, the Italian immigrant was ignorant of the laws and customs of America, and without much opportunity for learning about them except from what he observed. His contact with Americans was with those who probably exploited his labor for as little pay as possible; or with his landlord who took as much as he could get in rent money. Students will examine the padrone system which allowed for Italian laborers to find work throughout the United States. The padroni, or employment agent, furnished contractors, longshoremen, miners and railroads with the necessary labor. He would sometimes work on commission and exercised a great deal of control over the Italian laborer. The immigrant worker did not have to be afraid to travel. The padrone would make sure that he was escorted to the work site and would maintain close vigilance over him until the job was done. Overall, the padroni played a vital role in stimulating and directing the Italians in America. He insured that once the laborer came here he would have a job. Unfortunately, many padroni sought to exploit and

enslave their own countrymen. These were the ones who cared nothing for the poor Italian laborer and did them real injustice. As Italians became more self-sufficient they relied less and less on the padroni. (Capobianco & Gould, p.77). A good source for students who wish to further investigate the padroni system can be found in *The Children of Columbus* by Erik Amfitheatrof. He describes the worst of the padroni as "flesh peddlers" who recruited peasants from southern Italy, stuck them in the disgusting tenements (all in the same room) and took over 60% of their pay as his commission. The padrone system flourished for two reasons; one, was the immigrant did not speak English and could easily be taken advantage of and two was fear of living in a large city. Once the immigrant learned how to speak English he was able to fend for himself. As the years passed Italians depended less on the padroni, but they continued to settle in those areas originally opened up by the padroni.

Italians upon first arriving in New York City were forced to live in the worst section of New York referred to as Mulberry Bend. Jacob Riis, a police reporter for the New York Tribune and an immigrant himself, described the horrors of these tenements in his book *How The Other Half Lives*. Students should be encouraged to obtain a copy of this book, not only for its prose, but for the photographs he took of the immigrants living in these deplorable conditions. Students have always found these photos to be unbelievably compelling. He reports, "one room 12x12 with five families living in it, comprising twenty persons of both sexes and all ages, with only two beds, without partitions, screen, chair or table." This is an example of the worst type of living conditions, but the constant numbers of immigrants that needed a place to live in New York City allowed for rents to be at an all time high at the turn of the century. In the tenements, it would not be unusual for an immigrant to pay ten to twelve dollars a month rent for two to three rooms. This would have to come out of his average monthly wage of thirty dollars. Life in the tenements was grim. The plaster was always falling down; there was no drinking water for days, pipes froze in the winter; bedbugs were commonplace. They suffered from oppressive heat in the summer, rats, flies, sickness, and the stink of cats (Handlin, p.133). Students often shudder when they read the descriptions of these tenements. How could places like this be allowed to exist, they ask? Then they mention the projects in New Haven. Can they really compare to these tenements? What about building codes and violations of the housing law? These questions make for a lively discussion in the classroom.

Students will realize that Italians were subject to prejudice and discrimination. The hostility that greeted the Italian immigrants grew out of a rising anxiety about largescale immigration. This anxiety began to influence a political response by the middle of the 19th century. In the 1840s and 1850s the Know-Nothing Party characterized immigrants as paupers and called for a drastic curtailment in citizenship privileges. The most common proposal was to require a twenty-one year period for naturalization and bar the foreign born from holding any but minor local offices.

Most Italians who came to America at the turn of the century were farmers. However, they did not choose to farm in America for a variety of reasons. Students should split into groups and brainstorm possible reasons why Italian farmers chose not to, or could not, farm in America. There were many reasons for this. First, was financial-they had to make money as quickly as they could and farming requires time. Secondly, land in America was expensive. All of the free land offered in various parts of the west under the Homestead Act was no longer available. Another possible reason is that farming reminded them of the miserable conditions they had left behind. Finally, farming in America was too isolated. Neighbors were too far apart. They were afraid of being separated from other Italians and that leads us to the next issue. For some Italians, neighborhoods became their permanent destination. They were afraid to venture beyond the familiar streets They were weary of strangers and they had a very limited English vocabulary. Italians settled among their own kind even if it meant living in a dark and

dirty city tenement. They had been warned not to trust Americans; that Americans called them "dirty" names like "wop," "guinea," and "dago." They had heard many stories from relatives about how they were not welcome. Some stores refused to sell groceries to Italians or rent homes to them in the hopes that they would just leave. Immigrants would probably have found life easier in America if they had learned the language. Unfortunately, they had no time to go to night school after working 12 to 14 hours a day. And so it became a vicious circle; the Italians remaining ignorant of the American ways and the Americans not taking the time to understand the new immigrants. Students might be interested in drawing comparisons to the problems faced by the immigrants of the nineties to see if there are any shared experiences. Students might draw up a series of common questions to ask foreign students at Wilbur Cross High. We have a rather large ESOL program and have a variety of students from many different parts of the world.

Italians were also not welcomed by the trade union movement. The unions were fearful that the European immigrant would be willing to work for just about any amount of money. They felt this would be a threat to the American worker. "We keep out pauper-made goods, why not keep out the pauper?" stated an add placed by the American Federation of Labor. They were referring to the protective tariffs. In fear that immigrants would take away their jobs, slogans like "America for American" began to appear. The American Protective Association was organized to close the doors to all Roman Catholics using the argument that the pope would end up ruling America. Curiously, this was one of the strategies used against John Kennedy in the 1960 presidential campaign. As we know, Kennedy holds the distinction of being the only Roman Catholic President. Students might find it interesting to research other examples of politically motivated religious bigotry that has occurred in our history.

The unfriendly attitude of the American press toward the Italian immigrants only served to isolate them from mainstream society. As the numbers of Italians entering New York swelled each day, some newspapers started to print angrier words such as "a herd of steerage slime." In 1882, Thomas Bailey Aldrich published a poem in the Atlantic Monthly that began "Wide open and unguarded stand our gates, and then through them passes a wild motley throng." Students should be given a copy of the poem in its entirety and asked to interpret what Aldrich was trying to say. Then ask students to read a copy of the poem "The New Colossus" by Emma Lazarus that is inscribed on the base of the Statue of Liberty. Ask students to contrast the meanings of these two selections.

An example of one of the worst cases of discrimination and violence against Italians was the situation that occurred in New Orleans in 1891. Many Sicilians had settled in this area and were employed as fishermen or farmers. The police chief of this city had been investigating reports of what he considered to be "mafia" activity in the city. He was assassinated by unknown persons and the backlash against the Italian community was a hysterical one. Suspicion fell on the Italians in the community and ten were arrested and put on trial for the crime. There never seemed to be any doubt that this was not going to be an impartial trial. The mayor of the city had made an announcement to the press that "We must teach these people a lesson they will not forget for all time." All ten of the men were acquitted. However, a mob of 5,000 angry New Orleaneans stormed the jail and shot 11 men to death in their cells. One of the men was being held for a smaller crime. Afterward, a spokesperson for the mob passed the blame to the jury for having acquitted these ten men in the first place! Students might find it interesting to investigate in more detail the facts of this case. They could even write a script and present a mock trial for the class. The New York Times condemned the act as "cowardly". However, they called the Sicilians "sneaky and descendants of bandits and assassins who have transported to this country the lawless passion, cut-throat practices, and oath bound societies."

Students might also be assigned to investigate the power of the press in this trial. What role did they play? What were the local newspapers reporting about this case?

This case caused a rift between the American government and the Italian government that was not settled for one year. The Italian government withdrew its minister from Washington and broke diplomatic relations with the United States. Eight of the murdered men were naturalized American citizens and three were Italian citizens. Not until the United States agreed to pay $25,000 to the families of the three non-American victims were relations resumed.

Another issue that should be dealt with is anarchism. Anarchism had deep roots in Italy and some Italian laborers had already converted. Others acquired anarchist views in America. Two of the most famous Italian anarchists were Nicola Sacco and Barotolomeo Vanzetti, a fish peddler and a shoemaker, who were living in Massachusetts. They were charged with the murder of a guard at a shoe factory that they had allegedly robbed. Both men were known anarchists. They were found guilty of the crime and questions arose as to whether they were tried on their views as anarchists, as well as the fact that they were Italian immigrants, or on the evidence. There were witnesses at the trial who swore that Vanzetti was delivering eels on the day of the robbery. Both men were found guilty and were put to death. Questions still remain today concerning the facts of the case. Students might also enjoy recreating the courtroom issues in this case and have the class decide whether or not these men should have been found guilty of the crimes. Students might also consider is this jury nullification in reverse. Recent trials can be investigated where juries have come in with not-guilty verdicts as a protest against racism.

The most controversial aspect of the Italian-American experience involves crime or organized crime. The persistence of the image of the Italian as a criminal or a gangster has been encouraged both by the print, television and movie world. Whether it was a "Black hand" assassin with a stiletto, to a prohibition gangster, the notion of an international Mafia centered in Palermo dominating all Italian crime seems ridiculous. Nevertheless, this idea has been perpetuated. How many times have Italians been asked if they are in the Mafia? Students find this topic fascinating and they should be encouraged to research the true story of the origin of the term Mafia, in order to end the mystique. Italians have been scapegoats and their participation in the political process was low because they were late to arrive.

The final insult for Italians came about as a result of the National Origins Act of 1924. Commonly known as the quota, this set severe limits on the numbers of immigrants that could enter the United States in any given year. A limit of 2% based on the 1890 census severely curtailed the numbers from southern and eastern Europe while favoring those immigrants wishing to enter the U.S. from northern and western Europe. Students should investigate the underlying causes for the passage of this act and be able to report them back to the class. Students should uncover the following information. Once World War I came to a close, Americans began to turn inward. The nativist spirit grew along with a growing hysteria that came to be known as the Red Scare. Immigrants became suspect to having communist sympathies and anyone with a foreign sounding last name was at risk for discrimination and possible deportation. The press fed into this frenzy by writing about the "large" number of immigrants coming to America from war torn Europe, even though statistics do not back up this claim (Daniels, p.281). Americans feared that immigrants would take their jobs for lower wages. Around 154,000 immigrants were allowed to enter the U.S. under the quota system. Visas set aside for British, Irish and Scandinavian took up 76% of the allotted number. The remaining numbers were divided up among the following groups: Poles - 6,524, Italians - 5,802. Dutch - 3,153, French - 3,086,

Czechs -2,874, Russians - 2,712, Swiss - 1,707, Austrians - 2,413, Hungarians - 869, Yugoslavs - 845, Finns 569, Portuguese - 440, Lithuanians - 386, Rumanians - 377, and Greeks - 307. No other group was allowed more than 300 people. Strict guidelines were enforced that restricted the kinds of people who were allowed entry. First claims were given to parents of citizens, and then skilled agriculturalists (Archdeacon, p.175).

Students should research in the Congressional Record speeches made by Congressman Johnson. Johnson was the chief author of the 1924 quota act. In 1927 Johnson was justifying the passage of the Act when he wrote, "Today, instead of a nation descended from generations of freemen bred to a knowledge of principles and practice of self government, of liberty under the law, we have a heterogeneous population, no small proportion of which is sprung from races that throughout the centuries have known no liberty at all. In other words, our capacity to maintain our cherished institutions stands diluted by a stream of alien blood with all of its misconceptions respecting the relationships of the governing power to the governed" (Daniels, p.283). Ask students what Johnson was trying to say. What does he mean when he uses the phrase "...diluted by a stream of alien blood....?" Teachers might ask students to draw comparisons between Johnson's ideas and Adolf Hitler's intentions to create a master race.

Immigration Terms – Lesson Plan

http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.06.x.html#c

Grade Level: All levels

Primary Subject: Social Studies, History

Objective: Students will become familiar with and understand vocabulary that is associated with immigration.

Procedure: Teachers will distribute the meanings of vocabulary associated with immigration. Students are to take the list home and study the list for homework. The next day teachers should divide the class into four to five teams. Teachers will then review the terms by playing *Jeopardy*. The team with the highest number of points should receive a reward to be decided upon by the classroom teacher.

Material Used: Vocabulary list on immigration

Immigration Terms:

1. The Crossing- refers to the passage of immigrants by ship by way of the Atlantic Ocean.

2. Steerage- the cargo holds below a ship's waterline; many immigrants traveled in the steerage class where by the end of the 1800s ticket prices had been reduced to $15.

3. Statue of Liberty- a gift from France to the U.S. in 1886; became a symbol of hope and opportunity for the New Immigrants.

4. "The New Colossus"- a poem inscribed on the base of the Statue of Liberty. Written by Emma Lazarus, it serves as a welcoming message for immigrants.

5. The Golden Door- an expression that referred to the U.S. as the land of economic opportunity.

6. Angel Island- located in San Francisco Bay. Between 1910 and 1940 about 50,000 Chinese immigrants arriving on the West Coast passed through this island. In contrast to the procedure at Ellis Island, processing at Angel Island included harsh questioning and a long detention.

7. Ellis Island- located in New York Harbor; all immigrants traveling steerage class and docking in New York Harbor were processed into America by way of Ellis Island.

8. Ellis Island Disinfectant- immigrants and their clothes were sprayed for lice with this chemical before being allowed to leave Elis Island.

9. Runners- people from various ethnic groups who met the immigrants at Ellis Island; because they spoke the same language as the newly arrived immigrant they were usually trusted; they would find work and a temporary place to stay for the immigrant; many times they took advantage of them.

10. Baggage Room- located at Ellis Island. Immigrants arrived first in this room and were told to check their belongings while they were being processed.

11. Registry Room- located on the second floor at Ellis Island; medical exams were performed here as well as intelligence tests; gathering of personal information by inspectors.

12. Detention- referred to being kept at Ellis Island for a variety of reasons such as medical or legal, or waiting to be picked up by a family member; women traveling alone would not be allowed to leave the island without an escort.

13. Trachoma- a highly contagious eye disease; grounds for denial of entry into the U.S.(even today).

14. Sweatshops- workers experienced deplorable conditions; overworked, underpaid, poor ventilation and hazardous conditions.

15, Piecework- workers paid by what they produce each day and not by the hour.

16. Melting Pot- a mixture of people of different cultures and races who blended together by abandoning their native languages and customs.

17. Nativism- overt favoritism toward native-born Americans.

18. Tenements- apartments that were rundown; poor ventilation and lighting; overcrowded conditions.

19. Neighborhoods- immigrants settled in areas near their own people; thus, areas sprang up like Little Italy, Little Warsaw, Chinatown, etc.

20. Old Immigrants- people from northern and western Europe who were usually skilled workers and literate; came in the early 1800s.

21. New Immigrants- people from southern and eastern Europe who came to the U.S. in the late 1800s; usually unskilled workers and illiterate.

22. Contadini- Italian peasantry.

23. Mafia- small bands of bandits in western Sicily, originally formed as a self help system of retaliation against the French and Spanish rulers who kept the people oppressed and illiterate.

24. Padrone- boss or leader and was the name given to the work agents who hired Italian laborers and shipped them to the United States on a contract basis.

Teacher Bibliography

Amfitheatrof, Erik. The Children of Columbus. Boston: Little Brown and Company, 1973.
This book tells the story of Italian-Americans from the age of Columbus though the 1930's.

Archdeacon, Thomas J. Becoming American. New York: The Free Press, 1983.
This book presents an overview of immigration from the founding of Jamestown through the 1980's.

Coming to America: American Immigrant Series. New York: Dell, 1981.
A series of five books on the Far East, British Isles, northern Europe, southern Europe, Mexico/Puerto Rico. Each book describes the crossing, the arrival, and the reaction of the immigrants through letters, diaries, photographs, and interviews.

Daniels, Roger. Coming to America. New York: Harper Collins Publishers, 1990.
This book provides an excellent presentation of the immigration waves from 1500 to 1990's.

Forester, Robert. The Italian Immigration of Our Times. New York: Russell and Russell, 1968.
This book offers an account of the domestic conditions that led to dispersal of people from Italy and Sicily.

Glazer, Nathan and Daniel Moynihan. Beyond the Melting Pot. Cambridge: M.I.T. Press. 1970.
Offers an excellent section in his book on the Italians in America.

Handlin, Oscar. The Uprooted. Boston: Little Brown and Co., 1973.
This book tells the story of the immigrant beginning with the crossing and all of his experiences in America.

Heap, William A. The Story of Ellis Island. New Jersey :Prentice-Hall, 1959.
This book tells the story of how the immigrants were processed through Ellis Island.

Higham, John. Strangers in the Land: Patterns of American Nativism, 1860-1925. New York: Atheneum, 1963.
Portrays the nativist reaction to immigrants (especially Italians)

La Gumina, Savatore J. The Immigrant Speaks. New York: The Center For Migration Studies, 1981.
This book contains a collection of personal accounts of Italian -American coalminers, shoemakers, teachers, social workers, artists, lawyers, and businessmen from the turn of the century until the 1960's.

Lieberson, Stanley and Mary C. Walters. From Many Strands. New York: Russell Sage Foundation, 1988.
A study of the ethnic makeup in the United States (based on the 1980 census) and its impact on life in the United States.

Null, Gary and Carl Stone. The Italian-Americans. Harrisburg: Stagpole Books, 1976.
A collection of biographies on famous Italian-Americans from Christopher Columbus to Liza Minnelli.

Riis, Jacob. How the Other Half Lives: Studies among the Tenements of New York. New York: Hill and Wang, 1957.

A detailed and comprehensive (written and photographs) account of the lives of the immigrants in New York city around the turn of the century.

Takaki, Ronald. A Larger Memory. Boston: Little Brown and Company, 1998.

This book provides a collection of diaries, letters, and personal accounts of people from a variety of ethnic backgrounds.

Yans-McLaughlin and Marjorie Lightman. Ellis Island and the Peopling of America. New York: The New York Press. 1990.

A valuable guide for teachers who want to teach American and world history through an exploration of Ellis Island.

PART IV: WEBSITES & OTHER RESOURCES

GENEALOGY WEBSITES

www.ancestry.com
Most widely used website for genealogical research; fourteen day free trial followed by monthly or yearly subscriptions

www.angelislandimmigration.com
Immigration records, especially Chinese

www.censusfinder.com
Another source for census records

www.cyndilist.com
Genealogy from 1996-2004; adoptions, obituaries, Canadian index and more

www.ellisisland.com
Immigration and passenger ship records for ships coming into New York Harbor

www.familysearch.com
Includes data bases, ancestral files, Canadian 1881 census, International Genealogy Index, Pedigree Resource File, Social Security Index

www.familytreebuilder.com
One of the best genealogy software programs to build a family tree that supports 23 languages; free

http://www.genealogyforum.com/gfaol/resource/
Census and vital records, cemetery stone transcriptions, military, land, church, school records and more

www.heritagequestonline.com
Federal census, 1790-1930

www.howtofindyourroots.com
Greek genealogy, genealogy forum and more

http://jewishwebindex.com
Thousands of links relating to Jewish genealogy

www.mayflowerhistory.com
Most complete source on the Mayflower and Pilgrims with genealogy, history and passenger list

www.myheritage.com
Build a family tree; communicate with others

GENEALOGY CENTERS/GROUPS

Macomb County Genealogy Group
c/o Mt. Clemens Library
150 Cass Ave
Mt. Clemens, Michigan
http://www.rootsweb.ancestry.com/~mimcgg/
macombcogg@gmail.com

Warren Genealogy Group
Warren Historical Gallery/Office
Warren Community Center
5460 Arden
Warren, Michigan
586-258-2056
bbhetch@hotmail.com
http://members.glis.net/whgs/gengrp/wghomepg.html

Roseville Historic and Genealogical Society
Roseville Public Library
http://www.libcoop.net/roseville/rhgs.htm
Roseville.RHGS@gmail.com

St. Clair Shores Public Library
Genealogy Group
http://www.libcoop.net/stclairshores/genealogy.htm

Macomb County Clerk's Office
40 North Main Street
Mt. Clemens, MI 48043
www.co.macomb.mi.us/clerksoffice

Michigan County Clerk's Genealogy Directory
http://www.michigan.gov/hal/0,1607,7-160-17449_18635_20736---,00.html

Allen County Public Library
Fort Wayne, Indiana
http://www.acpl.lib.in.us/genealogy/index.html
One of the largest genealogical libraries in the country

French Canadian Heritage Society of Michigan
http://fchsm.habitant.org

Polish Genealogical Society of Michigan
www.pgsm.org

Clinton Macomb Library
Genealogical Research Tools
http://www.cmpl.org/Eresources/Results.asp?Subject_ID=63&Page=eResources

Jewish Genealogical Society of Michigan
www.jgsmi.org

MUSEUMS
Detroit Historical Museum
5401 Woodward Avenue
Detroit, Michigan 48202
313-833-7935
www.detroithistorical.org

Michigan State University Museum
East Lansing, MI 48824
517-432-3355
www.museum.msu.edu

Port Huron Museum
1115 Sixth Street
Port Huron, MI 48060
810-982-0891
www.phmuseum.org

Wisner House
405 Cesar E. Chavez Avenue
Pontiac, MI 48342
248-338-6732
www.ocphs.org/museum.html

OTHER LOCAL RESOURCES
Romeo Historical Society
http://www.libcoop.net/romrhs/

Sons of the American Revolution
http://www.missar.org/

New Baltimore Historical Society
51065 Washington St
New Baltimore, Michigan
586-725-4755
http://www.newbaltimorehistoricalsociety.org/

Sterling Heights Historical Commission
40255 Dodge Park Road
Sterling Heights, MI 48313
(586) 446-2665
http://www.shpl.net/histcom.html

AREA CULTURAL SOCIETIES
American-Polish Century Club
33204 Maple Lane
Sterling Heights, MI 48312
586-264-7990
american-polishcenturyclub.com

Carpathia Club
38000 Utica Road
Sterling Heights, MI 48312
586-978-2292
www.carpathiaclub.com

Finnish-American Heritage & Historical Archive at Finlandia University
601 Quincy Street
Hancock, MI 49930
986-487-7302
www.finlandia.edu/Department/FAHC/fahc.html

Gaelic League of Detroit
2068 Michigan Avenue
Detroit, MI 48216
313-964-7474
www.gaelicleagueofdetroit.org

Genealogical Society of Flemish Americans
18740 Thirteen Mile Road
Roseville, MI 48066
810-776-9579
www.rootsweb.ancestry.com/~gsfa/gsfainfo.html#publications

Italian American Cultural Center
43843 Romeo Plank Road
Clinton Twp, MI 48038
586-228-3030
www.iacsonline.net/IACS.htm

Ukrainian American Archives and Museum
11756 Charest Street
Hamtramck, MI 48212
313-366-9764
www.ukranianmuseumdetroit.org

American Immigration Law Foundation
1331 G Street, NW
202-507-7500
Washington, DC 20004
http://www.ailf.org/

LESSON PLANS

Who Came from Europe?
http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-94384--,00.html

Would you be able to become a citizen of the United States?
www.uscis.gov

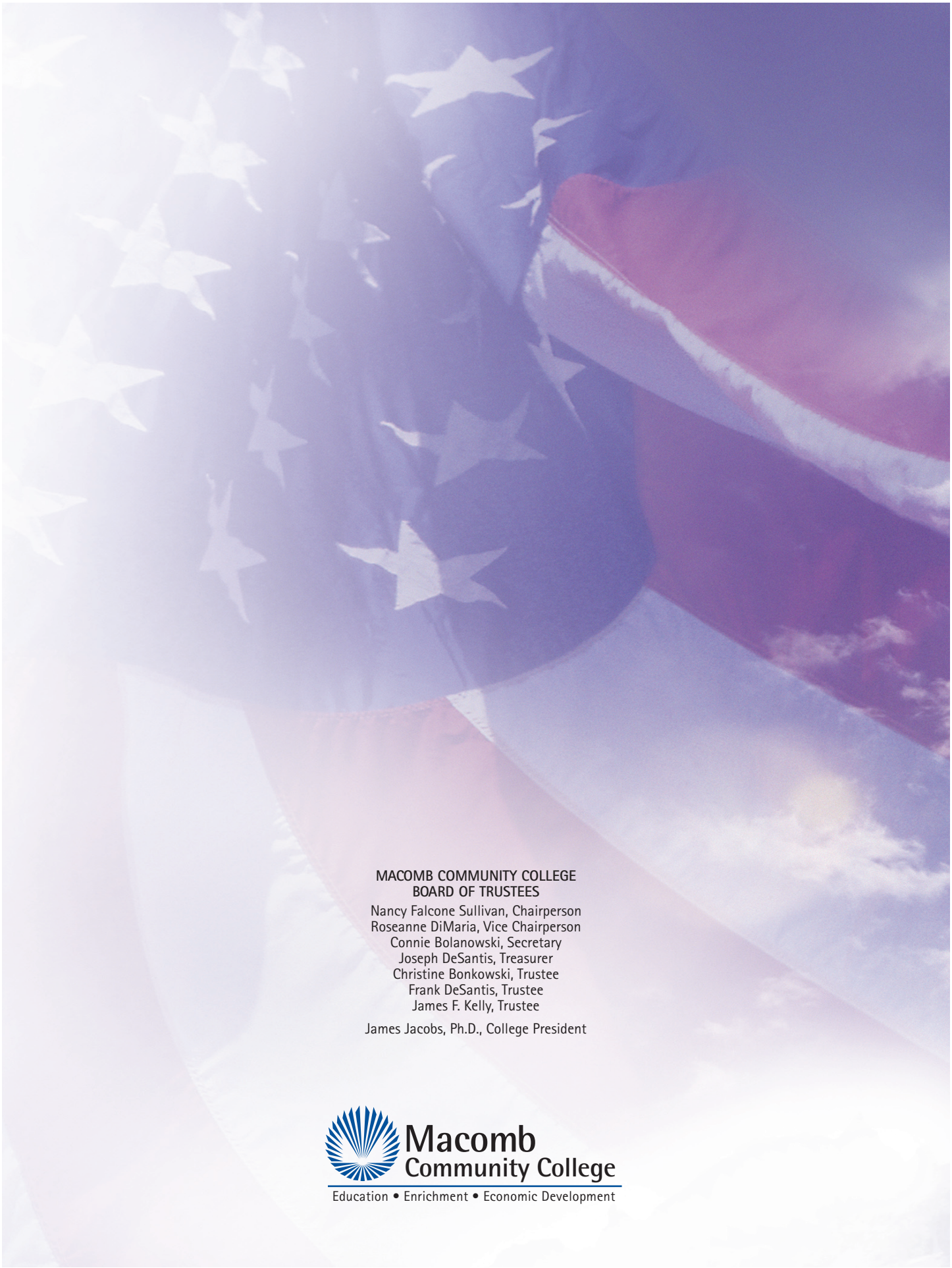
How did my family and I get here?
http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.06.x.html#c

A Walk through Ellis Island
http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.06.x.html#c

U.S. Immigration policy in Historical Context, 1788-1986
http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.06.x.html#c

Learning About Immigration Through Oral History
http://memory.loc.gov/learn/lessons/97/oh1/ammem.html

The Italian Immigrant Experience in America (1870-1920)
http://www.yale.edu/ynhti/curriculum/units/1999/3/99.03.06.x.html#c



Macomb Community College

Education • Enrichment • Economic Development