

A Nation of Immigrants: Coming to America and Making a Home (1824-1924)
A Cincinnati Museum Center and Online Exhibit

Ethel Rowe

CORRELATIONS

Exhibit Panels: “Immigration Waves and Communal Growth;” “Quest for Success;” case with Emma Lazarus material; Timeline

Ohio Social Studies Standards:

People in Society

Grade 10

Point 5

INTRODUCTION

In 1824, the American Jewish community was minuscule, not only compared to the American population as a whole, but as a percentage of world Jewry. By 1924, however, American Jews represented over three percent of the total American population and almost a third of the world Jewish population. The story of these immigrants is the quintessential American story: coming to the New World in search of opportunity, to escape persecution, and to make a permanent home.

The year 2004 marks the 350th anniversary of when the first 23 Jewish men, women, and children stepped off the boat in 1654 in New Amsterdam (New York) to settle in this country permanently. The 23 were not the first Jewish people to come to America – however, they are recognized in history as the first group of Jewish people who came to America to stay because all others before them had come only to do trading. Historians also believe that because women and children were traveling with the men the people came to make a permanent home in America.

The Jewish population throughout America grew from about 2,750 Jews living in 4 of 5 towns in 1820 to about 150,000 Jews living in 160 identifiable Jewish communities in 1860. More than 100,000 of the 150,000 immigrants came mostly from Germany between 1850- 1860.¹

Then, following the closing of the immigration gates in 1924 at Ellis Island, second-generation Jews had to experience adjustment periods like all other people living in the United States. For example, on September 1, 1939, World War II started; Pearl Harbor was attacked December 7, 1941. During the two decade adjustment period that covers the time from the closing of Ellis Island in 1924 to the end of World War II, American Jews made many positive strides. They composed patriotic songs [ex. Irving Berlin], sought to help their people learn to speak the English language [ex. WPA Adult Education Program and New York Board of Education Free English Classes], organized a nationwide anti-Nazi boycott movement, fought for social justice

¹ See Grunberger, 2004, pp. 30 & 47.

[ex. Rabbi Stephen Wise], fought in all branches of the armed forces during the war, designed famous art, comedy, music, and earned advanced degrees in every field.

If the first Jewish settlers could see the progress made in Jewish communities and the patriotic contributions Jews have made to America today, what would they say? As you explore the themes in this unit you will discover possible answers to that question as well as comprehend how some of the American Jewish immigration art and imagery merge with American patriotism.

Special Directions

The teacher should open a Yahoo email account with the username: "NationofImmigrantsComingtoAmerica." How to open the email account: Go to Yahoo.com. Click on create a free Yahoo account. Then follow the directions for opening a free Yahoo email account. Remember to put in a password when asked for it. Then make sure that each student gets both the username [i.e. NationofImmigrantsComingtoAmerica@yahoo.com] and the password when you decide what it will be so that they can access the site. Make sure you explain the ground rules to students: [1] No one except students in the class can use the site. [2] Students in the class can only post assignments, interesting articles, pictures, art, and / or cartoons that pertain to the themes on which the class is researching, evaluating, and reporting.

LEARNING OBJECTIVES

Students will:

1. Explore, compare, and contrast American Jewish immigration imagery, art, and reality to gain a better understanding of American Jewish people and American Jewish popular culture. Answer questions and give analyses about immigration art, imagery, and reality during guided web based research.
2. Participate in group analyses of how immigration art and imagery merge with immigration reality during a PowerPoint and Scavenger Hunt exercise.
3. Compile, organize, demonstrate, and display their learning by writing a group paper and by using technology, music, art, drama, or dance to show what they have learned.

PRE-EXHIBIT ACTIVITIES

Themes

Understanding Immigration
Statue of Liberty

Ellis Island

Emma Lazarus

Irving Berlin

Examining, Comparing, and Contrasting Immigration Imagery, Art and Reality

Pre-Exhibit Procedures

1. Start the Pre-Exhibit Activity about two [2] weeks before the students are taken to the actual exhibit so all groups will have time to complete web-based learning. Some may have to use the school, local college, or public libraries to do the assignment.
2. Establish learning groups: three to five in a group.
3. Send a soft copy of this syllabus to NationofImmigrantsComingtoAmerica@yahoo.com. If you are dealing with elementary school students, go ahead and give them a hard copy of this syllabus as well.
4. Explain to students that the class will be going to an exhibition after a unit of study where they will research how American Jewish immigration art merged with American patriotism and compare that imagery with immigration reality. Also, tell students that they will demonstrate their learning through the use of technology, dance, drama, art, or music – as well as write a two to three page group paper at the end of the unit as a post-exhibition activity.
5. Ask each group to write down as much as they can come up with about the word immigration in 5 minutes – including the definition of the word and at least one example of the word in use. Then have a group representative from each group share what they wrote. Make sure group members place names on the papers. Then collect the papers and place them in group portfolios for later use.
6. Have students draw a vertical and horizontal line through the middle of a sheet of notebook paper to make a four-section page. Label the sections imagery/art, patriotism, reality, and art merging with reality. Tell them to jot down examples of these things under sections on their paper as they watch the following presentation.
7. Show a 20 minute PowerPoint or electronic overhead of the following imagery and art that captures:

Jewish men, women, and children coming to America

Art merging with American Patriotism

Ellis Island

Statue of Liberty

American Jews as Patriot, Soldier, and Citizen

Shots of immigration reality

Tip: A 20 minute PowerPoint is included with this lesson plan. Also, make sure you give learners time to talk about what they see in the slides

8. For guided, web-based research, give students the following questions to answer.
- For what is Emma Lazarus most famous? How does her work of so long ago take part in American Patriotism even today?
 - Find a picture of the Yiddish poster celebrating immigrants coming to New York. What does the art in the poster tell you about the reality for immigrants coming to America?
 - Who was Irving Berlin?
 - How is the work of Emma Lazarus and Irving Berlin associated?
 - Irving Berlin has made a famous contribution to America. What is that contribution?
 - What president recognized the significance of Irving Berlin's contribution to America?
 - What reason does the literature give for Irving Berlin changing his name?
 - Go to the "BIOGRAPHY ON A & E" Time Warner web site to read some very interesting facts about Irving Berlin's contributions to America. Then write a reflection paragraph on what you read.
 - Three different presidents of the United States of America recognized Irving Berlin work in front of the world? Who were the presidents and what did each one of them recognize Irving Berlin for?
 - Briefly describe at least 3 pieces of Israel Blaine's work and how his work in general merges with that of Emma Lazarus and American patriotism.

Team members can find answers to the web guided research questions at the following web sites:

<http://www.loc.gov/exhibits/haventohome/haven-century.html>

<http://www.libertystatepark.com/emma.htm>

<http://www.biography.com/search/article.jsp?aid=9375885&search=>

<http://www.biography.com/search/article.jsp?aid=9209473&page=1&search=irvin+Berling>

<http://www.ellisland.org/>

<http://www.ellisland.com/indexInfo.html>

<http://www.ellisland.com/indexHistory.html>

<http://www.historychannel.com/exhibits/ellisisle/>

<http://www.350th.org/exhibit01/index.html>

www.loc.gov/exhibits/haventohome/haven-overview.html

EXHIBIT ACTIVITIES

Themes

The Scavenger Hunt

Examining, Comparing, and Contrasting Immigration Imagery, Art and Reality

Bonus Section

The Prize [1st, 2nd, 3rd, and 4th group to get all questions answered]

Exhibit Procedures

1. Every learner in each group gets a Scavenger Hunt Question packet (see below). Group members have to work together to get all questions in the packet answered correctly.
2. All answers to the questions are found in the actual exhibit. Note: students should look not just at the panels (listed above) but also at a separate case with Emma Lazarus material and the videos located at panel endcaps.
3. Papers are due by the end of the field trip.
4. Every group earns a prize for completing all questions. However, the first group to come back with all the correct answers gets top prize. Then the next group who does so gets the 2nd prize, and so on.
5. Each teacher will have to come up with what the prizes are going to be.

POST-EXHIBIT ACTIVITIES

Themes

Group Reflection Paper

Demonstration of learning through the use of technology, music, art, drama, or dance

Post-Exhibit Procedures

1. Students should return to the group that they were in during the Pre-Exhibit stage. Be creative when working with high school learners! Why not move the chairs in the room ahead of time? Better yet: Is there something stopping you from having class in the auditorium, cafeteria, gym, or elsewhere that allows for freer movement?
2. Get ready to be surprised by the vast talents your students have when they are allowed to flow. Tell students that in exactly two weeks each group will demonstrate to the class what they learned while exploring American Jewish Immigration imagery, art, and reality. Make sure that students understand that they may demonstrate their learning through the use of technology, art, music, dance, or drama. They need to understand that the demonstration is a group project and that each group's demonstration must be no longer than ten minutes. Students also will write and turn in a three to four page group reflection paper.

3. Teachers should monitor progress to ensure that all students in groups are doing a fair share of the work. Make students aware of the fact that you will be both monitoring and looking for evidence of teamwork instead of one person towing the group's total load.

4. The students' work should have much to offer others. Hopefully they will be given the chance to present their learning at an event such as parent conference night, open house, school board meeting, or a local branch library event. Students also may want to leave their work in the classroom or school library for a quarter so others can read their papers as well as review their creative works. Pictures could be taken and displayed at the main branch library so that the whole city can learn from students' research, findings, and creative reports.

8. When many Jews arrived in America, what kind of goods did they sell on the streets in New York, Chicago, Boston, Baltimore, Cleveland, Philadelphia, St. Louis, and other large cities to make a living?

9. Locate and view the image entitled “Jewish Refugee Children” (ex. the picture that shows a group of Jewish children in route to Philadelphia waving to the Statue of Liberty while aboard the liner “President Harding”). How does that image merge with American patriotism?

10. Find at least one example, or image, in the exhibition that illustrates how new arriving immigrants got help from Jewish Americans who had settled in the country before them.

11. What president sent out an invitation to the Statue of Liberty Ceremonies?

12. Locate and view both the message printed in bold letters about freedom and food as well as the happenings in the Yiddish poster celebrating immigrants coming to New York during World War I by Charles Chambers [1883-1941]. How does what is said and what is happening in the picture speak to what was happening in America at the time?

13. Give the name of a famous lamp that symbolically links America’s freedom and opportunity with Judaism’s celebration of freedom from oppression.

IMMIGRATION SYLLABUS

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Ellis Island

Emma Lazarus

Irving Berlin

Examining, Comparing, and Contrasting Immigration Imagery, Art and Reality

Pre-Exhibit Procedures

- To do your research answer the following guided research questions:
 - For what is Emma Lazarus most famous? How does her work of so long ago take part in American Patriotism even today?
 - Find a picture of the Yiddish poster celebrating immigrants coming to New York. What does the art in the poster tell you about the reality for immigrants coming to America?
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- Three different presidents of the United States of America recognized Irving Berlin’s work in front of the world? Who were the presidents, and for what did each one of them recognize Irving Berlin?
- Briefly describe at least 3 pieces of Israel Blaine’s work and how his work in general merges with that of Emma Lazarus and American patriotism.
- Find a picture of the Yiddish poster celebrating immigrants coming to New York. What does the art in the poster tell you about the reality for immigrants coming to American?

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<http://www.biography.com/search/article.jsp?aid=9209473&page=1&search=irvin+Berling>
<http://www.ellisland.org/>
<http://www.ellisland.com/indexInfo.html>
<http://www.ellisland.com/indexHistory.html>
<http://www.historychannel.com/exhibits/ellisisle/>
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5. The teacher will come up with what the prizes are going to be.

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Post-Exhibit Procedures

1. Students should return to the group that they were in during the Pre-Exhibit stage
2. In exactly two weeks after the exhibit each group will demonstrate to the class what they learned while exploring American Jewish Immigration imagery, art, and reality. You may demonstrate what you have learned through the use of technology, art, music, dance, or drama. Please note that the demonstration is a group project and that each group's demonstration must be no longer than ten minutes. Students also will write and turn in a three to four page group reflection paper. Note that if you only work on this assignment during class time your team will not get finished.

TIP: Note that the unit is correlated with the state standards. So give students a grade for demonstrating mastery of given standards instead of working yourself excessively trying to keep up with which student is working on what project when!

Team members may choose one of the following performance topics or get approval from the teacher before starting on any other one. Both the group paper and the presentation are due in 2 weeks on _____, 200__.

- Jewish Immigrants: Home at Last
- First Immigrant Settlers in America
- First Stop: Ellis Island
- Great Contributions to American Society by Jewish Immigrants
- Making a Living in America
- Jewish Immigrants Soaring in America
- Complete a team research paper
- Emma Lazarus
- Statue of Liberty
- Give Me Your Tired, Your Poor
- Irving Berlin
- Other: Must be approved by the teacher

The following ideas are merely examples. Team members may select from the list or come up with their original ideas and get them approved by the teacher.

- Tell the story of the Jewish Immigrants making it home at last through dance [i.e. from haven to home]
- Mime the immigration street vender story to music
- Sing the Emma Lazarus' Sonnet Opera style
- Come to school dressed in the period and do a short drama that demonstrates happenings at Ellis Island when immigrants reached America
- Tell the story with technology [remember to make use of resources in the school, home, and community].

Expectations for the **group paper**:

- Each group member has to contribute at least 2 resources / references to the paper.
- Show references in the paper and include a reference page at the end of the paper [all APA style]
- Paper must be typed, double spaced, and no longer than 4 pages
- Include a cover page that has the title of the paper, class, class section, date, and group members' names

3. Students should note also that the teacher will be monitoring progress to ensure that all students in groups are doing a fair share of the work. Evidence of teamwork is expected instead of one person carrying the group's total load.