THE
IM/MIGRANT
SUITCASE

FROM THE MAHONING VALLEY HISTORICAL SOCIETY
Welcome to the Im/Migrant Suitcase from the Mahoning Valley Historical Society. We hope you will find this material helpful in teaching your students about migrant experiences in the Mahoning Valley. Please feel free to use and adapt these games, worksheets, and projects in any way that will work well with your class.

Contents

In the binder:
- Teacher’s information sheets
- Game instructions and consequence sheet
- Work sheets, project instructions, read-and-discuss sheets
- Role plays, glossary, multiple choice quiz
- Bookmark sample page
- Copies of documents: four sets of three each

In the kit:
- “Wheel of Migration” game board
- Color-coded biography cards to be used with Wheel of Migration game
- Emigrant Journey Board Game
- Three sets of game cards: A, B, C for Emigrant Journey Board Game
- Seven photos mounted on hardboard
- People-colored paper, cut for use
- Yarn for hair, cut for use
- One copy of the book When Jesse Came Across the Sea
- Seven copies of Best Loved Folktales of the World

Please be sure all materials are re-packed. If anything needs to be replaced or replenished, include that in your evaluation. Scissors are not included and students will need them for some projects.

Preliminaries:

- Students should be instructed to keep papers together, especially the glossary and role play assignment. The multiple choice quiz could be handed out and gone over early in the unit, then students could check off answers as they learn them.

- Role plays should be assigned first. These are versatile as to the number of students in each group, so teachers can assign the best combinations of students in each of the small groups. Suggest that students listen from the perspective of their roles for information that will be helpful to them in
presenting their plays at the end of the unit.

- The glossary should be handed out and read over.

- The Emmigrant Journey Board Game should be played throughout the unit by all students. Information about why and how people emigrated and the decisions they had to make is presented on the cards. Game pieces—up to six markers and one die—are not included in the suitcase.

- Many of the work sheets and projects can be done individually or in small groups. Do whatever will work best with your class.

- Each of the games, work sheets, and projects has a teacher’s information sheet covering procedure, materials, and goals.
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I-A Why They Came

Role Plays

*Role Plays should be assigned at the beginning of the unit so the students can collect information. They can be presented at the end of the immigrant study. Students will need to decide who will play which roles and discuss topics to be covered. They may write a formal script but an outline of pertinent issues should be enough.*

**Situation #1**

2-4 students
Parent(s) explaining to a child or children why they want to emigrate. Remember the three reasons for emigration: economic, political and religious. A family might have had more than one reason to leave. Think about family reactions – will everyone feel the same way? Would different people have different reasons for wanting to stay or to go? Be specific: decide what place you’re leaving, make up family and friends’ names, talk about real reasons why you feel you’d like to stay or go.

**Situation #2**

3+ students
A family which has decided to return to the Old Country. Think about the bad experiences people could have in the United States that might make them feel they want to leave. These could include discrimination, job problems, a depression. Sometimes things happened where they had come from that made them want to go back, perhaps a new government, better job opportunities, a sick parent. Maybe they did so well here that they wanted to go home and show off their wealth!

**Situation #3**

1+ students
An agent convincing someone/a crowd/the class to emigrate. Why would an agent want to talk someone into emigrating? What things would he say to convince people? How would other people react? It might help to have a specific time in mind: in 1900 the steel mills needed new employees and conditions were bad in many parts of Europe, but in 1935 a world-wide depression made things bad everywhere.
**Role Plays cont’d**

**Situation #4**  
**2-4 students**  
A clash between immigrant parents and Americanized children. What things would parents worry about? What would their children want to do that would make them unhappy? Some parents wanted their children to speak only English while others were unhappy if their children read books by American authors. Children have always wanted to be like their friends; how hard would that be if your parents were immigrants?

**Situation #5**  
**4+ students**  
A factory owner, striking worker(s), a labor recruiter, immigrant laborers. Recruiters or factory agents would try to find new immigrants to work at places where there was a strike. How would the owner feel about having his factory or mill shut down? What would the strikers do when immigrants arrived to work their jobs? What would the immigrants do when they found out they were placing striking workers?

**Situation #6**  
**2+ students**  
Members of the American Protective Association. Around 1900, there was strong **nativistic** feeling in the United States. Why would people feel this way? What things do you think they said about immigrants? What would they say if they were confronted by an immigrant? What were they afraid of? Are there people who feel that way today about immigrants?

**Situation #7**  
**2+ students**  
An anti-Irish store owner and one or more Irish immigrants. Feeling against Irish immigrants was strong that some store owners just put a sign with the letters NINA in their windows. It stood for ‘No Irish Need Apply’ – and meant that the store owner wouldn’t hire any Irish people to work there. Why did employers feel that way? How would Irish immigrants react when they saw a sign like that? Think about conditions in Ireland and why so many of the Irish were coming to the United States.
I-A Why They Came

Discussion of Causes

**Goal:** For students to understand the basic reasons people emigrate, and to learn the terms “emigrate” and “immigrate.”

Before using the Wheel of Migration game, the class should discuss the reasons people chose to emigrate. Ask if anyone in the class doesn’t have immigrant ancestors. A history of emigration is common to all Americans.

When faced with a difficult situation, the first impulse is usually to flee – this is what many immigrants had done. The three basic causes of immigration were:

- **Economic:** people left to get a good job with better pay, to get an education for themselves or their children, to own land.
- **Political:** people left to be free from oppression, from forced acculturation, from foreign domination, or to avoid a military draft.
- **Religious:** people left to be free of religious persecution, to have freedom or belief, to avoid forced conversion.

*Remind your students that “Emigration” is people leaving a country (‘E’ as in ‘Exit’) while “Immigration” is people coming into a country (‘I’ as in ‘In’).*
I-A Why They Came

Wheel of Migration Game

Use:
- Wheel with spinner
- Biography cards: 3 x 5 colored index cards

Goal: To give students an understanding of the variety of conditions emigrants lived under, the many reasons people had for leaving, and to present them with stories of real people to make the emigrant experience more personal.

Directions:
- Choose a student to come to the front of the room and spin the wheel. The color of the biography cards corresponds with the colors on the wheel for different areas of the world. The student is given a biography card from the area selected and reads it aloud to the class.

- The class should be asked what conditions were like where that person was emigrating from, what their reasons were for emigrating, and what they expected to find in the United States.

- Continue until all (or most) of the cards have been read.
Values and Possessions

Use:
Three photocopied sheets for each student (pages 10-12)

Goal: To encourage students to examine their values and expectations and compare them with what a peasant (a small farmer or farm laborer) might value and expect of life – to better understand what pressures or fears might influence a person to emigrate.

Directions:
• While reading the cover sheet, students first rate what they find most important on the United States Citizen list.
• After discussing those choices, students choose items from the Peasant list. Again, these are discussed using the questions on the cover sheet.
• Probably, few students will choose emigration – ask what it would take before they, as Americans or Peasants, would decide to emigrate.

*This could be a small group activity, with the groups sharing their decisions with the class.
I-A Why They Came

Values and Possessions

Most immigrants to the United States came because of religious oppression, political pressure, or economic disadvantages. They might be killed because of their religion, they could be drafted for life into an army, or they were poor and had no way of improving their lives. When faced with a desperate situation, most people's first urge is to flee, to run away from the problem. But running away from a hard life, even if you're sure life will be better somewhere else, means facing hardships and requires a lot of courage.

Imagine being a poor peasant, unable to read, ignorant of the world outside your village--now try to decide to leave everything you know and go to a strange land.

This activity will help you think about the things that are important in your life and how you would like to live your life. Then you will try to imagine the things that were important in a peasant's life and see what it would take to make the decision to emigrate.

Directions #1: First, using the United States Citizen values sheet, choose the three things that are most important to you and number them in order of their importance. Now, as a class, go through the list and find out who chose which items and why.

- Did most students pick things that were short-term items, like a car or winning the lottery, or did you choose long-term rewards like a good education or life-long friendship?
- Did you pick things that are good for just you, like true love, or good for everyone, like world peace?
- Did anyone want to emigrate?
- If you could choose again, would you pick different things?

Directions #2: Now use your peasant values sheet and choose again. You should try to pretend that you are a poor peasant who lives in a small cottage with no electricity or running water. You can't read or write, you have two sets of clothes, and, if you're lucky, one pair of shoes.

- What are the differences in the items on the two auction sheets? Do they include different things or different values?
- How many students wanted to emigrate if they were a poor peasant?
- Why do you think more peasants would want to emigrate than citizens of the United States?
I-A Why They Came

A Citizen of the United States

___ A NEW MUSTANG CONVERTIBLE

___ A COLLEGE EDUCATION

___ A PROSPEROUS LIFE

___ AN ENJOYABLE JOB THAT LETS YOU LIVE MIDDLE CLASS

___ A HEALTHY LIFE TO 100

___ HAPPINESS

___ WORLD PEACE

___ AN EXCITING LIFE--MOVIE STAR, ROCK MUSICIAN, OR POLITICIAN

___ AN EMIGRATION VISA: A NEW LIFE SOMEWHERE ELSE

___ LIFELONG FRIENDSHIP

___ A HOUSE AND FIVE ACRES OF GOOD LAND

___ TRUE LOVE

___ WISDOM

___ WIN $5 MILLION IN THE LOTTERY

___ EQUALITY FOR EVERYONE IN THE U.S.
I-A Why They Came

A Poor Peasant

___ A YOUNG STRONG HORSE, A PLOW, AND A WAGON

___ TO KNOW HOW TO READ AND WRITE

___ TO BE A FARMER WHO GROWS ENOUGH FOR HIS FAMILY TO LIVE

___ HEALTHY LIFE TO 60

___ A LARGE DOWRY WHICH WILL LET YOU MARRY WELL

___ AN EXEMPTION FROM THE DRAFT

___ WISDOM

___ EQUALITY FOR MEMBERS OF YOUR VILLAGE

___ LIFELONG FRIENDSHIP

___ AN EMIGRATION VISA: A NEW LIFE SOMEWHERE ELSE

___ A HOUSE AND FIVE ACRES OF GOOD LAND

___ TRUE LOVE

___ TO BE AN HONORED MEMBER OF YOUR VILLAGE

___ A WATER PUMP IN YOUR HOUSE

___ A TOILET IN YOUR HOME
I-B Making Decisions

Emigrant Journey Board Game

Use:
- Game Board
- Three sets of 3 x 5 game cards
- Game markers and one dice (not included)
- Instruction sheet and Consequence Sheet (pages 14-15)

Goal: To understand the many obstacles that faced a hopeful emigrant, perhaps to feel some frustration at the setbacks and problems.

Directions:
- Two to six students can play this game at a time. Because of all the information on the cards, students should be encouraged to read them aloud if possible.
I-B Making Decisions

Emigrant Journey Board Game Instruction Sheet

- 2 to 6 players

- Use coins or other small markers for game pieces. You also will need one die.

- Place 3 x 5 game cards on marked spaces

- Roll die to see who starts: highest number wins. Play moves to the left of starter.

- You must roll a six to move onto space ‘A’ and begin your emigrant journey.

- Draw an ‘A’ card and make a decision. Then read what happens as a result of your decision from the Consequence Sheet. Do what it tells you to do.

- From then on, move the number of spaces shown on the die. If you land on a ‘B’ or ‘C’ space, draw a ‘B’ or ‘C’ card and follow the instructions on it. Do not draw more than one card in each turn.

- Return cards to the bottom of the appropriate deck.

- The first person to reach the Mahoning Valley is the first successful immigrant and the winner. You do not need to roll the exact number to win.
I-B Making Decisions

Emigrant Journey Game Consequence Sheet

1.A. If you chose ‘a’ your military service took five years. In 1914 the Italians became involved in World War I. The fighting ended in 1918. You could have been killed in trench warfare. However, you survived the war. Skip 2 turns.

1.B. If you chose ‘b’ you took the risk of being caught while escaping the country. You could have served a harsh sentence for breaking the draft law. However, you escaped the government officials. Move ahead one space.

2.A. If you chose ‘a’ you are happily married and now have the responsibility of a family. You must save enough money to take your new family with you if you are to emigrate to the United States. Skip 2 turns.

2.B. If you chose ‘b’ you were able to leave your country immediately. However, the person you were in love with stayed behind and lost interest in you. You are very sad. Stay where you are until your next turn.

3.A. If you chose ‘a’ the government, in order to stop the strike, called in soldiers who beat the striking workers. You are badly injured and hospitalized. Strikers were not allowed in many European countries until after WWII. Skip 1 turn.

3.B. If you chose ‘b’ you could have been beaten by strikers for trying to break their strike. However, you weren’t. Stay where you are until your next turn.

3.C. If you chose ‘c’ you could have left your job in Europe and migrated to find a better job in the United States. However, in this case you immigrated during an economic slump when jobs were hard to find. Skip 1 turn.

4.A. If you chose ‘a’ your prestige and pay would move you into a higher level of European society. Many better opportunities are now available to you as a servant. Take an extra turn.

4.B. If you chose ‘b’ and stayed on your small farm you would probably remain at a subsistence level for the rest of your life. Begin again as a hopeful emigrant. Stay here till your next turn.

4.C. If you chose ‘c’ you could end up dying in the emigration process or you might have found conditions in the U.S. worse than conditions in Europe. However, the chances of bettering yourself are much greater in the U.S. Move ahead 3 spaces.

5.A. If you chose ‘a’ you could have devoted years to your mother’s care. However, she recovers quickly and insists that you emigrate. Move ahead 1 space.

5.B. If you chose ‘b’ your family will expect you to send money home to pay the doctor’s bill. You will have to work for 2 years before they are paid. Skip 2 turns.

6.A. If you chose ‘a’ you are caught in a pogrom against the Jews. Everything you own is destroyed and your home is burned. Begin again as a hopeful emigrant.

6.B. If you chose ‘b’ the country you migrate to immediately drafts you into their army. Because you don’t speak their language well, you receive the worst jobs. Skip 2 turns.
I-B Making Decisions

Investigating Numbers

Use:
Two photocopied sheets for each student (pages 17-18)

Goal: To understand some of the causes of increases or decreases in immigration

Directions:
• Either individually or in small groups or as a class, students read the cover sheet and answer the questions. Information from “Wheel of Migration” and the “Emigrant Journey” games should be helpful.
**Investigating Numbers**

These two tables show how many people came to the United States from the countries that have the largest groups in the Youngstown area. They cover the hundred years from 1820 to 1820. Sometimes the numbers aren't very helpful because they weren't recorded accurately. Austria-Hungary, for instance, covered a huge area including what we call Czechoslovakia, Yugoslavia, and Romania but there aren't any numbers for immigrants from there before 1861.

When looking at numbers like these, it's interesting to think about why they increased or decreased. We have to think about what was happening in the world that might have influenced people to migrate or to stay home.

- Is there a steady increase in the numbers of immigrants up to 1870? What happened in the United States in the 1860's that might have slowed immigration?
- What happened to the number of immigrants from Ireland between the 1830's and the 1850's? Do you know why?
- Look at the numbers of immigrants from Germany in the 1820's, 1830's, and 1840's. After years of political strife, there was a revolution in Germany in 1848. Do you think that influenced people who were thinking about emigrating?
- Until the 1890's, the figures are for everyone who arrived. After that they are for everyone who was admitted. Does the change make you think that the United States was becoming more restrictive about who they let in?
- The population in the Mahoning Valley increased rapidly after 1890 because of the growth of the steel mills and other industry. Thousands of immigrants came to work in the mills, especially from eastern and southern Europe. Are there large increases in immigration for all of the United States then? Could that be because of the different way of recording the numbers?
- Most countries sent fewer immigrants after 1910. What happened in Europe from 1914 to 1918 that allowed fewer people to emigrate?
- Is there a difference before and after 1870 in which countries the most immigrants came from?
- Why are there immigrant statistics from more countries after World War I?
## IB Making Decisions

### Investigating Numbers

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I-B Making Decisions

Letter/Poster/Ad Project

Use:
One photocopied sheet for each student (page 20)
Colored pencils
Notebook or drawing paper

Goal: To think about what promised rewards would convince someone to emigrate

Directions:
• Students may choose or be assigned an activity.
• To be done individually or in a small group.
I-B Making Decisions

Letter/Poster/Ad Project

After the decision was made to emigrate, people had to decide how and where to go. Steamship companies advertised by telling how safe and comfortable the trip would be. Someone who had already emigrated might write letters to friends and family and tell about a city where there were lots of jobs, or a state where there was cheap land. Sometimes they encouraged people to work in the mine or factory where they worked.

Factory owners hired agents to go to poor countries and tell the people how wonderful the United States was. Sometimes the agents lied and said there was gold scattered on the streets or that everyone was rich and had servants. Sometimes immigrants were hired to work in factories where there was a strike.

States governments and railroads that wanted immigrants for cheap labor or to settle empty land printed advertising posters in bright colors and many languages.

Option #1: Pretend you are a recent immigrant. You can't speak English well, Americans have different ways of doing things, and the food is not like you're used to. You're lonely and want someone from your old village to come live where you live now. Write a letter to some friends back home. Tell them about the weather, jobs or schools, your city or town, the stores and food. What would you tell your friends to convince them to emigrate (leave their country)? Would you tell them the truth or would you exaggerate some things and not mention others?

Option #2: Or, pretend you are an artist who draws advertisements for a steamship company or an American railroad. What would you draw to encourage people to buy a ticket on one of your boats or for your train? What words would go well with your picture? Would you draw well-dressed people or comfortable seats? Would you say that passengers with the cheapest tickets had to bring their own food or that sometimes the weather was stormy and the trip took much longer?

Option #3: What if you wanted people to settle in your state or city? What could you draw and write about so that people would think it would be a comfortable, healthy, happy place to live?

Option #4: Or, pretend you are an executive for a factory and you have to write an ad to be printed in a newspaper in another country. What would you say about your company and the jobs available? Would you talk about wages, prices, taxes? How about layoffs, injuries, and deaths at your factory?
I-B Making Decisions

Packing for Planet X

Use:
One photocopied sheet for each student (pages 22-26)

Goal: To understand the difficulties emigrants faced when packing for a virtually unknown destination.

Directions:
- Students read the instructions and try to make intelligent decisions about what will be the most helpful in a new world.
- Class discussion should follow to discuss what was chosen and why.
- This activity can be done in small groups, if desired.
Packing for Planet X

The United States has begun a settlement program on a newly discovered planet. Your family has applied and been accepted for emigration. You know the planet is something like earth but you don't know very much about it. You can take 100 pounds of baggage with you.

Directions:
1. Take a suitcase sheet and read the instructions.
2. Take a baggage sheet. Cut apart on the solid dark lines.
3. Using the “Packing for Planet X List” to see how much things weigh, decide what you would take with you to the new planet and cut and paste those things into your suitcase.

Questions to think about:

- What if there is no transportation on the planet’s surface? Can you carry 100 pounds?
- What will be your power sources? Electric generators? Solar power? What if it’s usually cloudy?
- How will you earn a living? What equipment will you need?
- What kinds of weather conditions might you find? If you settle in a warm place, you won’t need winter clothing. But if you’re in a cold area, you will have to have warm clothes or the money to buy them (if any are for sale) or you could die.
- What other things do you think you should take? How much do they weigh? Make a list on your suitcase sheet of other things to pack.
Packing for Planet X List

Here is a list of things you have and how much they weigh. Decide what you will take with you. Remember you can not take more than 100 pounds.

- 5 pounds. . . Family Bible or Koran or Torah
- 15 pounds. . . hand carved cradle that has been in your family for 100 years
- 15 pounds. . . $400 worth of jewelry
- 30 pounds. . . stereo
- 1/2 pound. . . $500 cash
- 50 pounds. . . dog
- 7 pounds. . . pictures of your ancestors in an album
- 1/2 pound. . . transistor radio
- 1 ounce. . . diamond ring
- 10 pounds. . . sleeping bag

You may take more than one of each of these items:

- 5 pounds. . . one set of winter clothes
- 2 pounds. . . one set of summer clothes
- 3 pounds. . . extra shoes
- 4 pounds. . . snow boots
- 10 pounds. . . wool blanket
- 10 pounds. . . feather bedding
- 3 pounds. . . pillow
- 3 pounds. . . one person’s grooming items (toothbrush, hairbrush, etc.)
- 1 pound . . . 4 rolls toilet paper
- 3 pounds. . . frying pan
- 3 pounds. . . soup pot
- 2 pounds. . . plate, cup, and utensils
- 3 pounds. . . best dress clothes
- 4 pounds. . . winter coat
- 1/2 pound. . . winter hat
- 1/2 pound. . . winter gloves
- 2 pounds. . . canned food for one day
- 1 pound . . . salt
- 1/2 pound. . . 4 packs cigarettes
- 5 pounds. . . one person’s set of tapes or compact discs
- 30 pounds. . . carpenter’s tools
- 1 pound . . . sewing supplies
I-B Making Decisions

Family Decisions

Use:
One photocopied sheet for each student (page 28)

Goal: To understand why immigrants might choose to live in an ethnic neighborhood.

Directions:
• This activity could be done individually, as a class or in small groups. Students could write answers to the questions or a story about moving and making choices.
Your family is planning to move to a foreign country. You can't speak the language of this country but the city you will live in is divided into different sections where different languages are spoken. For example, there is a French area, an English area, a Russian area, etc.

- How would you feel about moving to this foreign country?
- What area of the city would you rather live in? Why?
- What if your family settled in an area where they didn't speak English? How would you shop for groceries? What movies could you see? How would you take the bus?
- What would happen when you went to school?
II-A Maintaining Culture

Bookmark Project

Use:
- Two photocopied sheets for each student (pages 30-31)
- Colored pencils
- Scissors
- Examples page (display in front of class or pass around so students can see colors)

Goal: To use a traditional motif; to understand uses of traditional craft in maintaining culture

Directions:
- Students should follow the directions on the pages provided to choose a design, select colors and color the design to make a bookmark.
II-A Maintaining Culture

Jednota Ribbon

Use:
- One photocopied sheet for each student (pages 33-34)
- Construction paper
- Colored pencils
- Scissors

Goal: To think about identity and what groups encourage different ways of identifying oneself.

Directions:
- Each student creates a ribbon that expresses some facet of their identity. Formal groups such as Girl or Boy Scouts, Camfire, or church groups may be mentioned, or informal group activities such as street hockey, baseball, or skateboarding could be part of a design. (Save any scraps of paper for the Finger Puppets in Section III.)
II-A  Maintaining Culture

Jednota Ribbon

One way immigrants could maintain their cultural identity was by joining a group that was made of people with the same ethnic background. There were nationality clubs, church societies, sports teams, and fraternal organizations.

The Maennerchor was started in 1863 by German immigrants as a singing society. Its members took part in statewide contests. The Scottish immigrant could join the Caledonia Club or the Thistle Reading Club. Saint David's Society was begun by the Welsh in 1891, the Italians had several Sons of Italy groups, people from England could join the Sons or Daughters of Saint George, the Strosmayer was a Croatian singing circle, and many nationalities had citizens' clubs. The Slovak Gymnastic Union Sokol was an athletic club that also performed traditional Slovakian plays.

The Jednota was a fraternal union. An immigrant had to be a Slovak and an active Catholic to belong. Members helped each other if someone was sick or injured. They also had social events such as dances and holiday parties.

This is a drawing of a Jednota ribbon. On one side it is black with silver letters. The other side is red, blue, and white stripes with gold letters. It also has a picture of Saint George slaying the dragon on each side. Jednota members wore the black side out for members' funerals, and the colored side out for festive occasions.

Directions: Design a ribbon that you could wear to identify yourself.

- What groups do you belong to?
- Would you put your nationality or your state on your ribbon?
- Would you identify yourself by your city or neighborhood?
- Would you use a date? What would it mean?
- Would you draw a picture on your ribbon?
- How would you decorate it?
- What colors would you use? Why?
- Could other people look at your ribbon and know something about you?
- Would that be a good or a bad thing?
II-A Maintaining Culture

Your own Jednota “Identity” Ribbon
II-A Maintaining Culture

Folklore and Folktales

Use:
- Three photocopied sheets for each student (pages 36-38)
- The book “Best Loved Folktales” (provided in suitcase)

Goal: To understand that stories have an important place in a culture; that they can tell us about the values and mores of that culture

Directions:
- Students can read the cover sheet and answer those questions individually or as a class.
- In small groups, they can follow through with the questions using a story from the folktale book.
- Each group can then report to the class what values are expressed in the story they chose.
II-A Maintaining Culture

Folklore and Folktales

**Folklore**: is the traditional stories, beliefs, or customs of a people. It is what the common people know and is usually passed on from one person to another. Folklore includes songs and riddles, superstitions, clothing and tools, and ways of doing things like healing, building, or cooking. Folklore is a cultural or ethnic heritage.

**Folktales**: are the stories people told about their legends or heroes or ways of doing things. Many fairy tales began as folklore. The heroes of folklore can help people decide how to live or what is most important in their lives. Sometimes folk heroes began as real people and sometimes they are made up. In the United States we have folklore heroes such as George Washington, Sacajawea, Br’er Rabbit, John Henry, Pecos Bill, and Johnny Appleseed.

**Directions:**
Read a story that comes from folklore and find out what it tells you about the people that told it.

**Questions to answer:**
- Are there imaginary creatures in the story such as giants or flying horses? Why would people tell stories about things that aren't real? What does that tell you about the people who told the story?
- Is there a hero? What is he or she like? What things about the hero would be good to imitate? Does the hero seem like a real person or an ideal that would be hard to be like? Would you like to do the things this person did?
- What things were important to the people who told this story? What were they afraid of? What were they proud of? Are there right and wrong ways of doing things in this story that cause a problem?

**More to think about:**
On the next 2 pages are short examples of some folk characters from around the world. Some were real people and some were entirely made up. Can you tell which are which? Some lived in this century and some lived thousands of years ago. Do you think that someday people who are alive now will be folk heroes? Who? What kind of stories might be told about them?

**Extra:** Find more stories about these or other folk heroes and try to figure out what they tell you about the people they belong to.
Hitar Petar from Bulgaria was a simple peasant who enjoyed simple pleasures. He is usually shown riding his donkey and smelling a flower. Common people told funny stories about how he outwitted business men, priests, and government officials.

Petica Kerempuh from Croatia was a trickster. People knew he would be exceptional because he was baptized three times in one day--at church, in a mud puddle, and again at church when he was washed off in the baptismal font.

Robin Hood has given his name to many folk heroes who rob from the rich and give to the poor. He lived in England while the King Richard’s corrupt brother ruled. England still had a wild forest where he and his men could hide.

The town of Dinkelsbuhl in Germany still has a festival to celebrate one of their heroes--a young girl named Lore who saved the town from a Swedish army. She knew the Swedish general’s little son had died recently, and led the children of Dinkelsbuhl to plead with the general not to destroy their town.

Alexander the Great of Macedonia was elected to lead all the Greek armies. He ruled only thirteen years but conquered the Persians, North Africa, Asia Minor, and parts of India. He died of a fever when he was 33 in 323 B.C.E.

El Cid was the foremost knight of Castile in the eleventh century and fought for the Spanish king against the Moors. Even when the king was afraid El Cid was too popular and exiled him, El Cid continued to fight and win territory for his king.

Arpad was a legendary clan chief in Hungary. He united the tribes of Magyars, Huns, and Kabars by refusing to favor any one tribe over the others.

In Ireland, leprechauns are tiny old men who wear cocked hats and leather aprons. They are shoemakers and can be found by listening for the tapping of their hammers. If you are very clever, you can make one give you his hidden pot of gold.

A Jewish hero is Akiba ben Joseph who was an illiterate shepherd until he was forty. Then he began to study and became a famous interpreter of the Torah. He continued to teach Torah after the Roman emperor outlawed it, and was tortured and executed by the Romans.

Giuseppe Garibaldi was a famous military leader in Italy. He helped to create a united Italy by driving out the French and the Austrians.
II-A Maintaining Culture – Folklore and Folktales

King Nameys was defeated and driven out of Latvia by foreign invaders in 1290. He gave all his bodyguards copies of his ring as a sign of recognition of lovers of freedom and independence. Latvia wasn’t free again until 1918 and when the communists took over in 1940, many, many Nameys rings were worn again.

In Lithuania, the Grand Duke Vytautas the Great is remembered because he consolidated the domains and extended Lithuania’s borders. He defeated the Teutonic Knights and reduced their power. He ruled from 1392 to 1430.

The countryside in Poland was being ravaged by a dragon and no one could defeat it. Then the shoemaker Krak left a sheep stuffed with sulfur for the dragon to eat. It burned the dragon’s throat and he drank so much water that he burst. Krak married the king’s daughter and the city was named for him.

In Russia there are many bylini about bogatyri (epic tales about heroes) from the eleventh and twelfth centuries. The most famous bogatyri was Ilya Muromets who was an invalid till he was 30 and then was miraculously cured. On his way to Kiev to serve Prince Vladimir, he single-handedly defeated the Tartar hordes and the terrible Nightingale Robber.

Every time we say Wednesday we are honoring the god Wodin of Scandinavia. His spear always hit its target and then came back to him, and his horse with eight legs went as fast as the wind on land, over water, and through the air. He lives in Valhalla where all brave warriors go after death.

Rob Roy MacGregor was a clan chief in Scotland who was a well-educated swordsman and outlaw. He was cheated out of his lands and then earned a living by offering protection against cattle theft--he stole replacement cattle from landowners who didn’t use his services!

In Serbia, stories are told about Kralyevich Marko. He used his mighty strength to fight against the Turks who occupied Serbia. Marko brought captured treasure home to his dear old mother Yevrossima.

Juro Janosik was a mountain man of Slovakia who stood for freedom and self-determination. After his father was killed by the Hungarians who occupied his country, Janosik began to rob the rich landowners and give to the poor peasants. He fought with a long-handled ax and a single shot pistol until he was betrayed, tried, and hanged in 1713.

Oleksa Dovbush led a band of rebels in the mountains of Ukraine. They raided the estates of the wealthy and gave to the poor. After he was fatally wounded at the age of 26, the villagers, who believed he was invincible, said he went to live in a palace under the mountain Hoverla. There he still guards ancient treasure.
II-A  Maintaining Culture

Foodways

Use:
Four photocopied sheets for each student (pages 40-43)

Goal: To think about traditional foods, to understand why different areas of the world have produced different kinds of food and different procedures for fixing those foods.

Directions:
- Individually, in small groups, or as a class, students read the cover sheet, think about/discuss the questions, and answer them.
- When reading the recipes, ingredients, methods of baking, and frequency of use should be discussed.
IIA Maintaining Culture

Foodways

The foods that people eat, the ways they prepare and cook them, and the ways they store them are all part of a people’s foodways. Traditions having to do with food last longer than any others. People may not tell folk stories any longer, or sing old songs, or believe in little people, but they will still bake great-grandmother’s ginger cookies at Christmas time or decorate eggs at Easter, or make latkes at Passover.

Are there dishes someone in your family makes that have been handed down from someone else?

Every country’s specific style of cooking, its `cuisine,’ developed because of the common foods that were widely available there. Traditional Hungarian cooking uses lots of onions, paprika, pork, cabbage, and sour cream. It influenced Croatian cookery but so did northern Italian foods--so Croatian cuisine adds noodles, fish from the Adriatic Sea, and tomatoes. Recipes from Greece use lamb, goat’s milk cheese, and olives. The rich soil in the Ukraine grew wonderful grains to make a variety of breads, from sweet rolls to dumplings. In Puerto Rico, a blend of Indian, African, European, and Asian people used tropical foods and seafoods to create a spicy, savory cuisine. African American food developed from the foods that were available to slaves in the American south.

Find a cook book at home or in the library that has recipes from other countries in it. Do they use spices that are strange to you like cardamom or saffron? What other ingredients seem odd to you?

Every culture has traditional soups, a ‘carry-along’ dish like Italian calzone, Irish pasties, or Slovenian zlinkrofi for meals away from home, and breads.

Think about this: On the next pages are recipes for breads from all parts of the world.

- How are they different?
- How are they the same?
- How many different shapes are there?
- Are there different ways to bake the breads?
- Which would you like to eat?
- Are there any that don’t sound very good?
- Why are some baked only for special occasions?
II-A Maintaining Culture

Feasts, Festivals, and Holidays

Use:
One photocopied sheet for each student (page 45)

Goal: To understand the origins of ethnic celebrations, to think about holidays most people have in common.

Directions:
• This activity probably will work best as a class reading and discussion. Again, if time and resources are available, individuals or small groups can pursue research on other holidays.
IIA Maintaining Culture

Feasts, Festivals, and Holidays

Immigrants could still feel connected with their homes by celebrating holidays in the same way they had before they migrated. Many of these celebrations have been held for thousands of years, some are religious, some celebrate a particular culture, some are patriotic. Think about the holidays most people observe today. Which ones are religious? Which are national or patriotic holidays? Do you know of any occasions that some people celebrate but others don’t?

Many traditional holidays occur on the same day in many different countries. The summer solstice, for example, is called Bonfire Night in Ireland and people light fires on hilltops and dance and sing. On the same night in Latvia, people celebrate Ligo and sing all night long around bonfires. Some Germans observe Sommersonnenwende and march through the fields singing and carrying torches.

The winter solstice is another almost universal celebration. Thousands of years ago people felt they had to light fires and make a lot of noise to remind the sun to return. Today, nearly every culture has a mid-winter festival of lights, whether it is called Christmas, Hanukkah, Saturnalia, or Winterfest.

Most people had celebrations on the First of May. In Slovakia, a man would decorate a fir or birch sapling the night before and set it in front of his sweetheart’s house. Maypoles were erected in many villages and the people would dance around them.

Another spring-time ceremony remembers people who have died. In the United States, many people visit cemeteries before Memorial Day to clean grave sites and plant flowers. In Ukraine, this is done the week after Easter and leftover food is brought to symbolically share a feast with the dead.

One holiday celebrated in Bulgaria is Cyril and Methodius Day on May 24. Cyril and Methodius lived more than a thousand years ago. Because they invented the Slavic alphabet, they gave the people a way of maintaining their own culture, independent of powerful rulers at Rome and at Constantinople. Having a Slavic language made it harder for outside powers to swallow up the Slavic people and destroy their culture.

The Burns Supper in Scotland celebrates another national hero, the poet Robert Burns, who wrote in the kind of language that Scottish people spoke. The traditional dinner includes speeches, recitations of Burns’s poetry, and toasts.

The French celebrate Bastille Day on July 14. It commemorates the day a state prison was destroyed in 1789 during the French Revolution.

What other holidays do you know of?
II-B Help & Hindrance

Welcome and Rejection

Use:
One photocopied sheet for each student (page 47)

Goals:
- To know that there were organizations that helped immigrants and some that encouraged restricting immigration.
- To understand the concepts of stereotyping, scape-goating and prejudice.

Directions:
- Students read, think about the questions, and answer them.
II-B Help and Hindrance

Welcome and Rejection

The immigrants who came to the Mahoning Valley could find help in settling in to their new world. Many of the old churches had missions in the immigrants' neighborhoods. They also helped the immigrants start their own churches which became places newer immigrants could go to for help, to people who spoke their language and understood their problems.

There were also settlement houses which offered English, cooking, and child care classes, and help with the paperwork involved in being an immigrant. The International Institute ran several settlement houses in different parts of the Youngstown area. They had one house near the steel mills that was just for men. Other houses taught immigrant women to sew or gave them a place to bathe since many homes had no bathrooms.

The International Institute not only helped the immigrant but they presented information about foreign people and their cultures to people who weren't immigrants. They wanted people to understand the immigrants and help them become Americans.

Unfortunately, some Americans didn't want to help immigrants. They believed common stereotypes were true. American store owners might put a `NINA' sign in their window--it meant `no Irish need apply' because the store owner was prejudiced against Irish and wouldn't hire them. People who wanted to hire a maid might prefer a Swedish woman because they thought all Swedes were very clean (another stereotype). Stereotyping can be negative or positive--you can say a Scot is a penny pincher or you can say he is thrifty--but all stereotypes make it seem like a group of people are identical to each other. Can you think of any stereotypes you've seen on TV or in a movie? Where else could you learn stereotypes?

Worse than individual preferences were wide-spread practices of scapegoating, or blaming immigrants for problems that had nothing to do with them. If there was a depression and men couldn't find work, they might say it was because of cheap migrant workers. The American Protective Association was formed to protect American jobs, society, and culture from the influence of foreigners. They were against Catholics, Jews, Eastern and Southern European immigrants, against anybody who wasn't a native-born Protestant American. Later, the Ku Klux Klan felt the same kind of nativism and also worked against equality for African Americans. It is easiest to use people you don't know well as scapegoats. If you believe they are very different from you, it is easy to believe they are guilty of doing things that hurt you. Think of groups of people in the United States who might be used as scapegoats today. Would that be fair? Would they be blamed for the same things that immigrants used to be blamed for?

To be prejudiced means you have formed a strong feeling for or against something before you know the facts. There are bad prejudices, like dislikes someone because of their ethnicity, and harmless prejudices, like thinking all green vegetables are nasty. Can you think of any good prejudices? How would you feel if someone was prejudiced against you? What could you do if you were being discriminated against?
II-B  Help and Hindrance

Restricting Immigration

Use:
One photocopied sheet for each student (page 49)

Goal:  For students to understand various forces that affected immigration, especially legal restrictions enacted by our government.

Directions:
- Individually, in small groups, or as a class, students read, interpret the timeline, and answer the questions.
II-C Becoming American

Changing Names, Changing Identity

Use:
One photocopied sheet for each student (page 51)

Goal: To think about why names were changed and what it might have meant to an immigrant’s identity as a foreigner or as an American.

Directions:
- Students read, then attempt to match old and new names. Many of the names in Part B are Mahoning Valley residents.
IIC Becoming American

Changing Names, Changing Identity

Many immigrants changed their names so they would sound more American. People wanted their names to be easier to spell or to pronounce. Sometimes their children were ashamed of their old-country names. People who were well-known, like actors or politicians, wanted names that were easy to remember or impressive. Sometimes the grandchildren of people who changed their names have gone back to using the old names because they are proud of their ethnic heritage.

Part A. See if you can match these people's new names with their old ones.

1. Bob Dylan   A. Ann Margaret Olsen
2. Doris Day    B. Laruskka Skikne
3. Jerry Lewis  C. Dino Crocetti
4. Karl Malden  D. Bob Zimmerman
5. Frankie Laine E. Mladen Sekulovich
6. Laurence Harvey F. Charles Buchinsky
7. Rita Hayworth G. Doris Kappelhoff
8. Ann Margret  H. Margarita Carmen Cansino
9. Fred Astaire  I. James Baumgarner
10. Charles Bronsen J. Frank Lovecchio
11. James Garner  K. Joseph Levitch
12. Dean Martin  L. Frederick Austerlitz

Sometimes people changed their names when the United States was fighting the country they had come from. Some of the names on this list are German names that were translated into English words during World War I. Sometimes immigrants just changed the spelling of their names so they were easier to pronounce correctly in English.

Part B. How many of these can you match?

1. Hanuchim   A. Cooper
2. Schmidt    B. Gardener
3. Ashbacher  C. Harrison
4. Baumgartner D. Miller
5. Rawkowsky E. Revercomb
6. Becker  F. Capehart
7. Kuyper   G. Ashley
8. Scharffenstein H. Baker
9. Mueller  I. Culanos
10. Weber    J. Cole
11. Brumbach K. Muskie
12. Gebhart L. Smith
13. Kool    M. Weaver
14. Rubincam N. Richards
15. Marciszewski O. Sharp
16. Koulianos P. Brownback
IIC Becoming American

Answer Key to Matching Names

Part A.
1. D.    7. H.
2. G.    8. A.
3. K.    9. L.
4. E.    10. F.
5. J.    11. I.
6. B.    12. C.

Part B.
1. C.    9. D.
2. L.    10. M.
3. G.    11. P.
4. B.    12. F.
5. N.    13. J.
7. A.    15. K.
8. O.    16. I.
II-C Becoming American

Photo Interpretation

Use:
Seven mounted photographs with questions on the back (provided in suitcase)

Goal:
- To learn to look closely at a photo and see the many things they can tell us.
- To think of immigrants’ similar and different ways of life.

Directions:
- The class can be divided into as many as seven small groups: each group interprets a photograph using the questions on the back, and then presents the photo and their interpretation to the class.
II-C Becoming American

Document Interpretation

Use:
- One photocopied sheet on “Becoming a Citizen” for each student (page 55)
- One photocopied sheet of “Feeling Like an American Interpretation Questions” (page 56)
- One set of naturalization/citizenship documents (provided in orange folders in suitcase)

Goals:
- To understand the process of naturalization.
- To see some of the documents that might be required in that process.
- To understand the importance of learning English, of feeling like an American, of naturalization to immigrants.

Directions:
- In reading about the process of becoming a citizen of the U.S., ask students if they could pass all the requirements for naturalization. Could they answer all the questions about the United States? Would they be willing to take the oath of allegiance?
- To go with the questions on document interpretation, there are 4 sets of 3 documents. Each set of documents contains: one essay or letter, a naturalization certificate, and a document pertaining to a man named Michael Caky. Each student can have individual copies of the documents or the class can be divided into several small groups. Students will read and interpret the documents and answer the questions.

Extra:
Fifty sample citizenship questions from the U.S. Department of Justice Immigration and Naturalization Service are provided on pages 57-58 to help test students’ knowledge on U.S. government.
Becoming a Citizen

There are different ways for a person to feel like an American. One of the most important is to be a legal citizen of the United States. For an immigrant, the process of becoming a citizen takes at least five years. **If you were an immigrant who wanted to become a citizen, this is what you would have to do:**

First, you must file an Application for Naturalization at an office of the Immigration and Naturalization Service. The office will tell you when to come in for an interview.

At the interview, an examiner will make sure you meet all the requirements:
- you must have lived in the United States for at least five years
- you must have lived in the state where you are applying for at least the last six months
- you must be of good moral character
- you must support the Constitution of the United States and its laws
- you must be able to understand, speak, read, and write simple English
- you must be able to sign your name in English
- you must be able to answer questions about the history and government of the United States

Then a court hearing will be scheduled. At the hearing, the judge will administer the oath of allegiance to you. After you sign a copy of the oath, you will be a new citizen of the United States!

**These are some of the questions an examiner might ask:**

- What kind of Government does the United States have?
- When was the Constitution adopted?
- How many terms can a President serve?
- How many Justices in the Supreme Court?
- How is Congress divided?
- Who are your Senators? Who is your Congressman?
- What is the Bill of Rights?
- Do you know why the Declaration of Independence was written?
- Name the most important privileges given you when you are a citizen.

This is what the oath of allegiance says:

_I hereby declare on oath that I absolutely and entirely renounce all allegiance and fidelity to any foreign prince, potentate, state or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the constitution and the laws of the United States against all enemies, foreign and domestic; that I will bear arms on behalf of the United States when required by law; that I will perform noncombatant service in the armed forces of the United States when required by law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion, so help me God._
IIC Becoming American

Feeling Like an American

These documents are related to becoming or feeling like an American. There are handwritten documents from people involved in International Institute programs, naturalization certificates, and documents that a man named Michael Caky had to collect when he had difficulties with the Immigration and Naturalization Service.

Look at them carefully. Ask yourself these questions:

1. What is this? What is its purpose?
2. Is there a date on it?
3. Is there a signature?
4. Are there other names on this document?
5. Are any places mentioned?
6. Can you read the handwriting? All of it?
7. Are there any unfamiliar words?
8. If it’s a letter, to whom is it written? Why?
9. If it’s an essay, what does it say? Why was it written?
10. If there is a translation, do you understand what it says? Can you match the information in the translation to where it is in the document?
11. If it’s a government document, is there a seal or a stamp? Why would someone save this document?

Think about:
How does reading these documents make you feel? Could you prove where you were born or that you are a good person? Do you know of any documents about you like a birth certificate or immunization record? Do immigrants from 80 or more years ago seem more like real people to you?
II-C Becoming American

50 Sample Citizenship Questions

1. What are the colors of our flag?
2. How many stars are there on our flag?
3. What color are the stars on our flag?
4. What do the stars on the flag mean?
5. How many stripes are on the flag?
6. What color are the stripes?
7. What do the stripes on the flag mean?
8. How many states are there in the union?
9. What is the 4th of July?
10. What is the date of Independence Day?
11. Independence from whom?
12. What country did we find during the Revolutionary War?
13. Who was the first President of the United States?
14. Who is the President of the United States today?
15. Who is the Vice President of the United States today?
16. Who elects the President of the United States?
17. Who becomes President of the U.S. if the President should die?
18. For how long do we elect the President?
19. What is the Constitution?
20. Can the Constitution be changed?
21. What do we call a change to the Constitution?
22. How many changes or amendments are there to the Constitution?
23. How many branches are there in our government?
24. What are the 3 branches of government?
25. What is the legislative branch of our government?
26. Who makes the laws in the United States?
27. What is Congress?
28. What are the duties of Congress?
29. Who elects Congress?
30. How many senators are there in Congress?
31. Can you name the two senators from your state?
32. For how long do we elect each senator?
33. How many representatives are there in Congress?
34. For how long do we elect the representatives?
35. What is the executive branch of our government?
36. What is the judiciary branch of our government?
37. What are the duties of the Supreme Court?
38. What is the supreme law of the United States?
39. What is the Bill of Rights?
40. What is the capital of your state?
41. Who is the current governor of your state?
42. Who becomes President if both the President and V.P. die?
43. Who is the Chief Justice of the Supreme Court?
44. Can you name the thirteen original states?
45. Who said: “Give me liberty or give me death”?
46. Which countries were our enemies during World War II?
47. What are the 49th and 50th states of the Union?
48. How many terms can a President serve?
49. Who was Martin Luther King, Jr.?
50. According to the Constitution, a person must meet certain requirements, in order to be eligible to become President. Name one of these requirements.
Answers to 50 Sample Citizenship Questions

1. Red, white and blue
2. 50
3. White
4. One for each state
5. 13
6. Red and white
7. 13 colonies
8. 50
9. Independence Day
10. July 4th
11. England
12. England
13. George Washington
16. Electoral College
17. Vice President
18. 4 years
19. Supreme Law of the Land
20. Yes
21. Amendment
22. 26
23. 3
24. Executive, Legislative and Judiciary
25. Congress
26. Congress
27. Senate and House of Representatives
28. To make laws
29. People
30. 100
31. Sherrod Brown, George Voinovich
32. 6 years
33. 435
34. 2 years
35. The President, Cabinet & departments under cabinet members
36. The Supreme Court
37. To interpret laws
38. The Constitution
39. The first 10 amendments of the Constitution
40. Columbus
41. Ted Strickland
42. Speaker of the House of Representatives
43. John Roberts
44. Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, Maryland.
45. Patrick Henry
46. Germany, Italy and Japan
47. Hawaii and Alaska
48. 2
49. A civil rights leader
50. Must be a natural-born citizen of the United States; must be at least 35 years old by the time he/she will serve; must have lived in the U.S. for at least 14 years.
III-How Our Valley Changed

The Top Ten in 1940
Same or Different?

Use:
- Two photocopied sheets for each student (pages 60-61)
- Colored pencils

Goals:
- To gain some understanding of the numbers of immigrants who came to our Valley
- To see that the largest groups in 1940 still predominate
- To see that immigration is a continuing process as older groups are joined by new immigrants

Directions:
- Students read the information and interpret the graph. On the second sheet, students will compare a 1970 map with the older information. Students can circle different groups in different colors of pencil to make it easier to see which groups predominate.
III How Our Valley Changed

The Top Ten in 1940

In 1940, about one in every seven people in Youngstown had been born in a foreign country. There were thousands more who were the children of foreign-born parents. This meant that more than half of Youngstown’s population was “foreign stock.” At the same time, almost 10% of the people were African American, many of whom had migrated north from their homes in the South.

This bar graph shows the ten largest groups of foreign-born people in Youngstown in 1940. Each line represents one thousand people. Which country has the largest group of immigrants? How much bigger is it than the next largest? Which group is the smallest? Compare this graph with the map on the next page.
III How Our Valley Changed

Same or Different?

This map shows ethnic neighborhoods in Youngstown in 1970. The predominant group in each area is printed in big capital letters and other nationality groups are in smaller capital letters.

- Which nationality do you see the most? Is it the biggest group from 1940?
- Are the neighborhoods exclusively one group or another, or do they have several ethnicities in each area?
- Is there a new group that wasn't listed in 1940’s top ten? What does this suggest about immigration since 1940? Is this still true today?
III-How Our Valley Changed

**Word Search Puzzle**

**Use:**
- One photocopied sheet for each student (page 63)
- One copy (or more) of the answer key (page 64)

**Goals:**
- To understand the amazing diversity of ethnic groups in the Mahoning Valley.
- To have fun.

**Directions:**
- Students attempt to find and circle as many as 41 national and ethnic groups hidden in the puzzle.
III-How Our Valley Changed

Foods and Where They Came From

Use:
- One photocopied sheet for each student (page 66)
- A copy of the answer sheet (page 67)

Goal:
- To appreciate how immigrant populations brought variety to our lives

Directions:
- Students read the instructions, then attempt to match foods with ethnic groups.
Foods and Where They Came From

The food we eat today is more interesting because of the varieties of traditional foods that immigrants have brought to our community. Here is a list of ethnic foods--can you match them with the country or ethnicity that originally made them?

1. Challah  A. Greek
2. Taco  B. Polish
3. Pastelillos  C. Jewish
4. Sweet Potato Pie  D. Italian
5. Baklava  E. African American
6. Sauerkraut  F. French
7. Soda Bread  G. Russian
8. Rigatoni  H. Ukrainian
9. Piroghi  I. German
10. Kielbasa  J. Syrian
11. Borscht  K. Mexican
12. Crepes  L. Slovak
13. Kolachi  M. Puerto Rican
14. Pita  N. Irish
III How the Mahoning Valley Changed

Food Matching Answers

1. C.
2. K.
3. M.
4. E.
5. A.
6. I.
7. N.
8. D.
9. L.
10. B.
11. G.
12. F.
13. H.
14. J.
Family Circle

Use:
Two photocopied sheets for each student (pages 69-70)

Goals:
• To think about place and migration
• To see in their own families patterns of movement

Directions:
• A variation on a family tree, the family circle helps to keep the generations in order. This activity will have to be done as homework or a take-home worksheet.

*Extra worksheets on “How to Record Your Family History” are available on pages 71-73
III How Our Valley Changed
Family Circle

- One way to understand how this area became as diverse as it is, is to look at your own family. You can make a family history by asking older members of your family what they remember, where they grew up, and who their parents were. What countries or areas have family members lived in? When did they move and why? What kind of neighborhoods has your family lived in? If there are family stories about migrating or experiences in a new place, write them down. Are there any stories about old legends, myths, heros, or magic creatures that your family tells? Write down everything you find out.

- Get a world map and mark on it where your family has lived. Connect the places to show your family's migration pattern.

- Find out if there are any documents in your family such as passports, immigration papers, naturalization papers, old birth certificates, or certificates of good conduct. Are they stored in a safe place? Do you know who the people named on them are? Did any of those people change their names?

- If you can find out where your ancestors came from, you can find out more about that place. What language did they speak? See if there are customs or foods or crafts that are characteristic of that place. What were conditions like when they left? Perhaps there were wars or bad government that made them want to leave.

- You can make a record of your family history like this family circle. This kind of a diagram lets you see relationships easily, since all of one generation is in the same ring. On this chart, b=born, m=married, d=died, and p=place.
III How Our Valley Changed

**FAMILY CIRCLE**

- Start with a great-grandfather's or great-grandmother's name in the center circle. Write down everything you know about them, especially where they lived. Put whom they married in parentheses after their name.
- Divide the next ring for their children (your grandparents', great-aunts', and great-uncles' names will go here).
- Your parents, aunts and uncles, and their cousins should go in the next ring.
- In the biggest ring will be your name, your brothers and sisters, your cousins, and second cousins.

*Since we're thinking about migration, the most important thing to find out is where people lived. You could list where people were born, where they lived most of their lives, and where they died or were buried. How many places have your family members lived?
Rainbow People

Use:
- One photocopied sheet for each student (page 75)
- Colored pencils

Goals:
- To understand different concepts of American society: melting pot, stew, mosaic.
- To think about our culture as composed of many different cultures

Directions:
- Students read the information and color the arches, then discuss the questions.
III How Our Valley Changed

RAINBOW PEOPLE

Many different kinds of people have come to the Mahoning Valley. Our society has been called a melting pot, a stew, or a soup. This sounds like everyone has become the same. Other people have said we are more like a rainbow or a mosaic.

Directions:

- Color the first arch with several different colors, light colors first and then darker colors, one on top of the other.
- On the second arch, color stripes of different colors beside each other, like a rainbow.
- **Ask:** Which one looks better? Which one do you think looks like a more interesting community? Would you rather live in a place where people are pretty much the same, or where people celebrate different holidays, tell different stories, and practice different customs?
III-How Our Valley Changed

People Mosaic

Use:
- One photocopied sheet for each student (page 77)
- Colored pencils

Goals:
- To understand the mosaic concepts of American society.
- To think about our community as being composed of many different kinds of people

Directions:
- Students read the information, sketch a picture and color it by squares.
III How Our Valley Changed

PEOPLE MOSAIC

A mosaic is made up of lots and lots of little pieces. When you see all the pieces together, they make a whole picture. Mosaics are interesting because it is amazing to see how so many different pieces come together to make one picture. Our community is made of people from many different cultures who, together, make a whole society. Just like pieces of the same color would not make an interesting mosaic, all the same kind of people would make the Mahoning Valley a less interesting place to live.

Directions: Use this piece of graph paper to color a mosaic. Make a picture by coloring the squares to look like places or people or things. Sometimes it helps to use a pencil to lightly draw a picture on the paper.
III-How Our Valley Changed

Finger Puppets

Use:
- Instruction sheet (page 79)
- Two or more pieces of “people paper” for each student
- Staplers (or glue or paste if students prefer)
- Colored pencils
- Scraps of construction paper left over from the Jednota Ribbon activity
- Yarn
- Scissors

Goals:
- To think about the values and problems of diversity.
- To explore the tensions that might arise between different people in a neighborhood or community

Directions:
- In small groups or individually, students construct puppets following the instruction sheet. Plays may be performed for each other or for the class.
*Finger Puppets activity could also be used for Role Plays.
III-How Our Valley Changed

FINGER PUPPETS

Directions:

- Choose several different colors of people-colored paper and roll each one into a tube to fit your finger loosely. Glue or staple it together.
- Fold down about 1" at the top and glue or staple it.
- Draw a face and clothing, or glue on scraps of colored paper for clothes.
- Glue on some yarn for hair. Do your puppets have names?
- Make up a play for your puppets. What countries are they from? What languages do they speak? Do they live in the same neighborhood? How do they get along with each other?
- If your puppets have problems with each other, help them figure out a way to get along.
- Can you think of good things about living in a place with lots of different ethnic groups?
III How Our Valley Changed

**Performance of Role Plays**

The role play assignments that were handed out at the beginning of the unit may now be performed for the class.
Glossary

Agent Someone who does something for someone else. In the early part of this century, many agents were hired by factories, cities, and states to travel in poor countries of Europe and convince people to migrate to the United States.

Acculturation The gradual process of becoming used to a culture. Immigrants became acculturated to American ways of doing things.

Assimilation The complete absorption of one culture by another

APA, KKK The American Protective Association and the Ku Klux Klan both believed in nativism. They wanted people in the United States to be mostly white, Protestant, and native-born.

Assimilation The process of groups from different cultures becoming part of the main culture.

Culture The ideas, skills, customs, and arts of a group of people. Baseball is part of American culture.

Discrimination Treating groups of stereotyped people badly. The Irish were discriminated against by employers who wouldn't hire them.

Emigrate To leave one country to go to another. A person who leaves Ireland and goes to America is an emigrant from Ireland.

Ethnic Belonging to a group that is distinguished by certain customs, characteristics, language, and history. There are ethnic costumes, ethnic foods, ethnic restaurants.

Folklore The traditional stories, customs, and beliefs of a group of people that are handed down from one person to another. Folklore can include songs, superstitions, sayings, and ways of doing things. If you use a certain shampoo because your mother did, that's part of your folklore.

Foodways How people prepare, cook, store, and eat traditional foods. The foodways of New England include using molasses and salted fish.

Immigrate To come into a new country in order to settle there. A person who comes to America from Italy is an immigrant to America. So, you emigrate from one place and you immigrate to another.
**IV Reference**

**Native** A person born in a country, as opposed to an immigrant. Peter Jennings was a native of Canada.

**Nativism** Favoring native-born citizens over naturalized citizens or immigrants.

**Naturalization** The process of a foreign-born person becoming a citizen.

**Pogrom** An organized persecution against a minority group, especially against Jews.

**Prejudice** Suspicion, intolerance, or hatred of groups of people based on stereotypes and not real knowledge of those people. The APA was prejudiced against Catholics.

**Quota** A certain number that is allowed to do something. In 1921, the United States' quota system began to limit the number of immigrants allowed into the country.

**Scapegoat** To blame a person or group for the mistakes or problems of others. Native-born steel workers used foreign-born workers as scapegoats when they had problems at work.

**Steerage** The cheapest way for an immigrant to come to the United States. Steerage passengers had to bring their own food and sleep on narrow bunks in dark and dirty parts of the ship.

**Stereotype** A belief that all people in a group are the same, whether good or bad. Stereotypes may be just the opposite at different times. Germans were stereotyped as crude or cultured; Jews were stereotyped as wealthy or poor; the French were stereotyped as diplomatic or eccentric.
IV-Reference

Multiple Choice Quiz

Circle the letter of the best answer for each question.

1. A group of people who have a common bond between them because of race, national origin, or religion are called:
   a. a neighborhood.
   b. an ethnic group.
   c. a nation.
   d. none of the above.

2. First generation ethnic Americans became acculturated to American life and society:
   a. in school.
   b. in the Army.
   c. at work.
   d. all of the above.

3. Most ethnic groups formed their own social institutions and organizations because of mainstream:
   a. discrimination.
   b. acceptance.
   c. acculturation.
   d. initiation.

4. The basic reasons for emigration are:
   a. economic--to have a good farm, earn a comfortable living, have a better life.
   b. political--to have freedom from repression, avoid the draft, gain civil rights.
   c. religious--freedom from persecution, freedom to worship.
   d. all of the above.

5. An ethnic group is a group of people who have a:
   a. common bond.
   b. common origin.
   c. special kinship.
   d. all of the above.

6. The largest wave of immigration came to the United States between:
   a. 1600-1750.
   b. 1750-1850.
   c. 1870-1920.
   d. 1900-1945.
7. An ethnic group might wish to remain in an ethnic neighborhood because of:
   a. language.
   b. stores.
   c. churches.
   d. all of the above.

8. An ethnic group might need to remain in an ethnic neighborhood because of:
   a. prejudice.
   b. fear of others.
   c. hatred from others.
   d. all of the above.

9. Two of the largest ethnic groups in the Mahoning Valley are:
   a. Jewish and Indian.
   b. Greek and Irish.
   c. Chinese and Japanese.
   d. Italian and Polish.

10. A person might be influenced to emigrate by:
    a. a steamship advertisement.
    b. a factory agent.
    c. a friend or relative's letter.
    d. all of the above.

11. African Americans, Italian Americans, and Native Americans are each part of:
    a. a neighborhood.
    b. an ethnic group.
    c. a religious group.
    d. none of the above.

12. Folklore is:
    a. clothing, language, and architecture.
    b. traditional stories, beliefs, and customs.
    c. furniture, architecture, and churches.
    d. none of the above.

13. Which of the following are characteristics of an ethnic group:
    a. similar clothing, language, and religious customs.
    b. similar festivals, neighborhoods, and music.
    c. similar newspapers, churches, and folklore.
    d. all of the above.
14. An ethnic group that prefers to be isolated from other groups are the:
   a. Jewish Americans.
   b. Amish Americans.
   c. Irish Americans.
   d. African Americans.

15. Fear of the unknown, fear of people with different customs, not understanding others can lead to:
   a. prejudice.
   b. stereotyping.
   c. violence.
   d. all of the above.

16. The single largest ethnic group in the Mahoning Valley is:
   a. Italian.
   b. Puerto Rican.
   c. English.
   d. German.

17. The idea that says all foreign-born Americans will eventually speak the same language, wear the same clothes, and have similar beliefs is called the:
   a. salad bowl theory.
   b. soup theory.
   c. melting pot theory.
   d. nation of nations theory.

18. The process of using the language and customs of the country in which you are living but still keeping some of your own customs is called:
   a. acculturation.
   b. assimilation.
   c. fascination.
   d. discrimination.

19. An immigrant population which has lost all traditional customs and been completely absorbed into another culture is called:
   a. acculturated.
   b. assimilated.
   c. fascist.
   d. prejudiced.

20. Folktales tell people:
   a. how to live their lives.
   b. about traditional beliefs and values.
   c. about real and make-believe people.
   d. all of the above.
IV Reference

Multiple Choice Answers

1. B. 11. B.
2. D. 12. B.
3. A. 13. D.
4. D. 14. B.
5. D. 15. D.
6. C. 16. A.
7. D. 17. C.
8. D. 18. A.
10. D. 20. D.
IV Reference

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Holidays


Many thanks to Twice-Loved Books for compiling the Student Bibliography!

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Further Suggestions

1. Students may want to do more research on their families, countries of origin, dates of immigration, etc. Can include photographs, family stories, maps, copies of documents, etc.

2. Foodways research project: indigenous ingredients, traditional foods, methods of cookery for a country or specific area.

3. Holidays research project: similar holidays in different countries; holidays specific to an area, a people or a country.

4. Folklore: specific folk heroes or a kind of folk character (giants, dragons, little people, etc.)

5. BIG PROJECT! International Day: students research history, development, culture, language, foods, past and present governments of a country. Students can write to foreign embassies in Washington, D.C. for information. All information (a report, statistics, maps, photos, artifacts, food) is assembled and presented at an International Day to which students can invite parents, etc.