

<b>Lesson Stats:</b>	
Grade Level	3
Unit	Our Journey From Germany
Time Range	Flexible
Ohio Standards/ 3 <sup>rd</sup> Grade	History – Benchmark B/Indicator 1; Social Studies Skills and Methods – Benchmark A/Indicator 1; Benchmark D/Indicator 1

## Teacher Introduction

The story of Carl and his family leaving Germany to relocate in Columbus, Ohio, in the 1850s offers the opportunity to consider the overall immigrant experience. Americans pride themselves on being a nation of immigrants. In fact, with the exception of Native American groups, everyone who settled in the U.S. has been an immigrant at some point in time, although some have considered themselves more established and “native” than others!

the 19<sup>th</sup> century, however, significant numbers of people began to choose to enter the U.S. who came from non-English speaking countries, bringing with them new cultures, outlooks, and languages. They were immediately faced with the need to assimilate, to fit into the larger American culture; while more established residents were challenged to accommodate themselves to new and different groups of people. This has not always an easy or pleasant process for either group!

In the early years of the U.S. (and Columbus history), the overwhelming majority of those who chose to settle were “immigrants” from England and spoke English. [African Americans were unwilling settlers of the New World and brought with them languages and cultures from Africa.] Beginning in

Immigration and the requirements of assimilation and accommodation continue to the present day. This lesson plan will highlight this aspect of Columbus history by asking children to understand life from the point of view of an immigrant.



Cartoon of the Great American Melting Pot – 1889 – London. Puck Magazine.

Source: <http://chnm.gmu.edu/exploring/19thcentury/alienmenace/assignment.php>

## Resources

A bibliography of items related to this chapter appears at the end of the Lesson Plans.

## Sample Achievement Test Items

Consult the following website for sample achievement test items in third grade people in societies and social studies skills and methods.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=240&Content=52063>

## Historical Background

In the pre-Civil War era, there were several types of immigrants to Columbus. One group consisted of individuals who came from more established eastern states to re-locate in Columbus establish a business or purchase relatively inexpensive land. Generally, this was a native born, English speaking population.

Another group were the Irish who began to pour into the United States in the 1840s in response to the potato famine in their native land. Between 1845 and 1851, more than 1 million Irish resettled in the United States. Most of the Irish immigrants were rural poor individuals who had not owned land in Ireland and who had engaged in subsistence farming there. The Irish spoke their own language, but also understood and spoke English.

In Columbus, the Irish settled a few blocks north of where the Ohio Statehouse is today on Naghten Avenue (now Nationwide Boulevard). The immigrant Irish were largely Catholic in their religion which set them apart from native Columbus residents who tended to be Protestant. The increase in Irish immigration to Columbus encouraged the building of St. Patrick's Cathedral in 1852. It was completed by 1855 and is still located at 280 N. Grant Street today. As that church outgrew its membership, another church was proposed in 1866. St. Joseph's Cathedral opened on East Broad Street in 1872.

The final large immigrant population consisted of Germans who tended to migrate from the regions bordering the Rhine River. German immigrants generally settled in the south end of Columbus where land was less expensive and more available. This group tended to be more "urban" in origin and was made up of skilled craftsmen and small business owners, very much like the father of the fictional Carl in the story who intends to set up a grocery business.

In contrast with the Irish, German-speaking immigrants represented several religious groups. The majority were Lutheran Protestants. About one third were Catholics, and a small number were Jewish. The Lutheran Germans built Trinity Lutheran Church at Third and Fulton in 1865 and had encouraged the establishment of Capital University as a Lutheran college in 1830. German Catholics began construction of St. Mary's Church a few blocks further south on Third Street in 1865. It opened in 1868. Simon Lazarus, a rabbi, came to Columbus in 1851 to serve at Temple Israel in Columbus. He decided to open a men's clothing store that same year, establishing a business that would be in existence until 2004.

Both the Irish and the Germans experienced nativist (or anti-immigrant) backlash related to the strangeness of their language and customs, their religious beliefs and practices, and their poverty and dependence on private and public resources. Beginning in the late 1840s, the Know Nothing (or American) Political Party, was formed with an anti-immigrant, anti-Catholic focus. This party had strong support in Ohio and in Columbus.

As the story "Our Journey From Germany" documents, immigration in the 1850s was a long and difficult process for emigrants involving many steps: making the decision to leave their homeland, contacting family and friends in the United States to ask for support, mustering resources to make the journey and establish themselves in a new country, deciding what to take and what to leave behind, saying farewell (perhaps forever) to family and friends, enduring a long and difficult journey on different forms of transportation, and then arriving in a new and strange city without the ability to find their way on city streets, speak the language, or know how to behave as an "American" in a social environment that was not always welcoming to immigrant groups.

Immigrants continue to come to Columbus in the early part of the 21<sup>st</sup> century. Columbus is now home to individuals from many different parts of the world. It is estimated that about 8 per cent of the current population of 735,000 people are foreign born. Many of these individuals are refugees who have fled dangerous social and political situations in their native land in order to survive, rather than individuals who have chosen to re-locate for better economic opportunities in the United States.

Mexicans represent the largest immigrant group in Columbus today, accounting for about one quarter of all foreign born residents of the city. Other significant immigrant groups are Somalis, Ethiopians, and Eritrean from Africa, Vietnamese, Laotians, Cambodians and other groups from Southeast Asia, and Russians and Yugoslavians.

In addition, many foreign-born individuals come to Columbus to study at the Ohio State University or other local colleges and then later decide to apply for permanent residency. As a result, Columbus has a large student population of Chinese, Koreans, Asian Indians, and Pakistanis. Each of these groups is made up of individuals struggling to make their way in a foreign country. Their experiences today are similar to those of immigrants more than 150 years ago.

## Teaching Strategies/Activities

- 1) Begin this lesson by asking students to share their experiences of moving from one neighborhood to another or from one city to another. What was the experience like? What did they have to do to adjust to the move? What were the easiest things to do? What were the hardest things to do to fit into the next place? Then make the point that their experiences were very like those of immigrants to Columbus over the past two hundred years. Ask the students to think about how their experiences were similar to and different from the fictional Carl in the story.
- 2) Ask students to imagine that they are a young German immigrant like Carl in 1850. Then imagine some of the things that Carl and his family had to do to prepare for their trip to Columbus:
  - a. Why would they decide to leave Germany?
  - b. How would they find friends or family living in the United States or Columbus, Ohio?
  - c. What sort of resources would they need to leave Germany? How much money? What kind of clothes? Would they bring along food? If so, what?
  - d. When would be the best time of year to leave? Why?
  - e. What would they take with them? (Remember, they would have very little space to pack items and would have to be able to carry what they took along.)
  - f. Who would they have to say “Good bye” to? What would it be like to say goodbye to these people?
  - g. What would their trip be like? (Use the images in the Student Handout of various forms of transportation to help children understand the trip that Carl and his family took.)
  - h. What would it be like to arrive in a new country and not know the language? What would be some of the first words you would have to learn?
  - i. What would it be like to find your way around a new city? How would you do it?
  - j. What help would you need from others to make this kind of trip?
  - k. What do they imagine Columbus, Ohio would be like in 1850? Why?
- 3) Then ask students to imagine that they have come to greet and help an immigrant family like Carl’s in 1850.
  - a. How would they introduce themselves?
  - b. What help would they offer?
  - c. What words would they teach Carl and his family?
  - d. Where would you take Carl and his family?
  - e. What would you find strange about Carl and his family?
- 4) Encourage students to draw a picture of either Carl or his family in their new Columbus home in 1850 or a picture of themselves greeting and helping Carl and his family at that time.
- 5) Using the book by Hoobler and Hoobler, *The German American Family Album* (1996) or images from the Internet, prepare a set of immigrant pictures for students to examine as a class or as a member of a smaller group. Ask students to look closely at the images and then make up a story about the family they see and the kinds of experiences they imagine that each had coming to the U.S. Remind students that one way to learn about history is to examine old paintings and photographs in order to imagine how people in the past felt and thought about things. If there is time, and students are working as a group, each group could make up a small play to present to the class about the people in the image they have.

*Continued on next page*

## Teaching Strategies/Activities, cont'd.

- 5) In a previous chapter, students thought about the experiences of an African American slave running away to freedom using the Underground Railroad. In many ways, runaway slaves were like immigrants, but in other ways, they were quite different. Ask students to create a list of how the experiences of those on the Underground Railroad coming through Columbus were similar to the experiences of immigrants coming to Columbus to live. Then have them list the ways that the experiences were different. Help the class create a Venn diagram that shows the similarities and differences for the two groups.
  
- 6) Invite a speaker from one of the several immigrant support groups that are operating in Columbus today to describe what the immigrant experience is like. There are many groups to choose from. A selection of these groups includes: Community Refugee and Immigration Services (CRIS), 4889 Sinclair Road, Suite 103, Columbus, Ohio 43229. Phone: 614-840-9634; the Ohio Hispanic Coalition, 6161 Busch Blvd., Suite 311, Columbus, Ohio 43229. Phone: 614-840-9934; Jewish Family Services, 1070 College Avenue, Columbus, Ohio 43209. Phone: 614-231-1890; the Somalis Community Association of Columbus, 3422 Cleveland Avenue, Columbus, Ohio 43224. Phone: 614-262-4068; and the Cambodian Mutual Assistance Association (CMAA). Phone: 614-267-8899. [Note: These addresses and phone numbers were accurate in August of 2008.]  
  
Ask members of the class to help create questions for this speaker prior to his or her visit. After the speaker has appeared, ask the class to draw a picture that summarizes what they learned about being an immigrant today in Columbus, Ohio. Later, students could write a thank you note to the speaker and enclose some of their drawings.
  
- 8) Every fall (dates vary); an international festival is held in Columbus with representatives of people living in Columbus from more than 60 nations. Participants share their foods, forms of music and dance and other customs. If the festival falls during this unit, let students know about it and encourage them to ask their families if they can attend. If some can, ask them to report to the class what they discovered. This is something that not every child would be able to do, however.
  
- 9) An excellent and thought-provoking magazine cover was created in 1961 by the American artist Norman Rockwell (1894-1978). It is entitled "The Golden Rule" and can be accessed for classroom use at a number of web sites. The poster can be duplicated and distributed to the class and children asked the following:
  - a. What do you see in this image?
  - b. What is Rockwell's message in this image?
  - c. Is that message still relevant today? Why or why not?
  
- 10) After considering the Rockwell illustration, children may want to create their own poster about the diversity of the Columbus population in the early 21<sup>st</sup> century and then share it with the class.

## Vocabulary Words

- ✓ Immigrant
- ✓ To emigrate (= to leave one's native country to settle in another one)
- ✓ To immigrate (= to move into or enter a country from another one with intention of staying permanently)
- ✓ Refugee
- ✓ Nativist views
- ✓ The Know Nothing Party



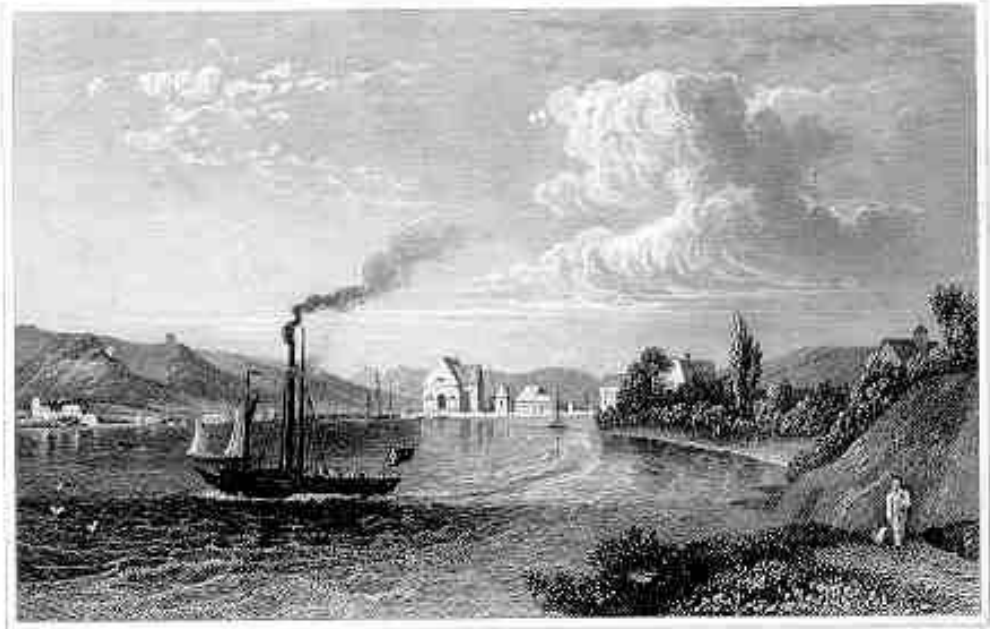
# Student Handout

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## Unit 5: Our Journey From Germany Lesson 14: Immigrants and Columbus: Then and Now

Image of a 19<sup>th</sup> century steamboat on the Rhine River from

<http://www.antiquemapsandprints.com/p-0823.jpg>



STEAMBOAT,  
19TH CENTURY

1854 Clipper Ship –  
Currier and Ives Print

<http://currierandives.net/images/ClipperShipDreadnought.jpg>



CLIPPER SHIP "DREADNOUGHT"  
ON THE WIND BENEATH THE SEA - WENT TO THE FINEST

# Student Handout

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## Unit 5: Our Journey From Germany Lesson 14: Immigrants and Columbus: Then and Now

Hudson River Steam Ship

<http://freepages.history.rootsweb.ancestry.com/~wcarr1/Lossing2/27-22.gif>

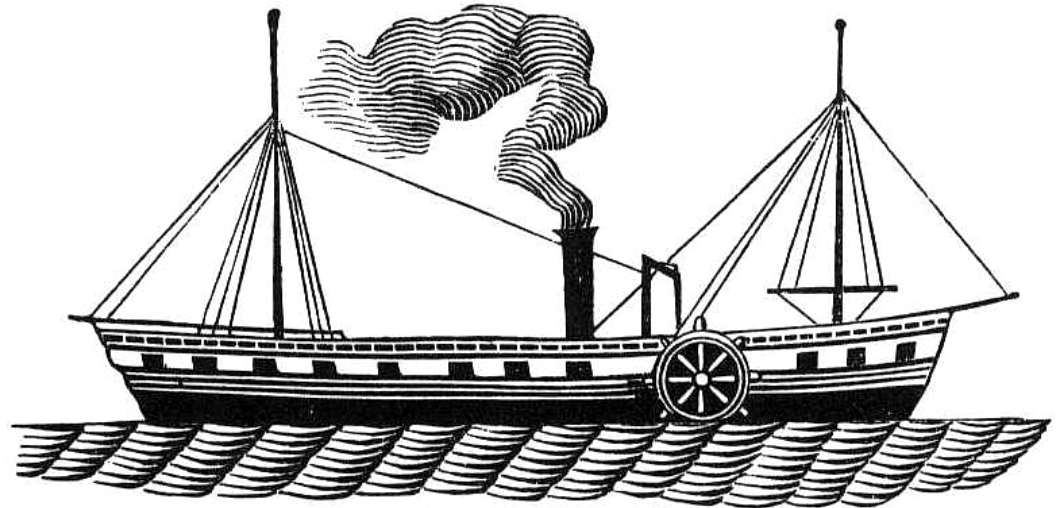


Image of the Erie Canal – 19<sup>th</sup> c. 1825 the year the canal opened.

<http://www.fhwa.dot.gov/rakeman/paint13.jpg>

