Immigration to Iowa

LESSON PLAN FOR SUPPORTING QUESTION

Why do people move or choose to immigrate?
Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

**Primary sources** (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each lesson plan includes ready-to-use source material, student worksheets, educator lesson plans and assessment tools and activities. Educators are encouraged to explore the lesson plans and use materials as they see fit for their students. Educators are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

**What’s Included**

**Educator Materials**

Sources are accompanied by an educator lesson plan. This plan includes: the compelling question, supporting question, objectives, background information, vocabulary cards (words bolded throughout lesson plan), a materials list and instructions. The plan also includes a brief activity to wrap up each part of the lesson plan and to check for comprehension. Educators are welcome to use the activities that are suggested and outlined, or to create their own lessons.

**Student Materials**

Many of the lesson plan instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These student worksheets also are available in the “Student Materials” packet for this topic for easier reproduction located on the **Read Iowa History webpage**.

**Supporting Question Assessments and Scoring Options**

The assessment activities and possible scoring options allow educators to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheets and possible scoring options are located at the end of this Read Iowa History section in “Educator Materials.” Reproduceable assessment worksheets are available in this topic's “Student Materials” packet on the **Read Iowa History webpage**.

*Courtesy of State Historical Society of Iowa, 15 April 1942*
Immigration to Iowa

3rd Grade

Overview
This unit introduces students to skills of analyzing historical images and documents. They will explore images and documents related to why immigrants came to the United States and Iowa.

Compelling Question
What would compel people to move to a new place?

Lesson Supporting Question
Why do people move or choose to immigrate?

The compelling question is included to show how the supporting question of this lesson plan can be used to reflect on a broader, enduring question.

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Objectives & Social Studies and Literacy Standards

Objectives
- I can analyze a historical document and image.
- I can determine the source of the document or image.
- I can make a claim about the Sivell family coming to the United States.

Iowa Core Social Studies Standards

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.3.1</td>
<td>Identify disciplinary ideas associated with a compelling question.</td>
</tr>
<tr>
<td>SS.3.2</td>
<td>Use supporting questions to help answer the compelling question in an inquiry.</td>
</tr>
<tr>
<td>SS.3.3</td>
<td>Determine the credibility of one source.</td>
</tr>
<tr>
<td>SS.3.4</td>
<td>Cite evidence that supports a response to supporting or compelling questions.</td>
</tr>
<tr>
<td>SS.3.9</td>
<td>Compare and contrast the treatment of a variety of demographic groups in the past and present.</td>
</tr>
<tr>
<td>SS.3.12</td>
<td>Use historical examples to describe how scarcity requires a person to make choices.</td>
</tr>
<tr>
<td>SS.3.16</td>
<td>Describe how people take risks to improve their family income through education, career changes and moving to new places.</td>
</tr>
<tr>
<td>SS.3.17</td>
<td>Explain an individual's responsibility for credit and debt.</td>
</tr>
<tr>
<td>SS.3.20</td>
<td>Describe how cultural characteristics influence people's choices to live in different regions of the U.S.</td>
</tr>
<tr>
<td>SS.3.28</td>
<td>Explain the cultural contributions that different groups have made to Iowa.</td>
</tr>
</tbody>
</table>

Iowa Core Literacy Standards

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
</tr>
<tr>
<td>RI.3.2</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
</tr>
<tr>
<td>RI.3.3</td>
<td>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
</tr>
<tr>
<td>RI.3.5</td>
<td>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
</tr>
<tr>
<td>RL.3.3</td>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
</tr>
<tr>
<td>W.3.8</td>
<td>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
</tr>
<tr>
<td>W.3.10</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>
Utilize this background essay to provide further context and understanding of immigration to Iowa

Iowa has been a destination for immigrants since it began welcoming settlers in the 1830s. The origins of those new arrivals changed significantly over the past 175 years and can be roughly divided into three waves. In each case, they came in response to a combination of “push/pull” factors. Push factors like wars or persecution at home or poverty and lack of economic prospects forced them to seek a new home. Pull factors included the advantages they saw in relocating in Iowa. The rich farmland and economic opportunities were the major factors in early Iowa.

Following the Black Hawk War, when Native Americans were pressured to relinquish a significant portion of eastern Iowa, pioneers headed for the “land across the river.” Most early settlers were attracted by the acres of cheap government land. Small farmers from the Ohio River Valley comprised a large share of the early population. The states of Ohio, Indiana, Illinois and Missouri were stopping points along the way for many families who had begun in New England or the states of the upper South, like Virginia, Maryland or Kentucky.

Europe also began contributing to Iowa. Political revolutions and repressive reactions swept central Europe in the late 1840s. Germany supplied the largest contingent, with a tidal wave following failed revolutions in 1848. Many Germans settled in Mississippi River towns like Dubuque and Davenport where they formed strong ethnic communities. However, Germans were a sizable presence in many other Iowa communities and rural neighborhoods. The potato famines of the 1840s forced many Irish families to seek a new home in America, making Ireland the second largest source of early European immigrants. Great Britain, Canada, Holland and the Scandinavian countries also contributed residents to early Iowa. Railroads and the state itself promoted foreign immigration. They developed and distributed brochures throughout northern and western Europe in native languages describing the state’s climate, economic prospects and practical information on how to reach Iowa.

In the late 1800s and until World War I, immigrants from Italy, Russia and Eastern Europe began showing up in the Iowa census. Because most of the land was now privately owned and no longer available at cheap prices from the government, it was early Iowa industries that attracted these new arrivals. Coal mining attracted many Italians and Croatians. Often a single man would arrive and get a job in a coal mine. When he had saved enough, he would sponsor a brother, son or nephew who would then also contribute to the migration costs of other family members. World War I fostered distrust of these later immigrants and efforts were made to “Americanize” them and to limit the numbers of future arrivals. Mexican immigration also increased with the demand for farm labor during the war.

Beginning in the 1970s, a third wave of immigrants began to enter the state, and this immigration continues today. These individuals were often the victims of civil wars or natural disasters. The Vietnam War created thousands of displaced persons confined in refugee camps in Southeast Asia. In 1975, President Gerald Ford urged the nation to help to resettle refugees here, and Iowa’s Governor Robert Ray responded by setting up a state agency to work with private organizations. As a result, many Vietnamese arrived in the state, learned English and became productive citizens. Wars in their homelands also “pushed” Bosnians, Ethiopians and others from Africa and Asia to seek new homes in Iowa. Hispanics from Mexico, South America and the Caribbean were drawn here by work in Iowa’s meatpacking plants and became a significant segment of the population in several Iowa communities, including Perry, Storm Lake, Marshalltown and Denison.

Iowa boasts several nationally-recognized museums that pay tribute to Iowa immigrant groups: Versterheim for Norwegians in Decorah; the Czech and Slovak Museum and Library in Cedar Rapids; the German Heritage Center in Davenport; and the Museum of Danish America in Elk Horn.

Vocabulary Words

- Immigration
- Immigrant
- Migration
The Great Bartholdi Statue, 1885

Compelling Question
What would compel people to move to a new place?

Lesson Supporting Question
Why do people move or choose to immigrate?

Overview
To analyze the print of “The Great Bartholdi Statue,” this lesson plan requires students to identify the source, observe it, contextualize it and corroborate what they have learned to apply to answer questions posed by their classmates. You or students will use a K-W-L chart worksheet to collect observations.

Source Background
In 1885, more than 200 crates were shipped to New York and arrived in June. Over the next four months, workers reassembled the statue on Bedloe's Island in New York Harbor and mounted it on a pedestal. Its height reached 305 feet, including the pedestal. This is a print of the “The Great Bartholdi Statue, Liberty Enlightening the World: The Gift of France to the American People” that was created in 1885.

Instructions
1. Display and/or project the print so all students can view it to analyze.
2. To record this exercise, you need to create a K-W-L (Know, Wonder, Learn) chart that you can fill out as students contextualize the source. There are printable versions in this packet, one with directed learning and a blank chart, but you also can re-create a version of the chart on a board or large pad of paper.
3. Read the source's background information aloud to students.
4. Work your way through the K-W-L chart, while recording student answers and observations. Below are some additional questions that may help facilitate the activity.
   - Who is in the image?
   - What is happening?
   - When was the image created?
   - Where is it happening?
   - What questions do you have about the image, and where would you search for answers?
5. Allow students opportunities to answer questions generated through the K-W-L chart. Students could investigate websites, read passages or books related to the topic.
6. **Summative:** As a class, ask students to discuss the following question: How is the Statue of Liberty a symbol of immigration?

Materials
- “The Great Bartholdi Statue” image (may need multiple copies)
- K-W-L chart (either one to fill out as an entire class or one for each student/small group)
- Computer or document projector to show enlarged image
The Great Bartholdi Statue, 1885

PART 1: BARTHOLDI STATUE

Courtesy of Library of Congress, New York: Published by Currier & Ives, 1885
This is an example K-W-L worksheet that corresponds with the instructions in Part 1 to analyze “The Great Bartholdi Statue.” This directed-learning version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic’s “Student Materials” packet.

### K-W-L Chart: The Great Bartholdi Statue

<table>
<thead>
<tr>
<th>K</th>
<th>What We Think We Know</th>
<th>W</th>
<th>What We Want to Know</th>
<th>L</th>
<th>What We Hope to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop and Source</td>
<td></td>
<td>Why do you think they’re doing this?</td>
<td>Where could you find the answers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People:</td>
<td></td>
<td>How do you think they are feeling?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objects:</td>
<td></td>
<td>When do you think this image was created? How do you know?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are they doing?</td>
<td>Questions this image raises:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This is an example K-W-L worksheet that corresponds with the instructions in Part 1 to analyze “The Great Bartholdi Statue.” This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic’s “Student Materials” packet.

### K-W-L Chart: The Great Bartholdi Statue

<table>
<thead>
<tr>
<th>K</th>
<th>What We Think We Know</th>
<th>W</th>
<th>What We Want to Know</th>
<th>L</th>
<th>What We Hope to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Compelling Question
What would compel people to move to a new place?

Lesson Supporting Question
Why do people move or choose to immigrate?

Overview
To analyze the two Sivell documents, this part requires students to identify the source, observe it, contextualize it and apply what they learn to answer questions that may arise.

Source Background
Ship Manifest: The first document is a ship manifest, which shows names, ages, genders, ports, country origins and ethnicities of passengers. The Sivell family is listed on the “Margaret Evans” manifest in 1852.

Passengers’ Contract Ticket: The second document is the passengers’ contract ticket for the Sivells’ journey to America from the United Kingdom. The ticket references names, ages and food and water accommodations that will be given while in steerage. This ticket is dated Aug. 20, with a total cost of $48.15. The Sivell family came to the U.S. as part of the British Emigrants’ Mutual Aid Society and settled in Cedar Township, Lee County, Iowa, in a community that became known as “The English Colony.”

Instructions

1. Divide the class in half, and split into groups of three to four students.

2. Provide one half of the class a K-W-L (Know, Wonder, Learn) worksheet (directed learning and blank options are both available to use) to analyze the manifest. Provide the other half the K-W-L chart to analyze the passenger contract ticket.

3. Instruct the groups which document they need to analyze and how they need to complete the worksheet. Either display the manifest and ticket contract for the students or give each small group a copy of the document to analyze.

4. Read aloud the background information for each document. Allow students time to work in small groups to observe their documents and fill out the K-W-L columns.

5. Have groups share their findings to the class about the document they analyzed.

6. As students share their observations, record their ideas on a T-chart that you can create on the board or on a large pad of paper.

7. Summative: Work with students to make a claim(s) about the Sivell family based on these two documents. Record the claim(s) to possibly reference later on in the instruction of this unit.

Materials
- Sivell Ship’s Manifest
- Sivell Family Passengers’ Ticket (These documents can be projected or made into copies for groups.)
- K-W-L chart worksheet (These correspond to the specific document.)
- T-chart for class observations
### Sivell Ship’s Manifest, 1852

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Sex</th>
<th>Occupation</th>
<th>Place of Birth</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Higgin</td>
<td>48</td>
<td>M</td>
<td>Labour</td>
<td>England</td>
<td>United States</td>
</tr>
<tr>
<td>Sarah Higgin</td>
<td>30</td>
<td>F</td>
<td>Labour</td>
<td>England</td>
<td>United States</td>
</tr>
<tr>
<td>John Higgin</td>
<td>50</td>
<td>M</td>
<td>Labour</td>
<td>England</td>
<td>United States</td>
</tr>
<tr>
<td>William Higgin</td>
<td>45</td>
<td>M</td>
<td>Labour</td>
<td>England</td>
<td>United States</td>
</tr>
</tbody>
</table>

**Note:**

**Part 2: Sivell Family**
## New York, Passenger Lists, 182-1957 for John Sivell

*Roll* M237, 1820-1897 > Roll 119
Margaret Evans Ship Manifest

<table>
<thead>
<tr>
<th>Name</th>
<th>Arrival Date</th>
<th>Age</th>
<th>Gender</th>
<th>Port of Departure</th>
<th>Destination</th>
<th>Place of Origin</th>
<th>Ethnicity Race</th>
<th>Ship Name</th>
<th>Port of Arrival</th>
<th>List Number</th>
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<tbody>
<tr>
<td>Charlot Kennington</td>
<td>24 Sept 1852</td>
<td>4</td>
<td>Female</td>
<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY</td>
<td>1343</td>
</tr>
<tr>
<td>Emma Kennington</td>
<td>24 Sept 1852</td>
<td>2</td>
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<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY</td>
<td>1343</td>
</tr>
<tr>
<td>Elizabeth Kennington</td>
<td>24 Sept 1852</td>
<td>4/12</td>
<td>Female</td>
<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY</td>
<td>1343</td>
</tr>
<tr>
<td>Hannah Barnet</td>
<td>24 Sept 1852</td>
<td>20</td>
<td>Female</td>
<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY</td>
<td>1343</td>
</tr>
<tr>
<td>Catherine Ryan</td>
<td>24 Sept 1852</td>
<td>12</td>
<td>Female</td>
<td>London, England</td>
<td>USA</td>
<td>Ireland</td>
<td>Irish</td>
<td>Margaret Evans</td>
<td>NY, NY</td>
<td>1343</td>
</tr>
<tr>
<td>Thomas Ryan</td>
<td>24 Sept 1852</td>
<td>35</td>
<td>Male</td>
<td>London, England</td>
<td>USA</td>
<td>Ireland</td>
<td>Irish</td>
<td>Margaret Evans</td>
<td>NY, NY</td>
<td>1343</td>
</tr>
<tr>
<td>Patrick Ryan</td>
<td>24 Sept 1852</td>
<td>8</td>
<td>Male</td>
<td>London, England</td>
<td>USA</td>
<td>Ireland</td>
<td>Irish</td>
<td>Margaret Evans</td>
<td>NY, NY</td>
<td>1343</td>
</tr>
<tr>
<td>Edward Gainsford</td>
<td>24 Sept 1852</td>
<td>30</td>
<td>Male</td>
<td>London, England</td>
<td>USA</td>
<td>USA</td>
<td>USA</td>
<td>Margaret Evans</td>
<td>NY, NY</td>
<td>1343</td>
</tr>
<tr>
<td>George Gainsford</td>
<td>24 Sept 1852</td>
<td>28</td>
<td>Male</td>
<td>London, England</td>
<td>USA</td>
<td>USA</td>
<td>USA</td>
<td>Margaret Evans</td>
<td>NY, NY</td>
<td>1343</td>
</tr>
<tr>
<td>Mary King</td>
<td>24 Sept 1852</td>
<td>40</td>
<td>Female</td>
<td>London, England</td>
<td>USA</td>
<td>Ireland</td>
<td>Ireland</td>
<td>Margaret Evans</td>
<td>NY, NY</td>
<td>1343</td>
</tr>
</tbody>
</table>
## Sivell Ship’s Manifest, 1852 (2 of 2)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Age</th>
<th>Sex</th>
<th>Birthplace</th>
<th>Destination</th>
<th>Nationality</th>
<th>Occupation</th>
<th>Relationship</th>
<th>Ref.</th>
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<tbody>
<tr>
<td>Elizabeth Sivell</td>
<td>24 Sept 1852</td>
<td>46</td>
<td>Female</td>
<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY 1343</td>
</tr>
<tr>
<td>Elizabeth Sivell</td>
<td>24 Sept 1852</td>
<td>3/12</td>
<td>Female</td>
<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY 1343</td>
</tr>
<tr>
<td>Stephen Dean</td>
<td>24 Sept 1852</td>
<td>30</td>
<td>Male</td>
<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY 1343</td>
</tr>
<tr>
<td>Thomas Crawford</td>
<td>24 Sept 1852</td>
<td>49</td>
<td>Male</td>
<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY 1343</td>
</tr>
<tr>
<td>Martha Crawford</td>
<td>24 Sept 1852</td>
<td>53</td>
<td>Female</td>
<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY 1343</td>
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<tr>
<td>George Crawford</td>
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<td>22</td>
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<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY 1343</td>
</tr>
<tr>
<td>Mary Crawford</td>
<td>24 Sept 1852</td>
<td>15</td>
<td>Female</td>
<td>London, England</td>
<td>USA</td>
<td>England</td>
<td>English</td>
<td>Margaret Evans</td>
<td>NY, NY 1343</td>
</tr>
<tr>
<td>John Hoagerty</td>
<td>24 Sept 1852</td>
<td>27</td>
<td>Male</td>
<td>London, England</td>
<td>USA</td>
<td>Ireland</td>
<td>Irish</td>
<td>Margaret Evans</td>
<td>NY, NY 1343</td>
</tr>
</tbody>
</table>
**Passengers’ Contract Ticket, August 20, 1852**

**PART 2: SIVELL FAMILY**

<table>
<thead>
<tr>
<th>Names</th>
<th>Ages</th>
<th>Quotas Adult.</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Sivell</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Elizabeth</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>John Sivell</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Eizabeth Sivell</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Eizabeth</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>William</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>John Sivell</td>
<td>40</td>
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</tr>
<tr>
<td>John Sivell</td>
<td>21</td>
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</tr>
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</table>

No. 47

Ship: Margaret Evans of 1300 Tons Register, Bound to sail from London for New York, on the 16th day of August, 1852.

I engage that the parties herein named shall be provided with a Steerage Passage to New York, in the Ship Margaret Evans, with not less than Ten Cubic Feet for Luggage for each Statute Adult, for the Sum of £ 20.00, including Government Duties before Embarkation, and Head Money, if any, at the Place of landing, and every other Charge; and I hereby acknowledge to have received the Sum of £ 20.00 in Payment.

In addition to any Provisions which the Passengers may themselves bring, the following Quantities, at least, of Water and Provisions will be supplied to each Passenger by the Master of the Ship, as required by law, and also Fires and suitable Places for cooking:

- 3 Quarts of Water daily.
- 6 lbs. of Bread or Biscuit, not inferior in Quality to Navy Biscuit.
- 1 lb. of Wheaten Flour.
- 1/2 lb. of Oatmeal.

- 5 lbs. of Rice.
- 5 lbs. of Sugar.
- 4 lbs. of Molasses.
- 2 oz. of Tea.

*5 lbs. of good Potatoes may, at the Option of the Master of the Ship, be substituted for 1 lb. of Oatmeal or Rice, and Ships sailing from Liverpool or from Irish or Scotch Ports, Oatmeal may be substituted in equal Quantities for the whole or any part of the above.*

**Phillips, Shaw & Lowther, 2, Royal Exchange Buildings.**

**Lewins and Bird, 20th day of Aug., 1852.**

Received Balance 20 day of Aug. 1852.

**N.B.—This Contract Ticket is exempt from Stamp Duty.**

Passengers to be on Board for Medical Inspection, on 16th at 11 o’Clock.

Courtesy of State Historical Society of Iowa, 20 August 1852
Passengers’ Contract Ticket, August 20, 1852

**Passengers’ Contract Ticket**

1. A Contract Ticket in this Form must be given to every Passenger from the United Kingdom to North America.
2. All the Blanks must be correctly filled in, and the Ticket must be legibly signed with the Christian Names and Surname and Address in full of the Party issuing the same.
3. The Day and Month on which the Ship is to sail must be inserted in Words and not in Figures.
4. When once issued this Ticket must not be withdrawn from the Passenger, not any Alteration of Erasure made in it.

**No. 374 | 16th day of August, 1852**
Ship: Margaret Evans of 1200 Tons Register Burden, to sail from London for New York, on the nineteenth day August 1852

| Name                | Ages | Equal to Statute Adults. | I engage that the Parties hereto named shall be provided with a Steerage Passage to New York, in the Ship Margaret Evans with not less than Ten Cubic Feet for Luggage for each Statute Adult, for the sum of $48.15 including Government Dues before Embarkation, and Head Money, if any, at the place of landing, and every other Charge; and I hereby acknowledge to have received the Sum of 13 in Payment. In addition to any Provisions which the Passengers may themselves bring, the following Quantities, at least, of Water and Provisions will be supplied to each Passenger by the Master of the Ship, as required by Law, and also Fires and suitable Places for cooking:
| John Sivil          | 48   | X            | 3 Quarts of Water daily.
| Elizabeth (unidentifiable) | 46   | X            | (Per Week)
| John (unidentifiable)    | 24   | X            | 5 lbs. of Bread of Biscuit, not inferior in Quality to Navy Biscuit.
| Elizabeth (unidentifiable) | 25   | X            | 1 ½ lb. of Wheaten Flour
| Elizabeth (unidentifiable) | infant | X | 2 lbs. Rice
| William (unidentifiable) | 23   | X            | ½ lbs. of Sugar
| Stephen Dean         |      | X            | ½ lbs. of Molasses
| Thomas Crawford      | 49   | X            | 2 oz. of Tea
| Martha (unidentifiable) | 53   | X            | 5 lbs. of good Potatoes may, at the Option of the Master of the Ship, be substituted for 1 lb. Oatmeal or Rice, and in Ships sailing from Liverpool or from Irish or Scotch Ports, Oatmeal may be substituted in equal Quantities for the whole or any part of the Issues of Rice.
| George (unidentifiable) | 22   | X            | Phillipps, Shaw & Lowther,
| Mary (unidentifiable) | 15   | X            | 2, Royal Exchange Buildings,
| John (unidentifiable)    | 11   |              | LeValois Verdoz
| (unidentifiable)       | 9    |              |
| John Hagerty          | 27   |              |
| Jeremiah (unidentifiable) | 20   | 13

| 15 Souls... | 13 |  |

Deposit....... $13.00
Balance....... $35.15 to be paid at London before Embarkation.
Total..... $48.15.0

Received Balance 20 day of August 1852

N.B. – This Contract is exempt from Stamp Duty.
Passengers to be on Board for Medical Inspection, on 19th at 11:00 o’Clock.
This is an example K-W-L worksheet that corresponds with the instructions in Part 2 to analyze the Sivell Family’s contract ticket and manifest. This directed-learning version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic’s “Student Materials” packet.

**K-W-L Chart: Ship Manifest & Passengers’ Contract Ticket**

<table>
<thead>
<tr>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What We Think We Know</td>
<td>What We Want to Know</td>
<td>What We Hope to Learn</td>
</tr>
<tr>
<td><strong>Stop and Source</strong></td>
<td>Why do you think they’re doing this?</td>
<td>Where could you find the answers?</td>
</tr>
<tr>
<td><strong>People:</strong></td>
<td>How do you think they are feeling?</td>
<td></td>
</tr>
<tr>
<td><strong>Objects:</strong></td>
<td>When do you think these documents were created? How do you know?</td>
<td></td>
</tr>
<tr>
<td>What are they doing?</td>
<td>Questions these documents raise:</td>
<td></td>
</tr>
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This is an example K-W-L worksheet that corresponds with the instructions in Part 2 to analyze the Sivell Family’s contract ticket and manifest. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic’s “Student Materials” packet.

**K-W-L Chart**

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**K-W-L Chart: Ship Manifest & Passengers’ Contract Ticket**
“Emigrants Coming to the Land of Promise,” 1902

Compelling Question
What would compel people to move to a new place?

Lesson Supporting Question
Why do people move or choose to immigrate?

Overview
To analyze this historical photograph, this lesson requires students to identify the source, observe the photo, contextualize it and corroborate what they have learned to answer questions posed by their classmates. You will use a K-W-L worksheet to collect answers.

Source Background
In the late 1800s, immigrants left their homes to come to the United States. Many were leaving crop failure, land and job losses, rising taxes and hunger. Many people came to America because it was thought to be the land of opportunity. This 1902 photograph captured emigrants huddled together on their journey to the United States. The image was taken by American photographer William Herman Rau.

Instructions
1. Display/project the photograph so all students can view it to analyze.
2. To record this exercise, you can print out a copy of the directed-learning or blank K-W-L (Know, Wonder, Learn) that you can fill out and project for students to see. You also can re-create a version of the chart on the board or on a large piece of poster paper.
3. Read the source’s background information aloud to students.
4. As a class, work through the K-W-L chart together. Record student answers and observations on the chart. Below are some additional questions that may help facilitate the activity.
   - Who is in the image? What is happening?
   - When was the image created? Where is it happening?
   - Questions you have about the image and where would you search for answers?
5. Allow students opportunities to answer questions generated through the K-W-L Chart. Students could investigate sites, read passages or books related to the topic.
6. Summative: Have students use all four sources: Great Bartholdi Statue, Sivell ship manifest, passenger contract and “Land of Promise” photograph to write about or explain how the four connect to each other. This can be done individually, in small groups or as an in-class discussion.

Materials
- “Land of Promise” photograph
- Computer or document projector to show enlarged-version of the print
- K-W-L-chart (either one to fill out as an entire class or one for each student/small group)
“Emigrants Coming to the Land of Promise,” 1902

Courtesy of Library of Congress, Rau, William H., 1902
This is an example K-W-L worksheet that corresponds with the instructions in Part 3 to analyze the “Land of Promise” photograph. This directed-learning version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic’s “Student Materials” packet.

K-W-L Chart: “Emigrants Coming to the Land of Promise”

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This is an example K-W-L worksheet that corresponds with the instructions in Part 3 to analyze the “Land of Promise” photograph. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic’s “Student Materials” packet.

### K-W-L Chart: Emigrants Coming to the “Land of Promise”

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“Iowa’s Salad Bowl” from The Goldfinch, April 1991

Compelling Question
What would compel people to move to a new place?

Lesson Supporting Question
Why do people move or choose to immigrate?

Overview
This lesson requires students to listen and interpret The Goldfinch article about the people who inhabited the state of Iowa. As you read the article out loud to students, they will be creating their own “salad bowl” on an accompanying worksheet.

Source Background
This April 1991 article in The Goldfinch compares the population of Iowa to a big salad bowl — where people vary in their common interests, ways of life, traditions, etc. The article looks at Iowa’s ethnic roots, from American Indians who first inhabited the land to European settlers to migrants from Central and South America.

Instructions
1. Give each student a copy of the “salad bowl” activity worksheet. Also provide them with colored pencils, crayons or markers so they can work on the worksheet as they read The Goldfinch article.

2. Read background information about the article. What is meant by Iowa as a “salad bowl?”

3. Tell students they will creating their own “salad bowl” of Iowa as they listen to the text. As they identify different groups of people highlighted in the article, they will draw a corresponding symbol to represent a group of people.

4. Read aloud the article. Give each student a copy or project it for students to view.

5. Once students have finished their “salad bowl” worksheets, discuss who came to Iowa and why. Have students discuss the groups they identified from the article and how they represented these groups in their salad.

6. Summative: Work with students to make a claim(s) about Iowa as a salad bowl. Record the claim(s) to possibly reference later on in the instruction of this lesson plan.

Materials
- The Goldfinch article, “Iowa’s Salad Bowl”
- Copies of the “salad bowl” activity worksheet for students
- Colored pencils, crayons or markers for the “salad bowl” activity worksheet
- Possibly a computer or document projector if you want to show an enlarged-version of the text
Iowa’s Salad Bowl

What goes into a salad? A hodge podge of ingredients — lettuce, tomatoes, maybe some onions, sprouts, sunflower seeds, cheese, carrots. Each part of a salad keeps its special flavor, but tossed together they make a great meal!

Iowa is like a big salad bowl. Iowans have varied backgrounds, families, ways of life, common interests, and traditions. Our histories are unique because we come from different places.

Another way to describe Iowa’s salad bowl is that it is made up of different ethnic groups. Dictionaries define an ethnic group as “a group of people with similar traits, customs, and history.” Think of all of the different kinds of ethnic groups that live in Iowa today — Native Americans, German-Americans, African-Americans, Irish-Americans, Danish-Americans, Lebanese-Americans, and Asian-Americans (just to name a few). Your ethnic roots are important in helping you understand who you are.

At the turn of the century, some historians called the United States (including Iowa) a giant melting pot. The melting pot became a symbol that represented America. Millions of people from all over the world came here, met, and became “Americans.” Some people thought you lost your own identity when you became an American just like the ingredients in a pot of stew — carrots, meat, potatoes, and onions — often become so blended that they lose their individual flavoring. Many immigrants [people who come to a new country to live] gave up many of their traditions such as native languages, clothing styles, and hobbies and crafts to be more like other Americans.

In this issue of The Goldfinch, we’ll explore Iowa’s ethnic roots. Why did people from different ethnic groups come to Iowa? What challenges have ethnic groups faced? How do they celebrate their ethnic heritage? We’ll look at how the many peoples of Iowa have let go of some of their traditions and kept their most beloved.

Why They Came

Long before Iowa opened to European-American settlement, Iowa was inhabited by Native Americans. The Sauk and Mesquakie lived along the Mississippi River. Moved by the federal government into Iowa from Illinois in 1831, they were again forced to move to Kansas. In 1855, they bought land near Tama and returned to Iowa. Today the Mesquakie tribe still lives in what is known as the Mesquakie settlement.

Beginning in 1833, hundreds of thousands of people came from the eastern United States and from foreign lands to settle in Iowa. Immigrants of different ethnic groups came to Iowa for a variety of reasons. Most came for land and economic
opportunities. Some groups such as Swedes came because they were unhappy with the Lutheran church. Throughout the 19th century, many Germans, Swedes, Norwegians, Danes, Hollanders, and Britons came to America and Iowa to farm. For much of the 1800s, Iowa land cost only $1.25 an acre. However, many people also came to start new businesses in Iowa.

**Coming As Families**
Although some immigrants came as individuals, the majority came with other family members. In the 1850s, the typical male living in Central Iowa was married and between the ages of 25 and 45. The typical female was married and usually much younger than her husband. They had about five children.

Foreign-born people from Europe also came to Iowa in families. In the 19th century, thousands of families came from Germany, Scandinavia, Holland, and Great Britain. Sometimes a large group would immigrate and settle a new community. In 1847, about 800 people from Holland came to Marion County where they started the community of Pella. Many other communities were started by ethnic groups.

In the early 1880s, many African-Americans were recruited from Virginia to work in coal mining communities. Blacks also came to Iowa from other places in the South. They often wrote to relatives and friends back home, encouraging them to move north. Once here, many of the newcomers set up schools and churches.

**Later Immigrants**
Little Maria Cano shivered in the autumn night air. She was with her mother and father, the only people on the West Liberty depot platform. They had just arrived from Minnesota where her parents had worked picking beets. Maria’s parents had migrated from Mexico to Minnesota in 1927, hoping to find a better way to make a living. Many years of revolution in Mexico had caused thousands of Mexicans to leave their home country. When the beet picking season ended, the Cano family moved to Iowa City, where Maria grew up with her seven brothers and sisters. She went to school in Iowa City and became an interpreter at the University of Iowa Hospitals.
Iowa’s Salad Bowl

Like Maria’s family many immigrants from Mexico have come to Iowa in the 20th century for work. The number of Mexican immigrants increased steadily between 1910 and 1930.

Iowa’s ethnic salad bowl is continuing to change. Southeast Asian immigrants began to come to Iowa in 1975 as refugees from the Vietnam War. Between 1980 and 1990 the percentage of black Iowans increased 15.3 percent. However, the biggest population jumps were Asians (+120.1 percent), Native Americans (+34.7 percent), and Hispanics (+27.8 percent). (Hispanic people are of Latin American or Spanish ancestry). In 1991, the Persian Gulf War has caused many people to leave the war-torn Middle East. New neighbors from such places may come to Iowa.

A Pella girl celebrates Dutch traditions at the Pella Tulip Festival.
This is an example worksheet that corresponds with Part 4 instructions to analyze the “Iowa’s Salad Bowl” article. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic’s “Student Materials” packet.
Lesson Supporting Question Assessment

Compelling Question
What would compel people to move to a new place?

Lesson Supporting Question
Why do people move or choose to immigrate?

Assessment Instructions

1. Distribute the “Why do people move or choose to immigrate?” assessment worksheet to students to complete individually to provide examples of why people chose to immigrate. An example version is available on the next page, while a version meant for distribution and reproduction is available in the “Student Materials” packet.

2. To help students make claims about the why people chose to immigrate, the worksheets also have sentence starters to help them create a clear, concise claim.

3. Make sure students have the other sources in the lesson plan available to them to use as sources to their claims on the worksheet, which they will need to record.

Assessment Scoring Options

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Makes a claim for why people chose/choose to immigrate with evidence and reasoning from sources within the lesson plan; claim is accurate and complete</td>
</tr>
<tr>
<td>Developing</td>
<td>Partially answers question, or has mixture of some accurate and some inaccurate ideas</td>
</tr>
<tr>
<td>Beginning</td>
<td>Minimal or insufficient answer to question and/or ideas are very inaccurate</td>
</tr>
</tbody>
</table>
Lesson Supporting Question Assessment

This is an example worksheet that corresponds with the Lesson Supporting Question Assessment to complete after students have had the chance to analyze the sources within this lesson plan. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic’s “Student Materials” packet.

Why do people move or choose to immigrate?

**My Claim**

People choose to immigrate because ...
My claim is ...
I think ...
I noticed ...

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**My Evidence**

I found ...
My evidence is ...
My proof is ...
Another example ...
I know this is true, because ...

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Lesson Supporting Question Assessment (continued)

Another example is ____________________________________________
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Based on the evidence, I conclude _______________________________________
____________________________________________________________________
because ________________________________________________________________
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Additional Immigration to Iowa Resources for Educators

Immigration to Iowa Source Set
This digital source set offers a number of other Immigration to Iowa-related primary sources, source-dependent questions and links to the additional resources listed below.

Coming to America: The Story of Immigration by Betsy Maestro
This children’s book is a great companion piece to this unit. After you read the book to the class, stop and discuss who came to his country and why: American Indians crossing the land bridge, explorers, pilgrims, immigrants, slaves, westward expansion/covered wagon and immigrants coming to America today.

The Goldfinch: Iowa History for Young People (Volume 12, Number 4, April 1991)
This Iowa history magazine for children was published quarterly by the State Historical Society of Iowa from 1975-2000. Each issue focuses on a theme and this particular volume highlights immigration in Iowa.

Alicia Ostriker reads Emma Lazarus' “The New Colossus”
Poet and professor Alicia Ostriker reads the poem “The New Colossus” Emma Lazarus wrote as a donation to an auction of art and literary works intended to raise money to build a pedestal for the Statue of Liberty.

Immigration: Stories of Yesterday and Today
This online toolkit allows students to experience the process of immigration to America through the eyes of an immigrant. Students can take a tour of Ellis Island and explore an interactive immigration timeline.

Escaping to America by Rosalyn Schanzer
This book, written for children 8 to 12, is Rosalyn Schanzer’s account of how her father traveled with his family in 1921 from Sochocin, Poland, to the United States. His family left Poland under rising violence against and persecution of Poland’s Jewish population.

How People Immigrate by Sarah De Capua
This book explains what immigration is, who immigrates to the United States, what the process of immigration is and how immigrants get settled in their new nation.

Anna & Solomon by Elaine Snyder
This book allows students to see how immigrants came to America and sent money back home so other family members join them. The plot is set in Russia in 1897 when it was a dangerous time for Jewish people in the country. Solomon moves to the United States, where he works and saves with the hope to bring his wife Anna to America.

Dreamers by Yuji Morales
In 1994, Yuyi Morales left her home in Xalapa, Mexico and came to America with her infant son. She left behind nearly everything she owned, but the book shows the passion, dreams and hopes immigrants bring with them when they leave their homes.

The Lotus Seed by Sherry Garland
This book focuses on the story of a young girl who brings a lotus seed with her to America in remembrance of her homeland, Vietnam.

All the Way to America: The Story of a Big Italian Family and a Little Shovel by Dan Yaccarino
The author wrote about his great-grandfather, who arrived at Ellis Island with a small shovel and his parents’ advice to work hard and not forget about his family. The shovel was passed down through four generations of this Italian-American family, and the storybook looks at the traditions passed down through the descendents of immigrants.
Vocabulary Flashcards

Immigration

Migration

Immigrant
Immigration is the international movement from one country to another country. People who move to a new country are called "immigrants." There are a number of reasons a person can be forced to leave their home country, such as war, a natural disaster, or famine. The act of migration is the movement from one part of the country to another part of the same country. People can migrate as individuals, as families or in large groups.