

# Museum-To-Classroom Educator Guide

*Immigration to Iowa*



# Welcome



The State Historical Society of Iowa designed this virtual classroom lesson for elementary-level educators to instruct about immigration trends to Iowa. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards.

This guide includes a table of contents of the virtual classroom lesson, chapter summaries, extended activity instructions, vocabulary lists, and additional resources. Some of the activities include Read Iowa History lessons and educational components

that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy, and Iowa history.

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## How to Use the Virtual Classroom Lessons

To open the Virtual Classroom Lessons provided through Sway, click on the link provided on the iowaculture.gov website. The link will bring you to a Microsoft Sway presentation. From here, it is navigable as a powerpoint presentation.

### ***Navigating the Table of Contents***

Once in virtual lesson, there are three buttons in the bottom right corner. The first button is a graphic of bullet points beside lines. Selecting this button will bring you to the virtual lesson's Table of Contents. After clicking on the Table of Contents button (bullet points with lines beside it), you will see the headlines and can click on any of the icons to jump to that section. Each of these headlines has a corresponding summary in the "Chapter Descriptions." The arrows located next to the Table of Contents button will take you one slide backward and forward respectively.

### ***Viewing Images***

Most images in the lessons have captions. The captions give further details to the images and source locations. If you click on the caption, it will expand to show you the full caption. You can also click on the image to enlarge it. To read the full caption on an image, click on the text and it will expand to show the rest. To get out, tap the top right hand corner "X."

### ***Sharing and Exporting***

For exporting options, look to the top right corner. The share button gives you a stable sharing link so others may access this virtual lesson. For the optimal viewing experience, make sure the Settings tab (gear shift middle icon on the top right corner) is set to "Default." The button with three centered dots (...) allows you to print, download this virtual lesson into a PDF/Word document or switch the lesson from slides to a continuous scrolling page.

For flashcards activities, tap the center of the card throughout (applicable for some Sways). To enlarge, click the enlarge button in the bottom right corner.

## Objectives and Standards

### **Objectives**

- I can explain and give examples of the three waves of immigration.
- I can differentiate between push and pull factors.
- I can analyze sources: images, video and texts. I can describe what immigrants packed for America.

### **Iowa Core Social Studies Standards**

<b>No.</b>	<b>Standard</b>
<b>SS.3.3.</b>	Determine the credibility of one source.
<b>SS.3.9.</b>	Compare and contrast the treatment of a variety of demographic groups in the past and present.
<b>SS.3.11.</b>	Provide examples of historical and contemporary ways that societies have changed. (21st century skills)
<b>SS.3.22.</b>	Compare and contrast events that happened at the same time.
<b>SS.3.25.</b>	Explain probable causes and effects of events and developments.
<b>SS.3.26.</b>	Develop a claim about the past based on cited evidence.
<b>SS.3.27.</b>	Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.

## Change & Continuity Chapter Summaries

This section overviews each chapter of the Immigration to Iowa Virtual Classroom Lesson. It includes a brief section description, artifacts and activities that are included within this Virtual Classroom Lesson.

### ***History of Immigration to Iowa***

Beginning with Iowa's first settlers, this section overviews the Meskwaki and the following westward migration following the Louisiana Purchase.

- *Video: Navigating Iowa's Immigration History with State Curator, Leo Landis*

### ***1st Wave: Early Settlers (1830s to Civil War)***

Learn about the forced migration and the return of Iowa's earliest residents, the Meskwaki, and the first wave of settlers during the early period of statehood.

### ***2nd Wave: European Boom (Late 1800s to World War I)***

Due to European unrest, immigrants from European nations like Great Britain, Germany, and Holland began to call Iowa home.

- *Artifact 1: Immigrant Trunks*
- *Video: Immigrant Trunks with State Curator, Leo Landis*
- *Activity 1: Pack Your Trunk*

### ***Push and Pull Factors***

Students will examine what would compel people to move to a new place including job opportunities and the Great Migration.

- *Artifact 2: Lard Containers*
- *Video: Lard Containers with State Curator, Leo Landis*
- *Activity 2: Push and Pull Factors*

### ***3rd Wave: New Generation of Immigrants (1970s to Present Day)***

Students will learn the difference between refugees and immigration highlighting the Tai Damn people in Iowa.

- *Artifact 3: Hmong Story Cloth*
- *Video: Hmong Story Cloth with State Curator, Leo Landis*
- *Activity 3: Civics Test!*

### ***Reflect on Iowa's Immigration History***

This section includes questions to check for understanding the topic of Immigration to Iowa.

# Activity 1: Pack Your Trunk

## Activity Summary

Immigrants that came to Iowa did not travel with a heavy load. Often, they could only travel with what they could fit into one trunk. Use this activity to generate a list of items you would bring if you were moving with limited storage.

## Student Objectives

- I can identify basic needs of past Iowans
- I can research and present my findings with my group.
- I can describe how basic needs have changed over time.
- *Standards: SS.3.26, SS.3.27*

## Materials Required

- Boxes or similar objects to hold objects
- Items to include in trunk (drawings, print-outs, or real items)
- Colored pencils, markers, crayons

## Activity Instructions

### Step 1: Set-Up

Students can work as individuals, pairs, or teams. Students will pick a box for a trunk or choose a different carrier for items, such as a basket.

### Step 2: Decorate

Decorate the box to look like a trunk. It should include the student(s) name and destination.

### Step 3: Research

Students should research the items typically carried in trunks from immigrants.

### Step 4: Pack

Using either images or real objects, students will select the objects they would like to take in the trunk. Space is limited so choose wisely.

### Step 4: Discuss

Following packing the trunk, students should then create their own list of items they would pack if moving today. Compare and contrast the items of the past with the modern list.

## Extension Activity

- Share your research with another group and listen as they share their research
- Write a short story about someone moving to Iowa.

## Activity 2: Push and Pull Factors

### Activity Summary

Iowa has three waves of immigration since Iowa's territorial period. This activity explores the varying different reasons immigrants came to Iowa.

### Student Objectives

- I can define and provide examples of groups from each wave of immigration.
- I can explain why groups immigrated to Iowa.
- I can describe the different between a "push" or "pull" factor for immigration.
- *Standards: SS.3.22, SS.3.25, SS.3.26*

### Materials Required

- Rights & Responsibilities Virtual Classroom Lesson
- Internet Connection

### Activity Instructions

#### **Step 1: Connect**

Load the Rights & Responsibilities Virtual Classroom Lesson and find Activity 2.

#### **Step 2: Click**

This activity involves cards. Click the cards to move through the activity. The first card will feature a factor that led to immigration. The second card will determine whether the factor was "push" or "pull".

#### **Step 3: Discuss**

Go through each factor as a class and determine if the situation was a "push" or "pull" factor. Allow time for discussion before clicking through to the answer on the next card.

### Extension Activity

- Further research the examples of immigration provided in the activity.

## Activity 3: Civics Test

### Activity Summary

This activity takes questions from the “Civics (History and Government) Questions for the Naturalization Test” which is an oral exam provided by an USCIS officer. In the official test, applicants must answer 6 out of 10 questions correctly in order to pass the civics portion of the naturalization test.

### Student Objectives

- I can use my knowledge from this presentation to answer civics questions.
- I can put myself in the shoes of a person trying to pass the civics test.
- *Standards: SS.3.22, SS.3.25, SS.3.26*

### Materials Required

- Rights & Responsibilities Virtual Classroom Lesson
- Internet Connection

### Activity Instructions

#### **Step 1: Connect**

Load the Rights & Responsibilities Virtual Classroom Lesson and find Activity 3.

#### **Step 2: Click**

This activity involves flash cards. Click the cards to move through the activity. The first card will feature a question and the following card will provide the answer.

#### **Step 3: Quiz Time**

Students can work individually, small group, or together as a whole class. Go through each question and provide the answer. Allow time for discussion before clicking through to the answer on the next card.

#### **Step 3: Discuss**

Allow time following the activity to discuss results and share thoughts on the process.

### Extension Activity

- Students can develop and create their own questions to make the quiz more personal. The questions can be about the town, state, school, or even the student.

# Vocabulary List

This vocabulary list has been collected from some challenging words in the Immigration to Iowa Virtual Classroom Lesson and are defined here for reference throughout the presentation.

## **Assimilation**

The process by which minority groups, such as immigrants, slowly absorb (forced or not) the characteristics of the dominant culture.

## **Black Hawk War of 1832**

Brief, bloody war from April to August 1832 between the United States and some 1,000 Sauk, Fox, and Kickapoo men, women, and children, including about 500 warriors, led by Sauk warrior Black Hawk (Ma-ka-tai-me-she-kia-kiak), to reclaim their indigenous land in Illinois a tribal spokesman had surrendered to the U.S. in 1804.

## **Immigration**

The international movement from one country to another country. People who move to a new country are called "immigrants."

## **Indigenous**

Having origin in a country or locality; native.

## **Migration**

The movement from one part of the country to another part of the same country.

## **Rural**

Having to do with country life.



## Additional Resources

Additional Resources	
Title	Summary
<a href="#">Immigration to Iowa</a>	The State Historical Society discusses immigration trends in Iowa, discussion questions, and primary sources.
<a href="#">Emigrants [i.e. immigrants] Landing at Ellis Island, 1903</a>	The State Historical Society provides a video resource from the Library of Congress with a contemporary look at immigrants arriving in America.
<a href="#">Civics (History and Government) Questions for the Naturalization Test</a>	This is the oral exam that an USCIS officer will ask the applicant up to 10 of the 100 civics questions; the applicant must correctly answer 6 to pass this part of the citizenship test.
<a href="#">Immigration in Iowa</a>	Iowa PBS follows coming to America and settling in Iowa.
<a href="#">Alicia Ostriker reads Emma Lazarus' "The New Colossus"</a>	Poet and professor Ostriker reads Lazarus's poem intended to raise money to build a pedestal for the Statue of Liberty.
<a href="#">20th Century Immigration to Iowa</a>	Iowa's promotion of immigration, push and pull factors, and Congressional acts impacting immigration.
<a href="#">Immigration: Stories of Yesterday and Today</a>	Scholastic's online toolkit that allows students to walk in the shoes of an immigrant in Ellis Island and go through the immigration timeline.