

GED Social Studies

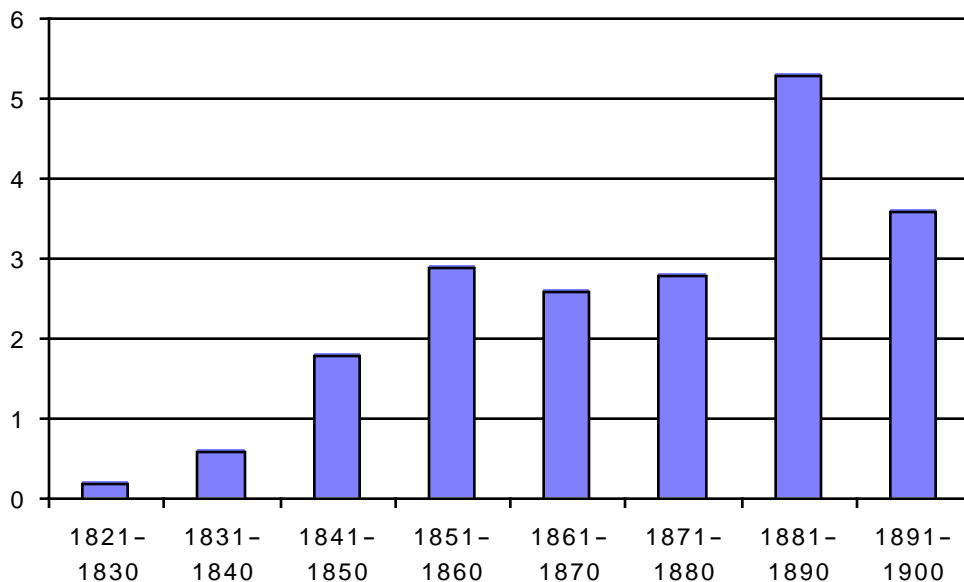
Focus Sheet: Lesson 11

- FOCUS:** Immigration
- New Americans arrive from Europe
 - Ellis Island and Statue of Liberty (The Lady of the Lamp)
 - Personal look at immigrants: “Grandma’s Trunk”
 - Contributions of immigrants
- SKILLS:**
- Using information from a graph
 - Evaluating information for cause and effect: Why did so many immigrants come from Ireland and Germany at this time?
 - Using contextual clues
 - Writing from a prompt
 - Find inter-relation of historical events
- MATERIALS:**
- Worksheet: Social Changes
 - Contemporary’s GED: Social Studies Chapter 5: Time Continuity and Change, pp. 119 - 141
 - Worksheet: Social Changes
 - Handout: Grandma’s Trunk
- SCANS Standards:**
- Workplace Skills
Resources: C1
Information: C5, C7
 - Foundation Skills
Basic Skills: F1 – F6
Thinking Skills: F7 – F12
Personal Qualities: F13, F 16
- SITE FACILITATOR TASKS:**
- Help students correct completed work and evaluate progress, update instructor

GED Social Studies Worksheet Sheet: Social Changes Lesson 11

CHANGING PATTERNS OF IMMIGRATION:

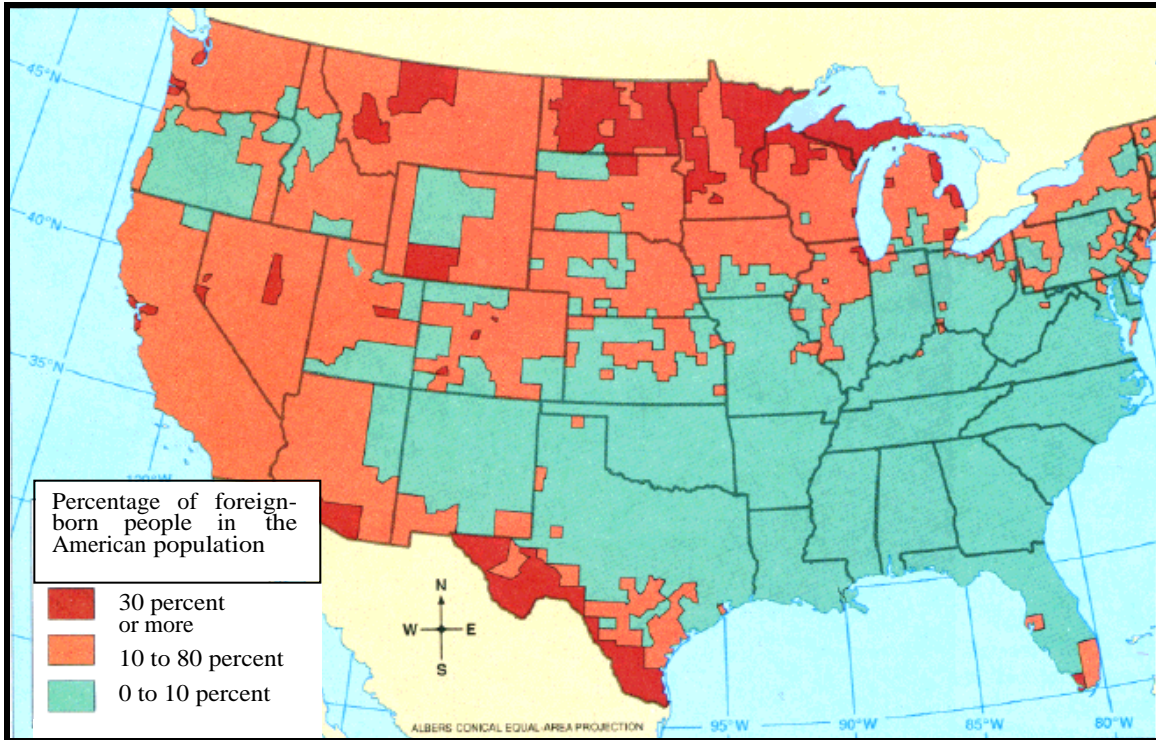
Immigration to the United States from 1821-1900



Questions:

1. Look at the graph Immigration to the United States from 1821-1900. In which decade did the United States have the highest level of immigration?
2. Economists consider 4% a minimum rate of unemployment, caused by people moving from one type of job to another. During the last part of the 19th century (1880-1900), the United States experienced this low 4% rate of unemployment. Given this information and the information shown in the chart above, you can infer that the following
 - a) The American economy was stable.
 - b) The American economy was experiencing rapid growth.
 - c) The American economy had a hard time keeping up with the flow of immigrants.
 - d) High levels of immigrants stimulated the American economy.

WHERE DID IMMIGRANTS GO?



1. According to the above map, most immigrants settled
 - a) in the northern and western United States.
 - b) in the southern United States.
 - c) near the Mexican and Canadian borders.
 - d) near factories in the industrialized areas of the United States.
2. Many immigrants first worked as manual laborers and in other menial jobs. Why do you think so few immigrants choose to settle in the south? Write a short essay supporting your opinion.

GED Social Studies

Worksheet Answer Key

Lesson 11

CHANGING PATTERNS OF IMMIGRATION QUESTION:

1. Look at the graph Immigration to the United States from 1821-1900. In which decade did the United States have the highest level of immigration?
1881-1890

2. Economists consider 4% a minimum rate of unemployment, caused by people moving from one type of job to another. During the last part of the 19th century (1880-1900), the United States experienced this low 4% rate of unemployment. Given this information and the information shown in the chart above, you can infer that the following
 - b) The American economy was experiencing rapid growth.

WHERE DID IMMIGRANTS GO?

1. According to the above map, most immigrants settled
 - a) in the northern and western United States.

2. Many immigrants first worked as manual laborers and in other menial jobs. Why do you think so few immigrants choose to settle in the south? Write a short essay supporting your opinion.
Answers will vary.

Handout: Grandma's Trunk

A Look at Immigration in 1900

Lesson 11

The late 1800's and early 1900's brought thousands of immigrants to the United States. Most of them entered through Ellis Island in New York harbor. Many of these newcomers arrived in America with only what could fit in a trunk and a couple of suitcases. The contents of those trunks represented the ties that immigrants held to their homelands and families left behind, as well as the hope for the future in their new home.

In many peoples' homes today you might find such a trunk passed down for several generations and stored in a basement or attic. The contents of one of these trunks might tell a story of the journey it witnessed and the lives it touched in the early years of the 20th Century.

Let's take a look inside just such a trunk. It made its journey to the United States in 1890 and traveled across the continent by rail to the wheat farming country of the far west. The compartments in the top tray contained items of a useful and a personal nature. Among them were tintypes, the predecessors of photographs, which provided some connection with loved ones overseas.

One might also find small keepsakes, some as fragile as china, which managed to survive a long sea voyage and a trans-continental rail & wagon trip. This piece of glassware may have belonged to the family back in the "old country". Sometimes it was a favorite teacup or a piece of family silver, often the only valuables they had were sold for cash to survive.

In working class and farming families most purchases were practical and any special occasion clothing was saved, worn by others or given practical wear. Although the Industrial Age brought the increase of machine fabricated items, many people made clothes at home by hand or on a treadle machine. Women wore layers of petticoats and undergarments, usually with corsets. The outfits shown here were made for special occasions.

The 2-piece wedding suit was worn by a bride in 1890. It was a country wedding and the dove colored riding outfit would serve the new bride well.

The white dress made from delicate lawn or voile and hand tucked, was worn as a high school graduation dress in 1910 by the daughter of this immigrant. This elegant jet black beaded vest came a little later as the farming family was well established, the house was built, the children raised and a few dollars were available for luxuries. The little pair of shoes were once worn by a brother long since grown and gone. The ladies shoes required a special hook to button them.

Even the most practical items could be works of art. The creation of a quilt was a form of self expression and needle artistry as well an opportunity for socializing with other women. This "Drunkard's Path" quilt design has been quilted with the tiny stitches characteristic of a hundred years ago. It was made by the elder sister of our trunk's owner. If you look closely you will see that the pattern repeat is not perfect, which was very likely done by design. Quilters often stitched an error into an otherwise perfect quilt pattern because nothing in this world is without error and all "fall short of the glory of God".

Besides the practical items, apparel and memorabilia; the immigrant also would have brought important papers or documents. These birth and marriage certificates were written in the language of their country of origin and serve as reminders of the roots of each family. Generally, these papers were highly decorated and written in a flowing script.

As the years progressed, the immigrant families had put down new roots and established their homes in this new country. In the back compartment of the top tray we find the drawings and receipts for the construction of the homestead's farmhouse. The materials cost about \$800 at the turn of the century. Along with this came the acquisition of furnishings like this settee and chair from the parlor of our trunk's owner. Before the advent of electric light, their home was lit by these kerosene lamps.

Assignment:

The story of a family can be told from the contents of a "Grandma's Trunk". What stories do the contents of this trunk bring to mind?

Write a story of the owner of this trunk and its travels or tell a story from your family's history. Send a copy to Nina!