



## Coming to America

**Grade Level:** 3 - 8

**Time:** 60 minutes

### Program objectives:

- Students will identify main groups of immigrants settling in Greater Cincinnati during late 19th and early 20th centuries.
- Students will understand the immigrant experience and summarize the immigrants' impact on and contributions to local communities.
- Students will identify the push and pull factors that brought immigrants to the Cincinnati area.

### Program description:

The nineteenth century brought many people to Cincinnati's doorsteps from all around the world. What factors might influence an immigrant to leave the only home they have ever known and how did these groups impact our local community? Identify the "push" and "pull" factors that made the U.S. the land of opportunity and the influence of these groups in Cincinnati's rich cultural history.

### Major vocabulary and concepts:

Castle Garden  
Forced immigration  
"Know Nothings"  
Pull factors

Ellis Island Emigration  
Immigration  
Nativists  
Push factors

Famine  
Island of Tears  
Persecution  
Voluntary immigration

### Suggested pre-visit activities:

- Make a list of what students already know about immigration and what questions they have that they would like to still answer.
- Search current magazines and newspapers for articles about immigration today. Find out from interviewing others the general feeling towards the topic of immigration.
- Have students explore their own family backgrounds and make family trees.
- Make a chart listing all the ethnic backgrounds of those in the class.
- Have students research different things immigrants brought to our country or ways they improved our country through inventions, etc.
- Discuss the difference between emigration and immigration.



**Suggested post-visit activities:**

- Locate someone who has immigrated to the United States and invite him or her to speak to your class.
- Review Emma Lazarus' poem, "The New Colossus," then have students write their own song or poem of welcome and present it to others.
- Have students pretend they are their ancestors and write journal entries about their immigrant experiences.
- Host an ethnic foods day in class.
- Have students learn a few key phrases in several foreign languages.

**Academic Standards:**

Ohio Revised Academic Standards:

- History – grades 3, 4, 7 and 8
- Geography – grades 3, 4, 5, 7 and 8
- Government – grades 3, 5, 6, 7 and 8
- Economics – grades 3, 5, 6, 7 and 8

**Related exhibits and features:**

- *The Queen of the West* exhibit in the Cincinnati History Museum
- The *Immigration Galleries* in the Cincinnati History Museum

**Resources:**

- Ellis Island website- [www.ellisland.org](http://www.ellisland.org)
- [www.pbsteachersource.org](http://www.pbsteachersource.org) and search for Ellis Island
- *Ellis Island: The Immigrant Experience*, A&E video
- Immigration Then and Now by Karen Baicker, Scholastic
- Immigration: Literature-Based Activities by Glenda Sims
- The Memory Coat: An Ellis Island Story by Elvira Woodruff
- Augustus F. Sherman by Augustus F. Sherman (photo book of immigrants)
- Hope in My Heart, Sofia's Immigrant Diary (My America Series), Vol. 1 by Kathryn Lasky
- I Was Dreaming to Come to America: Memories from the Ellis Island Oral History Project by Veronica Lawlor
- Ohio: Our State by Robert T. Howe
- Cincinnati: The Queen City by Daniel Hurley
- Cincinnati Then and Now by Lola Silberstein

