

A SIMULATION: THE PEOPLING OF AMERICA

Gail C. Christopher
Nancy K. Harris
Montgomery County Public Schools
Aesthetic Education Department
Interrelated ARTS Program
June F. Tyler

Ship's Manifest: S. S. Rose

Date May 21, 1910 Home Port: Amst

Number	Passenger	Class	Country of Origin	Occupation	Assis
1	Peter Svenson	2nd	Sweden	Artist	No
2	Olga Porkowski	2nd	Poland	Seamstress	No
3	Katrina Parks	2nd	Holland	Teacher	No
4	Gottlieb Felber	3rd	Germany	Weaver	No
5	Wilhelm Felber	3rd	Germany	Spinner	No
		3rd	Russia	Clerk	Rela

IMMIGRANT 2
Olga Porkowski
You come from a small town in Poland where you have been earning your living as a seamstress. You are 42, unmarried, and are hoping to make more money in America. Your passage was paid by an American company, but the ship's manifest does not say this. You have only 100 Polish marks with you.

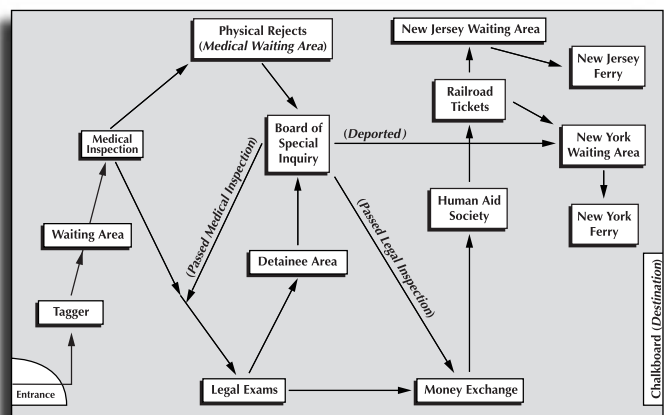
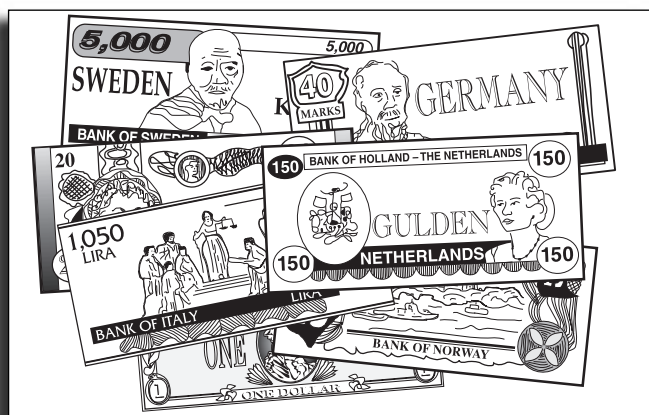
You have been in poor health. Often you cough. You know that relatives in New York City.

IMMIGRANT 7
Luigi Facio
You have come with your family from a small village south of Naples, Italy, in hopes of finding work in Chicago where a lot of buildings are being built. You are a stonemason. The journey over was very difficult. Your 10-year-old daughter is not feeling well.

You are in poor health, and have 4,200 Italian marks. You do not have any friends in New York City.

IMMIGRATION OFFICER 1
Inspector (Tagger)
Your job is to tag each immigrant as he or she comes through the line. Using a marker, write the name of the ship, the date and the person's name on the tag. Then attach it to the person with string. Be careful to be accurate. You also will serve as part of a Board of Special Inquiry if one should be needed.

If your class uses the alternative setup, you will be tagging the immigrants at the foot of the stairs. Otherwise, you will be the first person they meet as they enter the room.



Americans All®

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You have been in poor health. Often you cough. You know that relatives in New York City.

IMMIGRANT 7
Luigi Facio

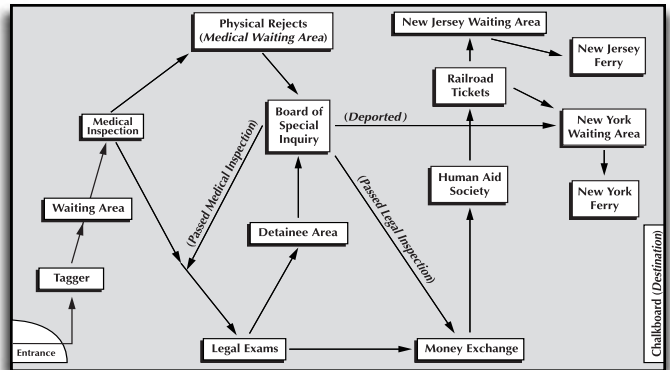
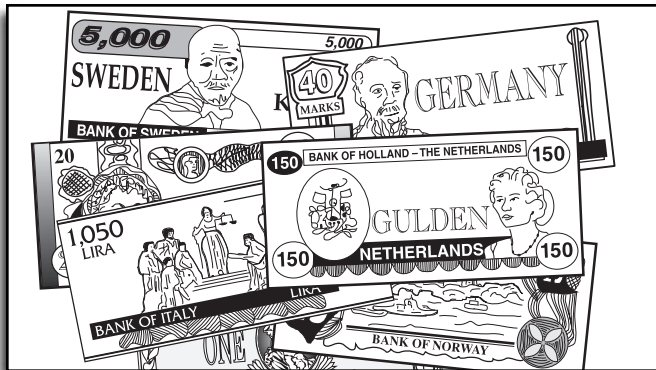
You have come with your family from a small village south of Naples, Italy. In hopes of finding work in Chicago where a lot of buildings are being built. You are a stonemason. The journey over was very difficult. Your 10-year-old daughter is not feeling well.

You are 28 years old, in good health, and have 4,200 Italian Lira. You do not have any friends in New York City.

IMMIGRATION OFFICER 1
Inspector (Tagger)

Your job is to tag each immigrant as he or she comes through the line. Using a marker, write the name of the ship, the date and the person with string on the tag. Then attach it to the person with string. Be careful to be accurate. You also will serve as part of a Board of Special Inquiry if one should be needed.

If your class uses the alternative setup, you will be tagging the immigrants at the foot of the stairs. Otherwise, you will be the first person they meet as they enter the room.



Americans All®

Editorial and Advisory Staff

Dr. Gail C. Christopher, national co-director of the Americans All® program, has been an author and human services administrator for 20 years. She is the former executive director of the Family Resource Coalition, a national membership organization that represents thousands of community-based family support and education programs. She began her career as a clinician, providing direct services to individuals and families, but soon specialized in designing programmatic interventions for at-risk population groups. Her programs and related training and curriculum models have been supported by national foundations and recognized in the media. An award-winning public television documentary, “Crisis on Federal Street,” featured her holistic program design for addressing the effects of institutionalized poverty through family development, self-esteem, stress management and motivational training.

Loni Ding, a filmmaker whose documentaries have won numerous awards, was executive producer for the video and curriculum series “On Location: Travels to California’s Past,” winner of the 1988 National Educational Film Festival’s Silver Apple award. She received the Pacific Mountain Network’s Best of the West award for the episode “Island of Secret Memories: The Angel Island Immigration Station.” She is a member of the faculty of the Asian American Studies Department, University of California, Berkeley.

Nancy K. Harris is a teacher trainer with the Interrelated ARTS Program in the Montgomery County Public Schools, Maryland. She develops and demonstrates strategies for teaching the curriculum through the arts. She has played a major role in adapting the “Being an Immigrant” materials that she has used to simulate the Ellis Island experience for more than 1,200 fifth- and sixth-grade students.

Marilyn Leiberman Klaban, a drama specialist in the Interrelated ARTS Program in the Montgomery County Public Schools, Maryland, was instrumental in introducing, expanding and implementing many of the Ellis Island drama simulations.

June F. Tyler, Ph.D., co-author of several guides in both social studies and general curriculum development, served as director of Educational and Editorial Services for The First Experience, Inc. She has taught at many different grade levels and has served as a consultant for the Connecticut Department of Education.

The Montgomery County (Maryland) Interrelated ARTS (Arts Resource Teams in the Schools) Program provides training and support to classroom teachers, giving them the information and background needed to integrate the arts into the curriculum. The program’s goal is to give teachers the versatility to enhance student achievement at all levels by incorporating the arts throughout the curriculum. It is based on the philosophy that the arts are important to all human growth and development both as an impetus to appreciation and expression and as a means of viewing the human condition—the cultural heritage.

Note: Biographical information was compiled at the time the individuals contributed to Americans All®.

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Preface

Today's youth are living in an unprecedented period of change. The complexities of the era include shifts in demographics, in social values and family structures as well as in economic and political realities. A key to understanding young people's place in both the present and the future lies in history. History is so much more than a collection of facts. When appropriately studied, it is a lens for viewing the motivations, beliefs, principles and imperatives that give rise to the institutions and practices of people and their nations. As our nation's schools reform their curricula to reflect the diversity of our school-age population, a major challenge arises. Is it possible to teach United States history as a history of diversity without evoking feelings of anger, bitterness and ethnic hatred? Is it possible to diversify classroom resources without generating feelings of separatism and alienation?

Americans All® answers "yes" to both these questions. The Americans All® program has proven that not only is it possible, it is preferable. By choosing to chronicle the history of six diverse groups—Native Americans, African Americans, Asian Americans, European Americans, Mexican Americans and Puerto Rican Americans—the program provides a frame upon which an inclusive approach to education on a nationwide basis can be built.

Nomenclature, regional differences, language and the demands of interest groups will always challenge an evolving diversity-based approach to education. These challenges are by-products of the freedoms that we treasure and strive to protect. This reality necessitates a process that becomes part of the product, however. Americans All® has integrated feedback from a diverse group of scholars in developing this program and maintains open lines of communication for continuous input from educators, parents and community members. The program's emphasis on six groups is based on historic patterns of migration and immigration. These six groups provide an umbrella under which many other groups fall. By developing 51 customized, state-specific resource packages, the continuing saga of diversity in the United States can and will be told.

Americans All® has succeeded in avoiding the land mines found in victim/oppressor approaches to our diverse history by using a thematic approach. The theme focuses on how individuals and families immigrated and migrated to and through the United States (voluntarily and by force). Carefully planned learning activities

engage teachers and students in comparative critical thinking about all groups simultaneously. These activities ensure sensitivity to the previously untold stories of women, working-class people and minority and majority groups. Results from the program's implementation in ethnically and culturally diverse school systems confirm the efficacy of this approach.

We have answered "yes" to the frightening questions about teaching diversity without teaching hate. Our nation's leaders must now answer even more frightening questions: Can we afford not to teach history that is diverse and inclusive when school dropout rates range from 25 percent to 77 percent among Native American, African American, Asian American, Hispanic and foreign-born youth? Can we afford to continue preparing so many of our nation's youth for a future of exclusion from the economic mainstream—a future that mirrors a history curriculum that excludes them?

To compound the problem, we must add the very real constraint of urgency. The future of our nation is characterized by computer technology and global interdependence. All students, regardless of their gender or their socioeconomic, ethnic or cultural status, must be helped to see themselves as participants in this human continuum of scientific and mathematical development to both visualize and actualize a place for themselves in our future.

Students need to be challenged to think critically and examine how today's technology grew out of yesterday's industrial era, an era spawned by the agricultural accomplishments of prior generations. They need to understand that even the simple tasks of weaving fabric and making dyes from fruits or plants required mathematical and scientific understanding; that today's freeways grew out of yesterday's hand-hewn trails; that ancient tribal herbs from many cultures formed the basis of many of today's wonder drugs; and that it took the agricultural skills of many different peoples to produce the nucleus of today's complex farming and food industries. Students must also see the relationship between citizenship responsibilities and privileges and understand their own importance in that dynamic.

The Americans All® materials provide diverse and inclusive images of history that can be a catalyst for this type of understanding. Not only is it wise to teach about diversity, using an inclusive approach as modeled in the Americans All® program, it is essential.

Gail C. Christopher
January 1992

The Peopling of America: Simulation Workshops

Gail C. Christopher

Simulation workshops are useful tools for teaching the principles of cultural diversity and democracy. The theme of the “peopling” of this nation provides subject matter that can be used to create simulation learning activities designed to closely represent or simulate historic perspectives of reality. The complexity of events can be controlled, however. By participating in these simulated events, students can experience specific processes or imitate circumstances from the past. They can be asked to respond, to enact roles and to consider the consequences of their actions and decisions. By revisiting the complex circumstances and processes to which various groups were exposed, students are required to experience tasks, responsibilities and challenges that may increase their awareness and personal capacities for understanding human and group adaptation. Carefully planned simulation activities and workshops can stimulate critical and creative thinking about individual roles in the family and society. By receiving feedback on the consequences of actions and decisions, students may develop deeper understanding that leads to empathy and better communication skills.

Ideas for Simulations That Reflect Diversity in the History of the “Peopling of the United States”

We suggest that you select “situations” or “processes” from the Americans All® materials on six groups—Native Americans, African Americans, Asian Americans, European Americans, Mexican Americans and Puerto Rican Americans—and develop simulation learning activities. Suggested topics include the following.

Native Americans

- The winter of 1776 when immigrants from England were given gifts by the Iroquois people could be reenacted.
- The “Trail of Tears” in which Cherokees, Choctaws, Chickasaws, Creeks and Seminoles were forced to leave their green fields in the Southeast and traveled

West on foot and on horseback to Oklahoma could be portrayed.

- The events surrounding the signing of treaties between governments could be simulated.
- The mentoring or learning experiences in which elders taught young people the skills needed for success in their societies could be reenacted.

African Americans

- The learning experiences and schooling that occurred in African kingdoms before the slave trade or the experience of losing village members to the European slave traders could be simulated.
- The arrival of Africans in 1619 on Dutch ships as indentured servants who agreed to work for pay for a period in return for transportation, food and shelter, but eventually were free men and women, could be portrayed.
- The Underground Railroad, with its network of safe houses that enabled enslaved Africans to escape to northern states, could be reenacted.
- The great migration of African Americans from the southern to the northern cities during the early 1900s could be simulated.

Asian Americans

- The main processing station for Asian immigrants was Angel Island. Like Ellis Island in the East, Angel Island in the West was used as a place for screening and detaining immigrants. Unlike Ellis Island, however, Angel Island became a place in which immigrant families were detained for prolonged periods. Teachers can use the Ellis Island simulation as a model for creating an Angel Island immigration process simulation workshop. It may be helpful to conduct workshops on both experiences and have students compare and contrast the two.
- The large Chinese immigration of the 1800s and the California gold rush could be simulated, as well as the railroad labor immigration experience of the 1860s.
- The Japanese experience of immigrating to work on sugar plantations in Hawaii or in the Alaskan

salmon canning industry could be selected as subject matter for a simulation workshop.

- The Filipino simulation experience could focus on the period after 1898 when Filipinos became American nationals who were allowed to enter the United States without any immigration restrictions. The immigration experience of “war brides” after the Spanish-American War of 1898 and World War II could be used to develop a simulation workshop.

European Americans

- The Jamestown colony experience, with an emphasis on the necessity of building communities, could be simulated.
- The experiences of indentured servants, who agreed to work for several years for whoever had paid their transportation costs, could be used as subject matter for a simulation.
- The experience of fleeing the Irish potato famine could be simulated.
- The Ellis Island immigration process could be used as the focus of the European immigration experience. Teachers may want to concentrate on a particular group’s process through Ellis Island, emphasizing the patterns of specific ethnic, gender or age groups.

Mexican Americans

- A simulation of ancient Mexican culture, emphasizing some aspect of the Olmec, Mayan or Aztec civilizations, could be created.
- Teachers may want to create a workshop around the 1821 agreement between Moses Austin and the Mexican government, in which American-born descendants of northern Europeans were given permission by the Mexican government to move into the northern part of Mexico known as Texas so long as they agreed to two Mexican rules: newcomers had to become Catholics and could not own slaves.
- The experiences of Mexican farmers who lost their land to railroad companies and found themselves taking work as migrants, or people who must move from job to job to survive, could be used as subject matter for a simulation workshop.

Puerto Rican Americans

- The island now called Puerto Rico was originally named “Borinquen” and was inhabited by a group of native people called the “Taino.” The native islanders’ first encounters with explorers who named the island “rich port,” or Puerto Rico, could be simulated.

- The 1800s was a time of great immigration to Puerto Rico from Spain, Portugal, Italy and France. In addition, there were enslaved African Americans who escaped and fled to Puerto Rico. A simulation emphasizing this period in Puerto Rican immigration history could be created that focuses on the diversity within Puerto Rico.
- The Spanish-American War ended with Puerto Ricans being granted United States citizenship. Hard economic times led many to leave Puerto Rico and move to the United States. Many came as contract laborers. They were immigrants yet citizens. A simulation of this experience could be created.

These are just a few examples of unique situations, circumstances and aspects from the diverse cultural history of the United States that could be developed into material for a simulation learning activity. There are hundreds more that you may choose to highlight. The students may enjoy identifying their own ideas for simulations. We suggest that you consider using the Americans All® Photograph Collection as a resource for ideas for simulation workshops. We have included a tested, well-developed model of a simulation of the Ellis Island experience as an example for classroom use.

Steps in the Simulation Workshop

Once you have selected an idea or topic, we recommend the following steps when creating your own “Peopling of the United States” simulation workshop activity.

1. Identify an approach to the simulation that will engage students in a variety of tasks and roles. Select a focus that will illustrate processes, consequences and diverse perspectives.
2. Help students do background research using Americans All® and other materials to determine the appropriate components, roles, materials, settings and procedures to be included in the simulation.
3. Identify your goals and student objectives, as modeled in the Americans All® learning activities, that are included in *The Peopling of America: A Teacher’s Manual for the Americans All® Program*. Specific objectives should be stated for the appreciation for self and others and the ability to communicate that appreciation; basic information about the historical immigration and migration experiences (forced and voluntary) of diverse cultural groups; and the development of creative- and critical-thinking skills.

4. Allow adequate time for preparation, execution of the simulation and debriefing. A half-day for each segment is recommended by the developers of the Americans All® Ellis Island simulation, Nancy Harris and June Tyler.
5. Use parents and volunteers to assist. Convene special briefings and simulation preparation sessions for them. Use this opportunity to orient parents to the entire Americans All® program and materials.
6. Let students and adults help prepare the materials to be used during the simulation. Use the Ellis Island simulation booklet as an example of the kinds of materials that can be created. The Americans All® photographs and music CD may also be useful.
7. Review the teacher's role during simulations (found on this page) and delegate appropriate responsibilities to adult volunteers, if necessary. Be sure to clarify their roles and your expectations, however.
8. Conduct the simulation, focusing on student success, enjoyment and positive feedback in the process. Use the simulation experience to model the four pillars of self-esteem: (1) careful and respectful treatment from others; (2) opportunities for success; (3) harmony; and (4) resilience. You may also want to select subject matter or content for your simulation that enables you to emphasize these points.

9. Allow time for guided discussion and debriefing. Consider using small-group techniques and the adult volunteers to increase students' opportunities for self-expression and involvement in this phase of the activity. The simulation may also be used as a catalyst for follow-up interdisciplinary activities.

Teachers should also feel free to develop simulations that focus on more recent immigration using materials from the Immigration and Naturalization Service. Refugee experiences could be explored. Students can do research to determine specific steps in the "processing" experiences of different groups.

The Role of the Teacher

The teacher has several roles in the simulation process. The simulation is an active learning model that involves adults as well as children.

Teachers must manage the recruitment and coordination of all participants. This task may be delegated to a volunteer. During the experience teachers are asked to:

- clarify or explain all roles and rules of the simulation;
- guide or manage complex activities that are going on simultaneously;
- coach and reinforce students' activities as they enact the process; and
- facilitate meaningful discussions that enable students to glean understanding and personally relevant success from the experience.

The Americans All® Simulation Workshop Preparation Guide

(group to be emphasized)

1. Simulation or process to be simulated: _____

2. Sources for background information: _____

3. Goal for this activity. Students will: _____

4. Americans All® objectives.

Appreciation: _____

Basic information and skills: _____

Critical and creative thinking: _____

5. Setting of this simulation and subsequent space needs: _____

6. Number of participants and their roles:

Students: _____

Adults: _____

7. Steps or specific aspects of the simulation. Time allocation: _____

8. Cautions (things to avoid): _____

9. Materials needed and sources: _____

10. Schedule for:
 Research: _____

 Students' preparation: _____

 Adults' preparation: _____

 Workshop: _____

 Debriefing: _____

 Follow-up: _____

11. Additional notes: _____

A Simulation of the Ellis Island Immigration Process

Introduction

This is a simulation of the immigration process experienced by millions of people who came through Ellis Island during its peak years. By playing the roles of immigrants, students will have an opportunity to experience what was felt by those entering the United States.

The entry process for the Ellis Island Immigration Station was similar to that for the Angel Island Immigration Station. In practice, however, entry through Angel Island was more difficult because the majority of those who entered had a cultural background and skin color that was different from that of the inspectors. To simplify the material and ensure the students' understanding of the immigration process, we have selected Ellis Island for this simulation model. After students have completed this simulation, it will be easier to both compare and contrast how other groups entered this country.

The simulation is divided into three parts:

- in-class preparation (half a day);
- the simulation workshop (half a day); and
- debriefing (half a day).

The time the simulation can take will depend on the time allotment for your class periods, the type of students that you have and the degree to which the students practice their roles prior to the workshop. We have selected the timeline that has proven most efficient for the program.

Most of the materials needed for the workshop have been included with this book. The other items are readily available in most classrooms. Before the simulation begins, all materials should be on hand.

Components

This text contains the following items:

- a set of teacher directions;
- a diagram of the immigration process;
- a background essay on the immigration process at Ellis Island;

- key words for the simulation activity;
- “welcome” in 24 languages;
- forty-one role cards;
- an immigrant character profile sheet;
- a simulated passport master;
- two family data sheets;
- an immigration tag master;
- one completed ship’s manifest;
- a simulated foreign money master (11 countries plus one blank);
- a simulated American money master (eight denominations);
- a 1910 currency exchange rate list;
- a simulated railroad ticket master; and
- a list of railroad destinations and ticket prices.

Other materials that will be needed include:

- scissors;
- chalk;
- string for tags;
- markers;
- paper for signs;
- a chalkboard or flip chart and markers; and
- desks and chairs.

Objectives

1. Recognize how interaction with others affects feelings of self-esteem, self-confidence and self-worth.
2. Demonstrate empathy with persons who have experienced an immigration process.
3. Trace the immigration process at Ellis Island during the late 1800s and early 1900s.
4. Analyze the immigration process and identify its strengths and weaknesses.
5. Compare and contrast the experiences of different immigrants and identify the specific attributes and characteristics of the immigrants and their families.
6. Compare and contrast the immigration and migration of various ethnic and/or cultural groups in the United States.

Preparation

Before conducting the simulation, carefully read the other texts in this program on the background of ethnic and/or cultural groups that did not arrive through Ellis Island. This is essential because it will place those groups' experiences in perspective with regard to the Europeans' entry into the United States. Make sure that the adult volunteers have been briefed on their roles. It is advisable to meet with them separately prior to doing the simulation the first time to make sure they fully understand both their roles and the scope of the program.

Make sure all costumes have been collected to supplement those the students bring. In some cases, a student will be unable to find his or her own costume or will select an inappropriate one. Having additional garments on hand will simplify what could become an awkward situation. Make sure that the robes for the volunteers are available in all sizes. You want them to look as authentic and imposing as possible.

Using the duplicating facility in your school, make as many copies of the components—the money, tags, railroad tickets, etc.—as needed. You may even want to duplicate additional copies of the background essay, “The Ellis Island Immigration Process,” and the diagram of the process for your students (and their parents) to read prior to the simulation.

If the class has not been studying immigration, use some of the background material provided to give them information not only on Ellis Island but also on the process and how immigration affected the United States. The following questions may be useful in stimulating discussion.

1. What were Ellis Island and Angel Island?
2. Why were they important?
3. Why did immigrants want to come to America?
4. Why did they reconstruct Ellis Island and not the Angel Island Immigration Station?
5. Why did the process at both locations need to be carefully organized?
6. Why might this process have been difficult for the immigrants?
7. How do you think the immigrants felt as they went through this process?
8. In what ways is this process different from that experienced by Mexican Americans, Puerto Rican Americans and African Americans?
9. In what ways are the processes of immigration and migration the same?

Showing related photographs from the Americans All® collection is a good introduction to the simulation. Pass out the participant role cards to the students. Continue by

explaining their costuming, preparing their passports, collecting items for their “suitcases” for the simulation, talking gibberish and preparing for their specific roles. Students may want to find community members of the same ethnic background as their selected role or look for pictures of those immigrants in the Americans All® Photograph Collection or your school library. Impress on the students the need to keep to their roles at all times. If the role card specifies that they have a physical defect, cannot understand the language or have lied on the manifest, then they should be sure that these characteristics are part of what they display in the simulation. Students who want to add more realism to their role may embellish on what they have learned about the luggage that immigrants carried with them during the crossing. Even if they do not bring a bag, discuss with them what items may have been brought by the travelers on the long ocean journey. You may need to remind them that radios and other common appliances were not available in those days. The most common material students forget to exclude is plastic.

In conjunction with this, you may want to talk briefly to the students about working on their own family trees (the actual process will be more effective after the simulation has been completed). This process can involve the parents directly, and you may want to duplicate copies of the other Americans All® texts for your students to take home to their parents. This may help make the simulation more meaningful for both students and parents, especially those who do not have a direct ancestral tie to Ellis Island.

Set up the room or specific off-school site to be used. An off-site location works extremely well because the simulation process begins when the students are removed from their comfortable and familiar surroundings of the classroom to an unknown location. And, because they are traveling in costume, they can begin to feel a bit like immigrants.

A sketch of how the room should be divided is shown on page 9. Naturally, this will be modified according to your own needs. If you have a staircase, you may want to pretend that the students have landed by ferry at that location. Have the tagger stationed there put the initial tags on the students. Following this, the students can ascend the stairs, watched by the doctor. If this is not a possibility, the simulation can be done successfully within the confines of a single classroom as shown.

The Simulation

Review the detailed diagram of the Ellis Island immigration process on page 11.

The immigration room should be set up with the appropriate signs and equipment:

- tags, marker and manifest for the tagger;
- chalk for the doctor;
- question list, manifest and chalk for the legal inspector;
- money and exchange list for the exchange teller;
- railroad tickets and marker for the ticket seller; and
- a large American flag on the wall.

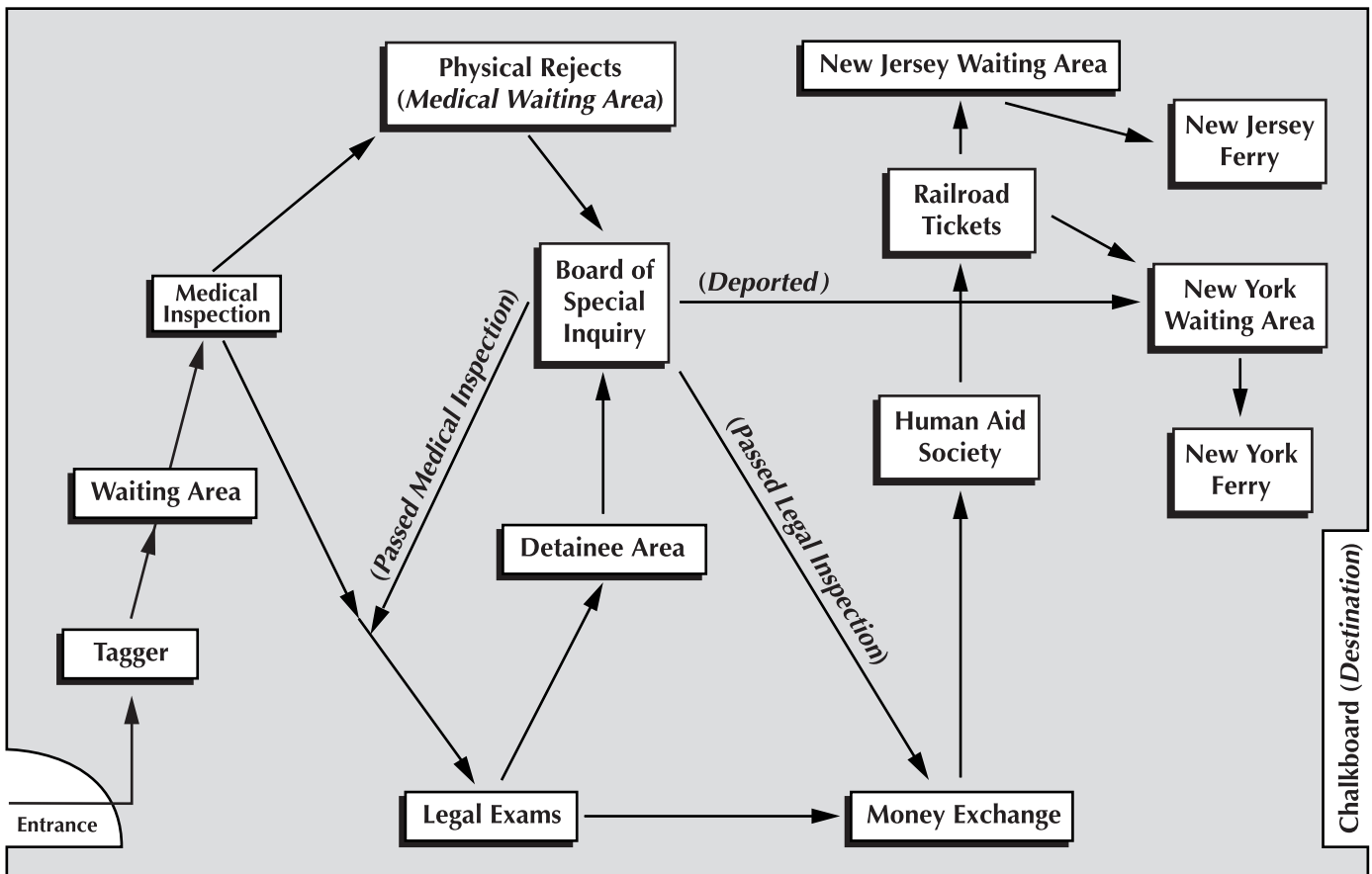
The simulation should begin with all members of the immigration team (adults) in place. As the student immigrants enter the Ellis Island area, they should form a line in front of the tagger. The tagger will check each immigrant's name on the ship's manifest; write a tag with the name of the ship, the date and the person's name on it; and tie the tag on the immigrant's clothing. The tagger should also look at each immigrant's passport and change about one in four names. Any new names should appear on the tag. Each immigrant then proceeds to the waiting area.

At the waiting area, the immigrants each write a postcard to someone at home telling about their experiences on the ship or impressions of the trip.

From the waiting area, immigrants should go, a few at a time, to the medical inspection. At the medical inspection, the doctor should look for mental and physical defects and for signs of disease, lice and eye infection. Immigrants being detained or rejected should be marked with chalk on their sleeve — "K" for contagious, "P" for further examination or "X" for rejection on mental and/or medical grounds. Those awaiting further examination or those rejected should go to the medical waiting area. Otherwise, immigrants should go on to the legal examination.

At this station, the immigrants answer the questions posed by the legal inspectors. After the inspectors have compared the answers to the manifest to see if they are the same, the immigrants who have passed continue to the money exchange. The legal inspector should mark a "K," "P" or "X" on anyone he or she wants to expel. Immigrants who are being detained for further inquiry should be marked with a "D." Both groups should enter the detaining area.

Immigrants who passed the previous inspections should change their money at the money exchange. The money exchangers should not be generous. Also, the teller should shortchange a few of the immigrants. After changing money, the immigrants should advance to the



Layout of the simulation room

railroad ticket window and then to the waiting area for the ferry. (Some immigrants may stop at the Human Aid Society.)

At the railroad ticket window, the immigrant will ask for a ticket to a specific destination and choose a railroad line. The ticket seller should make out a ticket for that destination and should charge a fee based on the list of railroad destinations and ticket prices. These immigrants then would proceed to the appropriate waiting areas to board the ferries taking them to the trains.

When most of the immigrants have been processed, a bundle inspection could take place. The chief inspector would look through the immigrants' bundles and hold up items that most reflect what an immigrant might have brought over, such as candlesticks, pictures and family bibles.

When all the immigrants have been processed, tell them that five years have passed and that they are about to become citizens of the United States of America. Have them stand, move to a central area and view the photographs of Ellis Island. Tell them that these are some of the memories that they will pass on to their children and grandchildren. Have a volunteer recite or play a tape of Emma Lazarus' poem, "The New Colossus," while they view related photographs. Then have them all turn and face the flag and say the pledge of allegiance (omit "under God," which was not part of the pledge while Ellis Island was an immigration station).

Have the students face the officer and raise their right hands when they hear their names called. When all the names have been called, the immigrants should repeat the pledge of allegiance.

The officer should then congratulate the new citizens and pass out small American flags as a patriotic song plays.

Debriefing After the Simulation Activity

When the students have completed the simulation exercise they will need to process the experience as well as foster the stated objectives in esteem building, immigration information and critical- and creative-thinking skills development.

Suggested Activities

1. Have the students form small groups of three to five. Appoint one student to write down the other students'

responses. Instruct the students to brainstorm within their small groups in response to the following question:

If you were a person immigrating to the United States through Ellis Island, what words would you use to describe the process?

The teacher should stimulate the discussion by listing a few words. These may include "frightening," "long," "boring" or "confusing."

2. Lead a guided discussion that includes all of the students and volunteers who participated in the simulation. Ask them to name the similarities and differences between the Ellis Island and Angel Island immigration processes (to compare and contrast). You will need to prepare audio-visual aids and other materials to depict and explain the Angel Island experience. You may also want to develop a flip chart with two columns that summarize the similarities and differences.

3. Ask the adult volunteers who played different roles in the simulation to lead small-group discussions about how the students felt about being involved in the simulation. Ask the adult volunteers to share related stories from their own lives.

4. Put each student with a partner and ask them to do the following:

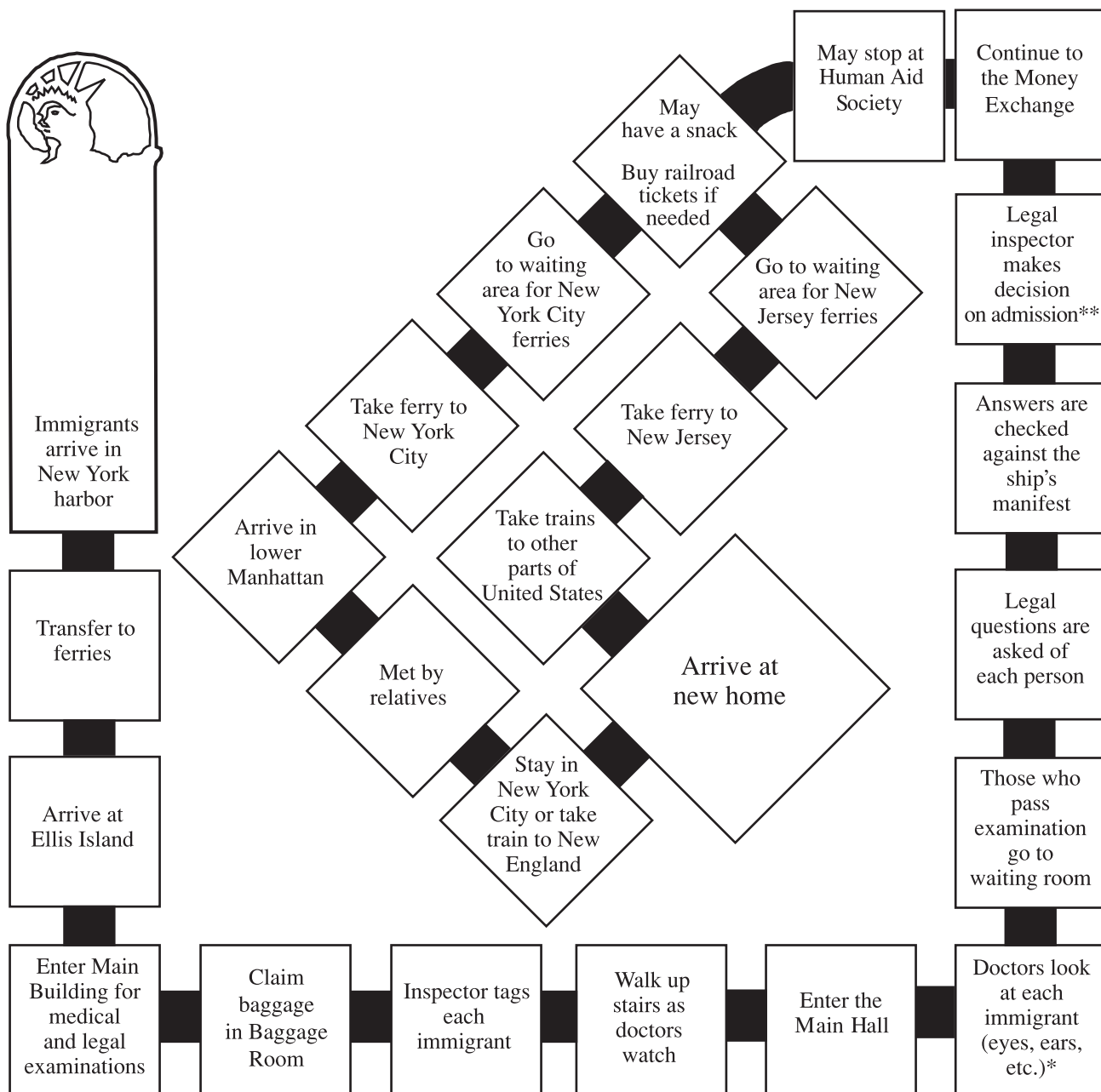
- tell what you liked most about what your partner did during the simulation; and
- tell what you liked most about what you did during the simulation.

The teacher should model this process of affirmation and give positive feedback by saying what he or she liked most about what an adult volunteer did, what one of the students did and, finally, about what he or she did during the simulation. Example: "I liked the way I supported each of you as you tried to learn your parts," or "I liked the way I managed the group so that we all worked together and had fun."

5. Lead a large-group guided discussion. Begin this discussion by defining the key words (e.g., immigration and deportation). Brainstorming will be helpful during the process of defining the words. Another idea is to list the definitions on the chalkboard or flip chart and have the students match the words with their definitions. Conclude the discussion by asking the students how they would have changed the Ellis Island immigration process.

The Ellis Island Immigration Process

June F. Tyler



* Detained for health reasons. When well, released back into process. If health problem is not corrected, sent back to country of origin.

** Those whose admission is questionable go to waiting area for review by Board of Special Inquiry. If they pass, they are released back into process. If legal problem is not resolved, sent back to country of origin.

When Ellis Island opened in 1892, a rather simple process was envisioned. The steerage passengers would be brought to the island on ferries or barges.* They would go to the second floor for medical examinations and interrogations. Some of them would be kept for further physical examinations. The others would proceed down 10 lines to answer the questions the law required the “pedigree clerks” to ask. If the immigrants passed, they would be separated according to destination, those going to New York or New England in one area and those going elsewhere in another. Finally, they would use other services, such as the Money Exchange, before leaving the island for their new lives.

By the mid-1890s there were procedural changes as the United States sought to reduce the number of immigrants. Steamship lines had to query the immigrants in many ways and attest to the detailed information on their manifests. Then immigration inspectors at Ellis Island compared the information given in response to their questions with the information on the manifests and checked for accuracy. Any immigrant whose answers did not jibe was detained for a Board of Special Inquiry.

Boards of Special Inquiry tried to determine the truth. However, they were hardly ever conducted according to constitutional guarantees of civil liberties. The immigrants were not allowed attorneys, nor were they allowed to confer with American friends or relatives. If a decision went against the immigrant, he or she was allowed to appeal, and both counsel and conferences with friends or relatives were permitted.

Before William Williams became commissioner at Ellis Island, many abuses existed. The feeding and care of the immigrants were often provided by private contractors. Under these contracts, fraud and maltreatment occurred. For example, Williams found that the food contractor did not clean the dining room and fed the immigrants without furnishing utensils or washing the dishes between groups. Immigrants leaving the island often were forced to buy food at extortionate prices. Some were made to work in the kitchens without pay. This was just one area in which Williams achieved immediate improvement by destroying old contracts and writing new ones.

As the immigrants shifted from being mostly northern Europeans to being mostly southern and eastern Europeans, more and more Americans felt that the “new immigrants” were of poorer quality. Although Williams insisted that every immigrant receive equal treatment, he also felt

that the present immigrants were not as good as the earlier ones. Even the social services societies often tried to exclude those who were not of their own background.

The Boards of Special Inquiry, often the target of special criticism, were defended by Williams as being of high quality. Although the immigration inspectors rotating on these boards did not have legal training, they had to be fully cognizant of immigration laws. Final decisions on appeals from these boards rested with the commissioner.

In 1909 Williams tried to enforce the laws strictly. To reduce the flow of immigrants and prevent them from becoming a drain on the public purse, the law required each immigrant to have a minimum of \$25 and a railroad ticket to enter. Unfortunately, this was such a large sum for most immigrants that it prevented not only steerage but other classes of passengers from entry. In one instance, 215 out of 301 second-class passengers off one ship did not meet this criterion. The protest was so violent that the rule was soon cancelled.

Observers of the immigration process during the peak years wrote that the process was stringent and an ordeal for those who participated, but that it was probably not any more difficult than was required. Most had more criticism for the steerage decks of the steamship companies than for the process. The procedures may have been dehumanizing, but they were not intentionally so.

Although the medical examinations may have seemed very brief, actually they were designed to be quite revealing. As passengers walked up the stairs to the Registry Room carrying their baggage, doctors could check to see if they showed evidence of breathing difficulties that might indicate heart disease, had abnormalities such as



Immigrants going to the second floor for medical examinations and interrogations

* A barge was a small boat bringing immigrants directly from the ships in the harbor; a ferry was a small boat bringing immigrants from the shore at Battery Park and returning them to New York or New Jersey.

lameness or other physical handicaps inhibiting their progress, or had abnormal posture. At the top of the stairs, the immigrants' hands, eyes and throats were carefully checked. In addition, their identification cards were checked and their eyesight again examined as they looked at their cards. As the people took right-angle turns, they were observed from both sides. This helped distinguish people who had abnormal expressions. After these brief examinations, any immigrants who were marked with possible problems would receive thorough examinations on which there was no time limitation. There were three divisions of physicians at Ellis Island: a boarding division checked cabin passengers as their ships entered the harbor, a hospital division ran the wards on Ellis Island and a line division checked the immigrants as they came through the immigration procedures.

If the immigrant passed the medical inspection, he or she then would join one of the lines for the remaining questions. At one time there were as many as 22 of these lines in the Main Hall. The inspector usually had about two minutes to decide whether to admit the immigrant to the United States. In the rush period from early spring through late summer, the inspectors would work from nine in the morning to nine in the evening.

Although 80 percent made it through the first day, some were detained until a friend or relative provided sufficient money for them to leave. These people were mostly women and children, and they seldom waited more than five days. At the end of that time, if they had not been sent funds, the detainees were turned over to one of the societies or were deported.

Boards of Special Inquiry were held for many reasons. Governments might notify the United States that the immigrant was a wanted criminal. The immigrants might be suspected of being contract laborers, in the country to take jobs as a result of excursions abroad by industrial representatives. The vast majority, however, were suspected simply of being too poor to support themselves without becoming public charges.

Quite often the information used during this process or obtained from the immigrants was false. For example, the information on the manifest usually stated that the



Inspector examining the eyes of immigrants

immigrant had paid his or her own way; in fact, almost all were assisted in some way. The immigrants themselves might give false information as to where they would be staying in the United States. Sometimes the immigrants would claim skills they did not have, though they were often required to demonstrate claimed skills if the Board of Special Inquiry had reason to be suspicious.

Although many changes were made in the process over the years, most were minor, and the actual process remained the same. Immigrants were often at the mercy of the contractors who brought them to the island, removed them from it, or fed them while there. Yet most of the commissioners tried to make the experience as humane as possible within the strictures of the ever-tightening immigration laws. After 1924 the procedures were mostly performed in the country of origin. Therefore, the process described here refers to the peak years of immigration from 1892 to 1924.

Key Words for the Simulation Activity

Assimilation—The process of being absorbed into the cultural traditions of a population or group.

Bundle—A group of items rolled up together for convenient handling.

Deportation—The removal from a country of an alien whose presence is unlawful.

Emigration—The process of leaving one's country for residency elsewhere.

Immigration—The process of coming into a country of which one is not a native for permanent residency.

Literacy Test—An examination of a person's ability to read or write.

Manifest—A list of passengers for a ship or plane.

Naturalization—The process in which a person becomes a citizen of a particular country.

Passport—A document issued by an official of a country to a citizen, necessary for entrance into or exit from a country.

Pluralism—A society in which members of diverse ethnic, racial, religious or social groups maintain an autonomous participation in developing their particular culture.

Steerage—A section in a passenger ship for passengers paying the lowest fares.

“Welcome” in Many Languages

<i>Country or Language</i>	<i>Welcome</i>	<i>Country or Language</i>	<i>Welcome</i>
1. Armenian	բարի եկար (pah re yay gar)	15. Lithuanian	Sveinkunu (svein kinu)
2. Arabic	مرحبا (mar ha ban)	16. Norway	Velkommen (vel koh men)
3. Bulgaria	Здравей (zhdra tay)	17. Poland	Witaj (vee tie)
4. Czechoslovakia	Vitanie (vee tan nee)	18. Portugal	Ben vindo (behn vin doo)
5. Denmark	Velkommen (vel comb en)	19. Romania	Bine ati venit (bee na ahts vay neet)
6. Holland	Welkom (vel comb)	20. Russian	ПОБРО ПОЖАЛОВАТЬ (dah braw pah zha lev ets)
7. Finland	Tervetuloa (tair veh too low a)	21. Serbian	Dobro dosli (daw braw dawsh lee)
8. France	Bienvenu (b'yehn vnew)	22. Spain	Bienvenido (b'yayn bay nee tho)
9. German	Willkommen (vil koh men)	23. Sweden	Valkommen (vale co men)
10. Greece	Καλώς ἔρσατε (kah loh soh ree sah tay)	24. Turkey	Hosgeldin (hoesh gel din)
11. Hebrew	חַוּבָּ (sha lom)		
12. Hungary	Isten hozott (ee sten hoh zoht)		
13. Italy	Benvenuto (bayn vay noo toh)		
14. Latvian	Ludzun (lood zoon)		

Bold type indicates the accented syllable(s).

Participant Role Cards

IMMIGRATION OFFICER 1

Inspector (Tagger)

Your job is to tag each immigrant as he or she comes through the line. Using a marker, write the name of the ship, the date and the person's name on the tag. Then attach it to the person with string. Be careful to be accurate. You will also serve as part of a Board of Special Inquiry if one should be needed. If your class uses the alternative set-up, you will be tagging the immigrants at the foot of the stairs. Otherwise, you will be the first person they meet as they enter the room.

IMMIGRATION OFFICER 4

Doctor

Your job is to examine the physical health of the immigrants. As they come through the line, examine their hands. Be sure that you check for any defects. Then, allow them to pass on by marking a check on their tag. Those who are contagious should be marked with a "K." Those who are in need of further examination should be marked with a "P." Those who are to be excluded should be marked with an "X."

IMMIGRATION OFFICER 2

Doctor

Your job is to evaluate the physical health of each immigrant. You will be stationed at the entry to the registry hall. Check each person's eyes to see if they are all right. Then put a check on the immigration tag to show you have done this. If you think the person is not healthy, put a chalk mark "P" for further examination.

If you are the only doctor, also decide who is contagious and mark them with a "K." Those who fail should be marked with an "X."

IMMIGRATION OFFICER 5

Legal Inspector

Your job is to ask the immigrants the essential questions. These should include: "What is your name? Where are you coming from? Where are you going? Who paid for your passage? How much money do you have? Do you have a job waiting for you? Do you have any skills? Are you an anarchist? Are you a polygamist? Are you a convict? Are you a lunatic?" Check their answers against the ship's manifest. Decide if they can be admitted. Put an "S" on those who need further inquiry, an "X" on those being expelled, and a check on the tag of those admitted.

IMMIGRATION OFFICER 3

Doctor

Your job is to evaluate the physical health of each immigrant. You will be stationed at the foot of the stairs or just after the tagger. Check to see that no one exhibits lameness or another disability. If you see any individual who should be further examined, mark that person with a "P." If anyone seems contagious, mark that person with a "K." If anyone is so ill that he or she should be rejected, mark that person with an "X."

IMMIGRATION OFFICER 6

Human Aid Society Representative

You represent a group that helps the immigrants get established in the United States. As a Human Aid Society representative, you will answer questions, provide help in getting tickets or changing money, suggest places for people to live, put the immigrants in contact with people who can help them and generally make things easier for them. If requested, you will contact friends or relatives who are already in the United States.

IMMIGRATION OFFICER 7
Money Exchange Teller

Your job is to exchange the money of the immigrants for American currency. You should have the American money ready for use, either in a box or a tray. Sort it out by denomination.

Post a list of the 1910 currency exchange rates by your booth, either on the chalkboard or on paper.

IMMIGRATION OFFICER 10
Ferry Boat Captain for New Jersey

Your job is to take passengers to New Jersey so they can board the railroad for trips farther on. You should have a space, not necessarily with any chairs, that serves as your boat. You will announce when the ferry is to depart.

As immigrants board, be sure that each one has a railroad ticket. Otherwise, he or she cannot get on board.

IMMIGRATION OFFICER 8
Railroad Ticket Seller

Your job is to sell the railroad tickets to those immigrants going farther than New York. You should have American money ready to make change, either in a box or a tray, sorted by denomination. You should have a supply of the tickets and a marker with which to write the railroad name, destination and date.

Be sure to get American money for the tickets from the immigrants. Post the list of railroad destinations and ticket prices by your booth.

IMMIGRANT 1
Peter Svenson

You are an artist who comes from Sweden. You expect to make your home in Minnesota. You will need to take the train to get there. You have brought 20,000 Swedish krona with you.

You are 35, unmarried and in excellent health. Some of your baggage has been sent ahead to relatives, but you are carrying an artist's kit of materials with you. You have led a life with no problems, but you have no skills other than being an artist.

IMMIGRATION OFFICER 9
Ferry Boat Captain for New York

Your job is to take the immigrants back to New York. You should have a small place set aside, not necessarily with any chairs, in which the immigrants will stand.

You will announce when the ferry is to depart. You will also take any people not being admitted back to the docks in New York City.

IMMIGRANT 2
Olga Porkowski

You come from a small town in Poland, where you have been earning your living as a seamstress. You are 42 and unmarried, and you are hoping to make more money in America. Your passage was paid by an American company, but the ship's manifest does not say this. You have only 100 Polish marks with you.

You have been in poor health. Often you cough. You know that relatives in your village died of tuberculosis. Your final destination is New York City.

IMMIGRANT 3
Katrina Parks

You come from a small village in Holland. You are traveling in second class because you saved money from your work as a teacher. You speak a little English. You hope to find work in a large city in the Midwest. You have friends in Chicago.

With you are most of your possessions and 1,500 Dutch gulden (guilders). You are 25 years old, single and in good health. You do need glasses, however, to read well.

IMMIGRANT 6
Anna Auspov

You have come from a village in Russia, where you worked as a clerk in a store. You came steerage, because that was all your relatives in this country could afford to pay. The ship's manifest indicates that your passage was paid by relatives. You are going to New York City to stay with them when you land.

You walk with a slight limp, but you will try to conceal this from the inspectors. You have 80 Russian roubles with you and one small bundle to carry.

IMMIGRANT 4
Gottlieb Felber

You come from a town of medium size in Germany. You have come because you do not want to serve in the army of the Kaiser. Your brother is with you. In Germany, you were a skilled weaver. In fact, you have talked to American firms that came to recruit, but your passage was paid with money from relatives in New England. The ship's manifest, however, says you paid your own way.

You are 26, unmarried and in good health. Your final destination is Norwalk, Connecticut. You have 440 German marks with you.

IMMIGRANT 7
Luigi Facio

You have come with your family from a small village south of Naples, Italy, in hopes of finding work in Chicago where a lot of buildings are being built. You are a stonemason. The journey over was very difficult. Your 10-year-old daughter is not feeling well.

You are 35 and in good health and have 4,200 Italian liras with you. However, you do not have any friends in America to help you.

IMMIGRANT 5
Wilhelm Felber

You have come with your brother from a town of medium size in Germany. You, too, are escaping from service in the army. You have been a spinner in a German textile factory. Although your passage was paid by relatives, the ship's manifest says you paid it yourself.

You are 24, unmarried and in good health. You are going to Norwalk, Connecticut, and have 240 German marks with you.

IMMIGRANT 8
Maria Facio

You have come with your husband from a small village south of Naples, Italy. You speak no English and are frightened about coming to America. You are afraid for the health of your daughter, but you hope that the Catholic Church will help you find shelter in Chicago.

You are 33 and have no money except what your husband is carrying.

IMMIGRANT 9**Sofia Facio**

You are a 10-year-old girl from a small village in Italy. You have been very sick on the way over. You should be coughing as you walk through the line. You have come with your mother and father and are going to Chicago with them.

You speak no English, but you know your mother hopes for help from the church. You have no money of your own, but you are carrying a small bundle with your things.

IMMIGRANT 12**Sven Andersen**

You have come from Norway, where you were a farmer. You are 26 years old, and people from a Lutheran church in Minnesota have paid your way to America. It says so on the ship's manifest. You are married, but there was not enough money to bring your wife and children. You hope to bring them in the future.

You have 240 Norwegian krone with you. From New York, you will go to Minneapolis and then to the small town. Your health is excellent.

IMMIGRANT 10**Helmut Kraft**

You have come in second class from Germany. Friends in Milwaukee have paid for your passage. You are going there when you reach America. In Germany, you have been a teacher, but in Milwaukee you'll probably work in the factories. However, you don't want the inspectors to know this.

You have brought 680 German marks with you. You are not married and are 30 years old. You have always been in good health.

IMMIGRANT 13**Maria Tomasso**

You have come in third class from Italy. Your little village specializes in producing cloth and you are an expert weaver. Although the manifest does not say so, you actually have a contract to work for a Massachusetts company. When you leave New York, you will go to Springfield.

You have an advance given to you by the company, so you have 6,300 Italian liras with you. Your health is excellent. You have come with your friend Elena.

IMMIGRANT 11**Stasha Mikov**

You are fleeing from a small village in Russia. You are Jewish. You have been a farmer all your life. Although the ship's manifest says you have had no help with your passage, in fact you had received aid from a Jewish immigration society. You are going from New York to St. Louis, where you hope to find work on a farm.

When you were small you had an accident and your left hand is not too useful. You have 60 Russian roubles with you.

IMMIGRANT 14**Elena Conta**

You have come in steerage from Italy with your friend Maria. Both of you are weavers and have contracts with a Massachusetts company, though this is not stated on the ship's manifest. You are going to work in a factory in Springfield, Massachusetts.

You have 6,300 Italian liras from the company and are in excellent health.

IMMIGRANT 15**Jean Boulé**

You are a French factory worker who is accompanied by your family. You were working in the factories in Lyon. Now you hope to get work in San Francisco. You have been approached by a firm there, but you paid your own passage.

You are 39 and have 750 French francs with you. You are in good health.

IMMIGRANT 18**Cazmir Stawski**

You are a steerage passenger from Poland. Your uncle who lives in Chicago has paid for your passage. It says so on the ship's manifest. You do, however, hold radical political ideas. You are an anarchist—believing in the abolition of present governments.

You are a qualified factory worker. When you leave New York, you will go to Chicago. You have 220 Polish marks.

IMMIGRANT 16**Marie Boulé**

You have traveled with your husband and daughter to America from Lyon, France. Although you are listed only as a wife, you do have skills as a clerk and as a weaver. You, too, hope to find work here.

You have 250 French francs with you. You have always enjoyed excellent health and speak a few words of English.

IMMIGRANT 19**André Michel**

You are a 30-year-old French worker who has been a spinner in the mills of Lyon. You have always been in good physical health. You have had your way paid by a company in Kansas City, but it does not say so on the ship's manifest.

You have been arrested twice for theft in France, and you want to conceal this information from the authorities. You have 250 French francs with you.

IMMIGRANT 17**Suzanne Boulé**

You are 15 years old, are traveling with your parents, and are sorry to be coming to America. You have not developed any skills of your own, nor do you have any money of your own.

You have learned a little English in preparation for the journey.

IMMIGRANT 20**Anna Goldmann**

You have come from a small town in Germany. Five years ago your husband came to America, and he has just raised the money for you to come. You are a seamstress by profession and hope to get work in the mills of Manchester, New Hampshire. You will go there from New York.

You have 240 German marks with you and some precious possessions.

IMMIGRANT 21
Tammas O'Donnell

You are 40 years old and have worked for 20 years in the wool mills outside of Dublin, Ireland. The terrible famine in your country has frightened you enough to make you leave, but you hope to send for your family very soon. You want to make your home in Boston, Massachusetts, where you have a very close friend. You have brought 80 British pounds with you to America, and you are in excellent health. However, you miss your family greatly.

IMMIGRANT 24
Simone DiMatteo

You are the seven-year-old daughter of Carmen DiMatteo. You are anxious to be in a new country, and you try to brighten up your sister's outlook. You have learned a little English in school. You do not have any money of your own.

IMMIGRANT 22
Carmen DiMatteo

You have come from Barcelona, Spain. You are 32 years old and are traveling with your two young daughters, Christina and Simone. You are excited about becoming an American citizen and hope to make your home in Texas, where you have an elderly aunt. You have brought 4,000 Spanish pesetas with you. You have some skills in cooking because you once worked in a little restaurant. You do not speak much English.

IMMIGRANT 25
Greta Wagner

You are from Amsterdam, Holland, and are 35 years old and unmarried. You are traveling with your brother Hans. You have worked in a hat factory for two years and hope to find work in a factory in Wisconsin. You are traveling with 300 Dutch gulden (guilders) in your purse. You are in excellent health.

IMMIGRANT 23
Christina DiMatteo

You are the 12-year-old daughter of Carmen DiMatteo. You are a little confused about where you are now. The voyage was not very pleasant for you, and you miss your friends in Spain. You do not have any money of your own, but you have brought a small bundle of your favorite possessions with you. You speak a little English.

IMMIGRANT 26
Hans Wagner

You have come from Amsterdam, Holland, and are 32 years of age and unmarried. You are accompanied by your sister, Greta. You have a slight problem with your eyes, and you blink frequently. You have learned English in school and can communicate somewhat. You have 600 Dutch gulden (guilders) with you. You hope to make your home in Wisconsin. You have worked on a road crew for a year in Holland.

IMMIGRANT 27**Bessie Spylios**

You are an 11-year-old from a small town in Greece. Your father has sent you to America to live with your cousins in New York, and he and your mother will come to America as soon as your father can obtain the money for the voyage. You are very shy, but secretly you wish that you could make friends with one of the other children on the island. Your cousin will be meeting you on the island. You have no money of your own, but you are carrying a small bundle that contains your favorite things.

IMMIGRANT 30**Mikel Yurirov**

You are a Jewish peasant from a small village in Russia. Your village has recently been destroyed by a fire set by political activists. You are 37 years old, married and traveling with your wife, Sadie. You worked in a factory in Russia and you hope to find similar work in America. You are traveling with 200 Russian roubles.

IMMIGRANT 28**Meandro Antonakos**

You are 33 years old and unmarried. You have left your home in Greece to search for great wealth. You plan to work for a Greek shipping company in America. That company paid for your ticket to the United States. You have left behind in Greece a wonderful woman whom you plan to marry. You will send for her when you earn enough money. You have 8,500 Greek drachmas with you.

IMMIGRANT 31**Sadie Yurirov**

You are a Jewish peasant from a small Russian village that has recently been destroyed by a fire set by political activists. You are 34 years of age, married and traveling with your husband, Mikel. You have no money except for what your husband is carrying. You hope to move in with your uncle, Rubin, in New Jersey. You have some skills as a seamstress and you want to work in America.

IMMIGRANT 29**Annie Moore**

You are 50 years old, an immigrant from Belfast, Ireland. You have no family and had no reason to stay in Ireland. You are poor, but you had enough money to buy your ticket for the boat trip. You have heard a great deal about the United States and were curious to see if you could really make a living here. You had been a factory worker for 10 years and you want to find a job in Philadelphia, Pennsylvania. You have 80 British pounds with you.

Immigrant Character Profile

1. I am an immigrant from _____ in 1910.
2. My name is _____. Religion: _____.
3. Date of birth: _____. Age: _____. Place of birth: _____.
4. These are the members of my immediate family: Father: _____,
Mother: _____, Sisters: _____,
Brothers: _____.
5. I have the following disabilities: _____
_____.
6. I am leaving _____ because of _____
(war, famine, persecution, etc.)
Explain fully: _____
_____.
7. I want to live in America because _____
_____.
8. In America I expect to find _____
_____.
9. The money in my country is measured in _____
(amount of money)
10. I am bringing _____ to America.
11. In America I can earn money by _____.
12. In my country I do not work because _____
_____.
13. When I reach America, my destination is _____
(city, state)
14. In America I have (a sponsor, a relative, a friend, someone to employ me, no one to employ me, etc.).
Explain fully: _____
_____.

Simulated Passport

F
O
L
D

P A S S P O R T

(Country)

Put Country
Symbol Here

F
O
L
D

The image shows a template for a simulated passport. It features a large dashed rectangular border. A vertical dashed line runs down the center, and a horizontal dashed line runs across the middle, intersecting at the center. The word "PASSPORT" is printed in large, bold, spaced-out capital letters in the upper left quadrant. Below it, there is a dashed line followed by the text "(Country)". To the right of this is a circle containing the text "Put Country Symbol Here". On the left and right sides, the word "FOLD" is written vertically, with arrows pointing inward towards the center fold lines.

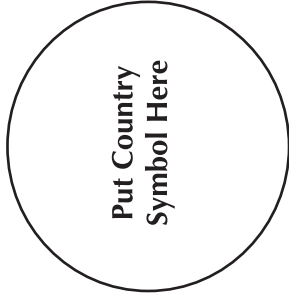
F
U
L
L
F



Put Country
Symbol Here

**OFFICIAL
PASSPORT**

Name		Birthplace	
Birth date	Height	Hair	Eyes
Right thumbprint	Issue date	Expiration date	Passport number
PHOTO		Issued by	Passport Director
Bearer's Signature			



Put Country
Symbol Here

VISAS	VISAS
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F

Family Tree (Mother)

My name is: _____

My ethnic background is: _____

Follow your teacher's instructions and draw a "map" of your family. For each member of your family you list, include that person's name, birth date, birthplace and places of residence.

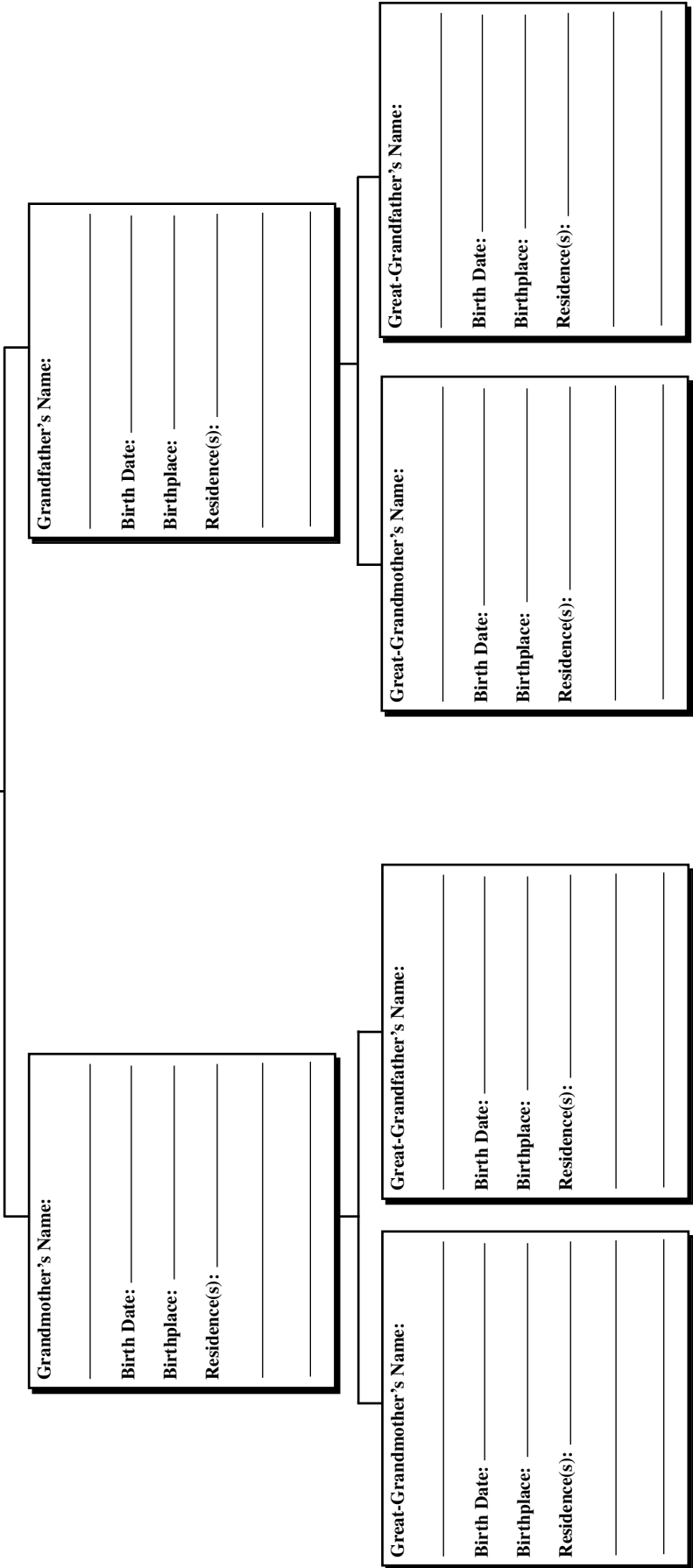
Mother's Name: _____

Birth Date: _____

Birthplace: _____

Residence(s): _____

(This family tree has been adapted from Donley, Susan K., *Toward a Better Balance: Curriculum Guide for Multicultural Education, Parts One and Two*, Pittsburgh, PA: Pennsylvania House of Representatives, Legislative Office of Research Liaison, 1988.)



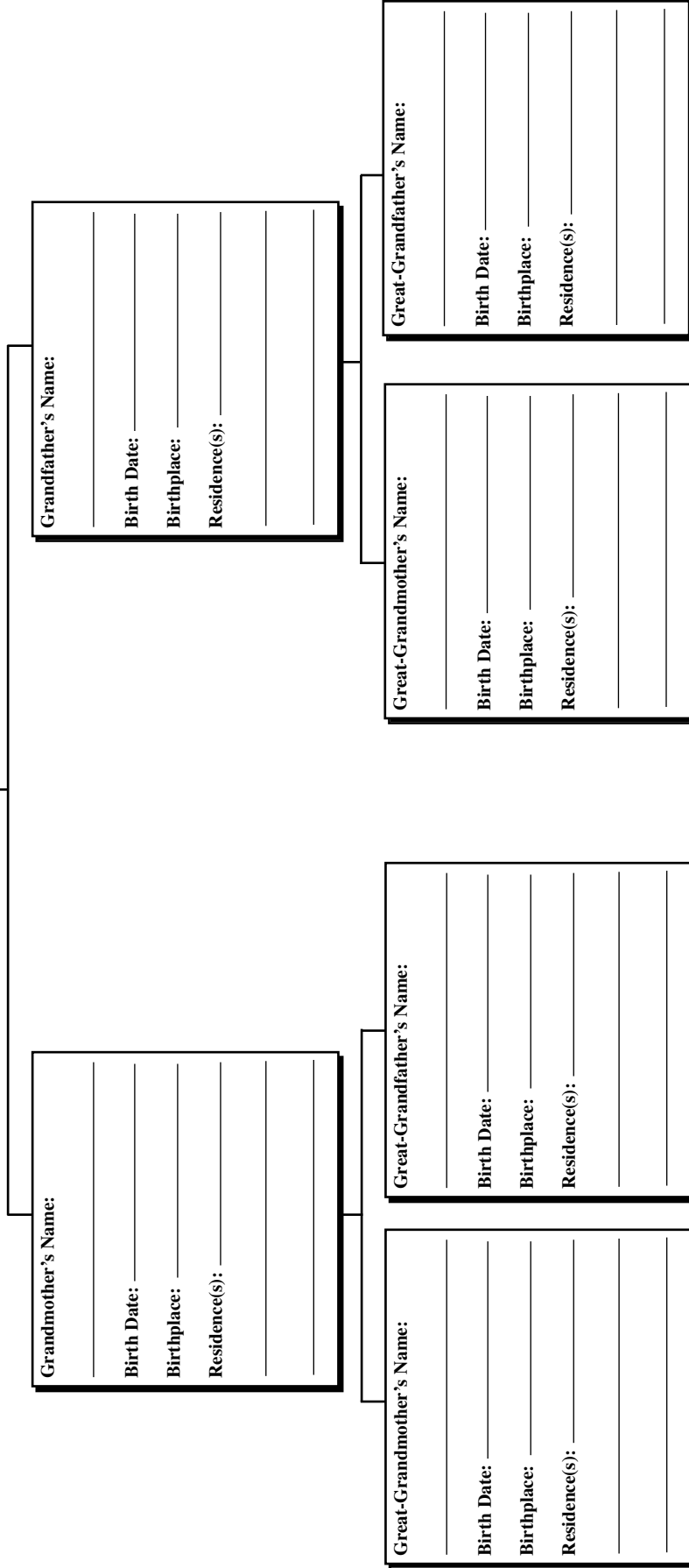
Family Tree (Father)

Father's Name: _____
Birth Date: _____
Birthplace: _____
Residence(s): _____

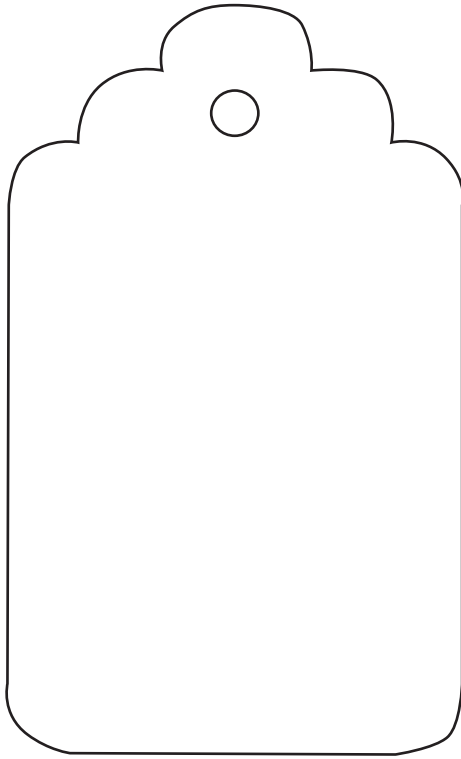
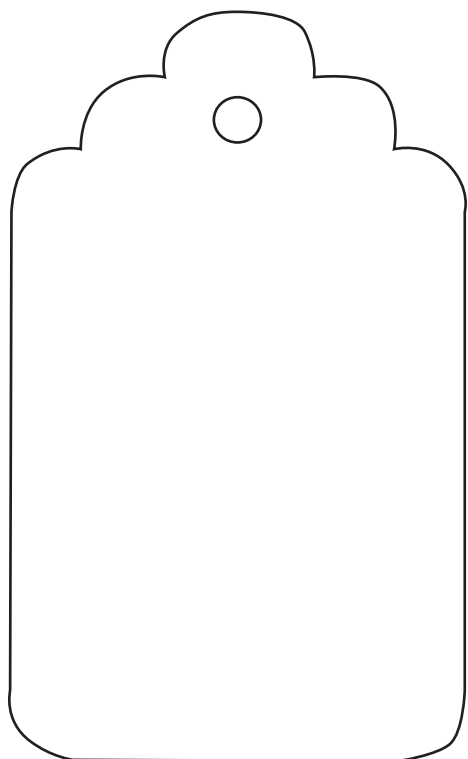
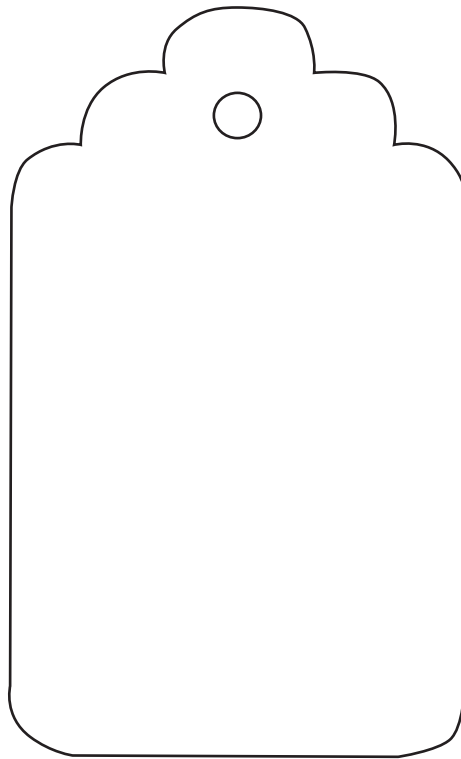
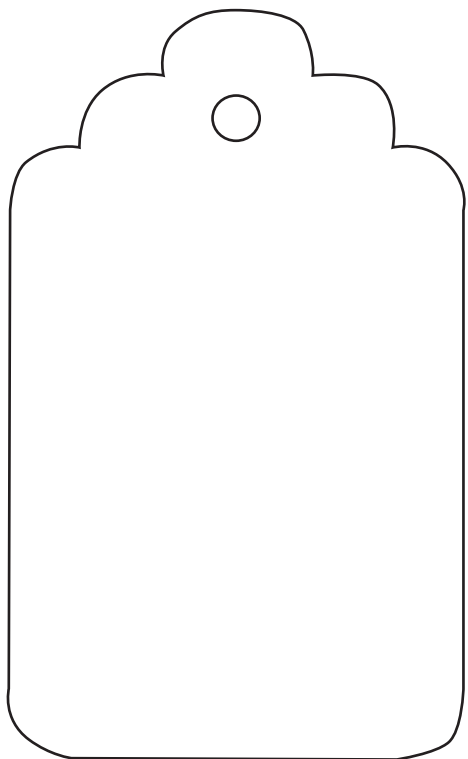
My name is: _____
 My ethnic background is: _____

Follow your teacher's instructions and draw a "map" of your family. For each member of your family you list, include that person's name, birth date, birthplace and places of residence.

(This family tree has been adapted from Donley, Susan K., *Toward a Better Balance: Curriculum Guide for Multicultural Education, Parts One and Two*, Pittsburgh, PA: Pennsylvania House of Representatives, Legislative Office of Research Liaison, 1988.)



Immigration Tags



Ship's Manifest: S. S. Rose

Date May 21, 1910

Home Port: Amsterdam

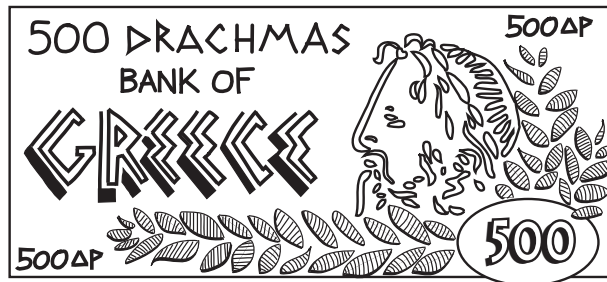
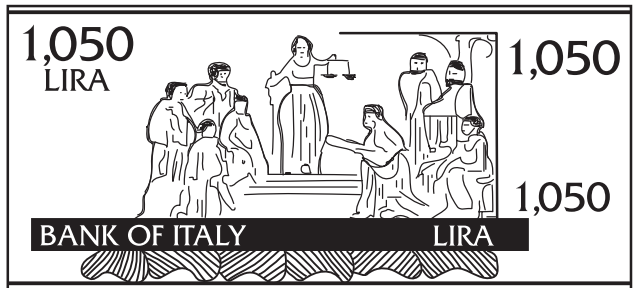
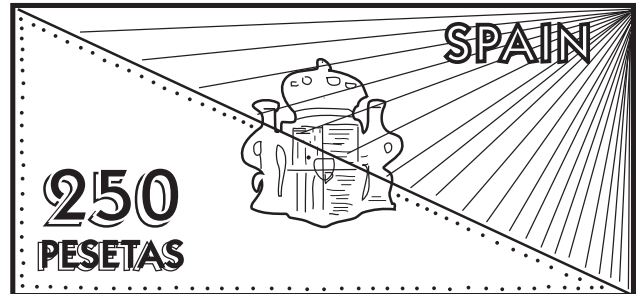
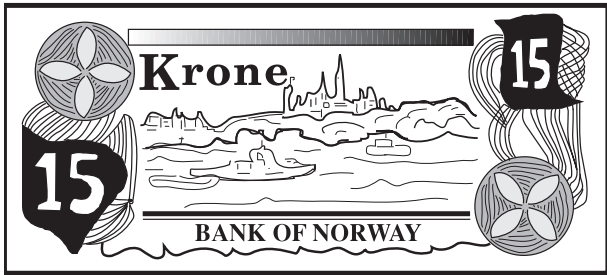
Number	Passenger	Class	Country of Origin	Occupation	Assisted
1	Peter Svenson	2nd	Sweden	Artist	No
2	Olga Porkowski	2nd	Poland	Seamstress	No
3	Katrina Parkes	2nd	Holland	Teacher	No
4	Gottlieb Felber	3rd	Germany	Weaver	No
5	Wilhelm Felber	3rd	Germany	Spinner	No
6	Anna Auspov	3rd	Russia	Clerk	Relatives
7	Luigi Facio	3rd	Italy	Stonemason	No
8	Maria Facio	3rd	Italy	Wife	No
9	Sofia Facio	3rd	Italy	Child	No
10	Helmut Kraft	2nd	Germany	Teacher	Friends
11	Stasha Mikov	3rd	Russia	Farmer	No
12	Sven Andersen	3rd	Norway	Church	Farmer
13	Maria Tomasso	3rd	Italy	Weaver	No
14	Elena Conta	3rd	Italy	Weaver	No

Date May 21, 1910

Home Port: Amsterdam

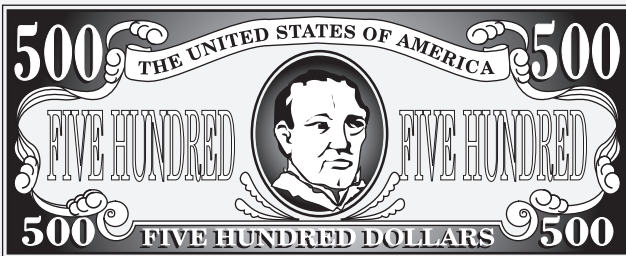
Number	Passenger	Class	Country of Origin	Occupation	Assisted
21	Tammias O'Donnell worker	2nd No	Ireland	Mill	
22	Carmen DiMatteo No	2nd	Spain	Cook	
23	Christina DiMatteo No	2nd	Spain	Child	
24	Simone DiMatteo No	2nd	Spain	Child	
25	Greta Wagner	2nd	Holland	Factory worker	No
26	Hans Wagner	2nd	Holland	Road worker	No
27	Bessie Spylios	3rd	Greece	Child	No
28	Meandro Antonakos Seaman	2nd Employer	Greece		
29	Annie Moore	3rd	Ireland	Factory worker	No
30	Mikel Yuriov	3rd	Russia	Factory worker	No
31	Sadie Yuriov	3rd	Russia	Seamstress	No
32					
33					
34					
35					
36					

Simulated Foreign Money





Simulated American Money



Seventeen photocopies of the foreign monies on page 30, and 40 photocopies of the foreign and American monies on page 31, will satisfy the monies required for a simulation involving the 31 immigrants listed on the ship's manifest. The American monies should be divided in half to create the money exchange bank and the railroad ticket office bank.

1910 Currency Exchange Rates

Country	Exchange Rate*	Country	Exchange Rate*
Argentina	1 Peso = 1 Dollar	Italy	5 Liras = 1 Dollar
Austria	5 Krone = 1 Dollar	Mexico	2 Pesos = 1 Dollar
Belgium	5 Francs = 1 Dollar	Netherlands	2 Gulden = 1 Dollar
Brazil	3 Milreis = 1 Dollar	Norway	4 Krone = 1 Dollar
Bulgaria	5 Leva = 1 Dollar	Poland	4 Marks = 1 Dollar
Czechoslovakia	5 Crowns = 1 Dollar	Portugal	1 Escudo = 1 Dollar
Denmark	4 Krone = 1 Dollar	Russia	2 Roubles = 1 Dollar
Finland	5 Markka = 1 Dollar	Spain	5 Pesetas = 1 Dollar
France	5 Francs = 1 Dollar	Sweden	4 Krona = 1 Dollar
Germany	4 Marks = 1 Dollar	Switzerland	5 Francs = 1 Dollar
Great Britain	1 Pound = 5 Dollars	Turkey	4 Liras = 1 Dollar
Greece	5 Drachmas = 1 Dollar	Yugoslavia	5 Dinars = 1 Dollar
Hungary	5 Korona = 1 Dollar	—	—

*The 1910 exchange rate figures have been rounded to the nearest full denomination for the purposes of this simulation.

Simulated Railroad Tickets

RAILROAD TICKET

This ticket entitles the bearer to one trip on the _____ RAILROAD

to: _____
(Destination)

Good for one year from date.

_____ \$ _____
(Date) (Ticket Price)

RAILROAD TICKET

This ticket entitles the bearer to one trip on the _____ RAILROAD

to: _____
(Destination)

Good for one year from date.

_____ \$ _____
(Date) (Ticket Price)

RAILROAD TICKET

This ticket entitles the bearer to one trip on the _____ RAILROAD

to: _____
(Destination)

Good for one year from date.

_____ \$ _____
(Date) (Ticket Price)

RAILROAD TICKET

This ticket entitles the bearer to one trip on the _____ RAILROAD

to: _____
(Destination)

Good for one year from date.

_____ \$ _____
(Date) (Ticket Price)

RAILROAD TICKET

This ticket entitles the bearer to one trip on the _____ RAILROAD

to: _____
(Destination)

Good for one year from date.

_____ \$ _____
(Date) (Ticket Price)

RAILROAD TICKET

This ticket entitles the bearer to one trip on the _____ RAILROAD

to: _____
(Destination)

Good for one year from date.

_____ \$ _____
(Date) (Ticket Price)

RAILROAD TICKET

This ticket entitles the bearer to one trip on the _____ RAILROAD

to: _____
(Destination)

Good for one year from date.

_____ \$ _____
(Date) (Ticket Price)

RAILROAD TICKET

This ticket entitles the bearer to one trip on the _____ RAILROAD

to: _____
(Destination)

Good for one year from date.

_____ \$ _____
(Date) (Ticket Price)

Railroad Destinations and Ticket Prices

NEW YORK CITY.

Office Hours: 8:30 am. to 6 pm; Holidays Until Noon; Closed Sundays.

Distance from depot—Twenty minutes downtown; one-half hour from up-town station.

REGULAR RATES			REGULAR RATES				
	1st Class Union	1st Class Lim	2d Class		1st Class Union	1st Class Lim	2d Class
Akron, Ohio		\$12 00		Ithaca, N.Y.		\$ 3 10	
Albany, N.Y.		3 10		Jacksonville, Fla.		20 10	
Albany, N.Y., night boat, about Mar. 16 to Nov. 15		1 50		Jacksonville, Fla., Steamer		25 00	\$19 00
Albany, N.Y., day boat, about May 1 to Nov. 1		2 00		Jamestown, N.Y.		10 00	
Allentown, Pa.		2 60		London, Ont.		11 70	
Altoona, Pa.		9 45		Long Branch, N. J.		1 00	
Atlanta, Ga.		24 00		Lynchburg, Va.		19 70	
Atlantic City, N. J.		3 25		Mansfield, Ohio		15 25	
Augusta, Ga.		21 75		Marion, Ohio		15 90	
Baltimore, Md., B. & O. or Pa., Note A		5 30		Meadville, Pa.		21 40	
Balt. N.Y.		7 60		Montreal, Quebec		10 65	
Bellair, Ohio		12 50		New Haven, Conn.		1 50	
Binghamton, N.Y.		5 00		Niagara Falls, N. Y.		8 00	
Boston, Mass.		5 00		Niagara Falls, N.Y., N.Y. C.		2 25	
Boston, Mass., Sound Lines, about Nov. 1 to Mar. 31		3 00		Norfolk, Va.		8 39	
Boston, Mass., Sound Lines, about Mar. 31 to Nov. 1		4 00		Norfolk, O. D.		8 00	
Boston, Mass., Jersey Line		2 25		Ogdensburg, N.Y.		9 09	
Buffalo, N.Y.		8 00		Orwego, N.Y.		6 50	
Buffalo, N.Y., N. Y. C.		9 25		Owego, N.Y.		5 50	
Charleston, S. C.		20 50		Philadelphia, Pa., Penn. or B. B., Note A		2 50	
Charleston, S. C., Clyde L.		20 00	\$13 00	Pittsburg, Pa.		10 50	
Charlotte, N. C.		18 25		Portland, Me.		7 50	
Charlottesville, Va.		9 90		Poughkeepsie, N.Y.		1 45	
Chattanooga, Tenn.		24 00		Providence, R. I.		4 30	
Chicago, Ill.		18 00		Providence, R. I., Joy Line		1 25	
Cincinnati, Ohio		15 00		Richmond, Va.		19 00	
Cleveland, Ohio		12 00		Rochester, N.Y.		7 00	
Columbia, S. C.		19 20		Rutland, Vt.		5 63	
Columbus, Ohio		15 25		St. Louis, Mo.		21 25	
Corry, Pa.		10 50		Saratoga, N.Y.		4 20	
Cortland, N.Y.		5 80		Savannah, Ga.		\$24 00	
Cumberland, Md.		10 50		Scranton, Pa.		4 35	
Detroit Mich.		13 50		Susp. Bridge, N.Y.		8 00	
Dunkirk, N.Y.		9 15		Susp. Bridge, N.Y., N.Y.C.		9 25	
Easton, Pa.		2 10		Syracuse, N.Y.		6 06	
Elmira, N.Y.		5 10		Toronto, Ont.		10 00	
Erie, Pa.		10 50		Toledo, Ohio		15 00	
Greensboro, N. C.		15 20		Troy, N.Y.		2 15	
Hagerstown, Md.		7 70		Troy, N.Y., night boat same as Albany		1 50	
Hamilton, Ont.		9 40		Utica, N.Y.		8 00	
Harrisburg, Pa.		5 50		Washington, D. C., B. & O. or Pa., Note A		6 50	
Hartford, Conn.		2 25		Wheeling, W. Va.		12 50	
Hornellville, N.Y.		7 00		Wilkesbarre, Pa.		4 35	
Indianapolis, Ind.		16 00		Wilmington, Del.		3 17	
				Worcester, Mass.		4 00	
				Youngstown, Ohio		12 00	

COMMERCIAL MILEAGE

B. & O.	2 cents, less 5 per cent.
N. Y., N. H. & H.	2 cents, less 5 per cent.
D. L. & W., good entire system	2 cents.
Eric, good entire system	2 cents.
Eric, good entire system	2 cents.
N. Y. C., good on P. & R.	2 cents.
Pennsylvania	2 cents.

“The New Colossus”

Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin-cities frame.
“Keep ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me.
I lift my lamp beside the golden door!”

Photo Credits

The authors are grateful to the following for their aid in the search for unusual and interesting photographs with which to illustrate the text. In some instances, the same photograph was available from more than one source. When this occurred, we have listed both sources and have included the reference number for the photograph supplied by each organization.

Text

- page 12 Lewis W. Hine Collection, Special Collections Department, Albin O. Kuhn Library & Gallery, University of Maryland, Baltimore County Campus, identification number unknown; Lewis W. Hine Collection, United States History, Local History and Genealogy Division, The New York Public Library, Astor, Lenox and Tilden Foundations, Unit 1, photo 3
- page 13 Library of Congress, photo LC-USZ62-7386

