

# GERMANS IN AMERICA

[www.GERMANSINAMERICA.ORG](http://www.GERMANSINAMERICA.ORG)

## LESSONS FOR PROGRAM 1 OF 4: *INTO THE PROMISED LAND*

FOR SOCIAL STUDIES EDUCATORS

GRADES 6 - 12

ROBERT JERVIS  
JOANN PREWITT

PROVIDED BY THE  
TRANSATLANTIC OUTREACH PROGRAM  
IN COOPERATION WITH



German  
Information  
Center USA  
[www.germany.info](http://www.germany.info)



GOETHE-INSTITUT  
WASHINGTON

Deutsche Bank



Robert Bosch Stiftung



# GERMANS IN AMERICA

[WWW.GERMANSINAMERICA.ORG](http://WWW.GERMANSINAMERICA.ORG)

LESSONS FOR PROGRAM 1 OF 4:

## *INTO THE PROMISED LAND*

SOCIAL STUDIES  
GRADES 6 - 12

ROBERT JERVIS  
JOANN PREWITT

TRANSATLANTIC  
OUTREACH  
PROGRAM

# TRANSATLANTIC OUTREACH PROGRAM

A PUBLIC / PRIVATE PARTNERSHIP



Federal Republic of Germany  
Foreign Office



GOETHE-INSTITUT

Deutsche Bank



Robert Bosch Stiftung

**These materials may be reproduced by teachers and school systems for classroom use. Please provide a complete citation of the source when duplicating for other purposes.**

Authors: Robert Jervis & Joann Prewitt  
Editor & Text Design: Wood Powell, Goethe-Institut Washington  
Cover Art: Debbie Carter, SCETV  
Video Clip Production: Ken DeBerry, SCETV

The Transatlantic Outreach Program is dedicated to providing Social Studies educators with global understanding from an international perspective using Modern Germany as the basis for comparison and contrast. To learn more, please visit TOP online at [www.goethe.de/top](http://www.goethe.de/top).

Transatlantic Outreach Program  
Goethe-Institut Washington  
812 Seventh Street NW  
Washington, DC 20001-3718

Tel: (202) 289 - 1200  
Fax: (202) 289 - 3535

E-mail: [top@washington.goethe.org](mailto:top@washington.goethe.org)  
[www.goethe.de/top](http://www.goethe.de/top)

© Copyright 2008 by Goethe-Institut Washington

IN COOPERATION WITH



**South Carolina Educational Television Commission**

1101 George Rogers Boulevard  
Columbia, SC 29201-4761  
Tel: (803) 737-3545  
csr@scetv.org  
www.myetv.org

**German  
Information  
Center USA**

[www.germany.info](http://www.germany.info)



**German Information Center USA**

Embassy of the Federal Republic of Germany  
4645 Reservoir Road, NW  
Washington, DC 20007  
[www.germany.info](http://www.germany.info)

**[www.GERMANSINAMERICA.org](http://www.GERMANSINAMERICA.org)**

# ABOUT THE AUTHORS

## **Robert V. Jervis**

Bob Jervis currently teaches the social studies methods courses in the Master of Arts Program at Goucher College in Baltimore, Maryland. He is the former Coordinator of Social Studies, K-12, for the Anne Arundel County, Maryland Public Schools and has worked extensively with the Maryland State Department of Education to develop the social studies component of the Maryland State Performance Assessment Program and with the Division for Leadership Development to improve student achievement in low performing schools. He also works as a national consultant with schools systems and other agencies to develop units which demonstrate the link between instruction and assessment.

## **Joann Farrish Prewitt**

Joann Prewitt is the Education Associate for Social Studies Assessment at the Delaware Department of Education. She is the former Coordinator of Social Studies, K – 12, for the Maryland Department of Education and the Mississippi Department of Education. In her work in Delaware, she leads the development of a state assessment in four grades in the social studies and in four content areas of civics, economics, geography, and history. Her work also includes consultation with national agencies and school districts in various states in the creation of standards based units/assessments.

# INSTRUCTIONAL SUPPORT MATERIAL

## Teaching to the National Standards

National Standards define the big ideas in social studies. They focus on what every student should know in social studies by the time they leave a particular grade level. Essential questions are derived from the standards and are used to focus instruction in the classroom on the national standards

It is important to review these national standards and the essential questions with students prior to viewing the video program. Explain to them that this video program will give them a better understanding of these important concepts and ideas in social studies:

### ***National Geography Standards Standard 9: Human Systems***

- ▶ *Identify the causes and effects of migration.*
- ▶ *Identify and explain how physical and other barriers can impede people and cite ways in which people have overcome such barriers.*

## Instructional Strategies

There are three essential questions for each program. Each essential question constitutes a lesson.

Discussion questions support each of the essential questions. The scaffolding of the discussion questions promotes higher order thinking – moving students from the gathering of information, to extending and refining knowledge, to applying the knowledge in a new setting.

These questions should be put on the board, viewed on a transparency, or displayed on chart paper prior to showing the video. They should be used as the basis for discussions following the viewing of the video program.

Each lesson consists of three strategies. Scaffolding is also used for the instructional strategies to enhance student thinking.

- ▶ **Strategy one** focuses on the content of the video program. Students are learning content and gathering information.
- ▶ **Strategy two** has students thinking about what they have learned by using the content to extend and refine their thinking.
- ▶ **Strategy three** helps the students demonstrate understanding by applying this information in a meaningful way or in a new setting.

At the end of the third lesson is information about aligning formative and summative assessments to the lesson. A sample assessment is provided for each strategy of the third lesson.

# INTRODUCTION

**The successful application of the following lessons depends on teachers and students viewing**

***Germans in America, Program 1: Into the Promised Land***

**The embedded video clips are designed to focus lesson-specific strategies and in no way serve as a substitute for viewing the video program in its entirety.**

**The DVD for this program is available for purchase online at [www.etvstore.org](http://www.etvstore.org)**

## PROGRAM SYNOPSIS:

Learn about how a whole German village packed up and moved to America. Find out about the adventures of German-Americans in the California Gold Rush and how their descendents tried to pass on their heritage to the next generation.



# INTRODUCTION



## **“INTO THE PROMISED LAND”**

Sometimes whole German villages packed up and immigrated to the United States. Moving as a group allowed them to hold on to their customs and traditions for a longer time. The descendants of these early settlers are able to trace their heritage back to these villages and are able to think about how their lives have changed as a result of the courage of these early immigrants.

As these immigrants moved into the interior of the country, they made new homes for themselves. Eventually, they spread all across the country, even participating in the California gold rush.



## **Lesson 1**



### **? ESSENTIAL QUESTION:**

*Why are people willing to struggle to overcome difficult obstacles in order to migrate?*

- ✎ What hardships caused the Germans to emigrate in the mid 1800s?
- ✎ Why did the Germans want to emigrate to America?
- ✎ Why did Germans from different regions in Germany settle in different regions in America?
- ✎ How did the Germans learn about America and the characteristics of its different regions?
- ✎ What obstacles had to be overcome by those willing to leave Germany to come to Missouri?
- ✎ How were the reasons for emigration of the German settlers to Pennsylvania in the 18th century different than the German settlers in the 19th century?
- ✎ What was unusual about the emigration of the villagers from Gespenrod in 1853?

# Into the Promised Land

## Lesson 1

### Strategy 1

#### STRATEGY ONE: GATHERING INFORMATION COOPERATIVE GROUPS

*Divide the class into three groups. Have each group be responsible for two purpose questions while they are viewing the program, **Into the Promised Land**.*

##### Group 1

- ▶ What hardships caused the Germans to emigrate in the mid 1800s?
- ▶ Why did the Germans think of America as “the promised land”?

##### Group 2

- ▶ Why did Germans from different regions in Germany settle in different regions in America?
- ▶ How did the Germans learn about America and the characteristics of its different regions?

##### Group 3

- ▶ What obstacles had to be overcome by those willing to leave Germany to come to America?
- ▶ How were the reasons for emigration of the German settlers in the 18th century different than those of the German settlers in the 19th century?

*After viewing the entire first program, have each group discuss and record their answers to the two questions. Then, have the group lead the discussion of their questions with the entire class.*

## **Lesson 1**

### Strategy 1



*As a summary, pose the following two questions to the entire class:*

- ▶ How were the reasons for emigration of the German settlers to Pennsylvania in the 18th century different from those of the German settlers in the 19th century?
- ▶ What was unusual about the migration of the villagers from Gespenrod in 1853?

Click the photo to play the video clip: Why the Germans left in the 18th and 19th Centuries. (Approximate duration: 6 minutes. The WMV video will open in a new window.)

# Into the Promised Land

## **Lesson 1**

### Strategy 2

#### **STRATEGY TWO: EXTENDING & REFINING INFORMATION CREATING A TIME LINE OF EVENTS**

*Have the students work in groups to review the journey of the Muenks family from their departure from Germany to their arrival in Loose Creek, Missouri.*

Click the photo to play the video clip: The Muenks' journey from Germany to the United States. (Approximate duration: 8 minutes. The WMV video will open in a new window.)



# Into the Promised Land

## Lesson 1

### Strategy 2



*Provide each group with outline maps of Europe and the United States and have them:*

- ▶ Indicate key points of the journey noting the date the settlers arrived there.

*Have the students keep a journal as if they were one of the members of the group traveling to America.*

- ▶ Have them describe the journey between the different points and their impressions at the arrival at each new location.

**Note:** Students may have to do some additional research to describe the journey, but this will be a useful geography lesson for them.

*Have each group present their research to the entire class, focusing on the new and interesting points of each presentation.*

*As a summary question, ask each group to discuss the hardships encountered by the Muenks family on their journey and to respond to the following question:*

- ▶ What were the driving forces that impelled German immigrants to continue their journey despite the obstacles? Would you have continued the journey? Why or why not?

# Into the Promised Land

## **Lesson 1**

### Strategy 3

### **STRATEGY THREE: APPLICATION SIMULATION/ROLE PLAYING**

Simulations allow students to understand a process through participation in that process. In most simulations, students take on roles and have specific objectives to accomplish. In this simulation students will assume the roles of the surviving members of the Muenks family after the death of both parents.

This simulation requires students to know the sequence of events that led to the German emigration, to understand the motivations for these decisions, and to think about whether the decision to emigrate was worth it.

*Review the essential question with the students. Remind the students that this was one of the big ideas in social studies that we wanted to learn more about by viewing the video program.*

- ▶ Why are people willing to struggle to overcome difficult obstacles in order to migrate?





## Lesson 1

### Strategy 3



*Divide the class into two groups:*

*One group will assume roles as members of the Muenks family and will work as a group to prepare to be interviewed.*

*The remaining students will work in smaller groups to prepare questions for the interview session with the Muenks family. Tell them to use the following guide questions as they prepare their own questions for the interview:*

- ▶ What were the crucial decisions that had to be made?
- ▶ What was happening in Germany and Europe that made this decision necessary?
- ▶ Who was involved in making the decisions? What are their motivations? Did their opinions differ or conflict with those of others in the family?
- ▶ What alternative decisions could have been made?
- ▶ In your opinion was this the best decision? Why or why not?

*At the end of the preparation time, have each group interview the panel of surviving members of the Muenks family. Have each group take turns asking one or two questions.*

#### **Summary:**

*At the conclusion of the activity, have each student write a journal entry in response to the essential question:*

**? Why are people willing to struggle to overcome difficult obstacles in order to migrate?**

## **Lesson 2**



### **? ESSENTIAL QUESTION:**

*How do immigrants change the environment and impact the culture of a place?*

- ✎ What kind of environment did the new arrivals encounter in Missouri?
- ✎ How did the region remind them of their home region in Germany?
- ✎ How did the Americans and the Germans interact with each other?
- ✎ Why were the Germans welcomed as settlers in America?
- ✎ How did the Germans impact the culture of the settlements in Missouri?
- ✎ What evidence exists today of the German culture of these early settlers?
- ✎ Did you know that when Germans immigrated to the United States that many of them went to Missouri?
- ✎ Is there a city that is usually associated with German immigration?
- ✎ Do tourists often go to places that have a large ethnic population to participate in the culture?
- ✎ What remains of German culture and heritage in America to help people better understand German contributions and culture?

# Into the Promised Land

## Lesson 2

### Strategy 1



### STRATEGY ONE: GATHERING INFORMATION K-W-L STRATEGY

The K-W-L instructional strategy is used to activate students' prior knowledge by asking them what they **Already Know**; having them collaborate as a classroom unit or within small groups to set goals specifying what they **Want to Learn**; and after reading, having them discuss **What They Have Learned**.

*Review the essential question and the focus questions with the class. They should remain on the board or on chart paper during the viewing of the video program.*

- ▶ How do immigrants change the environment and impact the culture of a place?

*Provide a handout to every student that includes columns for each of these activities. (See Page 10 for handout.)*

# Into the Promised Land

**Lesson 2**

**HANDOUT**

Strategy 1



**K-W-L CHART**

K WHAT I KNOW	W WHAT I WANT TO KNOW	L WHAT I WANT TO LEARN

## **Lesson 2**

### Strategy 1



*Have the students work in small groups to fill out the first two columns.*

- ▶ What do you already know about how German immigrants have changed and impacted the culture of a place?
- ▶ What do you want to know about how German immigrants have changed and impacted the culture of a place?

*After viewing the video program, have the students complete the third column of the K-W-L Chart.*

- ▶ What have you learned about how German immigrants have changed and impacted the culture of a place?

*Have each group share "What they have Learned" with the entire class.*

# Into the Promised Land

## Lesson 2

### Strategy 2

#### **STRATEGY TWO: EXTENDING & REFINING INFORMATION EXPERT GROUPS**

Expert groups are a component of a “jigsaw”, a strategy in which group members become part of an “expert group” to learn new material and then come back to the original group and teach it to the rest of the group members. Students in the expert group also help each decide the key information and how to teach these ideas to their group. After practicing in these “expert” groups, the original groups re-form and students teach each other.

*Place students into five groups. Assign each group one of five areas in the United States:*

- ▶ Philadelphia, Pennsylvania
- ▶ Lancaster area of Pennsylvania
- ▶ St. Louis, Missouri
- ▶ Hermann, Missouri
- ▶ Washington, Missouri

*Have each group watch the corresponding video (see page 13) for their town and then answer the following questions:*

- ▶ What evidence is there in this town of German culture? Do you think this evidence will eventually disappear? Why or why not?

**Note: Each group should conduct additional research on their area. Sample sources listed on page 14 will provide additional information.**

*Have each group share their information with the class using as many visuals as possible.*



## **Lesson 2**

### Strategy 2



Click the photo to play the video clip: Early German settlements.  
(Approximate duration: 8 minutes. The WMV video will open in a new window.)

## Lesson 2

### Strategy 2



#### **Hermann, Missouri**

- ▶ <http://www.ulib.iupui.edu/kade/deutschheim.html>
- ▶ <http://www.hermannmissouri.com>
- ▶ <http://www.historichermann.com>

#### **St. Louis, Missouri**

- ▶ <http://www.gahs-stlouis.org>
- ▶ <http://stlouis.missouri.org/government/heritage/history/immigrant.htm>
- ▶ <http://www.ulib.iupui.edu/kade/deutschheim.html>

#### **Washington, Missouri**

- ▶ <http://washingtonmo.com/washington.htm>
- ▶ <http://washingtonmo.com>

#### **Lancaster, Pennsylvania**

- ▶ <http://www.kutztown.edu/community/pgchc/affiliates.htm>
- ▶ <http://www.pgs.org/links.asp>
- ▶ <http://www.landisvalleymuseum.org>

#### **Philadelphia, Pennsylvania**

- ▶ <http://www.germanheritage.com/postal/germansettlers/>
- ▶ <http://homepage.mac.com/ppalan/PGBB/>
- ▶ <http://www.schwenkfelder.com/cotton/>
- ▶ <http://www.pgs.org/links.asp>

## Lesson 2

### Strategy 3

### STRATEGY THREE: APPLICATION THINK-PAIR-SHARE

Research has shown that when students are given “wait time” to think about their answers before being called on by the teacher, the responses are more to the point and supported by additional detail. In addition, students are more confident of their response after having discussed it with a classmate before sharing it with the rest of the class. In addition, during the silent think time, students are not interrupted in their thinking by other students shouting out a variety of responses.

*Remind the students of the essential question:*

**? Why is it important to preserve the culture of the different groups that make up the cultural heritage of America?**

*Have them:*

**Think.** *Provoke student thinking with a question, prompt, or observation. The students should take a few moments just to THINK about the question.*

**Pair.** *Using designated partners, have students PAIR up to discuss each of their answers. Have them compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.*

**Share.** *After students talk in pairs for a few moments, call for pairs to SHARE their thinking with the rest of the class. Do this by going around in round-robin fashion, calling on each pair; or take answers as they are called out (or as hands are raised). Record these responses on the board or on the overhead.*

## **Lesson 3**

### Strategy 1



### **? ESSENTIAL QUESTION:**

*How do societies change while maintaining elements of distinctive cultures?*

- ✎ Why did Joe Muenks and Hubert Backes go to Germany?
- ✎ Where did their journey take them?
- ✎ What did they learn in Germany?
- ✎ How do they celebrate their German heritage back home in Missouri?
- ✎ What are the visible signs of their German heritage?
- ✎ How were the German descendants of the original settlers able to hold on to some of the customs and traditions of their old life in Germany?
- ✎ What values did the German settlers bring with them from Germany that enabled them to adapt to the customs of their new home while holding on to these values so important to them?
- ✎ Why are some of the cultural signs in danger of disappearing in the next generation?
- ✎ Why is it important for a people to hold on to certain customs and traditions as they adapt to a new way of life?
- ✎ Why was it impossible for them to do things just the way they did them in Germany?
- ✎ What are some customs and traditions that settlers from other parts of the world have brought to American communities?

# Into the Promised Land

## Lesson 3

### Strategy 1

#### **STRATEGY ONE: GATHERING INFORMATION THINK-PAIR-SHARE & GRAPHIC ORGANIZERS**

Conversational descriptions, explanations, and examples are very useful to students when first learning a concept. An effective approach is for the teacher to start a conversation about it, explain it, and give examples of it.

#### EXAMPLE

Culture is what you learn as you grow up. Culture includes what you know about how to speak and act toward others. Your culture celebrates certain holidays and not others, teaches you certain things and not others. For example, you might celebrate the 4th of July, but in other places, it's just another day of the month. Parts of a culture include what you eat, wear, what kind of place you live in – the houses and neighborhoods.

*Have the students make a simple web graphic organizer with culture in the center of the web. As the conversation continues about the concept of "culture" have them add words to their graphic organizer that help to explain the concept.*

*Have them create another graphic organizer with "German Culture" in the center. Continue the conversation adding to words to the graphic organizer about German culture. Review the video program for additional information about German culture. (See page 18.)*

*Have the students create a third graphic organizer with "German-American Culture" at the center. Review the video program for additional information about "German-American Culture".*

*Put an example (page 19) of a graphic organizer on a transparency to model the process for the students.*

## **Lesson 3**

### Strategy 1

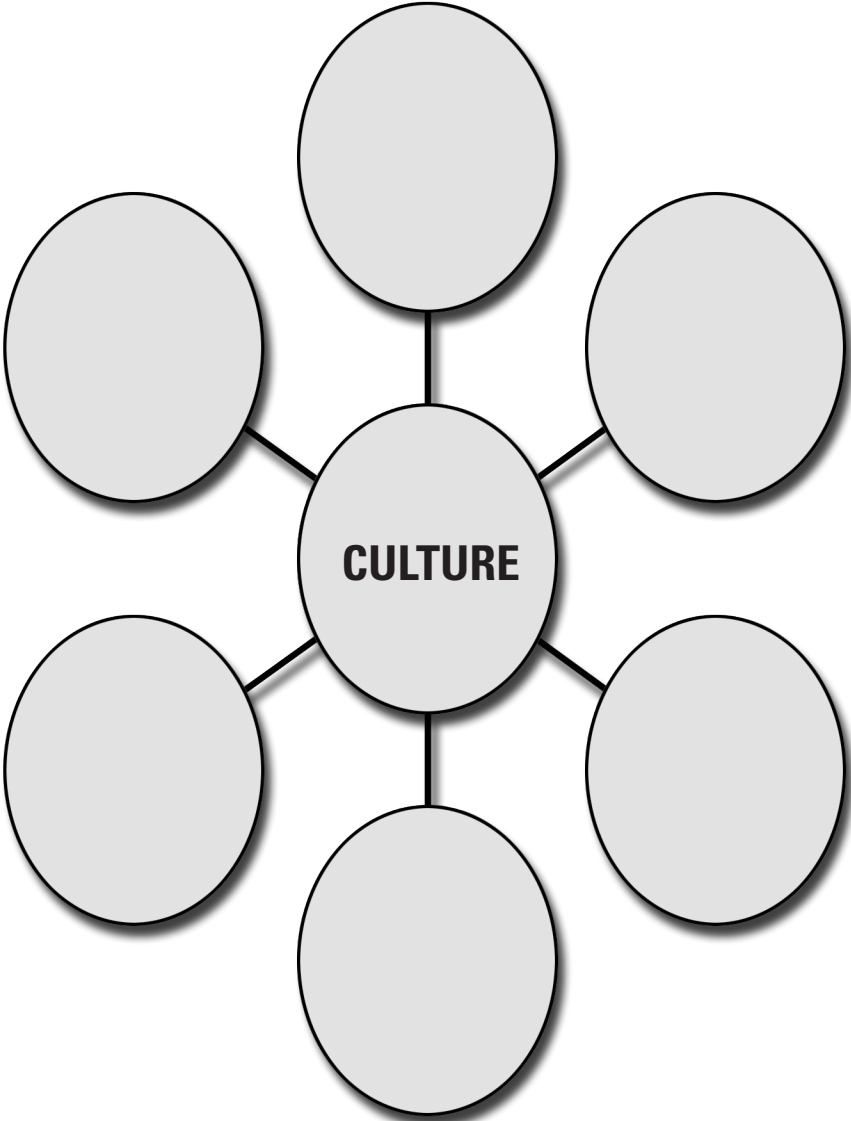


Click the photo to play the video clip: How German immigrants continue to impact American culture. (Approximate duration: 5 minutes. The WMV video will open in a new window.)



**Lesson 3**

Strategy 1



# Into the Promised Land

## Lesson 3

### Strategy 1



*Students should complete the web organizer and then pair with another student to share responses. Have students add, modify, or delete from their graphic organizer after discussion with a partner. Then this pair should group with another pair to agree upon a generalization about culture, a common description for which the group can agree.*

*Repeat the strategy for “German Culture” and “German-American Culture”*

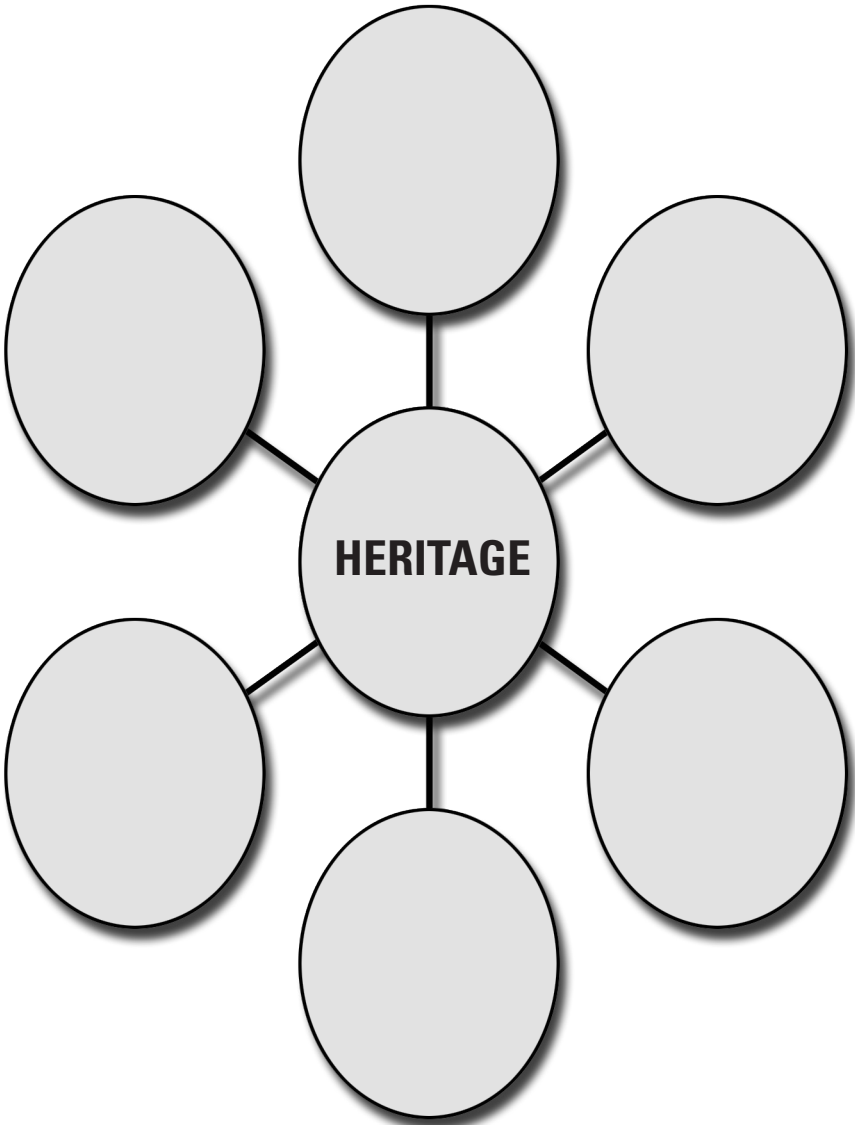
*Have the students put their three graphic organizers side by side and talk about the concept of “cultural heritage”. Tell them that heritage refers to something which is inherited from one’s ancestors. It has several different meanings, including:*

- ▶ **Cultural heritage**, a nation’s historic monuments, museum collections, etc.
- ▶ **Tradition**, customs and practices inherited from ancestors
- ▶ **Inheritance** of physical goods after the death of an individual
- ▶ **Biological inheritance** of physical characteristics
- ▶ **Birthright**, something inherited due to the place, time, or circumstances of someone’s birth

*Have them create a fourth graphic organizer with “heritage” at the center? Using their previous graphic organizers, have them add words to this new graphic organizer which helps to explain the concept of “heritage”.*

**Lesson 3**

Strategy 1



# Into the Promised Land

## **Lesson 3**

### Strategy 2



### **STRATEGY TWO: EXTENDING & REFINING INFORMATION EXPLAIN (WHY)**

Explaining can be both a strategy for gathering information and a strategy for encouraging higher level thinking. When used as a thinking strategy, the element of “explaining why” becomes the focus of the strategy.

*Have the students reflect on the German customs and traditions that are still visible in the cities and communities mentioned in the video:*

- ▶ Philadelphia, Pennsylvania
- ▶ Lancaster, Pennsylvania

*Have them review the research they did on these cities/towns in Lesson 2, Strategy 2. If time permits, let them continue this research.*

▶ **Philadelphia, Pennsylvania**

<http://www.germanheritage.com/postal/germansettlers/>  
<http://homepage.mac.com/ppalan/PGBB/>  
<http://www.schwenkfelder.com/cotton/>  
<http://www.pgs.org/links.asp>

▶ **Lancaster, Pennsylvania**

<http://www.kutztown.edu/community/pgchc/affiliates.htm>  
<http://www.pgs.org/links.asp>  
<http://www.landisvalleymuseum.org/>

*Have the students present some of their findings to the entire class. Have them focus on German traditions and customs still in evidence in these areas today.*

*After the presentations, have the students explain:*

- ▶ Why is it important for the German immigrants to celebrate their German heritage in their new homes in America?
- ▶ Why is it important for the Muenks and the Backes families to journey back to Germany, the land of their heritage?

# Into the Promised Land

## Lesson 3

### Strategy 3

### STRATEGY THREE: APPLICATION OBSERVATION / INTERVIEWS

*Have the students think about their own community.*

- ▶ What customs and traditions of their homeland are still practiced today? What other evidence exists that tells the story of the origins of the early settlers in their community?
- ▶ Is there evidence of German culture and traditions in their community?

*Have the students think about their own culture and heritage.*

- ▶ What countries did their ancestors come from?
- ▶ What customs and traditions from their family background are still practiced today?

*Have the students conduct an imaginary journey to the homeland of their ancestors.*

- ▶ Have them do research in the library and on the internet as they plan their journey.
- ▶ Have them present their journey as a report to the class. Have them include maps and pictures to support their presentations.

*Pose the following questions to guide them in their research:*

- ▶ Where will you go? Include specific towns and cities within the country.
- ▶ What do you want to learn from your journey? Include who you want to meet, what questions you will ask, what places you want to see, and what you want to know about these places.
- ▶ How do you think the journey might change you? Talk about how this new information about your ancestry might impact you?



# Into the Promised Land

Scaffolding the discussion questions and scaffolding the strategies for this video program is important for helping students develop higher order thinking skills. Therefore, the assessment samples demonstrate “assessment for learning” by scaffolding the assessments and allowing the students to demonstrate both knowledge of content and understanding of the essential/discussion question.

Scaffolding assessments means that the depth of knowledge of the questions will align with the depth of knowledge level of the strategy.

**Strategy One** is gathering information. Therefore, Level One assessments deal with the recall of information.

**Strategy Two** is extending and refining information. Therefore, Level Two assessments involve the processing and organizing of information. For example, items might deal with:

- ▶ Cause and effect
- ▶ Similarities and differences
- ▶ Comparing data on charts and graphs
- ▶ Determining reasons
- ▶ Collecting and charting information from maps

**Strategy Three** is application. Therefore, Level Three assessments demonstrate understanding through application and use. Assessments at level three determine if students can apply understanding and might include:

- ▶ Analysis of change
- ▶ Application of concept in different contexts
- ▶ Drawing conclusions
- ▶ Proposing and evaluating solutions

**Note: There are a variety of ways of posing formative assessments. Selected response items are used here for convenience. Three examples are given to illustrate the scaffolding of the questions. Teachers may want to develop additional questions on their own.**



## **Formative Assessments (Examples):**

### Level One

What family tradition is continued by the Muenks to keep their German heritage alive?

- A. Baking apple strudel for their German holiday meals
- B. Traveling to Germany to learn about their heritage
- C. Making apple kraut as their German forefathers did
- D. Speaking only German to their children at home

### Level Two

Which reason best explains the importance of maintaining the different cultures and traditions in America?

- A. To encourage foreign study programs for students and teachers
- B. To increase the diversity among political party candidates
- C. To create an environment of understanding and tolerance
- D. To improve the economy by increasing the demand for imports

### Level Three

## **SUMMATIVE ASSESSMENT**

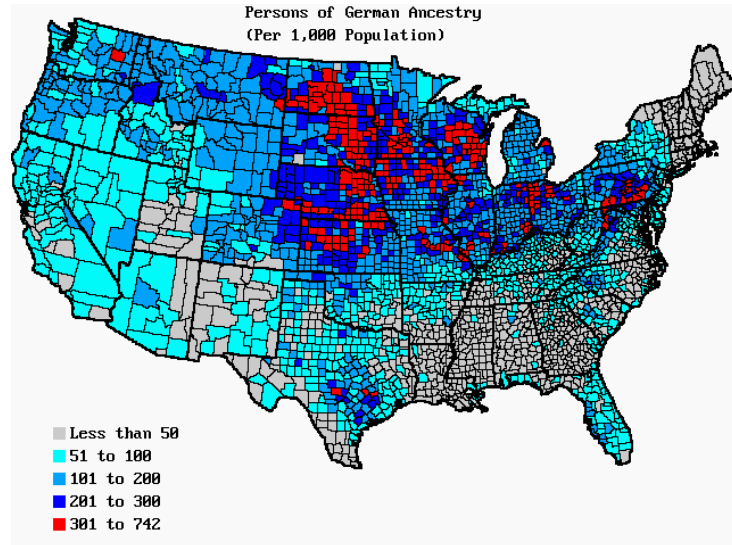
The summative assessment provides an opportunity for students to demonstrate understanding of the essential question.

**? Essential Question: How do societies change while maintaining elements of distinctive cultures?**

Now that you have seen how societies are impacted by immigration, you are ready to analyze the contributions that the Germans have made to our country and to help celebrate these contributions in a German-American Day.



# Into the Promised Land



More Americans claim to have German heritage than any other national ancestry, according to the report for 2000 released recently by the U.S. Census Bureau. Nearly 43 million Americans — about 15% of respondents — listed German as their primary cultural heritage in 2000. The numbers highlight the strong sense of tradition among descendants of German immigrants who left their homeland to make a new life for their families in the United States.

Since 1987, every U.S. president has proclaimed German-American Day on October 6 to recognize the substantial contributions that German immigrants have made to the United States. The day stands as both a celebration of German heritage and as a reminder of the pioneering people from Germany who sought a better life for themselves and their children in America, and in doing so, helped shape that life dramatically.

# Into the Promised Land

You have been appointed the chairperson for German-American Day for your community. As part of your responsibilities, you have been asked to give the opening speech to commence the activities planned for the day.

Make an outline for your speech highlighting what you will say. In your outline make notes on:

- ▶ Where the Germans settled
- ▶ What kinds of jobs they did and how they contributed to the building of America
- ▶ A list of influential German-Americans you plan to mention and what they contributed to life in the United States
- ▶ How the Germans changed the communities in which they settled and how they themselves were changed by their new surroundings

**Note: You may use the map included on page 26 and the following web site to help you make your notes for your speech.**

- ▶ [http://www.germany.info/relaunch/culture/ger\\_americans/paper.html](http://www.germany.info/relaunch/culture/ger_americans/paper.html)



## ACKNOWLEDGEMENTS:

These lessons use ideas from research-based best practices, such as:

**Dimensions of Learning (R. Marzano)**  
**Backward Design (J. McTighe & G. Wiggins).**