

GERMANS IN AMERICA

www.GERMANSINAMERICA.ORG

LESSONS FOR PROGRAM 3 OF 4: *LITTLE GERMANIES*

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



GOETHE-INSTITUT
WASHINGTON

Deutsche Bank



Robert Bosch Stiftung



GERMANS IN AMERICA

WWW.GERMANSINAMERICA.ORG

LESSONS FOR PROGRAM 3 OF 4:

LITTLE GERMANIES

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.

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
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



German Information Center USA

Embassy of the Federal Republic of Germany
4645 Reservoir Road, NW
Washington, DC 20007
www.germany.info

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:

United States History Standards: Standard 2C

The student understands how antebellum immigration changed American society.

- ▶ *Analyze the push-pull factors which led to increased immigration, especially from Ireland and Germany.*
- ▶ *Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity.*
- ▶ *Assess the ways immigrants adapted to life in the United States.*

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 3: Little Germanies

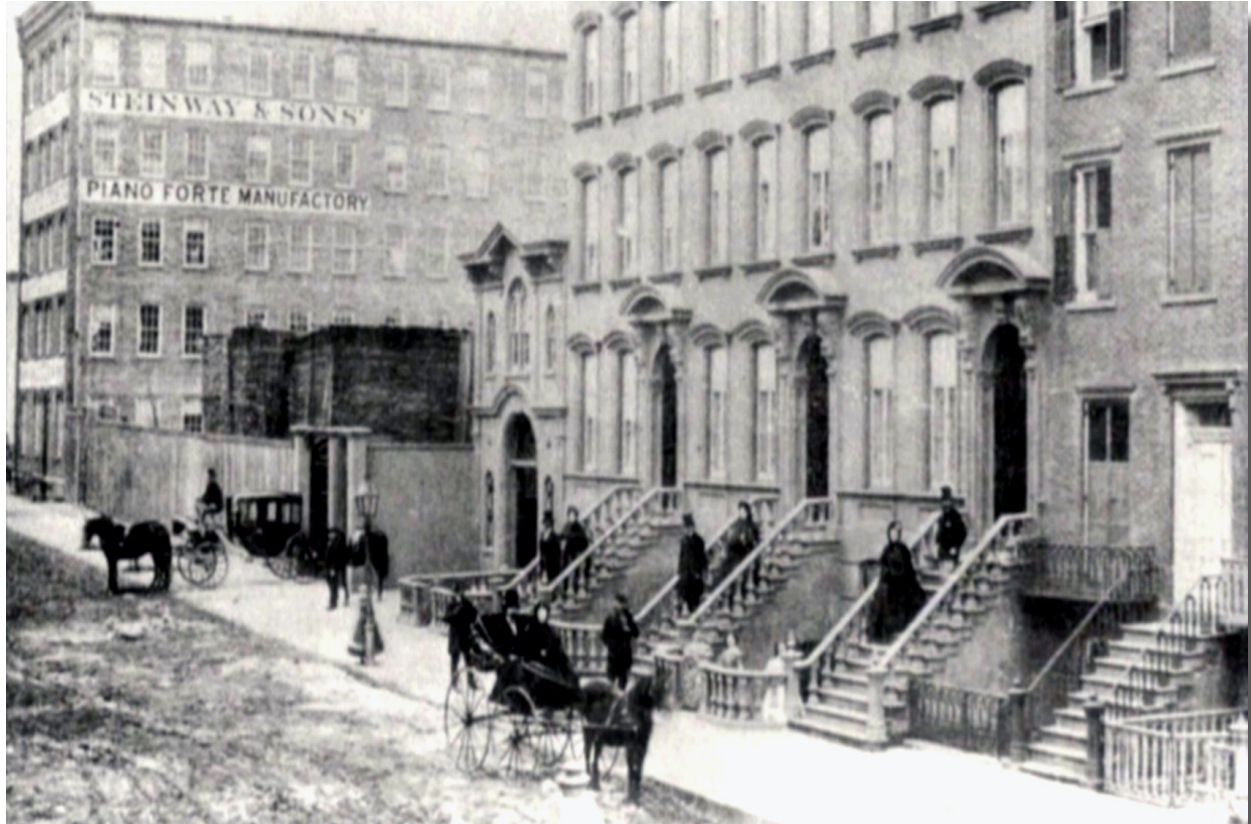
The embedded video clips are designed to focus lesson-specific strategies and in no way serve as a substitute for viewing the video program in its entirety.

The DVD for this program is available for purchase online at www.etvstore.org

PROGRAM SYNOPSIS:

“Little Germanies” in American cities across the country provided everything for the German-Americans. Follow two families who represent both ends of the economic spectrum.

INTRODUCTION



“LITTLE GERMANIES”

Little Germanies appeared all over the United States in the second half of the 19th century. These communities included businesses and cultural institutions, schools and churches, newspapers and clubs. In New York’s Little Germany, there were more than 70,000 Germans in the second half of the 19th century.

For some families living in these communities, the American dream became a reality; for the others, it was a test of life and death.

Little Germanies

Lesson 1



? ESSENTIAL QUESTION:

What driving forces make a people flee from their homeland and overcome adversity in a new land?

- ✎ What caused the mass migration of Germans in the early 1800's?
- ✎ How did the Revolution of 1848 contribute to this mass migration of Germans?
- ✎ What kind of reception did the immigrants receive at Ellis Island?
- ✎ What kinds of adversity did the immigrants face after they left Ellis Island and were accepted into the United States?
- ✎ Why was it important for the immigrants to have sponsors or family waiting to meet them when they reached New York?
- ✎ How would you have felt if part of your family was rejected and had to return to Germany?

Little Germanies

Lesson 1

Strategy 1



STRATEGY ONE: GATHERING INFORMATION VIDEO ANALYSIS WORKSHEET

You will want the students to view the video program for the first time in its entirety. Then, you will want to go back and just view the section related to the first essential question.

? What driving forces make a people flee from their homeland and overcome adversity in a new land?

This video worksheet is adapted from one created by the U. S. National Archives and Records Administration.

Put the essential questions/discussion questions on the board or on chart paper where they can stay for the entire time you are discussing this video. Go over the questions with the class and tell them that they will have answers to these questions as a result of watching the video.

Read the brief summary of the video program to the class:

"Little Germanies" in American cities across the country provided everything for the German-Americans. Follow two families who represent both ends of the economic spectrum, the Steinweg family, who founded Steinway & Sons, and the Gumpertz family, who struggled to find a way out of the slums of New York's Little Germany.

Discuss the summary and their prior knowledge related to the discussion questions.

Pass out the Analysis Worksheet on page 3.

Lesson 1

HANDOUT

Strategy 1



ANALYSIS WORKSHEET

Concepts / Idea	People	Central Message	Effectiveness	Reason / Emotion

Lesson 1

Strategy 1



Have the students view the video. As they watch the video, have them complete the Analysis Worksheet by:

- ▶ Listing at least three concepts or ideas they encountered when watching the video.
- ▶ Listing the names of the people they encountered in this film.
- ▶ Identifying the central message of the video. Are there any other messages?
- ▶ Describing how effective the video was in getting across the central message?
- ▶ Discussing the evidence to support the notion that the video appealed to your reason, emotion, or both?

Refer the students to the first essential question and its related focus questions. Have them review the section of the video related to this specific question (see page 5).

? What driving forces make a people flee from their homeland and overcome adversity in a new land?

Have the students work in small groups to think/pair/share responses to the essential question. Have them share their ideas with the entire class.

Lesson 1

Strategy 1



Click the photo to play the video clip: The Ellis Island experience.
(Approximate duration: 4 minutes. The WMV video will open in a new window.)

Little Germanies

Lesson 1

Strategy 2



STRATEGY TWO: EXTENDING & REFINING INFORMATION GRAPHIC ORGANIZER

Graphic organizers are used to help students extend their thinking. In this case, have them expand on what they know about how the immigrants were treated at Ellis Island.

Have the students visit the following web site to get more information about Ellis Island and then have them complete the graphic organizer on page 7:

http://www.ellisland.org/genealogy/ellis_island_history.asp

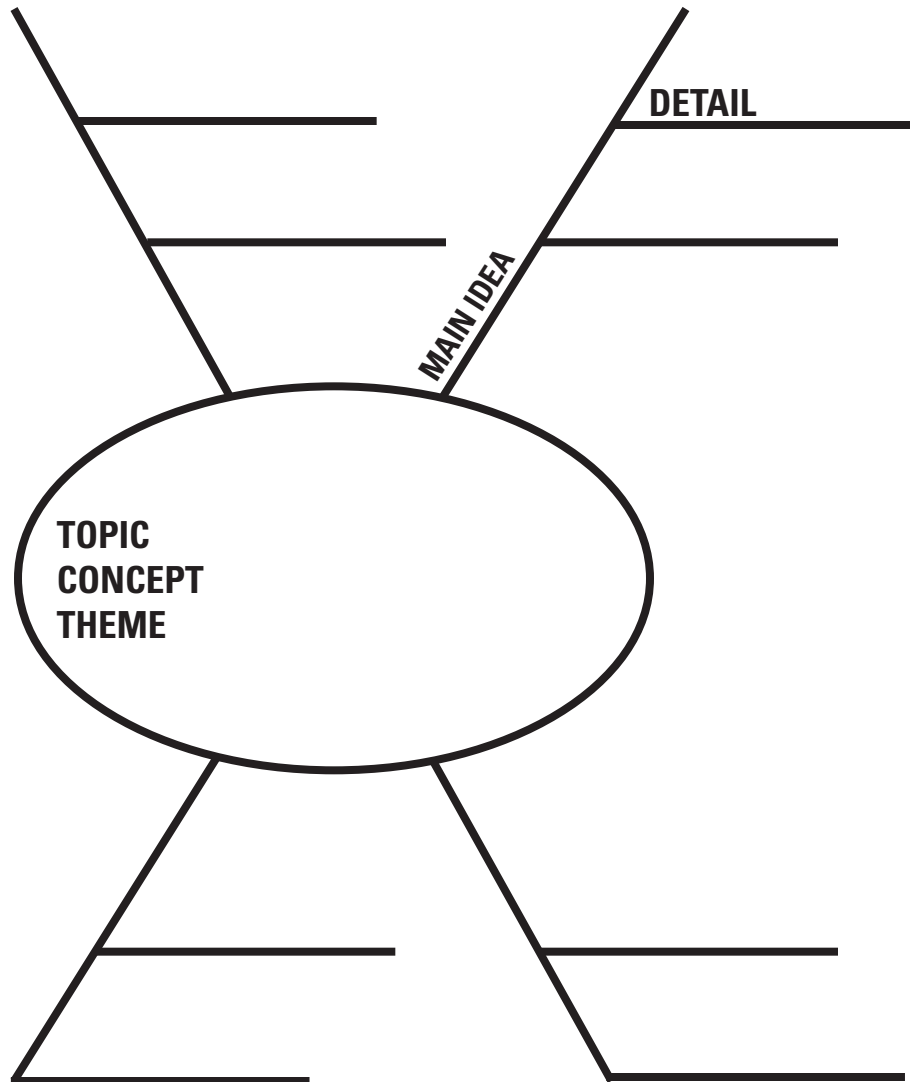
Have them display all of the information they have gathered. Then lead a discussion to have them extend and refine their information about Ellis Island. Use questions like these:

- ▶ Why were families separated on Ellis Island when they were being processed and examined?
- ▶ Why would it have been critical to have a relative with them as they went through the screening?
- ▶ How do you think the immigrants felt as they went through this process?
- ▶ What would you have done if part of your family had been rejected and you had been cleared to stay in America?
- ▶ Was the United States justified in being so careful about who could enter this country? Why or why not? Is there a similar concern today about immigrants?

Lesson 1

HANDOUT

Strategy 2



Little Germanies

Lesson 1

Strategy 3

STRATEGY THREE: APPLICATION ORAL HISTORY

Oral history provides the student with the opportunity to validate what they have learned in the classroom. Although most of those who can remember Ellis Island have died, there are still some exceptions.

Adele Waterspoon is a good example. Her description of New York's Little Germany, the sinking of the Slocum, and the resulting demise of the community brings illustrates how people are affected by their surroundings and by tragedy. Your students may be lucky enough to find such a resource in their own communities.

Click the photo to play the video clip: The interview with Adele Witherspoon. (Approximate duration: 6 minutes. The WMV video will open in a new window.)



Little Germanies

Lesson 1

Strategy 3



Have the students survey their community or locate a survivor elsewhere who has been through Ellis Island. Research in locating survivors can be facilitated by using one of the many sites devoted to this process. For example:

<http://www.ellisland.org/>

This site is a good starting point to identify Germans who have come through Ellis Island.

If the students are fortunate to have a relative or friend who is still living who arrived through Ellis Island or if they have located someone they can call by phone, here are suggestions for their oral research:

- ▶ Focus on one person.
- ▶ Write down the responses of the person-do not rely on memory.
- ▶ Summarize information for the report to the class-focus on the most interesting aspects of the interview.
- ▶ Audio or video-tape the interview to maintain accuracy and to obtain a more real life experience.

Note: Your local newspaper may be interested in the interview.

Review the essential question for this lesson and decide how this new information contributes to an understanding of the question:

? What driving forces make a people flee from their homeland and overcome adversity in a new land?

Little Germanies

Lesson 2



? ESSENTIAL QUESTION:

How do people adapt to a new way of life while still maintaining elements of their former culture?

- ✎ What was “Little Germany” and where was it located?
- ✎ What kind of living conditions did “Little Germany” offer the new immigrants?
- ✎ Why were the German immigrants willing to live in the tenements of “Little Germany”?
- ✎ What happened to Nathalie Gumpertz and her family as they struggled to survive in “Little Germany”?
- ✎ How did “Little Germany” begin to change after the Civil War? Who lives there now?
- ✎ What event signaled the end of Little Germany as a German enclave?

Little Germanies

Lesson 2

Strategy 1

STRATEGY ONE: GATHERING INFORMATION COMPUTER RESEARCH

Most Americans know Emma Lazarus' poem *New Colossus* - or, at least they know the poem's last few lines:

*... 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-tost to me
I lift my light beside the golden door!*

"Little Germanies" were blooming all over the United States in the second half of the 19th century. Businesses and cultural institutions, schools and churches, newspapers and clubs—everything was there for the powerful and rich German-speaking communities. By contrast, New York's Little Germany was home to over 70,000 Germans experiencing a mixture of hardship and survival.

Have the students research New York's "Little Germany". Have them use sites such as this one to reinforce what they have seen on the video:

<http://pbskids.org/bigapplehistory/immigration/topic3.html>

In their research, have the students reflect on the following questions:

- ▶ Why were living conditions so bad in the tenements of "Little Germany"? What was the goal of most Germans who were forced to live there?
- ▶ What social activities made life more bearable in "Little Germany"?
- ▶ Did America keep its promise of a better life as suggested in Emma Lazarus' poem "New Colossus"?



Lesson 2

Strategy 1



Click the photo to play the video clip: Life in Little Germany.
(Approximate duration: 2 minutes. The WMV video will open in
a new window.)

Little Germanies

Lesson 2

Strategy 2

STRATEGY TWO: EXTENDING & REFINING INFORMATION COMPARE & CONTRAST

The research is clear that higher order thinking skills must be taught. For example, these two thinking skills need to be taught and continually reinforced:

- ▶ Comparing and contrasting cultures
- ▶ Continuity and change over time

This video is a good opportunity to teach both of these skills. As noted above:

- ▶ German-speaking immigrants organized their own institutions and were ethnically homogeneous. However, they saw themselves as very much a part of their adopted communities.
- ▶ Despite place names like New Berlin and New Glarus which still are evident in America, these “Little Germanies” slowly became a synthesis of old and new world influences. They changed over time.

Have the students work in small groups to identify “Little Germanies” all over America. Give them time on the computer to do their research.

Have them record their research information on the summary chart on page 12.

Use this chart on page 12 to discuss similarities and differences in communities.

Pose the following discussion question:

- ▶ How have these communities changed over time? Have they become part of the American scene with semblances of German culture still evident?



Little Germanies

Lesson 2

HANDOUT

Strategy 2



Name of Community	Social Institutions	Religious Institutions	Entertainment	Customs & Traditions

Little Germanies

Lesson 2

Strategy 3

STRATEGY THREE: APPLICATION CASE STUDY: DRAWING CONCLUSIONS

Review the interview with Adele Waterspoon concerning life in “Little Germany” (video clip on page 8). Focus on the events that lead to the demise of “Little Germany” in New York.

Discuss this event in terms of how it changed life in “Little Germany”.

- ▶ Describe what turned a festive event into a tragedy.
- ▶ Compare the number of people who died in this tragedy to the total number of people living in “Little Germany” at the time. How many children died in this tragedy?
- ▶ Why was it almost impossible for “Little Germany” to recover from this event?
- ▶ What does “Little Germany” look like today?

Think about other societies that have changed over time. Have the students draw conclusions about factors which precipitate these changes.

- ▶ Think about factors that change a society slowly over time.
- ▶ Think about natural or human caused disasters which have changed whole societies.



Little Germanies

Lesson 3



? ESSENTIAL QUESTION:

How has America served as the land of opportunity for so many immigrants from Germany?

- ✎ Who was Carl Steinweg? Why did he have to flee Germany?
- ✎ Why was the Steinweg name changed to Steinway?
- ✎ What was the “kitchen piano” and what did it represent in terms of innovation in piano making?
- ✎ Why was the Steinway piano factory moved from Little Germany to Astoria in Queens? What elements of this town made it a good example of a company town designed to meet all of the needs of the workers in the piano factory?
- ✎ How did the Steinway family try to repay its adopted country for the opportunity to live the American dream?
- ✎ Who was Carl Schurz? Why did he have to flee Germany?
- ✎ What democratic values did he bring to America with him?
- ✎ How did his profession as a journalist help him to spread his message of freedom in America?
- ✎ Why did he take a liking to Abraham Lincoln and support his candidacy for President of the United States? What was his reward for his support? What causes were important to him? Why? Do you think he felt he sufficiently repaid America for all that America had done for him?

Little Germanies

Lesson 3

Strategy 1



STRATEGY ONE: GATHERING INFORMATION BIOGRAPHICAL RESEARCH

Have the students research the life of Carl Schurz.

Click the photo to play the video clip: The life of Carl Schurz.
(Approximate duration: 7 minutes. The WMV video will open in a new window.)

Have the students review the video to learn why Carl Schurz came to the United States and how he contributed to his new homeland. Use the following purpose questions to focus the research:

- ▶ Why did Carl Schurz despair at instituting reforms in his own country (Germany)?
- ▶ What values did he bring with him to America?
- ▶ How did he contribute to the development of America?
- ▶ Why did he feel he could never repay the opportunities this country gave him to express his ideas and make a difference in the lives of people?

Lesson 3

Strategy 1



Suggest a web site similar to this one for students to get additional information:

<http://www.spartacus.schoolnet.co.uk/USAschurz.htm>

Now let the students work in small groups to repeat the activity with other famous Germans who have made a new life in the United States. Be sure one group explores the life of the Steinway family. Have them refer to this web site for a list of famous Germans.



http://german.about.com/library/blfam_geramGHI.htm

Notice that this is an alphabetical list of significant German-Americans, making it easy to assign part of the alphabet to each group. Be sure each group researches at least three famous Germans focusing on:

- ▶ Why they left Germany
- ▶ Skills and educational background
- ▶ Contributions to the United States
- ▶ Kind of reception they received when they arrived in the United States
- ▶ Acceptance and appreciation for their new homeland



**PROGRAM
THREE**

Little Germanies

Lesson 3

Strategy 2

STRATEGY TWO: EXTENDING & REFINING INFORMATION COMPARE & CONTRAST

Lead a discussion about the contributions of the Steinway family to manufacturing in America. Talk about the company town founded in Astoria for the workers in the piano factory.

Click the photo to play the video clip: Steinway City. (Approximate duration: 3 minutes. The WMV video will open in a new window.)



Now have them read the song lyrics below:

**Now some people say a man's made out of mud,
But a poor man's made out muscle and blood,
Muscle and blood and skin and bones,
A mind that's weak and back's that's strong,
You load sixteen tons and what do you get?
You get another day older and deeper in dept.
Saint Peter, don't you call me cause I can't go,
I owe my soul to the company store.**

(Song lyrics by Sixteen Tons)

Little Germanies

Lesson 3

Strategy 2



Talk about the differences in company towns:

- ▶ Why did company towns spring up all across America from the 1880's to the 1930's?
- ▶ Judging from the song lyrics above, how did some workers feel about the company town?
- ▶ Were all company towns alike?
- ▶ What kind of feeling do you get about the company town founded by the Steinways to build pianos?

Have the students find more information about company towns on such sites as this one (click the "i" icon at left).

Have them find additional information about the Steinway Company Town (click the "i" icon at left).

- ▶ Were there similarities in company towns?
- ▶ Were there differences in company towns?
- ▶ In what way was Steinway Village a model for company towns?

Little Germanies

Lesson 3

Strategy 3

STRATEGY THREE: APPLICATION

*Have the students review the video one more time.
Have them focus on the following:*

- ▶ The needs of the immigrants coming to the United States.
- ▶ The contributions of the immigrants.
- ▶ Their eventual assimilation into the mainstream of American life.

Now, have them think about immigration today. Pose the following questions:

- ▶ Do immigrants today have similar needs?
- ▶ Are they capable of contributing in the same way to American society?
- ▶ Will they too eventually assimilate into the mainstream of American life?

Have them do some research about immigration today (click the "①" icon at left).

Ask them to think again about our promise to immigrants coming to our shores:

***... 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-tost to me
I lift my light beside the golden door!***

November 2, 1883
Emma Lazarus (1849 - 1887)

- ▶ Have we kept our promise to those coming to our shores? Why or why not? Cite evidence from the video.
- ▶ Will we continue to keep our promise?

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

Which German immigrant made contributions to the field of journalism in the United States?

- A. Carl Steinweg
- B. Adele Witherspoon
- C. Carl Schurz
- D. Nathalie Gumpertz

Level Two

Which reason best explains why America was seen as a land of opportunity by the German immigrants of the second half of the 19th century?

- A. Democratic values
- B. Diverse cultures
- C. Company towns
- D. Territorial expansion

Little Germanies

Level Three

SUMMATIVE ASSESSMENT

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

? Essential Question: How has America served as the land of opportunity for so many immigrants from Germany?

Now that you have seen how German immigrants endured hardships and overcame obstacles to find a new life in the United States, you are ready to draw some conclusions about why people are willing to make these sacrifices.

Now that you have learned about how many Germans viewed the United States as a land of opportunity, and how the United States benefited from these mass migrations, you are ready to decide if America can continue to be the land of opportunity for immigrants from other parts of the world.

America is a nation of immigrants and most of us can trace our roots back to ancestors who have come from some other part of the world. Since its inception, the United States has been a haven for immigrants from all over the world. However, many of them have received a mixed welcome here. Enticed by the promise of a better life, they came here in hopes of finding a better life and political freedom. In many cases, however, they found hostility and prejudice and realized that the price of freedom was hard work and a constant struggle to become accepted as full American citizens. In the end, however, these mass migrations were absorbed into the American culture with obvious benefits to both the immigrants and to the United States.

Little Germanies



Today we still encounter waves of immigrants from all over the world, but especially from Mexico. You are a candidate for the Office of President of the United States and realize that there are both positive and negative aspects to this new mass immigration to the United States. You want to state a clear position of your stand on immigration.

In your speech on immigration, you plan to use the German experience as one example of a people migrating for a variety of reasons; confronting hostility and suspicion upon their revival in this country; and, then adapting to their new environment, making major contributions to the development of America. Write this section of your speech.

In this part of your speech:

- ▶ Write one paragraph about the reasons the Germans came to this country.
- ▶ Write one paragraph about their reception in this country.
- ▶ Write one paragraph about their inclusion into the American culture and their contributions as American citizens.

Now think about the mass immigration from Mexico and think about your position on how we should react to this new wave of immigration.

- ▶ Write a one sentence introduction to this part of your speech stating your position on what our new immigration policy should be.

ACKNOWLEDGEMENTS:

These lessons use ideas from research-based best practices, such as:
Dimensions of Learning (R. Marzano)
Backward Design (J. McTighe & G. Wiggins).