This month’s newsletter looks at different aspects of immigration, which is always a timely subject in our state, nation, and world. Tennessee’s population is very diverse, with citizens representing ethnicities from all over the world. For example, the Scots-Irish immigrated into East Tennessee in the 18th century; Jews created a small but substantial minority in Memphis in the 19th century; and in the 20th century, Kurds formed a vibrant community (“Little Kurdistan”) in Nashville.

The U.S.’s integration of its immigrants has experienced much change over the years, expressed in new laws and attitudes. For current bills in Congress that concern immigration, go to the Library’s Thomas page (i.e., Jefferson), the online home of legislative information, and search “immigration.” For a timeline of local/state laws, click here.

**UPCOMING EVENTS:**

- **September 22** (Knoxville)-intro workshop, East Tennessee Historical Society, 10 a.m.—3:00 p.m. Email Lisa Oakley to register.
- **September 23** (Knoxville)-advanced workshop, East Tennessee History Society, 10 a.m.—3:00 p.m. Email Lisa Oakley to register.
- **September 24** (Martin)-presentation at Tennessee Mathematics Teachers Association conference, UT Martin
- **September 25** (Cookeville) - workshop with Tennessee History Day, 9 a.m.—3 p.m. Email historyday@tennesseehistory.org to register.
- **September 29** (Nashville) - workshop with Tennessee History Day, Nashville Public Library, 9 a.m.—3 p.m. Email historyday@tennesseehistory.org to register.
- **September 30** (Murfreesboro) - Webcast: “Teaching with Political Cartoons from the Library of Congress,” 3:30—4:30 p.m. Viewing options here.

**THEME: IMMIGRATION**

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**“AWESOME” SOURCE OF THE MONTH:**

Angel Island: The Ellis Island of the West.

From Miscellaneous Selections: Anti-Chinese Movement & Chinese Exclusion [1917] (Courtesy of California Historical Society)

How was West Coast immigration different from East Coast immigration?
LESSON IDEA— MOTHER OF EXILES

The Statue of Liberty was conceived to show France and America’s mutual desire for liberty, yet it became a symbol of hope for millions of immigrants who wanted to make the United States their home. In 1883, America was struggling to raise the funds necessary to build the pedestal for the statue which had been constructed by the French. Fundraising and public relations efforts strived to convince the American public to support the project. To aid the fundraising efforts, Emma Lazarus wrote “The New Colossus” for an auction that was to benefit the pedestal fund. Interested in immigration and social justice, Lazarus, an influential New York poet, penned the words that would later become inscribed on the base of the statue.

Begin by reading “The New Colossus” (click here for a transcription) out loud to the class. What genre of literature is this writing? How can students determine the genre? Next provide students with a copy of the poem. Have them work individually or in groups to determine what message the author is trying to convey. How does this message relate to immigration in America at the time it was written? Why might it have been chosen to be inscribed on the Statue of Liberty? How does it relate to the symbolism of the statue?

This idea can be adapted to meet curriculum standards for grades 4 through 8 English (Standard 8: Literature).

LESSON IDEA— IMMIGRATION IN POLITICAL CARTOONS

Political cartoons serve as wonderful primary sources to explore debates, stereotypes, and symbolism. You can also use historic political cartoons to compare debates over time and draw connections to current issues. Political cartoons demand that students employ critical thinking and analytical skills. They teach them to be more savvy consumers of media and to think about the difference between fact-based versus opinion-based materials. Political cartoons are a great way to explore issues surrounding immigration throughout our nation’s history.

Begin by exploring the political cartoons in The Chinese in California or search “cartoons” in Prints & Photographs. Check out these Collection Connection pages for ideas and historical context for the cartoons. Critical Thinking—Historical Analysis and Interpretation provides a great list of sample questions that you can use. Select two to four cartoons for your students to work with. Have them identify symbols in the cartoons and the point of view of the piece. How are symbols used to get the artist’s point across?

Political cartoons often present stereotypical and racially insensitive depictions and points of view. When working with materials such as this, prepare students for what they will see and have them explore how such depictions have changed over time. For more suggestions, check out our January 2010 newsletter.

This idea can be adapted to meet curriculum standards for high school U.S. History and Contemporary Issues.
Lesson Idea— Immigrant Culture

Immigrant groups contribute to the richness and diversity of American culture, as represented by Chinese dragon festivals to Irish jigs to chorizo tacos. Music in particular can speak across cultures and create a dialog and appreciation between immigrants and their new neighbors. The American Folklife Center documents American immigrant culture through some of its online collections. California Gold: Northern California Folk Music from the Thirties contains sound recordings of folk music from different ethnic groups in America in the 20th century. Divide students into groups and have each group select one of the ethnicities highlighted in this collection. After groups have examined photographs and drawings and listened to sound recordings for their ethnic immigrants, have them discuss the following questions: What brought these people to this land? What were some of the cultural traditions that they maintained? How did the history of this group of people affect the history of the region? How has American music adapted to embrace more cultural influences?

Perhaps some of your students wish to share their own immigrant culture with the class. What are songs, foods, and customs that have been passed down through generations?

The Local Legacies page highlights many events across the nation that celebrate immigrant culture, including the Fall Festival of Hancock County, Tennessee, which showcases the culture of the Melungeons, a ethnic group with an interesting (if unclear) immigrant past. Other diverse festivals include Dia de los Muertos (CA), Portland’s Homowo Festival (OR), and Ennis National Polka Festival (TX).

To extend the lesson, have students design their own festival celebrating immigrant culture. What music will be played? What food will be served? What costumes will be worn? What dances will be performed? These lesson ideas can be adapted to meet curriculum standards for grades 5-7 Social Studies (1.0: Culture), grades 6-8 Music (6.0: Listening and Analyzing), and grades 6-12 foreign languages (2.2: Gain Knowledge and Understanding of Other Cultures).

Featured Feature— New Professional Development Modules

You don’t have to attend a TPS workshop in order to learn how to use Library of Congress primary sources (though we still recommend it!). The Teachers Page offers professional development modules that you can follow online at your convenience. These self-directed modules are interactive, with video, audio, and exercises that demonstrate each topic. Each takes approximately an hour to complete, and rewards you with a certificate that you can print out and present to your PD coordinator. The Library has added two new modules to create a total of six choices:

Introduction to the Library of Congress: Get an overview of the digitized materials and K-12 resources from the Library of Congress.

Supporting Inquiry with Primary Sources (new): Watch teachers in action, implementing inquiry exercises with their students.

Copyright and Primary Sources: Learn how to evaluate primary sources from the Library’s collections for the best use within copyright.

Analyzing Primary Sources: Photographs and Prints: Learn how photographs and prints from the Library’s collections can increase student engagement in the classroom.

Analyzing Primary Sources: Maps: Learn instructional strategies for using maps in the classroom.

Finding Primary Sources (new): Understand the breadth and depth of the Library’s collections and listen to teachers as they find primary sources for their students.
**Fresh Off the Boat**

*Emigrants [i.e. immigrants] landing at Ellis Island / Thomas A. Edison, Inc. [1903]*

This 107-year-old silent film clip depicts immigrants debarking at Ellis Island. What are they carrying? What thoughts are going through their heads? Where might they be coming from? How do immigrants today enter the United States?

**Move to West Tennessee**

*Homes For Immigrants, Inducements Offered In West Tennessee, [1869]*

Click on the image to read the full text. What type of written document is this? Where might it have appeared? Who created it? What was the purpose in creating it? What does this tell us about Union City and Obion County in 1869? What types of immigrants are they hoping to attract?

**Mapping Immigration**

*Statistical atlas of the United States, based upon the results of the eleventh census by Henry Gannett. — Distribution of the Foreign Born Population of the United States, 1890.*

Click on the map to view in greater detail. Was Tennessee heavily populated with foreign-born individuals? What part of Tennessee had the highest percentage of foreign-born people? Why do you think that is? Where are the highest population of foreign born people? Why do you think they settled in those parts of the country?

**Land of Opportunity**

*John Bakken sod house, Milton, North Dakota. [1895]*

This photograph of a homesteading family in front of their sod house conveys two levels of the immigration experience: first, families like the Bakkens came from Norway to the Midwest; and second, these families moved farther westward for the promise of free land to farm. What other enticements lured families east of the Mississippi to the vast expanses of the American West in the late 19th century?