

WHY YOU ARE... WHERE YOU ARE



AMERICA

PROMISED LAND

THE DUTCH FUR TRADE 1634-1635 ENGLISH QUAKERS 1680-1682 SPANISH COWBOYS 1779-1782 ATLANTIC SLAVE TRADE 1847 FRENCH IN NEW ORLEANS 1816-1823 OREGON TRAIL MID 1847 IRISH POTATO FAMINE 1847
THE GOLD RUSH 1849 CIVIL WAR GERMANS 1848-1863 CHINESE RAILROAD WORKERS 1865-1869 SCANDINAVIAN LUMBER JACKS 1867-1890 KANSAS WHEAT 1872-1890 RUSSIAN POGROMS / IRVING BERLIN 1893-1905 CHINATOWN 1906
POLISH STEEL WORKERS IN CHICAGO 1910, 1920'S ITALIAN—AMERICAN NEW YORK 1883-1909 THE GREAT MIGRATION OF AFRICAN AMERICANS 1925, 1930'S THE MEXICAN BRACERO PROGRAM (TEXAS/CALIFORNIA) 1942-1964
JAPANESE WAR BRIDES 1947-1950 CUBANS / PETER PAN FLIGHTS 1961-1972 VIETNAMESE BOAT PEOPLE—CALIFORNIA 1975-1979

EDUCATION GUIDE



“Migration is a kind of gamble. But also, a kind of second chance
- the ability to move to a different society, in a different part of the world and start over again.”



INTRODUCTION

In the history of mankind no society has received more immigrants than the United States. *America: Promised Land* tells the epic story of the peopling of America. From the Dutch fur traders who shaped the New World to the post-World War II immigrants who helped forge modern America, this special presentation charts over 20 massive migrations. Students will learn about how, why and when waves of immigrants arrived in America as they fled famines, pogroms and climate events. This 4-hour special also explores how enslaved Africans were forced through the Middle Passage, enduring the brutality of slavery and ultimately re-shaping the United States.

Anchored by interviews with descendants of ancestors whose stories are featured throughout the series and geographical imagery, *America: Promised Land* uncovers the great forces that set mankind in motion. This series chronicles major events including the California Gold Rush, the role of German immigrants in the Union Army during the Civil War, the Great Migration of African Americans to the North and West and the building of the Transcontinental Railroad which reduced America's East to West travel time from six months to one week. Together, these stories will give students new insights into American history and help them think in new ways about our nation's past.

Visit <http://www.history.com/shows/america-promised-land> to learn more and find additional resources.

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CURRICULUM LINKS

America: Promised Land would be useful for history, American culture, social studies, geography, journalism and ethnic studies courses. It is recommended for 6th grade students and above. It connects with many state standards and curriculum benchmarks in history and social studies. Families are encouraged to watch this series together and discuss its meaning and relevance in relation to their own family histories.

TERMS TO DEFINE

Define the terms below individually or in small groups to explore the themes and topics explored in *America: Promised Land*.

Abolitionism
Cold War
Epidemic
Fugitive
Immigrant
Ingenuity
Industrialization
Innovation
Liberal
Migrant
Nativism
Nomadic
Persecution
Pogrom
Tenement
Vaquero

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PRE-VIEWING QUESTIONS

1. What does it mean to refer to America as a “promised land”? Students can explore this question before they watch, and then write an essay about this concept after they watch. In what cases was America a promised land and in what cases was it quite the opposite?
2. What does the word “immigration” mean? Why have so many people chosen to immigrate to the United States? In what cases were people forced to come to the U.S.? (It is important to make a distinction between immigration and the forced movement of enslaved people.)
3. What are “push/pull factors”? Students can review an outline describing push and pull factors here: http://www.bbc.co.uk/schools/gcsebitesize/geography/migration/migration_trends_rev2.shtml

DID YOU KNOW?

Between 1850-1900, almost 25,000,000 Europeans sailed Westward from the Old World to the New World, the greatest human migration in recorded history.

Between 1900 and today someone has migrated to the United States every 57 seconds.

Between 1820 and 1930, the U.S. absorbed 60% of the world’s immigrants.



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DISCUSSION QUESTIONS

The questions below can be used in small or large group settings, or can be answered in essay format for further exploration.

EPISODE 1

1. One commentator in this series says “Immigration hasn’t just transformed America, immigration is America.” What do you think this statement means? Do you agree with this idea?
2. Why were the majority of immigrants to the early American colonies young men?
3. Immigrants to the early colonies encountered Native American groups as they settled the New World. What were areas of conflict and cooperation between Europeans and indigenous people?
4. Why did the Quakers leave England? What were some of the ideas and beliefs they brought with them to the New World?
5. By the 1840s half the world was technically owned by very few people. Why do you think some individuals were able to amass so much wealth while others remained poor?
6. What obstacles did Lucinda Brown face on her journey to Oregon? What do you think she hoped to achieve by moving west?
7. What did enslaved people like John Andrew Jackson risk by trying to escape to freedom? How did Jackson influence American history?
8. At the time of the Civil War there were four million enslaved African Americans. What were some of the ways they struggled to find freedom despite the brutality of slavery?
9. How do you think the ability to send mail across the Atlantic Ocean helped accelerate immigration from Ireland and other countries in Europe to the U.S.?
10. How did the Gold Rush stimulate the transportation industry?
11. Why do you think Chinese railroad workers were shut out of many of the official photos of the completion of the trans-Continental railroad? Why is this kind of “erasure” significant? Can you think of other examples of immigrants or ethnic groups being shut out of official histories or stories?



THE DUTCH FUR TRADE [1634-1635]



THE GOLD RUSH [1849]



CHINESE RAILROAD WORKERS [1865-1869]



IRISH POTATO FAMINE [1847]



SPANISH COWBOYS [1779-1782]

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EPISODE 2

1. Many immigrant groups have brought special skills with them to the U.S. What is an example of a special skill or area of expertise brought by Mennonites? Can you think of examples of special skills brought by other immigrant groups?
2. Why was the steam engine such an important innovation in the logging industry? What role did Scandinavians play in helping this industry thrive?
3. How can elected officials from diverse immigrant backgrounds, like Patrick MacGuire in 1880s Boston, help the ethnic groups they represent? Why is it meaningful to have elected leaders from diverse backgrounds?
4. Who was Irving Berlin and what was his contribution to American history and culture?
5. Why do you think it was so important to Chinese Americans to rebuild Chinatown after the 1906 earthquake?
6. What hardships did Polish steelworkers face in Chicago? Why do you think they continued to pursue jobs in the steel industry despite the hardships?
7. What does it mean to call Chicago the “Silicon Valley of the 19th century”?
8. What role did railroads play in the Great Migration of African Americans from the south to the north? Why did so many African Americans flee the south?
9. Why was the 1938 boxing match between Joe Louis and Max Schmeling so important?
10. What was the Bracero program, and why was it initiated during World War II?
11. What was Operation Pedro Pan? What do you think the experience was like for Cuban children who were part of this program? What do you think it was like when Mel Martinez was reunited with his parents?
12. What role had U.S. foreign policy or intervention in other countries played in immigration? For example, why did so many Vietnamese immigrants seek new lives in the U.S.?



KANSAS WHEAT [1872-1890]



RUSSIAN POGROMS / IRVING BERLIN [1893-1905]



THE MEXICAN BRACERO PROGRAM (TEXAS/CALIFORNIA) [1942-1964]



JAPANESE WAR BRIDES [1947-1950]

ACTIVITIES

1. The Citizenship Quiz. HISTORY developed the Citizenship Quiz as a way to challenge all Americans to learn the answers to the 100 questions on the U.S. citizenship test. Visit us at www.history.com/interactives/citizenship-quiz to test your knowledge!
2. The Great Migration. Students can read this article to learn more about the Great Migration and write a short synopsis or discuss with the larger class or group.
<http://www.smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118/>
3. Immigration history timeline. Students can view a basic timeline of some key U.S. immigration history dates here: <http://www.digitalhistory.uh.edu/timelines/timelinetopics.cfm?topicid=7>. Students can also create their own timelines with additional dates and information they learned from watching this series.
4. Immigration to the U.S. Since 1965. Students can learn about the history of immigration to the U.S. since 1965 by reading this article on History.com: <http://www.history.com/topics/us-immigration-since-1965>.
5. Ellis Island Oral Histories. Students can view and analyze a rich collection of oral histories from immigrants who arrived in America through Ellis Island. Visit a selection of these oral histories at <https://www.nps.gov/ellis/learn/education/classrooms/oral-histories.htm>. You can also search the larger collection at <http://www.libertyellisfoundation.org/oral-history-library>. Students can choose one or more of these oral histories to and write a short synopsis of what they learned or discuss in small groups.



Source: Library of Congress, Prints & Photography Division



Source: Library of Congress, Prints & Photography Division



Source: National Archives and Records Administration

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PRIMARY SOURCE ACTIVITIES

1. Naturalization Acts of 1790 and 1795. These acts were the first laws to stipulate who could gain citizenship in the U.S. Students can read these acts and discuss who was eligible to become a citizen and who was excluded. (Transcriptions of the acts are available online here: <http://www.mountvernon.org/education/primary-sources-2/article/naturalization-acts-of-1790-and-1795/>)
2. The Compromise of 1850. This series discusses the Compromise of 1850. In small groups, students can read and analyze this series of bills and discuss their implications. What were the five statutes approved by Congress? Students can write a short summary of these statutes. (View a transcription of Henry Clay's resolutions and the five statutes here: <https://www.ourdocuments.gov/doc.php?doc=27>)
3. The Homestead Act. The Homestead Act of 1862 provided 160 acres of western lands to some citizens who met the requirements. Students can read the Homestead Act and discuss its outcomes in small or large groups. View the text of the act online at <https://www.ourdocuments.gov/doc.php?doc=31>. (Find additional information and lesson plan activities created by the National Park Service at <https://www.nps.gov/home/learn/education/upload/Unit%202.pdf>)
4. John Andrew Jackson: The Experience of a Slave in South Carolina. John Andrew Jackson wrote a narrative of his life as an enslaved person and his journey to freedom. Students can view his narrative online at <http://docsouth.unc.edu/fpn/jackson/jackson.html>. They may want to focus on Chapter V in which Jackson tells the story of his escape to freedom. Students can write a letter from Jackson's perspective or a short essay about what they learned from a particular passage of his narrative.
5. The Golden Spike. Railroad barons hosted a celebration on May 10, 1869 at Promontory Summit, Utah when the transcontinental railroad was completed. Students can view a photograph and learn more about this event: <https://www.gilderlehrman.org/history-by-era/development-west/resources/official-photograph-from-%E2%80%9Cgolden-spike%E2%80%9D-ceremony-1869>. Who was excluded from the official story and why?
6. Chinese Exclusion Act. The Chinese Exclusion Act, passed in 1882, made it illegal for Chinese laborers to immigrate to the U.S. for 10 years. Students can read this act and research how and why it was created. (Read the act online at <https://www.ourdocuments.gov/doc.php?doc=47>.) Discuss in small groups or in a larger class setting.
7. Let's All Be Americans Now. During World War I, Irving Berlin wrote a song called "Let's All Be Americans Now" with the goal of uniting the nation. Students can see the sheet music to the song at the Library of Congress website: <https://www.loc.gov/resource/ihas.200198752.0/?sp=2>. What is the main message of the song? Why do you think Berlin wrote it during World War I?
8. 1924 Immigration Act. The 1924 Immigration Act set in place a quota system limiting immigration to the U.S. Students can read the act online here: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1116 and view a related chart here: <http://historymatters.gmu.edu/d/5078>. What did the act say about who could enter the U.S. each year? Did the act prioritize specific immigrant groups?

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For many immigrants, the Statue of Liberty was one of the first sights upon entering New York harbor. Emma Lazarus, a New York poet inspired by the possibilities of freedom and equality for new immigrants to the United States, wrote the poem below which is inscribed on a plaque in the pedestal of the statue.

THE NEW COLOSSUS

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!”

by Emma Lazarus, New York City, 1883

DISCUSSION QUESTIONS:

1. What do you think Lazarus means when she refers to the Statue of Liberty as “Mother of Exile”?
2. Lazarus states that the Statue of Liberty “glows world-wide welcome.” What does this phrase mean? Do you think this was always true based on your knowledge of Ellis Island?
3. What do you think are the most famous lines in this poem? Why?
4. In this poem, Lazarus suggests that the Statue of Liberty can speak without having a true voice. How do you think she would argue that the Statue of Liberty is able to communicate without words?
5. Based on reading this poem, how would you describe Lazarus’ views on immigration?

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VIEWING QUESTIONS

Ask students to answer the questions below while they are watching an episode of this series.
The information students fill in will be helpful for the discussion questions and activities that follow.

What were some of the main topics covered in this episode?

What are a few of the facts or stories in this episode you found most interesting?

What information in this episode was most surprising to you?

What additional questions do you have about this topic?

WEBSITES

America: Promised Land website: <http://www.history.com/shows/america-promised-land>

Resources from the Library of Congress: www.loc.gov/exhibits/treasures and <http://www.loc.gov/teachers/classroommaterials/themes/immigration/exhibitions.html>

The Citizenship Quiz on History.com: www.history.com/interactives/citizenship-quiz

Milestone documents from the National Archives, with teaching tools: www.ourdocuments.gov

The American Memory Project from the Library of Congress, with a searchable database of documents and images: www.memory.loc.gov/ammem/index.html

Smithsonian National Museum of American History, with timelines and background info on a wide range of U.S. history topics: <http://americanhistory.si.edu/>

Statue of Liberty/Ellis Island timeline: <http://www.libertyellisfoundation.org/immigration-timeline>

Ellis Island Oral Histories: <http://www.libertyellisfoundation.org/oral-history-library>

Learn more about the Peopling of America Center <http://www.libertyellisfoundation.org/peopling-of-america-center>

BOOKS

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Gonzalez, Juan. *Harvest of Empire: A History of Latinos in America* (Penguin, 2001).

Johnson, Michael. *Encyclopedia of the Native Tribes of North America* (Firefly Books, 2007).

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Nash, Gary and Carter Smith, editors. *Atlas of American History* (Facts on File, 2006).

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