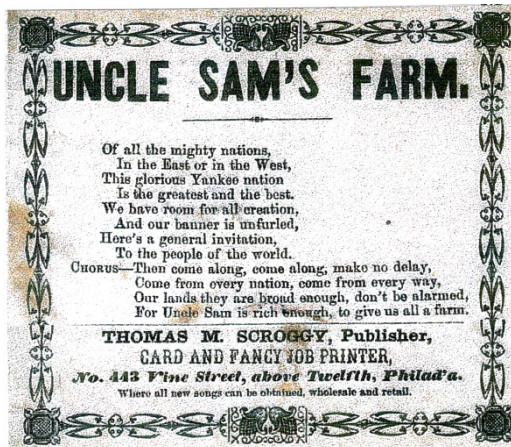


Answer Key

Waves of Immigration  
Lorain County, Ohio



**Document A - Uncle Sam's Farm**

**Outcome:** Students will identify pull factors for immigration to the United States.

**Questions:**

- 1.) What is this an advertisement for?
  - a. A publisher (of cards and fancy documents)
- 2.) After reading the poem, name three reasons why immigrants would want to move to the United States.
  - a. America is inviting to people from all over the world
  - b. America has lots of land
  - c. America is rich (implies that immigrants will become rich too)
- 3.) What do you think is the meaning of this phrase: "We have room for all creation, And our banner is unfurled, Here's a general invitation to the people of the world"?
  - a. We have room for many new people to come to America and are awaiting their arrival. America is inviting people from all countries to move to America.



**Document B - Columbus Day Parade**

**Outcome:** Students will understand that cultural celebrations by immigrants in the United States help to distinguish ethnic traditions. Students will have an introduction to work provided by social settlement houses.

**Questions:**

- 1.) What cultural group celebrates Columbus Day? (The country's flag is displayed on the lower left of the picture and is red, white, and green.)
  - a. Italian
- 2.) What symbols of American culture do you see in the image?
  - a. Multiple American flags, eagles on flag posts
- 3.) Image B is photographed at a settlement house. Are there other documents in the program from

settlement houses? What are some of the other activities settlement houses offered?

- a. There are many settlement house documents. Settlement houses offered classes, social activities, and assistance to immigrants.



### Document C - German Baptismal Certificate

**Outcome:** Students will identify languages brought to the United States by immigrants. Students will identify religious buildings created by immigrants in the United States.

#### Questions:

- 1.) This is a baptismal certificate in German. What year was this document written?
  - a. 1891
- 2.) What city was St. Johannes Kirche (St. John's Church) located?
  - a. Cleveland
- 3.) Why do you think there was a German speaking church in this city?
  - a. There were many German immigrants in Cleveland (some may not have spoken English).
  - b. The church may have been a place for immigrants to gather and build community.
  - c. German immigrants continued German culture through a cultural church.



### Document D - German, Croatian, Slovenian Women Operating Drill Press at the Cleveland Hardware Co. 1918

**Outcome:** Students will identify types of employment available to immigrants.

#### Questions:

- 1.) What type of work do you think the women did at the Cleveland Hardware Co.?
  - a. Manufacturing of hardware
  - b. Operating machinery
- 2.) This image is from World War I. What symbol in the picture gives clues how these immigrant women felt about their new country?

- a. American flags hanging suggest patriotism.
- 3.) Why wouldn't the women fly a German or an Austro-Hungarian Empire (Croatia and Slovenia were members of the Austro-Hungarian Empire) flag in their shop?
- a. This would have been unpatriotic because America and the other allied powers were fighting against Germany and other counties in the Austro-Hungarian Empire.



**Document E - Girl with American Flag at Hiram House World War I**

**Outcome:** Students will identify assimilation programs offered by social settlement homes.

**Questions:**

- 1.) This is a picture of a child at the social settlement house Hiram House. Why do you think this child is wrapped in an American flag?
  - a. To show patriotism
  - b. To show adoption of/assimilation into American ideals and ways of life
  - c. To demonstrate being a "true American" etc.
- 2.) What do you think one of the activities was at social settlement houses during World War I?
  - a. Helping immigrants to assimilate into American society



Editors of a Cleveland German Newspaper, ca. 1890

**Document F - German Newspaper Editors ca. 1920**

**Outcome:** Students will identify employment available to immigrants. Students will identify languages brought to the United States by immigrants.

**Questions:**

- 1.) If the men were writers for a German Newspaper, what language do you think that newspaper was written?
  - a. German
- 2.) Why would it be important for different cultural groups to have a newspaper written in their native language?
  - a. So that immigrants would still have access to news even if they didn't speak English

- b. To have a newspaper in which immigrant groups could discuss and keep alive cultural ideals from their native country
- 3.) If these men only spoke German, do you think they could have gotten a job for the Cleveland Plain Dealer in 1890? Why or why not?
- a. They could not have gotten a job at the Plain Dealer. If the men only spoke German, they could not write or contribute articles to an English language newspaper.



**Document G - Identification Card for Woman of Polish Ethnicity**

**Outcome:** Students will identify difficulties immigrants faced during World War I.

**Questions:**

- 1.) This identification card was issued to immigrants from countries the United States was at war with during World War I. Does this card remind you of other documents?
  - a. Passport, driver's license
- 2.) The card mentions that she was only allowed to go shopping outside a ½ mile radius of the Grays and Central Armories, and the American Steel and Wire Company. Why do you think immigrants would be forbidden from going near armories or steel factories?
  - a. President Wilson and Congress passed the Enemy Aliens Act during the war and restricted travel for immigrants in fears of terrorist attacks against the military and business that support military operations.

May 8, 1901

American Rolling Mill Co.,  
Middletown, Ohio

Gentlemen,-

I have received your both letters one of April 26th, and May 7th, from which I have noticed that you need 10 more men. I ~~we~~ have been trying to get some for you but I ~~failed~~ failed to get any of the good men as the mills in Newburg are running in full force and most of the good men are employed, and the others they do not know about the mill work I would not like to send you then. The last man I sent you by the name of Teofil Grabowski is pretty well acquainted with men in ~~some~~ Warren and I think he will be able to get you some, as I understand that the works out there are not running very steady. I am very sorry that I cannot accommodate you with your request.

Hoping that this will be satisfactory, I remain,

Yours Respectfully  
M. P. Kniola  
May 11, 1901

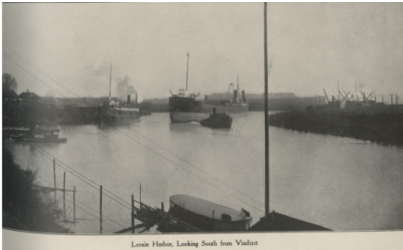
**Document H - Letter from Mr. M.P. Kniola**

**Outcome:** Students will identify employment opportunities in America as a pull factor for immigration. Students will demonstrate knowledge that increased production in factories led to worker shortages in a community.

**Questions:**

- 1.) What year was the letter written?
  - a. 1901
- 2.) To what company did Mr. Kniola send this letter?
  - a. American Rolling Mill Co.
- 3.) What did this company (a steel company) previously ask Mr. Kniola?

- a. The company asked for Mr. Kniola to send the company 10 workers
- 4.) What was his response to the company's question?
  - a. Mr. Kniola does not have good workers who he can send, but will put the company in contact with Teofil Grabowski who may be able to find them some men (Teofil Grabowski knows many men in Warren)
- 5.) Why do you think so much steel was being produced in 1901? Are there other documents that support your answer?
  - a. Other documents in this program suggest that steel was being produced for manufacturing of ships and other transportation goods and services.



**Document I - Lorain Harbor, Looking South from Viaduct**

**Outcome:** Students will understand that location to transportation networks increases immigration possibilities and manufacturing capabilities.

**Questions:**

- 1.) The Lorain Harbor was very important for immigration to Lorain. Name two ways you think the Harbor impacted immigrants.
  - a. Created jobs for immigrants (both through directly working on the canal and through increased industry and other jobs due to canal)
  - b. Made transportation easier
- 2.) Why would factories want to be located near harbors and rivers?
  - a. Easy import and export of supplies and goods



**Document J - Lorain Radiates a Thousand Industrial Benefits**

**Outcome:** Students will understand why Lorain's location to transportation led to the growth of industry.

**Questions:**

- 1.) This map shows why Lorain is an ideal area for industry. What are some of the ways transportation is portrayed as good for industry?
  - a. Located in close proximity to other industrial centers (Cleveland)

- b. Several clean and convenient waterways (rivers, shipyard, harbor)
  - c. Electric lines for easy transportation of people (employees for industry)
  - d. Several railroad lines
- 2.) This map shows numbers for the people employed by factories of the National Tube Co. What is the total number employed by National Tube?
- a. 95,000 (combined Blast Furnaces and Docks, Steel Mills, and Tube Mills)
- 3.) List the benefits to industry Lorain offers.
- a. Good transportation for goods, supplies, and employees
  - b. Attractive living community for people (good transportation, location to other cities, entertaining attractions – beaches, etc)



**Document K - Welcome to the Mission Neighborhood Centers**

**Outcome:** Students will identify languages spoken in Lorain and the work of social settlement houses in the immigrant community.

**Questions:**

- 1.) List some of the ways the Mission Neighborhood Center is helping the community?
  - a. Cleaning up neighborhoods, creating safer neighborhoods, bringing neighbors together, growing businesses, helping businesses with problems, gaining customers/members, any other concerns community members may have
- 2.) Why are the two documents written in different languages? What do you think this says about the languages spoken in the community?
  - a. They are written in two different languages because immigrant groups may not have spoken English – settlement houses wanted to reach these immigrants.
  - b. This document, written in Spanish, tells us that Spanish was a major language spoken in Lorain. Lorain must have had many Spanish-speaking immigrants.
- 3.) Why would it be important for a social settlement house to have pamphlets in different languages?
  - a. It would be important so that settlement houses could reach out to immigrant groups. Through this, they would be able

to help immigrants to improve their communities.



**Document L - Reverse of Welcome to the Mission Neighborhood Centers**

**Outcome:** Students will identify languages spoken in Lorain and the work of social settlement houses in the immigrant community.

**Questions:**

- 1.) What are services offered for families?
  - a. Nursery School, Parent Education, English and Citizenship Classes,
- 2.) What are services offered by the Youth Center?
  - a. Meeting place, counseling, athletics, recreational supplies and equipment, tutoring, job hunting help, friends, fun
- 3.) How do you think immigrants would benefit from these services?
  - a. Assimilate into American culture, build community, learn new skills



**Document M - Abra Esta Puerta.. (Open This Door)**

**Outcome:** Students will identify languages spoken in Lorain and the work of social settlement houses in the immigrant community.

**Questions:**

- 1.) This pamphlet advertises English in what city?
  - a. Lorain, Ohio
- 2.) “Clases nocturnas de Ingles” translates to Evening Classes in English. Why do you think the classes are at night?
  - a. Evening classes accommodate immigrants who work during the day.
- 3.) Who would benefit from classes taking place at night?
  - a. People who work during the day.

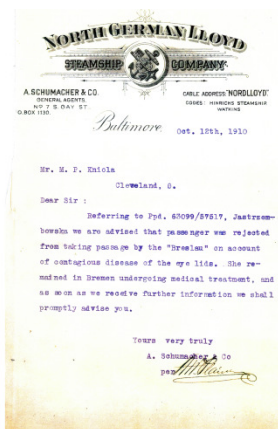


## Document N - Views of the National Tube Company Furnaces

**Outcome:** Students will understand that location to transportation networks increases immigration possibilities and manufacturing capabilities.

### Questions:

- 1.) What is the date of the picture on the top right?
  - a. August 27, 1907
- 2.) Name the different forms of transportation in the picture. How would the company's location to transportation help the business?
  - a. Boat and railroad
  - b. The company's location to transportation could be beneficial because they have easy access to both land transportation and water transportation. This would make both importation and exportation of good and supplies accessible.
- 3.) **Thinking Point:** How would increases in business affect the immigrant workers?
  - a. More people being hired
  - b. Changing or shifting of job requirements
  - c. Could change quality of working conditions
  - d. Etc.



## Document O - North German Lloyd Letter

**Outcome:** Students will understand that steamship companies quarantined sick passengers in order not to infect other passengers on the ship. Students will identify people in the community that assisted immigrants travel to the United States.

### Questions:

- 1.) What is the date of the letter?
  - a. October 12, 1910
- 2.) Why is A. Schumacher & Co. writing to Mr. Kniola?
  - a. The Company is writing to tell Mr. Kniola that a passenger was rejected from the boat to America due to an infectious disease. The passenger was most likely coming to America to work for Mr. Kniola.
- 3.) Why do you think the North German Lloyd Steamship Co. wouldn't want passengers on their ships with contagious diseases?
  - a. Contagious diseases could be contracted by other passengers on the boat, as people were traveling in very close quarters.



### Document P - Agudath B'nai Israel

**Outcomes:** Students will understand that immigrants brought their religion and culture to the United States.

**Questions:**

- 1.) This is a synagogue in Lorain. Why was it important for immigrants to build religious buildings in America?
  - a. Religious buildings that reflected their native culture would help immigrant groups to build communities, make them feel more comfortable in America, and allow them a place to continue aspects of their native culture.
- 2.) Jobs and religious buildings were important for immigrants; why would immigrants want to live near their jobs and religious centers?
  - a. They would want to live close to their jobs for ease of transportation and live close to other members of their ethnicity who also work at the same location.
  - b. They would want to live near their religious center in order to be a member of an ethnic community.

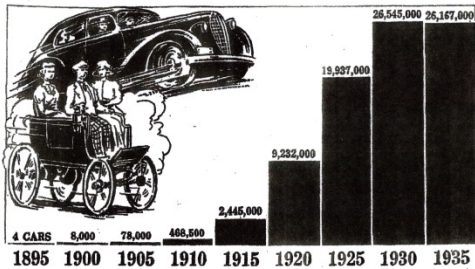


FIG. 1. Rapid growth of automobile registration in the United States.

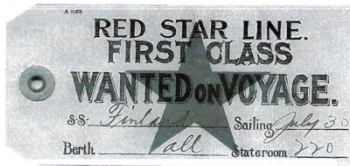
### Document Q - Rapid Growth of Automobile Registration Graph

**Outcome:** Students will understand that the manufacture of automobiles increased during the first four decades of the twentieth century.

**Questions:**

- 1.) What is the range of years for the graph?
  - a. 1895-1935
- 2.) How many automobiles were registered in 1895? In 1935? How many more automobiles were there in 1935?
  - a. 1895 – 4
  - b. 1935 – 26,167,000
  - c. 26,166,996 more
- 3.) What are the materials needed in order to make an automobile?
  - a. Steel/metal, rubber, cloth/leather, etc.
- 4.) Who do you think worked in the different factories that made products for automobiles?

- a. Immigrants for the manufacturing jobs



Ticket and Picture from the S.S. Finland 1913

**Document R - Ticket and Picture from the S.S. Finland 1913**

**Outcome:** Students will identify one of the forms of transportation to the United States.

**Questions:**

- 1.) What form of transportation is pictured? How can you tell from the photograph?
  - a. Boat – can tell based on life rings people are holding
- 2.) Look at the ticket. What does first class mean?
  - a. First class means that the passengers paid the most for their tickets and would have the nicest accommodations on the ship.
- 3.) Is this a passenger ticket or a ticket for luggage? The phrase “Wanted on Voyage” gives you a clue.
  - a. This is a ticket for luggage. It would be attached to luggage by a string that would tie through the hole on the ticket and to your luggage.



**Document S - “Hard working and a hard-working lot were the men of jobs and Steel’s first Bessemer Crew in April 1895”**

**Outcome:** Students will identify employment opportunities for immigrants in Lorain.

**Questions:**

- 1.) Besides the workers who made the steel, Johnson Steel hired workers to build the factory. **Thinking Point:** What other types of jobs do you think might have developed in a growing population of immigrant workers?
  - a. Builders, tailors, canal/dock workers, loading/unloading ships and trains, jobs on boats and trains, grocers, etc.



## Document T - National Tube and Steel and Workers 1950s

**Outcome:** Students will understand that location to transportation networks increases immigration possibilities and manufacturing capabilities.

### Questions:

- 1.) The factories in Lorain relied on different forms of transportation. What forms of transportation can you see in the large photo?
  - a. Railroads
- 2.) How would this transportation be used by the company?
  - a. Railroads could be used to import and export supplies, machinery, and finished products.

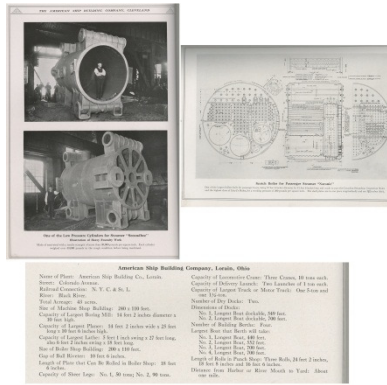


## Document U - “The Pearl Street employment office kept busy as the 1920s brought many new jobs”

**Outcome:** Students will identify that businesses hired workers that spoke different languages, and recruited employees that spoke other languages.

### Questions:

- 1.) How many languages are written on the Employment Office?
  - a. Six
- 2.) Why do you think the Employment Office Notice was written in different languages?
  - a. The employment office needed to have information that was accessible to many different immigrants, including those who did not speak English.
- 3.) What does this say about workers who worked at National Tube and Steel?
  - a. This suggests that National Tube and Steel employed workers from many different ethnicities. Employment at their company was open to many different immigrant groups, including those who were new to America.

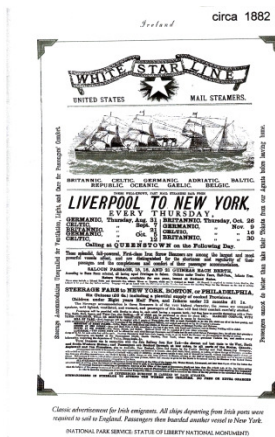


## Document V - Views from the American Ship Building Company Catalog

**Outcome:** Students will identify employment opportunities for immigrants in Lorain.

### Questions:

- 1.) These images are from the American Ship Building Company catalog. From the information provided is location to transportation important to the company?
  - a. Location to transportation would be very important. This company manufactures boilers and other machinery for ships (including a boiler that was bound for a Canadian ship). Therefore, being close to transportation would be very important, as the company would need to have lines of transportation readily available to ship their products wherever they needed to go.
- 2.) Besides employing immigrants, how would products of this company be used by immigrants?
  - a. Products of this company may actually be the ships that bring the immigrants to America as they and their families are immigrating.



## Document W - Advertisement for the White Star Line

**Outcome:** Students will know how shipping companies advertised transportation for immigrants.

### Questions:

- 1.) From what city did the ships leave? To what city were the ships traveling?
  - a. They left from Liverpool and traveled to New York.
- 2.) How often did the ships leave?
  - a. Every Thursday
- 3.) What is Steerage Fare?
  - a. The price of a ticket to travel on the ship - six guineas for adults, half fare for children under 12, and free for infants



### Document X - Advertisement for English and Citizenship Classes in Italian

**Outcome:** Students will identify languages spoken in Ohio and the work of social settlement houses in the immigrant community.

**Questions:**

- 1.) From what year is the document?
  - a. 1929
- 2.) What time are the classes offered?
  - a. 7:00 pm
- 3.) Why would classes be offered at that time? What types of students would attend the classes?
  - a. Classes would have been offered in the evening in order to accommodate the schedules of people who had day jobs. These classes probably would have been attended by adult immigrants.
- 4.) Why would an immigrant want to attend an English and Citizenship class?
  - a. If an immigrant knew English and knew about American ideals, they would most likely have more opportunities available to them such as better jobs, further education, greater inclusion in the greater community (outside of their immigrant group), and a better future for their children.



### Document Y - “A river eye’s view of Lorain’s mighty steel plant, the hub of commerce in the city for decades”

**Outcome:** Students will understand that location to transportation networks increases immigration possibilities and manufacturing capabilities.

**Questions:**

- 1.) What forms of transportation can you see in the image?
  - a. Boats, railroad (tracks)
- 2.) What do you think the title of the photograph “the hub of commerce in the city for decades” means? What is commerce?
  - a. Commerce is the buying and selling of goods and services. Therefore, this steel plant would have been the hub of commerce because it would have been the major source of buying and selling, as well as a major source of income, for Lorain.

- 3.) What do you think this says about the number of jobs available for the residents of Lorain?
  - a. This suggests that there were many jobs available in Lorain, especially in the steel plant.