

**Lesson Plan**  
**Waves of Immigration**  
**Lorain County, Ohio**

**Objectives:** Students will use primary documents to understand the history of immigration to Lorain County and northeast Ohio during the years 1880-1965. Students will look at transportation, languages, occupations and problems immigrants faced when immigrating to the United States. Students will understand pull factors for immigration to Lorain County

**Age:** Grades 4-8

**Materials:** 25 Immigration Images

**Process:** Two Separate Activities; two ways to use these documents with your class

**ACTIVITY ONE:**

**Print out one set of all the documents** and distribute to your students. Each student will have a different document. Ask students to study what they have so they can answer some questions. Ask students to look at their documents to see if anyone has one that will help answer the question(s).

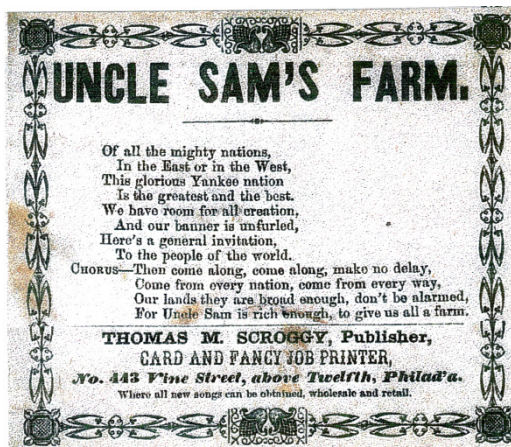
**Ask: Who has something that could show:**

1. **Why people would come to the United States?**
2. **How immigrants got here? (transportation)**
3. **If any immigrants had problems while getting here?**
4. **What languages immigrants spoke after they were in Cleveland?**
5. **What types of jobs immigrants found in the United States?**
6. **What happened to immigrants in World War I?**
7. **What cultural groups they belonged to? What activities they had? How they kept their culture alive?**

As students volunteer information, ask for the letter on their document, and then show the image on the screen so that the whole class can view it as the student explains how it answers the question.

**ACTIVITY TWO:**

Use each document as an individual lesson, project it on the screen, and have the class as a whole answer the questions that are provided for each document. Teachers, see the following for small images of the documents and the questions for each.



### 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?
- 2.) After reading the poem, name three reasons why immigrants would want to move to the United States.
- 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"?



### 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.)
- 2.) What symbols of American culture do you see in the image?
- 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?



### 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?
- 2.) What city was St. Johannis Kirche (St. John's Church) located?
- 3.) Why do you think there was a German speaking church in this city?



**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.?
- 2.) This image is from World War I. What symbol in the picture gives clues how these immigrant women felt about their new country?
- 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?



**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?
- 2.) What do you think one of the activities was at social settlement houses during World War I?



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?
- 2.) Why would it be important for different cultural groups to have a newspaper written in their native language?
- 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?



## 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?
- 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?

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 ~~was~~ have been trying to get some for you but I 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 them. The last man I sent you by the name of Teofil Grabowski he is pretty well acquainted with men in ~~area~~ 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?
- 2.) To what company did Mr. Kniola send this letter?
- 3.) What did this company (a steel company) previously ask Mr. Kniola?
- 4.) What was his response to the company's question?
- 5.) Why do you think so much steel was being produced in 1901? Are there other documents that support your answer?



## 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.
- 2.) Why would factories want to be located near harbors and rivers?



## 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?
- 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?
- 3.) List the benefits to industry Lorain offers.



## 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?
- 2.) Why are the two documents written in different languages? What do you think this says about the languages spoken in the community?
- 3.) Why would it be important for a social settlement house to have pamphlets in different languages?



## 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?
- 2.) What are services offered by the Youth Center?
- 3.) How do you think immigrants would benefit from these services?



## 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?
- 2.) “Clases nocturnas de Ingles” translates to Evening Classes in English. Why do you think the classes are at night?
- 3.) Who would benefit from night classes?

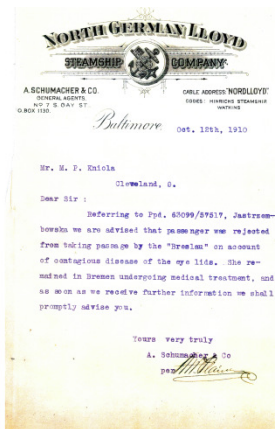


## Document N - Views of the National Tube Company Furnaces

**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?
- 2.) Name the different forms of transportation in the picture. How would the company’s location to transportation help the business?
- 3.) **Thinking Point:** How would increases in business affect the immigrant workers?



## 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?
- 2.) Why is A. Schumacher & Co. writing to Mr. Kniola?
- 3.) Why do you think the North German Lloyd Steamship Co. wouldn’t want passengers on their ships with contagious diseases?



### 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?
- 2.) Jobs and religious buildings were important for immigrants; why would immigrants want to live near their jobs and religious centers?

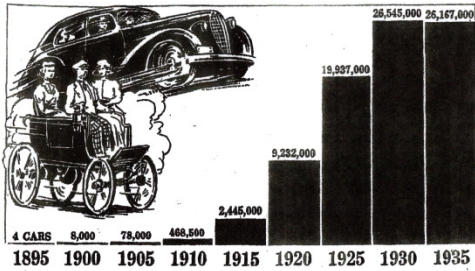


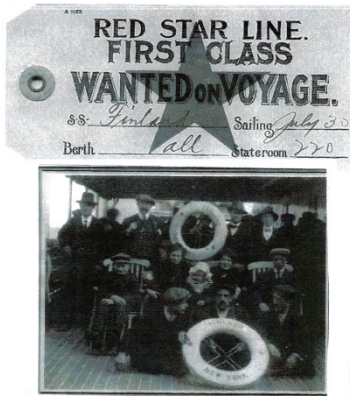
FIG. 1. Rapid growth of automobile registration in the United States.

### 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?
- 2.) How many automobiles were registered in 1895? In 1935? How many more automobiles were there in 1935?
- 3.) What are the materials needed in order to make an automobile?
- 4.) Who do you think worked in the different factories that made products for automobiles?



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?
- 2.) Look at the ticket. What does first class mean?
- 3.) Is this a passenger ticket or a ticket for luggage? The phrase "Wanted on Voyage" gives you a clue.



**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?



**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?
- 2.) How would this transportation be used by the company?

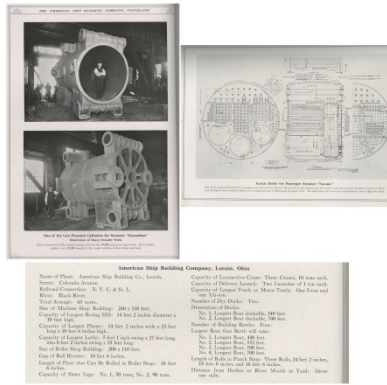


**Document U - “The Pearl Street employment office kept busy as the 1920s brought many new jobs”**

**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?
- 2.) Why do you think the Employment Office Notice was written in different languages?
- 3.) What does this say about workers who worked at National Tube and Steel?



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

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

**Questions:**

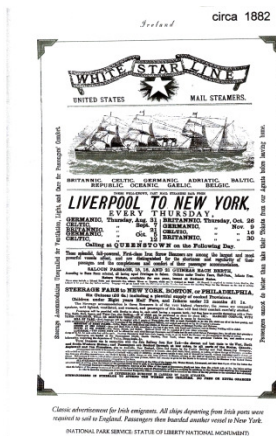
- 1.) These images are from the American Ship Building Company catalog. From the information provided is location to transportation important to the company?
- 2.) Besides employing immigrants, how would products of this company be used by immigrants?

### 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?
- 2.) How often did the ships leave?
- 3.) What is Steerage Fare?



### 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?
- 2.) What time are the classes offered?
- 3.) Why would classes be offered at that time? What types of students would attend the classes?
- 4.) Why would an immigrant want to attend an English and Citizenship class?





**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?
- 2.) What do you think the title of the photograph “the hub of commerce in the city for decades” means? What is commerce?
- 3.) What do you think this says about the number of jobs available for the residents of Lorain?