



EDUCATOR GUIDE

The Swedish American Museum and Brunk Children's Museum of Immigration developed this Educator Guide to provide enrichment activities for use before or after visits to the Museum.

Pre-Kindergarten-Grade 1

Field Trip Activities

Visiting the Swedish American Museum and Brunk Children's Museum of Immigration

The Swedish American Museum and Brunk Children's Museum of Immigration offer programs to meet the needs of all ages. For more information on current programs for students or family programs, please call 773-728-8111 or e-mail snyman@samac.org. Information about all programs can also be found on the Museum's website, www.SwedishAmericanMuseum.org.

Planning Your Visit

- Programs for all ages are offered at the Museum during the school year Monday through Thursday, between 9:30 a.m. and 12:30 p.m.
- Tours are two hours in length.
- All groups must have confirmed reservations.
- There is a 10 student minimum and 60 student maximum per tour. Groups over 60 students must book additional days.
- Groups must have one chaperone or teacher for every five students in grades pre-k to four and one for every ten students in grades five and up.
- Cost is \$3 per student. Chaperones and teachers are free if within the requested ratio. There will be a \$3 per person charge for the number of adults that exceed that maximum.
- Students may eat brown bag lunches in the classroom on the third floor with prior permission.
- Buses may drop off and pick up in the loading zone in front of the Museum, if available. Buses may not stay parked in the loading zone during the tour.
- If possible, please have students leave coats on the bus.
- Please share all rules/guidelines provided at the time of your tour booking with chaperones and students prior to your visit.

Field Trip Activities

Program Overview

Pre-Kindergarten- 1st grade (Tour of Children’s Museum, Craft and Folk Dance)

Program Description:

Students will participate in activities and experiences that explore Swedish culture and 19th century immigration.

- Folk Dance
 - Students will learn a traditional Swedish song.
 - Students will learn a dance to go with the Swedish song.
- Swedish Craft
 - Students will learn about traditions in Sweden.
 - Students will create an art project based on Swedish culture and traditions.
- Immigration Imagination
 - Students will visit the Brunk Children’s Museum of Immigration.
 - Students will imagine they are travelling back in time to Sweden in the year 1870.
 - Students will compare and contrast life in 1870 to life in the present.
 - Students will explore a Swedish stuga (small cottage) and an American pioneer cabin through hands on play.
 - Students will pack a trunk for the journey across the ocean.
 - Students will board a steamship and imagine what the journey to America was like.
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Common Core State Standards:

Kindergarten

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Field Trip Activities

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences when appropriate to task and situation.

Vocabulary

Your students may hear the following vocabulary words during their visit to the Swedish American Museum. Encourage them to use these words as they discuss their visit post tour.

Words in English

Journey - an act of traveling from one place to another

Passport - an official document issued by the government of a country that identifies someone as a citizen of that country and that is usually necessary when entering or leaving a country

Steamship - a ship that is powered by steam

Trunk - a large rigid piece of luggage used usually for transporting clothing and personal effects

Words in Swedish

Välkommen (VAL-koh-men) - Welcome

Jag heter (yahg Heht-er) – My name is...

Hej (hay) – Hello (informal)

Hej hej (hay hay)- Hello or goodbye (informal)

Hejdå (hay-dough) - Goodbye

Tack (tuck) - Thank you

Stuga (STEW-gah) – Cabin, cottage or small house

Field Trip Activities

Sweden Today

At the Museum we talk a lot about Sweden in the past. Use the following information to guide a discussion about contemporary Sweden with your students.

The Language: Swedish is the official language of Sweden.

The People: Today, Swedes live mostly in cities. Stockholm is Sweden's capital and largest city. People in Sweden have many of the same careers that Chicagoans have like teaching, health care, accounting, engineering, etc. Some of Sweden's biggest industries are fishing, technology, forestry, iron and steel. Sweden also has a large music industry. The Sami people who live in the far north of Sweden are reindeer herders.

The Culture: Many Swedes enjoy being outdoors and going camping, skiing, sailing and hiking. They also go to movies, play sports, dance, read and listen to music like we do. Favorite sports include fotboll (soccer) and ice hockey. Holidays include New Year's Eve and New Year's Day, Easter, Swedish National Day, Midsommar, St. Lucia Day and Christmas

Government and History: Long ago kings or queens ruled Sweden. Today the Swedish form of government is parliamentary democratic monarchy. The head of state is the king or queen, but is without authority in the governing of the state. Duties are mainly of a ceremonial and representative nature. The people elect a parliament and prime minister.

King Carl XVI Gustaf and Queen Silvia are the King and Queen of Sweden. They have three children: Crown Princess Victoria, Prince Carl Philip and Princess Madeleine. Crown Princess Victoria will become Queen after her father.

The Flag: The flag features a golden yellow cross inside of a royal blue rectangle.

The Currency: A single unit of Swedish currency is called a krona; more than one are called kronor. Krona means crown, the national symbol of Sweden.

Geography and Climate: Sweden is about the size of California. Its population is around 9.5 million. Sweden is the fifth largest country in Europe. 80% of the land is covered with mountains, rivers, lakes and forests. The nights are long in the winter, yet during the summer the sun stays up late into the night, giving Sweden the nickname "Land of the Midnight Sun."

Fun Facts

- The Vikings were Swedish, Danish and Norwegian. In the year 1000, a Viking named Leif Eriksson was the first European to explore North America.
- The first Swedish pioneers introduced log cabins to America.
- Famous Inventors:
 - John Ericsson- the propeller
 - Alfred Nobel- dynamite
 - Jonas Peter Johansson- adjustable wrench
 - Bengt Gadefelt- turbo powered car engine
 - Lars Magnus Ericsson- phone receiver
 - Peter A. Aronsson and Gideon Sundback- zipper
 - Håkan Lans- automated Identification Systems used in shipping goods
 - Rune Elmqvist- pacemaker
 - Nils Bohlin- three-point seatbelt
 - Inge Edler- ultrasound echocardiogram

Pre-Visit Lesson 1

We Come from All Over!

In preparation for the Museum visit, discuss how America is a place where people have settled from all over the world. This is a good time to introduce the vocabulary word “immigrant.” Discuss that many immigrants came to America long ago, and many immigrants are still settling here today! This lesson using a map is intended to help students see that their classmates’ families have come from many different places. It will also be a visual way for students to see that we all have roots in other countries. Finally, it will provide a connection during the tour. The students will be able to remember that their relatives and even own immediate families had to make a journey from somewhere else before settling in America.

Materials

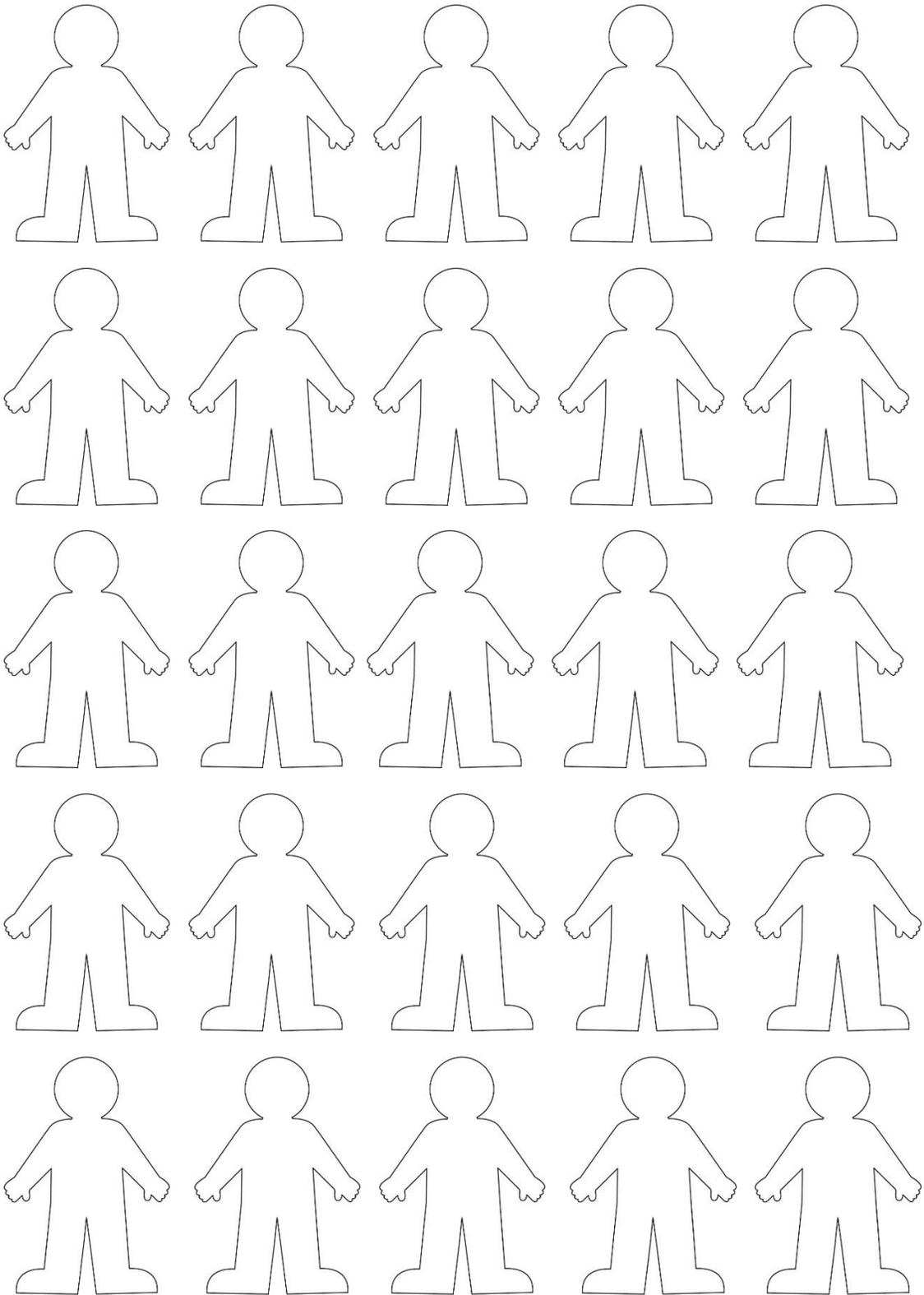
- Large map of the world (not included)
- Small paper person
- Crayons, markers or colored pencils
- Scissors
- Glue or tape
- Other supplies for decorating

Instructions

1. As a homework assignment, ask the students to interview a family member about where their family originated.
2. The following school day, discuss the results of the interview. You may wish to do some other activities with the information (comparing/contrasting, graphing, etc.).
3. Because many students will have more than one country on their lists, ask them to choose one country (you may wish to do multiple countries).
4. Ask the students to decorate a paper person (you may wish to pre-cut).
5. Assist each child in finding his or her country on the map and tape/glue paper person to the country of choice.
6. Once the map is complete, discuss results. How could families travel to America? Was there water to cross? What transportation choices were available long ago? How would they bring all their belongings? Whose family traveled the farthest?

Extension

The interview aspect can be as simple or challenging as you would prefer. If you feel your students are ready for the challenge, add additional questions. Perhaps you would like them to find out what years their families arrived in America, why they left their home country, challenges they may have faced, etc.



Pre-Visit Lesson 2:

Better Butter

Life was much more complicated in the 1800s. If you wanted something you usually couldn't just run to the store. Most often you had to make it yourself! Students will get to make their own butter and experience that food sometimes tastes best when it is homemade.

Materials

- 1 pint of heavy whipping cream for 2-4 students
- Plastic water bottles (clean)
- Clean marble
- Salt or other seasoning (optional)
- Bread, crackers, etc. to eat with the prepared butter
- Small plastic bowls with lid (condiment bowls from restaurants work well!)

Instructions

1. Divide the heavy whipping cream into a plastic water bottle for each child.
2. Add a clean marble into each bottle and seal the bottle tightly.
3. Child should shake bottle vigorously. Explain that the faster and harder you shake; the faster butter will form! This process can take a few minutes to several minutes. Rest as needed.
4. The liquid will start to thicken and will eventually turn into whipped cream. At this point, you will not feel any liquid sloshing around. Keep shaking!
5. A little while later, you will feel liquid again and you will notice the cream starting to turn yellow. Keep shaking!
6. Soon you will notice the cream form into a ball. Once the cream solidifies into a very soft ball of yellow butter, stop shaking.
7. Cut the top off the water bottle and strain out the excess liquid.
8. Remove the marble.
9. Put the butter into your dish and mix with a sprinkle of salt or other seasoning.
10. Spread onto your cracker or bread and enjoy!
11. Leftover butter can be sealed in container and refrigerated for students to take home or to use at a later time.

Post-Visit Lesson 1:

Swedish Recipes

Share the following recipes with families or make them at school for a delicious snack!

Chokladbollar (Chocolate Balls)



Chokladbollar are often one of the first desserts Swedish children learn how to make. This no bake recipe will be sure to delight your students! Recipe makes 25 small chokladbollar.

Ingredients

- ¼ lb or 1 stick unsalted butter (room temperature)
- 2½ cups rolled oats
- 1¼ cups sugar
- 1 tsp vanilla extract or 1 tbsp vanilla sugar
- 1 tbsp cold strong coffee (recommended) or 1 tbsp cold milk
- 2 tbsp unsweetened cocoa
- Coconut flakes

Instructions

When combining ingredients, you may mix with your hands in a bowl or with a food processor.

1. Mix butter, sugar and coffee (or milk) together.
2. Add all the other ingredients. Make sure the butter is mixed in well. The batter should be easy to roll and not too sticky, you can adjust consistency with oats or coffee (milk).
3. Roll batter into about 25 small balls and roll them in coconut flakes or sprinkles.
4. Refrigerate for about 2 hours before eating.

Field Trip Activities

Swedish Pancakes

This traditional recipe serves well with traditional lingonberries, or give it an American twist with maple syrup! Recipe will serve 10-12

Ingredients:

- 2 cups of flour
- ¼ gallon of milk (whole milk is best)
- 6 eggs
- 1 stick of salted butter (melted)
- 2 tbsp of sugar

Instructions:

1. Beat the eggs.
2. Add the sugar.
3. Add milk.
4. Add flour a little at a time, mixing well as you add.
5. Add the melted butter.
6. Mix very well. You can't overmix the batter. It should be very runny and thin.
7. Pour a small amount on a lightly greased pan or griddle. Tilt pan so that the mixture spreads into a very thin layer.
8. Pancakes will cook quickly. Both sides should be a golden brown.

Post-Visit Lesson 2:

Dala Horse Puppet

At the Museum, your students learned a little about Swedish culture through dance and an art project (provided you attended a full tour). Extend that lesson by exploring a symbol of Sweden: The Dala Horse.

The story of the Dala Horse started long ago, dating back to the 1600's. Swedish lumberjacks used to carve little horses, roosters and pigs out of scraps of wood to help pass the time during the evenings. Because they lived away from home to do their jobs, they would give these carvings to their children when they would return home to visit. The horses were most popular. Many years later, paint was added. They became highly sought after and were often used as currency, traded for food and lodging.

Dala Horses (along with roosters and pigs) are still hand carved and painted today. Nine people are involved in making each one.

Materials

- Dala Horse template- it is best if this is printed on card stock
- Scissors
- Crayons, colored pencils or markers
- Brad paper fasteners
- Craft Sticks (the long, wide sticks resembling tongue depressors work best)
- Tape or glue stick

Instructions

1. Color the Dala Horse template.
2. Cut out the template.
3. Connect two pieces at the dark circle with the brad paper fastener.
4. Glue or tape one craft stick to each leg
5. Play with your puppet! You can use it as is or use it as a shadow puppet.

