



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 a visit to the Museum.

Grades 2-5

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

Grades 2-5 have two tour options

Program Description:

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

Tour Option 1: Recommended for 2nd grade school groups studying immigration and most 3rd-5th grade school groups.

- Dream of America
 - Students will learn about the push and pull factors that led Swedish people to immigrate to America during the 1800s and early 1900s.
 - Students will compare and contrast the journeys to America during the early 1800s and the late 1800s.
 - Students will learn about the immigration experience at Ellis Island.
 - Students will formulate questions to ask during the Dream of America Tour.
 - Students will respond to questions and scenarios using connections to their own lives where possible.
- Immigration Imagination
 - Students will visit the Brunk Children’s Museum of Immigration and travel 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.
 - Students will formulate questions to ask during the Immigration Imagination tour.
 - Students will respond to questions and scenarios using connections to their own lives where possible.

Tour Option 2: Recommended for 2nd grade school groups not currently studying immigration and most 3rd-5th grade non-school groups.

- 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 culture and tradition in Sweden.
 - Students will create an art project based on Swedish tradition or culture.

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- Immigration Imagination
 - Students will visit the Brunk Children’s Museum of Immigration and travel 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 (farmhouse) 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.
 - Students will formulate questions to ask during the Immigration Imagination tour.
 - Students will respond to questions and scenarios using connections to their own lives where possible.

Common Core State Standards:

2nd Grade

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1.A

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

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

3rd Grade

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

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teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.3.1.B

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

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

4th Grade

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

5th Grade

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English 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

Artifact- an object produced or shaped by human craft, especially a tool, weapon or ornament of archaeological or historical interest

Ancestor- a person from whom one is descended

Detained- To be held back for medical or legal reasons

Drought- a period of dry weather, especially a long one that is injurious to crops

Ellis Island- an island in upper New York bay that was a former United States immigrant examination station. The Ellis Island Immigration Museum was opened on the island in 1990

Homestead Act- a special act of Congress (1862) that made public lands in the West available to settlers for little or no payment, usually in lots of 160 acres, to be used as farms

Immigrant- a person who moves to another country, usually for permanent residence

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

Pull Factors- Conditions that attract people to new places

Push Factors- Conditions that drive people out of their homes

Steamship -a ship that is powered by steam

Steerage- (in a passenger ship) the part or accommodations allotted to the passengers who travel at the cheapest rate

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

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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 football (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 Gadenfelt- 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

Pack Your Suitcase!

Students will think about the journey many people took when moving to America and consider one of the most difficult aspects of the trip: what to take with them to their new home.

Materials

- Suitcase handout
- Crayons, markers or colored pencils
- Pencil
- Suitcase and/or large box approximately the size of a steamer trunk (optional). A steamer trunk was typically 30 inches to 36 inches long with varying widths of 16 to 22 inches and various heights.
- Various items including but not limited to: food, water, clothing, household items, tools, cooking items, blankets, mementos, books, toys, etc. (optional)

Instructions

1. Explain that when people decided to move long ago, each would often be allowed to bring only one trunk per person (show pictures of a steamer trunk). Earlier in the 1800s they were only allowed one trunk per family! They had to fit all belongings into this trunk.
2. Brainstorm ideas of what a person could pack in a trunk.
3. Discuss needs and wants.
4. Pack your own trunk or, if you are taking a more modern view, a suitcase. Show the students that there's a limited amount of space and you will have to leave almost everything behind.
5. Ask the students to think of three things they would want to bring with them if they were moving far from home.
6. Students will draw those three things in their suitcases. They will then record the names of the three items and explain why they chose them underneath the suitcase.

I'm moving to a new home and I'm going to bring...



1. _____

Reason: _____

2. _____

Reason: _____

3. _____

Reason: _____

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 (cleaned)
- 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:

Gustaf's Story

Students will read this story and make personal connections about a time they felt lost.

Materials

- Gustaf's story
- Paper or journal to respond
- Pencil or Pen

Gustaf's Trip to America

My name is Gustaf Johansson. I came to America when I was nine years old, without my mom or dad. My father died when I was six years old. The year was 1900 and my mother was left alone on our farm in Sweden to raise five children. She didn't know what to do.

One day a letter arrived from my uncle who lived in America. His friend's wife had died, leaving him with four children and no housekeeper. So my mother left us behind and went to America. All the children in our family lived with our grandmother. Mother wrote us letters all the time, but we missed her very much. Then she wrote a letter saying that she was married, and wanted us to come live with her.

So my older brother Ingmar, who was thirteen and considered an adult, my little sister Sarah, who was six and I started our trip on a boat from Sweden to Hull, England. For two days a huge storm rocked the boat back and forth. The waves were so high they came over the deck. All the passengers in steerage gathered in a large room and then the hatch above us was tied shut. The room had a brass railing around the sides to hang on to, but it was too high for Ingmar, Sarah and me to get a good grip. We were tossed from side to side in a mixture of water and vomit because everyone was seasick.

Finally, we arrived in England bruised all over and worried. Ingmar had to find the right train to the west coast, without speaking any English! Luckily, we caught our train and boarded a ship for Boston. The second-class passengers crowded around us, pointing and laughing. I was so embarrassed. My face felt hot and I wanted to cry. I remembered that grandmother had sewn every word she'd ever heard about America in large red block letters on my collar, "America, North America, state, U.S. A., Chicago, P.O. Box 190. It gave me comfort to read her words.

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To pass the time I played harmonica and sang songs. One of the passengers gave me a banana. I tried to eat it, peel and all, because I had never seen a banana before. I said to Ingmar, “These must grow in heaven or along the golden streets of America.”

When our boat arrived in Boston we boarded a train to Chicago. Grandmother told me that when I saw a city with big buildings and smoke stacks we would be in Chicago. My heart sank as the train passed through many cities with big buildings and smoke stacks. The trip took three days and we had very little money to buy food. We were starving when we finally made it to Chicago. We searched the station for mother, but she wasn’t there because we were three days late! We sat in the corner of the waiting room and cried. A kind policeman found us and was able to locate mother because of the words grandmother had sewn in my collar! We were so glad to be reunited with mother after our long, hard journey.

Response: What’s Your Story?

Discuss Gustaf’s story with the students. How would things be different for immigrants today? How might they be the same?

Gustaf felt sad and afraid when his mother did not meet him at the train station in Chicago. Have you ever felt lost like Gustaf? Write about a time when you felt lost or afraid on another sheet of paper. Another option would be to finish Gustaf’s story and write about what life was like during the years after his arrival to Chicago.

Post-Visit Lesson 2:

Warm Welcome Quilt

An important part of welcoming new people is accepting the value of each person's unique qualities. Share the following story about quilts and discuss ways that people from all over the world come together to create America.

Materials

- Paper (2 squares for each child)
- crayons, colored pencils or markers
- hole punch
- yarn
- tape
- story (below)

In the nineteenth century women gathered together to make quilts. Each woman shared her fabric, sewing skills and conversation to create a beautiful blanket to keep a family warm. A highly prized wedding gift was a quilt created by the bride's friends and family. Each relative or friend brought a piece of material from an important part of her life. Fabric from wedding dresses, baby blankets, aprons and special dresses were often used. The pieces of material would be all different colors and sizes. The women sewed the pieces together in patterns and designs. By the end of the day, the many pieces made a warm blanket that would always remind the bride of the special people in her life.

America is made up of many people from all over the world. Each person contributes his or her unique ideas to create a strong nation. America is like a quilt sewn together to make one beautiful design.

Instructions

Each student will contribute at least two pieces of the quilt

1. Color one square. You may draw a pattern or just color the paper one color.
2. Complete a second square by writing your name, some of the places your family comes from and a way to say hello or welcome in one of the languages.
3. Hole punch the pieces and tie them to the class quilt using yarn. If you do not want to tie the squares together, you may use tape to attach them.

Display your quilt in your classroom and remember to use it to welcome new friends and guests to your classroom!