



EDUCATOR GUIDE

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

Grades 6-12

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.

Program Overview

Program Description:

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

- Dream of America Guided Tour
 - Students will learn about the push and pull factors that led Swedish people to immigrate to America during the 1800's and early 1900's.
 - Students will compare and contrast the journey to America during the early 1800's and the late 1800's.
 - 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 (optional tour)
 - Students will visit the Brunk Children's Museum of Immigration.
 - Students will compare and contrast life in 1870 to life in the present.
 - Students will explore a Swedish stuga (cottage) and an American pioneer cabin and handle everyday objects and tools from the 19th century.
 - 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

6th Grade

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-LITERACY.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

7th Grade

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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CCSS.ELA-LITERACY.SL.7.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

8th Grade

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Field Trip Activities

9th-10th Grade

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

11th-12th Grade

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly

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draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Field Trip Activities

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

Assimilate- to bring into conformity with the customs, attitudes, etc. of a group, nation or the like; adapt or adjust

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

Tenement – run down and often overcrowded apartment house, especially in a poor section of a large city

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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

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."

Field Trip Activities

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

Myth Busters

There are many myths regarding modern day immigration. Some of these myths have also spilled into the past!

Materials

- Myths

Instructions

Discuss the following myths with your class. As a follow up, ask each student to research a current immigration myth to share with the class. Create a display featuring the myths and their corresponding truths.

MYTH: Early Immigrants quickly learned English, unlike immigrants today.

Fact: Early Census reports showing immigrants living in the United States for 50 or more years report that many communities had a high level of immigrants remaining monolingual. In Wisconsin alone, there were more than 500 newspapers written in German that were still available through the 1940's. Early immigrants who lived in communities with others from their home country didn't need English to succeed. Local businesses offering services and goods often employed people who spoke the predominant language of that community. Immigrants in contemporary society often seek courses that teach English and strive to learn English quickly in order to obtain better jobs.

MYTH: It's easier to enter the country today than it was 100 years ago.

Fact: During the 1800's people coming to America experienced "open immigration." Any able-bodied person could get in. Today there are many rules. Under current policy, many people who successfully entered during 1790-1924 would not get in today.

MYTH: Immigrants today are less educated than immigrants in the past.

Fact: Comparing today's immigrants with immigrants of 50+ years ago, a larger number have a high school diploma, a college degree or an advanced degree.

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MYTH: Today's push and pull factors are much different than those in the past.

Fact: Push and pull factors have not changed. Immigrants coming to America today are often coming for the same reasons as they have in the past. It is important to remember that push and pull factors would be different from one country to another. It is also important to remember that push and pull factors would be unique to each person or family.

Some Push Factors include (both past and present):

- lack of jobs
- few opportunities
- "primitive" conditions
- famine/drought
- political fear/persecution
- poor medical care
- loss of wealth
- natural disasters
- death threats
- slavery
- pollution
- poor housing
- landlords
- bullying

Some Pull Factors include (both past and present):

- job opportunities
- better living conditions
- political and/or religious freedom
- adventure
- education
- better medical care
- safety
- family links

Pre-Visit Lesson 2:

Political Cartoons

Political cartoons are a good source to spark discussion and to gather opinions on given topics. Use the following worksheet and political cartoons of your choice to get your students talking.

Materials

- Political Cartoons suitable for your students' grade and maturity level- a quick google search using keywords political cartoons and immigration (1800's, 1900's, etc.) will provide many examples to choose from.
- Political Cartoon Analysis Worksheet

Instructions

Provide your students with a few political cartoons based on immigration to explore and discuss. Then model an analysis of one. For further practice, allow students to choose another example and complete the analysis worksheet. May be done independently or with partners/small groups.

Political Cartoons

<p>What issue is being discussed in the cartoon?</p>	<p>List any words you see.</p>
<p>Describe the scene, listing any real people and objects.</p>	<p>What objects/people in this picture can be symbolic? What might they represent?</p>
<p>What is the cartoonist's opinion of the issue? Do you agree or disagree?</p>	<p>Comments or questions that came up as you analyzed.</p>

Field Trip Activities

Post-Visit Lesson 1:

Who Are You?

After 1892, most immigrants entered the United States through Ellis Island. Before being allowed into the country they had to answer a list of questions and pass various exams and checkpoints. The immigration hall at Ellis Island was very noisy and confusing. Few immigrants spoke English and even though many languages were translated from English, the tests were very confusing.

Materials

- Questionnaire

Instructions

Ask your students to translate AND answer the questions on the questionnaire. To translate use the space below each word. In the space below each letter, write the letter that comes before it in the alphabet. You may wish to play loud music and time the students in order for them to feel what the immigrants might have felt as they were attempting to take the important exams.

1. Obnf? _____
2. Bhf? _____
3. Cjsuiebuf? _____
4. Hfoefs? _____
5. Xibu dpvouz eje zpv dpnf gspn? _____
6. Xifsf bsf zpv hpjoh? _____
7. lpx xjmm zpv hfu uifsf? _____
8. Xgfsf xjmm zpv tubz? _____
9. lpx mpoh xjmm zpv tubz? _____
10. Xjmm zpv xpsl? _____
11. Xifsf xjmm zpv xpsl? _____
12. Ep zpv ibwf gbnjmz jo Bnfsjdb? _____
13. Xifsf ep uifz mjwf? _____

Post-Visit Lesson 2:

“The New Colossus” by Emma Lazarus

Materials

- Copy of poem
- Image of Statue of Liberty
- Image of Colossus of Rhodes
- Emma’s Poem: The Voice of the Statue of Liberty by Linda Glazer ISBN 978-0-547-17184-5 (Optional)

Instructions

Students should read a copy of “The New Colossus” by Emma Lazarus. You may also choose to read the children’s book, Emma’s Poem: The Voice of the Statue of Liberty. Then lead a whole group or small group discussion about the poem.

- What is the overall message? How does it make you feel?
- What words would you use to describe the Statue of Liberty?
- Who are the “exiles” referred to in the poem?
- In the first lines of the poem, Emma Lazarus mentions “Not like the brazen giant of Greek fame, With conquering limbs astride from land to land.” She’s referring to the Colossus of Rhodes. Look at an image of that statue. The Colossus of Rhodes is not like the Statue of Liberty. That’s why she called the poem “The New Colossus.” What makes it different?
- What did people in 1883 think of the statue and how Emma was asking them to change?

The New Colossus

Emma Lazarus, 1849 – 1887

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
Glowes 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-tost to me,
I lift my lamp beside the golden door!”