

PRE-PROGRAM SUGGESTED ACTIVITIES

1. Use the chart [Timetable of Travel to Cleveland, Ohio, USA](#) for the following activities:
 - a. Categorize these ethnic groups into the countries and continents where they came from. Be sure to notice African Americans, Native Americans and Appalachians. Where did these groups live before they came to Cleveland?
 - b. Locate on a world map the countries of the ethnic groups represented on this timetable.
 - c. Using the [Waves of Immigration](#) information, choose one wave and identify the different groups who came to Cleveland during that time period. What were the push and pull factors for each group.
2. Read the excerpts from [Brief History Of Lorain County's Ethnic Communities](#)
3. Reading a photograph

Use the [Library of Congress Teacher's Guide](#) to help with the activity. Pick a recent family photograph or a random photo taken out of a magazine or one of your textbooks and fill out the chart. This will help students to read the photographs and images they will see during the program.

TIME TABLE OF TRAVEL TO CLEVELAND, OHIO, USA

Ethnic Origin	Miles	Times of Arrival
African American	5,787	1809-1889, 1890-1930, 1941-present 🚗 🚚 🚛
Albanian	5,330	1900-1921, 1948-1950s 🚗 ✈️
Appalachian	318	1921-present 🚗 🚚 🚛
Armenian	6,566	1900-1920, 1921-1930, 1989-present 🚗 ✈️
Austrian	4,761	1880-1921, 1948-1950s 🚗 ✈️
Belarusian	5,232	1890-1921, 1948-1954, 1975-present 🚗 ✈️
Belgian	4,335	1870-1921, 1948-1960 🚗 ✈️
Bosnian	4,926	1991-present ✈️
Bulgarian	5,472	1880-1921, 1948-1954, 1989-present 🚗 ✈️
Cambodian	10,057	1975-present ✈️
Canadian	457	1800-present 🚗 🚚 🚛
Carpatho Russian	5,999	1880-1920, 1921-1938, 1948-1954 🚗 ✈️
Chinese	7,328	1860-1890, 1965-present 🚗 ✈️
Croatian	4,926	1880-1921, 1945-present 🚗 ✈️
Cuban	1,352	1960-present 🚗 ✈️
Czech	4,830	1840-1860s, 1870-1921, 1948-1954 🚗 ✈️
Danish	4,403	1870-1921 🚗
Dutch	4,295	1850-1869, 1870-1921, 1948-1950s 🚗 ✈️
Egyptian	5,852	1965-present ✈️
English	4,119	1800-1879, 1880-1920, 1921-1939, 1945-present 🚗 ✈️
Ethiopian	7,263	1965-present ✈️
Estonian	4,969	1903-1914, 1945-1961 🚗 ✈️
Filipino	9,034	1920-1930, 1965-present 🚗 ✈️
Finnish	4,403	1885-1921 🚗
French	4,193	1820-1879, 1880-1914, 1919, 1945-1950 🚗 ✈️
German	4,687	1820-1879, 1880-1914, 1919-1939, 1945-present 🚗 ✈️
Greek	5,187	1890-1921, 1965-present 🚗 ✈️
Guatemalen	2,085	1965-present ✈️
Hungarian	5,114	1880-1921, 1948-1954, 1956-1957 🚗 ✈️
Indian (Asian)	8,586	1965-present ✈️
Iranian	7,202	1977-present ✈️
Iraqi	6,697	1970s-present ✈️
Irish	4,335	1820-1879, 1880-1929, 1945-present 🚗 ✈️
Israeli	6,313	1965-present ✈️
Italian	4,972	1880-1921, 1945-1965, 1965-present 🚗 ✈️
Japanese	7,307	1943-1950 🚗 ✈️
Jewish - German	4,687	1837-1879, 1880-1939 🚗
Jewish - Hungarian	5,114	1850-1921, 1948-1954 🚗
Jewish - Lithuanian	5,076	1880-1921, 1948-1954 🚗
Jewish - Polish	4,477	1880-1921, 1948-1954 🚗
Jewish - Rumanian	5,398	1880-1921, 1948-1954 🚗
Jewish - Russian	6,061	1880-1921, 1975-present 🚗 ✈️
Jordanian	6,374	1965-present ✈️
Korean	7,930	1965-present ✈️
Latvian	5,086	1905-1921, 1948-1954 🚗
Lebanese	6,253	1890-1921, 1975-present 🚗 ✈️
Lemko	6,061	1880-1920, 1921-1938, 1948-1954 🚗
Lithuanian	5,076	1890-1921, 1948-1954, 1975-present 🚗 ✈️
Marx	3,801	1822-1880 🚗
Mexican	2,085	1914-1929, 1965-present 🚗 🚚 🚛
Montenegrin	5,303	1890-1921, 1948-1954 🚗
Native American	---	1900-1920, 1950-present 🚗 🚚 🚛
Nicaraugan	2,216	1980-present ✈️
Norwegian	4,403	1880-1921 🚗
Pakistani	8,212	1965-present ✈️
Palestinian	6,313	1965-present ✈️
Polish	4,477	1870-1921, 1948-1960, 1965-present 🚗 ✈️
Puerto Rican	1,778	1945-present 🚗 ✈️
Romanian	5,398	1880-1921, 1948-1954 🚗
Rusin	6,061	1880-1921, 1921-1938, 1948-1954 🚗
Russian	6,061	1880-1921, 1989-present 🚗 ✈️
Salvadorian	1,850	1980-present ✈️
Serb	5,364	1900-1914, 1949-1952, 1980-present 🚗 ✈️
Scottish	3,835	1820-1879, 1880-1929, 1945-present 🚗 ✈️
Slovak	5,303	1870-1921 🚗
Slovenian	4,927	1880-1921, 1948-1954, 1980s-present 🚗 ✈️
Spanish	4,119	1910-1921, 1965-present 🚗 ✈️
Swedish	4,687	1870-1921 🚗
Swiss	4,477	1870-1921 🚗
Syrian	6,374	1890-1921, 1980s-present 🚗 ✈️
Turkish	5,851	1965-present ✈️
Ukrainian	5,386	1880-1921, 1948-1954, 1975-present 🚗 ✈️
Vietnamese	9,757	1975-present ✈️
Welsh	3,909	1820-1879, 1880-1929, 1945-present 🚗 ✈️
West Indian	1,778	1910-1929, 1965-present 🚗 ✈️

Mode of transportation to Cleveland:



WAVES OF IMMIGRATION

The Old Immigration, 1820-1880

During this period people mostly came from western and northern Europe (England, Germany, Ireland, Sweden, etc.). By 1860, 44% of the city's population consisted of the foreign born, almost all of whom had come from northern and western Europe.

The New Immigration, 1880-1921

Newcomers to Cleveland were arriving largely from eastern and southern Europe (Hungary, Italy, Poland, and many other countries) and from the Mediterranean (Syria/Lebanon).

Restriction, 1921-1965

In the 1920's, the United States government enacted laws that restricted the flow of European immigrants to the United States under a system that assigned different quotas to different nationalities. Immigration from the Pacific area was almost totally barred.

The Great Migration, 1890's-1930

Large numbers of African Americans began to leave the South to seek their fortune in northern industrial cities such as Cleveland.

Post-1965 Immigration

In 1965 a new law limited the total number of people who could immigrate, but it did not discriminate against any ethnic group. This opened Cleveland's door to people from India, Africa, Southeast Asia, and other regions that had not been represented during the earlier periods of immigration.

Second Great Migration, 1940's-1950's

Labor shortages during World War II and the continuing need for workers to contribute to the area's booming post-war economy led to the migration of workers from the South and from Puerto Rico.

History of Immigration to Lorain **From Brief History of Lorain County's Ethnic Communities**

- First settlement in Lorain 1787 by Moravian missionaries at the mouth of Black River. Moravian sect started in Bohemia, western Czech Republic. German speaking followers of John Huss. First settled near New Philadelphia, sent as prisoners by the British to Detroit during the revolution, the Moravians returned to the Western Reserve in 1786 near Independence. They were led by David Zeisberger. The Delaware commanded them to leave; they ventured to the Huron River near Milan and after five to six years moved on to Canada. This is the first immigrant group to Lorain.
- 1830-1880 German, Scandinavian, Scottish, Irish, immigrants come to Lorain; many find occupation as farmers, shopkeepers, lumberyards, and shipyards.
- 1850s-1872 Railroads connected Lorain to rest of nation, expansion of commerce in the county
- 1881 Haydenville Brass Works move from Haydenville, Massachusetts, company needs employs and many immigrants find work at factory.
- 1894 Steel mills owned by Tom Johnson come to the city. Sheffield Land CO. starts to build housing in S. Lorain for rent and to own for employees of Steel Mill. The wages at the mill are 50% higher than other mills across the country.
- 1894-1896 Slavic, Italian, Polish, Bohemian, Jewish, Slovak, Hungarian, Ukrainian, Rusin, Russian (Carpatho), Slovenian, Croatian, Serbian, Macedonian, Bulgarian, Romanian, Greek, Lebanese, and Syrian workers come to work at the mills.
- 1898 Mill sold and eventually becomes a U.S. Steel plant renamed National Tube Co.
- American Shipbuilding, the Shovel, National Stove, Lorain Stove, Hoffman Heater, American Shovel & Stamping are companies hiring immigrants at the end of the nineteenth and early twentieth century.
- City population increased by 230%, by 1930 English and German stock becomes the minorities.
- Sheffield Land Co. pursued a policy of blatant containment of foreigners, American District vs. Foreign District.
- World War I recruitment of African Americans begins at the factories because of change to the flow of immigration to the area.
- 1924 National Origins Act limits the number of immigrants and sees the first Mexicans (Texans) come to Lorain.
- World War II and post to 1965 see Appalachian and African Americans move to Lorain in greater numbers.
- 1947 500 Puerto Ricans were recruited by the S.G. Friedman Farm Labor Agency to work for National Tube.
- Ethnic enclaves formed with settlement creating churches, clubs, halls, savings and loan co., insurance co., benefit, mutual aid societies.
- The Lorain International Festival has been hosted for 40 years.

Analyzing Images, Library of Congress Teacher's Guide

Observe: Note details

- Describe what you see.
- What do you notice first?
- What people and objects are shown?
- How are they arranged?
- What is the physical setting?
- What, if any, words do you see?
- What other details can you see?

Reflect: Test hypotheses about the image

- Why do you think this image was made?
- What's happening in the image?
- When do you think it was made?
- Who do you think was the audience for this image?
- What's missing from this image?
- If someone made this today would it be different?
- What would be the same?

Question: Ask questions that will lead to more observations and reflections.

- Who? What? When? Where? Why?
- What do you wonder about?

POST PROGRAM ACTIVITIES

1. Make copies of *Borrowed Elements* by Ralph Linton for each class member. Read and discuss with the class, asking the question: Is there a person in America today that can be considered 100% American.
2. Use the class set of reproduction documents and photographs for further study.

Photographs:

- a. Have students divide into groups of 2 or 3 and study one of the photographs. Have them discuss with each other what they are seeing and then cooperatively fill in a **Reading a Photograph** chart.
- b. Have each group present their findings to the class.
- c. Each group should suggest a topic they would like to investigate or research.
- d. After the presentations, ask students to think of a fictional story they could write about the photograph they studied. Assign this as an individual writing project.

Documents:

- a. Spread out all the documents in a display or hang on bulletin board or wall. Ask students to identify the type of document for each one. Example: map, identification card, receipt, newspaper, certificate and so forth.
- b. Ask students to create three types of documents that would tell something about themselves. They can be actual or fictional. What kind of documents do they think provide the most information?

All:

- a. Create a bulletin board display using as many of the documents and photos as possible in a theme such as "Where in the World," "Match My Country's Flag," "Connect Me to Ethnic Foods" or your own theme.

Borrowed Elements by Ralph Linton

American anthropologist Ralph Linton calculated that any given culture contains about 90 percent-borrowed elements. To demonstrate both the enormity and the subtlety of cultural diffusion, he offered a classic portrait of “100 percent American”:

Our solid American citizens awaken in beds built on a pattern which originated in the Near East but which was modified in Northern Europe before it was transmitted to America. They throw back covers made from cotton, domesticated in India, or linen, domesticated in the Near East¹, or silk, the use of which was discovered in China. All of these materials have been spun or woven by processes invented in the Near East. They slip into their moccasins, invented by the Native Americans of the Eastern woodlands, and go to the bathroom, whose fixtures are a mixture of European and American inventions, both of recent date. They take off their pajamas, a garment invented in India, and wash with soap, invented by the ancient Gauls². Men shave, a masochistic rite which seems to have been derived from either Sumer³ or ancient Egypt.

Returning to the bedroom, they remove their clothes from a chair of southern European type and proceed to dress. They put on garments whose form originally derived from the skin clothing of the nomads of Asiatic steppes⁴, puts on shoes made from skins tanned by a process invented in ancient Egypt and cut to a pattern derived from the classical civilizations of the Mediterranean. Men tie around their necks a strip of bright-colored cloth which is a vestigial survival of the shoulder shawls worn by the seventeenth-century Croatians. Before going out for breakfast they glance through the window, made of glass invented in Egypt, and if it is raining put on overshoes made of rubber discovered by the Central American Indians and take an umbrella, invented in southern Asia. Upon their head they put on hats made of felt, a material invented in Asiatic steppes.

On their way to breakfast they stop to buy a paper, paying for it with coins, an ancient Lydian⁵ invention. At the restaurant a whole new series of borrowed elements confronts them. Their plates are made of a form of pottery invented in China. Their knives are steel, an alloy first made in southern India, their forks a medieval Italian invention, and their spoons a derivative of a Roman original. They begin their breakfast with an orange, from the Mediterranean, a cantaloupe from Persia⁶, or perhaps a piece of African watermelon. With this they have coffee, an Abyssinian plant, with cream and sugar. Both the domestication of cows and the idea of milking them originated in the Near East, while sugar was first made in India. After their fruit and first coffee, they go on to waffles, cakes made by a Scandinavian⁷ technique from wheat domesticated in Asia Minor⁸. Over these they pour maple syrup, invented by the Native Americans of the Eastern woodlands. As a side dish they may have eggs of a species of bird domesticated in Indo-China, or thin strips of the flesh of an animal domesticated in Eastern Asia which have been salted and smoked by a process developed in northern Europe.

¹ The countries of Southwest Asia, the Arabian Peninsula, and Egypt.*

² An ancient region of the Roman Empire, in Western Europe: France.*

³ People of Southern Mesopotamia, territory between the Tigris and the Euphrates present day Iraq**

⁴ Parts of present day Kazakhstan

⁵ Ancient country in Western Asia Minor, now Northwest Turkey**

⁶ Present day Iran*

⁷ Norway, Sweden, Denmark, and sometimes Finland and Iceland.*

⁸ Peninsula in Western Asia between the Black and Mediterranean Seas.*

At the end of the day our friends read the news of the day, imprinted in characters invented by the ancient Semites⁹ upon material invented in China by a process invented in Germany. As they absorb the accounts of foreign troubles they will, if they are good conservative citizens, thank a Hebrew deity in an Indo-European language that they are 100 percent American.

Ralph Linton **The Study of Man** (1936), 326-327. Paraphrased by the Western Reserve Historical Society 2004.

Passage taken from the text book **Strangers to These Shores: Race and Ethnic Relations in the United States** (1997), 35-36.

⁹ A member of a people speaking a Semitic language. A Semitic language is a branch of the Afroasiatic language family that includes Hebrew and Arabic.*

*Definitions from **Random House Webster's School and Office Dictionary** Random House 1993

** Definitions from **The Columbia Encyclopedia Online** www.bartleby.com/65

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General Immigration and History

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Daniels, Roger	<u>Coming to America: A History of Immigration and Ethnicity in American Life</u>
Freedman, Russell	<u>Immigrant Kids</u>
Herold, Maggie Rugg	<u>A Very Important Day</u>
Lawlor, Veronica, ed.	<u>I Was Dreaming To Come To America</u>
Levine, Ellen	<u>If Your Name Was Changed at Ellis Island</u>
Maestro, Betsy	<u>Coming To America: The Story of Immigration</u>
Takaki, Ronald	<u>A Different Mirror: A History of Multicultural America</u>

Specific Cultures

Ammon, Richard	<u>An Amish Christmas</u> (Amish)
Bartone, Elisa	<u>Pepe the Lamplighter</u> (Italian)
Carlson, Lori M., ed.	<u>Cool Salsa: Bilingual Poems on Growing Up Latino in the U.S.</u> (Hispanic)
Climo, Shirley	<u>The Irish Cinderella</u> (Irish)
Delacre, Lulu	<u>Salsa Stories</u> (Hispanic)
DePaola, Tomie	<u>Legend of the Poinsetta</u> (Italian)
Emberly, Rebecca	<u>My Day: A Book In Two Languages</u> (Spanish)
Forest, Heather	<u>A Big Quiet House</u> (Jewish)
Ganeri, Anita	<u>This Is My Faith: Sikhism</u> (Indian)
Hest, Amy	<u>When Jessie Came Across the Sea</u> (Jewish)
Hudson, Wade, ed.	<u>Pass It On: African-American Poetry for Children</u> (African-Am.)
Lawrence, Jacob	<u>The Great Migration: An American Story</u> (African-Am.)
Levy, Janice	<u>The Spirit of Tio Fernando</u> (Mexican)
McKay, Lawrence sr.	<u>Journey Home</u> (Vietnamese)
Mohr, Nicholson	<u>Felita</u> (Puerto Rican)
	<u>For All the Better: A Story of the Barrio</u> (Puerto Rican)
Oberman, Sheldon	<u>The Always Prayer Shawl</u> (Jewish)
Pomerantz, Charlotte	<u>If I Had a Paka</u> (poetry) (multicultural)
Ryland, Cynthia	<u>Appalachia: The Voices of Sleeping Birds</u> (Appalachian)
	<u>When I Was Young In The Mountains</u> (Appalachian)
Stronge, Susan, ed.	<u>The Arts of the Sikh Kingdom</u> (Indian)
Soto, Gary	<u>Too Many Tamales</u> (Mexican)

Web Sites

www.wrhs.org,
www.clevelandmemory.org (Cleveland State University)
<http://ech.case.edu> (Encyclopedia of Cleveland History)
www.tenement.org, [Lower](http://www.lower.com) (East Side Tenement Museum)
www.jaha.org/edu, Johnstown (PA) Area Heritage Assn.
<http://teacher.scholastic.com/activities/immigration>