

Project title: **"Singing West"**

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Subject and Grade level: **US History 1 – 5th/6th grade**

Classroom Practice document

1. HI Overview/teaching thesis

The American West was peopled by diverse nationality and cultural groups that are marginalized in history textbooks and instruction. Yet to understand the development and settlement of the West, students need to have knowledge of these groups. The goal of this lesson is to make use of folk songs to introduce students to marginalized participants in the West. What can folk songs tell us about the people who created them? Did folk songs reflect life situations? Do they provide us a window into the past that, combined with other primary source documents, can give students insight into the human nature of the West and the role different people of the world played in it? Through folk songs, students will be encouraged to analyze and question the identities, motivations, and experiences of immigrants to the American West.

2. Suggested Grade level and Length of Activities

5th or 6th grade U.S. History I

Lesson 1: 60 minutes

Lesson 2: 60 minutes

Lesson 3: 60 minutes

3. Significance and Relevance:

Despite the diverse cultural and national groups involved in settling the West, student knowledge is usually limited to the Gold Rush, Indians, cowboys, wagon trains, and the misconception of the West as vast, uninhabited land waiting for white settlers to tame it. Instruction focuses on territory acquisition, treaties, and wars with little or no reflection on the many cultures and nationalities involved. Students need to be aware of the many groups that peopled the West and their contributions to the West because of the potential influence these groups could have on the course of historical events and decisions.

Virginia Standards of Learning

USI.1 The student will develop skills for historical and geographical analysis, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.
- b) identifying the geographic and economic factors that influenced the westward movement of settlers.

OAH National History Standards/OAH Historical Inquiry Skills

Historical Comprehension

Students will read historical narratives in the form of folk songs to determine what the narrative reveals about the individuals involved: their motives, fears, opinions, and position in life. Students will also use other primary source documents and illustrations to help develop their comprehension of the narrative.

Historical Analysis and Interpretation

Students will use folk songs and other primary sources to consider multiple perspectives of various groups of people in the past, comparing the experiences of different groups based on what they have interpreted from the songs and documents. They will use historical analysis and interpretation of the song to describe the past through the eyes of the people who experienced it.

4. Technology

Lesson 1: An audio version of the song can be played using a computer through a web link to a recording available on the internet. Use of a smart board or document camera to model analysis skills during lesson one, and use of the organizers for lesson 2 is optional, but helpful.

Lesson 2: Students will access audio versions of the folk songs through links to recordings available on the internet. Hearing the song performed as they read the lyrics will enable students to better empathize with the members of a cultural group.

5. Modifications, Differentiation, and Extensions

Lesson 1: Cooperative groups can be determined by reading level, learning challenges, or giftedness. Information and documents related to the African Americans and Irish are easier to access, while documents related to the Mexicans and Mormons tend to be more challenging. Differentiation can also occur within the groups by which documents the students choose to analyze within their groups.

Lesson 2: Audio versions of the songs can be accessed through ipods, if available, or left out entirely if technology is not available.

Lesson 2: Primary sources can be translated, condensed, or summarized into easier language for students with reading or learning disabilities.

Enrichment/extension: Students could research additional primary source documents to choose others that would fit one of the groups they have analyzed.

6. Lesson Objectives

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
<i>Title: Lesson one</i> "Singing the Way West" <i>Guiding questions</i> 1. Can we learn the motives of immigrant groups through the use of songs and primary source documents? 2. Can these documents provide information as to the immigrant experiences of different cultural/nationality groups?	1. Students will be able to identify the purpose of the people represented by the song and documents. 2. Students will be able to describe the experience of indigenous Mexican peoples in the American West.	Exit activity: Students will write a diamante poem that identifies the group, and describes their experience, and motivations.	The goal of this lesson is to model the skills students will need to be successful during the next two lessons. The teacher will lead the class through analysis of a song of Mexican origin and related primary source documents to answer questions about the Mexican experience in the American West.
<i>Title: Lesson two</i> "Singing Our Lives" <i>Guiding questions</i> 1. Who were the people who came to the American West, and where were they from? 2. Why did these people come to the American West? 3. What was the experience	1. Students will be able to identify the group of people represented by the song(s) and documents they are given. 2. Students will be able to describe the motivations of the group represented. 3. Students will be able to	Informal observation of students as the activity progresses. Completion of the guided analysis sheet.	During this lesson, students apply the skills they practiced in lesson one. Cooperative groups are given a packet of primary source documents. Students use a guided analysis sheet to help with the process of reviewing the documents they have.

of people who emigrated to the American West?	describe the experience of the group represented.		
<u>Title: Lesson three</u> <u>"Singing the Way Home"</u> <u>Guiding questions</u> 1. Who were the people who came to the American West, and where were they from? 2. Why did these people come to the American West? 3. What was the experience of people who emigrated to the American West?	1. Students will be able to name five different cultural or nationality groups that played a part in the settlement of the American West. 2. Students will be able to compare the motivations of the different cultural groups that are identified. 3. Students will be able to compare the experiences of the different cultural groups that are identified.	Final assessment will be the creation of a free verse poem. Students may choose to focus on any of the following: 1. the total experience of all westward immigrants; 2. the identity and motivations of at least three different cultural or nationality groups; or 3. the experiences of a specific immigrant group (successes, contributions, frustrations, hardships, etc.). Poems must include evidence from student analysis. See rubric for specifics.	During this lesson, students meet in jigsaw groups to share what they learned about individual groups. They will complete a compare and contrast matrix as they share their area of expertise.

7. Related Materials and Resources:

- a. Lesson plans with Teacher notes
- b. Primary source document files by cultural/nationality group
- c. Guided analysis student handout
 - one per student for lesson one
 - one for each document in group for lesson two
- d. Compare/contrast matrix student handout (one per student)
- e. Diamante poem student handout (one per student)
- f. Grading assessment for diamante; final analysis activity

Lesson One:

Student handouts:

- one copy of guided analysis handout per student
Students will complete these for practice as the class analyzes a song and document pertaining to Mexican participants in the West.
- Diamante poem organizer

Primary source documents for Mexican cultural group

Lesson Two:

Student handouts:

- one copy of guided analysis handout for each document in a cultural/nationality group
- one copy of compare/contrast matrix per student

Files for immigrant groups:

African American primary source documents

Song lyrics 'The Land that Gives Birth to Freedom'
Song lyrics 'Extending Our Voices to Heaven'
Poster "Ho for Kansas!"

Letter promoting African American Migration
Photograph of Exodusters
Political cartoon – “The Union as it Was”
Newspaper article – Nicodemus

Cherokee primary source documents

Song lyrics – Cherokee songs
Song lyrics – “Amazing Grace”
Transcript of Andrew Jackson’s message to Congress/Indian Removal
Quote from Private John G. Burnett
Letter from Chief John Ross
Image “The Trail of Tears”
Map of the Indian Territories in the West
Photo: Drawing rations

Chinese

Songs of Gold Mountain
Woodblock Prints/Images of Famine
Document – Starvation
Document – Sawyer dictations
Newspaper adds: Chinese laundry
Photo – Chinese miner with sluice
Photo – miners
Political cartoon and editorial “Is it right....”
Letter Stillwell

Irish

Song – Drill Ye Tarriers Drill
Song – Give an Honest Irish Lad a Chance
Document – Famine
Political cartoon – The Problem Solved
Photo Irish laborers working on the railroad
Photo – Irish working laying rails
Document – Newspaper excerpt

Mormons

Song – The Handcart Song
Song – Come all my good people
Image – Salt Lake City 1847
Photo – handcart reenactment
Memoir – Joseph Smith on Nauvoo
Excerpt from Newspaper: *The Omaha Daily Bee*
Diary entry E. H. Verney
Excerpt from newspaper: *The Great Salt Lake Valley*

Lesson Three:

Compare/contrast matrixes from previous lesson
Poem rubrics – one for each student

8. Annotated Instructional Bibliography:

African Americans

"The Land that Gives Birth to Freedom" and "Extending Our Voices to Heaven," Fleming, W.L. (1909). *"Pap" Singleton, the Moses of the Colored Exodus*. The American Journal of Sociology, Vol. 15, No. 1, pp. 61-82. The University of Chicago Press. Retrieved 5/8/2011 from <http://www.jstor.org/stable/2762620>.

Two songs of the freed slaves as they pursued their dream of a black utopia in the American West. The songs describe what plans have been made, what dreams they hold, and what life was like.

'Ho for Kansas' poster. Retrieved April 14, 2011 from <http://www.loc.gov/exhibits/african/images/hofokan.jpg>.

Digital reproduction of a poster or broadside informing freed blacks of the opportunities available to them in Nicodemus, Kansas. Document demonstrates promotion of land and migration to freed blacks.

Promoting African American Migration: Nicodemus, Kansas Circulars (1877)

Web Version. Retrieved April 6, 2011 from <http://historymatters.gmu.edu/d/5029>.

A transcription of a letter from Rev. Roundtree to the freed blacks describing the benefits of land migrating to Nicodemus, Kansas. Document shows the active promotion of the idea of black migration.

7.1 - Exodusters waiting for a steamboat to carry them westward in the late 1870's. Retrieved April 11, 2011 from

http://www.pbs.org/weta/thewest/resources/archives/seven/w67i_levee.htm.

A photograph of a group of exodusters waiting for a steamboat to carry them across the river on their way to the west.

'The Union as it Used to Be'. Retrieved April 30, 2011 from

<http://blackhistory.harpweek.com/7Illustrations/Reconstruction/Illustrations/0878w500.jpg>

Political cartoon that shows members of the Klu Klux Klan and white league standing over a huddled black family with a skull and crossbones below their hands with the words Worse than Death. The cartoon raises the question of whether freed slaves were better off free, or as slaves, due to the vigilante groups that rose from Reconstructionist practices.

'The Union as it Used to Be'. Retrieved April 30, 2011 from

<http://blackhistory.harpweek.com/7Illustrations/Reconstruction/Illustrations/0878w500.jpg>

This article refers to a Chicago Tribune newspaper article that provided a brief history of the Nicodemus, Kansas Exoduster colony, was settled in 1877. The article gives insight into what Black Utopias were like for freed black slaves.

Cherokee

Holton, Anne Tennyson, *Songs of the Cherokees* (1964). Dexter, Missouri: Candor Press.

A slim volume of Cherokee songs, not all traditional. Most native songs are not sung, so much as chanted, and they are frequently accompanied by the use of American Indian sign language. English translations must take into consideration the extra comprehension that signing provides to the native language.

Transcript of President Andrew Jackson's Message to Congress 'On Indian Removal' (1830); Andrew Jackson's Annual Message.

Retrieved April 26, 2011 from <http://www.ourdocuments.gov/doc.php?doc=25&page=transcript>

Andrew Jackson's annual message to Congress discusses the Indian Removal Act of 1830, elaborating on Jackson's opinion of the Indians, his feelings about the land, and trying to make the whole process appear beneficial to all concerned. Readers can begin to understand the lack of compassion many whites had for Native peoples, and the degree of greed of white settlers.

Quote from Private John G. Burnett, of Captain Abraham McClellan's Company. Retrieved March 28, 2011 from

<http://www.cherokeebyblood.com/trailtears.htm>.

A spectator on the Trail of Tears, Private Burnett describes what the treatment of the Cherokee. His description gives the reader a brief glimpse into the horrors of the Indian removal.

Letter from Chief John Ross from The Papers of Chief John Ross, vol 1, 1807-1839, Norman OK. Gary E. Moulton, ed., University of Oklahoma Press, 1985. Retrieved April 6, 2011 from

<http://www.cherokee.org/AboutTheNation/History/TrailofTears/24506/Information.aspx>

Chief Ross explains why the Treaty of New Echota was not a valid treaty, and describes the betrayal the Cherokee people felt, and the emotional loss that came from losing their ancestral lands.

'Trail of Tears' painting by Robert Lindneux, 1942 (The Granger Collection, New York). Retrieved April 26, 2011 from

<http://www.google.com/imgres?imgurl=http://georgiainfo.galileo.usg.edu/gastudiesimages/Trail%2520of%2520Tears%2520Painting.jpg&imgrefurl=http://georgiainfo.galileo.usg.edu/gastudiesimages/Trail%2520of%2520Tears%2520Painting.htm&usq=MBBcsDnlquao9kMXXRo6dYa->

[Yng=&h=333&w=504&sz=108&hl=en&start=13&zoom=1&tbnid=LulgZcnpCVfPOM:&tbnh=125&tbnw=176&ei=4HPJTYO_Kq2y0QGM2KnOCQ&prev=/search%3Fq%3Dpainting%2B%2522Trail%2Bof%2BTears%2522%26um%3D1%26hl%3Den%26sa%3DN%26rls%3Dcom.microsoft:en-us:IE-Address%26rlz%3D1I7GGLL_en%26biw%3D986%26bih%3D554%26tbnid%3D1%26tbnw%3D176&dur=3050&hovh=182&hovw=276&tx=178&ty=112&page=2&ndsp=15&ved=1t:429,r:5,s:13&biw=986&bih=554](http://www.pbs.org/weta/thewest/resources/archives/two/62_07.htm)

Famous image of the Cherokee on the Trail of Tears. It provides a visual representation of the 1838-1839 trek and the hardships the Cherokee faced while migrating to the West.

2.7 An 1836 map showing the Indian Territory set aside for removal of eastern tribes to the West, with their designated reservations marked. Retrieved April 6, 2011 from http://www.pbs.org/weta/thewest/resources/archives/two/62_07.htm.

Map shows the boundaries of western Indian lands. Using this map, viewer can contrast the lands the Cherokee were gaining to the lands they left behind to draw conclusions about the emotions of the Cherokee.

"[Drawing rations at the agency on issue day](http://www.archives.gov/research/american-west/images/066.jpg)." Indians form a line while officers' wives and issuing agent stand in center with sacks of flour at Camp Supply, Indian Terr. [now Oklahoma], ca. 1871. 165-AI-2. Retrieved April 26, 2011 from <http://www.archives.gov/research/american-west/images/066.jpg>.

Photo shows a typical lineup of native Americans waiting to receive their food rations from white officials. While this photograph is not of the Trail of Tears (food was inadequate on the Trail of Tears), it shows how the Indians became dependent on whites for existence.

"Amazing Grace." Newton, John. Retrieved May 12, 2011 from http://www.constitution.org/col/amazing_grace.htm

Lyrics to a well-known Christian hymn sung by the Cherokee on their trek from eastern ancestral lands to new territories in the west.

Chinese

Selected songs of Gold Mountain. Hom, M.K. (1987). *Songs of Gold Mountain*, Berkeley and Los Angeles, California: University of California Press.

Songs that reflect on how Chinese immigrants felt about their experiences in America as immigrants. These songs provide insight into anti-Chinese discrimination, Chinese frustrations and disappointments, and Chinese motivations and goals.

Text and illustrations from *The Famine in China*, Committee of the China Famine Relief Fund (London: C. Kegan Paul and Co., 1878). Retrieved April 14, 2011 from http://afe.easia.columbia.edu/special/china_1750_demographic.htm#prints.

Images that show Chinese people dismantling houses, and eating grass and tree bark to avoid starving. Text that accompanies the prints explains what the people did to survive a famine in Southern China. Document provides evidence of why Chinese immigrants left their homeland for America.

"Starvation". Pruitt, Ida (1967). *A Daughter of Han: The Autobiography of a Chinese Working Woman* (Stanford: Stanford University Press).

This is an excerpt from a journal of a woman who lived during the 1876-1879 famine in China. She talks about her losses, what they had to do for money for food, and how difficult it was to survive.

BANC MASS C-D321: Lorenzo Sawyer dictations, etc. transcriptions' Fol. 1, dictation p. 3-6. Retrieved April 26, 2011 from <http://content.cdlib.org/ark:/13030/hb5m3nb0pm/FID7> and <http://content.cdlib.org/ark:/13030/hb5m3nb0pm/FID8>.

Sawyer discusses his reasons for believing the Chinese are beneficial to the United States, while also explaining the limitations on his acceptance of them as residents of the country. Sawyer is complimentary of the work ethic of the Chinese, but doesn't want to encourage the Chinese to take up permanent residency.

Anti-Chinese Advertisement from August 26, 1876. Retrieved April 14, 2011 from http://www.google.com/imgres?imgurl=http://sloblogs.thetribunenews.com/slovault/files/2010/05/1876-08-26-racist-ad-326x530.jpg&imgrefurl=http://sloblogs.thetribunenews.com/slovault/2010/05/20/tea-grows-in-china/&usq=_yPJDKMQPF65jCtz8p2g7lZPedxg=&h=530&w=326&sz=104&hl=en&start=170&zoom=1&tbnid=Vn51yka0cOIU4M:&tbnh=111&tbnw=68&ei=DqO4TZypKsLLgQeuz5E6&prev=/search%3Fq%3DAdvertisements%2Bgold%2Brush%2Bchinese%2Blaborers%26hl%3Den%26biw%3D1004%26bih%3D533%26gbv%3D2%26tbnid%3D1%26tbnw%3D176&dur=1152&hovh=286&hovw=176&tx=98&ty=188&page=11&ndsp=19&ved=1t:429,r:14,s:170&biw=1004&bih=533.

Ad for white laundry that disparages Chinese laundry by promoting the idea that white laundries would be cheaper. Evidence of anti-Chinese sentiment that was common.

Chinese laundry ad. Retrieved April 14, 2011 from

http://www.google.com/imgres?imgurl=http://farm5.static.flickr.com/4040/4380215653_3475db3743.jpg&imgrefurl=http://www.historicjoplin.org/%3Ftag%3Dchinese-in-joplin&usq=_n7CdYInLy5uJeT_nxcwYH7GIWY=&h=249&w=500&sz=100&hl=en&start=170&zoom=1&tbnid=SV3T6TgoOZSaCM:&tbnh=78&tbnw=156&ei=gqO4TaCzHlJgQe128xW&prev=/search%3Fq%3DAdvertisements%2Bgold%2Brush%2Bchinese%2Blaborers%26

<http://www.cdlib.org/ark:/13030/hb096n972q/FID4.158&hovw=318&tx=137&ty=74&page=11&ndsp=19&ved=1t:429,r:17,s:170&biw=1004&bih=533>

Ad for Chinese laundry that makes no mention of white laundries. Document is used in conjunction with anti-Chinese ad for contrast.

Photograph of Chinese miner with sluice. Retrieved April 26, 2011 from <http://content.cdlib.org/ark:/13030/hb096n972q/FID4.158&hovw=318&tx=137&ty=74&page=11&ndsp=19&ved=1t:429,r:17,s:170&biw=1004&bih=533>. Photograph shows a seated Chinese miner working at a sluice while being observed by a white miner. Photo provides evidence of mining life, and even the suspicion of whites toward Chinese.

3.2 White and Chinese miners hoping to strike it rich during the California Gold Rush at Auburn Ravine in 1852. (California State Library [Daguerreotype collection #912]) Retrieved April 14, 2011 from http://www.pbs.org/weta/thewest/resources/archives/three/63_02.htm.

Photograph shows a group of miners, 3 white and 4 Chinese standing on opposite sides of a mining sluice. The photograph allows viewer to see the difference in stature between Chinese and American miners, as well as providing a glimpse into how hard mining was.

'Is it right for a Chinaman to Jeopard a White Man's Dinner?' from the San Francisco Wasp. Retrieved April 14, 2011 from http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/images@ViewImage?img=brk00001582_16a

Cartoon shows a white family sitting down for Thanksgiving dinner while a Chinese immigrant attempts to grab the serving platter out of the hands of a goddess, taking the food out of the mouths of white laborers.

Excerpt from an editorial that accompanies or explains a political cartoon that was published in "The Wasp." Retrieved April 14, 2011 from http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/images@ViewImage?img=brk00001580_16a.

The editorial that accompanies the cartoon questions whether the rights of white workers are being infringed on by the Chinese worker. The author points out obstacles in the way of success for white laborers and adds that competition from Chinese laborers makes the challenge greater.

Letter from Thomas Stillwell to his son. Retrieved April 14, 2011 from <http://ucblibrary3.berkeley.edu/cgi-bin/flipomatic/cic/chs1380@Content?item=4>.

In this letter, Stillwell discusses Chinese laborers and how he depends on them. He is complimentary of their work ethic, and questions those that are against employment of the Chinese.

Mormons

'The Handcart Song' and song with no title, "Songs of the Mormons and Songs of the West" Retrieved April 14, 2011 from the Archive of Folk Song Edited by Duncan Emrich;

Two songs of the Mormon trail. The Handcart Song includes mention of European saints, crossing the ocean, the journey across the prairies, and the use of handcarts to carry both goods and people. The second (title-less) song deals with the trek to Salt Lake City and what the Mormons found upon their arrival at the Great Salt Lake.

"Boyhood Reminiscences of Abandonment of Nauvoo," Smith, J.F. (1907). Published in the 'Deseret Evening News,' Wednesday, July 24, 1907. Retrieved May 6, 2011 from <http://chroniclingamerica.loc.gov/lccn/sn83045555/1907-07-24/ed-2/seq-4/;words=MORMON+Nauvoo+NAUVOO+Mormon>.

Smith reminisces about the Mormon migration from Nauvoo, Illinois to the Great Salt Lake Area. He tells about life on the trail, his responsibilities, and what drove the Mormons from Nauvoo. Through this document, information comes to light regarding the treatment of members of the Mormons by other Mormons, as well as the treatment of Mormons by non-Mormons in Nauvoo.

Excerpt from the 'Omaha Daily Bee', Monday, July 23, 1894. Retrieved May 2, 2011 from the Library of Congress <http://chroniclingamerica.loc.gov/lccn/sn99021999/1894-07-23/ed-1/seq-6/;words=Mormons+Nauvoo+Mormon+MORMON>

This excerpt from a newspaper article discusses the expulsion of Mormons from Nauvoo, their participation in the Mexican War, and their migration to Salt Lake City and the reasons it appealed to their group.

"Great Salt Lake Valley, July 1847". Engraving by C. Hall. Retrieved April 29, 2011 from http://contentdm.lib.byu.edu/cdm4/item_viewer.php?CISOROOT=/OTImages&CISOPTR=63.

Engraving shows the barren, empty view of the Great Salt Lake Valley that must have greeted Mormon pioneers, and encouraged them to settle the area greatly because its lack of appeal would prevent other people from wanting to settle there as well, providing them with a safe haven.

Diary entry from diaries of Verney, Edmund Hope. An overland journey from San Francisco to New York by way of the Salt Lake City, 1866. pages 19 - 20. Retrieved May 7, 2011 from <http://www.loc.gov/teachers/classroommaterials/connections/trails/history5.html>.

This journal entry of a traveler on his way to California provides a description of what Salt Lake City had become under the labors of the Mormon settlers. It provides a distinct contrast to the engraving of the barren valley.

Excerpt from *The Salt Lake herald*. (Salt Lake City [Utah] 1870-1909, May 26, 1881. Retrieved May 7, 2011 from <http://chroniclingamerica.loc.gov/lccn/sn85058130/1881-05-26/ed-1/seq-5/;words=MORMONS+MORMON+Mormons+Mormonism+MORMONISM+Nauvoo+Mormon>.

This newspaper excerpt describes the arrival of the Mormon pioneers in the Salt Lake Valley, at the future site of Salt Lake City, and what they found upon their arrival. It raises the question when combined with other primary sources, whether the Mormons intended to settle there as their destination, or whether they happened on the area as they planned to travel further west.

Photograph is of The Handcart reenactment of 1897. Retrieved April 26, 2011 from <http://www.media.utah.edu/UHE/Pictures/p0000087.jpg>.

Although this photograph is not of the original handcarts and handcart pioneers, the people and carts shown are accurate to the original to a great degree. With the handcart juxtaposed with humans, the viewer can get a sense of the scale of the carts used to move the Mormons across the plains.

Irish

Photo John Casement's crew laying track. Retrieved April 9, 2011 from <http://www.univie.ac.at/Anglistik/easyrider/data/building.htm>.

Photograph shows an Irish work crew laying track on the transcontinental railroad. Clearly visible are people handling ties and pieces of track, providing evidence of the labor involved.

Irish laborers working on the railroad. Retrieved April 9, 2011 from <http://stlfire4.loudclick.net/>.

Photograph shows Irish workers shoveling snow along the railroad track bed while a supervisor looks on. It is apparent that workers were expected to continue laboring regardless of the weather.

"Give an Honest Irish Lad a Chance," retrieved April 7, 2011 from <http://www.traditionalmusic.co.uk/songster/18-give-an-honest-irish-lad-a-chance.htm>.

Lyrics to a popular Irish ballad of the 19th century that reflects on the Irish immigrant experience.

"Drill Ye Tarriers Drill" retrieved March 24, 2011 from <http://www.workinglives.ca/railway/song-drill-ye-tarriers-drill.html>.

This Irish song of the 19th century focuses on the hard work of Irish laborers on the transcontinental railroad, the mistreatment of these laborers by their bosses, and what the working conditions were like.

"The Irish Potato Famine, 1847", EyeWitness to History, Retrieved May 4, 2011 from www.eyewitnesstohistory.com (2006).

Excerpts from the writing of a 19th century artist who was asked to report on the Irish famine for the *Illustrated London News*. He traveled through portions of Ireland, and wrote this section of his article after he visited the village of Skibbereen in southern Ireland. The article focuses greatly on the numbers of dead and dying, the coffins and burials, and the poor state of the survivors.

"Problem Solved". Political cartoon originally published in San Francisco : White & Bauer, [between 1860 and 1869]. Retrieved April 24, 2011 from Library of Congress, <http://www.loc.gov/pictures/resource/pga.03047/>.

This political cartoon illustrates the fears of white Americans related to two groups of immigrants: the Irish and the Chinese. It shows Uncle Sam being pulled between the two groups as they each try to devour him. As Uncle Sam disappears, the Irish and the Chinese are drawn closer together, where the Irish meet their fate at the hands of the Chinese.

Excerpt from *The New York Daily Tribune* (1868). King, D., *American Heritage American Voices: Westward Expansion* (2003). Hoboken, New Jersey: John Wiley & Sons.

A brief excerpt that describes the work of the Irish immigrants on the railroad, including statistics related to rail weight, number of spikes, time allowed, etc. It provides information regarding the conditions of laborers on the transcontinental railroad.