

# Stark County Teaching American History Grant

Stark County Educational Service Center  
2100 38<sup>th</sup> Street NW  
Canton, Ohio 44709

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## ***Lesson Plan Title***

Europeans who settled in Ohio throughout our history



### **Grade Level**

4<sup>th</sup> Grade Ohio History

Created by Lisa Hull

Marlboro Elementary School

### **Duration:**

2-3 days, 40-minute classes

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### **Overview**

- This lesson will encourage the students to learn about their family heritage and where they have come from. The students will listen to a story about immigration, and then write a letter to a family member still living in Europe to explain the trials and tribulations of living in America.
  - You will need a copy of the book Coming to America the Story of Immigration by Betsy Maestro and illustrated by Susannah Ryan. This book is available at most public libraries.
  - A computer will be needed to show pictures and to watch a BrainPOP video (you can get a free trial of BrainPOP to view this video.)
  - OPTIONAL: computers for word-processing
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### **Ohio Academic Content Standards (Current)**

**Standard:** People in Societies

**Benchmark A:** Students use knowledge of perspectives, practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

**Indicator 1:** Describe the cultural practices and products of various groups who have settled in Ohio over time.  
c. European immigrants

### **Revised Ohio Academic Content Strands**

**Strand:** History

**Theme:** Ohio in the United States

**Topic:** Heritage

**Content Statement 3:** Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.

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### **Historical Background**

The European settlers first arrived to Ohio in 1669. La Salle claimed the Ohio River Valley, near Cincinnati, for France. The French set up a trading post for fur trade. During the 1730's, the population grew due to the European colonies on the Atlantic coast expanding into the Ohio Country. The Native Americans traded with both the French and British in the Ohio Country. In order to keep the British fur-traders from moving further west into Ohio, the French drove the British out in 1752 for control of Ohio. The French held this territory until the end of the French and Indian War in 1763. The European-American settlements in Ohio did not expand until after the American-Revolutionary War in 1783 with the formation of the Northwest Territories. Marietta was the first permanent settlement in the Northwest Territories. The Northwest Territories would eventually become five different states: Ohio, Michigan, Indiana, Illinois, and Wisconsin. All of the states that came out of the Northwest Territories were all free states from slavery. Ohio waterways such as the Ohio River to the south and Lake Erie to the north were big attractions for people to migrate to Ohio.

Ohio was the first state that was formed out of the Northwest Territory and became a state in 1803. Congress decided to begin the process of statehood because of Ohio's growing population. In 1788, Arthur St. Clair became the first governor of the Northwest Territories. In the early 1800's, the population of Ohio was around 45,000. By 1850's, the population had rose to two million people. Over half of the immigrants were from Germany in the 1850's. Nearly twenty-two percent of the immigrants were from Ireland.

By the 20th century, Ohio's immigrants have become very diverse. The British had settled throughout Ohio. Knepper also notes that in 1900, "more than forty languages could be heard on the streets of Cleveland."

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### **Enduring Understandings**

- Many people immigrate for religious, political and economic freedom.

### **Essential Questions**

- Why will people take great risks to find freedom?
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### **Instructional Strategies**

#### **Day 1**

This lesson is designed to discuss how the Europeans immigrated to Ohio in the 1800's and 1900's.



- Begin the lesson by reading the book Coming to America the Story of Immigration by Betsy Maestro and illustrated by Susannah Ryan. This book explains the hardships people had while traveling to America and the reasons why they immigrated.
- Watch a BrainPOP video titled *Immigration* at <http://www.brainpop.com/socialstudies/culture/immigration/preview.weml>. If you do not have a BrainPOP account, you can get a free trial at [www.brainpop.com](http://www.brainpop.com). This video discusses the impact of immigration on the United States from the 1600's to the 20<sup>th</sup> Century.
- After reading the story to the class and watching the BrainPOP video on Immigration, discuss Appendices A – G. Divide the class into groups of four students and have them discuss and record the following questions within their groups. For example, ask the students where and when they think the photos were taken? How do the people feel in the photo? Why do you think that newspaper was published? Ask the students if they know where their families have immigrated from? If they do not know where their family has emigrated from, have them research this for homework.

### **Day 2-3**

- Have the students complete the graphic organizer to complete their pre-writing. Next give each student one piece of writing paper. Tell the students to pretend that they are living in the mid 1900's and they will be writing a letter to their family still living in Europe. In this letter they will be describing what their life is like in Ohio, including their daily chores, daily studies in school, etc. Why did they emigrate from Europe? Is life in Ohio what they expected? Also include the interactions that they have had with the native people of Ohio. Also have the students explain the positives and the negatives about living in Ohio. Explain to the students that their friendly letter must include an introduction, body, and conclusion.
- When the students finish their friendly letter, give the letter to a peer and have the other student peer edit the letter. Have the student correct any errors, as needed, using a red or blue colored pencil (approximately 10 minutes)
- After the letter has been peer edited, the student needs to write a final copy correcting any errors and using their best handwriting. If you choose, the students may type/word process the letter on the computer.
- Have the students share their letters with the class.

### **Classroom Materials**

- Coming to America the Story of Immigration by Betsy Maestro and illustrated by Susannah Ryan
- Computer for viewing photographs and video from websites.
- Immigration photographs – Appendices A - G
- European Immigration Graphic Organizer – Appendix H
- Writing/Notebook Paper
- Computers for word processing (optional)
- Friendly Letter Rubric (see attached below)

## Resources

- Maestro, Betsy, *Coming to America the Story of Immigration*, United States: Scholastic Inc., February 1996.
  - BrainPOP video website  
<http://www.brainpop.com/socialstudies/culture/immigration/preview.weml>
  - Photographs and Newspaper Courtesy of Lisa Hull, personal collection
  - Ohio Memory, Immigration and Ethnic Heritage in Ohio to 1903, Ohio Memory,  
<http://www.ohiomemory.org/custom/ohiomemory/essays/immigration.pdf>  
(28 November 2011).
  - Ohio Historical Society, Ohio Pix, Schoolhouse  
<http://ohsweb.ohiohistory.org/portal/ohiopix-p.shtml> (21 April 2012.)
  - Ohio Historical Society, Immigration, Naturalization  
<http://ohsweb.ohiohistory.org/portal/ohiopix-p.shtml> (21 April 2012.)
  - Ohio Historical Society, Business and Labor, Furnaces  
<http://ohsweb.ohiohistory.org/portal/ohiopix-p.shtml> (21 April 2012.)
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## Summative Assessment (or Question)

- The fourth grade students are to pretend that they have recently emigrated from a European country in the mid 1900's. They will write a friendly letter to a relative that is still back in Europe. In the letter, the student needs to tell the relative about what the trip was like and what life is now like for them and their family here in the United States. Each student will need to tell why they immigrated to Ohio, describe what their daily activities include, such as chores and/or schoolwork. Explain any interactions that they have had with the native people and how they communicate with these people. Remember to use the correct friendly letter format. (See appendices A – F)

## Appendices

- Appendices A - D: Immigration Photos Courtesy of Lisa Hull
- Appendix E: Immigration Newspaper Courtesy of Lisa Hull
- Appendix F: Naturalization Photos from <http://ohsweb.ohiohistory.org/portal/ohiopix-p.shtml> (21 April 2012.)
- Appendix G: Business and Labor Photos from  
<http://ohsweb.ohiohistory.org/portal/ohiopix-p.shtml> (21 April 2012.)
- Appendix H: European Immigration Web
- Appendices I - P: Sample Assessment and Answer Key

### Fourth Grade Checklist for a Friendly Letter

**I will earn my best score if:**

- o I included details about my European Immigration experience from the graphic organizer.
- o My friendly letter has a greeting, body, and closing.
- o My letter is well organized and makes sense.
- o I tried to spell all of the words correctly.
- o I used a variety of words and sentence patterns.
- o I start all of my sentences and any proper nouns with a capital letter.
- o I end all of my sentences with a period, an exclamation point, or a question mark.

Category	Accelerated	Proficient	Basic	Limited
<b>Format</b>	Complies with all the requirements for a friendly letter. <b>(4 pts.)</b>	Complies with almost all the requirements for a friendly letter. <b>(3 pts.)</b>	Complies with several of the requirements for a friendly letter. <b>(2 pts.)</b>	Complies with less than 75% of the requirements for a friendly letter. <b>(1 pt.)</b>
<b>Sentences and Paragraphs</b>	Sentences and paragraphs are complete, well-constructed and or varied structure. <b>(4 pts.)</b>	All sentences are complete and well-constructed (no fragments, no run-ons) Paragraphing is generally done well. <b>(3 pts.)</b>	Most sentences are complete and well constructed. Paragraphing needs some work. <b>(2 pts.)</b>	Many sentence fragments or run-on sentences OR paragraphing needs lots of work. <b>(1 pt.)</b>
<b>Ideas/Social Studies Content</b>	Ideas were expressed in a clear and organized fashion It was easy to figure out what the letter was about. Included 4 details from the graphic organizer. <b>(12 pts.)</b>	Ideas were expressed in a pretty clear manner, but the organization could have been better. Included 3 details from the graphic organizer. <b>(9 pts.)</b>	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. Included 2 details from the graphic organizer. <b>(6 pts.)</b>	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. Included 1 detail from the graphic organizer. <b>(3 pts.)</b>
<b>Grammar and Spelling (conventions)</b>	Writer makes no errors in grammar or spelling <b>(4 pts.)</b>	Writer makes 1-2 errors in grammar and/or spelling <b>(3 pts.)</b>	Writer makes 3-4 errors in grammar and/or spelling. <b>(2 pts.)</b>	Writer makes more than 4 errors in grammar and/or spelling. <b>(1 pt.)</b>
<b>Capitalization and Punctuation</b>	Writer makes no errors in capitalization and punctuation. <b>(4 pts.)</b>	Writer makes 1-2 errors in capitalization and/or punctuation. <b>(3 pts.)</b>	Writer makes 3-4 errors in capitalization and/or punctuation. <b>(2 Pts.)</b>	Writer makes more than 4 errors in capitalization and punctuation. <b>(1 pt.)</b>

Comments:

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## Appendix A



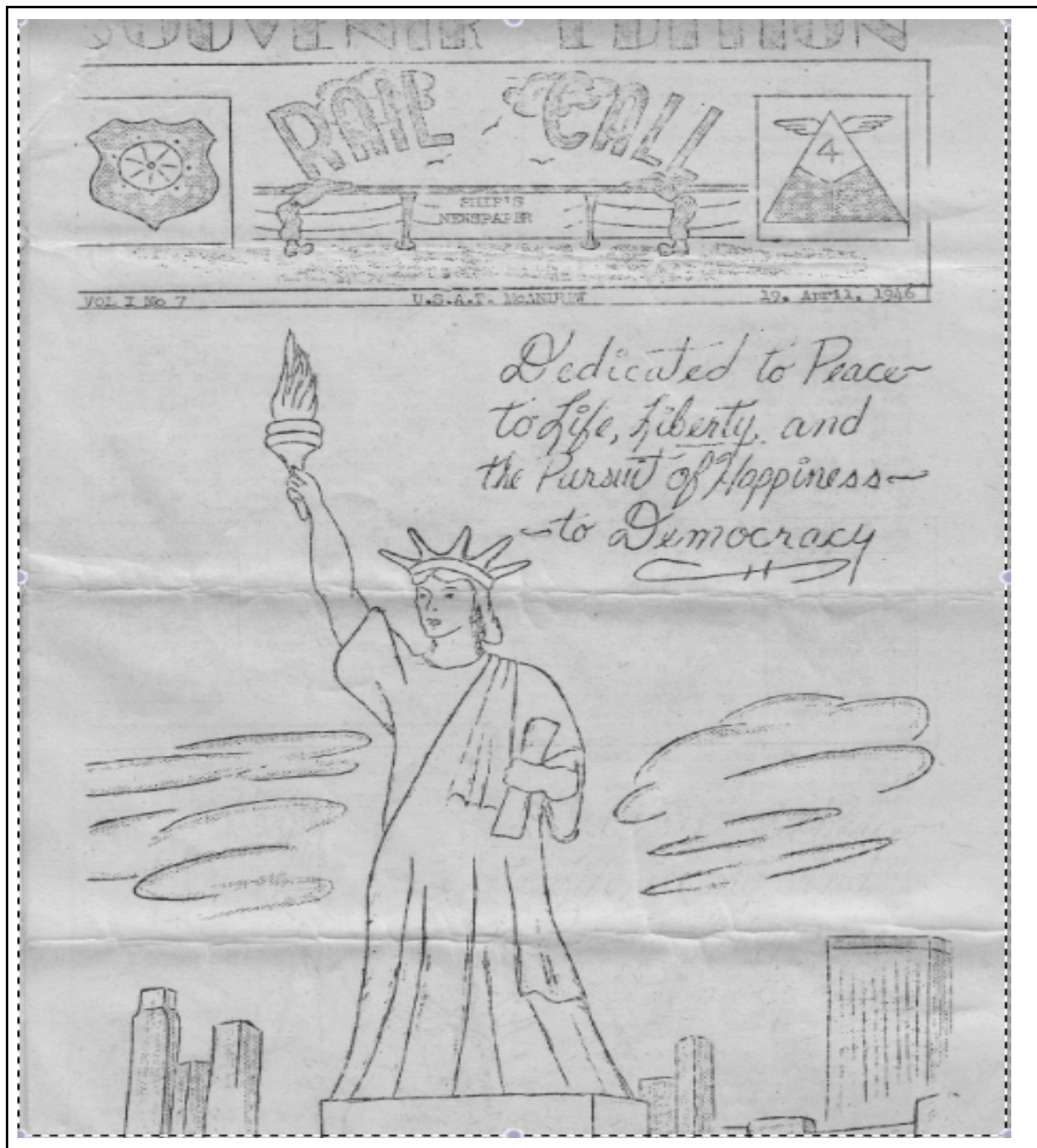
## Appendix B



## Appendix C

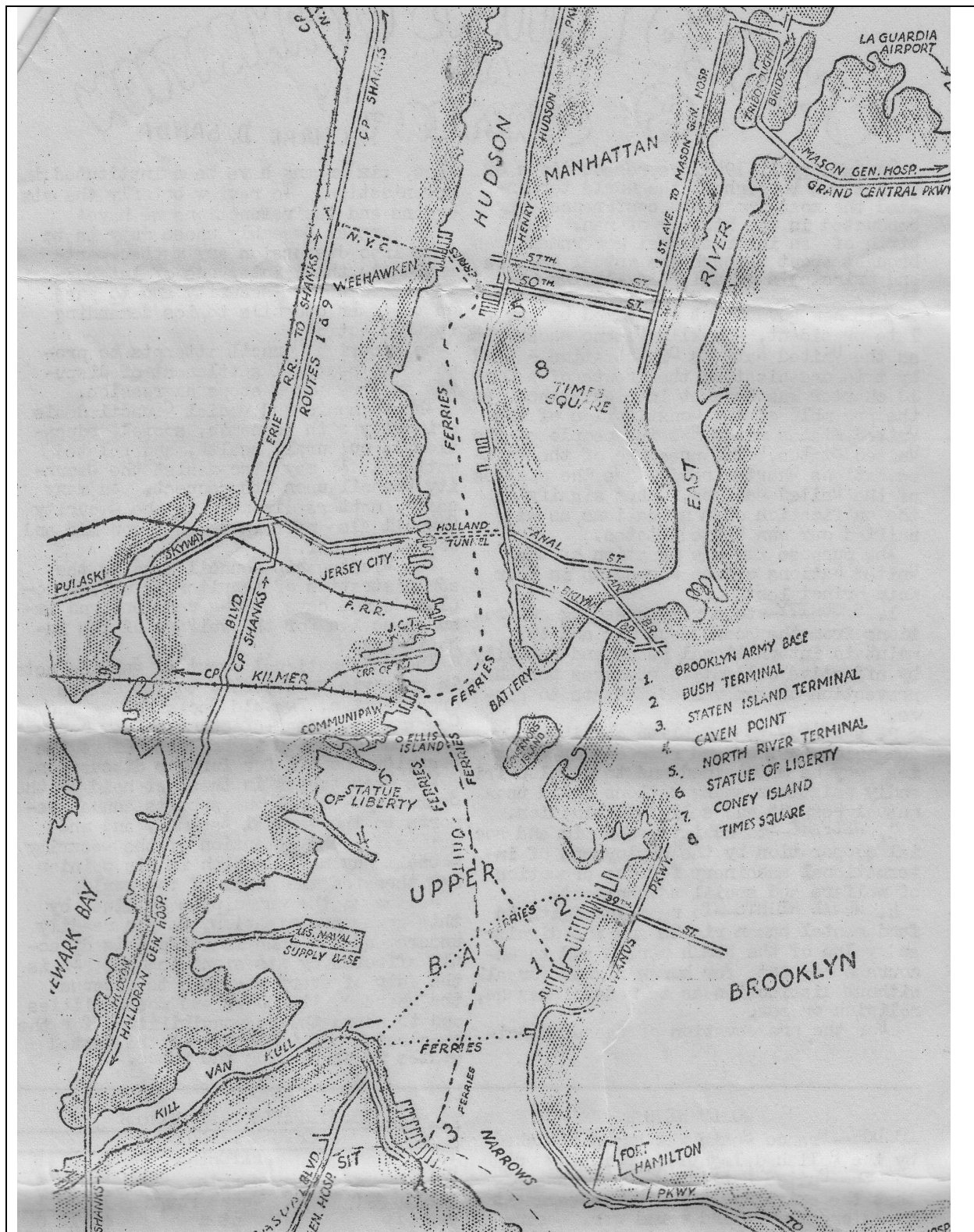


Appendix D





## Appendix E



## Appendix H

NAME:

### European Immigration

What is your daily life like, for example: chores, schooling, family life, etc.?

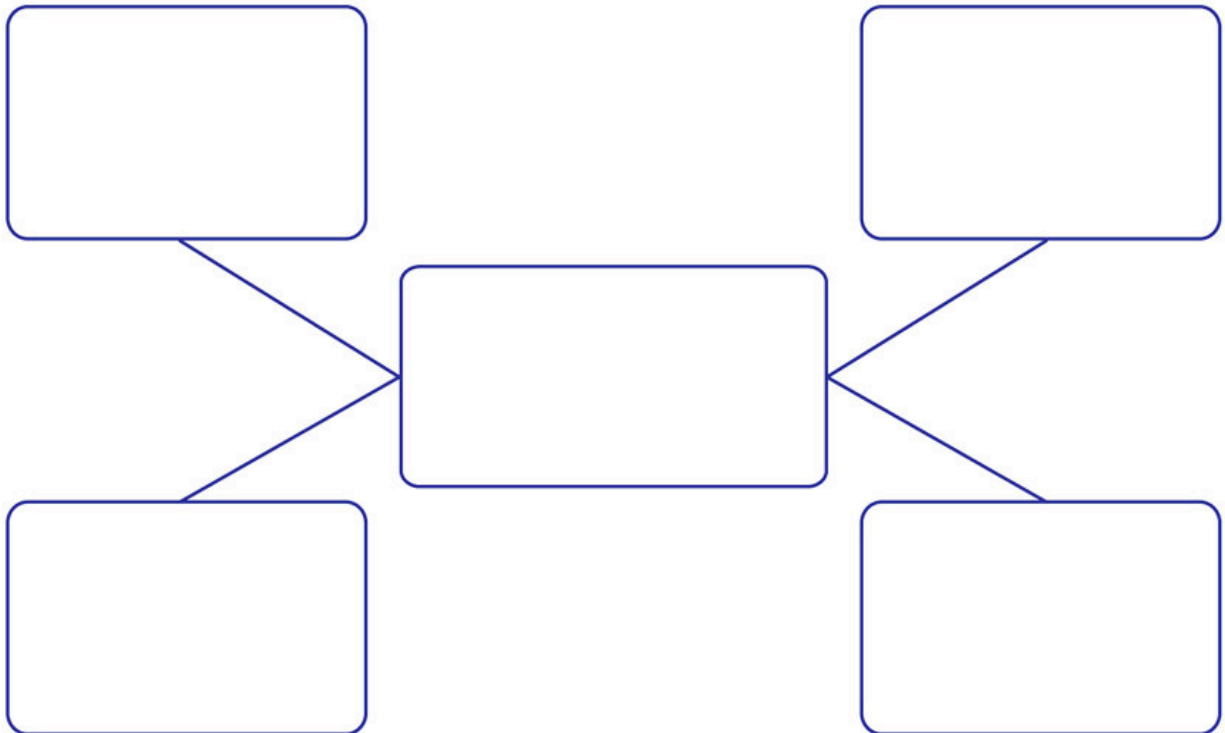
How are you feeling?

What do you not like about living in the United States?

What do you like about living in the United States?

What interactions have you had with the natives from Ohio?

Why did they emigrate from Europe?



## Appendix I (Sample of Accelerated Work)

NAME:

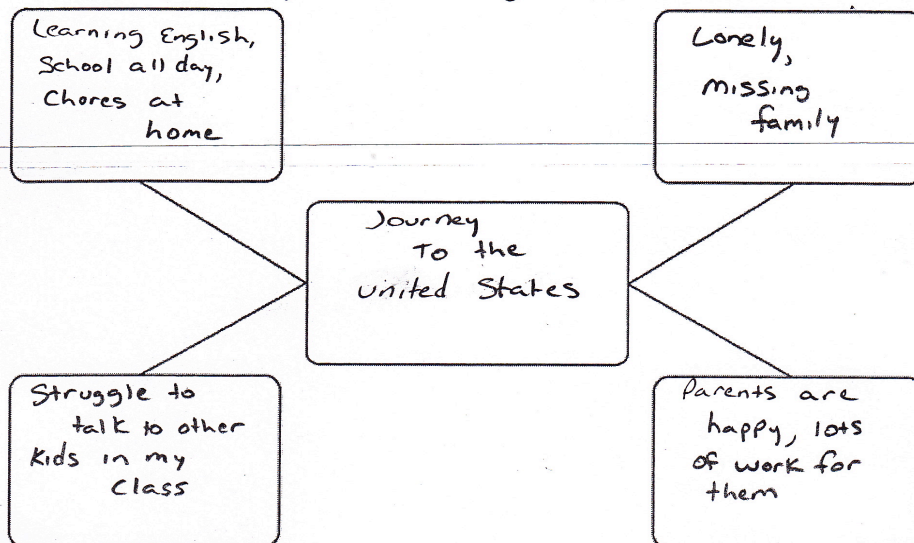
### European Immigration

What is your daily life like, for example: chores, schooling, family life, etc.?

How are you feeling?

What do you not like about living in the United States?

What do you like about living in the United States?



Appendix J (Sample of Accelerated Work)

March 8, 2012

Dear Nana and Papa,

We finally arrived in New York City. It was a long journey from Poland to the United States. There were many sick people on the ship, and we all thought we would never arrive. School is hard because people can not understand me and I can not understand them. Mom and Dad are very happy they were able to find jobs very quickly. I miss not seeing both of you everyday. Mom and dad said that we will visit both of you one day, but she did not say when.

Love always,

Stanley



## Appendix K (Sample of Proficient Work)

NAME:

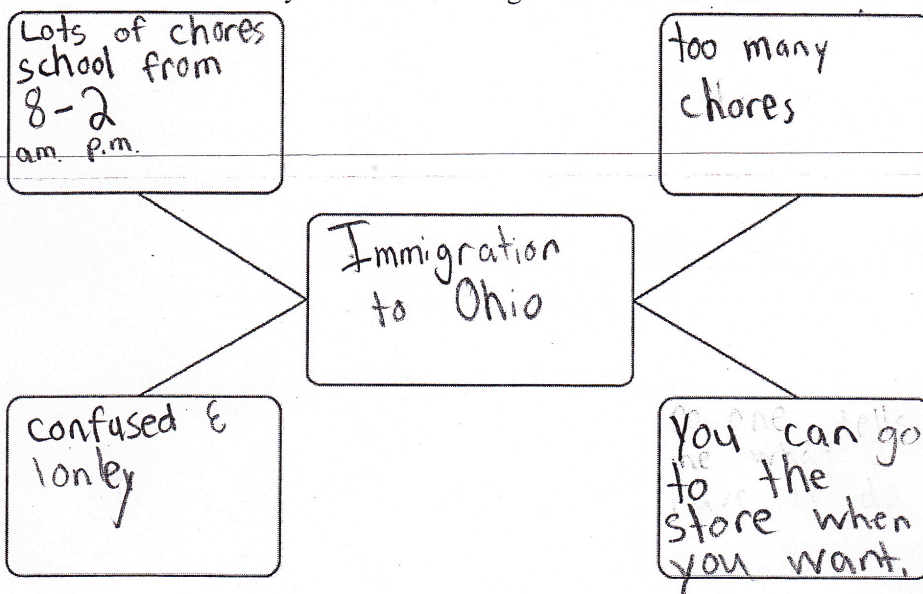
### European Immigration

What is your daily life like, for example: chores, schooling, family life, etc.?

How are you feeling?

What do you not like about living in the United States?

What do you like about living in the United States?



March 5, 2012

Dear Grandpa,

Life here in the United States is a lot different than Italy. You can go to anywhere whenever you want. I miss you, grandma, and Ethan so much. The boat ride was so long. I got sea sick twice. Dad thought that was because that was my first time on a boat. Dad got a job for a farmer and so did mom. I got a job delivering newspapers before school which is from 8 a.m. to 2 p.m. I also have a lot of chores after school which really <sup>doesn't</sup> makes me happy.

Love,

Mia Ross

## Appendix M (Sample of Basic Work)

NAME:

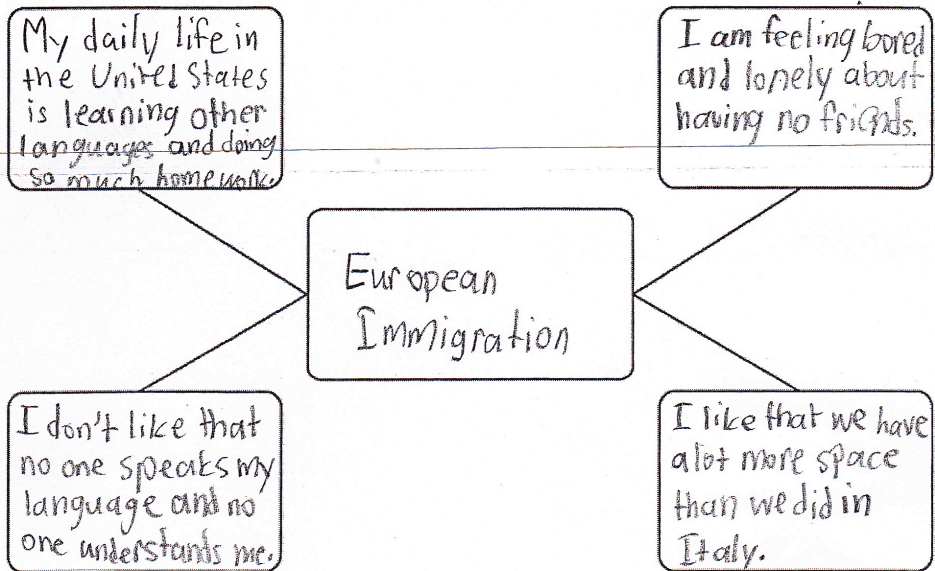
### European Immigration

What is your daily life like, for example: chores, schooling, family life, etc.?

How are you feeling?

What do you not like about living in the United States?

What do you like about living in the United States?





March 8, 2012

Dear cousin Emma,

Here i am in the united states. I dont like it here. I have know friends No one speaks my language. i am so lonely and bored. That's something I hate about living hear. Though, at least we have more space in New York. We have a swing set, a pool and a huge backyard. Also, we have so much more homework than we did in Italy. Everyone thinks I'm weird cuz they don't understand me. And everyone in the boat was so noisy. I really kind of like the United States and I kind of don't.

Your lonely cousin

Pearl



## Appendix O (Sample of Limited Work)

NAME:

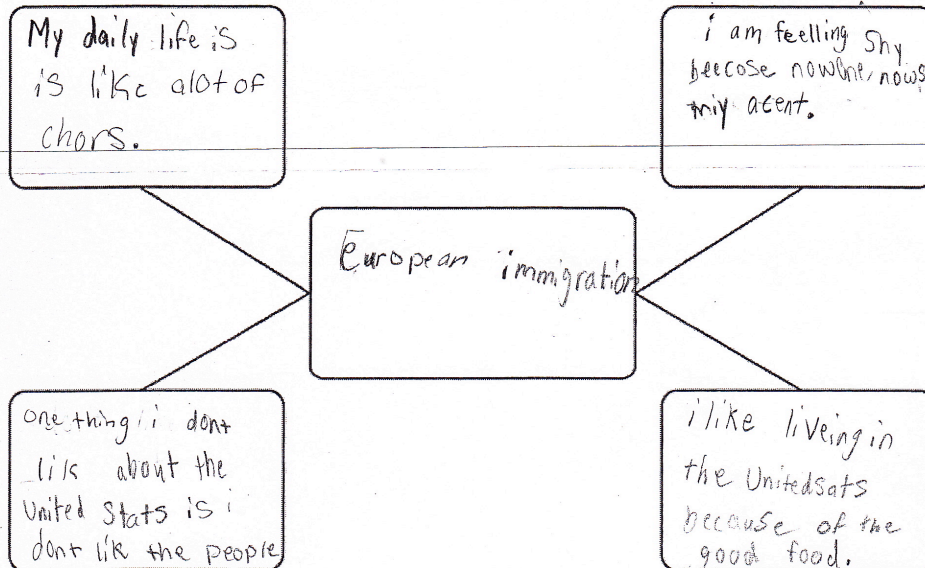
### European Immigration

What is your daily life like, for example: chores, schooling, family life, etc.?

How are you feeling?

What do you not like about living in the United States?

What do you like about living in the United States?



Appendix P (Sample of Limited Work)

Dear mom

I just got hear in the United States and theres only  
1 thing i dont lik about it and that is the pepol  
and there is 1 that i doo lik and that  
is the good food. Wen i gat miy house  
and i had alot Of Chors. i say home al  
day and nite becose peple dont now miy German  
acent lik i doo. peple laught at mee wen  
i talk!

Sincerely

Amingo

















