

## PASSPORT

**Directions:**

1. Cut out passport pages.
2. Insert pages inside passport cover and staple in center.
3. Fill in the information.
4. Create a passport photo.
5. Add your signature below the photo.

	<h3 style="margin: 0;">Country of Origin</h3> <hr style="width: 80%; margin: 10px auto;"/>
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<div style="margin-bottom: 10px;"> <hr style="border: 0; border-top: 1px solid black;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>Last Name</span> </div> </div> <div style="margin-bottom: 10px;"> <hr style="border: 0; border-top: 1px solid black;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>First Name</span> </div> </div> <div style="margin-bottom: 10px;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>_____ Male</span> <span>_____ Female</span> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>Age</span> </div> </div> <div style="margin-bottom: 10px;"> <hr style="border: 0; border-top: 1px solid black;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>Place of birth</span> </div> </div> <div> <hr style="border: 0; border-top: 1px solid black;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>Occupation</span> </div> </div>	<div style="border: 1px solid black; height: 150px; margin-bottom: 10px; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-size: 1.2em;">(place photo here)</div> </div> <div> <hr style="border: 0; border-top: 1px solid black;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>Signature</span> </div> </div>
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## CURRENCY EXCHANGE INFORMATION

Country	Name of Currency	Amount (Year information available)
United Kingdom (England, Scotland, Wales, Ireland)	British Pound	.21 (1900) = \$1.00
Denmark	Krones	3.74 (1913) = \$1.00
Finland	Old Markkaa	60.39 (1921) = \$1.00
Norway	Kroner	3.86 (1915) = \$1.00
Sweden	Kronor	3.46 (1916) = \$1.00
Belgium	Franc	5.22 (1913) = \$1.00
Netherlands	Guilder	2.49 (1913) = \$1.00
Austria	Kronen	4.96 (1913) = \$1.00
France	Old Francs	5.18 (1913) = \$1.00
Germany	Mark	4.20 (1913) = \$1.00
Switzerland	Franc	5.20 (1913) = \$1.00
Greece	Old Drachmas	5.24 (1915) = \$1.00
Italy	Lire	5.26 (1913) = \$1.00
Portugal	Escudo	1.46 (1916) = \$1.00
Spain	Pesta	5.00 (1916) = \$1.00
Russia (Soviet Union) No information available		

Notes: Poland was part of Germany and Russia. Hungary and Czechoslovakia were part of Austria.

Source: The source for the European exchange-rate series is Lawrence H. Officer, "Exchange Rates," in Susan B. Carter, Scott S. Gartner, Michael Haines, Alan Olmstead, Richard Sutch, and Gavin Wright, eds., *Historical Statistics of the United States*, Millennial Edition, vol. 5 (New York: Cambridge University Press, 2006).

## STEAMSHIP POSTCARD



## THE NEW YORK HARBOR

**The Statue of Liberty** We are all on deck as our ship travels into New York Harbor. Children sit on the shoulders of their fathers or older brothers to get a glimpse of the Statue of Liberty. Soon the Statue comes into sight and a cheer goes up. Viewing the Statue is overpowering. It is a symbol of freedom, liberty, and new beginnings. The Statue is on a small island and our ship passes close to it as we make our way to Ellis Island. The Statue rests on a granite-faced pedestal. Below the pedestal are two squares, one larger than the other. These two squares sit on a 10-pointed star that was once a fort. The statue is a proud woman who represents liberty. She is draped in a graceful robe. In her uplifted right hand she holds a glowing torch. On her head is a crown with seven spikes that stand for the light of liberty shining on the seven seas and seven continents. In her left arm she holds a tablet with the date of the Declaration of Independence. A chain that represents tyranny (unjust rule) lies broken at her feet. The Statue is made of copper. Over time the copper has oxidized in the salt air, changing the copper color to a light green. The pedestal, including the two squares, stands 154 feet tall. The Statue rises another 151 feet, one inch from its feet to the top of the torch.

**Ellis Island** As the ship comes into the harbor and heads to Ellis Island, I can see the building where we will disembark. The building sits on a small island and the ferry can dock at the island and unload its passengers. The building is very ornate. It is made from red brick with white brick outlining the windows and corners of the building. There is a big rectangular building in the center with towers at each corner. Three big windows fill up the side of the building; they are shaped in upside-down “U”s. At each end of the large rectangular building are two smaller rectangular buildings two stories high. There are two kinds of windows on these buildings—upside-down “U”s—five on each building. Sitting above the upside-down “U” windows are square windows. All of the windows are outlined in white bricks. The tops of the towers look like someone cut balls in half and set half a ball on top of each tower. Out of each ball rises a spire. A covered walkway leads up to the entrance of the building. A flagpole stands to the right of the building, and flying from that flagpole is a United States flag—13 stripes and 35 stars, with the stars organized in five rows.

**The Manhattan Skyline** From the ship we can see New York City’s Manhattan Island. There are lots of tall buildings. From a distance they looked stacked closed together with streets that look like narrow canyons. The colors are drab—gray, brown, and brick-colored. There are many small windows on each of the tall buildings. Newer buildings look clean and white and stand in contrast to the older buildings that have become dingy from the grime of the city. Along the water’s edge are lots of wharves and warehouses. The wharves jut out into the harbor and ships, ferries, and boats are docked all along the harbor’s edge. Carts, wagons, and horse-drawn carriages line the street along the wharves taking goods and people from the docks to the railroad stations or rooming houses. New York looks like a busy place with lots of hustle and bustle.

## **STATUE OF LIBERTY POSTCARD**





## IMMIGRATION ROLE-PLAY

**Inspector 1:** You are the inspector of the immigration cards. In an official voice, tell immigrants to line up, stay in line, be quiet, and have their immigration identification cards ready for inspection. Call out individual names to come forward for inspection. Call a few family members out of order so families are separated. Look at the immigration card to make sure it is filled out completely and with no errors. Quiz family members about their information.

Hurry them along, be brusque in your demeanor, and if someone asks you a question, respond that you do not understand their language or “misunderstand” what the immigrant has said and respond accordingly.

**Props:** List of characters’ names. You should look like you are in charge; wear clothing that looks like a uniform.

**Inspector 2:** You are the health inspector. Be stern and officious. Examine immigrants for favus (a fungal disease of the scalp) and head lice, both highly contagious. Ask immigrants to take off hats or head coverings. Look in their eyes, and ask immigrants to open their mouth and stick out their tongue. Ask them to take two right angle turns. (This action served to show imperfections in muscular coordination and posture). Ask immigrants to take a few steps forward—looking for problems with walking and balance. If available, use a stethoscope to check the heart (Do this on the student’s back). Ask immigrants to hold out their hands. Examine their fingernails for blueness—a sign of a bad heart.

Select two or three immigrants—the teacher can help you decide who should be “marked” for further examination. Using chalk, mark on the clothing one of the following symbols: C for conjunctivitis, Ct for trachoma, E for eyes, Ft for feet, G for goiter, H for heart, and Pg for pregnancy (one of the immigrants may have identified herself as pregnant). Tell those marked for further examination to step aside while others are told to proceed to the next station.

Once everyone has gone through inspection, take those marked to another area in the room and ask them more questions to determine if they have a health issue. Tell them they will have to be quarantined and be inspected further.

Note: Review with the teacher appropriate and inappropriate touching so that the role-play can be authentic but appropriate. Write on sleeves with the chalk.

**Props:** Dress like a doctor or nurse; stethoscope (even if only worn around the neck and not used in role-play). *Inspection Chart*, Teaching Master 5, chalk

## IMMIGRATION ROLE-PLAY CONT.

**Inspector 3:** You are the registry clerk, and you decide if the person can enter the country. The Alien Contract Labor Law of 1885 stated that immigrants could not have a job waiting for them in the United States. When questioned, the immigrants must answer in such a way that they do not admit that they have a job, yet they cannot appear likely to become a ward of the state. Be stern in asking questions and challenge immigrant responses as though you might have to detain them. If you are not satisfied with their answer, tell them they will be detained for further questioning and ask them to wait to the side. Be sure to tell those who admit to a job in the United States to wait.

Questions for interview:

- How old are you?
- Where were you born?
- Are you wanted by the police in your country?
- What work skills do you have?
- Do you have a job to go to when you enter the United States?
- Can you read and write?
- Where will you live?

If an older immigrant, ask the following questions:

- Can your family support you?
- What evidence do you have that your family can support you?
- Where will you live?
- How will you help your family?

**Props:** You want to look official; wear clothing that looks like a uniform. Desk (for conducting your business)

**Money Changer:** You are the moneychanger. Ask immigrants to change their money for U.S. dollars. The teacher will provide currency exchange information. Be sure to “short change” some of the immigrants when making the money exchange. That is, give them less than the exchange rate for their currency.

**Props:** *Currency Exchange Information*, Teaching Master 2; U.S. “play” money—small bills; desk (for conducting your business)

**Ticket Seller:** You are the ticket seller. Ask immigrant families where they want to go. Will they travel by train or carriage to their new home? Use the *Train Fare Chart* to determine the cost of travel to the various destinations. In a couple of cases “short change” the immigrants on their money—give them less money than they should receive when they purchase their ticket. (The ferry was free from Ellis Island to Manhattan.)

**Props:** Teaching Master 5-4, *Train Tickets*, Teaching Master 5-5, *Train Fares Chart*, desk (for conducting your business)

## INSPECTION CHART

### **C for conjunctivitis**

(Contagious eye infection, redness)

### **Ct for trachoma**

(Contagious inflammation of the mucous membrane of the eyeball and eyelids; can cause blindness)

### **E for eyes**

(poor eyesight, walks carefully, squints, looks down, requires someone to help find his/her way)

### **Ft for feet**

(malformed foot; difficulty walking; limping)

### **G for goiter**

(enlargement of thyroid gland, large swelling in front of neck; lack of iodine)

### **H for heart**

(poor breathing; moves slowly; blue fingernails —sign of poor circulation)

### **Pg for pregnancy**



## IMMIGRATION IDENTIFICATION CARDS

_____ SURNAME _____ GIVEN NAME _____ COUNTRY OF BIRTH      DATE OF BIRTH _____ NATIONALITY      COLOR OF EYES _____ PORT OF ARRIVAL      STEAMSHIP _____ DATE ADMITTED      STATUS OF ADMISSION _____ IMMIGRANT'S SIGNATURE _____ <b>ORIGINAL</b> IMMIGRANT INSPECTOR	<b>IMMIGRANT IDENTIFICATION CARD</b> <b>UNITED STATES</b> <b>DEPARTMENT OF LABOR</b>  PHOTO
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## TRAIN FARES CHART

This data source will give students an *estimate* of fares in 1900. The Source of Train Fares is from Auburn, New York, located in central New York state to cities identified on the chart.

City / State	Fare	City / State	Fare
Albany, NY	\$3.48	Minneapolis, MN	\$28.00
Baltimore, MD	\$9.68	Newark, NJ	\$1.00
Binghamton, NY	\$2.92	New Orleans, LA	\$41.00
Boston, MA	\$7.98	Niagara Falls, NY	\$3.00
Buffalo, NY	\$2.96	North Lansing, MI	\$.80
Chicago, IL	\$16.90	Omaha, NE	\$29.65
Cincinnati, OH	\$15.15	Philadelphia, PA	\$9.08
Cleveland, OH	\$7.90	Pittsburgh, PA	\$1.00
Denver, CO	\$47.55	Providence, RI	\$8.14
Detroit, MI	\$9.84	Rochester, NY	\$1.54
Fair Haven, CT	\$.95	San Francisco, CA	\$89.40
Hartford, CT	\$6.34	Springfield, MA	\$5.82
Hoboken, NJ	\$6.58	St. Louis, MO	\$23.65
Ithaca, NY	\$1.22	St. Paul, MN	\$28.00
Kansas City, MO	\$29.40	Syracuse, NY	\$.52
Louisville, KY	\$18.65	Washington, DC	\$18.65
Milwaukee, WI	\$19.45	Yonkers, NY	\$6.12

## TRAIN TICKETS

### \*\*\* TRAIN TICKET \*\*\*

FROM: \_\_\_\_\_ To: \_\_\_\_\_

DATE: \_\_\_\_\_ DEPARTURE TIME: \_\_\_\_\_

PASSENGER NAME: \_\_\_\_\_

AMOUNT: \_\_\_\_\_

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### \*\*\* TRAIN TICKET \*\*\*

FROM: \_\_\_\_\_ To: \_\_\_\_\_

DATE: \_\_\_\_\_ DEPARTURE TIME: \_\_\_\_\_

PASSENGER NAME: \_\_\_\_\_

AMOUNT: \_\_\_\_\_

\*\*\*\*\*

### \*\*\* TRAIN TICKET \*\*\*

FROM: \_\_\_\_\_ To: \_\_\_\_\_

DATE: \_\_\_\_\_ DEPARTURE TIME: \_\_\_\_\_

PASSENGER NAME: \_\_\_\_\_

AMOUNT: \_\_\_\_\_

\*\*\*\*\*

Name \_\_\_\_\_ Date \_\_\_\_\_

**SELF-ASSESSMENT: SOCIAL SKILLS**

Social skills are an important part of belonging to a community and working together effectively. Use this chart to keep track of how well you work with others during this unit.

**Episode:** \_\_\_\_\_

Describe the group situation or event: \_\_\_\_\_

Criteria	I need to work on this.	I do this some of the time.	I do this most of the time.
I respectfully listened to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I contributed actively to the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encouraged others to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I suggested solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I did my fair share of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

One thing our group did well together:

One thing our group needs work on:

One thing I really did well:

\_\_\_\_\_

One thing I could do better:

\_\_\_\_\_