

Section Introduction

"Texas is not a paradise, but it is a country where the poor man can easily obtain land..."
Jacob de Cordova, ca. 1858

What would compel you to leave your home, family, and all you know for a new life in a new land? For some it might be the promise of work, for others the hope of freedom from religious persecution. For many coming to Texas in the nineteenth century, the promise was land—and lots of it—to own, to farm, to homestead. Land equaled wealth, or at least the promise of wealth. It was the wellspring of dreams, the Siren's call that reached across dangerous waters. Few could predict that it might also be the source of conflict with those who were already here, or the driving factor behind the enslavement of human beings.



An American packet ship - Leaving Liverpool

Engraving from *Ballou's Pictorial Drawing Room Companion*, March 3, 1855
Courtesy UTSA's Institute of Texan Cultures, 079-0360, San Antonio, Texas

Image on previous page: Ansicht von Galveston
Hand-colored lithograph by Johann Anton Williard, after C.O. Bahr, ca. 1855
Courtesy I.N. Phelps Stokes Collection, Miriam and Ira D. Wallach Division of Art, Prints, and Photographs, The New York Public Library, Astor Lenox and Tilden Foundation, New York City, New York

DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?: The Stories Objects Tell

Suggested Grade Levels Fourth-Tenth

Objectives

- To explore the value of primary source documents and artifacts in making history come alive
- To understand the difficult choices immigrants make—and the reasons behind those choices—when they decide to leave their homes and what to take with them
- To compare and contrast what immigrants considered valuable to bring with them 150 years ago and today
- To understand the value of different kinds of objects for a family preparing to pack: practical, occupational, personal, religious, aesthetic, sentimental, educational

Time Two one-hour sessions

Preparation

- Read the introduction to this section and review *Primary and Secondary Source Handout* in the appendix, section E
- Copy Handouts:
 - #1 *Letter Home from Long Ago and Oral History from Today*, class set
 - #2 *Then and Now Chart*, one per student
 - #3 *Laminated Sets of Primary Artifact Cards*, one per group
 - #4 *Letter Home Template*, one per student
- Have the students talk to their parents sometime in the preceding days about their ancestry and possible immigration journey to America

Younger Students

- Procure a copy of *Miss Bridie Chose a Shovel* to read to the class (written by Leslie Connor, illustrated by Mary Azarian, Houghton Mifflin Company, 2004)
- Make copies of *Handout #5 Immigration Suitcase*
- Have available colored pencils

Introduction

"Whoever comes here would do well to bring along iron, copper, and tin house wares, spades and axes, a tub to clean fruit and a plow... It would be well to bring a pair of wheels for a cart... All these things are not readily available and are also quite expensive."

Johann Hubert Lux, May 1, 1845

What would you bring with you if you were moving to a new home in a new land? Your laptop? iPhone? Coffee maker? In the winter of 1855, Gottlieb Prowatschke and his wife, Susanne, packed household belongings in his father's trunk and moved to Texas with their daughters, Helena and Johanna, from Bremen, Germany. Like many German immigrants coming to Texas, they packed with them all of the things they thought they would need to start their new home: clothes and personal belongings, the family Bible and other expressions of their religious faith, kitchen utensils and household goods, tools to work on the land and make a living, keepsakes from friends and family members, and games and books for entertainment.



Warm Up

Read the introduction to the students. Invite two or three first generation students in the class (if there are any) to share their stories about immigrating to the United States. Encourage the students to tell the class about one “treasure” they brought from home and why that object is important to them. This could be a photograph of a family member, a classroom yearbook, a favorite childhood toy, a piece of religious jewelry, or a family heirloom such as a quilt or a family Bible. Encourage students to ask questions about why that object was important to bring all the way from home. If there are no first generation students in your class, invite someone from the school or your neighborhood who you know to be an immigrant to come to the class and bring a “treasure” they brought from home to talk about.

Read *Handout #1 Letter Home from Long Ago* and discuss the kinds of things that the person recommended his family bring from home when they came. *What did Marta Tamez, the immigrant from 1991, say about the difficulty of deciding what to bring?*

Lesson

1. Older students skip to 2. Read aloud the children’s picture book, *Miss Bridie Chose a Shovel*. Pay special attention to the block print illustrations by Mary Azarian and discuss with the students what story the pictures alone tell. Start first with the cover illustration and see what students can discover from the cover alone: What is the setting of the story? What is the time period? What is happening? Questions for discussion after reading the book might include: *When did Miss Bridie begin her journey? Where did Miss Bridie’s journey begin? Where did her journey take her? Why did she go on her journey? Why did Miss Bridie choose a shovel instead of one of the other objects she was offered? What does this choice suggest about her character? In what ways is the shovel used in the story? How many years pass during the story? What do we learn about Miss Bridie’s life journey?*
2. Divide your class into groups of four and pass out a set of primary artifact cards to each group. Tell the students that each of the artifacts depicted on the cards represents an object that was brought by a German immigrant to Texas in the mid-1800s. Instruct the groups to take one card each and look first at the picture of the artifact alone, without turning the card over. Have students take turns sharing with their group what they think their artifact is, and why an immigrant would chose to bring that to Texas in his or her suitcase. Then turn the cards over and have students share with each other the stories each object “tells.”
3. Remind the students that immigrants brought items with them that have to do with many aspects of their lives, including things that will help them survive in a new place; things that will help them remember loved ones they left behind; things for entertainment; things to eat; things to decorate their new homes; things to wear; things to read; things to keep their faith strong.
 - **Younger Students:** Hand out and have students complete the immigrant suitcase. Have them draw in what they would bring with them.
 - **Older Students:** Pass out “then and now” charts for each student and have them fill in the blanks in the chart based on their work with the artifact cards.
4. For homework, have each student take a Letter Home template and write a letter to a friend or family member back home, telling them what to bring to Texas for a visit or for good, if they were coming from far away.

Extension

Complete Section E, Activity #1, *Explore your Community’s Immigrant Stories: An Immigrant’s Story Box*



Handout #1 Letter Home from Long Ago and Oral History from Today

Letter Home of German Immigrant, 1845	Oral History of Mexican Immigrant, 2007
<p>New Braunfels In the State of Texas of America May 1, 1845</p> <p>Dear Uncle:</p> <p>I have today decided to write to you and advise you of my present and former location and my journey. The journey from Europe to America was made in 50 days and ended with happiness and good health...</p> <p>I find myself real content and satisfied because after one is settled, that means he has his house finished and his field fenced in, he needs to work a third as much as one must in Europe. Therefore, life is easier here than that of a common peasant's life in Europe. I do not wish to go back. Anyone who wishes to see me must come here and I do not believe he would regret that.</p> <p>Whoever comes here would do well to bring along iron, copper and tin house wares, spades and axes, a tub to clean fruit and a plow, as the Germans can not work with the local plows and they are not as good... It would be well to bring a pair of wheels for a cart. I will double the cost for a rope and grindstone if someone brings me these. All these things are not readily available and are also quite expensive. Also bring garden seed of all kinds, also wheat, in particular summer wheat as that also is not readily available and is the only kind that is planted correctly by the Germans.</p> <p>I close my writing with the hope that you are healthy as you read this and greetings to you, dear Uncle, and all my relatives and acquaintances, in particular Mr. Pastor Miederjahn from Hambach. Many thousand greetings and I wish all of you a long and lasting health. The same also from my dear wife.</p> <p>Hubert Lux from Hambach</p> <p><i>New Braunfels: The First Founders.</i> Vol. 1 by Everett Anthony Fey, 1995, Eakin Press: pps. 163-164</p>	<p>Marta Alicia Tamez Migrated from Mexico to Austin in 1991</p> <p>Adapted from Spanish:</p> <p>"I come from Mexico, specifically from the state of Nuevo Leon, Monterrey. It's difficult when you leave your house and country. It makes you want to carry everything with you, even the iron! At the same time, you can't carry everything with you. I've been here since my husband and I got married, fourteen years. We have three girls, born and raised in this community."</p> <p>Excerpted from Oral History Project, The Bob Bullock Texas State History Museum, 2007</p>



DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?: The Stories Objects Tell

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH
GALVESTON ISLAND

Handout #2 Then and Now Chart

Place the objects from your Laminated Cards in the correct categories, and see if you can think of something that an immigrant might bring to Texas from the same category today. Can you think of something for every category from your life today?

KIND OF ARTIFACT	THEN (1845)	NOW
Decoration		
Occupational Tool		
Religious		
Household		
Kitchen		
Health		
Clothes		
Memory		
Educational		
Entertainment		



Handout #3 Primary Artifact Cards

Introduction

Moving to a new place begins with a decision to leave the old. Why did so many Europeans make that choice in the mid-1800s? Each of these pictures represents an artifact that was actually packed in an immigrant's trunk when he or she came to Texas at this time. See if you can guess why they might have made the decision to leave, based on the object that they brought from home.



Prowatschke family trunk, ca. 1779
Courtesy Permanent Collection of Texas Furniture,
The Heritage Society, Houston, Texas

DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?: The Stories Objects Tell

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH
GALVESTON ISLAND



Ax head, ca. 1850s

Courtesy Winedale Historical Complex,
The Dolph Briscoe Center for American History,
The University of Texas at Austin



Forced off the Land

Failed crops, rising taxes, and changing inheritance laws forced hundreds of thousands of farmers off their lands throughout Europe in the mid-1800s. Take the case of Ireland, for example. In one year, 1846, over a million tenant farmers in Ireland died of starvation or were evicted from their homes when the potato crop failed throughout the country.

Texas was the destination for tens of thousands of peasant farmers from Ireland, England, Germany, Czechoslovakia and other countries in northern Europe in the 1850s, seeking to take advantage of the promise of hundreds of acres of farmland to begin their lives anew.

DIFFICULT JOURNEYS 1845-1865

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FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH
GALVESTON ISLAND



Woodworking tools belonging to Johann Jahn, ca. 1860s
Courtesy New Braunfels Conservation Society, New Braunfels, Texas

Out of Work

The invention of time- and labor-saving machines in the Industrial Revolution greatly changed European society in the mid-1800s. Many people found work in textile and other factories and moved to the cities. Many others—especially artisans who worked with their hands—found themselves suddenly out of work and looking for a new place to ply their trade.

Texas was the answer for Johann Michael Jahn, master cabinetmaker from Germany, who came through Galveston and set up shop furnishing the homes of his new Texas-German neighbors in the Hill Country.



DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?: The Stories Objects Tell

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH
GALVESTON ISLAND



Drozd Family Bible, ca. 1765

Courtesy Czech Heritage Museum and Genealogy Center, Temple, Texas



Religious Persecution

In the 1800s, religious minorities were often afraid for their lives and had to worship in secret. In Czechoslovakia, persecution forced Protestant worshipers to hide their Bibles to keep them from being confiscated or burned by the government.

If you needed to hide your most treasured possession so that it would never be found, what place would you choose?

Jan Drozd Sr. chose an active beehive on his family's land as the perfect hiding place for his cherished family Bible. When his son set out for Texas in search of a better life, he brought with him his father's Bible to take to his new home and church in Texas.

DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?: The Stories Objects Tell

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH
GALVESTON ISLAND



Wooden lemon squeezer

Courtesy Sophienburg Museum, New Braunfels, Texas



Sickness at Sea

In the early days of sea travel to Texas, hundreds of migrants crowded into the airless, overfilled steerage compartments of passenger ships. There, they endured three or more weeks at sea through the ravages of storm, sickness, and near starvation. It was not uncommon for men, women, and children to die at sea. Their kinsmen buried them in the raging waters. Arrival on Texas soil was not the end of the journey. From Galveston, newcomers awaited transportation inland—on foot, wagon, or horse—which was sometimes fatal as well. Reaching their destination in the Texas wilderness guaranteed no end to the dangers of harsh weather, disease, starvation, and sometimes life-threatening skirmishes with neighbors—all of which could quickly ravage a community. A paid ticket and a promised league of land (4,428 acres) did not protect you from the rigors of the journey itself.

Mothers soon learned to take plenty of fresh citrus—like lemons and oranges—and a handy citrus squeezer—along with them for the journey at sea to protect their children from scurvy, a disease caused by a deficiency of vitamin C.

DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?

Handout #4 Letter Template

Directions: Use the main idea of the Lux letter to create your own letter to a friend or relative from your own home, advising them on what objects they might want to bring with them when they immigrate to Texas.

Name:

Date:

Place you are writing from:

Dear _____,

(General Greeting)

(Advice on what to pack)

(General Salutations)

Thinking of you,



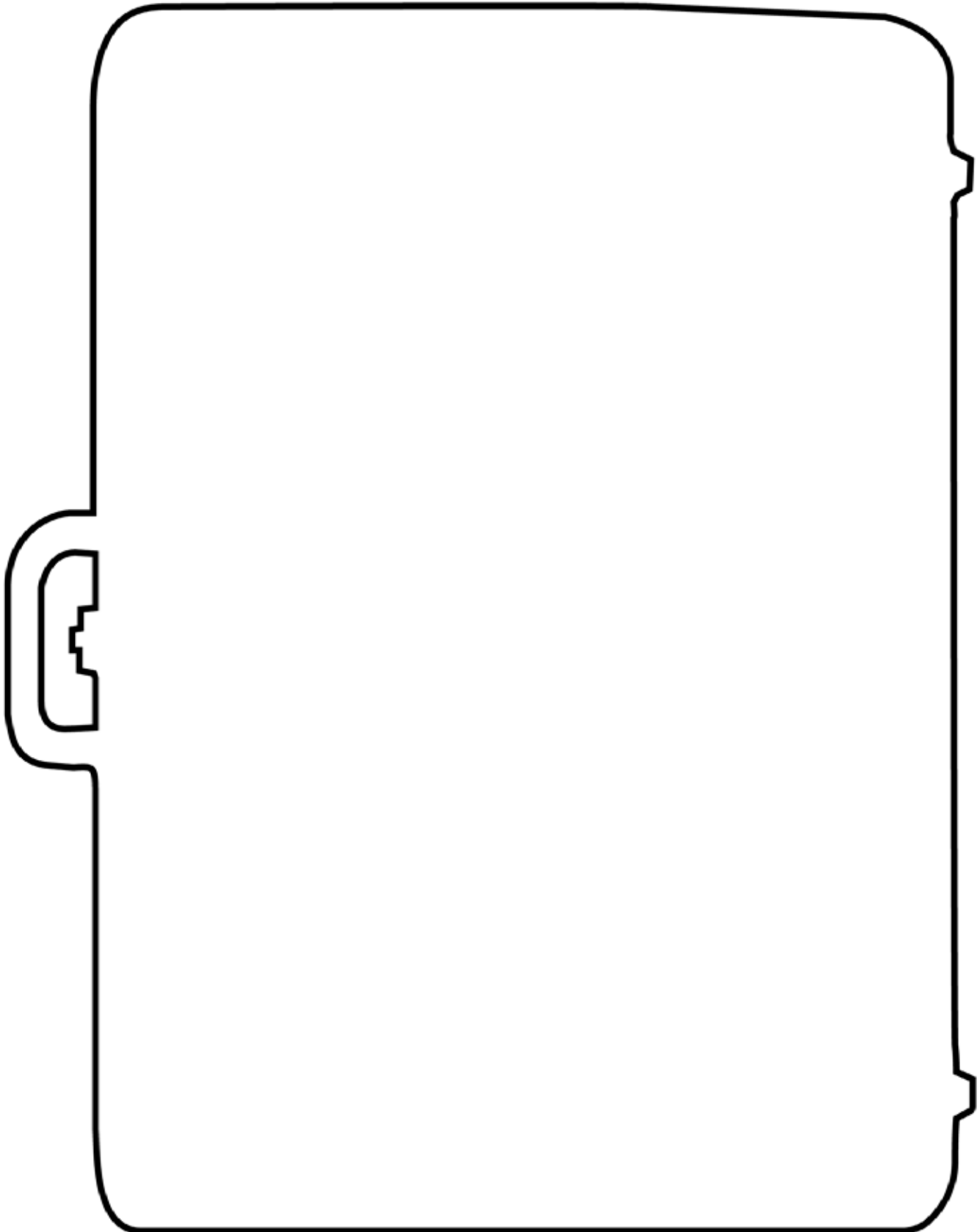
DIFFICULT JOURNEYS 1845-1865

Activity #1 What's in Your Suitcase?

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH
GALVESTON ISLAND

Handout #5 Immigration Suitcase



Suggested Grade Levels Seventh-Twelfth

Objectives

- To learn about a ship's manifest and review primary source documents
- To compare and contrast the language of three ship's manifests which each list the contents of ships coming to Galveston, Texas before the Civil War
- To discover that descriptions of enslaved people had more in common with property (things) than immigrants (people)

Time One Hour

Preparation

- Make one copy per student of *Warm Up*
- Make a transparency of *Reading a Ship's Manifest-Warm-up*
- Make one set of copies per group of the three manifests, along with their typed transcriptions

Introduction

"I stood on the slave block in the blazing sun for at least two hours...my legs ached. My hunger had become unbearable... I was filled with terror and did not know what was to become of me."
Jeff Hamilton, Slave at Galveston auction house

What happens when one person's opportunity comes at the expense of another's freedom? Before the Civil War, Galveston "boasted" the largest slave market west of New Orleans. John S. Sydnor, a former mayor of Galveston, was reputed to be Texas's largest slave dealer. The Texas economy was based on agriculture. Growing cotton and sugar cane took a lot of labor, resulting in a market for men, women, and children who were forced to migrate to Texas. Some slaves were brought to Texas with their "owners" from other Southern states. Others were bought elsewhere and transported by ship to Galveston where they were met by plantation owners. Still others were brought to Texas in "lots" and sold to the highest bidder at local auction houses. In this guide, immigration is defined as the movement of people: whether people are moving away from poverty or prejudice; moving toward economic opportunity; or being forced to move against their will.

Warm-up

Put up the transparency of *Reading a Ship's Manifest-Warm-up*. Begin by reading the information from the top of the manifest.

Then, study one column at a time and analyze what has been written underneath. This should help students better analyze the manifests by learning to focus attention on discrete parts of a primary document that each convey meaning and add to the whole.

Lesson

1. Read the introduction to the class.
2. Introduce the concept of a ship's manifest. Remind students that this is a primary source and an excellent way to look back in history.
3. Divide into groups of three students.
4. Hand out, one per student, *Handout #1 Reading a Ship's Manifest* and one set of manifests per group. Have the students complete the activity.
5. After the students have completed the handout, go over the answers together. Also ask for the slave manifest: *Are slaves described as people or property in these documents? What words give it away?*



DIFFICULT JOURNEYS 1845-1865

Activity #2 People vs. Property: Reading a Ship's Manifest

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH
GALVESTON ISLAND

Warm Up

Primary sources give us first-hand accounts of people, events, or attitudes in our nation's history. From them we can learn a variety of details about a particular time. Each document hints at different layers of the life of that time: some, like a journal entry, give us glimpses into the daily life of an individual. A newspaper, in contrast, may tell us about some of the larger events of that same period. By paying attention to the author, date, audience, tone, language, document type, and format we can begin to gain a sense of the multiple perspectives present at the time. Exploring these details gives us an idea as to how that document fits into the larger historical picture.

When you read these documents you pick up on little historical clues that the writer may not have even thought of as historical data. Sometimes brand names or the names of cities give hints to the time period in which the person is writing. As you look through these documents, we also want you to think about how these documents relate to documents that you are familiar with in your own life. As you're wading through all the layers of information that each document has embedded in it, think about the layers of information that are in the letters you write, the newspapers you read, and the diary you keep. What pieces of information do you include in your diary that could indicate to someone 100 years from now what your world was like?



Reading a Ship's Manifest - Warm Up

Manifest of Slaves, on board the *S.S. Texas* of New York burden 1220 ⁶⁵/₂ tons, whereof *Q. Wilson* is at present Master, bound from the Port of NEW ORLEANS, for the Port of *Galveston*

W. B. Swan & Co., Stationers and Printers, 18 Canal Street.

NAMES,	SEX.	AGE.	STATURE.		CLASS.	SHIPPERS OR OWNERS.	RESIDENCE.
			FEET.	INCHES.			
<i>Peter</i>	<i>male</i>	<i>75</i>	<i>5</i>	<i>6</i>	<i>Black</i>	<i>Albert, Houston</i>	<i>Galveston</i>
<i>Rosa</i>	<i>female</i>	<i>70</i>	<i>5</i>	<i>6</i>	<i>"</i>		
<i>Scipio</i>	<i>male</i>	<i>45</i>	<i>5</i>	<i>6</i>	<i>"</i>		
<i>Rose</i>	<i>female</i>	<i>47</i>	<i>5</i>	<i>"</i>	<i>"</i>		
<i>F. Issey</i>	<i>"</i>	<i>13</i>	<i>4</i>	<i>"</i>	<i>Guiff</i>		
<i>Sylvia</i>	<i>"</i>	<i>12</i>	<i>4</i>	<i>"</i>	<i>"</i>		
<i>Cathrin</i>	<i>"</i>	<i>10</i>	<i>3</i>	<i>5</i>	<i>"</i>		
<i>Lizzie</i>	<i>"</i>	<i>8</i>	<i>3</i>	<i>"</i>	<i>Black</i>		
<i>Morris</i>	<i>Male</i>	<i>15</i>	<i>4</i>	<i>6</i>	<i>"</i>		
<i>Patty</i>	<i>female</i>	<i>39</i>	<i>5</i>	<i>6</i>	<i>"</i>		
<i>Credit</i>	<i>"</i>	<i>14</i>	<i>4</i>	<i>6</i>	<i>"</i>		
<i>Patty</i>	<i>"</i>	<i>20</i>	<i>5</i>	<i>6</i>	<i>"</i>		
<i>Abby</i>	<i>"</i>	<i>21</i>	<i>5</i>	<i>11</i>	<i>"</i>		
<i>John</i>	<i>Male</i>	<i>10</i>	<i>3</i>	<i>6</i>	<i>"</i>		
<i>Jenny</i>	<i>female</i>	<i>10</i>	<i>3</i>	<i>6</i>	<i>"</i>		
<i>Rogers</i>	<i>Male</i>	<i>8</i>	<i>3</i>	<i>"</i>	<i>"</i>		
<i>Sarah</i>	<i>female</i>	<i>22</i>	<i>5</i>	<i>6</i>	<i>"</i>		
<i>Rochell</i>	<i>"</i>	<i>8</i>	<i>3</i>	<i>"</i>	<i>"</i>		

Manifest from S.S. Texas, ca. 1861

Courtesy The Rosenberg Library, Galveston, Texas

DIFFICULT JOURNEYS 1845-1865

Activity #2 People vs. Property: Reading a Ship's Manifest

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH
GALVESTON ISLAND

Manifest #1

List of Passengers arrived from foreign ports at the Port of Galveston during the quarter ending March 31 1858.

<i>Date of Entry</i>	<i>Name of Vessel</i>	<i>Name of Master</i>	<i>Where From</i>	<i>Name of Passenger</i>	<i>Age</i>	<i>Sex</i>	<i>Occupation</i>	<i>Country to which they belong</i>	<i>Country in which they intend to become inhabitants</i>	<i>Dred</i>
<i>Mar 29</i>	<i>Bark Jeverland</i>	<i>Shellman</i>	<i>Bremen</i>	<i>Friedrich Frey</i>	<i>19</i>	<i>male</i>	<i>segar maker</i>	<i>Germany</i>	<i>Louisiana</i>	
				<i>Heinrich Boker</i>	<i>22</i>	<i>"</i>	<i>Do</i>	<i>"</i>	<i>"</i>	
				<i>George Drocher</i>	<i>30</i>	<i>"</i>	<i>Shoemaker</i>	<i>"</i>	<i>"</i>	
				<i>Ernst Blum</i>	<i>34</i>	<i>"</i>	<i>Weaver</i>	<i>"</i>	<i>"</i>	

*Port of Galveston
March 31 1858
H. Stewart
Collector*

Typed Transcript of Manifest #1

List of Passengers arrived from foreign ports at the Port of Galveston, during the quarter ending March 31, 1858

Date of Entry	Name of Vessel	Name of Master	Where From	Name of Passenger	Age	Sex	Occupation	Country to which they belong	Country in which they intend to become inhabitants	Dred
Mar 29	Bark Jeverland	Shellman	Bremen	Friedrich Frey	19	male	Segar maker	Germany	Louisiana	
				Heinrich Boker	22	"	Do [Ditto]	"	"	
				George Drocher	30	"	Shoemaker	"	"	
				Ernst Blum	34	"	Weaver	"	"	

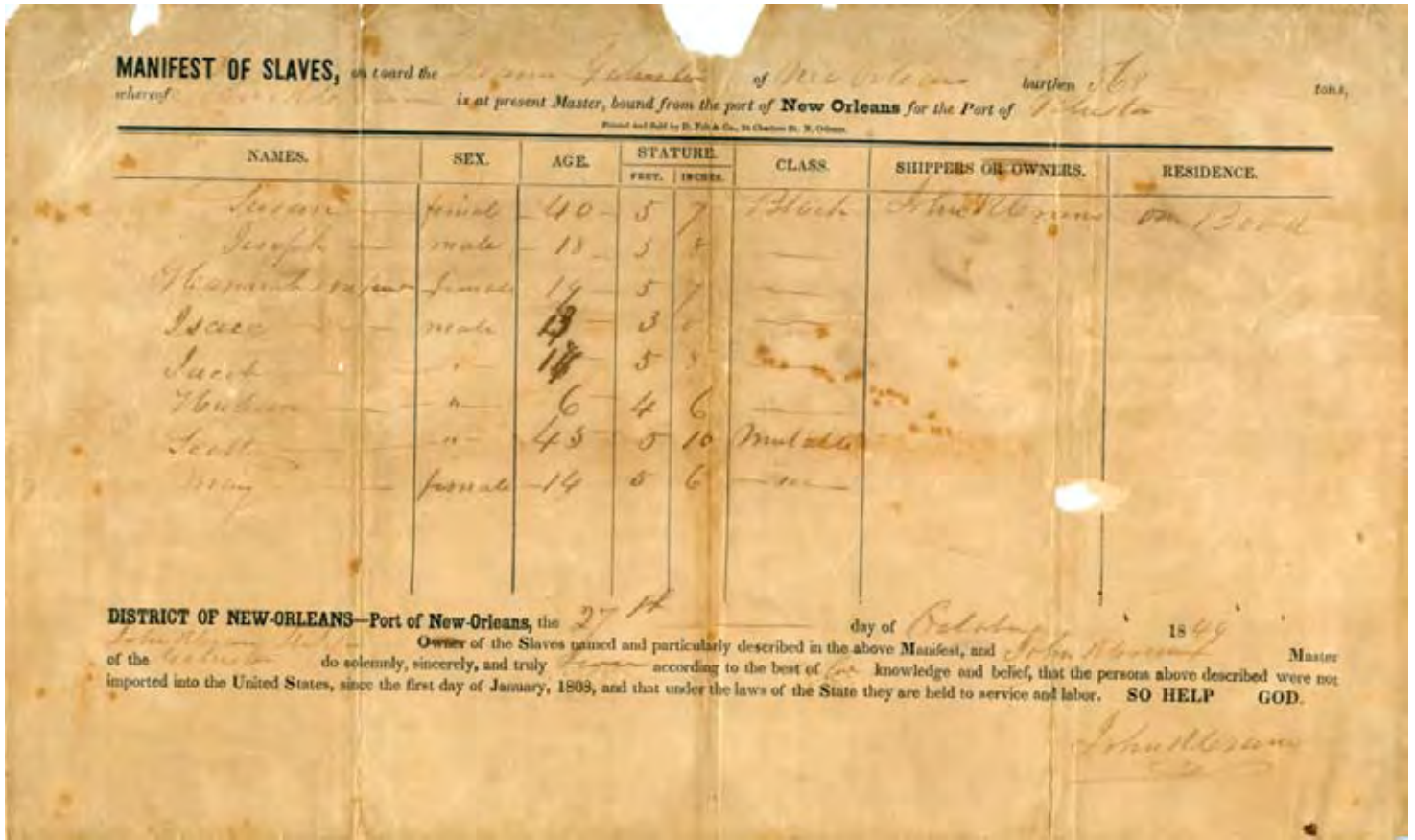
Port of Galveston
March 31 1858
[Unknown Signature]
Collector

Manifest, ca. 1858

Courtesy the National Archives and Records Administration, Fort Worth, Texas



Manifest #2



Typed Transcript of Manifest #2

Manifest of Slaves, on board the Steamer Galveston of New Orleans burthen 568 tons, whereof John N Crane is at present Master, bound from the port of New Orleans for the Port of Galveston

NAMES	SEX	AGE	STATURE		CLASS	SHIPPERS OR OWNERS	RESIDENCE
			FEET	INCHES			
Susan	female	40	5	7	Black	John N Crane	on Board
Joseph	male	18	5	8	"	"	"
Neamiah	female	19	5	7	"	"	"
Isaac	male	13	3	0	"	"	"
Jacob	male	17	5	8	"	"	"
Neudson	male	6	4	6	"	"	"
Scott	male	45	5	10	Mulatto	"	"
Mary	female	14	5	6	"	"	"

Manifest, ca. 1849

Courtesy the Rosenberg Library, Galveston, Texas

DIFFICULT JOURNEYS 1845-1865

Activity #2 People vs. Property: Reading a Ship's Manifest

FORGOTTEN GATEWAY
COMING TO AMERICA THROUGH
GALVESTON ISLAND

Manifest #3

Typed Transcript of Manifest #3

Entry of Merchandize imported by E. Kauffman Co. in the Bark Matador whereof ... is master; from Bremen to Port of Galveston January 8th, 1846

MARKS	NO'S	PACKAGES AND CONTENTS	AMOUNT OF INVOICE	FREE	SPECIFIC DUTIES		
					AMOUNT	RATE	AMOUNT
		2 Bags Rice 365	10.95		10.95	2	7.30
		2 Bags Coffee 256	17.92		17.92	2	5.12
		3 Kegs Butter 185	18.50		18.50	6	11.00
		2 ... Peas 12 bush[els]	6.00		6.00	50	6.00
		1 Peck Peas	1.00		1.00	----	1.30
		3 Pecks Flour	18.00		18.00	1	3.00
		1 Peck Rye Flour					
		8 ... 307	2.40		2.40	3	.90
		2 Loaves Sugar 35	2.45		2.45	3	1.05
		1 Peck ... 40	3.20		3.20	3	
		66 Pecks Barley 1/4 bush[el]	1.32		1.32	20	.20
		1 ... Bread 3.00					
		200 feet old board 1.00					
		3 Pecks ... 3.00					
		3 Boxes ... 1.00					
		3 Pecks Coal 7.00					
		7 Baskets Potatoes 2.50	11.50				
		2 Pecks ... Beans 4.00					
		1 Peck Prunes 5.70					
		15 Raisins .50	10.20				
			107.94		86.24		3.84

Manifest, ca. 1846

Courtesy the Texas State Library and Archives, Austin, Texas



Handout #1 Reading a Ship's Manifest Questions

A ship's manifest is an official inventory used by captains entering a harbor. It lists everything loaded on the ship. Each of these three manifests records the contents of a ship headed to the port of Galveston in the mid-1800s. Can you tell from the column headings what is being transported on each ship?

Find Manifest #1 and answer the questions below

1. What is this document?
2. Do you think this ship carries people or things? Why do you think that?
3. What facts do you learn about the cargo/people from the information on the manifest?
4. If the ship is carrying people, do you think they came willingly? Why or why not?
5. What do you think the column heading "master" means?

Find Manifest #2 and answer the questions below

1. What is this document?
2. Do you think this ship carries people or things? Why do you think that?
3. Why do you think the cargo/people on this ship are coming to Galveston/USA?
4. If the ship is carrying people, do you think they came willingly? Why or why not?



DIFFICULT JOURNEYS 1845-1865

Activity #2 People vs. Property: Reading a Ship's Manifest

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH
GALVESTON ISLAND

5. What do you think the column heading "class" means?
6. Why do you think "residence" is listed as "on board"?
7. What information do you NOT know about the cargo/people on this ship that you DO know on the passenger manifest?

Find Manifest #3 and answer the questions below

1. What is this document?
2. Do you think this ship carries people or things? Why do you think that?
3. Why do you think the cargo/people on this ship are coming to Galveston/USA?
4. What information is listed on this manifest that is different than the other manifests?



Handout #1 Reading a Ship's Manifest - ANSWER KEY

A ship's manifest is an official inventory used by captains entering a harbor. It lists everything loaded on the ship. Each of these three manifests records the contents of a ship headed to the port of Galveston in the mid-1800s. Can you tell from the column headings what is being transported on each ship?

Find Manifest #1 and answer the questions below PASSENGER SHIP

1. What is this document?
A copy of a ship's manifest for a passenger ship.
2. Do you think this ship carries people or things? Why do you think that?
This ship carries people. The title says *passenger manifest*. Also, the column headings suggest this ship is carrying people.
3. What facts do you learn about the cargo/people from the information on the manifest?
It lists: date of entry, name of the ship, name of the captain, port the ship sailed from, name, age, gender, occupation, where the passenger came from and where the passenger is going.
4. If the ship is carrying people, do you think they came willingly? Why or why not?
Willingly. Since this is a passenger ship they probably paid a fee and came willingly on this passenger ship.
5. What do you think the column heading "master" means?
Person in charge of the ship; the Captain.

Find Manifest #2 and answer the questions below SLAVE SHIP

1. What is this document?
A copy of a ship's manifest for a slave ship.
2. Do you think this ship carries people or things? Why do you think that?
People. The title says slaves. Also, the column headings list names and ages.
3. Why do you think the cargo/people on this ship are coming to Galveston/USA?
They are slaves. They are going to be sold to work.
4. If the ship is carrying people, do you think they came willingly? Why or why not?
No. Slaves at this time are considered property and were not able to move freely.



DIFFICULT JOURNEYS 1845-1865

Activity #2 People vs. Property: Reading a Ship's Manifest

FORGOTTEN GATEWAY

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5. What do you think the column heading "class" means?
Class means the color of their skin. This manifest lists black and mulatto.
6. Why do you think "residence" is listed as "on board"?
This is where the slaves were kept.
7. What information do you NOT know about the cargo/people on this ship that you DO know on the passenger manifest?
Last names, and where they are sailing from, where they are going, and their occupations.

Find Manifest #3 and answer the questions below.

CARGO SHIP

1. What is this document?
A copy of a ship's manifest for a cargo ship.
2. Do you think this ship carries people or things? Why do you think that?
Things. The column headings suggest this ship is carrying goods.
3. Why do you think the cargo/people on this ship are coming to Galveston/USA?
Galveston was a commercial as well as a passenger port and luxury items and staples such as rice, coffee, and butter were brought to Galveston to be distributed throughout the state.
4. What information is listed on this manifest that is different than the other manifests?
This lists packages and money amounts.



Suggested Grade Levels Fourth-Eighth

Objectives

- Learn vocabulary (bird's-eye view) associated with historic map making
- Locate features on a bird's-eye view map
- Understand how early immigrants traveled to Texas from Europe, and from the port city of Galveston to their final destinations
- Complete an art project to design a bird's-eye view map of your classroom or neighborhood

Time One to two 55 minute sessions

Preparation

- Copy *Handout #1 First Person Impressions* for each student
- Make a large copy and individual copies for each student of *Handout #2 Bird's-eye View Map of Galveston* for the class
- Copy *Handout #3 Take a Closer Look: Immigrant's Treasure Hunt* for each student
- Have available for each group: colored pencils and markers; 2 large sheets of paper

Introduction

Using the large copy of the full bird's-eye view map, read:

A bird's-eye view tells you how Galveston would have looked to a seagull. Can you name three kinds of boats in this bird's-eye view map? Where did large ships land? How many piers had been built to allow immigrants to reach land without getting wet? What transportation would they take from Galveston to their new homesteads in Texas? Notice the palm trees and the "booming" commercial district.

Would you be excited or disappointed if you were immigrating to Texas from Europe in the 1850s and this was your first view of your new home in "The Golden Land"?

Explain that Texas was a small frontier state in the 1850s when this map of the port city of Galveston was drawn, and that migrants came primarily from Europe, from other Southern and Northern states, as well as some who were forced here as slaves. They arrived by ship, horse, wagon, and on foot.

DIFFICULT JOURNEYS 1845-1865

Activity #3 Wade In, Wagon Out: Interpreting Immigrant History Through Maps

FORGOTTEN GATEWAY

COMING TO AMERICA THROUGH
GALVESTON ISLAND

Lesson

1. Have students read *Handout #1 First Person Impressions* to get a sense of how Galveston was described from a newcomer's point of view.
2. Divide into groups of four students. Distribute copies of bird's-eye map to each student. Have students take a few minutes to look over their map to familiarize themselves.
3. Remind students that bird's-eye maps are primary sources which reflect the attitudes and experiences of the writers. These sources can provide historians with vast amounts of information about the situation at that time. Additionally, they can provide information about the same event from different viewpoints. Give students each a copy of the *Handout #3 Take a Closer Look: Immigrant's Treasure Hunt* and have them answer the questions.
4. Come back together as a class and discuss the point of view of the artist who drew this map. Ask students if they think the artist thought Galveston was "lovely" or "horrible" and what clues from the drawing lead them to think this way.
5. Conclude by dividing the students into two groups. Ask each to create a bird's-eye view map of their school or classroom, using the art materials available. Tell one group that their view is supposed to be a nostalgic, positive view, as if students are wanting to positively attract newcomers to their world. Tell the other group that they are to create maps that are negative and dreary, reflecting their disappointment in the school or classroom that they live in. Debrief by discussing how colors, details, building sizes, and drawing style can affect the impression of a place in a bird's-eye view.



Handout #1 First Person Impressions

“Galveston, like Tyre, is built upon an island in the midst of the sea, and if her people, like the Tyrians of old, continue to be economical, industrious, and enterprising; sincere faithful, and hospitable to strangers... she will become the center of commerce, the resort of all nations, and attain the wealth and power, and it may be...the greatness and glory of the ancient city.”

Frederick Benjamin Page, 1845

“Galveston, for Texas a big city, looked to the Europeans like a set-up of paper toys. The houses stood on posts ready to be moved from one place to another.”

Emma Altgelt, 1840s

“It is laid out in a regular grid on the eastern end of the very narrow 15 mile long island of the same name, and has broad main streets. The houses, although made of wood, look quite comfortable. The beautiful broadleaf trees along the streets as well as in the gardens, give the city a very pleasant appearance... In general, the surroundings of the city offer a dismal sight. Grass grows in shabby abundance on heaps of shell dust. Several swamps spread evil odors. One sees no wooded sections and reputedly only three trees grew on the island originally.”

Wilhelm Steinert, mid-19th century

“From the sea, the appearance of Galveston is that of a fine city of great extent, built close upon the edge of the water; but its glory vanishes gradually in proportion to the nearness of the approach.”

Charles Hooton, 1841

“The appearance of Galveston from the Harbour is singularly dreary... In short it looks like a piece of prairie that had quarreled with the main land and dissolved partnership.”

Francis C. Sheridan, 1839

“Galveston is the most significant sea and trade town in Texas. One must, however, not consider it as a town we imagine, as it only came into existence a few years ago.”

Letter of Alois Russer, May 13, 1845

DIFFICULT JOURNEYS 1845-1865

Activity #3 Wade In, Wagon Out: Interpreting Immigrant History Through Maps

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GALVESTON ISLAND

Handout #2 Bird's-eye View Map of Galveston



Ansicht von Galveston

Hand-colored lithograph by Johann Anton Williard, after C.O. Bahr, ca. 1855
Courtesy I.N. Phelps Stokes Collection, Miriam and Ira D. Wallach Division of Art,
Prints, and Photographs, The New York Public Library, Astor Lenox and Tilden
Foundation, New York City, New York



Handout #3 Take a Closer Look: Immigrant's Treasure Hunt

Study your Bird's-Eye View map of Galveston to find the answers to the following questions about how this city might have looked through an immigrant's eyes at a particular time in the city's history as a port of entry to the United States.

City _____ Year _____

Transportation for Immigrants:

Based on this map, what kind of transportation brought newcomers to Galveston?

How many boats do you see? _____

Take a closer look: Look at the bottom section of the map. Now how many boats do you see? _____

Describe the boats. What kind of boats are they? _____

Did immigrants travel by railroads? Yes No

How else could you travel around Galveston?

Resources for Immigrants:

About how tall was the tallest building in Galveston (stories)? _____

Do you think there was a hotel for immigrants to stay when they arrived? Yes No

Were there any churches? Yes No

If so, how many different churches do you see? _____

Immigrant First Impression: What do you think an immigrant's first impression of Galveston would be, after looking at this map? Remember that you would be a traveler back in the mid-1800s.



DIFFICULT JOURNEYS 1845-1865

Activity #4 An Immigrant's Journey: Comic Strip

Suggested Grade Levels Fourth-Eighth

Objectives

- Understand that immigrants face difficult journeys even today
- Develop oral history research skills and active learning
- Represent an immigrant's story through a comic strip illustration

Time Five one-hour sessions

Preparation

- Read *Section Introduction*, *Difficult Journeys 1845-1865*, and *Conducting an Oral History* in the appendix, section D
- Copy Handouts:
 - #1 *Reflection*
 - #2 *Interview 4-8 Grades*
 - #3 *Sample Comic Strip*
 - #4 *Comic Strip Template*
- Gather materials: world map, choose a book about a contemporary immigrant (see *Resources*), samples of newspaper comics, colored pencils, magnetic paper or cardstock
- Research "Simon Says" commands in a different language (unknown to your students)

Introduction

1. Explain that students will come to understand that immigrants face difficult journeys even today. They will interview a contemporary immigrant about their journey and tell their story by illustrating a comic strip.
2. Invite an immigrant community member to share their story of immigrating to the United States. Encourage the students to ask questions, and your guest to tell stories about:
 - why they decided to immigrate
 - what transportation they took
 - what the journey was like
 - the hardest things about immigrating
 - any memorable stories about learning a new way of life

Lesson

1. Read the book about immigration and de-brief about the reasons why those characters immigrated. Have students fill out *Handout #1 Reflection*.
2. Play this Simon Says activity with a twist in order to understand the difficulties of learning a new language in a new place.
 - Begin by playing a few conventional games of Simon Says
 - Then, start to use command phrases in a different language
 - After many unsuccessful tries, use a few gestures
 - Debrief by asking, "How did it feel not to understand the language? How do you think it feels to be in that situation all the time? If an immigrant does not speak English, are they any less intelligent?"



DIFFICULT JOURNEYS 1845-1865

Activity #4 An Immigrant's Journey: Comic Strip

3. Explain that students will conduct an interview with an immigrant community member.
 - Give students ten minutes to write down questions about moving to a new place (new country, city, or school)
 - Students pair up, practice interviewing each other, and take notes
 - Review *Handout #2 Interview 4-8 Grades* and have students add more questions
 - After class, students will interview an immigrant community or family member about their immigration experiences using *Handout #2 Interview 4-8 Grades*
4. Explain that there are other ways of telling stories—people write books, make movies, and also illustrate their stories through comics.
 - Show the sample comic strip to the students: *Handout #3 Sample Comic Strip*
 - Using *Handout #4 Comic Strip Template*, students will illustrate a comic strip based on the interview they conducted with a community member

Debrief

Ask a few students to share their interview stories. Students can pinpoint where the immigrant community or family member is from, what route they took to the United States (using the World Map), the difficulties of living in a new country, and any other stories that they collected during the interview. Encourage other students to ask questions and to compare experiences of the past with those of the present.

Extensions

Students can create a number of drafts of their comic strip before their final project is complete. Have students print or glue the final comic strip on some magnetic paper (which will stick to whiteboards and refrigerators) or on cardstock. For a class of students, display an exhibit or compile a comic book full of stories.



DIFFICULT JOURNEYS 1845-1865

Activity #4 An Immigrant's Journey: Comic Strip

Handout #2 Interview 4-8 Grades

Student Name _____

I interviewed _____

Remember, you can write or draw their answers!

Where is your family from? What did it look like?

Why did you or your family immigrate to the United States?

What was the journey like? What transportation did you take? Were there any problems?

What has been most difficult about living in the United States? What has been the easiest?

Add your own questions on the back of this page.



Handout #4 Comic Strip Template

