Ogden Nash (1902 - 1971)

A master of light, whimsical, and sometimes nonsensical verse, Nash started his writing career at Doubleday Page Publishers, where he wrote his first children's book with Joseph Algers, The Cricket of Garador, in 1925. After six years of writing advertising copy as an editor and publicist at Doubleday, Nash claimed, he began his career in humorous poetry by scribbling one afternoon. His scribbles were to become a poem called Spring Comes to Murray Hill, which he threw away. Upon some thought, however, he retrieved it from the wastebasket and sent it to The New Yorker. His first piece of satiric verse was published in 1930.

After "Murray Hill" Nash's work began to appear in other periodicals. He was prolific enough that he published a collection of his poetry, Hard Lines, in 1931. Hard Lines sold out seven printings in its first year and catapulted Nash into his role as the master of light verse. In 1932 Nash left Doubleday to join the editorial staff of The New Yorker. His steady and lengthy affiliation with the magazine helped establish its distinctive tone and sense of humor. According to poet Archibald MacLeish, Nash "altered the sensibility of his time." Even after the widespread reception of his first book, however, Nash still insisted that the whole thing was an accident. He had already become quite popular with the general public through his work in The New Yorker and "Information Please," a radio quiz show. Eventually he began to write full-time, publishing over two dozen books of poetry and prose in his lifetime.

In an environment in which people cared little about poetry, Nash managed to be one of the most popular and most quoted poets of his time, coining such phrases as "candy is dandy but liquor is quicker." His turn of the phrase, his puns, and his nonsensical rhymes appealed to people of all ages. While speaking in the Library of Congress auditorium, Nash suggested that the average man, surviving the perils of the nuclear age, needed not only missiles, submarines, and a fallout shelter, but also a few lighthearted laughs to save him.
Although the *Atlantic Monthly* heralded Nash as "God's gift to the United States" for his insightful commentary on 20th-century America, his work had international appeal. He was known as the Everyman of his time, the poet of the ordinary and universal. His poems were humorous not only because they made people laugh, but also because they contained some truth of human experience. His signature style used exaggeration, an element of surprise, and absurdity juxtaposed with the universal experience with which the average reader can identify. He was well regarded by critics and the public alike for his inventive titles, his unlikely rhymes, and his ridiculous play on words. Throughout his career a variety of publications from the *Boston Herald* to the *Saturday Review of Literature* sang critical praise for his work.

Although a great fan of Edward Lear and the limerick, Nash possessed a style that was very irregular indeed. Sometimes his poems contained only a handful of words; at other times they went on for several lines before ending in a clever or sometimes nonsensical rhyme. On many occasions he invented a word to fit the rhyme: "Each spring they beautify our suburb, the ladies of the garden cluburb" ("Correction: Eve Delved and Adam Span"). His other rhymes include such sets as nostrilly/tonsilly/irresponsibly ("Fahrenheit Gesundheit") and tortoise/porpoises/corpoises ("Don’t Cry, Darling, it’s Blood All Right").

Not only are his lines and rhymes irregular, but the length of his poems varied greatly. Some verses would go on for pages at a time, while others began and ended abruptly in two lines. It is quite possible that Nash has written on of the shortest poems in the English language. "Reflection on a Wicked World": "Purity is obscurity." The themes of his poems varied wildly as well. From getting eyeglasses as an old man to traveling in Europe, no subject was too banal or far-fetched for Nash. His middle-class life and family provided no end of inspiration. He wrote of proud parenting, the folly of being a husband, suburban crowds, diets, vacations, fatherhood, and anything else he could think of.

Through his numerous volumes Nash became well established as a writer of light verse. Even after Hollywood expressed interest in his work, poetry remained his primary source of income. Although none of his screenplays were produced, his work was oppositioned several times, providing enough money for him and his wife to travel to Europe. Eventually he returned to the East Coast to continue writing verse. He also lectured extensively throughout the United States and England. Through his lecture tours he developed a deep respect and keen understanding of his fellow man, which his work reflected. His television appearances in the 1950s (such as "Masquerade Party") also helped increase his popularity.

Nash also renewed his interest in children's literature in the 1950s. He believed that his writing was not just for kids, but rather lay in a gray area between child and adult worlds. In his numerous volumes for children, such as *Custard the Dragon* (1959), Nash continues his setting for universal truth. Nash's approach to children is neither condescending nor mocking, however; in fact, his whimsical yet serious attitude toward the young has gained him respect among children of all ages.

When he was not writing poetry, Nash appeared on various radio game and comedy shows in the 1940s and wrote scores for TV shows in the 1950s, including lyrics for the show "Peter and the Wolf." In 1943 Nash collaborated with Kurt Weill and S. J. Perelman on *One Touch of Venus*, a musical comedy. He continued to write, publish and lecture until very close to the end of his life.
Langston Hughes (1902 - 1967)

Born in Joplin, Missouri, James Langston Hughes was a member of an abolitionist family. He was the
great-great-grandson of Charles Henry Langston, brother of John Mercer Langston, who was the first Black
American to be elected to public office, in 1855. Hughes attended Central High School in Cleveland, Ohio, but
began writing poetry in the eighth grade, and was selected as Class Poet. His father didn't think he would be
able to make a living at writing, and encouraged him to pursue a more practical career. He paid his son's tuition
to Columbia University on the grounds he study engineering. After a short time, Langston dropped out of the
program with a B+ average; all the while he continued writing poetry. His first published poem was also one of
his most famous, "The Negro Speaks of Rivers", and it appeared in Brownie's Book. Later, his poems, short
plays, essays and short stories appeared in the NAACP publication Crisis Magazine and in Opportunity
Magazine and other publications.

One of Hughes' finest essays appeared in the Nation in 1926, entitled "The Negro Artist and the Racial
Mountain". It spoke of Black writers and poets, "who would surrender racial pride in the name of a false
integration," where a talented Black writer would prefer to be considered a poet, not a Black poet, which to
Hughes meant he subconsciously wanted to write like a white poet. Hughes argued, "no great poet has ever
been afraid of being himself." He wrote in this essay, "We younger Negro artists now intend to express our
individual dark-skinned selves without fear or shame. If white people are pleased we are glad. If they aren't, it
doesn't matter. We know we are beautiful. And ugly too... If colored people are pleased we are glad. If they are
not, their displeasure doesn't matter either. We build our temples for tomorrow, as strong as we know how and
we stand on the top of the mountain, free within ourselves."

In 1923, Hughes traveled abroad on a freighter to the Senegal, Nigeria, the Cameroons, Belgium
Congo, Angola, and Guinea in Africa, and later to Italy and France, Russia and Spain. One of his favorite
pastimes whether abroad or in Washington, D.C. or Harlem, New York was sitting in the clubs listening to
blues, jazz and writing poetry. Through these experiences a new rhythm emerged in his writing, and a series of
poems such as "The Weary Blues" were penned. He returned to Harlem, in 1924, the period known as the
Harlem Renaissance. During this period, his work was frequently published and his writing flourished. In 1925
he moved to Washington, D.C., still spending more time in blues and jazz clubs. He said, "I tried to write poems
like the songs they sang on Seventh Street...(these songs) had the pulse beat of the people who keep on going."
At this same time, Hughes accepted a job with Dr. Carter G. Woodson, editor of the Journal of Negro Life and
History and founder of Black History Week in 1926. He returned to his beloved Harlem later that year.

Langston Hughes received a scholarship to Lincoln University, in Pennsylvania, where he received his
B.A. degree in 1929. In 1943, he was awarded an honorary Lit.D by his alma mater; a Guggenheim Fellowship
in 1935 and a Rosenwald Fellowship in 1940. Based on a conversation with a man he knew in a Harlem bar, he
created a character know as My Simple Minded Friend in a series of essays in the form of a dialogue. In 1950,
he named this lovable character Jess B. Simple, and authored a series of books on him.
Langston Hughes was a prolific writer. In the forty-odd years between his first book in 1926 and his death in 1967, he devoted his life to writing and lecturing. He wrote sixteen books of poems, two novels, three collections of short stories, four volumes of "editorial" and "documentary" fiction, twenty plays, children's poetry, musicals and operas, three autobiographies, a dozen radio and television scripts and dozens of magazine articles. In addition, he edited seven anthologies. The long and distinguished list of Hughes' works includes: Not Without Laughter (1930); The Big Sea (1940); I Wonder As I Wander" (1956), his autobiographies. His collections of poetry include: The Weary Blues (1926); The Negro Mother and other Dramatic Recitations (1931); The Dream Keeper (1932); Shakespeare In Harlem (1942); Fields of Wonder (1947); One Way Ticket (1947); The First Book of Jazz (1955); Tambourines To Glory (1958); and Selected Poems (1959); The Best of Simple (1961). He edited several anthologies in an attempt to popularize black authors and their works. Some of these are: An African Treasury (1960); Poems from Black Africa (1963); New Negro Poets: USA (1964) and The Best Short Stories by Negro Writers (1967).

Published posthumously were: Five Plays By Langston Hughes (1968); The Panther and The Lash: Poems of Our Times (1966) and Good Morning Revolution: Uncollected Writings of Social Protest (1973); The Sweet Flypaper of Life with Roy DeCarava (1984).

Langston Hughes died of cancer on May 22, 1967. His residence at 20 East 127th Street in Harlem, New York has been given landmark status by the New York City Preservation Commission. His block of East 127th Street was renamed "Langston Hughes Place".

Biography by: Andrew P. Jackson (Sekou Molefi Baako)
Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.
Activity 3: Riley’s Legacy

Objectives:
- Students will learn how Riley’s works continue to live on in other forms on literature and entertainment.

Indiana Academic Standards:
Language Arts: 6.1.1,
Social Studies: 8.1.31

Supplies:
- Copy of Riley’s poems *The Raggedy Man* and *Little Orphant Annie*.
- Copies of Johnny Gruelle’s *Raggedy Ann and Andy* book or books (any version is fine)
- DVD or VHS copy of the movie “Annie”
- Background Information on Johnny Gruelle and his creation *Raggedy Ann and Andy*.

Instructions:
1. Explain to students that one thing that makes James Whitcomb Riley is how his stories continue to influence other writers. Before getting into details, recite aloud Riley’s poems *The Raggedy Man* and *Little Orphant Annie*. Afterwards, ask students if they know what these two poems may have influenced. You may have to give them hints.
2. One example is Johnny Gruelle who created the story of *Raggedy Ann and Andy*. Ask students if any of them own a Raggedy Ann or Andy doll. Though many of them may be too “old” to play with dolls like these, they have been a favorite toy of American children for almost 100 years. Use the background text provided to further explain to students who Johnny Gruelle was and how he created the literary characters of *Raggedy Ann and Andy*.
3. Next, ask if any have seen the movie, or a stage production, of *Annie*. *Annie* is a musical that premiered on Broadway in 1977 and became an instant hit. The show is based off of the comic strip “Little Orphan Annie” which was popular in the early 20th century. Of course, it was named so to capture the popularity of Riley’s poem *Little Orphant Annie*. In 1982, the movie version of *Annie* premiered.
4. If time allows, show students either the whole movie, or just clips, from the 1982 film version. Disney also made an updated version 1999 which could also be used.
INSCRIBED WITH ALL FAITH AND AFFECTION

To all the little children: -- The happy ones; and sad ones;  
The sober and the silent ones; the boisterous and glad ones;  
The good ones -- Yes, the good ones, too; and all the lovely bad ones.

Little Orphant Annie's come to our house to stay,  
An' wash the cups an' saucers up, an' brush the crumps away,  
An' shoo the chickens off the porch, an' dust the hearth, an' sweep,  
An' make the fire, an' bake the bread, an' earn her board-an'-keep;  
An' all us other childern, when the supper-things is done,  
We set around the kitchen fire an' has the mosstest fun  
A-list' nin' to the witch-tales at Annie tells about,  
An' the Gobble-uns 'at gits you  
Ef you  
Don't  
Watch  
Out!

Wunst they wuz a little boy wouldn't say his prayers,--  
An' when he went to bed at night, away up-stairs,  
His Mammy heerd him holler, an' his Daddy heerd him bawl,  
An' when they turn't the kivvers down, he wuzn't there at all!  
An' they seeked him in the rafter-room, an' cubby-hole, an' press,  
An' seeked him up the chimbl'y-flue, an' ever'-wherees, I guess;  
But all they ever found wuz thist his pants an' roundabout:--  
An' the Gobble-uns 'll git you  
Ef you  
Don't  
Watch  
Out!

An' one time a little girl 'ud allus laugh an' grin,  
An' make fun of ever' one, an' all her blood-an'-kin;  
An' wunst, when they was "company," an' ole folks wuz there,  
She mocked 'em an' shocked 'em, an' said she didn't care!  
An' thist as she kicked her heels, an' turn't to run an' hide,  
They wuz two great big Black Things a-standin' by her side,  
An' they snatched her through the ceilin' 'fore she knewed what she's about!  
An' the Gobble-uns 'll git you  
Ef you  
Don't  
Watch  
Out!

An' little Orphant Annie says, when the blaze is blue,  
An' the lamp-wick sputters, an' the wind goes woo-oo!  
An' you hear the crickets quit, an' the moon is gray,  
An' the lightnin'-bugs in dew is all squenched away,--  
You better mind yer parunts, an' yer teachurs fond an' dear,  
An' chirush them 'at loves you, an' dry the orphan's tear,  
An' he'p the pore an' needy ones 'at clusters all about,  
Er the Gobble-uns 'll git you  
Ef you  
Don't  
Watch  
Out!
O' the Raggedy Man! He works fer Pa;
An' he's the goodest man ever you saw!
He comes to our house every day,
An' waters the horses, an' feeds 'em hay;
An' he opens the shed -- an' we all ist laugh
When he drives out our little old wobble-ly calf;
An' nen -- ef our hired girl says he can --
He milks the cow fer 'Lizabuth Ann. --
Ain't he a' awful good Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

W'y, The Raggedy Man -- he's ist so good,
He splits the kindlin' an' chops the wood;
An' nen he spades in our garden, too,
An' does most things 'at boys can't do. --
He clubbed clean up in our big tree
An' shooked a' apple down fer me --
An' 'nother 'n', too, fer 'Lizabuth Ann --
An' 'nother 'n', too, fer The Raggedy Man. --
Ain't he a' awful kind Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

An' The Raggedy Man one time say he
Pick' roast' rambos from a' orchurd-tree,
An' et 'em -- all ist roast' an' hot! --
An' it's so, too! -- 'cause a corn-crib got
Afire one time an' all burn' down
On "The Smoot Farm," 'bout four mile from town --
On "The Smoot Farm"! Yes -- an' the hired han'
'At worked there nen 'uz The Raggedy Man! --
Ain't he the beatin'est Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

The Raggedy Man's so good an' kind
He'll be our "horsey," an' "haw" an' mind
Ever'thing 'at you make him do --
An' won't run off -- 'less you want him to!
I drive him wunst way down our lane
An' he got skeered, when it 'menced to rain,
An' ist rared up an' squealed and run
Purt' nigh away! -- an' it's all in fun!
Nen he skeered ag'in at a' old tin can ...
Whoa! y' old runaway Raggedy Man!
Raggedy! Raggedy! Raggedy Man!

An' The Raggedy Man, he knows most rhymes,
An' tells 'em, ef I be good, sometimes:
Knows 'bout Giants, an' Griffuns, an' Elves,
An' the Squidgicum-Squees 'at swallers the'r'selves:
An', wite by the pump in our pasture-lot,
He showed me the hole 'at the Wunks is got,
'At lives way deep in the ground, an' can
Turn into me, er 'Lizabuth Ann!
Er Ma, er Pa, er The Raggedy Man!
An't he a funny old Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

An' wunst, when The Raggedy Man come late,
An' pigs ist root' thue the garden-gate,
He 'tend like the pigs 'uz bears an' said,
"Old Bear-shooter'll shoot 'em dead!"
An' race' an' chase 'em, an' they'd ist run
When he pint his hoe at 'em like it's a gun
An' go "Bang! -- Bang!" nen 'tend he stan'
An' load up his gun ag'in! Raggedy Man!
He's an old Bear-shooter Raggedy Man!
Raggedy! Raggedy! Raggedy Man!

An' sometimes The Raggedy Man lets on
We're little prince-children, an' old King's gone
To git more money, an' let us there --
And Robbers is ist thick ever'where;
An' nen -- ef we all won't cry, fer shore --
The Raggedy Man he'll come and "splore
The Castul-halls," an' steal the "gold" --
An' steal us, too, an' grab an' hold
An' pack us off to his old "Cave"! -- An'
Haymow's the "cave" o'The Raggedy Man! --
Raggedy! Raggedy! Raggedy Man!

The Raggedy Man -- one time, when he
Wuz makin' a little bow-'n'-orry fer me,
Says "When you're big like your Pa is,
Air you go' to keep a fine store like his --
An' be a rich merchant -- an' wear fine clothes? --
Er what air you go' to be, goodness knows?"
An' nen he laughed at 'Lizabuth Ann,
An' I says "M go' to be a Raggedy Man! --
I'm ist go' to be a nice Raggedy Man!"
Raggedy! Raggedy! Raggedy Man!

Johnny Gruelle
(1880 – 1938)

Johnny Gruelle was born in Arcola, Illinois, but spent his childhood in Indianapolis. His father, R.B. Gruelle, made a name for himself as part of the Hoosier Group of Impressionist artists. Like his father, Johnny found that he had a talent in the art world and enjoyed creating cartoons. Johnny’s first job was at the Indianapolis-based tabloid People where he worked created chalk-plate portraits. Johnny moved from newspaper to newspaper in Indianapolis until he landed a job at the Cleveland Press where he was known to create as many as 10 cartoons a week.
Gruelle's first taste at success was with his comic strip "Mr. Twce Deedle" which he created while working for The New York Herald. This success sparked a growth in Gruelle creating cartoons for a variety of magazines. However, this success did not equal that which Gruelle witnessed after the creation his character Raggedy Ann. As the story goes, Raggedy Ann was first created for his daughter Marcella. One day Marcella brought her father an old rag doll of which Gruelle drew a face. He was influenced to name the doll Raggedy Ann after pulling a book from the shelf containing James Whitcomb Riley's poems The Raggedy Man and Little Orphan Annie. Not soon after, Gruelle wisely trademarked and patented the name. Not soon after, in 1918, P.F. Volland Company published Gruelle's Raggedy Ann Stories as well as a matching doll. Eventually Gruelle's creation was in newspapers around the country.

Today, Raggedy Ann and her counterpart, Andy, remain popular subjects of children's book, illustrations and toys. Though not everyone may have owned a Raggedy Ann or Andy doll, it is hard to find a person who does NOT know of them. They even have their own museum located in Gruelle's birthplace of Arcola, Illinois.
Comparing Poetry

Name: _______________________
To begin, take turns reading each poem aloud to the other members of your group. After all the poems are read answer the following questions together as a group.

1. Explain the similarities between James Whitcomb Riley’s poem and Ogden Nash’s poem.

2. Explain the similarities between Riley’s poem and Langston Hughes’ poem.

3. What style of poetry is each poem written in?

4. Which style of poetry does Riley and Nash use?

5. Which style of poetry does Hughes use?

6. Which author uses similes in his work?

7. Which author uses idioms in his work?

8. What kind of tone does Nash has in his poetry?
RESOURCES

Books:
Manlove, Donald C., ed., The Best of James Whitcomb Riley.
Riley, James Whitcomb, Letters of James Whitcomb Riley.
Riley, James Whitcomb, Little Orphant Annie and other Poetical Works.
Shumacker, Arthur W., A History of Indiana Literature.
Van Allen, Elizabeth J., James Whitcomb Riley: A Life.

Websites:
www.indiana.edu/~liblilly/riley/exhibit.htm - James Whitcomb Riley On-line exhibit from the Indiana University Lilly Library
http://www.indianahistory.org/library/manuscripts/collection_guides/m0240.html - Riley collection at the Indiana Historical Society
www.jameswhitcombriley.com - Dedicated Riley site with biographical information.
NOTE: Contains links to Christian religious sites.
http://www.greenfieldin.org/egov/apps/locations/facilities.egov?path=details&id=141 - Riley home and museum in Greenfield, IN
http://www.lockerbiesquare.org/history/history3 - Lockerbie home of the Holstein’s (Riley Home)
www.rpo.library.utoronto.ca/poet/277.html - Features James Whitcomb Riley’s poems.

   Dale Anderson discusses immigration to the United States during the nineteenth and twentieth centuries. This would make a great read aloud and includes colored pictures and maps of Ellis Island. (grades 4-9)


   This book is a chapter book directed at older children. It could be used for research purposes or educational purposes focused on specific material. The author discusses the history of immigration laws, immigration waves into the United States, and how our country’s laws and politics have played a role in all of this. There are several nice photos of European immigrants cramped on ships and headed for Ellis Island. There are also several photos of immigrants being processed at Ellis Island. (Grades 4-9)


   This book offers a first-hand retelling of what it was like to be an immigrant coming to America. The immigrants touch on different issues, like why they were coming to America, how
hard the journey was, what they were going to do when they got here, their experiences at Ellis Island, and about family left behind. This could be used as a read aloud. The pictures are excellent, and the stories are intriguing. Children can gain a sense of what it meant to be an immigrant, how they traveled, how they were treated, how hard they worked, etc…


Over twelve million people immigrated to the United States through Ellis Island from 1892-1924. Ellis Island is an obscure island where many of our ancestors first came when they arrived in America. They had to be processed through several offices here. This book is directed at upper grades and offers the entire history of Ellis Island. (grades 6-9)


This book also gives some first-hand accounts of what is was like to be an immigrant in the 19th Century. The stories are real, primary sources, told with true voice and offer something children can’t get from an encyclopedia. Children can see why people were immigrating to America and how hard the transition was. Some other aspects that can be taught with this book assimilation versus nationalism. (Grades 4-9)


Within the pages of this book you will be taken into the private lives of six immigrants who passed through Ellis Island around the turn of the century—a Russian, Lithuanian, Italian, Greek, Swedish, and Irish immigrant. These are actual excerpts from the diaries and letters of young people and adults enhanced with photographs. Included you will find primary and secondary sources. (grades 4-9)


This book gives a complete historical account of Ellis Island. Fisher explains why Ellis Island was created, explains everything that took place there, describes the many architectural changes (one due to fire), and fully tells the reader all about the politics and laws related to immigration and Ellis Island in the nineteenth century. This book could be used as a read aloud, or as an informational tool to instruct in the classroom. There are several photos also. (grades 4-9)

This book would strictly be used for informational purposes. As an instructor, you may want to use it for facts, statistics, and data. Within the book, Oscar Handlin has done a nice job of explaining all of the factors involved in immigration to America. He also explains every aspect of what immigrants have to deal with in order to get to America and be successful. Handlin describes all of the politics and laws involved in the United States during the nineteenth century related to immigration as well. (grades 6-9)


This book would best be used as a teaching tool in class. It offers facts, details, and information. Edward G. Hartmann discusses the social, religious, emotional, political, and economical factors involved in immigrating to the United States in the nineteenth century. He also discusses in depth the impact all of this immigration had on the United States during this time period. (grades 6-9)


This book provides a personalized look at what it was like for one Italian family to immigrate to the United States and process through Ellis Island. This book is a good read aloud with colorful pictures. Children can see and hear about real experiences immigrants had. Not only that, they get to hear about the family aspect of it. How did they feel? What did they go through? Were they comfortable? Were they scared? Did they ever get split up? (grades 4-9)


This book makes a nice read aloud. It has nice pictures and gives a realistic view of what immigrants went through when they came to America in the nineteenth century. This book is formatted nicely in a question and answer format and would work as a great read aloud. It has real quotes and excerpts from immigrants during the nineteenth century. (grades 6-9)


Coming to America could be used to introduce the history of how our country was populated, the concept of immigration, why Ellis Island was created, and how it was perceived. It would be a great read aloud, and it has vibrant pictures, something that still seems to gain the attention of all age students. It could be used to spark a Socratic Seminar, a simple classroom discussion, or a debate related to the topic of immigrants and their rights and responsibilities throughout the 19th, 20th, and 21st centuries. (grades 4-9)


While this book is fiction, it is a great opportunity for you to read it aloud to your students and evaluate how well the author depicted the reality of what the characters in the story experienced. Indiana standards require educators to do this, so here is a good opportunity. This book offers glances of fiction and non-fiction mixed together, so I believe it could prove a valuable teaching tool. (grades 4-8)

I Was Dreaming to Come to America offers children the actual memoirs of immigrants who came to America. They are short and interesting, so they will not bore them. This can be used to teach writing lessons about memoirs and about what’s important in a story. Many times our students ramble on and on when they write; these brief excerpts are interesting. Also, kids can see more primary examples of what it was like to be an immigrant. (grades 4-9)


Immigrants can be used to teach kids about the reality of what an immigrant had to go through to get to America, why they came, and what their experiences were. This book presents primary and secondary sources of information. It is filled with attention-getting pictures that show intensity of their reality. This is a great read aloud.(grades 6-9)


This is a nicely written chapter book. This book could be used as a read aloud, or it could be given to students to read. Beatrice Siegel has taken the history of Ellis Island and told it in story form. While it is non-fiction, it has a storybook feel to it. It addresses some of the folk history of the island and adds a little more fun to it. All of the important facts, feelings, and events are still included. (grades 4-9)

**Sources:**

- A Brief History of Early Richmond
  - by Luther M. Feeger

- Richmond-Eastern Gateway to Indiana
  - by Marvel Jones

- Wayne County Bicentennial by the Numbers
  - by Steve Martin

- A Pictorial History of Wayne County, Indiana
  - by Carolyn Lafever

- Indiana-An Illustrated History
  - by Patrick J. Furlong

**Websites**

This website offers a multitude of resources. There are video-clips, pictures, articles, and other resources. There are many teaching resources that can be used to teach children about Ellis Island, what it was, and its importance in our history as a nation. Kids and teachers will both enjoy this website. (Grades 4-9)


This source offers some factual information about Ellis Island. Here you can find all of the dates and statistics on Ellis Island. The location is described and the building’s history. This is a good resource for checking information and can be used as a secondary source. There are a few pictures as well. (grades 4-9)


This website is exciting and interesting. It is filled with real photos of immigrants in the nineteenth century. Children can see how they traveled, what their accommodations were like, what the processing centers looked like, great photos of Ellis Island, how their living arrangements and settlements looked here in the United States, etc… It is one thing to read about things and another to see real photographs of what the surroundings and environment looked like. This is a wonderful educational tool. (grades 4-9)

This website offers educators many opportunities. There are areas you can access for lesson plans. There are also tabs for students to access for themselves for interactive learning. There are so many resources here that you could spend hours on end using this site. (grades 4-9)


This website can be used for many purposes. It could be used to learn about the Statue of Liberty. It could also be used to learn about Ellis Island. There are tabs to trace your own family history to see if you can find your ancestors that came through Ellis Island. You can order informational materials here, or just look at pictures and information about Ellis Island. (grades 4-9)

**Websites:**

  National Archives and Records Administration: good for students and teachers; has primary and secondary resources

- [http://www.americaslibrary.gov/cgi_bin/page.cgi](http://www.americaslibrary.gov/cgi_bin/page.cgi)
  America’s Story from America’s Library: good for students and teachers

- [http://www.historychannel.com](http://www.historychannel.com)
  The History Channel: good for students and teachers

  Teacher’s resource

- [http://www.awesomelibrary.org/social.html](http://www.awesomelibrary.org/social.html)
  K-12 Social Studies Lesson Plans

- [http://www.socialstudiescentral.com/?q=content/online-interactive-simulations](http://www.socialstudiescentral.com/?q=content/online-interactive-simulations)

- [http://www.gilderm.org/historynow](http://www.gilderm.org/historynow)
Articles


This news article offers interesting facts about famous entrepreneurs who came into America through Ellis Island. It specifically tells how much money they had in their pocket at the time they entered. The focus of the article is to show how the government was profiling immigrants and trying to limit immigration at one point through Ellis Island by insisting they have a certain amount of money to support themselves when they got here. (grades 6-9)


This news article lets children witness history. They can see the real story in the New York Times about the passenger lists being used to trace family histories through Ellis Island. This could really excite children, especially if they ever had the opportunity to trace their original immigrant roots. (grades 6-9)


This news article can be used secondary source. It briefly discusses the many different groups of people who moved to New York City, coming through Ellis Island, and wrote books
about their experiences. There was information specifically about where each one of the books could be found by each one of the immigrants describing their experience settling in New York. (grades 6-9)

**Local Sources for Immigration:**

*The Telegram*  May 26, 1881  p.3  c-2

Germans advised to come to Richmond.

*The Richmond Palladium and Sun-Telegram*  Aug. 26, 1915  p. 4  c-4

Richmond residents have the utmost of respect for the German work habits.

*The Palladium*  May 2, 1867  p.3  c-3

30-50 Germans immigrate into our city.

*Richmond-Eastern Gateway to Indiana*  by Daisy Marvel Jones

**Local Sources for Transportation:**

*The History of Transportation in Richmond*

Immigrants in the 19th century must use Native American trails to travel.

National Road finally cleared.

*A Pictorial History of Wayne County, Indiana*

The National Road is completed.

The Whitewater Canal from Hagerstown to Cincinnati attempts to help business in Wayne County.

In 1853, railroads entered Richmond.

*Richmond-Eastern Gateway to Indiana*  by Daisy Marvel Jones


This video offers a realistic dramatization of what it would have been like to be an immigrant in the 19th century. Ellis Island is depicted as well. It offers kids a chance to see Ellis Island and what immigrants went through as they were being processed. (4th-9th grade)

Resource Texts:

Concept-Based Curriculum and Instruction: Teaching Beyond the Facts by H. Lynn Erickson

50 Social Studies Strategies for K-8 Classrooms by Kathryn M. Obenchain and Ronald V. Morris

Social Studies on the Internet by Michael J. Berson, Barbara C. Cruz, James A. Duplass, and J. Howard Johnston
Summary

The United States of America is a country made up of many peoples. Originally, the Native Americans lived here fairly peacefully without the expectation of invaders, which is what all of us were. Somehow, each new group of explorers and immigrants thought they were the new landowners of North America, or the “New Land”. This free nation was originally supposed to be a refuge for all races and religions. Our forefathers had somewhat good intentions, and assumed those who followed would try to uphold strong morals and values providing inalienable rights to all who come to America. Unfortunately, it hasn’t always worked out that way.

The Euro-white male has seemed to have always felt he had the most right to everything here, and that no one should be able to question that. Even in the beginning colonies this was the case. In the early nineteenth century, it was no different. Ellis Island was the United States government’s way of controlling immigration. While the Native Americans could not control our invasion, we insured the control over any possible invasion threatening our command. A lot of things I see in human nature I don’t like, but I see it happening over and over again. These same struggles continue still. We have a lot of immigration laws now and it is a number one concern of the presidential committee, and we are in constant battles to limit and control immigration to the United States. Where do we draw the line?
Summary: These are some of the strategies that will be used in this unit to investigate, research, and develop the whole idea of what it meant to be an immigrant in the nineteenth century and what it takes within a person to be determined enough to succeed.

Strategies:
- Building a Community
- Cemetery Study
- Community Map
- Decision Tree/Grid
- Digital Storytelling
- Virtual Fieldtrip
- Exhibit
- Pen Pals
- Mock Trial
- Graphic Organizers
- Guest Speakers
- Newspaper
- Timeline

Writing Strategies:
- Diary
- Biographical
- Letters
- Literary Response
- Character Sketch
- Newspaper
- Captions
- Notes
- Summaries
- Paraphrasing
- Narrative
- Reflections
- Journals

Vocabulary Strategies:
- Illustrating
- Examples/Non-examples
- Stories
- Acrostics
- Connections
Standards:

Social Studies: 8.1.15-31; 8.2.1-10
8.1.15 Explain the concept of Manifest Destiny and describe its impact on westward expansion of the United States. (Individuals, Society and Culture)
Example: Louisiana Purchase (1803), purchase of Florida (1819), Mexican War and the annexation of Texas (1845), acquisition of Oregon Territory (1846), Native American Indian conflicts and removal, and the California gold rush
8.1.16 Describe the abolition of slavery in the northern states, including the conflicts and compromises associated with westward expansion of slavery.
Example: Missouri Compromise (1820), The Compromise of 1850 and the Kansas-Nebraska Act (1854)
8.1.17 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government.
8.1.18 Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts. (Individuals, Society and Culture)
8.1.19 Explain the influence of early individual social reformers and movements. (Individuals, Society and Culture)
Example: Elizabeth Cady Stanton, Horace Mann, Dorothea Dix, Lucretia Mott, Robert Owen, abolition movement, temperance movement and utopian movements
The Civil War and Reconstruction Period: 1850 to 1877
8.1.20 Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.
Example: The Compromise of 1850, furor over publication of Uncle Tom’s Cabin (1852), Kansas-Nebraska Act (1854), the Dred Scott Case (1857), the Lincoln-Douglas Debates (1858) and the presidential election of 1860
8.1.21 Describe the importance of key events and individuals in the Civil War.
Example: Events: The battles of Manassas, Antietam, Vicksburg and Gettysburg; and the Emancipation Proclamation and Gettysburg Address (1861–1865); People: Jefferson Davis, Stephen A. Douglas, Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, William T. Sherman and Thaddeus Stevens
8.1.22 Explain and evaluate the policies, practices and consequences of Reconstruction, including the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution.
8.1.23 Describe the conflicts between Native American Indians and settlers of the Great Plains. (Individuals, Society and Culture)
8.1.24 Identify the influence of individuals on political and social events and movements such as the abolition movement, the Dred Scott case, women rights and Native American Indian removal. (Individuals, Society and Culture)
8.1.25 Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South. (Individuals, Society and Culture)

8.1.26 Give examples of the changing role of women and minorities in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes. (Individuals, Society and Culture)

8.1.27 Give examples of scientific and technological developments that changed cultural life in the nineteenth-century United States, such as the use of photography, growth in the use of the telegraph, the completion of the transcontinental railroad and the invention of the telephone. (Individuals, Society and Culture)

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.

Example: Use Internet-based documents and digital archival collections from museums and libraries to compare views of slavery in slave narratives, northern and southern newspapers, and present-day accounts of the era.

8.1.29 Differentiate between facts and historical interpretations, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.

8.1.30 Formulate historical questions by analyzing primary* and secondary sources* about an issue confronting the United States during the period from 1754–1877.

Example: The Virginia Statute for Religious Freedom (1786), President George Washington's Farewell Address (1796), the First Inaugural Address by Thomas Jefferson (1801), the Declaration of Sentiments and Resolutions of the Seneca Falls Convention (1848) and the Second Inaugural Address by Abraham Lincoln (1865)

8.1.31 Obtain historical data from a variety of sources to compare and contrast examples of art, music and literature during the nineteenth century and explain how these reflect American culture during this time period. (Individuals, Society and Culture)

8.2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Common Sense, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801).

Example: The essential ideas include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience

8.2.2 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.

Example: The right to vote and the responsibility to use this right carefully and effectively, and the right to free speech and the responsibility not to say or write false statements.

8.2.3 Explain how and why legislative, executive and judicial powers are distributed, shared and limited in the constitutional government of the United States.
Example: Examine key Supreme Court cases and describe the role each branch of the
government played in each of these cases.
8.2.4 Examine functions of the national government in the lives of people.
Example: Purchasing and distributing public goods and services, coining money, financing
government through taxation, conducting foreign policy, providing a common defense, and
regulating commerce
Functions of Government
8.2.5 Compare and contrast the powers reserved to the federal and state government under
the Articles of Confederation and the United States Constitution.
8.2.6 Distinguish among the different functions of national and state government within the
federal system by analyzing the United States Constitution and the Indiana Constitution.
Example: Identify important services provided by state government, such as maintaining state
roads and highways, enforcing health and safety laws, and supporting educational institutions.
Compare these services to functions of the federal government, such as defense and foreign
policy.
Roles of Citizens
8.2.7 Explain the importance in a democratic republic of responsible participation by citizens
in voluntary civil associations/non-governmental organizations that comprise civil society.
Example: Reform movements such as the abolitionist movement, women’s suffrage and the
Freedman’s Bureau
8.2.8 Explain ways that citizens can participate in political parties, campaigns and elections.
Example: Local, state and national elections; referendums; poll work; campaign committees;
and voting
8.2.9 Explain how citizens can monitor and influence the development and implementation of
public policies at local, state and national levels of government.
Example: Joining action groups, holding leaders accountable through the electoral process,
attending town meetings, staying informed by reading newspapers and Web sites, and
watching television news broadcasts
8.2.10 Research and defend positions on issues in which fundamental values and principles
related to the United States Constitution are in conflict, using a variety of information
resources*.
Example: Powers of federal government vs. powers of state government
* information resources: print media, such as books, magazines and newspapers;
electronic media, such as radio, television, Web sites and databases; and community resources,
such as individuals and organizations

Other Content Areas:

Math-Graphs of population trends
  Comparisons and ratios of each type of population
  Step-by-step problem solving skills
  Reading maps-transfer of measurements, using measurements
  Economic needs and wants-importance of money
  Rations-food shortages, resources

Science-Geographic effects on survival and immigration
  Health and nutrition
Survival-needs versus wants
Survival of the Fittest
Climate's Effect on Immigration