



## Educator Guide for Lesson 12.4 “Creating Community”

### Unit 12: Immigration in the Industrial Age

#### Lesson Objectives

- Students will identify, describe, and organize, in discussion and writing, features and categories related to the concept of the community.
- Students will read a non-fiction selection to find specific examples of community features established by Great Wave immigrants in New Hampshire.
- Students will analyze historic images and objects for evidence of those community features and write informational captions to explain their relevance to the concept of community building.
- Students will express their opinion, in writing, about the importance of different features to building strong communities.

#### Lesson Competencies

- I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas. (ELA 7)
- I can determine the central idea of a text and explain how key details and text structure/ organization support the focus. (ELA 3)
- I can locate, organize, and analyze information from print and non-print sources to support my development of central ideas and subtopics. (ELA 8)
- I can use descriptive, precise, and content-specific vocabulary to elaborate on each idea presented. (ELA 5)
- I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. (ELA 6)

#### Essential Questions

How has New Hampshire come to be the way it is?  
How has New Hampshire been shaped by many voices?

#### Focus Questions

How has immigration shaped New Hampshire?  
What was it like to be an immigrant?

#### Estimated Time

Two 40-minute class sessions

#### Materials & Equipment

Class set of “What Makes a Community?” worksheet for printing or projection  
“Creating Community in New Hampshire: A Plan for a Mini-Exhibit” for projection  
Community Features Image Set, Sources 1–10; printed or viewed electronically  
Class set of “Community Features Image Analysis” worksheet  
Cut up “Community Feature Image Information” as appropriate  
Class set of “Reflection: What Makes a Strong Community?” worksheet



## Educator Introduction & Rationale

Immigrants to New Hampshire during the Great Wave often found themselves trying to strike a delicate balance. They looked forward, trying to become American, and they looked back, trying to maintain some traditions from their homeland. To adjust to their new lives and preserve parts of their culture, immigrants clustered in their own neighborhoods and established their own institutions and organizations to meet their needs. Recreating community and family ties in their new homes helped ease the difficult transition to life amid a new landscape, new language, and new cultural norms. Reference the Educator Overview for more information.

This is the fourth lesson in the Immigration in the Industrial Age unit. It is designed to be completed in two class sessions, with the split occurring between Direct Instruction and Guided Practice Parts 1 and 2. This lesson can stand alone from the unit; however, completion of the learning objectives in Lesson 12.1 “What Is Immigration?” is recommended before students move through the activities in this lesson. Please note, lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

In this lesson, students define features and categories related to the concept of “community” through a charting activity. Then, they connect their definitions of community to evidence of how Great Wave immigrant groups established communities in New Hampshire. After creating a mini-exhibit with primary source images, students consider which features are most essential to creating a strong sense of community by ranking the evidence and writing short responses to explain their rankings.

Two reinforcement activities—a literature connection and a matching game—are suggested for students who will benefit from more time with the content of the lesson. An extension activity is suggested for students who are interested in expanding the mini-exhibit to include local community features, past and present. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom.

# Learning Activity

## PART 1

### Activation

**What is a community?** Define “community” with features and examples through discussion. Organize responses from students to define and make connections between features and categories that relate to the concept of “community.” A 3-column chart “What Makes a Community?” is provided that may be printed for individual student completion or projected for whole-group use. Focus on filling out the present-day examples column. Some questions that may prompt student discussion include:

- What is a community?
- Why do people create them?
- What communities do you belong to? What makes those communities unique or different from each other?
- Look at the five features of communities. Can you think of examples of these in communities you belong to?

**Possible outcomes:**

- Students should concur that a community is a group of people with common interests, traditions, or needs.
- People create communities to have opportunities to share those interests, celebrate traditions, and help each other meet needs.
- Communities may be defined by location (e.g., school or town), language, religion, interest (e.g., sports, music, art), or need (e.g., emotional support, safety, solving a local environmental problem).

### Direct Instruction & Guided Practice

**Explore how and why immigrants created communities in New Hampshire.** Direct students to read the “Creating Community” section from the student content reading. This may be printed out or viewed online. After reading the section, work as a whole group or in small groups to add details to the chart and fill out the Great Wave examples column about how and why Great Wave immigrants created communities in New Hampshire.

**Possible outcomes:**

- Students should notice that the features and categories they explored with respect to present-day communities apply to those created by people over 100 years ago in New Hampshire.
- Students should be able to add specific details about the types of organizations created and the needs those organizations met for various immigrant groups.
- Students should arrive at the general conclusion that immigrants established communities based on language, religion, and traditions to ease the difficult transition to life in a new place with a new language and new customs.

## PART 2

### Direct Instruction

**Examine historic evidence of immigrant communities in New Hampshire.** Explain to students that the class will create a mini-exhibit about the ways Great Wave immigrants established community in New Hampshire. Ask students to think about what they see when they visit an exhibit at a museum or historic site. Students who have had that experience may share that they see objects, photographs, or paintings on display with writing, or captions, that explain the items they see.

Tell students that their mini-exhibit about immigrant communities during the Great Wave will have seven parts: an introduction, five feature sections with various images and captions, and a conclusion. Project the “Creating Community in New Hampshire: A Plan for a Mini-Exhibit” to explain the seven parts.

### Guided Practice

**Write informational text about the images.** Each student will have an opportunity to write a caption; either assign an image or allow students to choose the one that interests them the most. Be sure that all five feature sections have at least one image. It is okay if the same image is used more than once for a section; each student will have a unique way of describing the image and its connection to that section. Using the image analysis and information sheets, each student should write a caption for the image that will teach the viewer about the community feature depicted. Final drafts of the captions should be written or typed on a separate sheet of paper as desired.

Display the images with all of the captions, grouped in the five sections. Students may wish to read their captions to the group. Or you may give students time to examine and read the captions independently. After they have had time to consider all the images, brainstorm outlines for an introduction and a conclusion. For example, the introduction may answer this question: Why did immigrants to New Hampshire need to establish communities? The conclusion may invite the viewer to think about how communities of the past are similar to communities of the present. Divide the class in half to write these sections or assign them to students who are interested in writing them.

Complete the mini-exhibit by adding the final drafts of the introduction and conclusion to the display.

**Teaching Tip:** If students are new to analyzing primary sources, model the process by projecting one of the items from the Community Features Image Set and completing the Encounter and Investigate sections of the analysis sheet. An information sheet is provided for each image if you wish to model paraphrasing the information for writing a caption in the Build section.



## Reflection

**Rank and reflect about features of community.** To conclude the lesson, ask students to think about the five features of community represented in their mini-exhibit: which ones seem the most important to creating a strong sense of community? Using the “Reflection: What Makes a Strong Community?” worksheet, students should rank the features from one to five, with one being the most important. In the space provided, students should write a response explaining their ranking. Discuss together as a class as appropriate.

## Reinforcement

1. **Community feature matching.** Provide students with “Community Feature Matching Game,” already cut up. Students should pair the feature category with the card that provides examples of that feature. The image set can also be incorporated into this game.
2. **Immigration literature.** Read *When Jessie Came Across the Sea*, *The Matchbox Diary*, or another selection of literature about immigration to students and look for evidence of how immigrants established community in their new homeland. Students can structure their search by using the category cards from the Community Feature matching game.

## Extension

1. **Local immigrant communities.** Connect the mini-exhibit to local immigrant communities of the past and present. Do any organizations or community features established by Great Wave immigrants still exist in your town or city? Have new immigrant groups created local organizations or institutions to meet their needs, celebrate traditions, or share interests? Support students as they search for visual evidence of these community features and write captions to add to the mini-exhibit.



## Supporting Materials

### New Hampshire Historical Society Resources

1. AOH Fraternal Hat, c. 1900
2. Swedish Baptismal Certificate, 1907
3. Ringling Brothers Circus Advertisement, 1895
4. Manchester Turn Verein Club, 1888
5. The Finnish Hall in Newport, undated
6. Coffee Mill, undated

### Other Resources

- Nansen Club Ski Jump, 1926, Coos Berlin County Historical Society
- Greek School Class Photo, 1927, Manchester Historic Association Photoprint Collection
- La Caisse Populaire Ste-Marie, c. 1935, Manchester Historic Association Photoprint Collection
- Temple Israel in Portsmouth, undated, Temple Israel, Portsmouth, NH



# Standards

## “Moose on the Loose” Content:

- ✓ Students will understand that many people migrated and immigrated to New Hampshire during industrialization, generally for economic reasons, contributing to its development. (3-5.T5.2)

## “Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1)
- ✓ Effective Historical Thinking (3-5.S3.1)
- ✓ Comprehensive Geographic Reasoning (3-5.S4.2)

## New Hampshire Social Studies Frameworks:

- ✓ Places and Regions (SS:GE:4:2.4)
- ✓ Human Systems (SS:GE:4:4.3)
- ✓ Social/Cultural (SS:HI:4:5.1)

## NCSS Themes:

- ✓ 1: Culture; Time,
- ✓ 2: Continuity, and Change;
- ✓ 5: Individuals, Groups, and Institutions

## C3 Frameworks:

- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.4.3-5)
- ✓ Change, Continuity, and Context (D2.His.2.3-5)
- ✓ Communicating Conclusions (D4.2.3-5)

## Common Core ELA:

- ✓ Key Ideas and Details for Informational Text (RI.4.1, RI.4.2, RI.4.3)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.4.9)
- ✓ Text Types and Purposes in Writing (W.4.1a-d, W.4.2.b-d)
- ✓ Production and Distribution in Writing (W.4.4)
- ✓ Research to Build and Present Knowledge in Writing (W.4.9.b)
- ✓ Range of Writing (W.4.10)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1c-d)



## Lesson Vocabulary

<b>culture</b>	(noun) The beliefs, values, and practices learned and shared by a group of people from generation to generation
<b>ethnicity</b>	(noun) The shared ancestral, cultural, national, and social experience of a particular group of people
<b>Great Wave</b>	(noun) The time period from 1840 to 1924 when over 26 million people, mostly from western and eastern Europe, immigrated to the United States
<b>immigrant</b>	(noun) A person who comes to a place from another place to live, permanently

