



Lesson 12.4: Creating Community

Name \_\_\_\_\_

## What Makes a Community?

Feature	Present Day Example	Great Wave Example
Religion		
Language		
Helpful Services		
Sports and Activities		
Gathering Places		



## What Makes a Community?

Feature	Present Day Example	Great Wave Example
Religion	<b>Possible answers may include churches, synagogues, mosques, temples, or other affiliated organizations.</b>	<b>Catholic and Greek Orthodox churches were established for immigrants from different countries, who practiced a different form of Christianity than was widely practiced in New Hampshire</b>
Language	<b>Possible answers may include street and business signage, language schools, books or newspapers, and town websites or online forums.</b>	<b>Signs, menus, language schools, and newspapers are examples of ways the languages spoken by Great Wave immigrants were part of communities</b>
Helpful Services	<b>Possible answers may include schools, hospitals, mental health facilities, visitor information centers, charitable clubs or organizations like the Salvation Army.</b>	<b>Mutual aid societies like the Pericles Club or Polish American Citizens Club and businesses like the Caisse Ste-Marie, a credit union established in Manchester, are examples of Great Wave era helpful services.</b>
Sports and Activities	<b>Possible answers may include Little League or other sports clubs for children and adults, parks and playgrounds, or classes to learn skills like dance, art or music.</b>	<b>The Manchester Turnverein, a German gymnastics club is an example of an activity enjoyed by a Great Wave-era immigrant community.</b>
Gathering Places	<b>Possible answers may include community centers, malls, parks and plazas, town squares, libraries, or coffee shops.</b>	<b>Parks, coffeehouses, and community halls like the Finnish Society Hall are examples of gathering places used by Great Wave immigrant communities</b>



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## Creating Community in New Hampshire: A Plan for a Mini Exhibit

This mini-exhibit will teach viewers important facts and ideas about how and why Great Wave immigrants to New Hampshire created communities. The exhibit will have seven parts: an introduction, five images with captions, and a conclusion.

- I. Introduction: This will tell viewers the main idea of the exhibit and why it is important to learn about the topic
- II. Historic Evidence: Photographs, documents and objects will help you teach viewers of your exhibit about five important features of the communities established by immigrants in New Hampshire. Each of these five pieces will have captions that explain the images and what it tells us about past immigrant communities in New Hampshire. There will likely be several images per section.
  - a. Religion
  - b. Language
  - c. Sports and Activities
  - d. Helpful Services
  - e. Gathering Places
- III. Conclusion: The conclusion should restate why this topic is important. It should also give the viewer something new to think about related to the topic. Is there a question that connects this exhibit about New Hampshire's past to the present?





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Source 1

AOH Fraternal Hat, circa 1900. Source: New Hampshire Historical Society



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Source 2

Nansen Club Ski Jump, 1926. Source: New Hampshire Historical Society



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Source 3

Swedish Baptismal Certificate, 1907. Source: New Hampshire Historical Society



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**MANCHESTER, LUNDI, 17 JUIN, 1895.**

Le plus grand cirque du monde, celui de

**RINGLING Brothers**

Le plus Grand, Le plus beau, Le Meilleur d'Amérique.

**HIPPODROME ROYAL ROMAIN.**

Cirque à 3 ronds, théâtres élevés, ménagerie valant un million, beaucoup de chevaux, aquarium océanique, musée de merveilles, et exhibiton d'animaux domptés

**BANDE DE LIBERATI, 60 SOLISTES**

Concert d'une heure avant chaque représentation.

Les Merveilles Volantes Du monde **Les Da Comas** Gymnastes aériens insurpassables.

**La Famille Eddy** Le plus Beau Quartette d'Acrobates d'Angleterre. Pour la première fois en Amérique.



**TOUS LES PLUS GRANDS CAVALIERS DU MONDE**

Orrin Hollis, Mike Rooney, Cecile Lowande, David Leon, Wm. De Van, Edward Shipp, M'lle Elena, Julia Lowande; Marian Leslie.

**TROUPE LANDAUER** Neuf Modeles Flexibles de Statuaire Classique et Pyramide Pittoresque.

**TROUPE D'AKIMOTO, EQUILIBRISTES JAPONAIS**

La plus Complète Exhibition Zoologique de la Terre!

**LA SEUL GIRAFE GEANTE** | **HIPPOPOTAME MONSTRE**

Courses en Chariots Romains, et Jeux Athletiques Modernes. Courses de Deux et Quatre Chevaux Attelés a des Chariots, saut de Barrieres, et autres Courses

LA PLUS GRANDE PARADE Jamais vue dans une ville. Elle laisse le terrain du Cirque à 10 heures le matin de l'Exposition. Dix sortes de Musique. Cloches de Moscou. Musique à Vapeur. Voitures Royales. NE LE NANQUEZ PAS

**DEUX REPRESENTATIONS** Completes **PAR JOUR, A 2 et 8 HRS.**

Un Billet de **50 CENTS** Admet a tous les Cirques  
ENFANTS DE MOINS DE 12 ANS, POUR MOITIE PRIX.

**EXCURSIONS SUR TOUS LES CHEMINS DE FER**  
**MANCHESTER, LUNDI, 17 JUIN, 1895.**

Source 4

Ringling Brothers Circus Advertisement, 1895.  
Source: New Hampshire Historical Society



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Source 5

Manchester Turn Verein Club, 1888. Source: New Hampshire Historical Society





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Source 6

Greek School Class Photo, 1927. Courtesy of Manchester (NH) Historic Association



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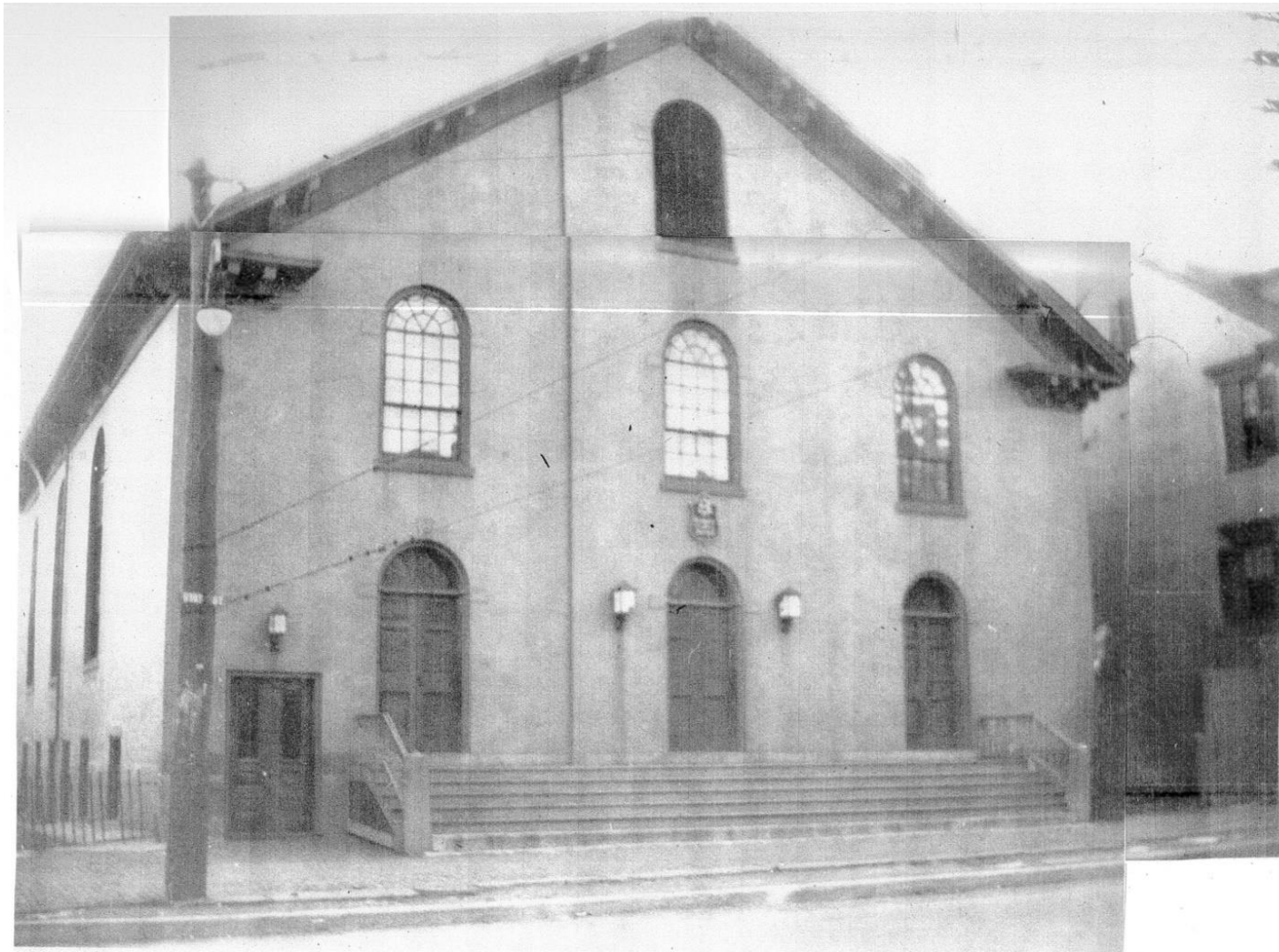


Source 7

La Caisse Populaire Ste-Marie, circa 1935. Courtesy of Manchester (NH) Historic Association



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Temple Israel in Portsmouth, circa 1921-1943. Courtesy of Temple Israel Portsmouth

**Source 8**



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Source 9

Finnish Society Hall, circa 1914. Source: New Hampshire Historical Society



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**Source 10**

Coffee Mill, undated. Source: New Hampshire Historical Society



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## Community Feature Image Analysis

Use the first two sections of this chart to organize your analysis of one Community Feature image. Use the last section to draft a caption for the image that will be included in the mini-exhibit about Great Wave immigrant communities in New Hampshire. Read the Image Information sheet for your Community Feature image before writing your caption.

<b>Encounter</b>	<ol style="list-style-type: none"><li>1. Look carefully at your image. What kind of historic item does it show?  Circle one: Object   Photograph   Document</li><li>2. Describe it below using as much detail as possible.</li></ol>
<b>Investigate</b>	<ol style="list-style-type: none"><li>3. Which community feature does your image represent?  Circle one: Language   Religion   Sports &amp; Activities   Helpful Services   Gathering Places</li><li>4. What makes you think that? Use evidence from the image to explain your thinking below.</li></ol>



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**Build**

5. Write a caption to explain this image to someone else. What does this image tell us about Great Wave immigrant communities in New Hampshire? Read your "Image Information" sheet to get more detail. Remember to paraphrase those details and use your own voice when writing. Use this space to create a first draft of your caption.





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## Community Feature Image Information

Cut out these information sheets and provide them to students after they complete the Encounter and Investigate sections of the Community Feature Image Analysis worksheet. Students should use this information to write captions about their assigned images for the mini-exhibit. Remember, student captions should provide information about what the image shows as well as how the image answers the question addressed by the exhibit.

<p><b>Source 1 Title</b> AOH Fraternal Hat</p> <p><b>Community Feature</b> Helpful Services</p> <p><b>Credit</b> New Hampshire Historical Society</p>	<p><b>Description</b> This object is a hat made around 1900. It is made with broadcloth and velvet and belonged to a man named John J. Maloney, who lived in Concord. Mr. Maloney was a member of an organization called the Ancient Order of Hibernians or AOH. He wore the hat in special ceremonies and parades. The AOH was created by Irish Catholics in New York and Pennsylvania in 1836 to welcome newly arrived Irish immigrants and help them settle into their new communities. Branches of the organization were created in other states, including New Hampshire, with large populations of Irish immigrants. The AOH still operates throughout the United States today.</p>
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<p><b>Source 2 Title</b> Nansen Ski Club Jump</p> <p><b>Community Feature</b> Sports &amp; Activities</p> <p><b>Credit</b> New Hampshire Historical Society</p>	<p><b>Description</b> This photograph of a 1926 competition shows spectators watching a skier take off from the ski jump at the Nansen Ski Club in Berlin. Norwegian immigrants created the Nansen Ski Club in 1872. Many Scandinavian immigrants came to work in New Hampshire's logging industry. They brought with them their traditional sports of downhill skiing, cross-country skiing, and ski jumping to the area. By the 1930s, skiing was a popular sport across the United States. The Nansen Ski Club still operates today.</p>
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<p><b>Source 3 Title</b> Swedish Baptismal Certificate</p> <p><b>Community Feature</b> Religion</p> <p><b>Credit</b> New Hampshire Historical Society</p>	<p><b>Description</b> This document is a certificate announcing the baptism of a child named Ester Augusta Magnuson on March 31, 1907, in Manchester. Baptism is a rite in the Christian religion that welcomes a person, sometimes as a baby or young child, into the church. Lutheran and Swedish Evangelical Mission churches were established in Manchester to serve the Swedish immigrants who came to work in the city's mills and wished to practice their form of Christianity.</p>
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<p><b>Source 4 Title</b> Ringling Brothers Circus Advertisement</p> <p><b>Community Feature</b> Language</p> <p><b>Credit</b> New Hampshire Historical Society</p>	<p><b>Description</b> This document is an advertisement that appeared in <i>L'Avenir National</i>, a Franco-American newspaper that was published in Manchester from 1895 to 1949. The contents of <i>L'Avenir National</i> were written in French. Many people living in Manchester had emigrated from Quebec in Canada and spoke French as their first language. This advertisement is for a Ringling Brothers Circus show on June 17, 1895. It shares details about show times, ticket prices, and special acts and events.</p>
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<p><b>Source 5 Title</b> Members of the Manchester Turn Verein</p> <p><b>Community Feature</b> Sports &amp; Activities</p> <p><b>Credit</b> New Hampshire Historical Society</p>	<p><b>Description</b> This photograph from 1888 shows members of a German athletic club, or <i>Turnverein</i>. The Manchester Turn Verein, founded in 1870 and the first of its kind in New Hampshire, was one of many of these clubs established by Germans who immigrated to the United States during the Great Wave. They continued a tradition of promoting physical fitness that started in Germany in the early 1800s. The members, called Turners, competed against members of other clubs in gymnastic events.</p>
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<p><b>Source 6 Title</b> Greek School Class Photo</p> <p><b>Community Feature</b> Language</p> <p><b>Credit</b> Courtesy Manchester (NH) Historic Association</p>	<p><b>Description</b> This photograph from 1927 shows children from the Greek School in Manchester. They are gathered in front of the Church of the Annunciation to celebrate the anniversary of Greek independence. Most immigrants learned English while they settled into new jobs and communities. Some also sent their children to schools where they could learn more about cultural traditions in the language spoken in their country of origin. Manchester also had German and French-language schools.</p>
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<p><b>Source 7 Title</b> La Caisse Populaire Ste-Marie</p> <p><b>Community Feature</b> Helpful Services</p> <p><b>Credit Line</b> Courtesy Manchester (NH) Historic Association</p>	<p><b>Description</b> La Caisse Populaire Ste-Marie, or “People’s Bank,” was established in Manchester in 1908 to help Franco-American mill workers borrow and save money. This kind of bank, called a credit union, was the first of its kind in the United States. Some banks in New Hampshire did not wish to loan money to recent immigrants. Monsignor Pierre Hevey, a Catholic priest in Manchester, saw a need among members of his parish for a safe place to keep and borrow money where they would be treated fairly. He worked with a group of people to create the credit union, which is known today as St. Mary’s Bank. This photograph shows the bank as it looked around 1930.</p>
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<p><b>Source 8 Title</b> Temple Israel in Portsmouth</p> <p><b>Community Feature</b> Religion</p> <p><b>Credit</b> Courtesy Temple Israel Portsmouth</p>	<p><b>Description</b> Portsmouth’s Jewish community organized Temple Israel, which is recognized as the first permanent Jewish house of worship in the state, in 1905. The first Jewish family arrived in Portsmouth in 1789. Over the next century, people gathered to worship in private homes and then began to hold services in a former Methodist Church. The congregation was able to purchase the church building in 1911, and it continues to be the synagogue for the Temple Israel congregation.</p>
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<p><b>Source 9 Title</b> The Finnish Society Hall</p> <p><b>Community Feature</b> Gathering Places</p> <p><b>Credit</b> New Hampshire Historical Society</p>	<p><b>Description</b> This photograph shows the Finnish Society Hall in Newport around 1914. Immigrants from Finland came to New Hampshire to work in logging and in mills. A group raised money and worked together to build this community hall where people could gather together for traditional music concerts, dances, and Finnish language plays. The building was used until the mid-1940s.</p>
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<p><b>Source 10 Title</b> Coffee Mill</p> <p><b>Community Feature</b> Gathering Places</p> <p><b>Credit</b> New Hampshire Historical Society</p>	<p><b>Description</b> This object is a hand-cranked coffee mill, a type of tool commonly used in the process of making coffee in the 19th and early 20th centuries. Whole roasted coffee beans were poured into the hopper and turning the crank ground the beans into a coarse dust, which filled the compartment below. The coffee grounds were accessed by sliding out the drawer. Greek immigrants to New Hampshire brought with them the tradition of enjoying coffee in coffeehouses. Particularly in Manchester, where the first Greek immigrants settled around 1890, coffeehouses became important gathering places for the Greek community. People could meet and talk about issues in the community or just spend time with friends.</p>
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## Reflection: What Makes a Strong Community?

Think about the five features of communities established by Great Wave immigrants in New Hampshire. Rank them from 1 to 5 according to how important you think each one is for building a strong sense of community with 1 being the most important.

Rank	Feature
	Language
	Religion
	Sports & Activities
	Helpful Services
	Gathering Places



In the space below, write a paragraph explaining why you gave the ranking of 1 to the feature you feel is the most important. Use details you learned from your reading and from the mini-exhibit activity to support your explanation.



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## Community Features Matching Game

Cut along the dotted lines to prepare this matching game for students. The five feature categories are in bold. Below each category are two examples of the feature established by or for Great Wave immigrants in New Hampshire. Shuffle the cards before giving them to students. Instruct students to match the examples to the appropriate feature. You may wish to include the images from the “Community Feature Image Set” in this game.

<b>Language</b>	<b>Religion</b>	<b>Sports and Activities</b>	<b>Helpful Services</b>	<b>Gathering Places</b>
Many immigrant groups published newspapers in their native language, including <i>L’Avenir Canadien</i> (French, 1889 to 1949), <i>Anzeiger und Post</i> (German, 1896 to 1942), and <i>Ergatis</i> (Greek, 1920s and 1930s), which provided news from the old country and advice to new arrivals.	Father William McDonald, born in Ireland, founded St. Anne’s parish in 1848 for Manchester’s growing Irish Catholic community.	New Hampshire’s first <i>Turnverein</i> , a traditional German gymnastics club, was established by new residents in Manchester in 1870.	La Caisse Populaire Ste-Marie, or “People’s Bank,” was established in Manchester in 1908 to help Franco-American mill workers borrow and save money.	Many Greek immigrant families lived in the neighborhood around Kalivas Park, which functioned as a town square for the Greek community of Manchester, with traditional taverns and coffeehouses bordering the park.
Immigrant children often attended schools where they learned in their native languages, such as Manchester’s German School and Franco-American Convent of Jesus and Mary.	Portsmouth’s Jewish community organized Temple Israel, which is recognized as the first permanent Jewish house of worship in the state, in 1905.	Norwegian immigrants formed the first ski club in the United States in Berlin in the early 1870s.	Dues-paying members of mutual aid societies like the Polish American Citizens Club received financial assistance in the case of an illness or death in the family.	Finnish immigrants in Newport built a community hall where people could gather together for traditional music concerts, dances, and Finnish language plays.