



ALBUM CULTURAL ASSIMILATION AND EXPRESSION: IMMIGRANT EXPERIENCES

Album Description

Objectives:

- Analyze primary sources to understand the complexities of cultural assimilation and expression among immigrants in the United States.
- Employ the Question Formulation Technique to generate insightful questions that lead to a deeper understanding of the immigrant experience.

Materials:

- Digital or printed copies of the primary sources
- Projector or smartboard for displaying images and documents
- Whiteboard and markers for note-taking and question development
- Writing materials for students (notebooks, pens)
- Handout summarizing the QFT steps for reference (This can be found at the bottom of the lesson and is adapted from the [What is the QFT? - Right Question Institute](#))

Lesson Duration:

One Class Period - Approximately 60-75 minutes.

Grade Level:

High school students (grades 9-12).

Sources:

- [English as a Second Language class at Khmer Village; Khmer Village scenes, Houston, Texas | Library of Congress](#)
- [Notated Music I am a real American](#)
- [Adult ESL \(English as a Second Language\) class, Khmer Village, Houston, Texas](#)
- ["They found it very difficult to learn English the way other immigrants learned English."](#)
- [An American in the making : the life story of an immigrant](#)
- [Immigrant Children Learning to Play on the Roof Garden of the Washington School. Boston 1915 Exhibit. Location](#)
- [Four immigrants and their belongings, on a dock, looking out over the water; view from behind](#)
- [The americanization of the Canavas, an americanization play](#)
- [Americanization through homemaking](#)
- [The melting pot | Library of Congress](#)
- [Italian immigrant song \(part 1\); Italian imigrant song \(part 2\) | Library of Congress](#)
- ["They are a new wave of immigrants who are moving many things ahead here. They should get more credit than they do get." | Library of Congress](#)

Preparation (Before Class):

- The teacher should prepare digital slides or handouts featuring excerpts and images from each primary source.
- Arrange the classroom to facilitate group work and discussion, with materials readily available for each group.



- Create a handout of QFT steps that includes examples of both open and closed questions.

Introduction (5 minutes):

- Present an overview of cultural assimilation and its significance in the context of American history.
- Introduce the primary sources that will serve as the focus for today's lesson, providing historical context for each.

Primary Source Engagement (30 minutes):

- Divide the class into small groups, assigning each group one of the primary sources from the list provided.
- Groups engage with their sources, examining images, reading excerpts, and discussing initial impressions.
- Each group applies the QFT to their primary source:
 - They follow the handout guide to produce a range of questions, aiming for diversity in type and depth.
 - They categorize their questions as closed or open-ended, discussing the potential answers and the type of information each question would yield.
 - Select two key questions they feel would lead to a deeper understanding of the cultural assimilation and expression reflected in their source.

Group Presentations (10 minutes):

- Each group briefly presents their primary source and their two key questions to the class.
- The teacher facilitates a short Q&A after each presentation, allowing other groups to contribute additional questions or thoughts.

Class Discussion (10 minutes):

- As a class, compare and contrast the themes from the different sources, guided by the questions raised during presentations.
- Discuss how language, cultural practices, and identity are portrayed in the sources.
- Explore the concept of the "Melting Pot" and how it relates to the idea of cultural assimilation.

Reflection and Synthesis (5 minutes):

- Students take a few minutes to individually jot down what they found most surprising or insightful about the primary sources and the questions they generated.
- Encourage students to think about how the act of questioning contributes to the understanding of complex social and historical issues.

Assessment:

- Evaluation will be based on participation in group work, the quality of questions generated, and contributions to the class discussion.
- The reflection exercise will also be collected and reviewed for individual comprehension and engagement.

Extended Activities (Optional):

- Students are tasked with writing an essay where they analyze their primary source in-depth, answering the two key questions developed during the lesson. They should incorporate insights from the class discussion and their reflections, and consider the broader implications of the source on our understanding of cultural assimilation and expression.



The Question Formulation Technique (QFT): [What is the QFT? - Right Question Institute](#)

1. Question Focus

- Establish a "focus" or topic for which questions will be developed. This could be a concept, a problem, or a statement intended to spark curiosity and questions.

2. Produce Your Questions

- **Follow the rules:**
 - **Ask as many questions as you can.** This encourages brainstorming without limitations.
 - **Do not stop to discuss, judge, or answer the questions.** The goal here is to generate questions without the pressure of immediate analysis or critique.
 - **Record exactly as stated.** This ensures that the original thought and question are captured without modification, preserving the authenticity of the inquiry.
 - **Change statements into questions.** If a participant states an opinion or a fact, it is reformulated as a question to keep the focus on inquiry.

3. Improve Your Questions

- **Categorize questions as Closed or Open-ended.** This helps to clarify the nature of the questions.
 - **Closed-Ended Questions:** These can be answered with "yes," "no," or one word. They are typically fact-based and do not invite elaboration.
 - **Open-Ended Questions:** These require a longer explanation and are designed to explore a topic in depth.
- **Change questions from one type to another.** This is a practice in understanding how the form of a question can alter the depth and breadth of the response.

4. Strategize

- **Prioritize your questions.** Decide which questions are most important, relevant, or useful for the purpose at hand.
- **Action plan or discuss next steps.** Determine how to use the prioritized questions for further research, discussion, or exploration.
- **Share.** Discuss the selected questions with peers or use them to guide collective inquiry or discussion.

5. Reflect

- Reflect on the process of questioning itself. Consider what was learned from the exercise and how it could be applied to future inquiries or learning situations.

**ENGLISH AS A SECOND LANGUAGE CLASS AT KHMER VILLAGE; KHMER VILLAGE
SCENES, HOUSTON, TEXAS**



Teaching Notes:

When can you teach this primary source:

- **Contemporary Context:** These images provide a modern perspective on Americanization, showing current methods of language education for immigrants.
- **Cultural Diversity in Education:** They illustrate the diversity within learning environments and how Americanization efforts cater to a variety of cultural backgrounds.
- **Immigrant Adaptation:** The photos capture the practical aspects of immigrant adaptation to American society through language learning.
- **Social Integration:** They underscore the importance of English proficiency in social integration and economic advancement.
- **Visual Engagement:** Using real classroom settings engages students visually, providing a tangible connection to the concepts discussed.
- **Documenting Change:** They serve to document the ongoing nature of Americanization and how it has evolved over time.

How can you teach this primary source:

- **Modern Americanization Discussion:** Use these photos to contrast past and present Americanization strategies, particularly in language education.
- **Sociolinguistics:** Introduce in lessons on sociolinguistics to discuss the relationship between language and social integration.
- **Cultural Studies:** Use the images in cultural studies to discuss the role of educational settings in the preservation of cultural identity versus assimilation.
- **Immigration Policy Analysis:** Analyze in a civics or government class to evaluate the role of education in immigration policy.



- **Community Studies:** Use as a prompt for students to research their local community's resources for immigrant education and compare them with other regions or historical models.
- **Photo Analysis Exercise:** Teach visual analysis skills by having students examine these photos to interpret body language, setting, and interaction, drawing inferences about the experience of learning English as a second language.
- **Personal Narratives:** Encourage students to interview someone who has gone through ESL classes and present their stories to the class.
- **Role of Education in Assimilation:** Discuss the photos in the context of the broader debate on the role of education in assimilation and multiculturalism.
- **Ethnographic Studies:** Invite students to conduct an ethnographic study on ESL classes, examining how language serves as a bridge between cultures.
- **Language Policy Debate:** Use the images to stage a debate on language policies and their impact on immigrant communities.

Reference Link: http://www.loc.gov/item/afc1993001_fp_02/

Created / Published

- Houston, Texas, June 10, 1982

Genre

- Ethnography
- Photographs
- Documentary photographs

Notes

- - Index data: 1, SOU Prany (shoulder); TAING Eng; SUY Kimlun; CHEA Aun; CHEA Ich Narin (standing); SUM Ky; 2, SOU Prany; KLOT Rin; TAING Eng; SUY Kimuln; CHEA Aun; CHEA Ich Narin (standing); 3, 4, Samphup KOU; 5, Samphup KOU; BO Born; 6, TAING Eng; SUY Kimlun; CHEA Aun; CHEA Ich Narin; SUM Ky; 7, TOUCH Buntheang; CHENG Lim; KIM Chhem; 8, KIM Chhem; OUK Houy; TAN Heang; 9, Yani KEO; unknown child; CHUNG Hoeurm (baby); unknown woman (hidden); LY Kong (mother); Chem; two boys; 10, Yani KEO; unknown woman; CHUNG Hoeurm (baby); LY Kong (mother); Chem; Madorom HUOT; 11, Yani KEO; unknown mother and baby; LY Kong; unknown boy; Chem; 12, LY Kong; Yani KEO; Madorom HUOT; unknown child; Kim Ly; 4 unknown; 13, Yani KEO; DET Pin; LY Kong; 3 children; Madorom HUOT; 14, Yani KEO; 3 children; DET Pin; Madorom HUOT; Kim Ly; 15, Madorom HUOT; Ny; Kim Ly; 16, DET Pin; 3 children; 17, Yani KEO; 2 men; MO UK Phon; 2 men; 18, Yani KEO; man; MOUK Phon; 3 men; 19, MOUK Phon; man; 20, MOUK Phon; MOUK Bopha; 3 men

Repository

- American Folklife Center

Digital Id

- https://hdl.loc.gov/loc.afc/afc1993001.afc1993001_fp_02



Teaching Notes:

When can you teach this primary source:

- **Historical Context:** Written in 1917, it reflects World War I-era patriotism and can be used to discuss national sentiment during times of conflict.
- **Music as a Tool for Unity:** The song exemplifies how music can be used as a means to express and instill patriotic feelings, making it relevant for discussions on cultural integration.
- **Artistic Expression of Citizenship:** It provides an artistic representation of what it meant to be an American at the time, which can be contrasted with contemporary views.
- **Author's Intention:** The author's note suggests a deliberate use of humor and patriotism, offering a nuanced approach to the concept of American identity.

How can you teach this primary source:

- **Music and Social Studies:** Analyze the song in a social studies class to discuss the role of music in shaping and reflecting societal values.
- **Civics on National Identity:** Use the song to foster discussion on what constitutes national identity and citizenship.
- **World War I History:** Introduce the song during a lesson on World War I to explore home front sentiments and the concept of "100% Americanism."
- **American Literature and Poetry:** Examine the lyrics in an English class to discuss narrative voice and poetic devices used to convey themes of unity and diversity.
- **Performing Arts:** Perform the song in a music class to understand historical context and expression through performance.



- **Cultural Diversity:** Discuss the various cultural backgrounds mentioned in the song to highlight America's multicultural heritage.
- **Ethnic Studies:** Explore the representation of different ethnic groups in the song and discuss historical attitudes toward immigration and assimilation.
- **Historical Media:** Compare this song to other media from the same era to analyze different artistic responses to the theme of Americanization.
- **Critical Analysis:** Critically analyze the song's message and discuss how definitions of "a real American" have evolved over time.
- **Chorus as Community Building:** Discuss how the chorus might have been used to bring people together and foster a sense of community and shared identity.

Reference Link: <http://www.loc.gov/item/2013562817/>

Created / Published

- Lynn, Mass. : H. A. Danforth & Co., [1917]

Notes

- - For voice and piano.
- - Also available in digital form on the Library of Congress Web site.
- - Staff notation.

ADULT ESL (ENGLISH AS A SECOND LANGUAGE) CLASS, KHMER VILLAGE, HOUSTON, TEXAS



Teaching Notes:

When can you teach this primary source:

- **Visual Engagement:** An image captures attention and can make historical concepts more relatable and tangible for students.
- **Diversity in Americanization:** The photograph shows a diverse group, which can lead to discussions about the multicultural aspect of American society and the varied experiences of Americanization.
- **Historical Evidence:** Offers a visual representation of educational practices and integration strategies used in the Americanization process.
- **Cultural Reflection:** Provides insight into the cultural exchange happening within educational settings during the Americanization period.

How can you teach this primary source:

- **Photo Analysis:** Have students practice photo analysis by examining the details in the picture and discussing what it can tell us about the Americanization process.
- **Discussion Prompt:** Use the image to prompt discussion on the role of language and education in the integration of immigrants into American society.
- **Art as Historical Record:** Teach students how to use photographs as historical evidence and the importance of considering the photographer's perspective and purpose.
- **Creative Writing:** Ask students to write a narrative from the perspective of one of the individuals in the photograph, imagining their experiences and feelings about the Americanization classes.
- **Comparative Visual Analysis:** Compare this image with contemporary images of citizenship classes to discuss continuities and changes over time in the approach to integrating immigrants.



Reference Link: http://www.loc.gov/item/afc1993001_197897_01/

Created / Published

- Houston, Texas, June 10, 1982

Genre

- Ethnography
- Photographs
- Documentary photographs

Notes

- - Index data: 1, TAN Heang; IN Veary; HUOT Madoran; 2, IN Veary; HUOT Madoran; KHAU Hav (hidden); Scott WILLIAMS; 3, CHENG Lim; KIM Chhem; OUK Houy; 5, Scott WILLIAMS; 7, OUK Houy; TAN Heang; 8, IN Veary; Madoran HUOT; UNG Lang; 9, TOUCH Buntheang; CHENG Lim; 10, KIM Chhem; OUK Houy; 11, 12, 13, UNG Lang; KHAU Hav; Scott WILLIAMS; 14, IN Veary; HUOT Madoran; UNG Lang; KHAU Hav (hidden); Scott WILLIAMS; 15, SOPTOUN Van (back of head); IN Veary; HUOT Mhdoran; UNG Lang; KHAU Hav; Scott WILLIAMS; 16, TAING Eng; CHEA Aun; SUY Kimlun; SUM Ky; 17, CHEA Aun; SUY Kimlun; SUM Ky; 18, KANN Soeun; ROS Hun; ROS Phon; 19, KANN Soeun; ROS Phon; TAING Mouy; ROS Heap; PRUM Tha; 20, ROS Phon; TAING Mouy; 21, 22, UONG Pet; KANN Soeun; ROS Hun; 23, Samphup KOU; 24, ROS Phon; TAING Mouy; Samphup KOU; 25, TAING Mouy; PRUM Tha; ROS Heap; Samphup KOU; 26, TAING Mouy; Samphup KOU; 27, ROS Phon; TAING Mouy; ROS Heap; Samphup KOU; 28, ROS Hun; ROS Phon; TAING Mouy; Samphup KOU; 29, UONG Pet; KANN Soeun; 30, Samphup KOU; BO Bom; KLOT Rin; SOU Prany; TAING Eng; 31, Samphup KOU; BO Born; 32, CHEA Aun; TOEU Kim Ching (back of head); SUM Ky; DITH Pin; SAMRANG Ky; 33, Samphup KOU; BO Born ; SOU Prany; KLOT Rin; 34, 36, SOPHOUN Van; Charles THOMAS; Yani KEO; 35, Scott WILLIAMS; SOPHOUN Van; Charles THOMAS; Yani KEO

Repository

- American Folklife Center

Digital Id

- https://hdl.loc.gov/loc.afc/afc1993001.afc1993001_197897_01

"THEY FOUND IT VERY DIFFICULT TO LEARN ENGLISH THE WAY OTHER IMMIGRANTS LEARNED ENGLISH."



Audio Recording

Teaching Notes:

When can you teach this primary source:

- **Contemporary Voices:** The audio provides a firsthand account of modern experiences with language learning and cultural retention, connecting past and present Americanization efforts.
- **Language and Identity:** It highlights the complexities of language as a component of cultural identity and the challenges of language acquisition among immigrant communities.
- **Multigenerational Perspectives:** Offers insight into the generational differences within immigrant families regarding language use and cultural assimilation.
- **Sociopolitical Factors:** The mention of local politics and cultural pride events provides a real-world context for how societal and political factors influence Americanization.

How can you teach this primary source:

- **Critical Listening:** Use the audio segment as a listening exercise for students to analyze and discuss the challenges of language acquisition among immigrants.
- **Family Interviews:** Have students conduct interviews with family members or community members about their experiences with language and cultural assimilation.
- **Research Project:** Assign students to research language learning among different immigrant groups and present their findings.
- **Class Discussion:** Facilitate a discussion about the strategies immigrant families use to maintain their native language while learning English, comparing historical and contemporary practices.



- **Role-Playing Activity:** Students can role-play a scenario where they have to navigate a multilingual environment, reflecting the experiences described in the audio.
- **Civic Debate:** Engage students in a debate on the role of public schools and community events in preserving cultural heritage versus promoting assimilation.
- **Language Education Policy:** Students can explore and discuss language education policies in public schools and their impact on immigrant communities.

Reference Link: <https://www.loc.gov/item/afcwip003945/>

AN AMERICAN
IN THE MAKING

I

THE PROPHET FROM AMERICA

EVEN an imaginative American, I suppose, must find it very hard to form anything like a just idea of the tremendous adventure involved in the act of immigration. The alien in our midst is too elusive an object for satisfactory study. He changes too rapidly. But yesterday he was a solid citizen in his particular village of Sicily or Rumania, of a piece with his ancestral background, surrounded by friends and kindred, apparently rooted in his native soil. To-day he is adrift in a foreign world, mute and helpless and tragically ridiculous—a soul in purgatory, a human creature cut from its moorings, the most pitiable sight to be met on this earth. To-morrow? Who knows? To-morrow very probably you will find him a prosperous citizen again, very earnestly devoting himself to some strange—until recently undreamed-of—business, giving

3

Teaching Notes:

When can you teach this primary source:

- **Cultural and Emotional Insight:** This narrative provides an immigrant's perspective on the emotional journey of leaving home and adapting to a new country, which can offer students a deeper understanding of the immigrant experience.
- **Historical Context:** The book details the process of Americanization from an individual's viewpoint, offering context to the national policies and societal attitudes of the time.
- **Personal Narrative:** The use of a personal story can engage students more deeply than abstract discussions or statistics about immigration.

How can you teach this primary source:

- **Literature Circles:** Assign different sections of the narrative to small groups of students to read and discuss, focusing on themes of cultural identity, assimilation, and the American Dream.
- **Writing Assignment:** Have students write a reflective essay comparing the experiences of the author with those of immigrants today, drawing on current events and personal stories.
- **Historical Analysis:** Use the book to analyze the historical period it represents, asking students to research other primary sources from the same era to understand the broader context.
- **Art Integration:** Encourage students to create visual art or digital storytelling projects that depict scenes or themes from the narrative, illustrating the immigrant experience.
- **Discussion on Assimilation:** Facilitate a class discussion about the concept of assimilation as presented in the narrative and what it means in the context of modern multicultural societies.



Reference Link: <http://www.loc.gov/resource/gdcmassbookdig.americaninmaking00rava/?sp=17>

Created / Published

- New York ; London : Harper & Brothers, [c1917].

Notes

- - Also available in digital form.

IMAGE 18 OF AN AMERICAN

STORY OF AN IMMIGRANT

AN AMERICAN IN THE MAKING

orders or taking them, even now perhaps a bit discordant against his new setting, and, except for one or two well-hidden scars, none the worse apparently for his translation. Who shall find the patience to follow him in his tortuous career?

What is surely most amazing is that he should have started out at all. Considering the pangs of separation and the risks that warn and threaten him and beset his path, why, you might ask, should he want to emigrate? Is it the dream of avarice? Yes, in part. And the hope of freedom? Without a doubt. But these are general motives and remote. The far-flung clarion call of American liberty and her promise of equal opportunity are the powerful lodestones that draw all immigrants alike. There are more particular motives than these to spur him on. Even freedom and economic independence have a varying meaning to individual aliens. Station in life, and nationality, and age, all play their part in composing his mental picture of America. And, as in war, so also in emigration, there are always immediate causes as well as remote and general ones.

I have myself been asked hundreds of times why I have come to America, and I trust that there was no malice in the question. As a rule, I have pointed to the usual reasons. I explained that at home in Vaslui, and in Rumania generally, there was very little opportunity for a young man to make anything of himself. My parents had ambitions for me which their clinging,

Teaching Notes:

When can you teach this primary source:

- **Cultural and Emotional Insight:** This narrative provides an immigrant's perspective on the emotional journey of leaving home and adapting to a new country, which can offer students a deeper understanding of the immigrant experience.
- **Historical Context:** The book details the process of Americanization from an individual's viewpoint, offering context to the national policies and societal attitudes of the time.
- **Personal Narrative:** The use of a personal story can engage students more deeply than abstract discussions or statistics about immigration.

How can you teach this primary source:

- **Literature Circles:** Assign different sections of the narrative to small groups of students to read and discuss, focusing on themes of cultural identity, assimilation, and the American Dream.
- **Writing Assignment:** Have students write a reflective essay comparing the experiences of the author with those of immigrants today, drawing on current events and personal stories.
- **Historical Analysis:** Use the book to analyze the historical period it represents, asking students to research other primary sources from the same era to understand the broader context.
- **Art Integration:** Encourage students to create visual art or digital storytelling projects that depict scenes or themes from the narrative, illustrating the immigrant experience.
- **Discussion on Assimilation:** Facilitate a class discussion about the concept of assimilation as presented in the narrative and what it means in the context of modern multicultural societies.



Reference Link: <http://www.loc.gov/resource/gdcmassbookdig.americaninmaking00rava/?sp=18&st=image>

Created / Published

- New York ; London : Harper & Brothers, [c1917].

Notes

- - Also available in digital form.

IMMIGRANT CHILDREN LEARNING TO PLAY ON THE ROOF GARDEN OF THE WASHINGTON SCHOOL IN BOSTON, MASSACHUSETTS.



Reference Link: <http://www.loc.gov/item/2018674290/>

Created / Published

- 1909 October.

Genre

- Photographic prints
- Glass negatives

Notes

- - Title from NCLC caption card.
- - Attribution to Hine based on provenance.
- - In album: Miscellaneous.
- - Hine no. 946.
- - Credit line: National Child Labor Committee collection, Library of Congress, Prints and Photographs Division.
- - General information about the National Child Labor Committee collection is available at: <https://hdl.loc.gov/loc.pnp/pp.nclc>
- - Forms part of: National Child Labor Committee collection.

Repository

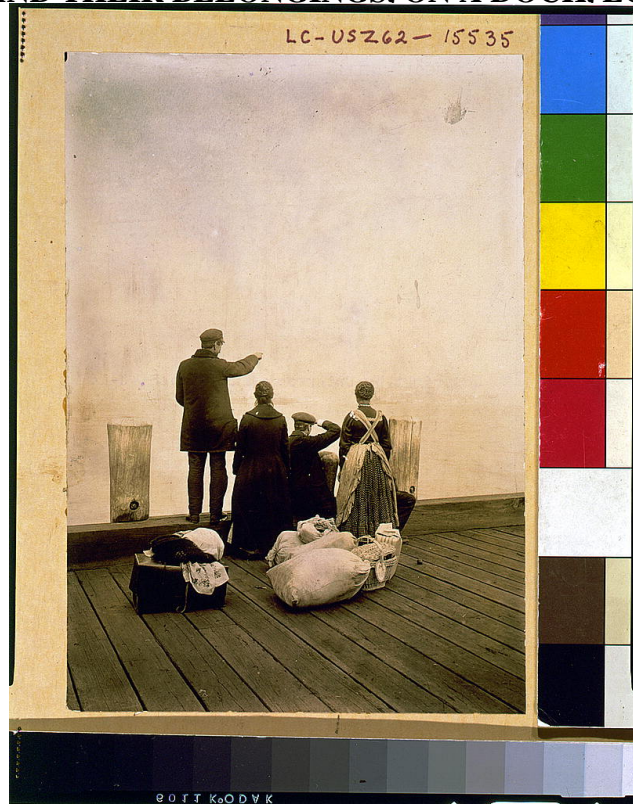


- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<https://hdl.loc.gov/loc.pnp/pp.print>

Digital Id

- nclc 04568 <https://hdl.loc.gov/loc.pnp/nclc.04568>
- nclc 05432 <https://hdl.loc.gov/loc.pnp/nclc.05432>
- cph 3b11483 <https://hdl.loc.gov/loc.pnp/cph.3b11483>

[FOUR IMMIGRANTS AND THEIR BELONGINGS. ON A DOCK. LOOKING OUT OVER THE



Reference Link: <http://www.loc.gov/resource/cph.3g05584/>

Created / Published

- c1912 Oct. 30.

Genre

- Photographic prints--1910-1920

Notes

- - J174825 U.S. Copyright Office.
- - U-146001.
- - Copyright by Underwood & Underwood.

Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

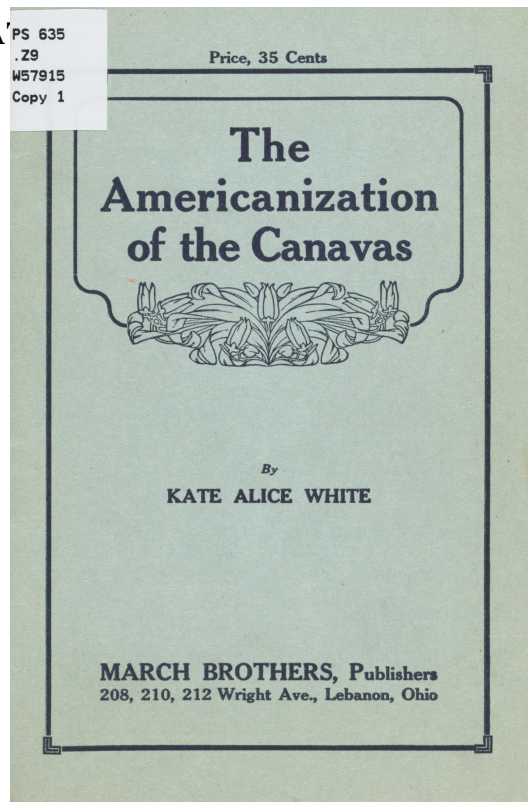
Digital Id



- [cph 3a17780 //hdl.loc.gov/loc.pnp/cph.3a17780](https://hdl.loc.gov/loc.pnp/cph.3a17780)

THE AMERICANIZA

PS 635
.Z9
W57915
Copy 1



AMERICANIZATION PLAY

Reference Link: <http://www.loc.gov/item/unk80011310/>

Created / Published

- Lebanon, Ohio, [c1923]

Notes

- - Also available in digital form.

AMERICAN

MEMAKING,



FLOWERS FROM SENORITA'S GARDEN

Reference Link: <http://www.loc.gov/item/29023389/>

Summary

- This book describes school programs in homemaking and citizenship for young Mexican immigrant women. It reflects the "melting pot" approach to American immigration and shows how assimilation could be effected in the home. Chapters concern sewing, food, household budgeting, home nursing, preschool childcare, motherhood, the location and interior decoration of houses, and the important role young Mexican women played in the Americanization of Mexican immigrants generally. According to the author, the principles and projects spelled out in this work could apply to immigrants from other countries also. American Memory.

Created / Published

- Los Angeles, Calif., Wetzel publishing co., inc., 1929.

Digital Id

- <https://hdl.loc.gov/loc.gdc/gdclccn.29023389>



Reference Link: <http://www.loc.gov/item/ihas.200005912/>

Created / Published

- T.B. Harms & Francis, Day & Hunter, New York, NY, 1916.

Notes

- - Given as "My American Beauty Girl" on cover

Repository

- Music Division

ITALIAN IMMIGRANT SONG (PART 1); ITALIAN IMMIGRANT SONG (PART 2)



Audio Recording

Reference Link: https://www.loc.gov/item/afc1939007_afs02370b/

**"THEY ARE A NEW WAVE OF IMMIGRANTS WHO ARE MOVING MANY THINGS AHEAD
HERE. THEY SHOULD GET MORE CREDIT THAN THEY DO GET."**



Audio Recording

Reference Link: <https://www.loc.gov/item/afcwip003946/>



Teaching Notes:



[Qudsia Saeed](#) - Excellent work!

We added this to Emerging America's: Accessing Inquiry clearinghouse page on [Immigrant History through Primary Sources](#).

[Bilingual Education/ESL](#)

[English Learners](#)

[Immigration](#)

[Immigrant](#)



[Alison Noyes](#)