

**LESSON WRITER:** Jennifer Frieman

**DATE:** October 2010

**COURSE/GRADE:** Social Studies, Grades 3, 4, 8

**UNIT:** Cultural Diffusion / Immigration

**LESSON TITLE:** Immigrants and American Culture

**TIME NEEDED:** One to two 45-minute class periods

**LESSON OVERVIEW:**

Students will explore how immigrants have both adopted and influenced American culture. By examining a primary source document, they will understand how many Americans felt about the assimilation of immigrants. Then, by conducting their own research into the origins of “American” customs/traditions, they will discover how immigrants have contributed to American culture.

**OUTCOMES:** At the end of this lesson, students will be able to:

- analyze a primary source document
- define the assimilation of immigrants
- describe how immigrants have contributed to American culture
- describe how groups share and borrow from other cultures

**OBJECTIVES:**

**Focus Question for the Lesson:** When immigrants came to the United States in the 1800s, did they leave behind all of the traditions, customs, and languages of their homelands to become Americans?

**Maryland State Curriculum Content Objectives:**

Grade 3

3.2.B.1.a Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures

3.5.A.2.a Collect and examine information about people, places or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents

Grade 4

4.2.A.1.a Define how culture influences people

4.2.B.1.b Describe the contributions of individuals and groups

4.2.B.2.b Cite examples of how various cultures borrow and share traditions

4.3.C.1.c Identify the reasons for the movement of peoples to, from and within Maryland and the United States

4.5.C.2.b Describe the importance of changes in industry, transportation, education, rights and freedoms in Maryland, such as roads and canals, slavery, B&O Railroad, the National Road, immigration, public schools, and religious freedoms

## Grade 8

8.2.A.1.d Explain the interaction of cultures prior to the Civil War

8.2.B.1.b Examine how the diversity of the United States represents a blending of cultures and ideas from around the world

8.2.B.2.a Analyze consequences of immigration including assimilation and Nativism

8.3.C.1.b Describe the effects of the influx of immigrants on the United States

8.5.B.4.a Identify the push and pull factors responsible for immigration to the United States, such as the forced migration of Africans and Western European migration

### **MATERIALS:**

- Resource Sheet – 1 per student
  - “True Americanism”
- Worksheets – 1 per student
  - What’s the Big Idea?
  - American Customs Worksheet
- Chalkboard
- Overhead or LCD projector

### **PRIMARY SOURCE:**

Roosevelt, Theodore. “True Americanism.” *True Americanism, Being Four Essays Selected From the Collection Entitled ‘American Ideals’*. New York and London: G. P. Putnam’s Sons (The Knickerbocker Press, 1897). pp. 47-49.

### **SELECTED VOCABULARY:**

- assimilate
- citizen
- culture
- custom
- economic opportunity
- excerpt
- immigrate/immigrant
- primary source
- tradition

### **PROCEDURE:**

#### **MOTIVATION**

Ask students to think about some of their favorite family traditions. Suggest that some traditions they might consider are ways of celebrating holidays, certain foods that their family likes to make and eat, special mealtime routines, etc. Give students a minute or two to think of a tradition. Then pair students, and give them about three minutes to share their tradition and what makes it so important to them with their partner. If your class population is diverse enough, try to pair students of different backgrounds.

Come together as a class, and ask several students to volunteer to share their favorite family tradition with the group. List each tradition on the board, and ask if anyone else has a similar tradition. Ask students whether they know where these traditions came from. Why do their families do these things? Explain that family traditions help the generations of our families connect to one another, help us feel close to one another, and help us feel comfortable and safe.

Explain that other groups besides families have shared traditions. People from the same ethnic and/or national group share certain traditions and ways of doing things that connect them to each other. These traditions are part of the group's "culture." Culture consists of the languages, beliefs, religions, holiday rituals, values, attitudes, and ways of doing things that are shared by a large group of people and are passed down through the generations.

Tell students that during the 1800s, many people from countries in Europe immigrated to the United States. They wanted to become Americans and start a new life. But they came from places with specific cultures that meant a lot to them. Ask students to predict what happened to the immigrants' cultures when they came to the United States. Did they leave all of the elements of their old cultures behind? Did they hold onto all of the elements of their old cultures? Did they keep some of the parts of their old cultures but also adopt parts of the new American culture?

### **ACTIVITY ONE: AMERICAN EXPECTATIONS FOR IMMIGRANTS**

Briefly provide an overview of immigration to the United States in the 1800s (nineteenth century). Tell students that millions of people immigrated to the United States from Europe. In the first half of the nineteenth century, most immigrants came from Western European countries such as Ireland and Germany. By the end of the nineteenth century, although people were still coming from Western Europe, more people were coming from Eastern European countries such as Poland and Russia. It would be helpful to point out these regions on a world map and show students how far the immigrants had to travel to get to the United States.

People left their homelands and came to the United States for a variety of reasons. Some were "pushed" out of their homelands because there were too few jobs and little economic opportunity or they couldn't practice their religion freely or suffered other kinds of discrimination. In the case of Irish immigrants in the mid-1800s, they left Ireland because of what is known as "the Potato Famine." The Irish depended heavily on potatoes to eat and sell to make money. In the 1840s and 1850s, a horrible disease infected the potato crops and ruined most of the potatoes, leaving people with nothing to eat and sell. Starving Irish people left their homes to come to the United States in search of economic opportunity.

Economic opportunity was one of the things "pulling" immigrants to the United States. They came to this country in search of better jobs, the chance to improve their families' financial situations, religious freedom, the chance to participate in a representative democracy, etc. These new immigrants looked forward to becoming Americans. But how did Americans already living here feel about these newcomers? Did they welcome the immigrants? Did they fear the immigrants?

### **Guided Practice:**

In 1894, Theodore Roosevelt was a government official in Washington, D.C. (U.S. Civil Service Commissioner). He wrote an essay called “True Americanism” first published in *The Forum Magazine*. Tell students that they will read a portion of this essay to determine how many Americans felt about immigrants. It is best if you can show students the original format of the essay by displaying the cover page and a page or two of the text on an overhead or LCD. It is always beneficial for students to see what the original primary source looks like. Links to the original essay on Google Books are below:

Cover page of “True Americanism”

[http://books.google.com/books?id=-](http://books.google.com/books?id=-OHQxc8poaAC&lpg=PP1&dq=true%20americanism&pg=PP1#v=onepage&q&f=false)

[OHQxc8poaAC&lpg=PP1&dq=true%20americanism&pg=PP1#v=onepage&q&f=false](http://books.google.com/books?id=-OHQxc8poaAC&lpg=PP1&dq=true%20americanism&pg=PP1#v=onepage&q&f=false)

Page 47 of “True Americanism”

[http://books.google.com/books?id=-](http://books.google.com/books?id=-OHQxc8poaAC&lpg=PP1&dq=true%20americanism&pg=PA47#v=onepage&q&f=false)

[OHQxc8poaAC&lpg=PP1&dq=true%20americanism&pg=PA47#v=onepage&q&f=false](http://books.google.com/books?id=-OHQxc8poaAC&lpg=PP1&dq=true%20americanism&pg=PA47#v=onepage&q&f=false)

Distribute to each student copies of the “What’s the Big Idea?” worksheet and the resource sheet titled “True Americanism,” which consists of excerpts from pages 47-49 of Roosevelt’s essay. Definitions/synonyms for difficult vocabulary words are included in brackets within the text. Read the first excerpt aloud as a class, and using the Think Aloud technique, decipher the text’s meaning. Then fill in the “What’s the Big Idea?” worksheet for that excerpt.

### **Independent Practice:**

Have the students analyze the remaining two excerpts in pairs. You can differentiate this activity by assigning both excerpts to all students, dividing the class into two groups and assigning one excerpt to each group in a jigsaw fashion, or by reading the text aloud but having students complete their worksheets independently.

Once students have completed the primary source analysis, come back together as a class and discuss Teddy Roosevelt’s views on assimilation. Ask students whether they believe many/most Americans agreed with him at the time. (You might point out that the American public elected Roosevelt vice-president 6 years after he wrote this essay and re-elected him president – he had become president upon William McKinley’s death – 4 years later.)

## **ACTIVITY TWO: CULTURAL REALITY FOR IMMIGRANTS**

Ask students whether they think that all newcomers to the United States followed Roosevelt's advice and immediately gave up all of their old languages, customs, and traditions and adopted American ones. Was this a realistic expectation? What might stop immigrants from fully embracing American culture? (You might suggest homesickness, family ties, community ties, difficulties in learning English, etc.) Ask students what they think the reality was. Did European immigrants hold on to the entirety of their old cultures, completely give up their old ways, or blend European customs with American ones?

To help understand the impact of immigration on American culture, have them investigate the origins of some "American" customs and traditions. This activity can be done on class time during a library session or time in the computer lab or as independent work/homework.

Assign one of the customs/traditions listed below to each student or pair of students. Feel free to add to or adapt this list. Direct students to use library and/or internet resources to identify the origins of these pieces of "American" culture. Distribute the "American Customs Worksheet" to help students record their findings.

- Advent calendars (German, Scandinavian)
- Christmas Nativity/manger scenes (Italian)
- Poinsettias at Christmas (Mexican)
- May Day (Irish)
- St. Patrick's Day (Irish)
- Christmas Trees (German)
- Halloween (Irish)
- Hot Dogs (German)
- Pizza (Italian)
- Tap Dancing (blend of African, Irish, English)
- Baseball (English)
- Candles on birthday cakes (German)
- Jazz music (African)
- Piñatas (Mexicans)
- Fireworks (Chinese)

Have students deliver brief presentations on their findings. They should describe the country in which their custom/tradition originated, and, if possible, how the tradition came to the United States. Once all customs/traditions have been covered, ask students what this new information can tell us about immigrants' interactions with American culture. Did immigrants abandon their old cultures and become fully "American"? Ask them to consider what "American" culture really is. How are today's immigrants affecting and being affected by American culture?

**ASSESSMENT:**

Students should pretend that they are a new immigrant to the United States from a country of their choice in 1894. Ask students to write a letter (using proper letter-writing style) to Theodore Roosevelt responding to “True Americanism.” In their letters, students should argue whether immigrants should completely give up their old cultures to become “Americans.” Students can completely agree with Roosevelt, completely disagree with him, or partially agree with him. They should consider the advantages and disadvantages of giving up former cultures for both the immigrants and all Americans. Point out that some immigrants were very enthusiastic about embracing American culture and wanted to give up their old languages, dress, and customs as quickly as possible, so there is no right or wrong answer.

**CLOSURE/EXIT SLIP:**

On a slip of paper, have students respond to the following question: Did anything surprise you about what you learned about the origins of “American” culture? If so, what? If not, why not?

**LESSON EXTENSIONS:**

Take students on a field trip to the Irish Railroad Workers Museum to learn how Irish immigrants to Baltimore assimilated into American culture while also maintaining elements of their own Irish culture.

Have students investigate some customs or traditions that today’s immigrants are bringing to the United States.

# “TRUE AMERICANISM”

By Theodore Roosevelt  
(1894)

## EXCERPT #1

. . . The mighty tide of immigration to our shores has brought in its train [path] much of good and much of evil; and whether the good or the evil shall predominate [win] depends mainly on whether these newcomers . . . cease to be European, and become Americans like the rest of us. . .

## EXCERPT #2

. . . But where [when] immigrants or the sons of immigrants, do not heartily and in good faith [honestly] throw in their lot [join] with us, but cling to the speech, the customs, the ways of life, and the habits of thought of the Old World which they have left, they . . . harm both themselves and us. If they remain alien [foreign] elements, unassimilated, and with interests separate from ours, they are mere obstructions [obstacles] to the current of our national life . . .

## EXCERPT #3

. . . It is an immense [very big] benefit to the European immigrant to change him into an American citizen. To bear [have] the name of American is to bear the most honorable of titles; and whoever does not so believe has no business to bear the name at all, and if he comes from Europe, the sooner he goes back there the better. . .

Roosevelt, Theodore. “True Americanism.” *True Americanism, Being Four Essays Selected From the Collection Entitled ‘American Ideals’*. New York and London: G. P. Putnam’s Sons (The Knickerbocker Press, 1897). pp. 47-49.

Name: \_\_\_\_\_

## ***WHAT'S THE BIG IDEA???***

**DIRECTIONS:** Read each excerpt. In the 2<sup>nd</sup> column, write the 3 most important words from that excerpt. In the 3<sup>rd</sup> column, summarize the meaning of the excerpt in one sentence, using your own words.

	<b>3 Most Important Words</b>	<b>In Your Own Words</b>
<b>EXCERPT #1</b>		
<b>EXCERPT #2</b>		
<b>EXCERPT #3</b>		

Did Theodore Roosevelt believe immigrants should keep their old European cultures, keep some of their old culture and adopt some of American culture, or completely give up their old culture and adopt American culture?

\_\_\_\_\_



Name: \_\_\_\_\_

## **AMERICAN CUSTOMS WORKSHEET**

My piece of “American” culture is:

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In what country/region did this custom/tradition begin?

(Or from what country was this custom/tradition adapted?)

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Briefly summarize the beginnings of this custom/tradition.

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Does the origin of this “American” custom/tradition surprise you? Why or why not?

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**Lesson Writer:** Stephen Knott  
**Date:** July 2010  
**Course/Grade:** 4<sup>th</sup> Grade Social Studies  
**Irish Railroad Workers On-site Museum Lesson**  
**Time:** 75 minutes

**LESSON OVERVIEW:**

Students will learn about the Irish immigrant community in Baltimore during the late 19<sup>th</sup> and early 20<sup>th</sup> century by exploring the Feeley family's daily life. Students will use primary source material to discover important information about the Feeley family. The students will identify each family member's role in the home and community. Students will reenact some of the everyday work done by the family. This will create a multi-sensory experience of what life was like at 918 Lemmon Street, Baltimore, Maryland over 100 years ago.



**OUTCOMES:** At the end of this lesson, Student will be able to:

1. Identify and describe what daily life was like for the Feeley family, including each member's contribution to the household.
2. Identify the opportunities that life in Baltimore had to offer and how they contributed to the Feeley family's prosperity.

## **OBJECTIVES:**

**Focus Question:** How did work impact the daily lives of the Feeley family?

### **Historical Thinking Skills Targeted:**

Historical Issues-Analysis and Decision-making

- A. Identify problems and dilemmas in the past.
- B. Analyze the interests and values of the various people involved.
- C. Identify causes of the problem or dilemma.
- F. Identify the solution chosen.
- G. Evaluate the consequences of a decision.

### **Maryland State Curriculum Content Objectives:**

- ◆ 2.B.1.b Describe the contributions of individuals and groups
- ◆ 3.A.1.a Construct and interpret a variety of maps using map elements
- ◆ 3.C.1.e Identify the reasons for the movement of peoples to, from, and within Maryland and the United States
- ◆ 5.C.2.b Describe the importance of changes in industry, transportation, education, rights and freedoms in Maryland, such as roads and canals, slavery, B&O Railroad, the National Road, immigration, public schools, and religious freedoms

### **Maryland State Curriculum Skills and Processes Objectives:**

- 6.A.1.a Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
- 6.A.1.c Use context clues to understand new social studies vocabulary
- 6.A.1.a Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression
- 6.D.1.c Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, interviews, and oral histories
- 6.D.2.a Gather data
- 6.D.2.b Make and record observations
- 6.F.1.a Interpret information in maps, charts and graphs
- 6.F.1.a Interpret information from field studies and surveys
- 6.G.2.a Use historically accurate resources to answer questions, make predictions, and support ideas.
- 6.G.2.c Construct a sound historical interpretation

**MATERIALS:**

***Introduction:***

Bromley Map

Optional:

Street Sounds

Street Images

***Census Activity:***

Census

Student Censuses

Census Worksheet Option 1

Census Worksheet Option 2:

10 Family/Community member worksheets

10 Sets of belongings (They need not be more the one or two belongs children can wear or hold)

***Boiler Shop Activity:***

Boiler Prop

Hammer

Metal Cup

Bolts

Pliers

Gloves

***Washing Activity:***

Washing Tubs

Water

Clothes

Washboard

Clothes Line

Clothes Pins

Washing Soap

***Card Activity:***

Cards

Museum Collection

Optional Follow Up Assignment:

Copy of the Census for the teachers

Follow Up Assessment Sheet

**PRIMARY SOURCES:**

Bromley Map

Census

Museum and Collection

**VOCABULARY:**

Washboard

Boiler

Census

## **PROCEDURE:**

### **Motivation:**

The docents will greet the group as a whole at the B&O Rail Road Museum. They will then explain to the group that they will be taking a trip back in time to explore the community, culture, and the individuals of this area in the late 19<sup>th</sup> and early 20<sup>th</sup> century by looking at the life of the late James Feeley and his family. The docents will show and explain the Bromley Map then distribute maps and lead students toward the Irish Rail Road Workers Museum. The docents will point out aspects of the map and describe what this area of Baltimore was like by having the students imagine what they would have seen, heard, and even smelled over 100 years ago.

### **Bromley Map** Map History-

Tell students that the map has been slightly modified for our purposes. The side of the map without pictures, is what the map looked like minus the green line and the title. The Green line is the route we are walking and also the route James Feeley might have taken to commute to and from work each day. Inform the students, that chances are, they will be in the exact place James Feeley once stood at some point during our day. Pictures have been added of important places that are on the map and still exist today. In a way looking at the places pictured on the map, is a way of looking back in time. Hopefully with enough of these glimpses of the past you will start to put together you own image of what life was like here in Baltimore so many years ago.

Tell the students to think 100 years ago and try to imagine what it would be like to live during this time. Think of what they had: trains, boats, horses, etc and what they didn't have: Supermarkets, toy stores, cars, trucks, buses. Tell them to think of what they might see, heard, and even smelled.

**Point 1:** Refer to the map and point out the B&O Rail Road Museum. Tell them that crowds of people would commute to and from work at the B&O. Explain that the B&O employed many people in the area. In fact they will be learning about one of the jobs that James Feeley did; working in the boiler shop. Refer to the picture of the boiler shop.

**Point 2:** Mid way between Pratt and Lemmon St. on Poppleton ask the students what they might see, hear, and even smell. Explain that they might have heard workers talking on their way to work, horses walking down the streets, or maybe even be able to smell the horses.

**Point 3:** As you get to the corner of Poppleton and Lemmon Street stop and ask the students again what they might have seen, heard, and smelled. Explain that they might hear children playing, smell fresh foods being baked, see and hear an Arabber selling fruits, see and smell clean laundry drying fresh from the wash, hear church bells, and see children carrying buckets of water from the local pump and point out the pump location. Point out St. Peter's Church location and refer to the map. Inform students that it is not only a church but there was also a school.

**Point 4:** While walking down Lemmon Street point out the location of Hollin's Market on the map and tell the students that is where most people who lived in this area would have done their shopping. Inform the students that many people in this area still do much of their shopping at Hollin's Market.

**Point 5:** Arrive at the Irish Rail Road Workers Museum and give a brief history of the building. Inform students that this area was a community of families that were largely immigrants, many of which were Irish.

## **Optional Interactive Add On:**

### **Recorded Sounds:**

Arabber selling fruit and vegetables.

Children playing.

Horses walking down the street.

Church Bells

People talking

The Song “Cockles and Mussels”

### **Time Period Images:**

Arabber

Workers walking to or from B&O

Laundry drying

St. Peters

Hollins Market

B&O Rail Road

### **Smells:**

Bread

Laundry soap

Fresh fruit

### **Guided Practice:**

The students will participate in a series of activities to explore what life was like for the Irish immigrants of Baltimore in the late 19<sup>th</sup> and early 20<sup>th</sup> century. Students will use primary documents to find out who the members of the community were, what they did, and where they came from. They will be taken to another time to explore the work and daily life as members of the community.

When Students arrive at the museum location they will be broken up into two groups of 10. One Group will be led into 918 Lemmon Street and the other group will be led into 920 Lemmon Street.

## **920 Lemmon Street (1<sup>st</sup> Floor)- Option 1 or Option 2**

### **Option 1:**

#### **Census Activity**

**Motivation:** The docent will ask the question, “How did we find out exactly who lived here and when?” The docent will inform them that they will go through the same process the museum did to find out information about the people who lived in this house.

**Guided Practice:** The docent will present the Census Document and discuss what a census is, how it counts every person in every house, and demonstrate how we can use it to answer a question.

**Independent Practice:** The docent will explain that each group will have to complete a worksheet. The docent will divide students up into groups of two. The docent will distribute a copy of the census and a worksheet to each group. Students will work as a team to complete their worksheet.

**Closure:** The docent will ask questions from the worksheet and allow students to answer. Students will discuss the usefulness of the census then and now.

### **Option 2:**

#### **Census Activity 2**

**Motivation:** The docent will ask the question, “How did we find out exactly who lived here and when?” The docent will inform them that they will use essentially the same process the museum did to find out information about the people who lived in this house but with a little twist, they will become them!

**Guided Practice:** The docent will present the Census Document and discuss what a census is, how it counts every person in every house, and demonstrate how we can use it to answer questions similar to what will be asked of them on the worksheets (Please review worksheets).

**Independent Practice:** The docent will explain that each group will have to complete a worksheet. The docent will divide students up into groups. The docent will distribute a copy of the census and a worksheet to each group. Students will work as a team to complete their worksheet to identify what family member their group has been given. Once they identify their family member they will identify their family members set of belongings and choose a member of the group to dress up. Non-dressing up group members will tell the class who their family member is and the details they used to identify this person on the census. Student who is dressed up can act out details as other students listed them.

**Closure:** The docent will ask questions from the worksheet and allow students to answer. Students will discuss the usefulness of the census then and now.



**920 Lemmon Street – Work Activities:** Laundry Activity (Backyard) and Boiler Activity (2<sup>nd</sup> Floor)

**Motivation:** The docent will tell the students that in this time period everyone had to work. Father would go to work at the B&O and Mother would stay home and work just as hard. The docent will ask the students what kind of work they think people living in this area did. The docent will tell students they are going to do some of the work that this family did.

**Guided Practice:**

*Boiler Activity-* The docent will lead students upstairs to the work room and talk about working at the B&O in the boiler shop. The docent will then demonstrate how the workers in the boiler shop would throw a hot bolt, catch it in a cup, use pliers to hold it, and tap it into the boiler with a hammer.

*Laundry Activity-* The docent will lead students outside and talk about the work Sarah Feeley did. The docent will then demonstrate how to wash, dry, and fold laundry.

**Independent Practice:** Students will take turns working in the boiler shop and washing clothes.

**Closure:** The students will discuss the importance of work to a family.

**918 Lemmon Street – Card tour**

**Motivation:** The docent will lead students into the Feeley house and give a brief description of the house. The docent will tell the students that they will investigate the Feeley Family and some community members.

**Guided Practice:** The docent will show cards and tell the students that they will each get a card. The docent will lead them through the rooms of the house and that as they go from room to room they will all take turns sharing their cards with the group. The docent will explain that on the back of each card is an object. When they see the object on the back of their card it will be their time to talk. When they see their object they should raise their hand and wait to be called upon. The student will then read their card and explain what they think the object was used for using clues from the picture and descriptions on the cards. The docent will distribute cards and point out an object. The docent will then call the student who has that card up to the front and aid them in modeling the presentation procedure.

**Independent Practice:** The docent will briefly introduce each room in the house and choose students to present one at a time. Docent should have a checklist of which artifact is in which room so that all artifacts are presented:

Parlor-  
Kitchen-  
Master bedroom-  
Children's bedroom-  
Older children's, Boarder's bedroom-

**Objects placed through the Museum are as follows:**

James Feeley- Toolbox (bedroom)  
Sarah Feeley- Laundry Basket (kitchen)  
Mary Feeley- Basket filled with goods from the market (kitchen)  
John Feeley- Work Gloves (bedroom)  
Michael Feeley- Oyster Can (kitchen)  
Joseph Feeley- Pants with sewing needle, thread, and scissors (older children's bedroom)  
James Feeley, Jr- School Books (children's bedroom)  
Cornelius Feeley- Cup and Ball Toy (children's bedroom)  
Sean Burke- Travelers Chest (boarder's bedroom)  
John Lyman- Violin  
Father- Bible

**Closure:** The docent will start a discussion about the Feeley family's life and allow them to compare and contrast aspects of life today.

**-Groups will Switch-**

**Closure**

The groups will reunite and the docents will tell the group that although there was a lot of work to be done, it was a good life. The Feeley family worked very hard but found happiness in their life. They would have sung songs like Cockles and Mussels for pleasure. The docents will lead the students in the singing of the first verse and chorus of the song "Cockles and Mussels" (Molly Malone) and repeat allowing the students to pick up on the lyrics.

## **Cockles and Mussels (Molly Malone)**

Alive, alive oh,  
Alive, alive oh,  
Crying, “Cockles and Mussels,  
Alive, alive oh”

In Dublin's fair city  
Where girls are so pretty  
T'was there that I first met  
Sweet Molly Malone  
As she wheeled her wheelbarrow  
Through streets broad and narrow  
Crying, “Cockles and mussels,  
Alive, alive oh,

### **Repeat**

#### **OPTIONAL FOLLOW UP ASSIGNMENT:**

Given copies of the 900 block census, students will be asked to find someone on census document other than a member of the Feeley family, and use the information gathered to write a story about a day in the life of that person. Students should use what they learned about everyday life on the 900 block of Lemmon Street to aid them in creating a realistic story of what “a day in the life” of a person from the Feeley's block. A copy of the census and an *Activity Follow up Assignment Sheet* will be given to the teacher at the conclusion on the workshop.

#### **OPTIONAL FOLLOW UP ASSESSMENT:**

Have the students complete the following BCR question:

*There was a lot of work to be done on Lemmon Street. The Feeley family had everything they needed to live a happy and successful life.*

- *Describe what life was like for the Feeley family, give examples of some of the daily work that the members did.*
- *Explain the importance of this work and how it benefited the family.*
- *Use details and examples to support your response.*

The Maryland BCR rubric at [http://mdk12.org/assessments/k\\_8/readingscoring\\_bcr.html](http://mdk12.org/assessments/k_8/readingscoring_bcr.html) can be used to assess student responses.