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TEACHING ABOUT IMMIGRATION

using THE LONG WAY TO A NEW LAND and THE LONG WAY WESTWARD

Grade level: 1 to 3

Materials and Resources:

- **THE LONG WAY TO A NEW LAND** (ISBN 0-06-025194-8)
- **THE LONG WAY WESTWARD** (ISBN 0-06-025207-3)
Both books are HarperCollins "I Can Reads" written and illustrated by **JOAN SANDIN**
- Attached maps showing the immigrant route from Sweden to Minnesota, 1868

Objectives

Students will be able to:

- Locate places on a map
- Add up travel times.
- Understand why people emigrated
- Learn the difference between the words "emigrant" and "immigrant"
- See what the US was like in 1868 (just after the Civil War)
- Understand the difficulties of immigration
- Learn a few Swedish words
- Perform extra activities directly related to what they are learning

Historical background: In 1868 and '69, the so-called "hunger years", more than 50,000 Swedes emigrated to America. Newspapers, pamphlets and letters from earlier emigrants spread the *Amerikafeber* (America Fever) throughout Sweden.

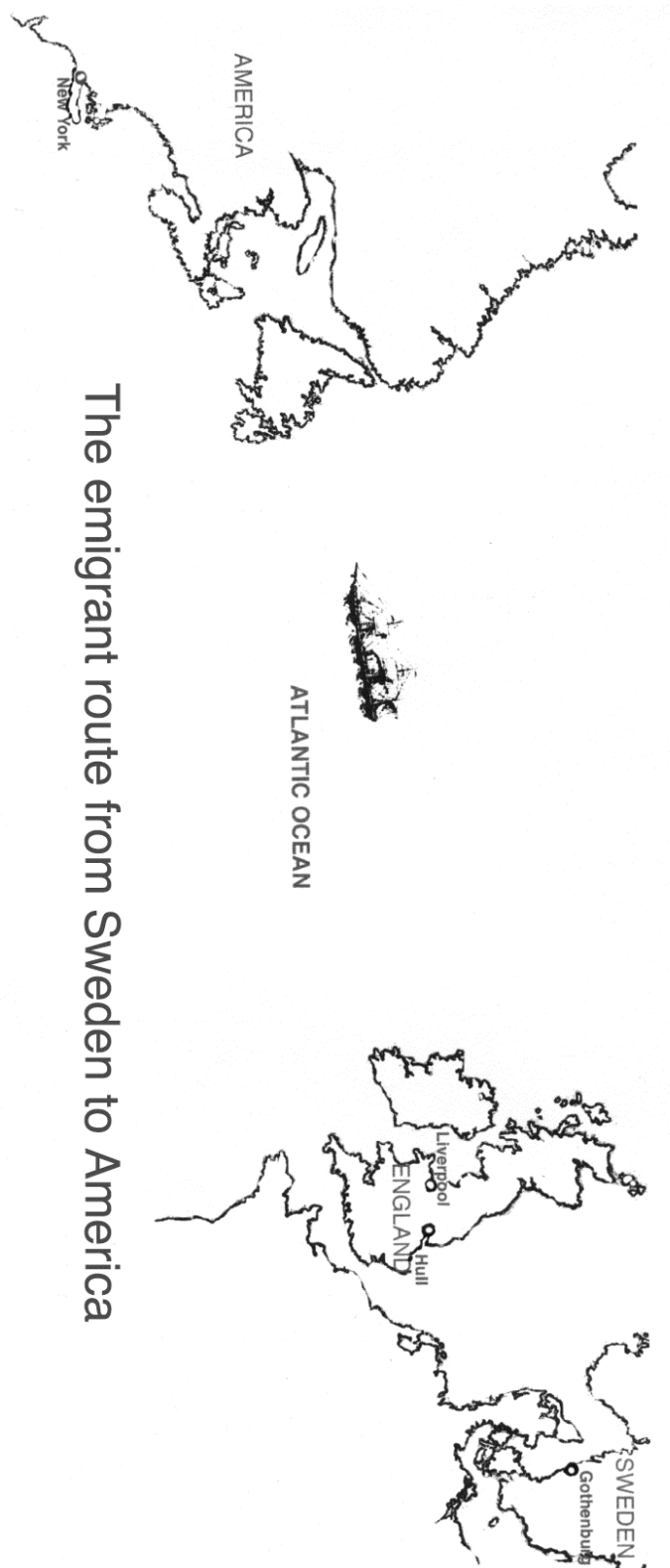
Like thousands of other European emigrants, the Swedes were willing to leave everything behind for the dream of a better life for themselves and their children in the "Land of Opportunity."

In 1868, almost all of the European emigrants traveled to America by steamship. Many emigrants settled in New York, but most of the Swedes continued westward to farm the free lands created by the new Homestead Act of 1862.

Using Joan Sandin's books, THE LONG WAY TO A NEW LAND and THE LONG WAY WESTWARD, your students will meet Carl Erik Larsson and his family, who emigrate from Sweden in 1868. (Both books are historical fiction for emerging readers.) While the Larsson family are not real people, their reasons for leaving Sweden, their long, hard journey to America, their difficult trip across the United States (just after the Civil War), and their fate in Minnesota are typical of the thousands of Swedish immigrant families who landed on our shores in the 1860's.

- **Both the story and illustrations were carefully researched for historical accuracy.**

Book 1: THE LONG WAY TO A NEW LAND



Book 1: THE LONG WAY TO A NEW LAND

Chapter 1 The Letter from America

1. How many people are in the Larsson family?
1a. What are their names?

2. What country do they live in?

Find that country on the map, color it yellow, and write in its name.

3. Why is there no food for the winter?

4. What does the family eat to survive?
4a. How do you think it would taste?

5. Who writes a letter to the Larsson family?

Write down some things they say in the letter.

6. Why does Jonas want to go to America?

7. Why does Carl Erik not sleep that night?
7a. What does he hear?

8. What does Pappa say the next day?

Teaching Guide for THE LONG WAY TO A NEW LAND (ISBN 0-06-025194-8) by Joan Sandin
This guide was created by the author; teachers are free to use all, or any part of it, in their teaching.
Suggestions for student activities are underlined. A teacher answer key follows the guide.

Read Chapter 1. Then fill in the T chart.

REASONS TO GO TO AMERICA	REASONS TO STAY IN SWEDEN

Chapter 2 Good-bye to Sweden

1. What does the family have to do before leaving Sweden?
2. What will they need to buy?
3. What is the “America trunk”?

Find it in the picture.

4. Who is *Farmor*?
 - 4a. Why do you think *Farmor* is not going with them?
5. What other people does the family meet?

Write the correct word. (Your teacher can help you.)

An _____ leaves his or her own country.

An _____ lives in a new country.

6. Do you know anyone who is an emigrant or immigrant?
7. How long does it take the family to get to Gothenburg?

Find Gothenburg on the map.

8. What is loaded onto the boat?
9. What do Mamma and Pappa say as the boat leaves?

Mamma says, “ _____!”

Pappa says, “ _____!”

Chapter 3 Four Days to Liverpool

1. Does Carl Erik think the boat trip to Hull is fun?

Find Hull on the map.

2. Who meets the Larssons and the other emigrants in Hull?

2a. What language does he speak?

Find Liverpool on the map.

Draw a line from Hull to Liverpool.

2b. What country are those cities in?

Write its name on the map, and color it red.

3. How do the Larssons travel to Liverpool?

Write the way they travel on your route line.

4. Is Liverpool a busy port?

5. Why does a doctor examine the emigrants?

5a. Does everybody pass the examination?

6. Who do you think might travel first class?

Chapter 4 Storm and Fever

1. Would like to eat dinner on this ship?
2. What happens in the middle of the night?
 - 2a. Is Carl Erik afraid?

Write some things that happen during the storm.

3. Why does the ship's bell ring?
4. Whom do Pappa and Carl Erik talk to after the storm?
 - 4a. What does he show them?

Rewrite these sentences in correct English.

What o'clock is it? _____

What country are you of? _____

Now we are arrived. _____

Chapter 5 America at Last!

1. Find New York on the map.

Draw a line from Liverpool to New York.

2. What country is New York in?

Write its name on the map, and color it blue.

3. How many days does it take them to get to New York

3a. from Liverpool? _____

3b. from the farm in Sweden? _____ (This one is harder, You need to add up all the travel days you find in the story.)

4. What do the emigrants see from the deck?

Write some things that happen after the ship lands

5. What does Pappa have for them?

6. What does Carl Erik say?

6a. Where do you think he learned to say that?

7. What do you think will happen to the family now?

KEY

Book 1: THE LONG WAY TO A NEW LAND

Chapter 1 The Letter from America

1. There are 5 (or 6, if they count *Farmor*, the grandmother.)
2. Sweden

Sweden – the name of the country
Swedish – the language spoken in Sweden
Swedes – the people who live in Sweden
Ask your students to think of a sentence using all three words.

3. There was widespread drought and crop failure in 1868.
4. They survive on bread made from moss, bark, and a little flour.
 - 4a. **Let the students imagine how bad that would taste.**
5. The letter is from Carl Erik’s uncle Axel and his cousin Anna Stina in America.

Some things they say in the letter:
 They have a house, good land, a cow, chickens and food for the winter.
 They are thinking of them in Sweden, and know how hard it is for them.
 They want them to come to America.
 They will help them when they come.
 Anna Stina says that she has seen an Indian.
 Anna Stina says that she can speak English better than her parents.
6. Jonas wants to eat wheat bread and butter.
7. Carl Erik is hungry, and he is thinking about his cousin’s letter.
 - 7a. He hears his parents talking.
8. Pappa says: “There is no future for us here. We will go to America.”

Possible T Chart answers

REASONS TO GO TO AMERICA	REASONS TO STAY IN SWEDEN
Crop failure in Sweden	<i>Farmor</i> is too old to emigrate
No food available to buy	They own a farm in Sweden
Land in Sweden is rocky, hard to farm	They’ve lived in Sweden all their lives
Good farmland in America	They speak the language
Family has 3 sons (only 1 can inherit the farm)	Ticket to America costs a lot.
Uncle already there, willing to help them	<i>Farmor</i> is too old to make the trip

Chapter 2 Good-bye to Sweden

1. They have to bake bread with the remaining flour, sew new clothes, wash the quilts, build a trunk, and sell the farm and most of their things.
2. They need to buy boat and train tickets.
3. It's the big trunk where they pack the things they will bring to America.
4. *Farmor* is Carl Erik's grandmother, his father's mother.

Farmor is a Swedish word. It means Grandmother.
The word **far** means father and **mor** means mother, so your ***Farmor*** is your father's mother.

- 4a. *Farmor* is too old to make the difficult trip.
5. They meet other emigrants.

The words emigrant and immigrant:
An **emigrant** is someone who leaves his or her own country.
An **immigrant** is someone who is living in a new country.

6. Students may have immigrants in their own families (most of us do!)

This would be a good chance for new immigrant children to see that all Americans are descendants of immigrants.

7. It takes 3 days by horse cart.
8. The boat carries a cargo of mail, lumber, cattle and people.
9. Mamma says, "Good-bye, Sweden!" Pappa says, "Good-bye forever!"
10. Some things in the trunk are:
Clothes, quilts, bed linens, cloth, tools, dishes, bible, rifle, three toys
Some things in the basket are:
Bread, cheese, dried meat

Chapter 3 Four Days to Liverpool

1. No. **Ask the students to describe the conditions onboard.**
2. The emigrant agent for the steamship company meets them.
 - 2a. He speaks Swedish (probably English as well.)
 - 2b. Hull and Liverpool are in England.
3. They travel by train.
4. Yes. **Have the students describe the port activities.**
5. He examines the passengers to see if any of them has a contagious disease.
 - 5a. No. An old woman and a girl with a rash are sent back to land.
6. Professionals, businessmen, and wealthier people would travel first class.

Chapter 4 Storm and Fever

1. Probably not. **Let the students describe the unsanitary conditions.**
2. There was a storm at sea.
 - 2a. Yes

Some things that happen during the storm:
An oil lamp breaks.
The ship is rocking.
Seawater is everywhere.
Trunks slide around.
The emigrants are locked in below deck.
People are vomiting.
People pray, sing and cry.
3. It rang because someone had died. (It was the baby who had been carried out.)
4. They talk to a Swede who had traveled back and forth many times.
 - 4a. He shows them an emigrant guidebook that he has written himself.

Sentences in correct English.

What time is it?

What country are you from?

Now we have arrived.

Chapter 5 America at Last!

2. New York is on the east coast of the United States.
 - 3a. It takes them 12 days from Liverpool to New York.
 - 3b. 3 days to Gothenburg + 4 days to Hull + 1 day to Liverpool + 12 days to New York = 20 days travel plus all the necessary waiting days.
4. They see land (the New York coast.)

Some things that happen after the ship lands:

Their baggage is examined.

A doctor checks their eyes, throats, and chests.

The officials check Pappa's papers.

They ask Pappa questions.

5. He has wheat bread and butter, and a letter from Uncle Axel.
6. "Now we are arrived."
 - 6a. He learned it from studying *Handbook for the Emigrant*

7. Encourage the students to predict what might happen to the family next.
Then have them read THE LONG WAY WESTWARD to see if they were right.

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