



# Young Audiences of Massachusetts

## *Educational Materials*

Please forward to teachers

### **ABOUT THE PERFORMANCE**

**Promised Land:** *The Immigrant Experience*

**Grade levels:** 6-12

**Promised Land** presents the fascinating story of American immigration from Columbus's time to the present. Students will hear songs about the court of Ferdinand and Isabella, the Spanish Jews on Columbus's ships, the life of the Portuguese sailors, the Creole influence in Louisiana, the 19th century Irish railroad workers, the agricultural and political upheaval in Eastern Europe, and the forced immigration of Africans. *The Immigrant Experience* is based on the stories of the ancestors of the ensemble members, **Lisle Kulbach, Jay Rosenberg, and Jeff Davis**, making it an excellent starting point for students studying their personal histories and building bridges of understanding across generations of families.

### **LEARNING GOALS:**

1. To explore the history of immigration in the United States.
2. To explore one's own personal background, and gain a broader sense of history and origin.

### **PRE-ACTIVITY SUMMARY:** *Countries of the World*

Discuss different countries of the world. Discuss the concept of immigration. Divide the class into groups and have each group select a country. Have them research this country and share their findings with the rest of the class. Discuss how immigrants bring "part of their country" to their new homes.

### **POST-ACTIVITY SUMMARY:** *Interviewing Immigrants*

Discuss the concept of interviewing. Create a list of questions that students can ask an immigrant in an interview. Have students interview an immigrant or somebody who is familiar with immigration and report their findings to the class.

### **CURRICULUM LINKS:**

Multicultural Studies, History and Social Sciences, Music

# PRE-ACTIVITY: COUNTRIES OF THE WORLD

## LEARNING GOAL:

To learn about life in other countries.

## MATERIALS/PREPARATION:

world map, books about Russia, China, Ireland, Italy, Mexico, etc.

## TIME:

Two 45 minute sessions

## STEP 1:

**Ask** the class to name countries. What makes each country different? Ask if any of the students come from another country. If so, ask them to talk about their countries.

## STEP 2:

**Discuss** immigration. What is an immigrant? Why do people immigrate? Tell students that there have been many “waves of immigration” over the course of American history (i.e. Spanish, Irish, Eastern European, Mexican, Italian, Russian, Chinese, etc.). Locate the countries associated with these “waves” on the world map (i.e. Spain, Ireland, Russia, China, Mexico, Italy, etc).

## STEP 3:

**Divide** students into groups. Ask each group to select one of the above-mentioned countries. Have them research the daily life, traditions, language, food, etc. of the country.

## STEP 4:

**Have** each group share its research with the rest of the class. Discuss how immigrants bring “part of the old country” to their new country. Ask students to find examples of influences from other countries in today’s American society.

## EXTENSIONS:

- 1) **Discuss** the terms “melting pot” and “salad bowl” in relationship to immigration. How are they different?
- 2) **Review** the highlights of American history, especially the “waves of immigration” (early settlers from Spain, England, and France, slave trade from Africa, Irish escaping the potato famine, Chinese in the 1800s, Jewish people fleeing Germany, etc.).



# POST-ACTIVITY: INTERVIEWING IMMIGRANTS

## LEARNING GOALS:

To understand what it is like to be an immigrant.

To gain interviewing skills and learn from another individual's experience.

## TIME:

Two 45 minute sessions

## STEP 1:

**Discuss** interviewing. Where have students seen or heard interviews? Ask students if they have been interviewed or been an interviewer.

## STEP 2:

**Tell** students that they will be interviewing someone who emigrated from another country or has first-hand knowledge of immigration. Discuss possible questions that students might ask their interviewee. Use the following questions to begin the discussion:

- Where are you/your family from?
- When did you/your family come to the United States?
- Why did you/your family come to the United States?
- How did you/your family come to the United States?
- What language(s) do you/your family speak?
- What are some of your family customs?

## STEP 3:

**Have** students interview someone and then report their findings to the class. Encourage students to transcribe, audiotape or videotape the interview.

## EXTENSIONS:

- 1) **Discuss** music as an expression of culture. Encourage students to share songs from their families or communities.
- 2) **Have** students research Ellis Island, Westward expansion, the Irish potato famine, Creole culture, African-American migration to the industrial North, etc.



## Promised Land: *The Immigrant Experience*

Grade levels: 6-12

### VOCABULARY:

Ancestors	Ethnicity, ethnic groups	Immigration
Assimilate	Expulsion	Infrastructure
Edict	Heritage	Push and pull factors
Emigrate	Immigrant	Refugee
		Sephardim

### ABOUT THE PERFORMERS:

**Jay Rosenberg** is a guitarist, multi-instrumentalist and singer. He studied at Berklee College of Music and Union College. Jay has also performed with Revels and is an original member of Voice of the Turtle. He has been the chorus master of Revels, assistant director of the Quadrivium, and was for nine years the artistic director of Northern Harmony. He teaches classical guitar, recorder and Sephardic music, and is on the faculty of the Suzuki School of Newton and the Powers Music School.

**Jeff Davis** is one of the nation's foremost performers, interpreters and collectors of traditional American music. He plays banjo, guitar, bones, spoons, concertina, fiddle, and many other instruments. Jeff has appeared at Sturbridge Village and Mystic Seaport regularly, and has performed at folk festivals in the United States and abroad. He has recorded for Flying Fish and Minstrel Records. Jeff received the 1992 U Mass-Dartmouth "Eisteddfod" Award for service to the traditional arts.

#### **Lisle Kulbach**

For more information on Promised Land, please consult the web site:  
[www.promisedlandtrio.com](http://www.promisedlandtrio.com).

### ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.

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## MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

### **Promised Land: *The Immigrant Experience***

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>History 1</i>	Chronology and Cause...understand the chronological order of historical events and recognize the complexity of historical cause and effect.
<i>History 2</i>	Historical Understanding...understand the meaning, implications, and importance of historical events, while recognizing the contingency and unpredictability of history.
<i>History 4</i>	Society, Diversity, Commonality, and the Individual...learn the complex interplay that has existed from the beginning of our country between American ideals and American practice.
<i>History 8</i>	Places and Regions of the World...identify and explain the location and features of places and systems organized over time.
<i>World Language 19</i>	...examine and analyze cultural contributions of diverse groups
<i>Arts-Music 1</i>	Singing...sing, alone and with others, a varied repertoire of music.
<i>Arts-Music 3</i>	Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music.
<i>Arts-Music 5</i>	Critical Response...describe and analyze their own music and the music of others using appropriate music vocabulary.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology /engineering.

