

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

ABOUT THE PERFORMANCE

Promised Land: *The Immigrant Experience*

Grade levels: K-5

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 backgrounds and gain a broader sense of history and origin.

PRE-ACTIVITY SUMMARY: *Family Trees*

Discuss students' families and communities. Ask students to share some of their family and community traditions. Have them find out their families' native countries. Ask them to use this information to create family trees.

POST-ACTIVITY SUMMARY: *Understanding Immigration*

Discuss immigration. Why do people leave their home countries? Ask students to imagine that they must leave the United States and emigrate to another country. Divide the class into groups and have each group choose a country. Ask each group to plan the trip to the new country and prepare for life there. Have each group present its plans to the class.

CURRICULUM LINKS:

Multicultural Studies, History Social Sciences, Music

PRE-ACTIVITY: FAMILY TREES

LEARNING GOAL:

To explore the backgrounds of students' families and communities.

MATERIALS/PREPARATION:

art supplies, stencils of a tree and leaves

TIME:

Two 45 minute sessions

STEP 1:

Discuss families and communities. Do students have family or community traditions? How did these traditions originate?

STEP 2:

Have students make a list of people in their families and/or communities. Ask them to take this list home and explore the countries from which these people emigrated.

STEP 3:

Discuss students' backgrounds. Did any of their family traditions originate in these countries?

STEP 4:

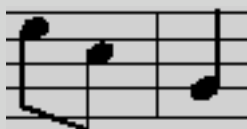
Distribute the necessary supplies, and ask students to create a family tree. Have students write the individuals' names from their family and/or community and their countries of origin on separate leaves. Then, have them place the leaves on the tree.

STEP 5:

Have students display their family trees and talk about their families and/or communities and their countries of origin.

EXTENSIONS:

- 1) **Review** 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.).
- 2) **Discuss** music as an expression of culture. Ask students to share songs from their families or communities.



POST-ACTIVITY: UNDERSTANDING IMMIGRATION

LEARNING GOAL:

To create an awareness of the immigrant experience.

MATERIALS/PREPARATION:

books about immigration

TIME:

one hour

TIPS FOR THE TEACHER:

* An optional **STEP 5** would be to have students write letters to their families "back home" describing life in their new country.

STEP 1:

Discuss immigration. Why do people leave their native countries? Do students know people who have emigrated to the United States? If so, why did these people emigrate? What are the difficulties people face when emigrating (i.e, leaving family and friends, learning a new language, finding a job, finding a place to live, etc.)?

STEP 2:

Ask students to imagine that they must leave the United States and emigrate to another country. Discuss possible destinations.

STEP 3:

Divide the class into groups, and have each group choose a country. Ask each group to plan the trip to the new country and prepare for life there. Encourage students to think about some of the difficulties they might encounter.

STEP 4:

Ask each group to present its plan.

EXTENSIONS:

- 1) **Ask** students to interview a family member or friend about their ancestry. Encourage students to learn a family song from this individual.
- 2) **Ask** students to bring objects or foods to class related to specific holidays or customs from their ancestry.



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VOCABULARY:

Ancestors	Expulsion	Persecution
Edict	Heritage	Prejudice
Emigrate	Immigrant	Push and pull factors
Ethnicity, ethnic groups	Immigration	Refugee
Exploration, explorers	Opportunity	

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.

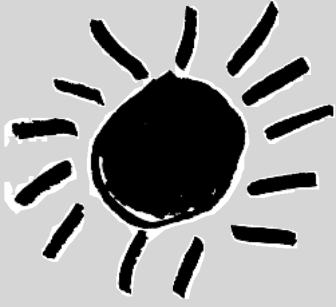
Lisle Kulbach.

For more information on Promised Land, please consult the web site:
www.promisedlandtrio.com.

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 31 chapters. For 45 years, YA has distinguished itself as the vital link between Massachusetts school-children (K-12) and more than 80 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

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<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.

