

Overview

This lesson utilizes census records to trace migration patterns of two German families who settled in Kansas. Students will read expository text about what a census is and why they are made. Students will complete a graphic organizer using two census record entries and draw conclusions about German migration patterns.

Standards

Current standards can be found on ksks.org.

Objectives

Content:

- The student will give examples of German migration patterns to Kansas.
- The student will explain why German immigrants did not all come from Germany.

Skills:

- The student will read a census document.
- The student will use a map to mark the migration patterns of two German families.
- The student will infer information not directly provided by the census.

Essential Questions

- Why are census records an important resource for historians?
- How did European immigration affect the settlement of Kansas?

Activities

This activity uses the following *Read Kansas!* cards:

- **Moving to America**
- **Understanding the Census**

Day 1

1. Introduce students to the idea of immigrants coming from Europe to settle in Kansas in the late 1800s. Have students discuss what they know about different European countries that had citizens migrate to Kansas and why these people came.
2. Tell students they will be studying the migration of Germans from Europe and using census records to trace the migration of two German families that moved to Kansas. Introduce the topic of the census and ask them to share what they already know about it.
3. Provide each student with a copy of the **Moving to America** *Read Kansas!* card. Explain that this card is a brief history of German migration to America and Kansas specifically. Have students read the card. Lead a discussion using the following questions:
 - How would you describe the country of Germany in the 1800s?
(It wasn't one country. It was a country that changed borders many times. It was many countries and states.)
 - Why did people leave Germany?
(Revolution caused by German people wanting a government run by a constitution)
 - What was one way German immigrants selected where they wanted to live in Kansas?
(In areas where there were other German people)
 - How could you determine that the German people wanted to keep their cultural identity alive in Kansas?
(Living among other Germans, taught children to speak German, published a German newspaper, had German social clubs)
4. Conclude the discussion by explaining that they now know why Germans wanted to move to Kansas and how they wanted to preserve their heritage. The next part of the lesson will have the students using the U.S. census to find evidence of where Germans moved to in America and Kansas.

Day 2

1. Provide each student with a copy of the **Understanding the Census** *Read Kansas!* card. Using the subtitles, have students read one section at a time and then discuss for comprehension.
2. Explain that reading an original census document from the 1800s is difficult because of the handwriting. The tables on the back of the card are transcriptions from the 1880 U.S. census for two counties in Kansas. Model the Schoenhofer family (pronounced "Shane-hoffer") census data to learn how to read a census. Record answers on black-board. Ask students to:
 - Locate where the census was taken and in what year.
 - Identify the parents in the family. Ask them to find specific information about the parent such as their age, their job, where they were born, where their fathers and mothers were born.
 - Identify the children in the family. Repeat the activity as above with the children.
3. To include a math exercise, have students determine the year the first child was born in Missouri and Kansas. From this information ask students to infer when the family moved. (The family moved to Missouri before 1857 and moved to Kansas between 1865 and 1867.)

4. Distribute the **Tracing Migration** graphic organizer. As a class have students trace the migration pattern for the Schoenhofer family. Add the year(s) that the family moved the location. (Missouri-1857; Kansas-1865 to 1867) Working on their own, have students complete the same steps on the graphic organizer for the Barttles family. (The family moved to Illinois between 1868 and 1871 and to Kansas after 1877.)
5. Have students describe the similarities they have found in the migration of these two families. (Went somewhere else before Kansas, came from countries not called Germany, settled where other Germans settled in Kansas.)

Assessment

1. Evaluate the students' ability to complete the Barttles family migration activity.
2. Evaluate the students' ability to describe the similarities in migration patterns between these two families.

For the Teacher

If you are using the textbook, *The Kansas Journey*, this lesson can be used with pages 133-135. For statistics on ethnic settlement by county, go to kansasmemory.org/teachers.

One major group of German-speaking immigrants who are not covered in this lesson is the German-Russians or Volga-Germans. These Germans left their homeland in the 1760s when Catherine the Great invited them to settle in the Russian Empire. Under her successor the government revoked their exemption from military service and many chose to leave Russia. Unlike other Germans that immigrated to Kansas, Volga-Germans tended to come in larger groups, sometimes coming as an entire community to resettle in Kansas. The Germans covered in this lesson usually immigrated as individuals or as extended families, but rarely as an entire village. Most German immigrants to the United States continued to speak German for several generations.

Census records are available online, but some online resources do charge an access fee. If your school has access to census records, you can use these for extended activities. Be aware that the handwriting and cursive script on some census records can be difficult for students to read. Sometimes the census taker misspelled names if the family did not speak English.

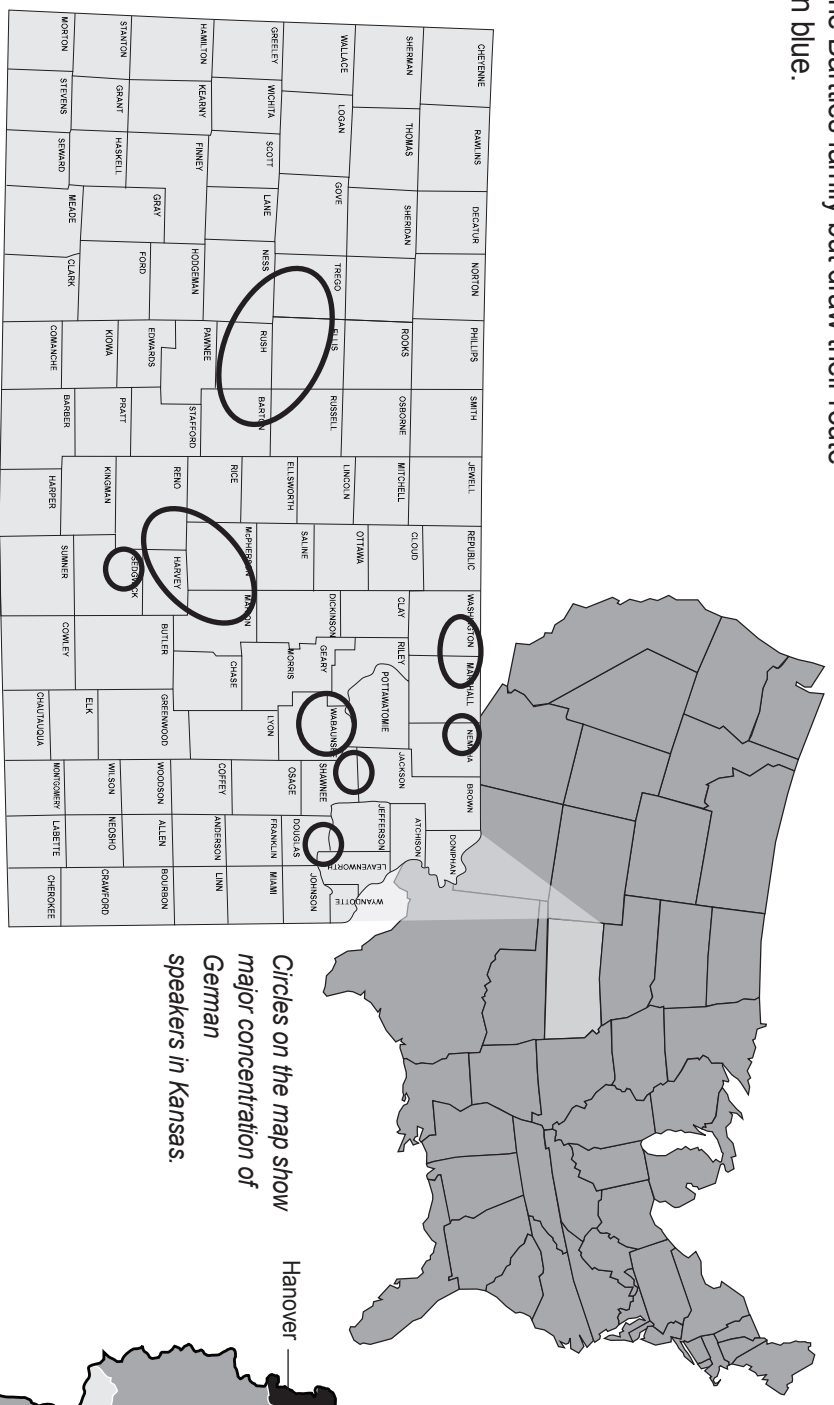
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Resources for this lesson are from:
• Kansas Historical Society Collections

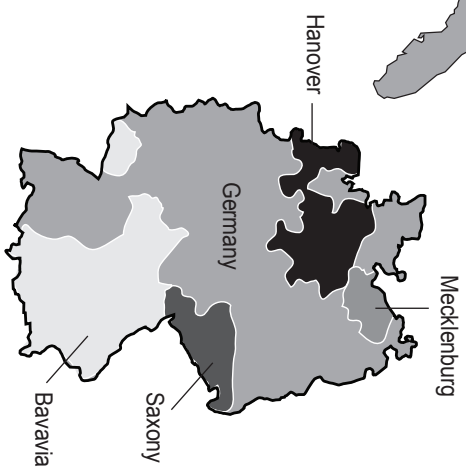
Name _____

Tracing Migration

Start in Germany and draw a line in red to show the migration route of the Schoenhofer family. Do the same for the Bartles family but draw their route in blue.



Circles on the map show major concentration of German speakers in Kansas.



Describe the similarities you find in the migration pattern of these two families. _____
