

Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008



The trains, and their destinations, were a mystery to the orphans on board.

“The trains, and their destinations, were a mystery to the orphans on board.”
Library of Congress and Children’s Aid Society
<http://www.pbs.org/wgbh/amex/orphan/>

[Overview/](#) [Materials/](#) [LOC Resources/](#) [Standards/](#) [Procedures/](#) [Evaluation/](#) [Rubric/](#) [Handouts/](#) [Extension](#)

Overview		Back to Navigation Bar
Objectives	<p>Students will understand purpose and reasons for migration within the United States during the turn of the century.</p> <p>Students will focus on one migration in particular, children on the Orphan Train, an experience of moving children from the crowded big cities of the East like New York and Boston to the rural Midwest.</p> <p>Students will use literature and primary sources to gain an understanding and to discover important historical and geographical aspects of migration in the United States.</p>	
Recommended time frame	One period 40 minutes	
Grade level	4 th Grade	
Curriculum fit	Social Studies	
Materials	<ul style="list-style-type: none">• Background Information on the historical orphan train experience. http://www.outfitters.com/~melissa/ot/ot.html• Orphan Train Advertisement (Asylum Children) http://www.orphantraindepot.com/OrphanTrainAnnouncement.html	



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

	<ul style="list-style-type: none">• Notice of Arrival (Sisters of Charity) http://www.orphantraindepot.com/NYFHLetter.html <p>Worksheet: photo analysis</p> <ul style="list-style-type: none">• Rubric/final assessment worksheet• Seven photos <p>1. Immigrants on Atlantic Liner. http://www.loc.gov/rr/print/list/070_immi.html</p> <p>2. Mulberry Street, New York City. http://memory.loc.gov/cgi-bin/query/D?detr:6:./temp/~ammem_VJRW::@@@mdb=rbpebib,calbkbib,lhcbbib,cic,ngp,klpmap,mymhiwebib,fawbib,psbib,lhbtbib,detr,lhbumbib,upboverbib</p> <p>3. Byron. Free ice in New York. http://memory.loc.gov/cgi-bin/query</p> <p>4. Nine children standing in a room, nurse kneeling next to them. http://memory.loc.gov/cgi-bin/query/D?cdn:1:./temp/~ammem_8Ese::@@@mdb=mcc,gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowelbib,calbkbib,consrvbib,bdsbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,n-cr,ngp,musdibib,hlaw,papr,lhbumbib,rbpebib,lbcoll,alad,hh,aaodysey,magbell,bbcards,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,asm,scsm,denn,relpet,amss,aaeo,mffbib,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcn,yebib,klpmap,hawp,omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpabib,wapos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharendt,lhcbbib,eea,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afcwip,mtaft,manz,lstbib,fawbib,berl,fmuever,cdn,upboverbib,musm,cic,afcppearl,awh,awhbib,sgp,wright,lhbtbib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto</p> <p>5. Children sitting on steps of the Oak Park</p>
--	--



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

	<p>http://memory.loc.gov/cgi-bin/query/D?cdn:1:./temp/~ammem_nAH7::@@@m_db=mcc,gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowelbib,calbkbib,consrvbib,bdsbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,n cr,ngp,musdibib,hlaw,papr,lhbumbib,rbpebib,lbcoll,al ad,hh,aaodysey,magbell,bbcards,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,asm,scsm,denn,relpet,amss,aaeo,mffbib,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcn yebib,klpmap,hawp,omhbib,rbaapcbib,mal,ncpsbib,nc pm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpabib,wpa pos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharen dt,lhbcbbib,aaa,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwqgbib,mymhiwebib,uncall,afcwip,mtaft,manz,llstbib,fawbib,berl,fmuever,cdn,upboverbib,mus sm,cic,afcpearl,awh,awhbib,sgp,wright,lhbtbib,afces nbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto</p> <p>6. Group of children ready to find new homes. http://www.orphantraindepot.com/</p> <p>7. Orphan Train Riders (14 boys), arrived in Dowagiac, Michigan. http://www.program-source.com/orphan_train_project.htm</p>
<h3>State of Michigan Grade Level Content Expectations</h3> <p style="text-align: right;">Back to Navigation Bar</p>	
	<p>Social Studies Content Expectations: GOAL 4: Human Systems Understand how human activities help shape the earth's surface. 4 - G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)</p>



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

--	--

Procedures

[Back to Navigation Bar](#)

Day One:

Teacher will begin the lesson by asking:

- Why do individuals and families move from one place to another?

Possible responses:

- To find a better life
- To find work
- To be closer to family or relatives
- To get away from poverty

Students will be asked and then given the definition of “migrate,” “immigrate,” “emigrate.”

Teacher will point out that some reasons for moving are one’s own choice and others are not. Two examples will be provided, a current example and a historical example:

- current natural disaster, Hurricane Katrina in New Orleans
- historical example, a crop failure like the potato famine in Ireland

Students will be asked if the New Orleans population or the Irish population chose to move and the students will be asked if they know of any other examples of migration.

Students will discuss the Orphan train population and whether they had a choice of migrating west or not.

Teacher and students will read and discuss background information about the “Orphan Train” (See handout.) in order to understand the various



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

	<p>reasons and context of this forced migration.</p> <p>Teacher Led Activity</p> <p>Teacher will explain Primary and Secondary Sources” as described on the Library of Congress website. http://memory.loc.gov/learn/lessons/fw.html#ration</p> <p>Teacher will show two primary resource photos from the Library of Congress online “American Memory” collection entitled, “Immigrants on Atlantic Liner” and “Mulberry Street, New York City” from around 1900.</p> <p>1. Immigrants on Atlantic Liner. http://www.loc.gov/rr/print/list/070_immi.html</p> <p>2. Mulberry Street, New York City. http://memory.loc.gov/cgi-bin/query/D?detr:6:./temp/~ammem_VJRW:::@@mdb=rbpebib,calbkbib,lhbcbbib,cic,ngp,klpmap,mymhiwebib,fawbib,psbib,lhbtabib,detr,lhbumbib,upboverbib</p> <p>Teacher will model observation and inference questions of photos:</p> <p>Observations and Inferences</p> <ul style="list-style-type: none">• What do you see in the photo?• What were the living and working conditions like?• What are the people wearing? Is it cold?• They are all wearing overcoats, so it must be cold• Where are they? How do you know?• Is this a recent photograph?• Where are they going? Why?• In the Mulberry Street photo, there are many people and carts in the street so they must be selling things.
--	---



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

- There are no cars, so it must be a long time ago.

Student Activity one: observing

- Four to six students will be seated around **five** different tables in the classroom. . Every table will be given a different photo related to the Orphan Train experience to examine. The whole class therefore will be examining five different photos.
- In their groups, each student will be asked to study his or her photograph for two minutes and to form an overall impression from the photo and the particulars of each photo. (Examples: looking at an individual’s facial expression, clothes, or body language, or looking at or the size and condition of the buildings.)
- Each student will be asked to list what he/she sees.
- One student at each table will be selected to share their findings and to combine them into one list on the worksheet labeled Photo Analysis
- Teacher will call on a representative from each table to share their observations with the class.

Student Activity two: making inferences

- Based on what each group of students around the individual tables have observed, the students within each group will be asked to list things you might infer from this photograph, continuing with the photo analysis worksheet.
- Teacher will call on a representative from each table to share their inferences.

Summary Activity:

A summary of the observations and inferences will be made for further discussion, with additional



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

	inferences and comments added.
Evaluation Back to Navigation Bar	
	<ul style="list-style-type: none">• Each group of students will be given a worksheet in order to assess their understanding of the lesson. (See handouts.) Students will be asked to define “migrate” and select examples of “primary sources” as well as answer background questions about the Orphan Train. In addition students will be asked to state two of the class findings from the observation and inference activity.
Extension Back to Navigation Bar	
	The follow up to this lesson will be the read aloud of Eve Bunting's picture book, <u>Train to Somewhere</u> which describes a forced migration of orphans at the turn of the 20th century from a big city, New York, to rural and small city areas in the Midwest in the hopes of finding new homes.



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

Primary Resources from the Library of Congress

[Back to Navigation Bar](#)

Immigrants on Atlantic Liner. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA.

http://www.loc.gov/rr/print/list/070_immi.html

Mulberry Street, New York City. c1900. Detroit Publishing Co. State Historical Society of Colorado, 1955.

http://memory.loc.gov/cgi-bin/query/D?detr:6:./temp/~ammem_VJRW::@@@mdb=rbpebib,calbkbib,lhbcbbib,cic,ngp,klpmap,mymhiwebib,fawbib,psbib,lhbntbib,detr,lhbumbib,upboverbib

Byron. Free ice in New York. c1900. Detroit Publishing Co. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA.

<http://memory.loc.gov/cgi-bin/query>

Nine children standing in a room, nurse kneeling next to them. C1928. Chicago Daily News. Chicago Historical Society.

http://memory.loc.gov/cgi-bin/query/D?cdn:1:./temp/~ammem_8Ese::@@@mdb=mcc,gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowellbib,calbkbib,consrvbib,bdsbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,ncr,ngp,musdibib,hlaw,papr,lhbumbib,rbpebib,lbcoll,alad,hh,aaodysey,magbell,bbcads,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,aasm,scsm,denn,relpet,amss,aaeo,mffbib,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcnyebib,klpmap,hawp,omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpabib,wpapos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharendt,lhbcbbib,eea,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afcwip,mtaft,manz,llstbib,fawbib,berl,fmuever,cdn,upboverbib,mussm,cic,afcpearl,awh,awhbib,sgp,wright,lhbntbib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto

Children sitting on steps of the Oak Park Orphan Home. C1904. Chicago Daily News. Chicago Historical Society.

http://memory.loc.gov/cgi-bin/query/D?cdn:1:./temp/~ammem_nAH7::@@@mdb=mcc,gottscho,detr,nfor,wpa,aap,cwar,bbpix,cowellbib,calbkbib,consrvbib,bdsbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrg,nawbib,horyd,wtc,toddbib,mgw,ncr,ngp,musdibib,hlaw,papr,lhbumbib,rbpebib,lbcoll,alad,hh,aaodysey,magbell,bbcads,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,aasm,scsm,denn,relpet,amss,aaeo,mffbib,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcnyebib,klpmap,hawp,omhbib,rbaapcbib,mal,ncpsbib,ncpm,lhbprbib,ftvbib,afcreed,aipn,cwband,flwpabib,wpapos,cmns,psbib,pin,coplandbib,cola,tccc,curt,mharendt,lhbcbbib,eea,haybib,mesnbib,fine,cwnyhs,svybib,mmorse,afcwwgbib,mymhiwebib,uncall,afc



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

[wip,mtaft,manz,llstbib,fawbib,berl,fmuever,cdn,upboverbib,mussm,cic,afcpearl,awh,awhbib,sgp,wright,lhbtbib,afcesnbib,hurstonbib,mreynoldsbib,spaldingbib,sgproto](#)

Additional Primary Resources

Group of children ready to find new homes. National Orphan Train Complex.
<http://www.orphantraindepot.com/>

Orphan Train Riders (14 boys), arrived in Dowagiac, Michigan.
Program Source International.

P.O. Box 444, Bloomfield Hills, MI 48303

http://www.program-source.com/orphan_train_project.htm

Orphan Train Advertisement (Asylum Children)

National Orphan Train Complex

300 Washington St., P.O. Box 322, Concordia, KS 66901

<http://www.orphantraindepot.com/OrphanTrainAnnouncement.html>

Notice of Arrival (Sisters of Charity)

National Orphan Train Complex

300 Washington St., P.O. Box 322, Concordia, KS 66901

<http://www.orphantraindepot.com/NYFHLetter.html>

Orphan Trains (background information)

Infobahn Outfitters, Inc.

PO Box 248, 716 E Jackson St.

Macomb, Illinois 61455 USA

<http://www.outfitters.com/~melissa/ot/ot.html>



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

Rubric

[Back to Navigation Bar](#)

CATEGORY	Understanding To Migrate/ Orphan Train	Understanding Primary and Secondary Sources	Photo Analysis: Observations and Inferences
4. Exceeds Expectations	Student demonstrated depth of understanding	Student demonstrated depth of understanding	Student demonstrated depth of understanding
3. Meets Expectations	Student demonstrated understanding	Student demonstrated understanding	Student demonstrated understanding
2. Approaches Acceptable Expectations	Student demonstrated some understanding	Student demonstrated some understanding	Student demonstrated some understanding
1. Below Acceptable Expectations	Student did not demonstrate understanding	Student did not demonstrate understanding	Student did not demonstrate understanding



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

Handouts

[Back to Navigation Bar](#)

Photo Analysis Worksheet

Step 1. **Observation:**

A. Study the photograph for two minutes. Form an overall impression and then examine the individual items in the photo. For example look at an individual's facial expression, clothes, or body language, or the size and condition of the buildings or objects in the photograph.

B . List what you see. List the “people,” the “objects,” and the “activities” you see in the photo.

People

1. _____
2. _____
3. _____
4. _____
5. _____

Objects

1. _____
2. _____
3. _____
4. _____
5. _____

Activities

1. _____
2. _____
3. _____
4. _____
5. _____



Migration and “The Orphan Train”

Terence Madden
Thurston Elementary School
Summer 2008

Photo Analysis Worksheet continued

Step 2. **Inference:**

Based on what you have observed in the photo, list three things you might infer from this photograph. For example, *the man in the photo is smiling and I think he must be happy*, or *the woman's clothes are very fancy, she must be going to a special event or must be rich*.

1. _____

2. _____

3 _____

Additional:

Edited from the “Photo Analysis Worksheet” designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408



Migration and "The Orphan Train"

Terence Madden
Thurston Elementary School
Summer 2008

Learning About Migration and "The Orphan Train" Using Primary Sources

Student Assessment

Name: _____

Students will answer the following questions;

1. Select the most appropriate definition of "Migrate." Circle one.

- a) to move from one region to another;
- b) the coming into the new country
- c) the leaving of one country to go to another

2. Circle examples of "Primary Sources."

photographs classroom textbook diary biography Interview

3. Name one big city where the Orphan Train began?

4. Why was there a need for the Orphan Trains?

5. Based on your observations looking at the photograph related to the Orphan Train experience, write two things you (or the class) saw?

6. Based on observations looking at the photograph related to the Orphan Train experience, write two inferences you or your group or the class made about the Orphan Train experience.?



Migration and “The Orphan Train”

Terence Madden

Thurston Elementary School

Summer 2008

