**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/

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<tr>
<th>Overview</th>
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<td><strong>Objectives</strong></td>
<td>Students will understand purpose and reasons for migration within the United States during the turn of the century. 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. 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.</td>
</tr>
<tr>
<td><strong>Recommended time frame</strong></td>
<td>One period 40 minutes</td>
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<tr>
<td><strong>Grade level</strong></td>
<td>4th Grade</td>
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<td><strong>Curriculum fit</strong></td>
<td>Social Studies</td>
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</table>
| **Materials** | • Background Information on the historical orphan train experience. [http://www.outfitters.com/~melissa/ot/ot.html](http://www.outfitters.com/~melissa/ot/ot.html)
• Orphan Train Advertisement (Asylum Children) [http://www.orphantraindepot.com/OrphanTrainAnnouncement.html](http://www.orphantraindepot.com/OrphanTrainAnnouncement.html) |
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- Notice of Arrival (Sisters of Charity)
  http://www.orphantraindepot.com/NYFHLetter.html

  Worksheet: photo analysis
  - Rubric/final assessment worksheet
  - Seven photos

1. Immigrants on Atlantic Liner.
  http://www.loc.gov/rr/print/list/070_immi.html

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,lhbntbib,
detr,lhbumbib,upboverbib

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

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,cowel
  lbib,calbkbib,consrvbib,bdsbib,dag,fsaall,gmd,pan,vv,
  presp,varstg,suffrg,nawbib,horyd,wtc toddbib,mgw nc
  cr,ngp,musdbib,hlaw,papr,lhbumbib,rbpebib,lbcoll,al
  ad,hh,aodyssey,magbell,bbcards,dcm,raelbib,runyon
  ,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,a
  asm,scsm,denr,relpet,amss,aaeo,mmfbib,afl11 ibib,m
  jm,mnwp,rbcmillerbib,molden,ww2map,mdipbib,afln
  yebib,klpmap,hawp,omhbbib,rbaapcbib,mal,nccsbib,nc
  pm,lhbrbib,ftvibib,afcreed,aijn,cwband,flwpabib,wpap
  pos,cmns,psbib,pin,clpandbib,cola,tcrc,curt,mharen
  dt,lhbcbbib,eaahaybib,mesnbig,fine,cwnyhs,svybib,
  mmorse,afcwwqbib,mymhiwebib,uncall,afcwi,mtaft,
  manz,lisbib,fawbib,berl,fmuerer,cdn,upboverbib,ms
  sm,cic,afcppearl,awh,ahwbig,sgw,wright,lhbntbib,aflc
  nbib,hurstibib,mreyoldsbib,spaldingbib,sgprnto

5. Children sitting on steps of the Oak Park
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State of Michigan Grade Level Content Expectations

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)
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| **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
reasons and context of this forced migration.

**Teacher Led Activity**

Teacher will explain Primary and Secondary Sources” as described on the Library of Congress website. [http://memory.loc.gov/learn/lessons/fw.html#ration](http://memory.loc.gov/learn/lessons/fw.html#ration)

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.

1. Immigrants on Atlantic Liner. [http://www.loc.gov/rr/print/list/070_immi.html](http://www.loc.gov/rr/print/list/070_immi.html)


Teacher will model observation and inference questions of photos:

**Observations and Inferences**

- 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.
- 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
| inferences and comments added. |

<table>
<thead>
<tr>
<th>Evaluation</th>
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<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Extension</th>
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<tbody>
<tr>
<td>The follow up to this lesson will be the read aloud of Eve Bunting’s picture book, Train to Somewhere 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.</td>
</tr>
</tbody>
</table>
Primary Resources from the Library of Congress

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

http://memory.loc.gov/cgi-bin/query/D?detr:6:/temp/~ammem_VJRW::@@@mdb=rbpebib,calbkbib,lhbcbbib,ic,nqp,klipmap,mymihiwebib,fawbib,psbib,lhbtnbib,detr,lhbumbib,upboverbib

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

http://memory.loc.gov/cgi-bin/query/D?cdn:1:/temp/~ammem_8Ese::@@@mdb=mcc,gottscho,detr,nfor,wpa,aap,cwar,bpbix,cowellbib,calbkbib,consvbib,bsdbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrq,nawbib,horyd,wtc,toddbib,mgw,ncr,nqp,musdbib,hlaw,papr,lhbtnbib,rbpebib,lbcoll,alad,hh,aodyssey,mbglb,bbcards,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,aasm,denn,relpet,amss,aaeo,mffbib,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcnypebib,klipmap,hawp,omhhbib,rbapcbib,ma,nccsdbib,ncpm,lbhprbib,ftvbib,afcreed,aipn,cwband,hlwpebib,wpapos,cmns,psbib,pin,coplandbib,cola,ccc,curt,mharendt,lhbcbbib,eaa,hatbib,mesnbib,finewyhs,svybib,mmorse,afcwsgbib,mymihiwebib,uncall,afcwip,mtaft,manz,lsttibib,fawbib,berl,fmuever,cdn,upboverbib,mussm,cic,afcpaeir,awh,awhbib,sgp,wright,lhbtnbib,afcesnbib,urstonbib,mreyoldsbib,spaldingbib,

http://memory.loc.gov/cgi-bin/query/D?cdn:1:/temp/~ammem_nAH7::@@@mdb=mcc,gottscho,detr,nfor,wpa,aap,cwar,bpbix,cowellbib,calbkbib,consvbib,bsdbib,dag,fsaall,gmd,pan,vv,presp,varstg,suffrq,nawbib,horyd,wtc,toddbib,mgw,ncr,nqp,musdbib,hlaw,papr,lhbtnbib,rbpebib,lbcoll,alad,hh,aaodyssey,maqbel,bbcards,dcm,raelbib,runyon,dukesm,lomaxbib,mtj,gottlieb,aep,qlt,coolbib,fpnas,aasm,denn,relpet,amss,aaeo,mffbib,afc911bib,mjm,mnwp,rbcmillerbib,molden,ww2map,mfdipbib,afcnypebib,klipmap,hawp,omhhbib,rbapcbib,ma,nccsdbib,ncpm,lbhprbib,ftvbib,afcreed,aipn,cwband,hlwpebib,wpapos,cmns,psbib,pin,coplandbib,cola,ccc,curt,mharendt,lhbcbbib,eaa,hatbib,mesnbib,finewyhs,svybib,mmorse,afcwsgbib,mymihiwebib,uncall,afcwip,mtaft,manz,lsttibib,fawbib,berl,fmuever,cdn,upboverbib,mussm,cic,afcpaeir,awh,awhbib,sgp,wright,lhbtnbib,afcesnbib,urstonbib,mreyoldsbib,spaldingbib,

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An Adventure of the American Mind
Illinois State University
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Additional Primary Resources

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
### Rubric

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<th>CATEGORY</th>
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<th>Understanding Primary and Secondary Sources</th>
<th>Photo Analysis: Observations and Inferences</th>
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<tbody>
<tr>
<td>4. Exceeds Expectations</td>
<td>Student demonstrated depth of understanding</td>
<td>Student demonstrated depth of understanding</td>
<td>Student demonstrated depth of understanding</td>
</tr>
<tr>
<td>3. Meets Expectations</td>
<td>Student demonstrated understanding</td>
<td>Student demonstrated understanding</td>
<td>Student demonstrated understanding</td>
</tr>
<tr>
<td>2. Approaches Acceptable Expectations</td>
<td>Student demonstrated some understanding</td>
<td>Student demonstrated some understanding</td>
<td>Student demonstrated some understanding</td>
</tr>
<tr>
<td>1. Below Acceptable Expectations</td>
<td>Student did not demonstrate understanding</td>
<td>Student did not demonstrate understanding</td>
<td>Student did not demonstrate understanding</td>
</tr>
</tbody>
</table>
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. __________________________________________________________________________
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
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.?
   ____________________________________________
   ____________________________________________
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