

Course Name (Course Number)

American History I (HIS 131): This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

Activity and Author Name

Immigration and the Development of American English by David Dry

Objectives:

The objective of this module is for students to examine different immigrant groups in the colonial era and determine the impact of those groups on American English.

Global Learning Outcome(s):

1. Research and analyze global cultures and influences on both early and modern day North American Culture.
2. Demonstrate an appreciation of the contributions of European/African and Middle Eastern populations to American cultural development include but not limited to music, language, food and religion.

Time:

Timeline is at the discretion of the individual instructor, but three weeks is recommended. See the Procedure section for a more detailed timeline.

Materials and Resources:

Students will need access to presentation software, such as PowerPoint, and they will also need to access computers and the internet to visit the links to appropriate websites provided below. Many of the links below were provided by the University of North Carolina Center for European Studies, the Carolina Center for the Study of the Middle East and Muslim Civilizations, and the University of North Carolina African Studies Center.

Students will be divided into groups to examine either Dutch, German, French, West African, or Spanish immigration to North America in the antebellum period. The resources are divided by group and include an **Origin Wordlist** providing words that entered American English from the native language of that immigration group and **Immigration History Resources** providing resources for students to research the history of their immigrant group in antebellum period. Each group also has an **Other Immigration History Resources** section that includes books that students might consult if they are available at their college library. Finally, **Etymology Resources** are listed at the end of this section providing students with a means to research the origins of a word, its English meaning, and its original meaning.

RESOURCE LIST**Dutch Origin Wordlist**

Yankee, sleigh, landscape, caboose, poppycock, coleslaw, cookie, waffle, marlinspike, span, stoop,

bluff, dope.

Dutch Immigration History Resources

"Dutch Colonies" (National Park Service): <https://www.nps.gov/nr/travel/kingston/colonization.htm>

"New Netherlands, p. 1-15" (New Netherland Institute):

<http://www.newnetherlandinstitute.org/education/for-students/fun-re/what-was-new-netherland/>

"Brief Outline of Dutch History and the New Netherlands Colony" (University of Notre Dame):

<http://www.coins.nd.edu/ColCoin/ColCoinIntros/Netherlands.html>

Other Dutch Immigration History Resources

Jacobs, Jaap. *The Colony of New Netherland: A Dutch Settlement in Seventeenth-Century America*. Ithaca, N.Y.: Cornell University Press, 2009.

Shorto, Russell. *The Island at the Center of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony That Shaped America*. New York: Doubleday, 2004.

Sijs, Nicoline van der. *Cookies, coleslaw, and stoops the influence of Dutch on the North American languages*. [Amsterdam]: Amsterdam University Press, 2009.

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German Origin Wordlist

Kindergarten, nix, spiel, hex, hoodlum, lager, bub.

German Immigration History Resources

"Immigration- Germans" (Library of Congress):

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/german.html>

(Use the "Next" button at the bottom right to navigate and read the following sections: Introduction | The Call of Tolerance | Building a New Nation | A New Surge of Growth | Filling the Nation's Breadbasket | Urban Germans | Building Institutions, Shaping Tastes)

"The Germans in America- Timeline" (Library of Congress):

<https://www.loc.gov/rr/european/imde/germchro.html>

"German Immigration" (Gale: U.S. History in Context):

<http://ic.galegroup.com/ic/uhic/ReferenceDetailsPage/ReferenceDetailsWindow?zid=a1bdd01f59dacbdab4e6bea68b2a54e&action=2&documentId=GALE%7CCX3436800018&userGroupName=gray02935&jsid=f6ef0c62ec142c368bfc2a12c90b49ea>

"The German Americans" (Max Kade German-American Center):

<http://maxkade.iupui.edu/adams/toc.html>

Other German Immigration History Resources

Fogleman, Aaron Spencer. *Hopeful Journeys: German Immigration, Settlement, and Political Culture in Colonial America, 1717-1775*. Philadelphia: University of Pennsylvania Press, 1996.

Otterness, Philip. *Becoming German: The 1709 Palatine Migration to New York*. Ithaca: Cornell University Press, 2004.

Roeber, A. G. *Palatines, Liberty, and Property: German Lutherans in Colonial British America*. Baltimore: Johns Hopkins University Press, 1993.

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French Origin Wordlist

Toboggan, caribou, bayou, butte, crevasse, depot, cache, jambalaya, gopher, chowder, picayune, cocktail.

French Immigration History Resources

“Economic Activities” (Virtual Museum of New France-- Canadian Museum of History):
<http://www.historymuseum.ca/virtual-museum-of-new-france/economic-activities/> (Examine each subheading on the left and within each subheading click “Show” and read all included sections)

“French Population” (Virtual Museum of New France-- Canadian Museum of History):
<http://www.historymuseum.ca/virtual-museum-of-new-france/population/> (Examine each subheading on the left and within each subheading click “Show” and read all included sections)

“French Immigrant Daily Life” (Virtual Museum of New France-- Canadian Museum of History):
<http://www.historymuseum.ca/virtual-museum-of-new-france/daily-life/> (Examine each subheading on the left and within each subheading click “Show” and read all included sections)

Other French Immigration History Resources

Ekberg, Carl J. *French Roots in the Illinois Country: The Mississippi Frontier in Colonial Times*. Urbana: University of Illinois Press, 1998.

Pritchard, James S. *In Search of Empire: The French in the Americas, 1670-1730*. Cambridge, UK: Cambridge University Press, 2004.

White, Richard. *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*. Cambridge: Cambridge University Press, 1991.

White, Sophie. *Wild Frenchmen and Frenchified Indians Material Culture and Race in Colonial Louisiana*. Philadelphia: University of Pennsylvania Press, 2012.

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West African Origin Wordlist

Banjo, zombie, voodoo banana, okra, caiman, gumbo, goober, cola, obeah.

West African Immigration History Resources

“Immigration- Africans” (Library of Congress):

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/african.html> (Use the “Next” button at the bottom right to navigate and read the following sections:

Introduction | Beginnings | A Journey in Chains | Africans in America)

“The Transatlantic Slave Trade” (The New York Public Library):

<http://www.inmotionaame.org/migrations/topic.cfm?migration=1&topic=1> (Examine each subheading on the left)

“History of the Transatlantic Slave Trade” (Prince Among Slaves):

http://princeamongslaves.org/module/trade_history.html (Use the drop-down contents menu to the right and read all sections)

“Gullah Cultural Traditions: Origins and Practices” (City of Charleston):

<http://www.africanamericancharleston.com/gullah.html> (Examine each subheading on the left)

Other West African Immigration History Resources

Holloway, Joseph E., and Winifred Kellersberger Vass. *The African Heritage of American English*. Bloomington: Indiana University Press, 1993.

Pollitzer, William S. *The Gullah People and Their African Heritage*. Athens: University of Georgia Press, 1999.

Thomas, Hugh. *The Slave Trade: The Story of the Atlantic Slave Trade, 1440-1870*. 1997.

Wright, Donald R. *African Americans in the Colonial Era: From African Origins Through the American Revolution*. Arlington, Heights, Ill: Harlan Davidson, 1990.

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Spanish Origin Wordlist

Tomato, chocolate, barbecue, enchilada, plaza, stampede, tornado, rodeo, bronco, lasso, poncho, ranch, mustang.

Spanish Immigration History Resources

“Spain and America: From Reconquest to Conquest” (LEARN NC):

<http://www.learnnc.org/lp/editions/nchist-twoworlds/1677>

“Spanish Texas” (Texas State Historical Association):

<https://tshaonline.org/handbook/online/articles/nps01>

“History of New Mexico” (New Mexico Genealogical Society): <http://www.nmgs.org/artcuarto.htm> (Examine each subheading listed)

“Spanish Florida” (University of West Florida): <http://uwf.edu/jworth/spanfla.htm> (Examine each

subheading on the left)

“Spanish in the United States” (PBS):

<http://www.pbs.org/speak/seatosea/americanvarieties/spanglish/usa/>

Other Spanish Immigration History Resources

Chipman, Donald E. *Spanish Texas, 1519-1821*. Austin: University of Texas Press, 1992

Kessell, John L. *Pueblos, Spaniards, and the Kingdom of New Mexico*. Norman: University of Oklahoma Press, 2008.

Weber, David J. *The Spanish Frontier in North America*. New Haven: Yale University Press, 1992.

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Etymology Resources

Online Etymology Dictionary: <http://www.etymonline.com/>

Oxford English Dictionary (OED): <http://www.oed.com/>

Other Etymology Resources

McCrum, Robert, William Cran, and Robert MacNeil. *The Story of English*. New York, N.Y., U.S.A.: Viking, 1986.

Procedure:

General Procedure:

1. Students will select or be divided into groups to examine either Dutch, German, French, West African, or Spanish immigration to North America in the antebellum period.
2. Students in each group will use the web resources provided to research the history of their immigrant group in the antebellum period, with particular focus on the colonial period. (Depending on the size of the groups and the number of web resources, it may be best for the instructor to assign each student 1-2 resources to examine)
3. Students will each select a different English word from the list provided to their group. Each word entered American English from the native language of their immigration group.
4. Students will use the etymological resources provided to do research on the origins of their word, its English meaning, and its original meaning.
5. Students will work to create a group presentation, using PowerPoint or some other presentation tool. The presentation should consist of the following elements:
 - A. An overview detailing the immigration of their group—focusing on areas of settlement, reasons for settlement, and cultural characteristics
 - B. One slide per word, each composed by a different student, detailing their word’s origins

and changing meaning

- C. The entire presentation should be timed to take between 15 and 20 minutes when presented orally to the class

Prior to creating the presentation, the group should divide responsibilities and provide a list to the instructor designating 1) which members are responsible for examining particular aspects of their subject's immigration history and creating those slides 2) the words that have been selected by each group member. If the presentation is uneven in quality, the instructor can use these lists to assess students who did or did not follow through on their group responsibilities.

6. As a group, students will present their findings to their peers and highlight the influence of their immigrant group on the development of American English.

Suggested Timeline

Week One: Students select their groups (Dutch, German, French, West African, or Spanish) and read the resources provided on the history of their immigration group.

Week Two: Students will each select a word that entered American English from the native language of their immigration group, and working with their groupmates, they will divide up the overview section of the presentation, providing a list to the instructor of the words selected and which portion of the overview will be completed by each student.

Week Three: Students will complete and compile their presentation and present to the class.

Assessment:

The presentation created by students can be graded in the following categories:

Content of Visual Presentation (70 points)

The presentation will be assessed on the following elements:

Quality of Presentation Construction- Presentation includes substantive images and proper grammar, and references and sources are properly cited in-text and in a bibliography.

Overview of Immigration History- Presentation includes a substantive overview, part of which should be written by each member of the group, detailing the immigration of their group—focusing on areas of settlement, reasons for settlement, and cultural characteristics.

Word Origins- Presentation includes one slide per word, each composed by a different student, detailing their selected word's origins and changing meaning.

Oral Presentation (30 points)

The in-class oral presentation will be assessed on the following elements:

Content Mastery- Oral presentation demonstrates a depth of knowledge beyond the words on the slides.

Organization and Preparedness- Oral presentation demonstrates familiarity with the content and distinct talking points for each slide. The presentation meets the length requirement.