

# A GUIDE TO THE AMERICANS ALL® PHOTOGRAPH AND POSTER COLLECTIONS

---

Allan S. Kullen

New Directions Curriculum Developers

Carolyn Mulford



**Americans All®**

A National Education Program

# Table of Contents

---

	Page
<b>Preface</b> .....	vii
<b>Introduction</b> .....	viii
<b>General Activity Suggestions</b> .....	1
Pre-Viewing Activities for the Photograph Collection .....	1
Viewing Activities for the Poster Collection .....	1
Viewing Activities for the Photograph Collection .....	2
<b>The Statue of Liberty Photographs</b> .....	5
Pre-Viewing Activities .....	5
Viewing Activities .....	5
Script for the Statue of Liberty Photographs .....	6
Information on the Photographs .....	7
<b>The Ellis Island Photographs</b> .....	11
Pre-Viewing Activities .....	11
Viewing Activities .....	11
Script for the Ellis Island Photographs .....	12
Information on the Photographs .....	15
<b>The Photograph Collections of Augustus Sherman, William Williams and Lewis W. Hine</b> .....	21
Pre-Viewing Activities .....	21
Viewing Activities .....	21
Information on the Augustus Sherman Photograph Collection .....	22
Family Groups .....	22
Nonfamily Groups .....	22
Children .....	22
Individual Portraits .....	22
Miscellaneous .....	23
Information on the William Williams and Lewis W. Hine Photograph Collections .....	27
William Williams .....	27
Lewis W. Hine .....	27
<b>The Angel Island Photographs</b> .....	29
Pre-Viewing Activities .....	29
Viewing Activities .....	29
Script for the Angel Island Photographs .....	30
Information on the Photographs .....	33

<b>The Native American Photographs</b> .....	38
Pre-Viewing Activities .....	38
Viewing Activities .....	38
Information on the Photographs .....	39
<b>The Asian American Photographs</b> .....	44
Pre-Viewing Activities for All Asian American Groups .....	44
Viewing Activities for All Asian American Groups .....	44
Viewing Activities for “Chinese: The First Major Flow of Asian Immigrants” .....	44
Viewing Activities for “Japanese Immigration: Hawaii and the Mainland” .....	45
Viewing Activities for “Filipinos: America’s Second-Largest Asian Group” .....	45
Information on the Photographs .....	46
“Chinese: The First Major Flow of Asian Immigrants” .....	46
“Japanese Immigration: Hawaii and the Mainland” .....	47
“Filipinos: America’s Second-Largest Asian Group” .....	49
<b>The Mexican American Photographs</b> .....	54
Pre-Viewing Activities .....	54
Viewing Activities .....	54
Information on the Photographs .....	55
<b>The European American Photographs</b> .....	59
Pre-Viewing Activities .....	59
Viewing Activities .....	59
Information on the Photographs .....	60
<b>The African American Photographs</b> .....	63
Pre-Viewing Activities .....	63
Viewing Activities .....	63
Information on the Photographs .....	64
<b>The Puerto Rican American Photographs</b> .....	72
Pre-Viewing Activities .....	72
Viewing Activities .....	72
Information on the Photographs .....	73
<b>The Americans All® Poster Collection</b> .....	77
<b>Photo Credits</b> .....	78
Front Cover .....	78
The Photograph Collection .....	78
The Statue of Liberty Photographs .....	78
The Ellis Island Photographs .....	78
The Photograph Collections of Augustus Sherman, William Williams and Lewis W. Hine .....	79

The Angel Island Photographs .....	80
The Native American Photographs .....	80
The Asian American Photographs .....	80
“Chinese: The First Major Flow of Asian Immigrants” .....	80
“Japanese Immigration: Hawaii and the Mainland” .....	81
“Filipinos: America’s Second-Largest Asian Group” .....	81
The Mexican American Photographs .....	81
The European American Photographs .....	81
The African American Photographs .....	82
The Puerto Rican American Photographs .....	83
The Americans All® Poster Collection .....	83
<b>Photo Resources</b> .....	<b>84</b>
<b>Americans All® Resource Materials</b> .....	<b>86</b>

# The Asian American Photographs

---

## Pre-Viewing Activities for All Asian American Groups

1. Ask the students to recall a time when they were invited to play on a team, attend a party or join a club. How did this invitation make them feel? Ask them to remember a time when they were excluded from an activity or event in which they wanted to participate. How did this exclusion make them feel? Explore these opposite emotions. Apply the personal experience to immigration policy.

2. Using a map, have the students locate Canton, China; Tokyo, Japan; and Manila, the Philippines. Explain that these cities were once major ports of departure for Asian immigrants.

Have the students chart the ocean routes from Canton to San Francisco, Tokyo to Honolulu and Manila to Seattle. Compare routes for distance.

3. Present this quotation by Richard Lamm, former governor of Colorado: “Every house needs a door, and every country needs a border.” Elicit interpretations and opinions on the topic of immigration policy.

## Viewing Activities for All Asian American Groups

1. Display the Americans All® “Angel Island” Poster #541. Ask the students these questions.

- Which of these photos do they think were taken long ago?
- Which were taken recently?

Ask students to find clues that show the photos were taken decades ago. Consider all suggestions and collectively decide which clues are the most reliable.

2. Asian immigrant communities have been called “bachelor societies.” Have the students find those photos that illustrate this. Ask them to offer reasons why males outnumbered females as immigrants.

3. Have the students look at all of the photos from all the Asian American groups for examples of cultural change. Tell them to rank from “most likely to retain” to

“least likely to retain” these aspects of culture: religious practices, hairstyles, music, clothing, language and food. Ask the students to explain their choices.

4. Have the students review all of the photos and draw some conclusions about the types of businesses that recruited laborers from Asian countries.

Have the students create, individually or in teams, a recruiting poster for one of these businesses—Hawaiian sugarcane, western railroads, fruit and fish canning industries, swamp draining projects, rice farms or mining. What will the poster say about wages, climate and living conditions?

5. Using photos 191, 261 and 280, have selected students pretend to be the women pictured. Ask them to present themselves to the class talking about obstacles they had to overcome in their achievements.

6. Use Appendix I in *American Immigration: The Continuing Tradition* to find the peak years for Chinese, Japanese and Filipino immigration and the total number from each group that immigrated to the United States in 1901, 1921, 1951 and 1981.

Examine the statistics for Korea and Vietnam. List five major historical factors that could explain the differences between the immigration totals for these two countries and China, Japan and the Philippines.

## Viewing Activities for “Chinese: The First Major Flow of Asian Immigrants”

1. Review the photographs. Identify the kind of work early Chinese immigrants found in the United States. Ask students to name some tools, articles of clothing or other objects associated with these jobs. Have the students draw the objects.

2. Have small groups of students select one business early Chinese immigrants started. Each group should recreate the business, role-playing the proprietor, employees and customers. They should make signs to advertise their business. They should use Chinese characters on the signs, if possible.

3. Show the picture of the mayor of San Francisco's Chinatown, photo 260. Ask the students these questions.

- What can they learn about the mayor from his outfit?
- Why did separate "towns" for the Chinese exist?

4. Using photo 264, have the students write an editorial on "Chinese Miners in California's Gold Region." Students should research Chinese mining techniques, the impact of the foreign miners' license tax on the Chinese, Chinese businesses, etc.

## Viewing Activities for "Japanese Immigration: Hawaii and the Mainland"

1. Show the students photo 274 of the Kuwata family. Have them point out the father, mother, youngest child and oldest child. Have them give a name and age to each person in the photo. Ask the students these questions.

- What clues suggest that this picture was taken long ago?
- What can they learn about this family from the photo?

2. Ask the students to arrange other photos in sequence:

- arriving at Honolulu harbor;
- carrying bags off the ship;
- at the immigration station;
- working in the cane fields; and
- at home.

Use the photo sequence as an outline for a letter from a Japanese immigrant in Honolulu to a friend in Japan who soon will be making the same trip. The letter should describe the process and include advice.

3. Ask the students to find photographs that show who made up the workforce and the nature of the technology in the Hawaiian sugar industry or information on the rice industry in Texas.

4. Tell the students that it was a common practice between 1908 and 1920 for Japanese American men to marry "picture brides." Explain what "picture bride" means. Show photos of these brides and ask the students these questions.

- Why do they think this practice existed?
- Why didn't Japanese men marry women already in the United States?

Students will find answers to these questions in the Americans All® background essay on Asian Americans.

5. Use photo 281 of the World War II Japanese American troops to initiate a class discussion on the topic

of Japanese GIs in World War II. Ask the students these questions.

- Did military service present a dilemma for Japanese Americans?
- Why? Or why not?

6. Ask the students to role-play a meeting between Rihei Onishi, photo 278, and Shige Togasaki, photo 280. Then, using the photo descriptions for reference, discuss what activities these individuals initiated to help Japanese Americans adjust and prosper in their new lives.

7. Divide the students into three generations: *issei*, *nisei* and *sansei*. Have each generation make a presentation: *issei* will tell stories of coming to America, 1890; *nisei* will tell about growing up here, 1920–1945; and *sansei* will tell their stories up to the present. Each generation can use photos to illustrate their stories and selections from the Americans All® Music CD and contemporary music selections to accompany their stories. Each generation will want to pay special attention to dates and events that most affected them (e.g., the Gentlemen's Agreement, 1907; Literacy Test, 1917; the Quota System, 1921; Pearl Harbor, 1941; Executive Order 1066, 1943; and the Japanese Relocation Repayment Act, 1987). The Americans All® background essays on Angel Island and Asian Americans, as well as *Asian Americans* and *The Peopling of America: A Timeline of Events That Helped Shape Our Nation*, can be used as resources.

8. Assign students to find out about these topics: Fred Makino, the Gentlemen's Agreement, Takao Ozawa, Executive Order 1066 and *gannemomo*.

## Viewing Activities for "Filipinos: America's Second-Largest Asian Group"

1. Have the students look at all of the photos of the Filipinos. Ask the students these questions.

- Did Filipinos come to the United States in families or as individuals? Which of the photos demonstrates their answer?
- What sorts of new things would the children in these photos need to learn in their new American environment?

Have each student select one of the children portrayed in the photos and compose a short oral story concerning that child's feelings about leaving the Philippines and coming to the United States.

2. Ask the students if they have ever been in a parade. Have them give examples. Discuss the reasons why people have parades. Have them examine photo 292 of the Filipino Parade in Salinas, California. Ask what they think these people are saying about their native Philippines and about the United States.

3. Invite the students to examine photo 290 of the Filipino tailoring shop. Ask the students these questions.

- What is a tailor? What would they expect to find in a tailor shop?
- If they could go inside Mr. Lazaro's store, what do they think it might look like?

Have the students draw a scene from inside the tailor shop.

Ask them to find other Americans All® photos that show different kinds of work Filipino immigrants found in the United States.

4. Explain to the students that the Philippines is a country, and Filipinos are its people. Have them pretend to be travel agents assigned to write a 30-word advertisement for the Sunday travel section of the local newspaper on the Philippines and Filipinos. They must refer to the country and the people at least two times each.

5. Show the students the passport photograph, #286. Have them create their own personal passports. Each should register country of origin, age, gender, place of birth, date issued and date expires. The passport should include a photo or sketch of its owner.

6. Until the outbreak of World War II, bright young Filipino students were sent to the United States to study at high schools, colleges and universities. Show photo 284 of these students. What class of immigrants do they seem to represent?

7. Photos 287 and 289 relate to the impact of American wars on the lives of young Filipino men and women. Have some students role-play being war brides and United States servicemen. Have them discuss how the war changed their lives and their hopes and fears for the future.

8. Ask the students to find information on recent Filipino immigrants in a newspaper, magazine or book. Invite them to compare the major points with what they have learned from the photos and material.

9. Have the students find out about these topics: Tydings-McDuffie Act, *mestizos*, Port Blakely Company, Manilamen and *Pinoy*. *Asian Americans* and *American Immigration: The Continuing Tradition* can be used as resources.

## Information on the Photographs

### *“Chinese: The First Major Flow of Asian Immigrants”*

260. Between 1890 and 1900, the Chinese population of the San Francisco area dropped significantly. Some returned to China, some relocated to other western states and some went east to establish new Chinatowns. The overall population of Chinese Americans continued to shrink, in part due to the Chinese Exclusion Acts, anti-Chinese riots and the preponderance of men over women. Although little is known about Sam Lee, when photographed about 1900, he was listed as the 86-year-old mayor of Chinatown, San Francisco, California.
261. Kidnapped from China when she was 18 years old, Lalu Nathoy was sold to a slave trader heading for America. There, she and other girls were sold at a public auction to become wives or prostitutes. Her buyer named her Polly and took her to work in a saloon in Idaho. She eventually won her freedom through her courage, sharp wit and the help of friends. She became a successful businesswoman, married happily and, despite the racial bigotry at that time, gained the respect of her community, even having a river named after her. (Information for this caption was provided by the National Women's History Project.)
262. Large-scale Chinese immigration to California began after news of the discovery of gold reached China. Because most opportunities were for able-bodied laborers, the bulk of the early immigrants were men, and it was very difficult for early Chinese immigrants to develop a normal family life. Some were fortunate, however, and a few photographs do show early immigrant families.
263. As the United States entered the 1860s, the move to develop the natural resources of its western states required a cheap and reliable labor source. Chinese immigrants were suitable because they were good workers, very adaptable to changing conditions, quick to learn new tasks and not bothered by physical labor. Although the railroad owners were not vocal in their praise of Chinese workers, it was generally agreed that without their help, completion of the railroads would have been severely delayed. This photograph of the trestle at Sierra Point, California, 1867, shows the difficult terrain facing builders of the railroad.
264. (top) From the early gold rush days, Chinese immigrants have been in the service trades as laundry workers, cooks, servants and gardeners. Service

been strongly evident in the United States since 1870 when the very first Filipino social club, the Hispano-Filipino Benevolent Society of New Orleans, was formed. This float was one of many floats that took part in a Filipino Day Parade in Salinas, California, about 1925.

293. Marina Estrella Espina, full librarian and head, Education/Psychology Department, Earl K. Long Library, University of New Orleans, immigrated to the United States with her family in 1967. While working on her M.A. in sociology, she uncovered the fact that Filipinos immigrated to Louisiana in 1763, almost 140 years before their arrival on the West Coast. Regarded as one of the nation's leading scholars on early Filipino history in America, she is widely published and very active in professional and civic affairs. In June 1990, sponsored by the United Nations Development Program, she lectured in the Philippines on early United States–Philippine relations and trends in librarianship.

294. Jacinto E. Esmele, the youngest of eight children, was born August 16, 1896. His father was a poor rice farmer in a tiny *barrio* in Masinloc, Zambales, Philippines, and the family sacrificed to send the boy to school. Joining the Navy, he arrived in the United States in 1916. After his discharge he returned to school, graduating from Louisiana State University in 1924 with a B.S. in sugar engineering. He received his M.S. the following year. He founded the Dixie Chemical Company, Inc., and the Gulf Trapping Company in 1930. He took part in many activities benefiting the Filipino community. In 1948 he was a prime force in establishing the Philippine Consulate in New Orleans and in securing passage of the Rogers Bill (HR 4073), which provided benefits to Filipino war veterans. In 1964 he became president of the Agri-Chemical Corporation. He retired in 1973.

Note: Information on photographs 283–292 derived from Cordova, Fred, *Filipinos, Forgotten Asian Americans: A Pictorial Essay, 1763–c. 1963*, Dubuque, IA: Kendall/Hunt Publishing Co., 1983.

260



Sam Lee

261



Polly Bemis (Lalu Nathoy)

262



Chinese family

263



Railroad workers

264



Camp cooks and miner carrying a rocker

265



A Chinese congregation in Honolulu



266



Picking olives

267



Children selling abalone shells

268



Dry goods and grocery stores

269



Hub-to-Hub Race

270



Burial service of High Lee

271



Crossing to the Immigration Station

272



Japanese woman and child

273



Japanese family working in Hawaii

274



Kawata family

275



Laborers and a steam plow

276



Saiji Kimura's store

277



Japanese "picture brides"

278



Rihei Onishi

279



Rice fields in Texas

280



Kikumatsu and Shige Togasaki

281



Company D, 1st Regiment

282



Genotsuke Kodani

283



Bibiana Montante Laigo Castellano

284



Two students

285



The Felix families

286



Aurea Duran Ordona

287



Filipino sailor

288



Inez Cayaban

289



Filipino war brides