

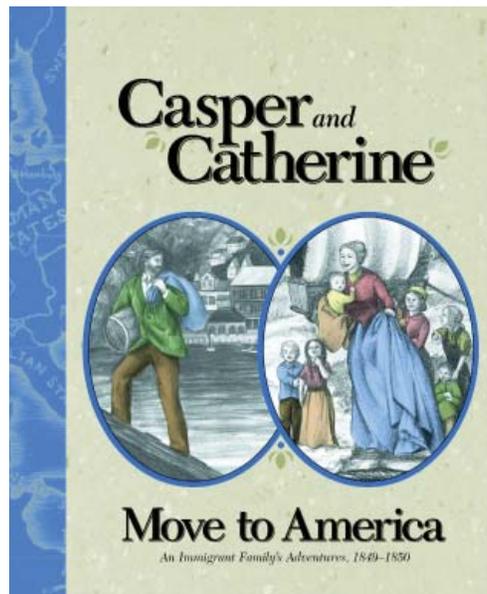
TEACHER RESOURCE

by Nancy Wolfe

for the Indiana Historical Society Press publication:

Casper and Catherine Move to America An Immigrant Family's Adventures, 1849–1850

by Brian Hasler



This is a publication of the Indiana Historical Society
Eugene and Marilyn Glick Indiana History Center
450 West Ohio Street
Indianapolis, IN 46202-3269 USA
Teacher Resource available online: www.indianahistory.org
Book orders (telephone): (800) 447-1830
Book orders (fax): (317) 234-0562

Copyright 2003
Indiana Historical Society
All rights reserved
Except for copying portions of the teacher resources by educators for classroom use, or for quoting of brief passages for reviews, no part of this publication may be reproduced, stored in or introduced into a retrieval system, or transmitted, in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise), without written permission of the copyright owner. All inquiries should be addressed to the Public Programs Division, Indiana Historical Society.



Indiana Social Studies Standards Covered in These Lessons

These lessons cover standards across grade levels in the areas of Historical Knowledge; Chronological Thinking; Research Capabilities; and Individuals, Society, and Culture. Specific Social Studies standards (last updated, Jan. 2010) that are addressed in these lessons are:

Kindergarten: K.1.1, K.1.3, K.2.4, K.3.6, and K.4.3

First Grade: 1.1.1, 1.1.2, 1.3.1, and 1.3.2

Second Grade: 2.1.1, 2.1.2, 2.1.5, 2.2.4, and 2.3.3

Third Grade: 3.1.4, 3.1.7, 3.3.1, and 3.3.4

Fourth Grade: 4.1.6, 4.1.15, 4.3.2, 4.3.9, and 4.3.10

Fifth Grade: 5.3.8, 5.3.9, and 5.3.10

Overview/Description

In the book *Casper and Catherine Move to America*, young readers learn about author Brian Hasler's immigrant ancestors as they move to America in the 1800s. These lessons provide some basics for your students to use in exploring their own family histories after they have read the book. These lessons highlight lineage and the use of census material, oral history and family stories, and photographs. They may be used individually or as a group to introduce students to basic family history concepts. There are also maps with transportation symbols that may be used to track class or student completion of each lesson. History becomes relevant to people when it touches them closely. Use these lessons to help your students see that history begins with their own families.

Primary Sources

These lessons include the use of primary sources and secondary sources. Primary sources are actual records that have survived. They are often divided into four categories: written and oral records (any source written on paper or recorded on audio devices, such as diaries, letters, census records, magazines, and sound recordings); objects (anything three-dimensional, such as clothing, tools and toys); images (still and moving, including photographs, film, posters and cartoons); and commemorative objects (erected to commemorate a person or event, such as monuments, plaques and statues).

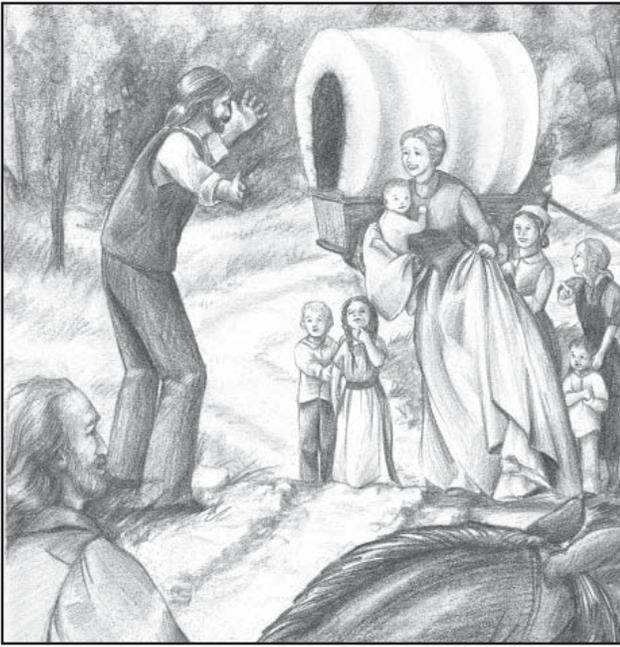
Secondary sources are accounts of the past created, often years later, by people who did not take part in the historical events. Secondary sources are based on primary sources or other secondary sources. For example, a history textbook is a secondary source.

To use **primary sources** effectively, it is important to know what limitations exist within a given source. Below are three areas to consider when using primary sources.

Bias. Humans create primary sources from a particular point of view. The creator of the source unwittingly or intentionally includes biases or prejudices in the document. The same can be true of secondary sources.

Memory. Asking people to share their memories is a wonderful way to learn about the past. Memory, however, does have limits as a source. As with bias, memory is subject to a person's prejudices and feelings. People don't always remember events accurately. Sometimes people don't want to remember negative aspects of their own history, and as a result may ignore them or paint them in a more positive light.

Gaps in Information. Sometimes, as researchers, we will never know what motivated a person or precipitated an event; accounts are contradictory, information is sparse or sources are unreliable. This leaves researchers to either infer information from available evidence or make a list of unanswered questions. It is important not to misrepresent history by asserting that the work presented is complete. It is also important to look at many different sources from many different perspectives in order to interpret an historical event properly.



Lesson One: My Family and Me

Lesson Description

The afterword in the book *Casper and Catherine Move to America* discusses various aspects of the family's history. One way to get students interested and enthusiastic about the study of history is to begin with an examination of the students' own families. In this lesson students will use the book as a springboard to building a family tree.

Instructional Objectives

- Students will share ideas about the concept of a family.
- Students will define what a family is.
- Students will learn what a family tree is and create their own family trees.

Time Required

- Two class periods

Materials Required

- Pictures of families from magazines, personal collections, and books

- Student Handout: Who Grows on My Family Tree?

Procedures

- Share with the students pictures of families that you have clipped from magazines, etc. Ask the students to describe the families in the pictures.
- Discuss with the students what a family is and what makes a group of people a family.
- Ask the students to describe Casper and Catherine's family. Ask how that family differs from their families.
- Ask the students if they know what a family tree is.
- On an overhead projector show the students a copy of the Student Handout: Who Grows on My Family Tree? Explain how to fill out the chart by starting with their names, adding their parents, adding grandparents, etc.
- Distribute the Student Handout: Who Grows on My Family Tree? and assign the students to fill in out as homework. Students can use either chart. (Younger students might want to draw pictures of their families on the tree rather than fill out the chart.)
- Have the students share their charts during the next class period.

Enrichment

- Have the class create a fictional family and create a family tree for that family.
- Have the students create a family tree for a character in a book that they have read individually or on that has been read aloud to the class. (examples: *Little House on the Prairie* by Laura Ingalls Wilder, *The Keeping Quilt* by Patricia Polacco)
- Select a person from history and see if you can make a family tree for that person's family. (examples: Abraham Lincoln, Wilbur Wright, Elvis Presley, etc.) The Web site <http://www.genealogy.com> can help with this.

Student Handout: Who Grows on My Family Tree?

GRANDMOTHER

GRANDFATHER

GRANDMOTHER

GRANDFATHER

YOUR NAME

MOTHER

FATHER

GRANDFATHER

Student Handout: Who Grows on My Family Tree?

YOUR NAME
B

FATHER
B
M
D
BUR

MOTHER
B
M
D
BUR

GRANDFATHER
B
M
D
BUR

GRANDMOTHER
B
M
D
BUR

GREAT GRANDFATHER
B
M
D
BUR

GREAT GRANDMOTHER
B
M
D
BUR

GREAT GRANDFATHER
B
M
D
BUR

GREAT GRANDMOTHER
B
M
D
BUR

GREAT GRANDFATHER
B
M
D
BUR

GREAT GRANDMOTHER
B
M
D
BUR

GREAT GRANDFATHER
B
M
D
BUR

GREAT GRANDMOTHER
B
M
D
BUR



Lesson Two: Tell Me About...

Lesson Description

Casper and Catherine Move to America is a story that was passed from generation to generation in the author's family. Everyone has memories and stories about their families. In this lesson students will explore their family history through the oral tradition.

Instructional Objectives

- Students will learn about oral history and storytelling.
- Students will identify family stories and traditions by asking questions.
- Students will write about history after interviewing someone.

Time Required

- Two class periods

Materials Required

- Student Handout: Oral History

Procedures

- Ask the students how the author learned the story of Catherine and Casper's journey. (*The author learned it from his father, who learned it from his father, who learned it from his father, etc.*)
- Read or share the information in the introduction to the book *Casper and Catherine Move to America*.
- Have the students discuss stories that they have heard about their families moving, a family get-together, or an unusual family event.
- After discussion have each student write a story about his/her own family. Younger students could draw pictures of the family stories they have heard.
- Have the students share their stories and/or pictures with their classmates.
- Distribute the Student Handout: Oral History. Assign each student to interview someone in his or her family using the handout as a guideline.
- Have the students transcribe their interviews.

Enrichment

- Grandparents or other older adults might come to the class to discuss historical events that they remember, or to talk about what life was like when they were the students' ages.
- Invite grandparents to visit the class. Have them bring artifacts from their past and share stories and memories about those artifacts.
- Study methods for collecting oral histories and assign the students to do oral histories of people in their families, neighborhood, or community.
- Have students select one of the stories that they have written. Have them interview two people in the story and then compare and contrast the different versions of the story.

Student Handout: Oral History

Student Name: _____

Use the questions to interview a grandparent, parent, or other family member.

Name of Person: _____

Relationship to you: _____

Date: _____

When were you born, and where were you born?

What was your childhood like? What is your earliest memory?

What did you do for fun?

What kinds of clothes did you wear?

What kind of house did you live in?

Where did you go to school? What was your school like?

What kinds of jobs have you held?

What important event in the news do you remember? What do you remember about the event?

Describe your parents and grandparents.

What was your hometown like?

If you had your life to live over again, what, if anything, would you change?

What is the best piece of advice you were ever given? Who gave it to you?



Lesson Three: Count Me In

Lesson Description

Casper and Catherine first appeared in the census in 1850. In this lesson students will learn what a census is and examine how census taking has changed over time.

Instructional Objectives

- Students will be able to define the term census.
- Students will learn what information is collected in a census.
- Students will use census material to gain information about the past.

Time required

- One or two class periods

Materials required

- Student Handout: Hasler Family Census
- Student Handout: Using the Census
- Student Handout: Classroom Census

Procedures

- Ask the students how many people live in the United States. (*According to the U.S. Census Bureau, in 2000 the U.S. population was 275,372,000.*) Ask them how we know this information. (*We know this from a count of people taken every ten years. This count is called a census.*)
- Explain to the class that a census is how we determine the number of people living in a place at a given time. In the United States a census has been taken every ten years since 1790.
- Discuss with the students information in the afterword of the book *Casper and Catherine Move to America*. Ask: Why did people immigrate to America? (*People came to build better and freer lives.*) What do you know about your family coming to America? (*Answers will vary.*) What is a genealogist? (*A genealogist is a person who collects family stories and who tries to find out more about his or her ancestors.*) What kinds of records can you use to learn about your family history? (*Census records and vital records.*) What is a census record? (*A census record is a record of all the names of people living in the United States and other facts about them. A census is taken every ten years.*) What are vital records? (*Vital records are documents that tell when and where a person was born, when he or she was married, and when and where he or she died.*)
- Distribute Student Handout: Hasler Family Census.
- Have the students answer the questions on the handout. Go over the answers with the students.
- For younger students, distribute Student Handout: Classroom Census. Go over the information with the students.
- Designate two students to serve as census takers. Have them fill in the required information on each census form for each pupil in the class, or have each student fill out his or her own. Discuss what can be learned from the census.

Enrichment

- As a class, design a census for the next census year or a census for the future.
- Look at a page from an early census and write a story about one of the families or people listed on the census, using the information provides.
- Study the history of census taking. Report on how the censuses are alike and how they differ. Information can be found at the U.S. Census Bureau Web site, <http://www.census.gov>.
- Study the population of Indiana from 1790 until today. Make a bar graph showing how the state has grown.
- Discuss the origins of names. See if students can find out what their first and last names mean. The Web site <http://www.familychronicle.com/surname.html> might be a good place to start.

Student Handout: Hasler Family Census

1860 Indiana Census

Free Inhabitants in Taylor Township in the County of Greene of Indiana
Enumerated on the 10th day of August 1860

Name of every person whose usual place of abode was in this family	Age	Profession, occupation, trade of each person	Place of Birth
Kasper Hasler	Age 45	Farmer	Switzerland
Catherine	Age 42		Switzerland
Louisa	Age 21	Sewing	Switzerland
Reuben	Age 19	Farm Laborer	Switzerland
Mary A.	Age 15	Sewing	Switzerland
Charles	Age 10		Switzerland
Caroline	Age 10		Switzerland
John	Age 8		Indiana
Rose A.	Age 8		Indiana
Edward	Age 7		Indiana
William	Age 1		Indiana
Benjamin Bowman	Age 1		Indiana
Jane Bowman	Age 70		Tennessee

1870 Indiana Census

Inhabitants in Taylor Township in the County of Greene of Indiana
Enumerated on the 9th day of August 1870

Name of every person whose usual place of abode was in this family	Age	Profession, occupation, trade of each person	Place of Birth
Casper Hasler	Age 54	Stone Mason	Switzerland
Catherine	Age 52	Keeping House	Switzerland
Rose Ann	Age 18	At Home	Indiana
Caroline	Age 20		Switzerland
Charles	Age 21	Farm Hand	Switzerland
Edwin	Age 15	Farm Hand	Indiana
Ben Bowman	Age 11	Farm Hand	Indiana

Student Handout: Hasler Family Census

1880 Indiana Census

Inhabitants in Taylor Township in the County of Greene, State of Indiana
Enumerated on the 1st day of June 1880

The name of each person whose place of abode was in this family	Age	Relationship of each person to the head of the household	Place of Birth
Casper Hasler	Age 67		Switzerland
Catherine	Age 64	Wife	Switzerland
Caroline	Age 30	Daughter	Switzerland
Benjamin Bowman	Age 21	Son	Indiana
Elizabeth Hasler	Age 58		Switzerland
Samuel	Age 21	Son	Indiana
Wanda	Age 19	Daughter	Indiana
James	Age 18	Son	Indiana
Sarah	Age 16	Daughter	Indiana
Loutia	Age 15	Female	Indiana
Jonas	Age 13	Son	Indiana
John Hasler	Age 29		Indiana
Nancy	Age 21	Wife	Indiana
Edward Hasler	Age 25	Farmer	Indiana
Sarah	Age 25	Wife	Indiana
Loulie	Age 2	Daughter	Indiana
Celestia	Age 9/12	Daughter	Indiana

Student Handout: Using the Census

Student Name: _____

Using the handout “Hasler Family Census” and information from the book *Casper and Catherine Move to America*, answer the following questions:

How long had Casper and Catherine lived in Indiana at the time of the 1860 census?

How many people lived in the Hasler household in 1860?

How did the family change from the time they came to America until 1860?

How did the children help out at home?

Who were Benjamin Bowman and Jane Bowman?

How did the Hasler household change between 1860 and 1870? Between 1870 and 1880?

Who is Elizabeth Hasler?

Who is John Hasler?

Who lives in the John Hasler family in 1880?

Write a short paragraph telling how the Hasler household changed over time.

Why are some names spelled differently in each census? Why are the ages not always exactly ten years different?



Lesson Four: Picturing the Past

Lesson Description

In the afterword of the book *Casper and Catherine Move to America* there is a photograph of Casper and Catherine. Photographs can tell us many things about the past and about our families.

In this lesson students will analyze and compare photographs of the Hasler family to learn more about families and history.

Instructional Objectives

- Students will analyze photographs to gain historical knowledge.
- Students will use photographs to learn about families

Time required

- One class period

Materials required

- Family photographs that the students have brought to class
- Student Handout: The Hasler Family

- Student Handout: Photo Analysis Questions

Procedures

- Have the students bring to class and share photographs of their family.
- Make a list of the things that the photos show their families doing.
- Distribute the student Handout: The Hasler Family.
- Give the students a few minutes to look at the photos.
- Hand out the Student Handout: Photo Analysis Questions.”
- Have the students work in pairs to answer the questions. Younger students might do this as a class discussion.
- Discuss the questions with the class. Ask them how they identified when the photographs were taken. (*Hairstyles, style of dress, etc.*)
- Using these photographs, have the students make a list of how families have changed over time.
- Have the students write letters to Casper and Catherine telling them about their families.

Enrichment

- Have students make a media presentation of their family histories using photographs.
- As a class, research and study photo conservation.
- Invite a local photographer to the class to speak about portrait photography.
- Make old-fashioned class photographs. Students could dress in period costumes, etc.
- Study the history of photography.
- Write a dialogue between the two generations featured in this lesson.
- Use photographs from different time periods to have students analyze how life in the photographs differs from life today.

Student Handout: The Hasler Family



Photograph 1 (Left)
Children of Catherine and Casper

First Row: Rosanna Hasler and
Louisa Hasler

Second Row: Charles Hasler, John Hasler, and
Edward Hasler

Photograph 2 (Right)

**Brian Hasler's Grandparents and Their
Children**

First Row: Jasper Hasler, Kenneth Hasler
(Brian's father), Leland Hasler, Dorothy Hasler,
Betty Hasler, and Gertie Hasler

Second Row: Kathleen Hasler, Bernice Hasler,
Frank Hasler, Jim Hasler, Bea Hasler, and
Carrie Hasler



Photograph 3 (Left)

**Brian Hasler's Grandparents and Their Chil-
dren**

First Row: Gertie Hasler, Kenneth Hasler, and
Jasper Hasler

Second Row: Dorothy Hasler, Bea Hasler, Leland
Hasler, Kathleen Hasler, Jim Hasler, Betty Hasler,
Frank Hasler, and Carrie Hasler



Student Handout: Photo Analysis Questions

Student Name: _____

Photograph 1 is of Casper and Catherine's children.

When do you think the photograph was taken?

Where do you think the photograph was taken?

Why do you think the photograph was taken?

Who is in the photograph?

Photograph 2 is of Casper and Catherine's descendants. It shows the author's grandparents and their children.

When do you think the photograph was taken?

Where do you think the photograph was taken?

Why do you think the photograph was taken?

How many people are in the photograph?

How is the photograph different from Photograph 1?

Photograph 3 also shows the author's grandparents and their children.

When do you think the photograph was taken?

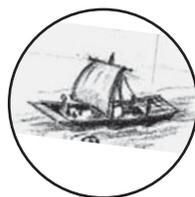
Where do you think the photograph was taken?

Why do you think the photograph was taken?

Compare this photograph to the earlier one of this family. How has the family changed?

Mapping Activities

- Copy and cut out the transportation symbols. As students complete each lesson, place the appropriate symbol on the maps.
- Using a current map, calculate the number of miles Casper and Catherine traveled to get from Switzerland to New York and from New York to Greene County, Indiana.
- Make a relief map from clay of the journey Catherine and Casper made from New York to Greene County.
- Draw a map of Greene County, identifying all the townships in the county. Draw Casper and Catherine's cabin in the township where they lived.
- Using the map, have the students work together to create a board game about Casper and Catherine moving to America.
- Using a current map, find the latitude and longitude of Switzerland; Green County, Indiana; New York; and Philadelphia using the maps from the book and other maps. Using additional books or the Internet, identify wind and water currents and weather conditions that Casper and Catherine might have encountered.
- Compare the maps in the book to a map of today. Make a list of how these maps are alike and how they differ.
- Compare the contrast Switzerland and Greene County, Indiana. Be sure to include weather, language, culture, land forms, and resources in your comparisons.







Bibliography

For Students

- Blumenthal, Deborah. *Aunt Claire's Yellow Beehive Hair*. New York: Dial Books for Young Readers, 2001.
- Douglas, Ann. *The Family Tree Detective: Cracking the Case of Your Family Story*. Toronto: Owl Communications, 1999.
- Laden, Nina. *My Family Tree: A Bird's Eye View*. San Francisco: Chronicle Books, 1997.
- Leedy, Loreen. *Who's Who in My Family*. New York: Holiday House 1995.
- Maestro, Betsy. *Coming to America: The Story of Immigration*. New York: Scholastic, 1996.
- Perl, Lila. *The Great Ancestor Hunt*. New York: Clarion Books, 1989.
- Polacco, Patricia. *The Keeping Quilt*. New York: Simon & Schuster Books for Young Readers, 1988.
- Provost, Susan. *Roots for Kids: A Genealogy Guide for Young People*. Baltimore: Beller Genealogical Publishing Company, 1997.
- Sanders, Scott Russell. *Aurora Means Dawn*. New York: Aladdin Paperbacks, 1998.
- Sanders, Scott Russell. *The Floating House*. New York: Aladdin Paperbacks, 1995.
- Taylor, Maureen. *Through the Eyes of Your Ancestor*. New York: Houghton Mifflin Co., 1999.
- Weitzman, David. *My Backyard History Book*. Boston: Little Brown and Company, 1975.
- Winter, Jeanette. *Klara's New World: Schumac*. New York: Random House Publishing, 1994.
- Wolfman, Ira. *Climbing Your Family Tree: Online and Off-line Genealogy for Kids*. New York: Workman Publishing Company, 2002.

For Teachers

- Harley, William G. *The Everything Family Tree Book*. Holbrook, Mass.: Adams Media Corporation, 1997.
- Hickey, M. Gail. *Bring History Home: Local and Family History Projects for Grades K-6*. Needham Heights, Mass.: Allyn and Bacon, 1999.
- My History Is America's History*, Washington, D.C.: National Endowment for the Arts, 1999.
- Winton, Linda. *Keepsakes: Using Family Stories in Elementary Classrooms*. Portsmouth, N. H.: Stenhouse Publishers, 2000.
- Zemelman, Steven, et. al. *History Comes Home: Family Stories across the Curriculum*. York, Me: Senhouse Publishers, 2000.