



Maňa: One Girl's Story Pre-Visit Lesson Plans

Focus: Meet Maňa – her life in Kolín

Grade Level – 1st, 2nd, 3rd, and 4th

BIG IDEA – MEET MAÑA – HER LIFE IN KOLÍN, CZECHOSLOVAKIA

DESCRIPTION – Through the use of photographs and documents, students will meet Maňa Machovsky Zlatohlavek, a 7-year-old girl who immigrated to the United States from Czechoslovakia in 1922. A paperwork glitch resulted in a brief stay at Ellis Island before she and her family were able to resume their journey to Cedar Rapids, IA. More teacher background materials are provided to assist the teacher in sharing Maňa's story.

STANDARDS/SKILLS ADDRESSED – (see appendix for standard breakdown of skills)

History

SS.K-2.H.1 Essential Skill/Concept: *Understand people construct knowledge of the past from multiple and various types of sources.*

SS.K-2.H.4 Essential Skill/Concept: *Understand individuals and groups within a society may promote change or the status quo.*

SS.K-2.H.5 Essential Skill/Concept: *Understand economic needs and wants affect individual and group decisions.*

SS.3-5.H.8 Essential Skill/Concept: *Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.*

Geography

SS.K-2.G.1 Essential Skill/Concept: *Understand the use of geographic tools to locate and analyze information about people, places, and environments.*

SS.K-2.G.2 Essential Skill/Concept: *Understand how geographic and human characteristics create culture and define regions.*

SS.K-2.G.3 Essential Skill/Concept: *Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.*

SS.3-5.G.4 Essential Skill/Concept: *Understand that humans interact and adapt to the physical environment.*

Behavioral Science

SS.K-2.BS.1 Essential Skill/Concept: *Understand the changing nature of society.*

SS.K-2.BS.4 Essential Skill/Concept: *Understand the relationship of the individual to the components of society and culture.*

SS.3-5.BS.4 Essential Skill/Concept: *Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.*

TIME FRAME - 1-2 30 to 40 minute class periods

MATERIALS –

- PowerPoint with photos
- NCSML photo files – can be printed; used in classroom in addition to PowerPoint
- NCSML source analysis worksheet
- Maňa’s family photo on ship

LESSON PLAN –

1. Using the PowerPoint, teachers will begin telling Maňa’s story as she moves from Kolín to Cedar Rapids, Iowa. (Attached background materials accompany this plan to assist with the telling of Maňa’s story.)
2. Following the PowerPoint, walk through a source analysis activity with the class using the photo on slide #12 of Maňa’s family on the ship.

BACKGROUND INFORMATION –

The Machovsky (MAH-hov-ski) family came to Cedar Rapids, IA where the patriarch and Maňa's (MAHN-yah) father, Frantisek (Frank), had secured a position as the director and instructor at Sokol Cedar Rapids. Sokol is an organization that began as part of the 19th century nationalist movement¹ in Bohemia, as a way to prepare a physically fit and disciplined citizenry who could defend themselves. Sokol gymnasiums were founded in a number of communities with a large Czech diaspora, such as Cedar Rapids. Frantisek was a very talented gymnast who traveled around the world competing and demonstrating gymnastics. He was offered the position during one such trip to the United States in 1921. The position was to last 3 years, and at the end of that time, the family could either return to Czechoslovakia or remain in the United States; however, they would have to make their own arrangements regarding employment and the legality of their stay. At least, that's what Maňa and her sister, Vera, thought...

When the Machovsky family left Kolín (CO-lean), Bohemia, Czechoslovakia², Maňa was 7 and her sister, Vera, was 5. They traveled across Germany and boarded the U.S.M.S. St. Paul in Hamburg. The 11 day journey took them to New York Harbor. Though Maňa and Vera had been told they would be gone for 3 years, and would return to Czechoslovakia, research at Ellis Island revealed that Frantisek and his wife, Marie, intended to stay forever.

The family was travelling Second Class on the ship. As a result, they would not have been automatically brought to Ellis Island, except in the case of suspicion or doubt about admissibility. Indeed this was the case and the family was brought to Ellis Island, for the father's job plans gave rise both to suspicion and doubt.

According to the RECORD OF ALIENS HELD FOR SPECIAL INQUIRY which is housed at Ellis Island, the family was detained for the following three reasons:

1. The father might be an illegally Contracted Labourer (which would have been in violation of the Contract Labor Act of 1885).
2. With no verified employment for the father, the family therefore fell into the category of aliens "Likely to Become a Public Charge."
3. In answer to the Question in Column 16 of the St. Paul's Passenger Manifest (By Whom Was The Ticket Paid?), the family says a "Friend." This immediately caused U.S. Immigrant Inspector Lewis A. Marsh (who interviewed Mr. Machovsky on board ship) to suspect him of being an Illegally Contracted labourer (and him and his family) of being "Likely to Become a Public Charge" and "Assisted Emigrants."

On these grounds, Inspector Marsh decided to detain the Machovsky family and had them brought to Ellis Island to answer questions to these charges at a Special Inquiry hearing. The

hearing took place around 5 o'clock in the afternoon of September 16. The questions regarding Mr. Machovsky's employment as a teacher for Sokol must have been cleared up in advance of this hearing by the receipt of a confirming telegram from Cedar Rapids, for the family were ordered admitted and released to continue on to their Iowan destination.

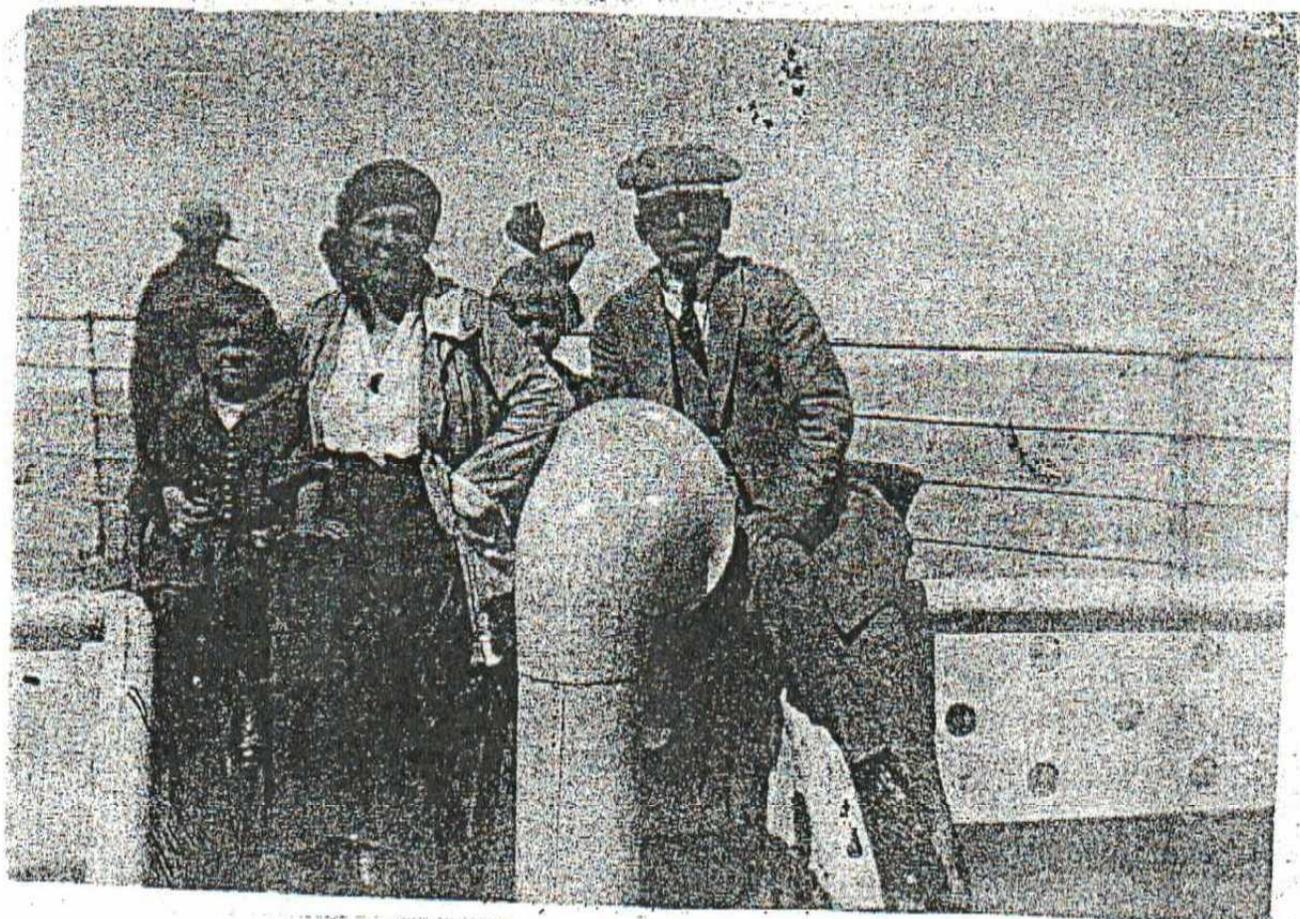
Upon release and entrance to the United States, the family could begin their new life. The family took a train from New York to Chicago, and on to Cedar Rapids. Their first home in Iowa was an upstairs apartment, furnished with hand-me-downs, on 8th Avenue SW.

Maňa and her family were very involved with the established Czech community, especially Sokol. Frank was successful in his position as director and instructor. Their mother, Marie, sewed uniforms and costumes. Maňa and Vera participated in classes as students and represented Sokol Cedar Rapids in various performances, including one at the 1932 Olympic Games in Los Angeles. Maňa became an instructor as a young adult.

This family of four lived in Cedar Rapids for the remainder of their lives. Through their eyes, particularly Maňa's, these lessons have been written and shared.

¹ Inspired by the United States of American Revolutionary War, groups of people with similar cultural and language began to consider the possibility of self-government, as opposed to royal succession or as a birthright. Over time, this new sense of nationalism developed into a movement. The nationalist movement grew during the 19th century. The end of World War I would see the dissolution of numerous empire states and the creation of several new, self-governing countries.

² Kolín is located in the region of Bohemia in the former country known as Czechoslovakia, currently known as Czech Republic. Maňa and her family may be correctly referred to as Bohemians or Czechs.



Trip to America

File Name(s): Family on U.S.M.S. St. Paul

Language: Image

Description: Photocopy of an original photograph

Location: Zlatohlavek Family Archives

Significance: This photo shows the family on the U.S.M.S. St. Paul at some point in their journey. From left to right is Vera, Marie, Maňa, and Frank.

PRONUNCIATION KEY

Maňa: MAHN-yah

Machovsky: MAH-hov-ski

Zlatohlavek: ZLAH-toe-HLAH-vek

Kolín: CO-lean



Source Analysis Worksheet

Source
Observe
Contextualize
Corroborate

SOURCE

- 1) When was the object, image, or document made?
- 2) Who created the object, image, or document?
- 3) What kind of object, image, or document is it?
- 4) Who would use or need this object, image, or document?
- 5) Why was this object, image, or document created?

OBSERVE

- 1) Describe the object, image, or document in your own words.
- 2) List at least two important things about this object, image, or document.

