



Maňa: One Girl's Story

Pre-Visit Lesson Plans





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

TABLE OF CONTENTS

LESSON 1 - MEET MAŇA – HER LIFE IN KOLÍN, CZECHOSLOVAKIA

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.

LESSON 2 – GEOGRAPHY

During this lesson, students will use a map of Europe circa 1922, when Maňa's father received his letter stating that he had a job in Cedar Rapids, IA working for a gymnastics organization known as Sokol Cedar Rapids. Students will learn the location of: Maňa's home village Kolín, Czechoslovakia and see how it related to the country; the country of Czechoslovakia and see how it relates to Europe; and the continent of Europe and see how it relates to the world. Based on this map, students will look at the distance Maňa and her family traveled as they made their way to their new home in America.

LESSON 3 – IMMIGRATION

This lesson reviews with students some of the major vocabulary words associated with immigration. Using the website in this lesson, students will be able to see the change in immigrant population by following the migration of specific populations over time.

LESSON 4 - DOCUMENT ANALYSIS – SHIP'S MANIFEST

Maňa's family, like many others, travelled from Hamburg, Germany to the United States on a steamship. Maňa's family travelled on the U.S.M.S. St. Paul to Ellis Island, New York, NY. Students will analyze the manifest on which Maňa's family name appears. In addition to the manifest, students will also see photographs and documents which help to document the trip Maňa's family made.



***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 MAŇA – 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.

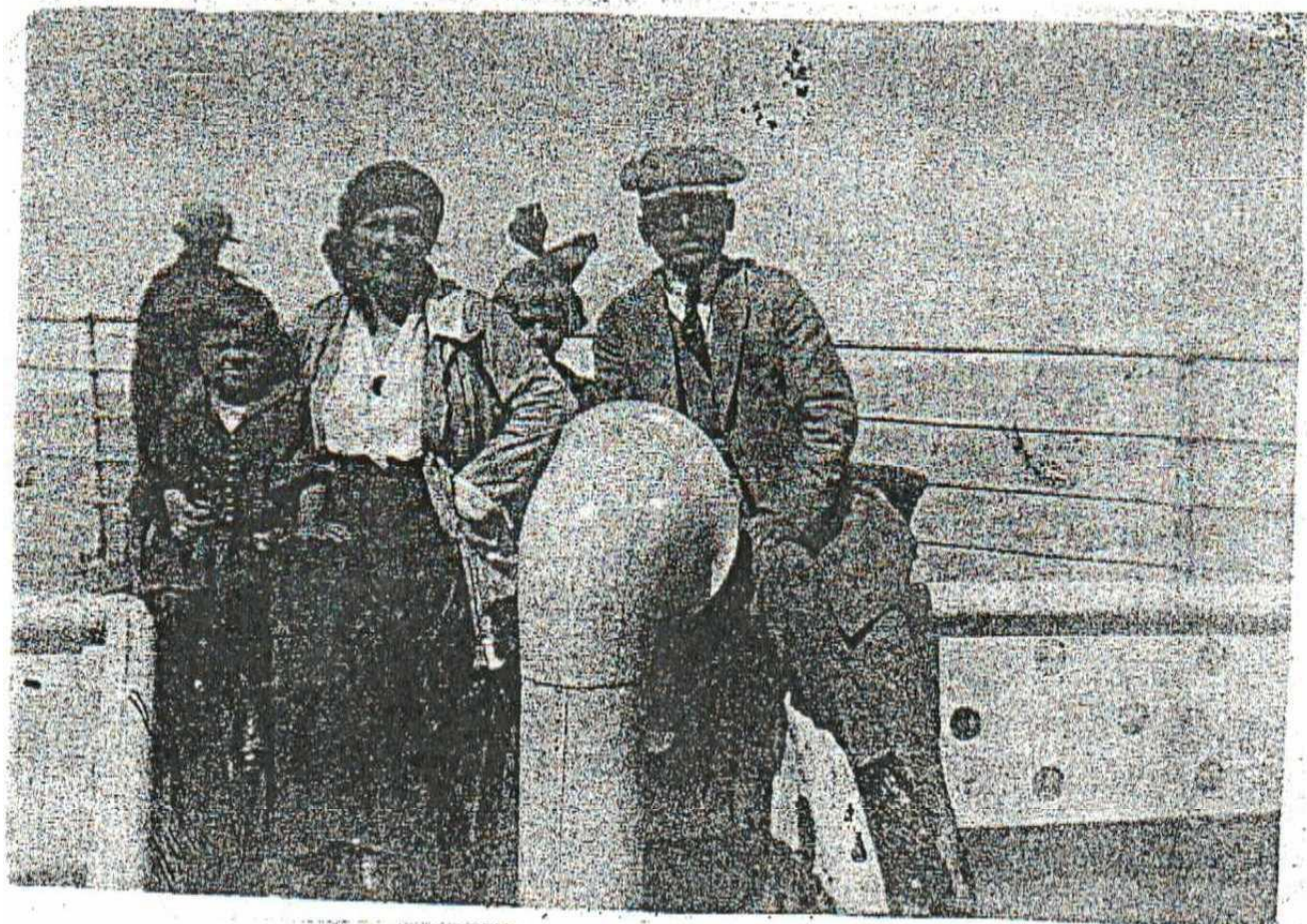
Upon release and entrance to the United States, the family could begin their new life. The family took a train from New York to Chicago, and on to Cedar Rapids. Their first home in Iowa was an upstairs apartment, furnished with hand-me-downs, on 8th Avenue SW.

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.

CONTEXTUALIZE

- 1) What does this object, image, or document tell you about life in the United States at the time it was created?

- 2) What events were happening in the world at the time this object, image, or document was created?

- 3) What else do you know about this time in history? How does what you know help you learn more about the object, image, or document?

CORROBORATE

- 1) What questions do you have about this object, image, or document?

- 2) What other resources might help you answer your questions?



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

Focus: Geography

Grade Level – 1st, 2nd, 3rd, 4th

BIG IDEA – GEOGRAPHY

DESCRIPTION - During this lesson, students will use a map of Europe circa 1922, when Maňa's father received his letter stating that he had a job in Cedar Rapids, IA working for a gymnastics organization known as Sokol Cedar Rapids. Students will learn the location of: Maňa's home village Kolín, Czechoslovakia and see how it related to the country; the country of Czechoslovakia and see how it relates to Europe; and the continent of Europe and see how it relates to the world. Based on this map, students will look at the distance Maňa and her family traveled as they made their way to their new home in America.

STANDARDS/SKILLS ADDRESSED –

History

SS.K-2.H.6 Essential Skill/Concept: *Understand the relationship between geography and historical events.*

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.*

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

MATERIALS –

- Map of the world (included)
- Websites for mapping route
- Blank maps of the world or continents

LESSON PLAN –

1. Using map of the world, included, or the website www.travellerspoint.com, show students the route which Maňa's family traveled from Kolín, Czechoslovakia, now Czech Republic, to their final destination of Cedar Rapids, IA, United States. (Some of the websites in the extension activity below could assist in showing the route as well.)
 - a. Route includes –
 - i. Kolín, Czechoslovakia, now Czech Republic
 - ii. Hamburg, Germany
 - iii. Ellis Island, New York City, NY, USA
 - iv. Chicago, IL, USA
 - v. Cedar Rapids, IA, USA
 - b. Discussion could include modes of travel, length of time journey took, struggles which may have occurred, etc.

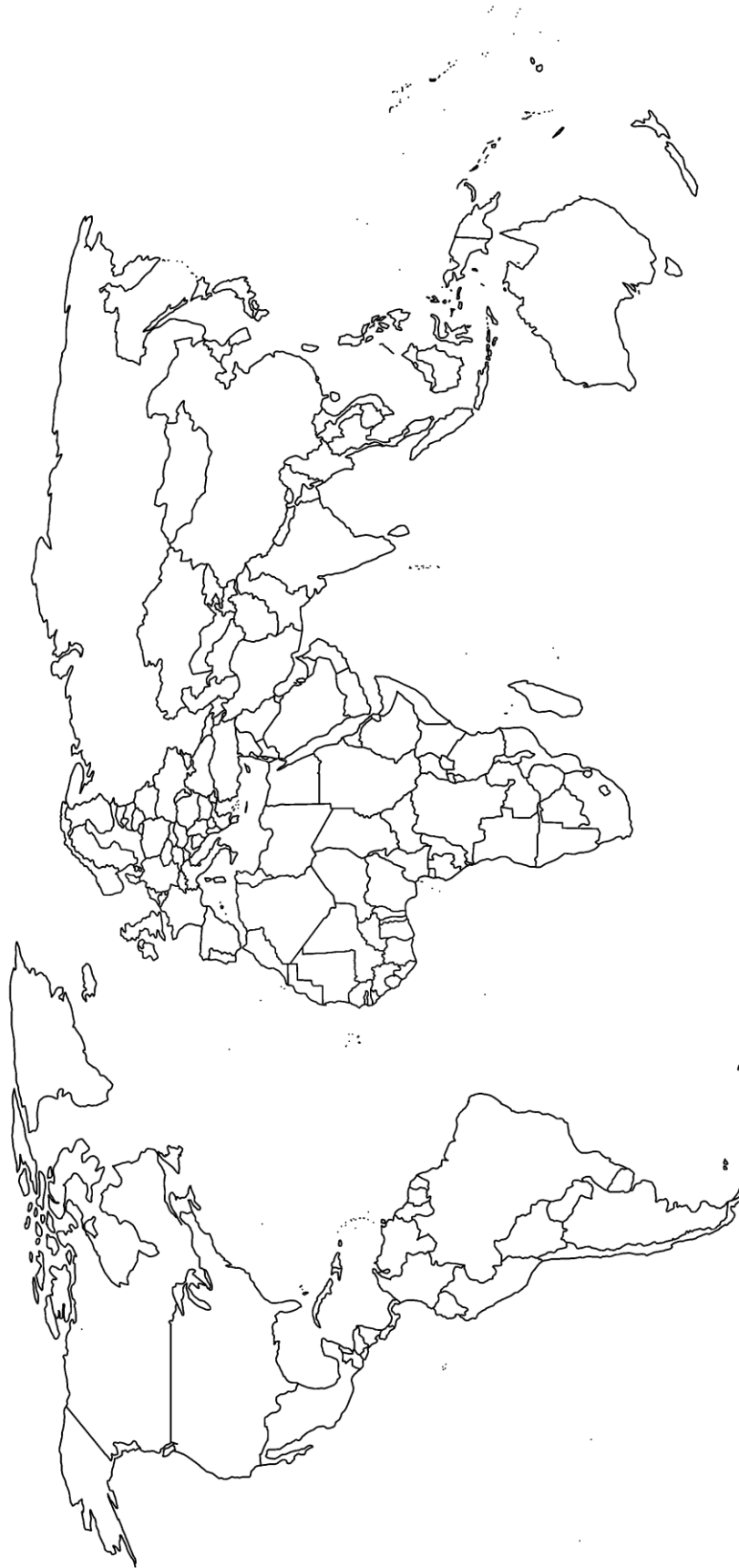
Extension:

2. Using online sites, have students find the distance Maňa's family traveled as they journeyed from Kolín, Czechoslovakia, now Czech Republic, to Cedar Rapids, IA, USA.
 - a. Mapping sites to use could be, but are not limited to:
 - i. National Geographic Map Machine - <http://maps.nationalgeographic.com/map-machine>
 - ii. Bing Maps - <http://www.bing.com/maps/>
 - iii. National Geographic Kids Atlases - <http://www.nationalgeographic.com/kids-world-atlas/maps.html>
 - iv. Mapquest – www.mapquest.com
 - v. Go Pro Travelling - <http://www.goprotravelling.com/>
 - b. Students then print out blank maps, draw the route using a specific color, and present on the means of travel which Maňa and her family used in the 1920s as they travelled from Kolín to Cedar Rapids.

- c. Using knowledge of maps, students create a world map showing the route Maňa's family traveled from Kolín to Cedar Rapids.
 - i. Map could include:
 - 1. Cities Maňa's family traveled through
 - 2. Map Key
 - 3. Symbols
 - 4. Oceans
 - 5. Landmarks

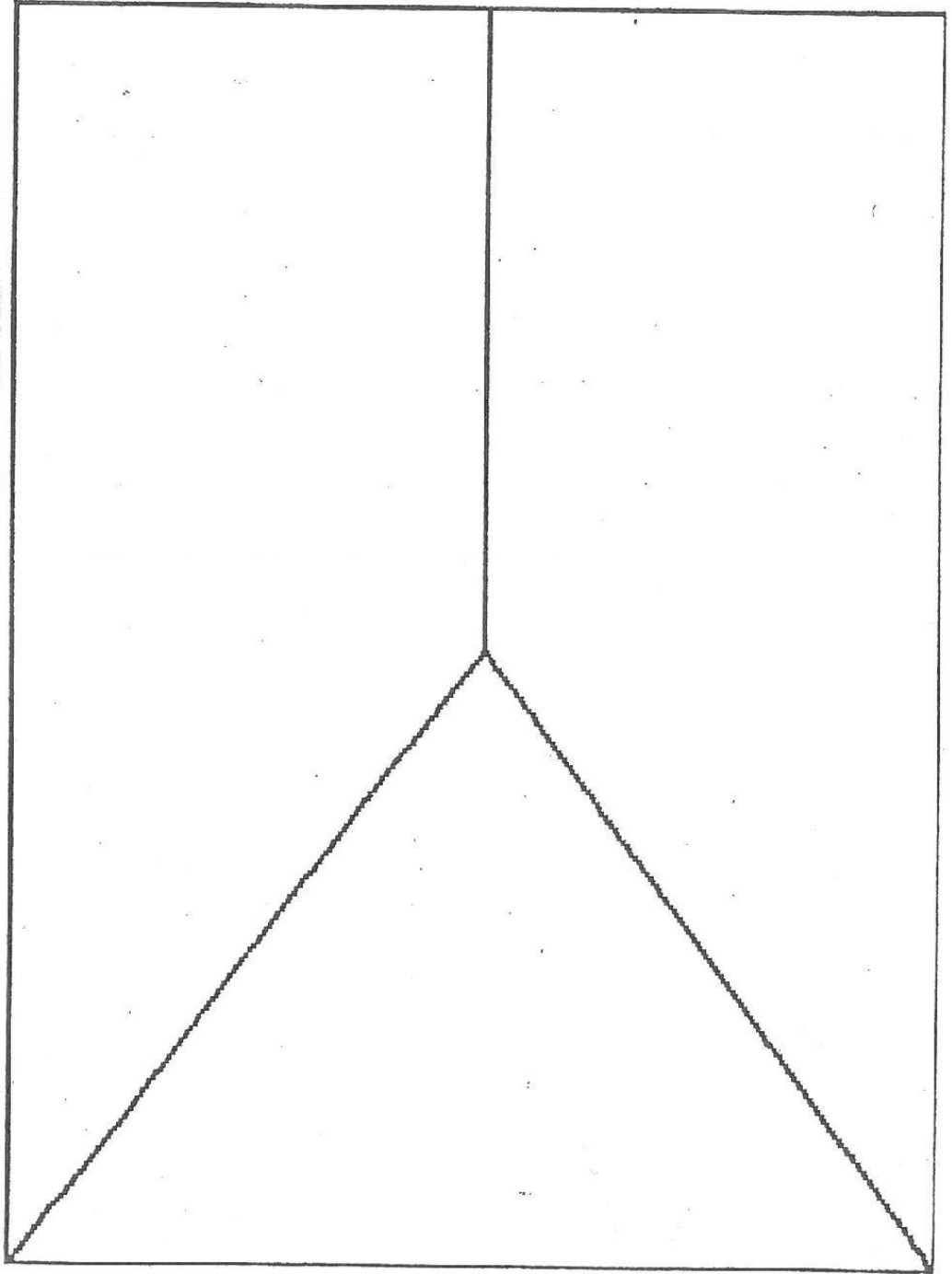
Additional Activity –

- 1. Share some basic information about the Czech Republic. Students can color the flag of the Czech Republic. Several different versions are available for use.
 - i. Blank flag – students will color based on in-class discussion about the Czech Republic (Maňa's home country)
 - ii. Flag with color words
 - iii. Flag with basic addition problems
 - iv. Flag with multiplication problems
- 2. Students can create the flag of the Czech Republic using materials available (construction paper, fabric, paint, etc.)



Name: _____

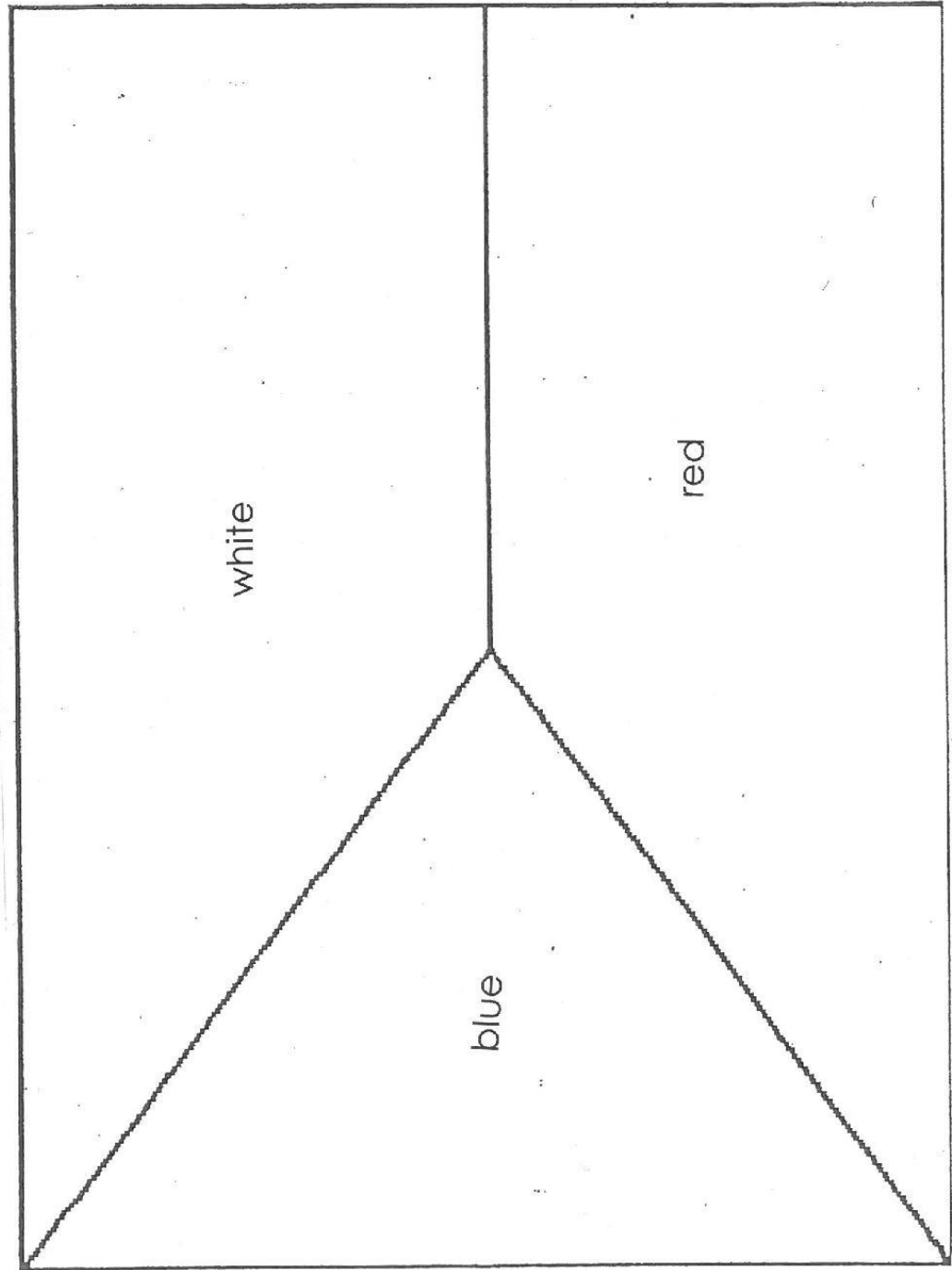
Czech Republic National Flag



Name: _____

Color the sections.

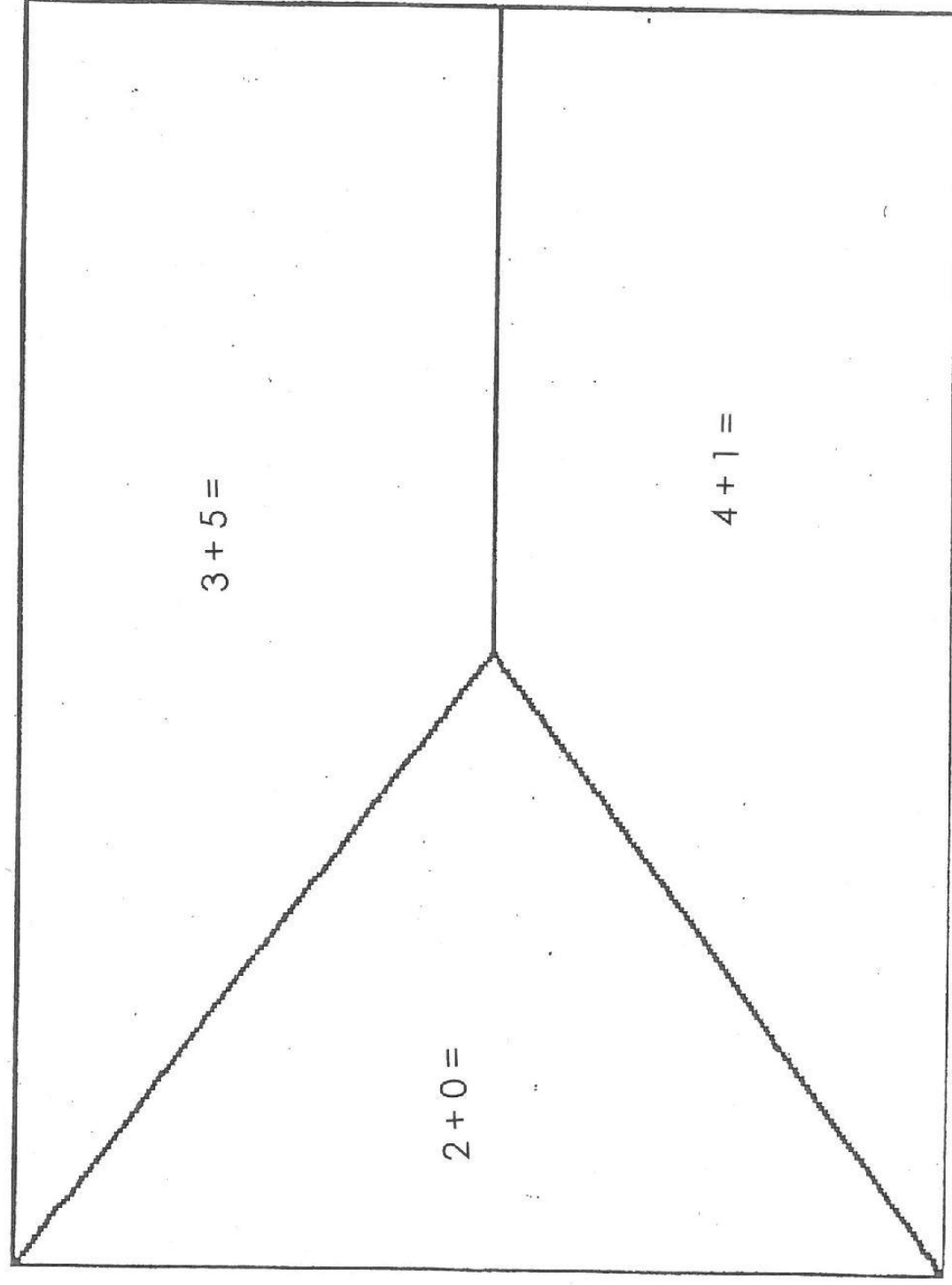
Czech Republic National Flag



Name: _____

Solve the addition problems. Color the picture using the code.

Czech Republic National Flag



Code

2 = blue

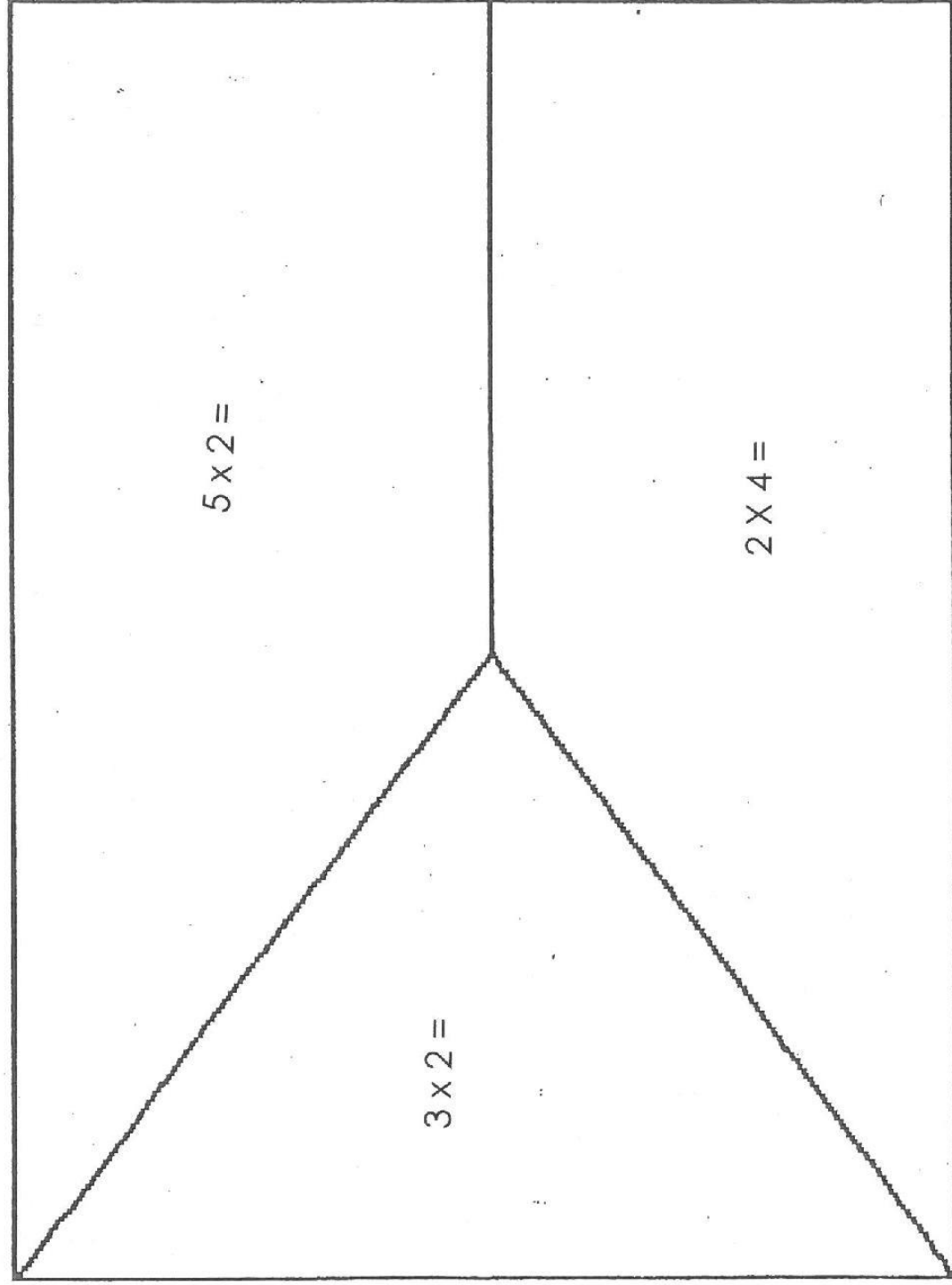
5 = red

8 = white

Name: _____

Solve the multiplication problems. Color the picture using the code.

Czech Republic National Flag



Code

6 = blue

8 = red

10 = white



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

Focus: Immigration

Grade Level – 1st, 2nd, 3rd, 4th

BIG IDEA – IMMIGRATION

DESCRIPTION – This lesson reviews with students some of the major vocabulary words associated with immigration. Using the website in this lesson, students will be able to see the change in immigrant population by following the migration of specific populations over time.

STANDARDS/SKILLS ADDRESSED –

History

SS.3-5.H.1 Essential Skill/Concept: *Understand historical patterns, periods of time and the relationships among these elements.*

SS.K-2.H.3 Essential Skill/Concept: *Understand culture and how cultural diffusion affects the development and maintenance of societies.*

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.6 Essential Skill/Concept: *Understand the relationship between geography and historical events.*

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.3 Essential Skill/Concept: *Understand how human factors and the distribution of resources affect the development of society and the movement of populations.*

Students will:

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 - 30 to 40 minute class period

MATERIALS –

- Vocabulary terms
 - From Cambridge Online Dictionary - <http://dictionary.cambridge.org/us/>
 - From Geography.about.com
- Website of migration –
<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>

LESSON PLAN –

1. Teach, or review, major definitions students will be exposed to during their visit to the National Czech & Slovak Museum & Library (NCSML).
 - a. Immigration – the action of coming to live permanently in a foreign country on a different continent
 - i. Examples: The act of moving from Czechoslovakia, located in Europe, to the United States, located in North America. The act of moving from the United States, located in North America, to Paraguay, located in South America.

- b. Immigrant – a person who has come into a foreign country on a different continent in order to live there
 - c. Push/Pull Factors – the force which acts to drive people away from a place, and what draws them to a new location
 - d. Migration – to move from one country, place, or locality to another on the same continent
 - i. Examples: The act of moving from Czechoslovakia to France, both located in Europe. The act of moving from the United States to Mexico, both located in North America. The act of moving from Cedar Rapids to Ely, both located in North America.
2. After discussing the vocabulary definitions, the teacher will pull up the website of migration from New York Times online.
<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>
 3. Using this website, students will first look at immigrant populations from Czechoslovakia who settled in various places across the United States, but specifically in Iowa, where Maňa Machovsky Zlatohlavek’s family settled in 1922.
 4. Students should pay close attention to the three ports of entry, specifically Ellis Island – through which Maňa and her family traveled – as well as the ports at Baltimore, MD and Galveston, TX.
 NOTE: Ellis Island closed as an immigration processing center in 1954.
 5. Using the map, students can see the migration settlement patterns of the foreign-born population from Czechoslovakia in the United States.
 - a. Look at the map for the following years:
 - i. 1900 (pre-WWI)
 1. Will the population increase or decrease from 1900 to 1920?
 2. What are the push/pull factors affecting immigration during this time?
 - ii. 1920
 1. Will the population increase or decrease from 1920 to 1930?
 2. What are the push/pull factors affecting immigration during this time?
 - iii. 1930 (Great Depression)
 1. Will the population increase or decrease from 1930 to 1940?
 2. What are the push/pull factors affecting immigration during this time?
 - iv. 1940 (pre-WWII)
 1. Will the population increase or decrease from 1940 to 1970?
 2. What are the push/pull factors affecting immigration during this time?
 - v. 1970
 1. Will the population increase or decrease from 1970 to present?
 2. What are the push/pull factors affecting immigration during this time?
 - vi. Present
 1. Will the population increase or decrease?
 2. What are the push/pull factors affecting immigration during this time?

6. After discussing the push-pull factors that influenced the population to immigrate or to migrate, it may be important for teachers to show other populations on the map, specifically populations which affect our cultural make-up in society today.



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

Focus: Document Analysis

Grade Level – 1st, 2nd, 3rd, 4th

BIG IDEA – DOCUMENT ANALYSIS – SHIP'S MANIFEST

DESCRIPTION – Maňa's family, like many others, travelled from Hamburg, Germany to the United States on a steamship. Maňa's family travelled on the U.S.M.S. St. Paul to Ellis Island, New York, NY. Students will analyze the manifest on which Maňa's family name appears. In addition to the manifest, students will also see photographs and documents which help to document the trip Maňa's family made.

STANDARDS/SKILLS ADDRESSED -

History

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

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.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 period

MATERIALS –

- U.S.M.S. St. Paul manifest
- Family photo on ship
- Teacher notes regarding information on manifest
- Document Analysis Worksheet (optional)
- Trunk pattern for extension

LESSON PLAN –

1. At the beginning of this lesson, explain that ships were required to have a manifest. A ship's manifest is "a list of passengers or an invoice of cargo for a vehicle (as a ship or plane)." (definition from <http://www.merriam-webster.com/dictionary/manifest>)
2. Show students a photograph of the ship which Maňa's family traveled on their journey – the U.S.M.S. St. Paul.
3. Students can then do a document analysis of the copy of the original U.S.M.S. St. Paul manifest.
 - a. Some questions that may be asked while analyzing include, but are not limited to:
 - i. What is the date on the manifest?
 - ii. How many passengers are included on the manifest?
 - iii. Can you find Maňa's family? Her father, mother, and sister?³
 - iv. What do you notice about the information included?
 - v. What can we learn about Maňa's family from this manifest?
 - vi. How long was their journey to America?
 - vii. Had any of the passengers, including Maňa's family, ever been to America before?
 - viii. Vera's given name and surname were changed in Hamburg. This was done in error when the name was recorded on the manifest.
 - b. Information is included in the lesson plans to assist the teacher in deciphering lines 6-9 which Maňa's family is included on the manifest. (see the next pages →)

4. Students may complete a document analysis worksheet in a small group or as a whole group.
***Teacher Tip: Project the manifest on a whiteboard/SMART board.**
 - a. Teachers may print and distribute copies of the manifest included in the plans.

Extension:

1. Keeping in mind that most families traveling on these ships were, typically, only allowed one trunk per family, students create a trunk for their own family using the trunk pattern included.
2. To help students understand the size of a trunk, teachers may recreate the dimensions of a trunk. (For example, Maňa's trunk dimensions = 40 in. x 22.5 in. x 19.5 in. Measurements written using length x width x height.)
 - a. Maňa's trunk and other trunks used by immigrants varied in size and composition. Note the various trunk sizes and materials used to make them, along with their dimensions, attached to plans but also present in PowerPoint.
3. What would your family want to bring to your new home?
 - a. Remember, space.
 - b. Of these items, what would you have to take or leave behind?
 - c. Of the items you leave behind, would you sell them, give them to someone special, or box them up and have them sent to America?

³ Maňa is a nickname. Her given name is Marie; however, she preferred to be called Maňa. Some official documents, such as the manifest, will refer to Maňa as Marie.

In proper Czech, Maňa's name would be written as Máňa. Many immigrants, like Maňa, had to make choices regarding their name. Was it more important to keep the spelling intact, even if the pronunciation changed, or should the spelling be modified such that the name is pronounced correctly?

Maňa elected to do both, to some degree. The pronunciation was important to her, as was the spelling. Diacritical marks are not used in the English language and can be confusing to native English readers and writers. But, English has the ň sound (like in canyon), and it is not difficult for English speakers to say her name. Her name became a way for her to identify as both a Czech and an American.

She preferred the ň sound, and was less finicky about the á. English speakers pronounced her name MAHN-yuh while Czech speakers pronounced it MAAHN-yah, with the "ah" sound drawn out more.

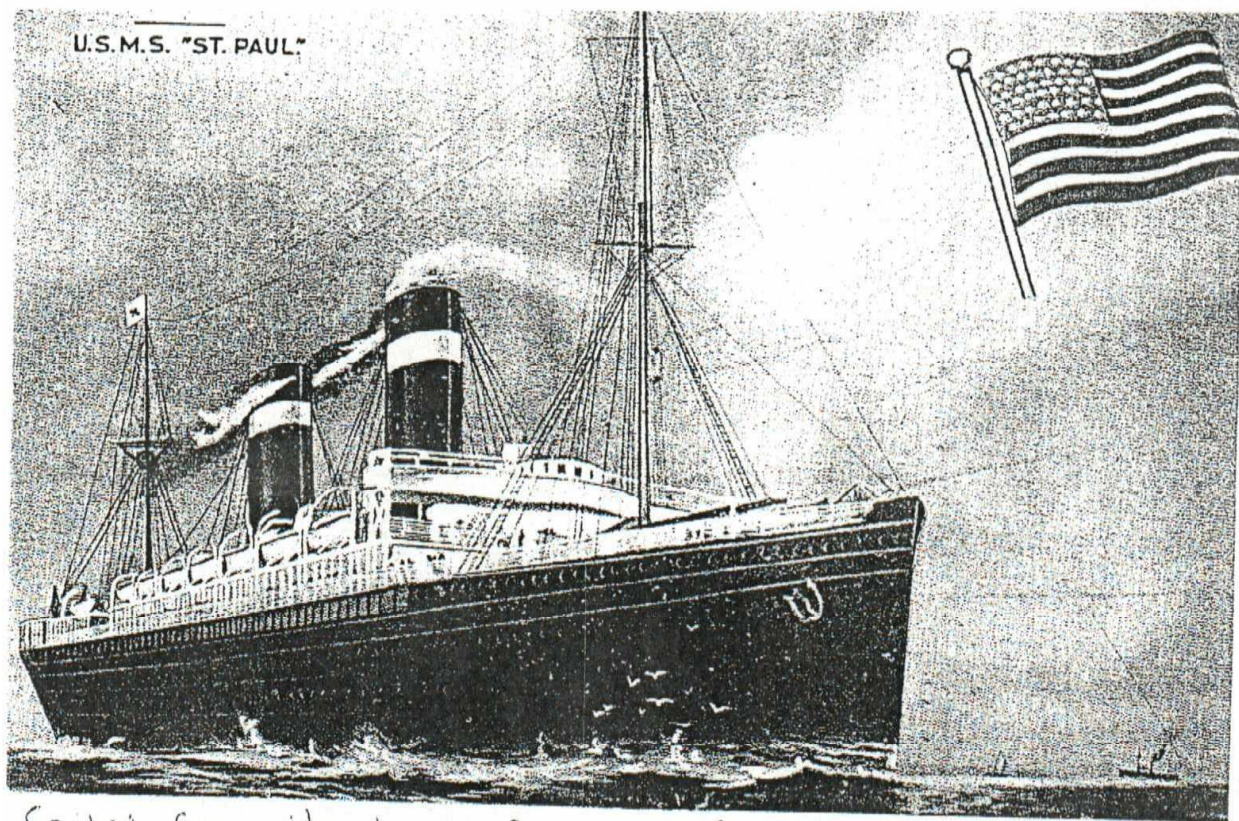
She likely signed it Máňa when writing to native Czech speakers. American typewriters and printing presses rarely use the diacritical marks; so, she would have had to write it as Mana in American publications.

Her signature varied somewhat; but, she most commonly wrote her name as seen in these lessons: Maňa.

Her father, František, had the same sort of quandary. He opted to change his name to Frank. We find this on his tombstone. Czech speakers would have used the Czech spelling and pronunciation. Evidence of this is seen on his memorial at the cemetery.

Her mother, Marie, and sister, Vera, had names that translated well into English. They opted not to change the spelling or pronunciation of their names.

Similarly, the family had to make a decision regarding their surname. In Czech, the name is written Machovský. In the United States, the family chose to drop the acute mark over the "y", which really did not affect its pronunciation. It is suspected, however, that if the family wrote to Czech speakers, they would have used the Czech spelling of the name.



Sailed from Hamburg Germany Sept. 2, 1922 on the
U.S.M.S. St. Paul. Arrived in Cedar Rapids, Iowa on Sept 22, 1922

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

Language: Image

Description: Photocopy of an original

Location: Zlatohlavek Family Archives

Significance: This image shows the U.S.M.S. St. Paul much more clearly and is probably something that Maña or the family purchased on the ship.

Form No. 1
U. S. DEPARTMENT OF LABOR
IMMIGRATION SERVICE

15

List

LIST OR MANIFEST OF ALIEN PASSENGERS FOR THE UNITED STATES

ALL ALIENS arriving at a port of continental United States from a foreign port or a port of the insular possessions of the United States, and all aliens arriving at a port of said insular possessions from a foreign port, a port of continental United States, or a port of the insular possessions of the United States.

This (yellow) sheet is for the listing of

S. S. ST. PAUL Passengers sailing from HAMBURG, GERMANY SEPTEMBER 2nd 1939 19

No.	HEAD TAX STATUS	NAME IN FULL	Age	Sex	Occupation	Religion	Native Country	Place of birth	Country	City or town	Final destination
1		MUELLER THEODOR	40	M	Physician	yes	Germany	Germany	NY	North Tonawanda	Friend P. Von Kirschenheim Newburg, Germany
2		MUELLER EVA	37	F	Wife	yes	Germany	Germany	NY	North Tonawanda	---do---
3	UNDER 16	MUELLER ANNEKATHE	9	F	Child	yes	Germany	Germany	NY	North Tonawanda	---do---
4	UNDER 16	MUELLER HANS	4	M	Child	no	Germany	Germany	NY	North Tonawanda	---do---
5	UNDER 16	MUELLER KILLOT	2	M	Child	no	Germany	Germany	NY	North Tonawanda	---do---
6	ADULT	NACHOVSKY FRANK	38	M	Teacher	yes	Slovak	Bohemian	Cs. Slavia	Kolin	Friend in law Jan Veccek Kolin, Cs. Slovakia
7	ADULT	NACHOVSKY SARIE	20	F	Wife	yes	Slovak	Bohemian	Cs. Slavia	Kolin	Friend in law Jan Veccek Kolin, Cs. Slovakia
8	ADULT	NACHOVSKY SARIE	7	F	Child	yes	Slovak	Bohemian	Cs. Slavia	Kolin	Friend in law Jan Veccek Kolin, Cs. Slovakia
9	ADULT	NACHOVSKY KARA	5	F	Child	yes	Slovak	Bohemian	Cs. Slavia	Kolin	Friend in law Jan Veccek Kolin, Cs. Slovakia
10	ADULT	PALEKHOVA TERESA	30	F	Wife	yes	Slovak	Bohemian	Cs. Slavia	Kolin	Friend in law Jan Veccek Kolin, Cs. Slovakia
11	ADULT	PICK BENEDICT	50	M	Prof	yes	Germany	Germany	Germany	Gotha	Friend Dr. Julius Strenberg Gotha, Germany
12	ADULT	PICK GERTHE	57	F	Wife	yes	Germany	Germany	Germany	Gotha	---do---
13	ADULT	POZE ALFRED	30	M	Wife	yes	Germany	Germany	USA Pa.	Philadelphia	Friend Prof Stein Hatschler St 7 Berlin
14	ADULT	POLOSSKY GEORGE	51	M	Singer	yes	Russia	Russian	Germany	Torn	---do---
15	ADULT	POLOSSKY ANNA	43	F	Wife	yes	Russia	Russian	Germany	Torn	---do---
16	ADULT	PROISZEL PHOISE	68	M	Wife	yes	Hungary	Hungary	Hungary	Budapest	Friend Frau S. Pohl. Buda, Hungary
17	ADULT	PROISZEL PHOISE	30	F	Wife	yes	Hungary	Hungary	Hungary	Budapest	Friend Frau S. Pohl. Buda, Hungary
18	ADULT	PROISZEL PHOISE	6	F	Child	yes	Hungary	Hungary	Hungary	Budapest	Friend Frau S. Pohl. Buda, Hungary
19	ADULT	PROISZEL NIKLOS	11	M	Infant	no	Hungary	Hungary	Hungary	Budapest	Friend Frau S. Pohl. Buda, Hungary
20	ADULT	REINHARDT KATIN	51	M	Wife	yes	Germany	Germany	USA La.	New Orleans	Friend Frau S. Pohl. Buda, Hungary
21	ADULT	REINHARDT KATIN	2	F	Child	no	Germany	Germany	Germany	Angsburg	Friend Frau S. Pohl. Buda, Hungary
22	ADULT	REINHARDT KATIN	15	M	Wife	yes	Germany	Germany	Germany	Chemnitz	Friend Frau S. Pohl. Buda, Hungary
23	ADULT	REINHARDT KATIN	47	M	Wife	yes	Germany	Germany	USA La.	New Orleans	Friend Frau S. Pohl. Buda, Hungary
24	ADULT	REINHARDT KATIN	42	M	Wife	yes	Germany	Germany	Germany	Chemnitz	Friend Frau S. Pohl. Buda, Hungary
25	ADULT	REINHARDT KATIN	40	M	Wife	yes	Germany	Germany	Germany	Chemnitz	Friend Frau S. Pohl. Buda, Hungary
26	ADULT	REINHARDT KATIN	30	M	Wife	yes	Germany	Germany	Germany	Chemnitz	Friend Frau S. Pohl. Buda, Hungary
27	ADULT	REINHARDT KATIN	43	M	Wife	yes	Germany	Germany	Germany	Chemnitz	Friend Frau S. Pohl. Buda, Hungary
28	ADULT	REINHARDT KATIN	29	M	Wife	yes	Germany	Germany	Germany	Chemnitz	Friend Frau S. Pohl. Buda, Hungary
29	ADULT	REINHARDT KATIN	61	M	Wife	yes	Germany	Germany	Germany	Chemnitz	Friend Frau S. Pohl. Buda, Hungary
30	ADULT	REINHARDT KATIN	56	M	Wife	yes	Germany	Germany	Germany	Chemnitz	Friend Frau S. Pohl. Buda, Hungary

States, or a part of another insular possession, in whatever class they travel, MUST be fully listed and the master or commanding officer of each vessel carrying such passengers must upon arrival deliver lists thereof to the immigration officer.
SECOND-CARIN PASSENGERS ONLY

SECOND-CABIN PASSENGERS ONLY

Arriving at Port of

NEW YORK

SPENTHORN 18th 1902

19

31

List 15

The entries on this sheet must be typewritten or printed.

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67</																																	

List of Passengers for the U.S.M.S. Saint Paul – FOR TEACHER USE in interpreting Manifest

List of Passengers for the U.S.M.S. Saint Paul

Sailing from Hamburg, Germany on Sept. 2, 1922

Arrived: Sept. 12, 1922 at Port of New York

List number: 15

Lines: 6-9

Name: Frank Machovsky

Age: 38

Sex: Male

Marital Status: Married

Occupation: Teacher

Language: Bohemian

Able to Read and Write: Yes

Nationality: Slovakia-Cecho

Race: Bohemian

Last Place of Residence: Kolín, Czechoslovakia

Nearest Relative: Father-in-Law, Jan Vacek, Kolín, Cz Slovakia

Final Destination: Cedar Rapids, Iowa

By whom was the passage paid for: Friend

Possession of how much money: \$200

Whether in the U.S. before?: Yes, Chicago, 6 mos.

Whether joining a friend and where: Friend, Felipe Frank, Cedar Rapids, Iowa

Length of Stay: Always

Condition of Health: Good

Height: 5'6"

Complexion: Fair

Hair Color: Black

Eye Color: Brown

Place of Birth: Kolín, Czechoslovakia

Name: Marie Machovsky
Age: 35
Sex: Female
Marital Status: Married
Occupation: Wife
Language: Russian
Able to Read and Write: Yes
Nationality: Slovakia-Cecho
Race: Bohemian
Last Place of Residence: Kolín, Czechoslovakia
Nearest Relative: Father, Jan Vacek, Kolín, Cz Slovakia
Final Destination: Cedar Rapids, Iowa

By whom was the passage paid for: Friend
Possession of how much money: \$200
Whether in the U.S. before?: No
Whether joining a friend and where: Friend, Felipe Frank, Cedar Rapids, Iowa
Length of Stay: Always
Condition of Health: Good
Height: 5'4"
Complexion: Fair
Hair Color: Brown
Eye Color: Blue
Place of Birth: Kolín, Czechoslovakia

Name: Marie Machovsky*

Age: 7

Sex: Female

Marital Status: Single

Occupation: Child

Language: Bohemian

Able to Read and Write: Yes

Nationality: Slovakia-Cecho

Race: Bohemian

Last Place of Residence: Kolín, Czechoslovakia

Nearest Relative: Grandfather, Jan Vacek, Kolín, Cz Slovakia

Final Destination: Cedar Rapids, Iowa

By whom was the passage paid for: Friend

Possession of how much money:

Whether in the U.S. before?: No

Whether joining a friend and where: Friend, Felipe Frank, Cedar Rapids, Iowa

Length of Stay: Always

Condition of Health: Good

Height:

Complexion: Fair

Hair Color: Black

Eye Color: Brown

Place of Birth: Kolín, Czechoslovakia

* Maňa is a nickname. Her given name is Marie; however, she preferred to be called Maňa. Some official documents, such as the manifest, will refer to Maňa as Marie.

Name: Kera Nachovsky**

Age: 5

Sex: Female

Marital Status: Single

Occupation: Child

Language: Bohemian

Able to Read and Write: Yes

Nationality: Slovakia-Cecho

Race: Bohemian

Last Place of Residence: Kolín, Czechoslovakia

Nearest Relative: Grandfather, Jan Vacek, Kolín, Cz Slovakia

Final Destination: Cedar Rapids, Iowa

By whom was the passage paid for: Friend

Possession of how much money:

Whether in the U.S. before?: No

Whether joining a friend and where: Friend, Felipe Frank, Cedar Rapids, Iowa

Length of Stay: Always

Condition of Health: Good

Height:

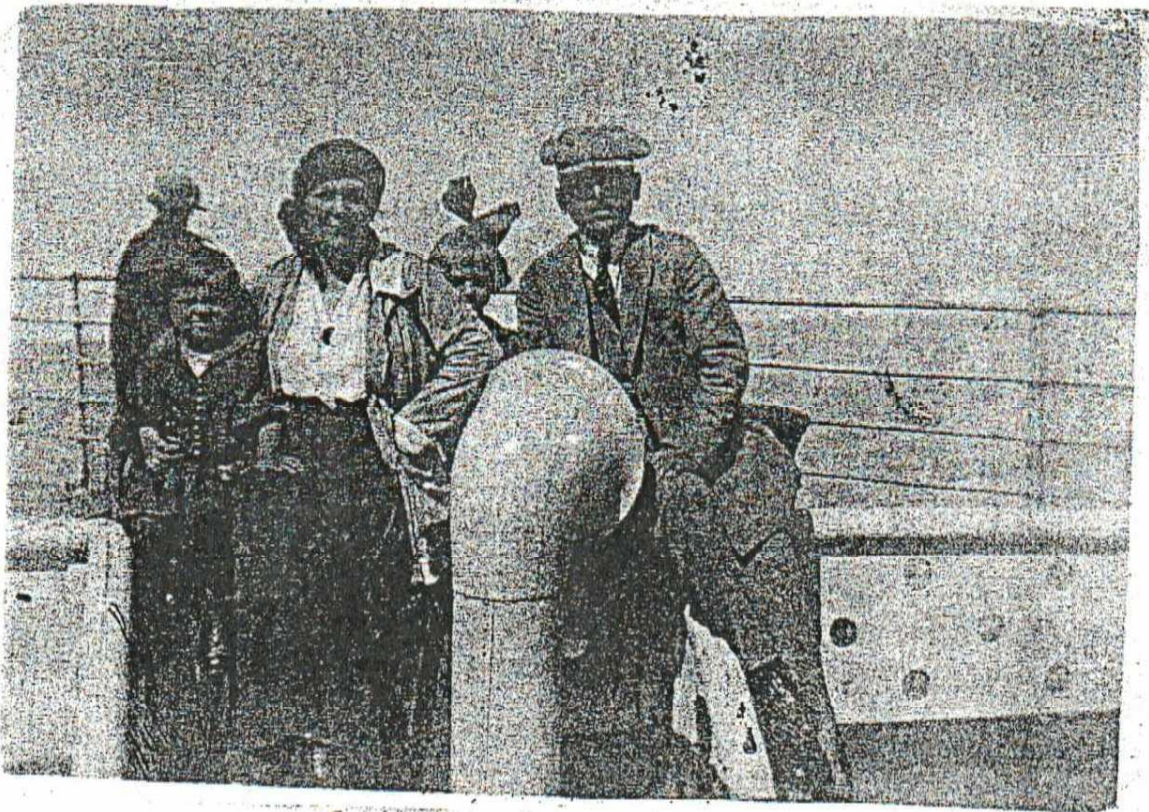
Complexion: Fair

Hair Color: Brown

Eye Color: Blue

Place of Birth: Kolín, Czechoslovakia

** Vera's first and last names were misspelled on the ship's manifest prior to leaving Hamburg, Germany. Officials at Ellis Island had to match the name on the manifest with the person. Names could not be legally changed at Ellis Island. Ellis Island, and other ports with similar functions, were merely ports of entry. Legal business, such as naturalization or name changes, was not conducted at ports of entry.



Trip to America

We sailed from
Hamburg at 2:00
o'clock in the afternoon.
We were eleven days on
the trip. The ship was
named St. Paul.
We arrived in
Cedar Rapids on
Sept. 22, 1922

Documentation for previous items:

File Name(s): Family on 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, there is Vera, Marie, Maňa, and Frank.

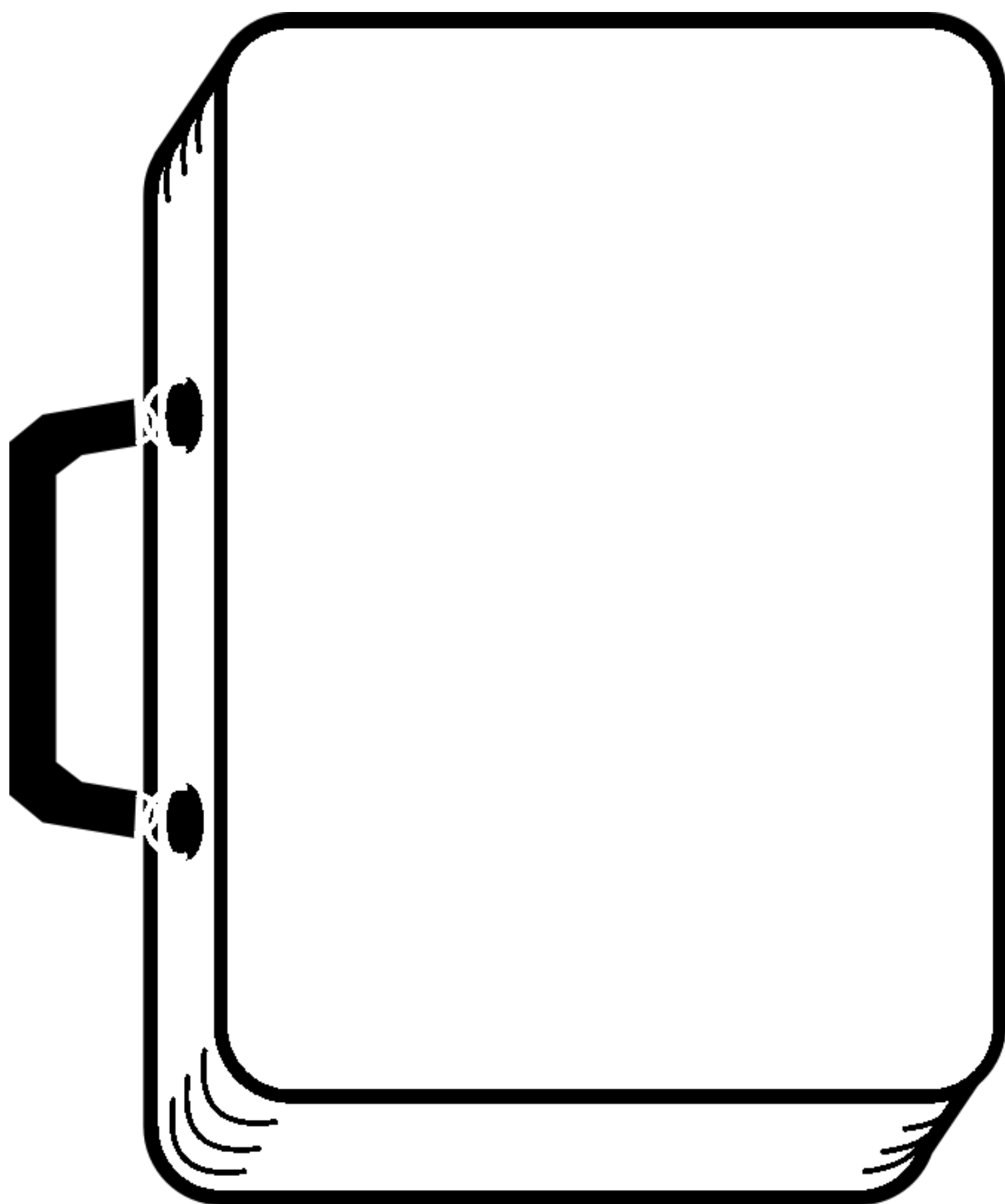
File Name(s): Journey Description

Language: English

Description: Cropped area of text from papers on Frank Machovsky.

Location: Zlatohlavek Family Archives

Significance: This description was probably written by Maňa's mother Marie, and is her recollection of the journey. It provides the exact time that the family left Hamburg, how long it took them, and when they arrived in New York.





Document Analysis Worksheet for Manifest

What is the date on the manifest?	
How many passengers are included on the manifest?	
Can you find Maňa's family? Her father, mother, and sister?	
What do you notice about the information included?	
What can we learn about Maňa's family from this manifest?	
How long was their journey?	
Had any of the passengers, including Maňa's family, ever been to America before?	

APPENDIX

STANDARDS/SKILLS ADDRESSED –

History

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

Students will:

- Understand past, present, and future time in relation to historical events.
- Understand that primary sources such as artifacts, photographs, and documents are used to learn about the past.
- Understand timelines.
- Understand that people in different times and places view the world differently.

SS.3-5.H.1 Essential Skill/Concept: *Understand historical patterns, periods of time and the relationships among these elements.*

Students will:

- Understand difference in life today compared to life in the past.
- Understand causes and effects of events within a time period.

SS.K-2.H.3 Essential Skill/Concept: *Understand culture and how cultural diffusion affects the development and maintenance of societies.*

Students will:

- Understand reasons groups of people moved into and within the United States long ago and today.

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

Students will:

- Understand the roles historic and ordinary Americans have played in changing society and government.
- Understand that changes in society may or may not be beneficial.

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

SS.K-2.H.6 Essential Skill/Concept: *Understand the relationship between geography and historical events.*

Students will:

- Understand that science and technology can affect physical environments.
- Understand why people developed a region.
- Understand that the earth's physical features have changed over time.

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.*

Students will:

- Understand processes important to reconstructing and interpreting the past.
- Understand the historical perspective including cause and effect.
- Understand how to view the past in terms of the norms and values of the time.
- Understand interpretation of data in timelines.

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.*

Students will:

- Understand representations of the earth such as maps, globes, and photographs.
- Understand representations of locales and regions on maps and globes.

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

Students will:

- Understand human and physical characteristics of places.
- Understand the concept of regions according to physical and human criteria.
- Understand the concept of culture.
- Understand the concepts of urban and suburban.
- Understand that different people living in the same region maintain different ways of life.

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.*

Students will:

- Understand why people chose to settle in different places.
- Understand the role that resources play in human's daily lives.
- Understand modes of transportation used to move products, people, and ideas.

SS.3-5.G.3 Essential Skill/Concept: *Understand how human factors and the distribution of resources affect the development of society and the movement of populations.*

Students will:

- Understand causes and effects of human migration.
- Understand reasons for the growth and decline of settlements.

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.*

Students will:

- Understand that people and institutions change over time.
- Understand past, present, and future.
- Understand that people in different times and places view the world differently.

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

Students will:

- Understand that people belong to some groups because they are born into them and some because they join them.
- Understand that groups influence one's thoughts and actions.
- Understand a community is a group to which a person may belong.
- Understand people tend to live in families in which individuals have different roles.

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

Students will:

- Understand that group and cultural influences contribute to human development, identity, and behavior.