



Educator Guide for Lesson 12.6 “Cultural Impact”

Unit 12: Immigration in the Industrial Age

Lesson Objectives

- Students will define “culture” as a general term, identify how culture is defined in their own lives, and evaluate the terms “melting pot” and “salad bowl” as descriptions of American culture.
- Students examine how objects represent cultural and personal values.
- Students will investigate traditional French-Canadian fiddle music as an example of cultural impact.

Lesson Competencies

- I can initiate and sustain a focused discussion. (ELA 7)
- I can state an opinion that answers a question about a topic or text. (ELA 6)
- I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of the topic/text and locate information to support my point of view. (ELA 6)
- I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas. (ELA 7)

Essential Question

How has New Hampshire been shaped by many voices?

Focus Question

How has immigration shaped New Hampshire?

Estimated Time

One 40-minute class session

Materials & Equipment

“Cultural Contributions” worksheet for projection or printing
“Cultural Contributions” answer key for reference
“Ferdinand Picard’s Violin” image for projection
“Homegrown Concert: Les Bon Hommes Du Nord: French-Canadian Fiddle Music and Songs from New Hampshire” digital film for projection, minutes 25:00–41:30, available online at <https://www.loc.gov/item/2021688933/>
Class set of “Reflecting on Culture” worksheet



Educator Introduction & Rationale

At the core of civic competence is the understanding that “culture,” the ways of living and beliefs passed down from one generation to the next, can be shared and changed over time. “American” culture comes from many different cultures as well as arising from the unique conditions here in the United States; contributions have been made both by those who have come to live here and by those who have spent time in other countries and returned with new traditions to share. Immigrants had, and continue to have, a significant cultural impact on the Granite State. Traditions from different groups have been incorporated into New Hampshire’s culture, adding to and enriching it. Reference the Unit 12 [Educator Overview](#) for more information.

This is the sixth lesson in the Immigration in the Industrial Age unit. It is designed to be completed in one class session. This lesson can stand alone from the unit; however, completion of the learning objectives in Lesson 12.1 “What Is Immigration?” is recommended before students move through the activities in this lesson. Please note, lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

In this lesson, students examine the large concepts of culture and cultural impact by focusing on one particular way that immigrants have added to the culture of New Hampshire. After a short activation activity intended to underscore the fact that American culture is an amalgam of cultural influences from all over the world combined with the unique circumstances found in America itself, students briefly discuss culture, arrive at a general definition of the term, and share cultural traditions from their own lives.

Students then zoom in on a cultural influence particular to New Hampshire—fiddle music. Violins are played all over the world, but the traditional fiddle music played in New Hampshire is characterized by a specific technique used by French-Canadian musicians. This style of music began to spread across New Hampshire during the Great Wave, as French-Canadian immigrants settled in New Hampshire for work in different industries, although the tradition was particularly strong in the northern part of the state. Students will conduct a brief oral analysis of a violin from the New Hampshire Historical Society’s collection, using the framework described in [Analyze It!](#) After watching an excerpt from a concert featuring two fiddle players from northern New Hampshire, students will reflect on how this cultural contribution is learned and shared. The lesson concludes with students considering two common descriptors of American culture: melting pot and salad bowl.

A reinforcement activity based on the “Cultural Contributions” activation activity is suggested for students who will benefit from spending more time with the concepts of the lesson. Two extension activities are suggested for students interested in investigating other examples of the impact made on Granite State culture by immigrants. Please adapt the material in this lesson, as necessary, to meet the needs of the students in your classroom.

Learning Activity

Activation

Where does culture come from? Display or provide students with “Cultural Contributions,” a list of customs, foods, sports, and art forms that are well-established in mainstream American culture. Challenge the students to identify the items on the list that they think originated outside the United States. This may be played as a game, with teams, or used as a whole-group discussion activity.

Possible outcome: Students will discover that all of the items on the list were introduced to American culture by groups who immigrated to the United States at various times. Can students think of any other items to add to the list?

Direct Instruction

Define culture. Explore the term “culture” with students. Your discussion may include some of the following questions. Students may choose to answer orally or you might write a few of the questions on the board and give students time to choose a question and respond in writing before sharing it with the group.

- What does culture mean?
- Where does culture come from?
- Does a place, like the United States or New Hampshire, have a culture of its own? Does it stay the same or change over time? Why?
- Are any of the mainstream “American” traditions from the game also elements in New Hampshire culture?
- Do you know of other parts of New Hampshire’s culture that come from other cultures?
- Does your family or community culture have features that makes it different from “American” culture?

Possible outcomes:

- People possess and share culture, which includes the beliefs and ways of living that are passed down from one generation to the next.
- Culture varies from place to place, from group to group.
- Some cultural traditions are shared when different groups of people live and work together in the same place, while other cultural traditions stay within communities and do not become part of mainstream culture.
- New Hampshire’s culture has changed a great deal over time as new groups of people settled in the state. For example:
 - Maple syrup and the tradition of making it during the spring thaw comes from the Abenaki.
 - The popular sports skiing and hockey were introduced by immigrant groups from Scandinavia and Canada.

**Student
Reading**

Shaping New Hampshire. Before moving to Guided Practice, direct students to read Unit 12: Learn It! "[Immigration Shaped New Hampshire](#)," pages 1 to 6.

**Guided
Practice**

Examining traditional Franco-American fiddle music. Explain to students that they will focus on one way that another culture has contributed to New Hampshire's culture: musical traditions.

Project the image "Ferdinand Picard's Violin." Conduct a brief investigation beginning with an encounter of the object. What do the students see? What materials were used to make the object?

Next, investigate the object. What questions do the students have about the object? Who made it? Why was it made and when? You can share with them that the violin was made by Ferdinand Picard in 1919. Mr. Picard lived in Rochester, New Hampshire, where he worked in the Wyandotte Woolen Mill. He was born in Canada in 1873 and was one of thousands of French-Canadians who immigrated to New Hampshire during the Great Wave. He was not a violin maker by trade but taught himself to make the instruments as a hobby by looking at illustrations of violins made by famous craftsmen like Antonio Stradivari, who lived and worked in Italy during the late 17th and early 18th centuries. This particular violin was made for his daughter, who wanted to learn how to play the instrument.

Finally, build on the investigation by asking a deeper question. What does this object tell you about Mr. Picard's culture?

Possible outcomes: Students should conclude that music, particularly violin music, was a central part of Mr. Picard's life and the traditions he shared with his family. He cared enough about how the music was made to train himself to create the instruments by hand.

Tell students that a specific style of violin, or fiddle music, is one of the cultural traditions brought to New Hampshire by French-Canadian immigrants. Franco-American fiddle music is still played today. Watch an excerpt from the American Folklife Center Homegrown Concert, "[Les Bon Hommes Du Nord: French-Canadian Fiddle Music and Songs from New Hampshire](#)." Then, ask students to complete the relevant questions on the "Reflecting on Culture" worksheet. Students may wish to answer these questions as they watch the concert excerpt.

Teaching Tip: The entire concert is about one hour in length. For the purposes of this lesson, it is recommended to only watch from minute 25 through minute 41. During this excerpt, students will see and hear Patrick Ross describe how he learned to play and what distinguishes Franco-American fiddle music from other fiddle music styles. They will also see and hear another fiddle player, Jean Theroux, play and sing a traditional "chanson à répondre," or call and response song, with Mr. Ross.

Reflection & Discussion

Is American culture a melting pot or a salad bowl? Direct students to look at the last two questions on the worksheet. Explain that the first asks them to think about a tradition or skill they have learned from someone.

Then, briefly discuss the difference between the two descriptions of the national culture mentioned in the second question. A melting pot suggests a lot of ingredients that have become indistinguishable. A salad bowl creates the image of a whole meal with all the ingredients still recognizable and unique, yet combined to create a single dish. Which term do the students think is a more accurate description of American culture? Discuss as a class, or these questions can be answered as homework if time in the classroom is running short.

Reinforcement

1. **Category sort.** Provide students with the “Cultural Contributions” worksheet. Ask the students to sort the examples into categories. What categories did they find? Can they add more examples to the categories? What traditions do they share with their families? Which categories do those traditions fall under?

Extension

1. **Cultural salad bowl examples.** Create a visual cultural “salad bowl” display with images and descriptions of cultural traditions celebrated by students in the class. Where do their cultural traditions come from? How did they learn them?
2. **Local cultural traditions.** Does your town have any local cultural traditions? Or an occasion that is celebrated every year? Research the history of that tradition or a new cultural tradition introduced by new Americans to your town.

Supporting Materials

New Hampshire Historical Society Resources

Violin, “Ferdinand Picard’s Violin”

Other Resources

American Folklife Center, “Les Bon Hommes du Nord: French-Canadian Fiddle Music and Songs from New Hampshire,” August 8, 2012. Available at the Library of Congress website, <https://www.loc.gov/item/2021688933/>

Standards

“Moose on the Loose” Content:

- ✓ Students will understand that many people migrated and immigrated to New Hampshire during industrialization, generally for economic reasons, contributing to its development. (3-5.T5.2)

“Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1)
- ✓ Effective Historical Thinking (3-5.S3.1)

New Hampshire Social Studies Frameworks:

- ✓ Human Systems (SS:GE:4:4.3)
- ✓ World Views and Value Systems and their Intellectual and Artistic Expressions (SS:HI:4:3.2, SS:HI:4:3.3)
- ✓ Social/Cultural (SS:HI:4:5.1)

NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 4: Individual Development & Identity

C3 Frameworks:

- ✓ Human-Environment Interaction: Place, Regions, and Culture (D2.Geo.4.3-5)
- ✓ Historical Sources and Evidence (D2.His.9.3-5)

Common Core ELA Grade 3:

- ✓ Comprehension and Collaboration in Speaking and Listening (SL.3.1, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3)
- ✓ Vocabulary Acquisition and Use in Language (L.3.6)

Common Core ELA Grade 4:

- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1c, SL.4.1d, SL.4.3)
- ✓ Vocabulary Acquisition and Use in Language (L.4.6)

Common Core ELA Grade 5:

- ✓ Comprehension and Collaboration in Speaking and Listening (SL.5.1c, SL.5.1d, SL.5.3)
- ✓ Presentation of Knowledge and Ideas in Speaking and Listening (SL.5.6)
- ✓ Vocabulary Acquisition and Use in Language (L.5.6)

Lesson Vocabulary

culture	(noun) The beliefs, values, and practices learned and shared by a group of people from generation to generation
ethnicity	(noun) The shared ancestral, cultural, national, and social experience of a particular group of people
Great Wave	(noun) The time period from 1840 to 1924 when over 26 million people, mostly from western and eastern Europe, immigrated to the United States
immigrant	(noun) A person who moves from one country to live in another country
‘melting pot’	(noun) The United States is sometimes described as a melting pot. Many people from different cultures have come to America. Some people believe that all these cultures melt together to create a new “American” culture.
‘salad bowl’	(noun) The United States is sometimes described a salad bowl instead of a melting pot. Many people from different cultures have come to America. Some people believe that instead of those cultures melting together to create a new American culture, these cultures are like the ingredients of a salad. Each culture keeps its unique identity, but when they are all mixed together they create a new dish.