



Social Studies

Resource Guide

Notes about Part II

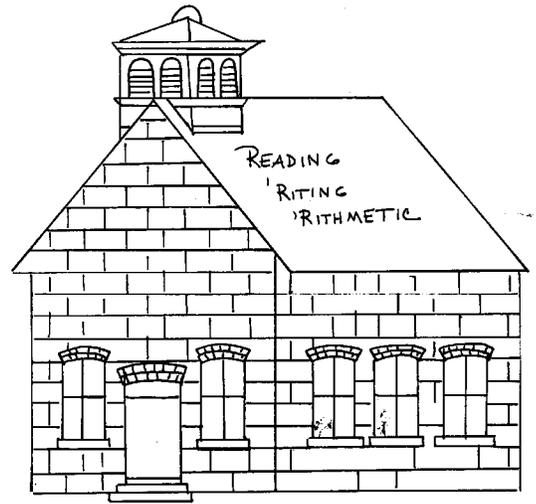
- Part II contains learning experiences developed by New York State teachers that have been reviewed and approved by teacher panels.
- The learning experiences reflect a range from activities that familiarize students with important social studies content and skills to more formal experiences suitable for in-class assessment.
- The student work reflects a range of student performance. Student work has not been edited, and therefore may contain some inaccuracies of content and style.

PART II.1

Reading 'Riting, 'Rithmetic	2
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Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

Reading, 'Riting, 'Rithmetic



SS
1

- ▲ roots of American culture
- ▲ information about traditions
- ▲ how traditions were passed
- ▲ view historic events through eyes of those who were there

SS
2

- ▲ read historical narratives
- ▲ distinguish between past/present/future
- ▲ explore lifestyles/beliefs/traditions

SS
5

- ▲ what it means to be a good citizen
- ▲ identify/describe rules/responsibilities
- ▲ participate in activities

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Grade 4

Children will need enthusiasm for learning, copies of preparation lessons, spelling lists, and a poem to memorize. Costumes from home such as long skirts and bonnets for the girls, and jeans or overalls for the boys add to the authenticity.

Reading, 'Riting, 'Rithmetic is a reenactment program used in the 4th Grade as an integral part of the local history study. The children prepare for, and actually participate in a pioneer school day. The children will develop an appreciation for the child of the 19th century by actually "walking in their shoes." The children will begin to view history not as a text of famous events and people, but a story of ordinary people like themselves.

Because this unit is activity-oriented, and is based on the lives of 4th grade students, nothing is needed except an enthusiasm for learning. Background for understanding is provided in activities, literature, and documents from the past.

The teacher's role in this unit is to familiarize the students with the classrooms and learning of the 19th century. This is introduced by reading from children's literature. These will include chapters from Laura Ingalls Wilder's stories, *Caddie Woodlawn*, and the *American Girl Learns A Lesson* series by Pleasant Company. The teacher then provides opportunities for

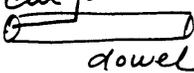
the class to experience reading, writing, and arithmetic lessons from the past. These will involve reading from McGuffey readers, practicing writing with a quill pen and ink, and solving arithmetic problems from the past. The teacher also provides a spelling list to study for a future spelling bee, and poetry to memorize and recite on pioneer school day.

The teacher runs the reenactment day following the schedule used at a one-room schoolhouse in the 19th century. There is a series of morning lessons in reading, writing, and arithmetic, along with recess. Activities such as poetry recitation, spell-down, geography memory game, oral math contest, and singing are included in the school day.

PROPS

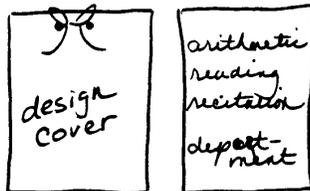
McGuffey Readers - purchased - special-ordered at bookstores

Horn books - handmade

- 1) cut out from thin plywood
cover with clear contact
write on with permanent marker
- 2) cut from cardboard
paste paper
have kids draw on own ABC's, proverbs
cover with contact
- 3) use decorator plaque →  cut out 
add printed copy
cover with contact
dowel

slates - purchased or
can be made with 9x12" masonite
spray with chalkboard finish (Hammett's)
seal edges with masking tape

report cards



name cards to exchange with friends



autograph books

design cover / a recess
sew pages / activity -
gathering
signatures

Steve Caney's Kids America is a
great resource for old autograph
book sayings

Copy Book

design + print cover on cardstock
(use old x table
pictures from ABC books)
hand sew old paper to inside.

Quill Pens

best made from turkey feathers
cut nib - will last for years!

Ink

purchased easily
great if you use home made recipe!
(included in packet)

Battle dore

purchased or
can be made easily in class
similar to hornbook but on paper and
folded

Table Book

a first general textbook
contains reading grammar and arithmetic
lesson.
available at Cooperstown bookstore
can make your own class version

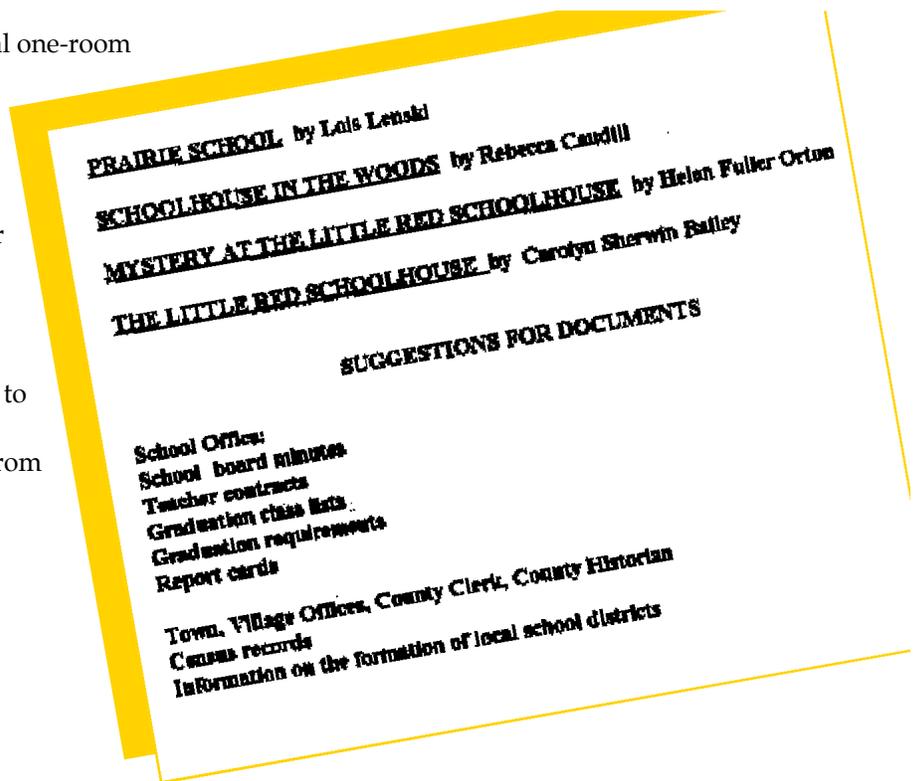
The children may do a variety of activities with children's literature. These may involve writing story summaries, creating comparison charts or Venn diagrams, or writing fictional school diaries. Working in learning centers, the children practice writing with proper quill penmanship, look at primers and hornbooks, and solve difficult word problems from the past. They study proposed spelling lists, and learn a poem to recite.

The focus of these lessons is to familiarize the students with the schooling of the past. Most activities are done in cooperative work groups, with a range of ability in each group. Often the activities are done at learning centers with the children helping each other. The range of reading abilities can be addressed by incorporating a range of grade-level materials, and by reading difficult materials to the class.

The reenactment can be done at an actual one-room schoolhouse, or arranged in your own classroom. Modern desks and chairs are removed from the room, and replaced with benches (usually obtained from school gym). Cardboard boxes or shelves can be used to block off "pioneer school" from the rest of the classroom.

Materials and Supplies

- copies of children's literature relating to one-room schoolhouse experiences
- McGuffey readers (reprints ordered from bookstores)
- quill pens, ink
- worksheets
- copies of poems
- spelling list (teacher-generated)
- schedule for school day
- access to one-room school (optional)



Proficiency Report for Process Writing Class: _____ 19__-19__ Teacher _____ Student Name _____	4	3	2	1		
	Independently writes in paragraphs with introductory sentences, main ideas, and supporting details	Independently creates a logical plan that includes a beginning, middle, and end	with teacher-directed plan follows a logical sequence with beginning, middle, and end	with teacher-directed plan ideas jump all over	ORGANIZATION	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40
	Independently supports topic very clear, detailed many examples given to support main idea clearly shows purpose for writing creative or clever	Independently supports topic very clear examples and details used to support main idea	teacher-directed topic and plan clear, but simple main ideas only few details or examples	teacher-directed topic and plan not sure of topic, words, verbs	SUPPORTING TOPIC	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40
	very descriptive sentences include adjectives, adverbs, descriptive phrases, similes, and personification	descriptive sentences include adjectives, adverbs, descriptive phrases	beginning to describe sentences with nouns, verbs and adjectives	little descriptive basic sentences of nouns and verbs	WORD CHOICE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40
	varied use of sentence structures includes phrases, compound sentences, and unique sentence beginnings	expanded sentences that vary in length and include phrases	simple sentences that begin in a similar way	sentence fragments and run-ons	SENTENCES	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40
	no errors	mostly correct	minor errors	serious errors	SPELLING / CAPITALIZATION	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40
correct use of " " , in planning	correct in most , , ? !	many errors in punctuation	punctuation mostly ignored	PUNCTUATION	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40	

General Scoring Rubric (Abbreviated Version)

	3	2	1
Degree of Understanding	Excellent	Fairly good	Minimal
Selection of Information	Relevant	Generally relevant	Parts may be irrelevant
Accuracy of Information	Accurate	Moderately accurate	Inaccurate; misunderstood
WRITING	3	2	1
Accomplishment of Task	Successful	Reasonably successful	Not successful
Organization	Logical, focused, clear	Minor flaws; may lack focus	Confusing; no direction
Development	Well developed, explained, supported	Fairly well developed and explained	Minimally developed
Sentence Structure	Correct; varied	Some errors; limited variety	Many errors; lacks variety
Vocabulary	Clear, precise, expressive	Appropriate; not vivid, precise, or expressive	Limited; unsuitable
Mechanics	Few significant errors	Several errors	Many significant errors



Amy Name

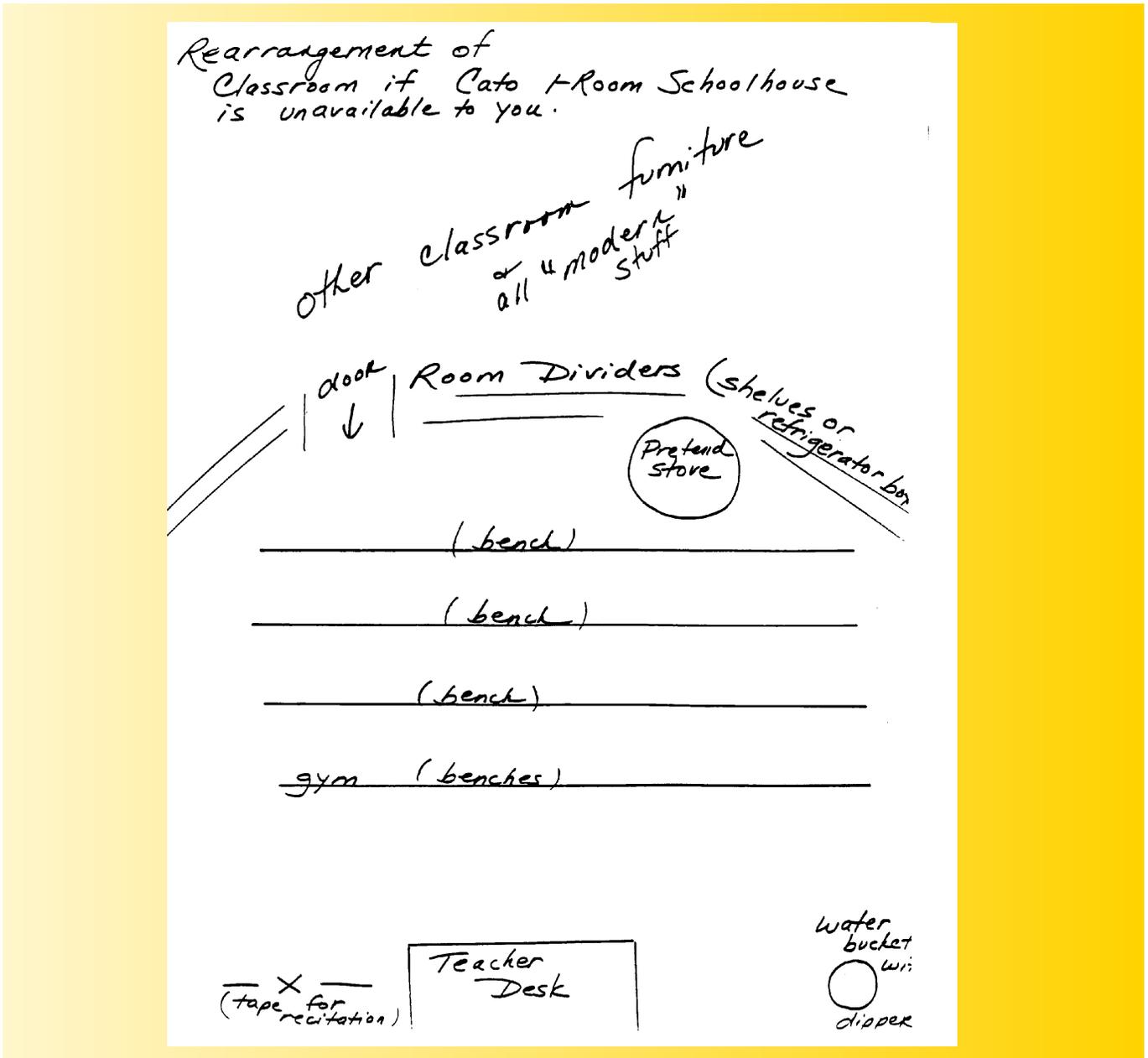
ASSESSMENT



The personal reflection essay is the best insight for the teacher. The children are asked to tell about their experience at the schoolhouse, and to decide which type of learning they prefer. The supporting statements for their choice can be a basis for assessment, or for group debate and discussion.

Another evaluative piece is the Venn diagram, comparing 19th century learning with today's schooling. The paper, "You Be The Teacher," from the Laura Wilder's activity guide gives the children the opportunity to view the school from the other side of the classroom.

There are also ample opportunities to discuss the literature read, to write story summaries, and to make dioramas of the schoolroom. Most of the activities used to prepare for the reenactment can also be used as assessment tools. All of the activities can be gathered together and used as part of a portfolio, if the teacher wishes.

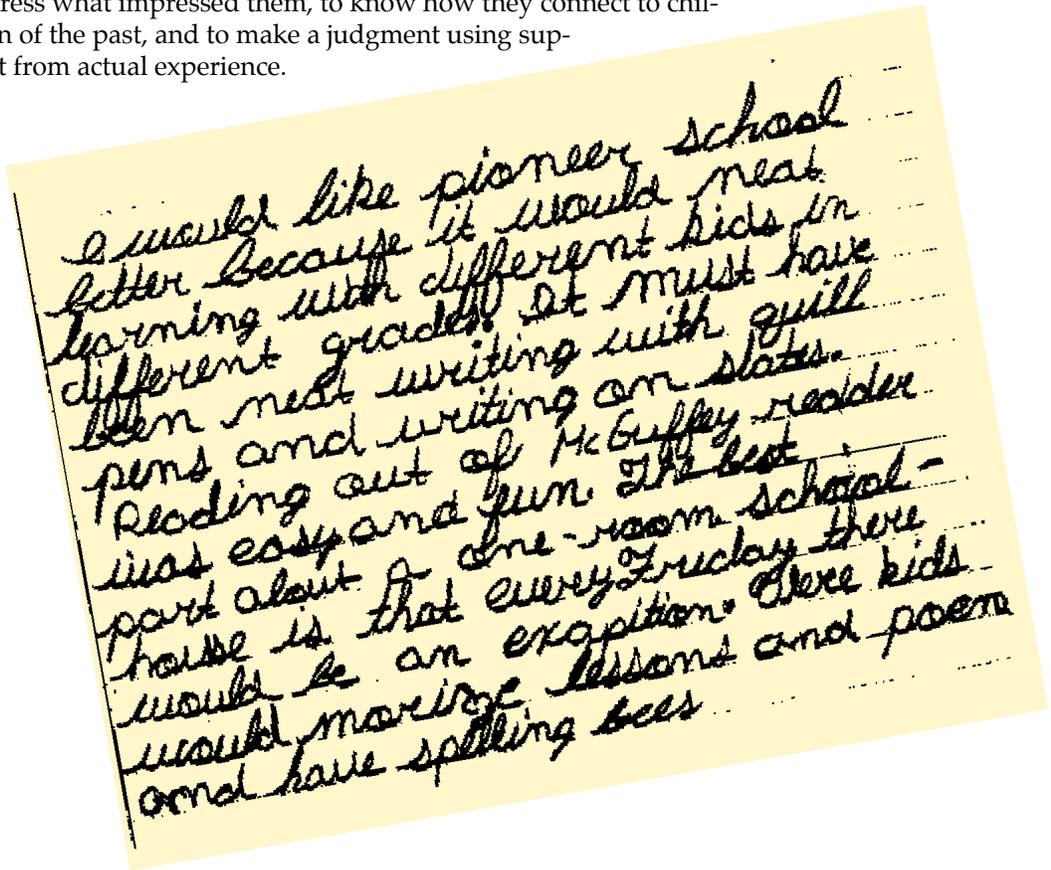


Student Work

The pre- and post-activities give students ownership of the schoolhouse experience. All of the pre-activities build an understanding of 19th century school life, which will enrich the actual experience. The literature sharing is especially good for making the connection for children of today to children of tomorrow.

The on-site activities help build the realism. They add the feeling of actually being there for the class.

The post-activities allow the children to reflect on their experience. They are able to express what impressed them, to know how they connect to children of the past, and to make a judgment using support from actual experience.



REFLECTION: REFLECTION:

REFLECTION

This unit connects all levels of learning for the student. It is a study of history without texts and dates. The children experience pioneer living on their level, with the common experience of schooling as the connection. The writing and literature lessons fit naturally into the unit, as do math and geography. This unit can be as extensive or as limited as the teacher desires, and can be adapted to fit all learning styles.

I have used this reenactment unit for 12 years, and find it the most successful activity I do with children. The enthusiasm and interest for the history of schools is very positive. I have recently included primary documents to this unit, bringing in school board notes, report cards, and graduation programs for the children to compare to the present. It is such a natural connection. I feel this type of learning experience may take more planning time, but the benefits are worth the effort.

Comparing and Contrasting Colonial Times



Our Time

SS

1

- ▲ roots of American culture
- ▲ information about traditions
- ▲ near/distant past

SS

3

- ▲ draw maps and diagrams
- ▲ locate places

The students enjoyed this unit immensely. They loved learning facts that they could relate to such as children having to stand without speaking at the dinner table, and children having to wear baby clothes until they were six years old. Girls took personal offense when they learned that boys received the most education.

Teacher

The lesson was one of many in a lengthy unit of study in which the students were actively engaged in all types of activities. The activities addressed the needs of different types of learner, for they included:

art work: creating colonial ship collages, colonial stick-puppets and background

speaking: in groups during cooperative work, whole class discussions, and poetry recitations

listening: to stories, poems, other genres of literature, and to peers

writing: creative writing in the form of dialogue for colonial puppets, journal writing, and research writing

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Grade 2

This lesson is one of many within the context of our study of Colonial Life. The lesson and unit evolved from our learning experiences earlier in the school year which included our study of our own families, our responsibilities and interrelationships within the family, and our heritage. Other learning experiences were linked to holidays such as Columbus Day and Thanksgiving, which helped to build the foundation for our study of Colonial Life.

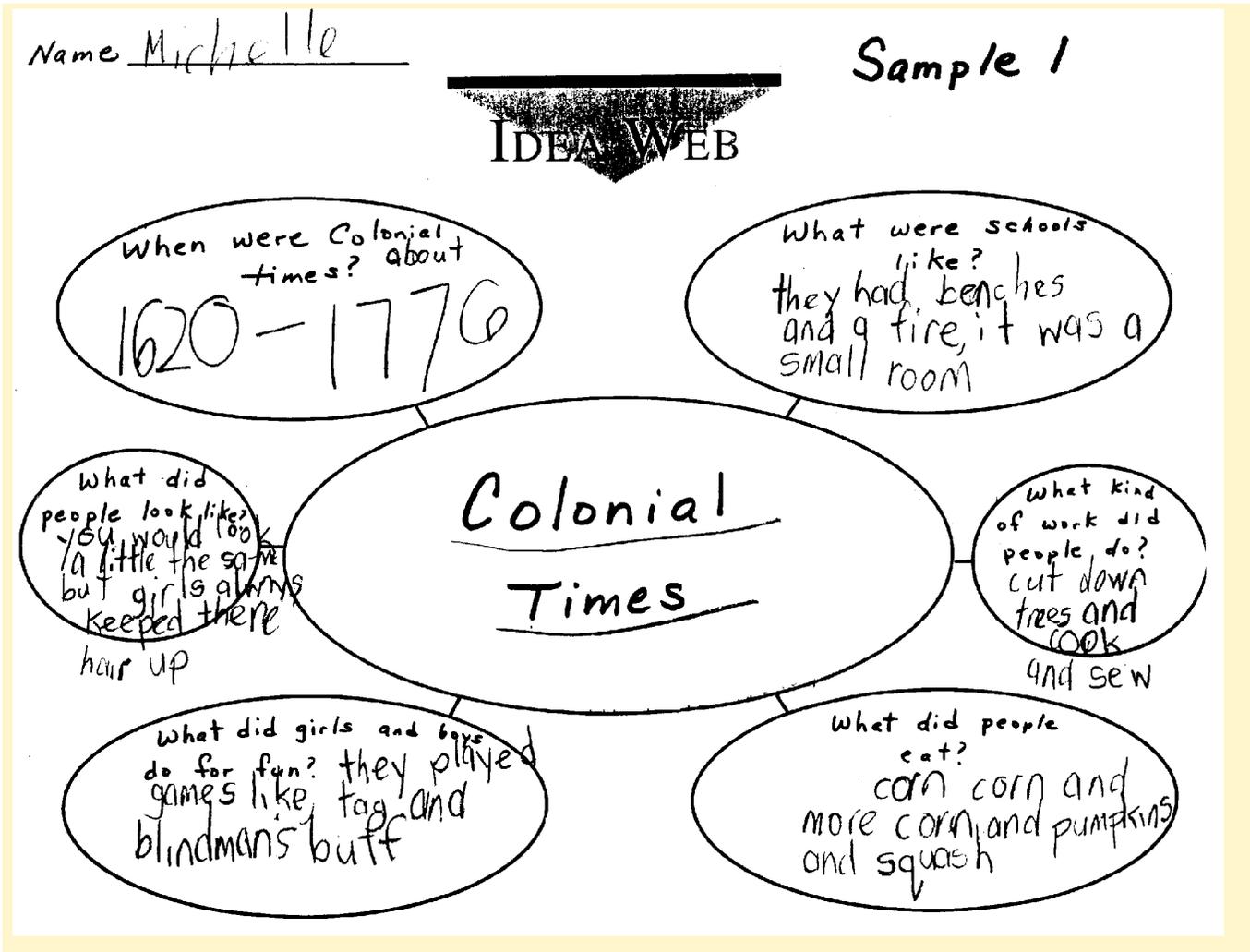
Teacher

reading: poetry, historical fiction, non-fiction, peer work

math: our "Math Problem of the Day" often reflected what we were reading or learning about during the course of this unit; students used creative problem solving in constructing their colonial ships

geography: locating the continents on a world map, charting the course of the colonists from Europe to the New World, identifying the 13 original colonies on a United States map

The students enjoyed the unit immensely. They loved learning facts that they could relate to such as children having to stand without speaking at the dinner table, and children having to wear baby clothes until they were six years old. Girls took personal offense when they learned that boys received the most education.

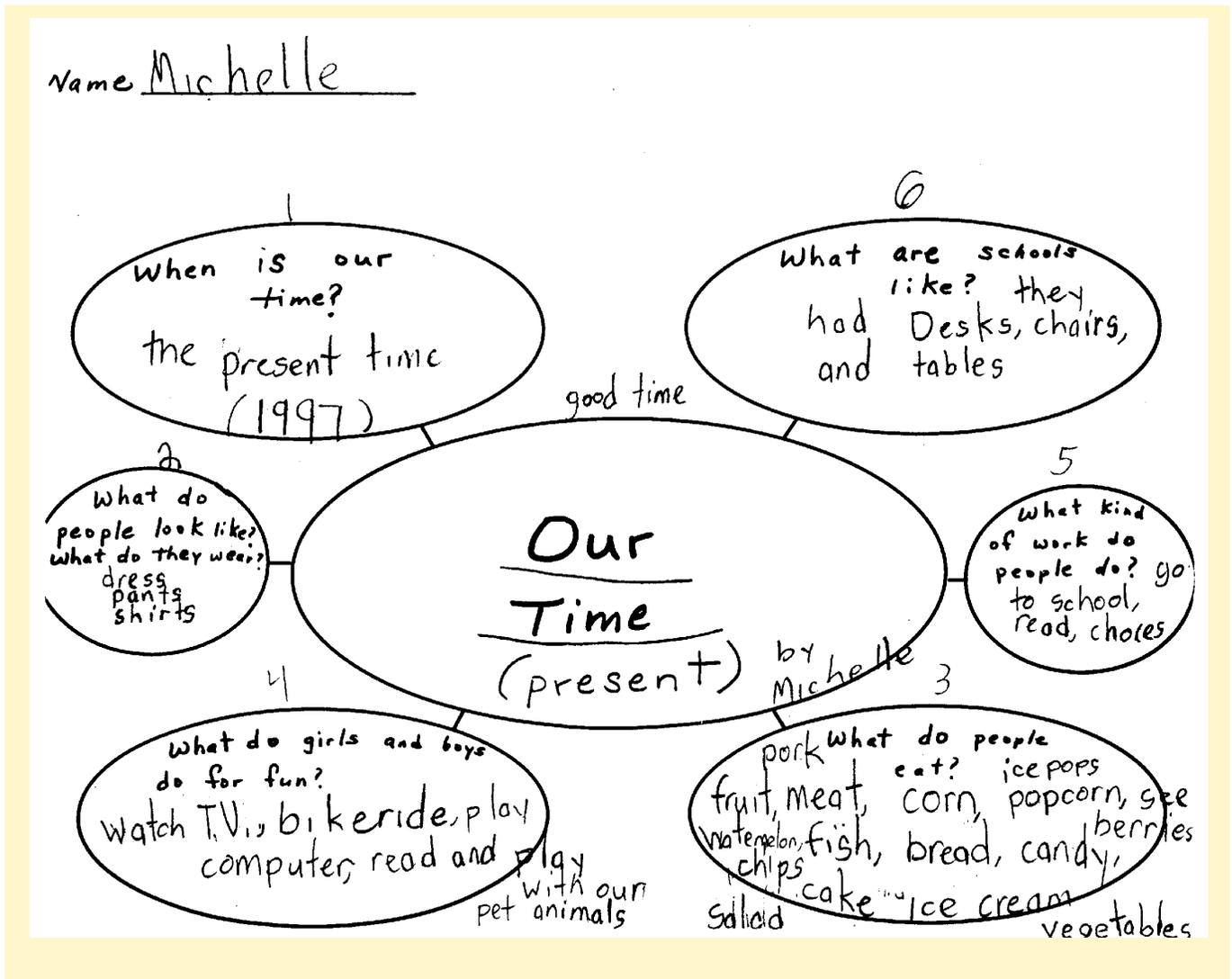


In this lesson, "Comparing and Contrasting Colonial Times to Our Time," the children were given an *information web* similar to the one used to gather information about Colonial Times. This new web was titled "Our Time," and included the same questions that had appeared on the "Colonial Times" web.

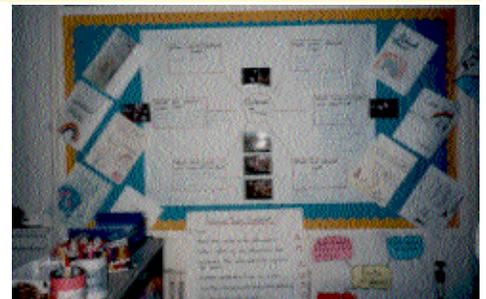
The children randomly picked cards from a paper bag to prepare for cooperative group work. The cards depicted seven different natural resources used by the colonists such as spring water, timber, fish, etc. (The children are familiar with the term "natural resources," as several lessons have been devoted to this topic.) There were three of each type of resource, making 21 cards, which is the number of students involved in the activity. After every student picked a card, they teamed up with students having the same card, and worked cooperatively to fill in the new web. They are used to working in cooperative learning groups and got right to work.

The demonstration model of the Venn Diagram needed to be displayed in full view.

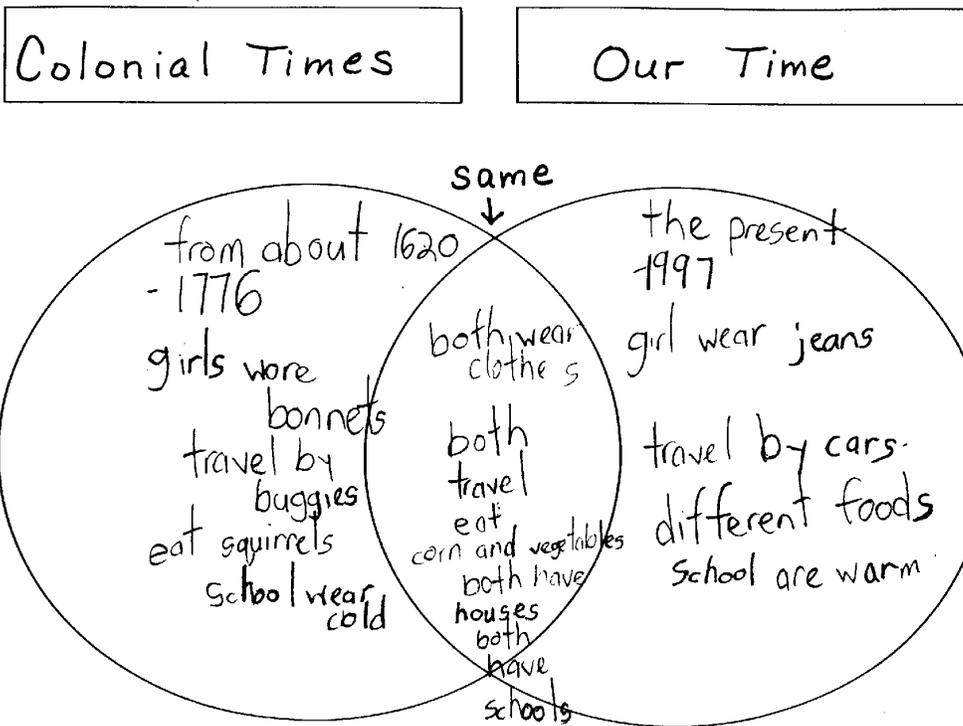
Teacher



Following the cooperative work, the children met in whole group with both *information webs*, "Colonial Times" and "Our Time." Having this information at their fingertips, the children, with the teacher's prompts, began responding to the teacher, who recorded the responses in the appropriate areas of a Venn Diagram as a demonstration.



Name Michelle



The children then worked on their own to complete individual Venn Diagrams.

For this lesson, the teacher needed to prepare the information webs for each student, prepare the natural resource cards for cooperative groups, prepare a large class-size Venn Diagram, as well as individual student copies of the diagram. The teacher circulated around the room, monitoring the work being done in each cooperative learning group. The teacher elicited responses from the whole class and recorded the responses accordingly on the diagram.

In a subsequent lesson, the whole-class Venn Diagram was revised, using the student's individual diagrams as a springboard.

Abbreviated Bibliography:

- If You Lived in Colonial Times*, by Ann McGovern
- Johnny Appleseed*, retold by Steven Kellogg
- "The Village Blacksmith," by Henry Wadsworth Longfellow
- The Goat in the Rug*, by Charles L. Blood & Martin Link (natural resources)
- Sarah Morton's Day*, by Kate Waters
- Samuel Eaton's Day*, by Kate Waters

ASSESSMENT



The teacher used various forms of assessment for this lesson. The teacher observed the students working in cooperative groups, assuring that each group member was participating. The teacher elicited responses from the class through questioning. The teacher stated that the Venn Diagram should have at least three responses in each part of the diagram that were not included in the whole class diagram. The teacher rated the diagrams according to this expectation. A simple rubric was used which made the expectations clear to the students.

1 Little Evidence	2 Some Evidence	3 Much Evidence
(One or fewer than one accurate response in each area of the Venn Diagram)	(One or two accurate responses in each area of the Venn diagram)	(Three or more accurate responses in each area of the Venn diagram)

REFLECTION

I think that this lesson was successful in accomplishing the many objectives that I had intended. The lesson allowed all students to become actively involved in most aspects of it. The children used listening, speaking, reading, and writing throughout the lesson, and throughout the unit. It was an appropriate culminating activity for this whole unit of study, and not only addressed the Social Studies Standards, but the English/Language Arts Standards as well.

Of course, there is always room for improvement. As educators, we are constantly questioning and revising what we do. This was the first year I had expanded on this topic, and made revisions as needed. I did have high expectations for my students, and allowed them enough time to meet those expectations. During their work on this entire unit, the children referred to a checklist that clearly stated the activities that needed to be done. I want to revise the checklist and the scoring rubric so that the children will have an even clearer way of knowing what is expected of them and how they are being graded.

Earlier in the year, the children had discussed the various responsibilities they have at home and at school. They wrote about their responsibilities and created a mobile related to this concept. We explored our own family heritage and traditions and integrated these learnings into the Colonial Times unit. In the future, I plan to revise the *information webs* so that they include sections on responsibilities and traditions in both the Colonial Times and Present Time periods. Some students did incorporate these ideas into their Venn Diagrams even though the *information webs* had not included these areas. It seems quite logical to revise the webs to include responsibilities and traditions. These revisions will give the children a visual reminder of what had been learned, and will help them synthesize the information by helping them make more connections to their personal experiences.



Museum/ School Partnership

SS

1

- ▲ meaning of American culture
- ▲ investigate key turning points
- ▲ information about achievements/contributions
- ▲ how ordinary people/historic figures advanced democratic values
- ▲ sources of historic documents
- ▲ understand how different experiences lead to different interpretations of events
- ▲ describe historic events through the eyes/experiences of those who were there

SS

2

- ▲ social/economic characteristics that distinguish cultures

SS

3

- ▲ map information

SS

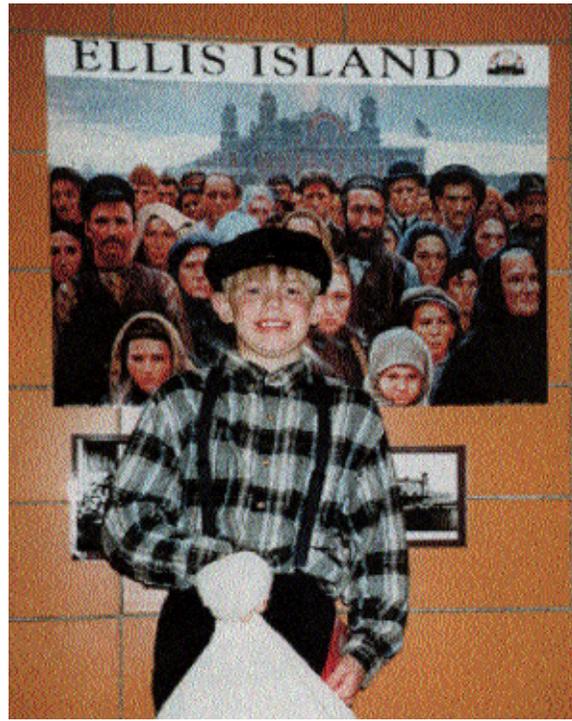
4

- ▲ societies/nations satisfy needs/wants
- ▲ scarcity requires people/nations to make choices

SS

5

- ▲ values principles/ideals of American democratic system
- ▲ what citizenship means
- ▲ American systems guarantee rights



Newcomers and Native Sons: Immigration in the Age of Industrialization

Pamela C. DiMuzio

Marie Hewett

Strong Museum

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Rochester, NY 14607

(716) 263-7000

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Grade 5

The Ellis Island Experience

Mary Elizabeth Brooks, Bill Hamilton,

Bette Robin, Elaine Short,

Jeanne Zettel, and Peter Pappas

Pittsford Central Schools

Park Road Elementary School

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Pittsford, NY 14534

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Grade 5

New York State is filled with museums of local history (history museums outnumber all other types), all of which have information on immigration in their region. Museum staff are usually ready, willing, and able to work with teachers to design a visit to view their holdings.

Newcomers and Native Sons is as much a model for good practice in using a museum as part of curriculum as it is a lesson for a specific museum/school project.

The Strong Museum pre-visit and post-visit activities can be used with a visit to any history museum.

The purpose of the learning experience is:

- to explore some of the reasons for the great waves of immigration to the United States in the 1800's, and some of the motives of present-day immigration;
- to introduce students to the history of the Immigration and Naturalization Service and familiarize them with the process of naturalization; and
- to investigate some of the effects of immigration on the social, cultural, and political development of the United States and to relate immigration to the Industrial Revolution.

Coming to America

Did you just land in America too? I just did so, I'll tell you my story. My name is Hector Posman and I was born in Maldegen, Belguim in 1887. In 1909, at the age of 22, I decided to come to America. As a young boy in Belguim I helped out with the family farm. We raised livestock and grew crops such as sugar beets, fresh vegetables, fruits, grain and tobacco! My five brothers and three sisters left and came to America so I wanted to join them. They own a farm in Sodus, New York and I'm looking forward to joining them.

My journey over was long and dirty. The name of the ship was the Seadog. Even though it was awful in the steerage, and they didn't let you bathe, I survived. I only got a little sea sick, no major diseases. When the sailors said, "Land ho", we looked at the city of New York. It was a sight I'll never forget. The Statue of Liberty stood before the city, welcoming all of us to America. At Ellis Island the inspectors asked alot of questions. It was scary being in a new country and not really understanding everything they said, but the inspectors helped me to locate my family. That is my story.



Procedure

What the students do: Students participate in pre-visit activities (detailed in the Pre-Visit Packet enclosed) prior to visiting the museum. These activities build schema on the topic of immigration and prepare students for the museum visit lesson.

Students visit the museum and participate in a one-hour lesson at Strong Museum, taught by museum staff. Following the museum lesson, students may engage in the post-visit activities described in the Pre-Visit Packet.

What the teacher does: Museum educators teach the lesson described in the Museum Visit Packet. Two museum teachers are assigned to each group of 20-30 students, working in mini-groups of 10-15 students.

In the course of the lesson, teachers introduce students to primary source documents, map skills, analysis of biographical information, and skills of object-based learning (investigation of artifacts and the use of critical thinking to glean information from museum collections).

Materials and Supplies

- originals in mylar sleeves, and photographic enlargements to facilitate sharing with the group
- thumbnail biographies of immigrant settlers in Rochester
- maps of European emigration
- photographs of immigrants and immigration officials, and immigrant quotations mounted on mat board
- contemporary news articles about immigration here and abroad
- maps and engraved images of historic Rochester
- photographs of locally made products
- museum objects which exemplify locally made nineteenth-century products
- components for a simulated assembly line

LEOPOLD BLOCH

AUSTRIA c. 1860

Came to Rochester when he was 16 years old. Worked as an errand boy for \$3 a week for a men's clothing company called Stein and Solomon. Next he became their porter, then their bookkeeper, then a salesman for the company. He kept increasing sales and finally was made a partner in the business. Later he changed the company name to Stein-Bloch, and had up to 3,000 employees. He became very rich.

THE IMMIGRATION EXPERIENCE

1. Describe your feelings about coming to America before you went through Ellis Island.

My feelings about coming to America through Ellis Island were excited ones. I wondered if I would be placed in the "having a problem" category or not.

2. Describe how you felt going through Ellis Island:

- a) arriving at the door
- b) waiting in the Great Room
- c) being questioned by the examiners
- d) going through the questioning
- e) finding out that you were or accepted at Ellis Island

A. Arriving at the door, I felt like butterflies. B. In the Great Room, I felt bored to tears. I had centuries to get inspected. C. Being questioned by the examiners was scary. I kept asking myself, "What would happen if I was sent back?" D. Going through the questioning at Ellis Island was what I most feared. I was placed with a bad back. Our school nurse was the doctor. E. When I had been accepted at Ellis Island, I felt like jumping for joy. Being an immigrant was a great experience!

3. What was the most difficult part of the process? Why?

I think the most difficult part of the process was being questioned. Some people were faced with a medical problem. Some people had a problem which made it harder to be accepted.

THE IMMIGRATION EXPERIENCE

4. What was the happiest part of the process? Why?

The happiest part of the process was being accepted. Most people skipped down the hall to the holding room when they found out they were accepted.

5. What did you bring in your bundle?

I brought pictures, food, entertainment, and things to remember my homeland in my bundle. For food, I brought fake cornmeal, (Honey Nut Cherrios) and spices. The picture I brought was of my great, great grandma. I brought an Irish flute for entertainment. An Irish poem was for me to remember my homeland. To help me in the new land, I brought tools and things to sell like potatoes and seeds.

6. Why did you include each item in your bundle?

I included each item in my bundle because all of them would help me in the New World.

7. Would you repack your bundle differently if you were to pack it again?

No, I would not repack my bundle differently if I were to pack it again. All the things I had in my bundle would be useful in America.

8. What did you tell your friends or family about the experience after you finished?

I told them that I made it, even though I had a back problem. I brought a fake baby doll to resemble my brother. I told them that the nurse acted as if he were real.

THE IMMIGRATION EXPERIENCE

9. What could we do to make this day better for next year's class?

I think you could do nothing to make this experience better for next year's class. This experience is already fun-filled. What more do you want?

10. What's the most important thing you learned as a result of this experience?

The most important thing I learned was that the immigrants had a tough life. They didn't just have it on easy street!



ASSESSMENT

The Park Road School faculty assess students, the museum is not involved in this aspect of the unit except by informally monitoring comprehension during the museum visit by listening to students' comments and questions.

Assessment Checklist

_____ completed the following activities.

	Completed Satisfactorily	Somewhat Completed	Did Not Complete
1. Family Tree			
2. Passport			
3. Identification Tag			
4. Brought in authentic bundle			
5. Wore appropriate costume for Ellis Island Day			
6. Answered examiners questions with understanding			
7. Evaluations Forms			
8. Immigrant story writing piece (see writing rubric)			

For "Immigrant" Writing Piece

Level 4	Level 3	Level 2	Level 1
Develops the assigned topic in an interesting and imaginative way			
Demonstrates a logical plan of organization and coherence in the development of ideas	Develops the assigned topic using an acceptable plan of organization	Attempts to develop the assigned topic but demonstrates weakness in organization and may include digressions	Minimally addresses the assigned topic but lacks a plan of organization
Develops ideas fully through the use of support material (examples, reasons, details, explanations, etc.) that is relevant and appropriate	Demonstrates satisfactory development of ideas through the use of adequate support material	Demonstrates weakness in the development of ideas with little use of support material	Does not use support material in the development of ideas or uses irrelevant material
Shows skillful use of sentence variety	Uses some sentence variety	Demonstrates sentence sense but has little sentence variety	Demonstrates a lack of sentence sense
Uses specific, vivid language	Uses appropriate language	Occasionally uses inappropriate or incorrect language	Frequently uses inappropriate or incorrect language
Makes few or no errors in mechanics	Makes errors in mechanics that do not interfere with communication	Makes errors in mechanics that interfere with communication	Makes errors in mechanics that seriously interfere with communication

Zero Paper

- Is totally unrelated to the topic
- or
- Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response
- or
- Is incoherent, i.e., words are legible but syntax is so garbled that no sense can be made of the response
- or
- Is a blank paper

REFLECTION

This simulation activity was a chance for our students to actually experience the processing of an immigrant through Ellis Island, giving a greater depth and meaning of this experience on a personal level. Each child took on the identity of an immigrant family member.

Our goal from the beginning of the unit was to involve the children in their own personal history and discover how it relates to the immigrant experience. We want the children to take ownership of their learning by being involved in the many activities, performances, and investigations to prepare for the Ellis Island experience.

United States of America.
STATE OF NEW YORK,  TOMPKINS COUNTY, SS.

BE IT REMEMBERED,
That on the 23^d day of October
in the year of our Lord one thousand eight hundred and ninety
Albert Stuchaluger

late of Germany in the
at present of Cornfield Tompkins County in the State
of New York, aforesaid, appeared in the Courthouse
Court held in and for the County of Tompkins, the said Court
being a Court of Record, having common law jurisdiction, and a
Clerk and a seal—and applied to the said Court to be admitted to
become

A CITIZEN OF THE UNITED STATES OF AMERICA,
pursuant to the directions and requisitions of the several acts of
Congress in relation thereto?
And the said Albert Stuchaluger having
thereupon produced to the Court such evidence, made such declara-
tion and renunciation, and taken such oath as are by the said acts
required; thereupon it was ordered by the said Court that the said
Albert Stuchaluger
be admitted, and he was accordingly admitted by the said Court to
be **A Citizen of the United States of America.**

In Testimony Whereof The seal of the said Court is hereunto affixed,
this 23^d day of October in the
year one thousand eight hundred and ninety and in
the year of our Independence the one hundred and forty
By the Court,
Sam H. Vandenberg Clerk.

