

South Dakota Immigrants

South Dakota State Historical Society Education Kit

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Goals and Materials

Goals

Kit users will:

- explore the history and background of South Dakota Immigrants
- compare immigrant groups to each other and to the Indians who lived in South Dakota before them
- gain knowledge and experience in learning from objects

Materials

This kit contains:

- 1 Teacher Resource binder
- 19 photographs
- 1 lefse turner
- 1 Irish whistle
- 1 goose feather pastry brush
- 3 Ukrainian Easter eggs
- 1 Norwegian costumed doll
- 1 Finnish costumed doll
- 2 straw animals (Yule goat and horse)
- 1 shortbread cookie stamp
- 1 Swedish Dala horse
- 1 troll figurine
- 1 Norwegian rosemaled bowl
- 3 Polish wycinanki cards
- 1 Finnish Poppana woven mat
- 1 star quilt bag
- 1 Celtic decorated mousepad
- 2 Chinese guardian lions
- 1 Chinese wind chime
- 5 flags (Norway, Sweden, Finland, Denmark, Ireland)
- 3 CDs (Celtic, Scandinavian, & Powwow music)
- 6 recipe books (Finnish, Norwegian, Danish, German, Swedish, Irish)
- 3 bookmarks (Norwegian proverbs, Swedish proverbs, Gaelic language)

Photograph List

All photographs are from the South Dakota State Archives unless otherwise noted.

1. Children dancing in native Bohemian costumes at the Tabor, SD Czech Days Celebration.
2. Pastry bakers at the Tabor, SD, Czech Days Celebration.
3. Wong Fee Lee and family in Deadwood, SD, during the Gold Rush.
4. General store with German language sign above door in Eureka, SD.
5. Hutterites at Bon Homme Colony.
6. A group of Finns pose in front of a Model T Ford in Savo, SD.
7. Dakota Indians on the Big Sioux Reservation near Sisseton, SD, August 12, 1886.
8. A Norwegian flag flies over this tar paper claim shack near Philip, SD.
9. The first Nordic ski jump competition in South Dakota held near Canton on February 5, 1912.
10. 1925 National Ski Jump Championship held at Canton, SD. The National Championship was also held at this location in 1930 and 1935.
11. Italian immigrant Domenico Nicolo is buried in Deadwood, SD.
Photo by Museum of the South Dakota State Historical Society staff, 2005.
12. Obren Ninkovich, an immigrant from Yugoslavia, is buried in Lead, SD.
Photo by Museum of the South Dakota State Historical Society staff, 2005.
13. Irish immigrant John Keating, is buried in Deadwood, SD.
Photo by Museum of the South Dakota State Historical Society staff, 2005.
14. Headstone of Anna Waldner, at Huron Hutterite Colony.
Photo by Museum of the South Dakota State Historical Society staff, 2005.
15. Isaac Williams, an immigrant from Cornwall, England, is buried in Lead, SD.
Photo by Museum of the South Dakota State Historical Society staff, 2005.
16. John Katen, an immigrant from Tipperary, Ireland, is buried in Deadwood, SD.
Photo by Museum of the South Dakota State Historical Society staff, 2005.
17. Sod house near Ellingson, SD, in 1908.
18. German/Russian house-barn near Freeman, SD.
19. Yuen Lee Laundry during the Gold Rush in Lead, SD.
Photo used by permission of the Black Hills Mining Museum.

Immigrant Language Comparison

English word	German wort	Swedish ord	Ukrainian slovo	Norwegian ord	Czech slovo
Hello	hallo	hallå	privit	hallo	ahoj
Good morning	Guten morgen	god dag	dobroho ranku	god morgen	Dobré ráno
Goodbye	Auf Wiedersehen	adjö	do pobachennia	ha det bra	na shledanou
Good night	Gute nacht	godnatt	dobranich	God natt	dobrou noc
I am _____	Ich bin _____	mig namn er _____	mene zvut' _____	jeg er _____	Pojem _____
Yes	ja	ja	Tak	ja	ano
No	nein	nej	Ni	nei	ne
I am sick.	Ich bin krank.	sjuk	Ye khvoryy	Jeg er syk	nemocen
I am hungry.	Ich habe hunger.	jag är hungrig	Ye holodnyy	Jeg er sulten	lačný
Happy	glücklich	Glada or lycklig	Schaslyvyy	lykkelig	šťastný
Unhappy	unglücklich	ulykkelig	neshaslyvyy	ulykkelig	nešťastný
House	Das haus	hus	palata	hus	domácnost
Book	Das buch	bok	bok	bok	blok
Learn	lernen	erfara	navatysia	lære	naučit
Write	schreiben	skriva	pysaty	skrive	psát
Fast	schnell	Snabb or raska	mitsnyy	hurtig	rychle
Slow	Langsam	Långsam	povil'nyy	Langsom	pomalý
Old	alte	gammal	staryy	gammel	stará
Young	jung	ung	Molodyy	ung	mladi
Over	über	över	cherez	over	po
Under	Unter	Under	Pid	Under	Pod
Eat	Essen	Äta	Yisty	Spise	jíst

Immigrant Language Comparison Part 2

English word	German wort	Swedish ord	Ukrainian slovo	Norwegian ord	Czech slovo
Water bottle	die Wasserflasche	vattenflaska	Voda plyashka	feltflaske	láhev na vodu
Square	Das quadrat	kvadrat	kvadrat	plass	čtverec
Nose, ear	Die nase, die Ähre	Näsa, öra	Nis, Vukho	Nese, øre	Nos, ucho
Apple	Der apfel	äppel	yabluko	eple	jablko
Cake	Der kuchen	kaka	keks	kake	moučnik
Jam	Die marmelade	marmelad	dzhem	marmelade	marmeláda
Salt	Das salz	salt	sil'	salt	sůl
Sausage	Die wurst	korv	sosyska	pølse	Klobása
Bear	der Bär	Björn	vedmid'	bjørn	medvěd
Bull	Der bulle	hane	byk	okse	býk
Dog	Der hund	hund	sobaka	Hund	pes
Mouse	Die maus	mus	myshka	Mus	myška
Pig	Das schwein	gris	svynya	gris	svině
Bird	Der vogel	fågel	ptashka	fugl	pták
Children	Die kinder	barn	dity	Barn or unger	děti
Brother, Sister	der Brüder die Schwester	Bror or broder, søster	Brat, Sestra	Bror, søster	Bratr, Sestra
Car	Das auto	bil	avtomobil'	Bill	automobil
Star	Der stern	stjärna	Zirka	Stjerne	hvězda

Teacher Resource

Today's South Dakota, with a population of about 770,000, looks very different from the South Dakota of 1889. Prior to statehood and widespread settlement, the area supported a thriving American Indian population that hunted and traded with each other and with the trappers who had followed the rivers. The Indians followed and hunted buffalo herds, planted gardens, dug prairie roots, and picked wild fruits to sustain themselves. There were few white settlers. The 1860 U.S. Census, taken in unorganized Dakota Territory, gave a population count of 4,837.¹

Why They Came

The Lewis & Clark Expedition of 1804-1806 provided early information about the land that would become Dakota Territory. From the 1840s through the 1860s, over 250,000 settlers moved west along the California, Oregon, and Mormon Trails that ran south of Dakota Territory through Nebraska. Relatively few of this "Great Migration" came north into Dakota Territory, but some did. By 1870, the South Dakota area of Dakota Territory had a population of 11,776.²

Social and religious pressures, wars, and famines in Europe drove many to seek better fortunes in America. The Homestead Act of 1862, with its promise of 160 acres of free land, attracted many immigrants. The railroads also played a big part in the settlement of Dakota.

In October 1872, the first rail line crossed the Big Sioux River into Dakota Territory at Yankton. Railroads grew rapidly, bringing in goods and settlers. In the next two decades, a network of rails blanketed eastern Dakota. Other lines moved into the Black Hills to service its growing population. Railroads owned a great deal of property and they needed people to buy and settle on the land. Along with newspaper editors, land agents, and government officials, railroad companies used every tactic to entice settlers. "This is the sole remaining paradise in the western world," they said, "Come to Dakota and get yourself a farm!"³

Many early settlers located near military forts for protection. Early Norwegians settled near a fort close to present-day Sioux Falls, using both the protection it offered and the wooded areas that grew along the Great Sioux River.⁴ Custer's military expedition through the Black Hills in 1874 uncovered another reason to come to Dakota Territory: Gold! The Indians had been promised the Black Hills by the 1868 Laramie Treaty, but nothing could stop the push for gold. Waves of miners and other

¹ William Dollarhide, *The Census Book: A Genealogist's Guide to Federal Census Facts, Schedules and Indexes*. (North Salt Lake, UT: UMI Publishing, 2001), 41. <http://www.heritagequestonline.com/prod/geneology/images/censusbook>

² *Ibid.*, 61.

³ Cultural Heritage Center, Pierre. *Proving Up Exhibit*, 2005.

⁴ Iver I. Oien and others, *Norwegian Pioneers History of Minnehaha County, SD*. (Sioux Falls, SD: Historical Organization's Publication, 1928), 595.

workers including the Irish, Cornish, and Chinese moved in. By 1877, this sudden migration to the Black Hills made Deadwood the biggest city in South Dakota for a short time.⁵

The Homestead Act, railroad development, and gold fever led to the “Great Dakota Boom” between 1870 and 1890, when the bulk of immigrants arrived. Earlier settlers had arrived by wagon, but many Boom immigrants came by rail. The Boom peaked in 1883. By 1890, one third of all South Dakota residents were foreign born.⁶

Scandinavian Immigrants

The Scandinavian immigrants were mostly Norwegian, but also included Swedes, Danes, and Finns. Most wanted to become land owners and have something to pass on to their children. The Norwegians initially settled in Minnehaha, Clay, and Union Counties. They can now be found throughout the state, with the largest concentrations in the eastern counties bordering Minnesota and Iowa.⁷ Ludvig Hoiby, a young Norwegian student at Augustana College, introduced the sport of ski jumping to fellow students and faculty.⁸ Hoiby helped organize the first Nordic competition near Canton, SD, in 1912, and won a national amateur championship in 1917.⁹ National ski jump championships were held at Canton in 1925, 1930, and 1935.¹⁰

The Swedes began arriving in Clay County in 1868. They settled north of Vermillion, with 265 taking claims in the area they named Dalesburg. In 1869, an attempt to establish a Swedish Lutheran church was voted down by the early settlers who felt dominated by the church when they had lived in Sweden. The Swedes are credited with first growing sugar beets in South Dakota, and were some of the first to grow alfalfa in the area.¹¹

The first Danes came to Dakota Territory shortly after the American Civil War, settling in the Yankton area.¹² They settled throughout South Dakota, but their culture is most evident in Viborg, a community in Turner County, settled in 1893. Since Denmark had recently lost a war with Germany, most Danes intended to stay in their new country, and therefore assimilated quicker than others.

⁵ C.T. Clippinger, “Central City”, *The Black Hills News-Letter (Deadwood, SD)*, 1877, 1.

⁶ Shebby Lee, *The Great Dakota Boom*, Exploring the Old West, http://www.exploretheoldwest.org/the_great_dakota_boom.htm

⁷ John P. Johansen, *Immigrant Settlements and Social Organization in S.D.* (Brookings, SD: Agricultural Experiment Station, South Dakota State College of Agriculture and Mechanical Arts, 1937), 63.

⁸ “Augustana College Students Introduce Sport During Winter of 1911,” *The Sioux Valley News*, February 5, 1925, page 1.

⁹ *USA Class B Ski Jumping National Champions*, United States Eastern/Nordic Combined Foundation, <http://www.skijumpeast.com/classb.htm>

¹⁰ Ibid.

¹¹ August Peterson, *History of the Swedes Who Settled in Clay County, South Dakota and Their Biographies* (S.I. Peterson, 1947), 383.

¹² Olga S. Olsen, *An Historical Study of the Danish in South Dakota*, (Vermillion, SD: University Press, 1940), 13.

Danes who arrived were largely literate, due to compulsory education laws in Denmark.¹³ Viborg celebrates its heritage each year on the third weekend in July at Danish Festival Days.

Finnish immigrants were not numerous in South Dakota, never comprising more than one-half of one percent of the state's population. In 1878, Pastor Torsten Estensen and his Apostolic Lutheran followers established Poinsett, in northern Brookings County. About 200 Finns came to that area between 1878 and 1890.¹⁴ A Finnish emigrant agent, Kustaa Frederick Bergstadius, started Finn settlement in Savo Township in Brown County in 1882. The area soon had two churches, a lending library, temperance society, and brass band.¹⁵ Finns settled in concentrated groups, possibly because their language was so different from that of other Scandinavian immigrants. The gold rush also brought Finnish miners to the Black Hills. Lead had 1,300 Finnish, mostly young and unmarried men, by 1900.¹⁶ Many Finnish miners would later marry and settle in rural communities throughout Harding, Lawrence, and Perkins counties.¹⁷

British, Scottish, Cornish and Irish Immigrants

English-speaking immigrants who came to South Dakota include the Irish, Welsh, Cornish, Scottish, and British. The British settled mostly in urban areas where they worked as shopkeepers, craftsmen, and various laborers. They were farmers and ranchers, too. Some British immigrants got their start in South Dakota with help from the Close Colony in La Mars, Iowa. In the 1870s, William Close and his brothers had established the Colony to help the younger sons of the British upper class establish themselves as gentlemen farmers in America. The brothers placed immigrants with locals who could tutor them in farming techniques. Later, the Close brothers helped the immigrants purchase land.¹⁸

The Irish, Cornish, and Scottish in South Dakota did not generally settle in large groups like the Germans and Norwegians. They usually came as single families or individuals, striking out on their own. There were exceptions to this practice, however. About 300 Welsh immigrants settled a town called Powell in Edmunds County in 1883. Some of their descendants still live in the Ipswich area.¹⁹ Other Welsh immigrants settled in Aurora, Miner, Lake, Marshall, Brown, and Moody counties.

¹³ Ibid.

¹⁴ Carolyn Torma, "The Landscape of Finnish Settlement in South Dakota" (Vermillion, SD: State Historical Preservation Center, 1985), 1. Copy on file in SD State Historic Preservation Office, Pierre.

¹⁵ Oscar S. Kolita, "Savo Township" in *Early History of Brown County*, 166. Found online at <http://ftp.rootsweb.com/pub/usgenweb/sd/brown/ehbc/ehbc-162-189.txt>.

¹⁶ Torma, "Finnish Settlement," 2.

¹⁷ Ibid., 3.

¹⁸ Judy Lambert, "British have Ag History in SD", *Sioux Falls Argus Leader*, October 18, 2005, http://www.argusleader.com/undiscovered_south_dakota/txt/southeast/page4.shtml

¹⁹ William D. Davies, "Touring the Welsh Settlements of South Dakota, 1891", *South Dakota History* 10, no. 3 (1980) : 226.

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Irish and Cornish miners also flocked to the Black Hills during the gold rush. As English speakers and experienced miners, they often held top jobs underground in the mines. Irish immigrant John Wallace Crawford, known as Captain Jack, became a legendary poet scout of the Black Hills during the 1870s.²⁰

Several hundred soldiers stationed at Fort Randall when it was established in 1855 were Irish born. After their military service, some stayed as settlers.²¹ One small Irish settlement called Emmet formed in 1868 in Union County. By 1873, Emmet had 27 families.²²

German Immigrants

The Germans in South Dakota became the most widespread of all the ethnic groups. People of German heritage are found in almost every county and town in the state. A majority of the German immigrants in South Dakota are Germans from Russia, a group that had migrated to Russia in the 1760s when Empress Catherine the Great needed good farmers to settle the Ukraine and Red Sea areas.²³ These farmers received free land, religious freedom, and deferment from military service. By the 1860s, these privileges were being revoked, and many Germans from Russia came to America. They brought a variety of winter wheat seeds with them, helping South Dakota become a major wheat producer.²⁴

The German Russian immigrants to South Dakota included two prominent groups, the Mennonites and the Hutterites. Mennonites and Hutterites share similar religious beliefs, including pacifism and adult baptism. Mennonites own individual property while Hutterites live in communal colonies. Two hundred Mennonite families established Odessa, twenty miles northwest of Yankton, in 1873.²⁵ Around the same time, 900 Hutterites settled in Hutchinson, Bon Homme, Turner, and Yankton counties.²⁶ They attracted considerable attention because of their adherence to the principle of community goods and property. Hutterites live simply, wear plain clothes, and practice a form of religious communism based on strict interpretations of early Christian teachings. In Hutterite colonies, family functions such as eating and cooking are done as a large group. The men work on the colony farm, using modern equipment and farming techniques. Hutterite schooling starts with kindergarten,

²⁰ David Kemp, *The Irish in Dakota* (Sioux Falls, SD: Rushmore House, 1992), 70.

²¹ *Ibid.*, 64.

²² *Ibid.*, 17.

²³ Frederick C. Luebke, *Ethnicity on the Great Plains* (Lincoln, NE: University of Nebraska Press, 1980), 55.

²⁴ Cynthia Anne Frank Stupnik, *Steppes to Neu Odessa: Germans from Russia who settled in Odessa Township, Dakota Territory, 1872-1876* (Bowie, Maryland: Heritage Books, 1996), 87.

²⁵ Herbert S. Schell, "The German Heritage in South Dakota," *American German Review*, (June/July 1961) : 5.

²⁶ Carol Ober, "Complex Trait Mapping in the South Dakota Hutterites" (University of Chicago)

<http://www.genes.uchicago.edu/hutterite/home.html>

which the colonies introduced to the area upon their arrival in the 1870s.²⁷ School classes are taught on the colony, with a non-Hutterite teacher teaching “English” school. A separate session is held in the “German” school, conducted in the colony’s traditional “Hutterisch” dialect and taught by a Hutterite. Today, there are about 6,000 Hutterites in 53 colonies in South Dakota.²⁸ Hutterites in South Dakota produce half of all hogs in the state, and raise about 80% of the turkeys produced yearly.²⁹

African-American Immigrants

In 1870, there were 94 African Americans in Dakota Territory out of a total population of under 13,000.³⁰ African Americans also came to the Territory during the gold rush, and served in the military at Dakota forts. Stationed at Forts Meade, Randall, and Hale, black soldiers protected railroad and surveying crews, cut wood, and assisted settlers in times of disaster.³¹ Since there were so few of them, and they did not pose any sort of political threat, the blacks who came to the Black Hills during the gold rush were generally accepted into the community with little trouble.³²

A group of African-American farmers and ranchers established the colony of Blair in Sully County in 1900. Located near Onida, the colony was promoted by Mary E. Blair, a land agent for King Real Estate, and member of the colony. The farm families of Blair flourished until the grasshopper infestations and drought of the 1930s forced most of them off the land.³³ Notable black South Dakotans include Oscar Micheaux, a homesteader in Gregory County who went on to become a prominent black filmmaker. Micheaux began making movies during the silent film era, and went on to produce more than 40 films through 1948. He was honored with a star on Hollywood Boulevard, and was an active novelist until his death in 1951.³⁴

Many African Americans left South Dakota during the 1930s, driven away by the financial and drought hardships that affected everyone. Many also enlisted in the armed services during the wars and did not return to the state. In 2000, blacks comprised .6% of South Dakota’s population, about 4,500 in all.³⁵

²⁷ James Satterlee, *The Hutterites: A Study in Cultural Diversity* (Brookings, SD: SDSU Dept. of Rural Sociology, 1993) , 16.

²⁸ Steve Young, “Hutterite Farms in South Dakota” *Sioux Falls Argus Leader*, November 17, 2003, <http://www.argusleader.com/specialsections/2003/hutteritefarms/Mondayfeature.shtml>

²⁹ Steve Young, “Hutterite Farms in South Dakota” *Sioux Falls Argus Leader*, November 16, 2003, <http://www.argusleader.com/specialsections/2003/hutteritefarms/Sundayfeature.shtml>

³⁰ Sara L. Bernson and Robert J. Eggers, “Black People in South Dakota History,” *South Dakota History* 7, no. 3 (1977): 243.

³¹ *Ibid.*, 247.

³² *Ibid.*, 245.

³³ *Ibid.*, 254.

³⁴ Carl Bennett, “Oscar Micheaux” <http://www.silentera.com/people/directors/Micheaux-Oscar.html>

³⁵ U.S. Census Bureau, <http://quickfacts.census.gov/qfd/states/46000.html>

Polish Immigrants

Polish immigrants came in relatively small numbers to South Dakota. Some settled in Custer and Fall River counties. A number also settled in Day County. In 1881, Anton Wasilk visited Day County and then returned to Chicago with turnips, potatoes, and cabbages grown in the area. He encouraged other Poles to move, and by 1885 twenty-seven Polish families had settled in the Grenville area.³⁶

Chinese Immigrants

The Chinese came to the Black Hills during the gold rush in the 1870s. As miners, they were very thorough, and sometimes found profitable strikes after other miners had abandoned claims. Many operated laundries, hotels and restaurants. Few of the Chinese who came to Dakota during the gold rush intended to stay, but rather viewed the rush as an economic opportunity. They sent much of the money they earned back to loved ones in China, and even requested that their ashes be returned should they die during their stay here. Most of the Chinese left the Black Hills in the 1890s, and the remaining few departed for other parts of America or returned to China by 1935.³⁷

Czech Immigrants

The first Czech or Bohemian settlement in South Dakota was near Yankton in 1869.³⁸ Many others settled in Bon Homme, Charles Mix, Gregory, Tripp, Brule, and Jackson counties. The first town settled entirely by Czechs was Tabor. The Bohemian influence is still strong in Tabor, which is sometimes called “Little Bohemia” or the mother city of South Dakota Czechs. Tabor’s Czech Days bring as many as 10,000 people to the town of 460 every June to dance, wear traditional clothing, and celebrate Czech culture.³⁹

Cultural Interactions in South Dakota

Cooperation and interaction with people of similar culture and language was both safe and comforting to new immigrants in South Dakota. Churches were an important social and cultural support, and the ministers tried hard to kindle the old country pride and language in their congregations.⁴⁰ Immigrant groups varied in how they interacted with other groups. For example, John Olson writes about Day County:

In some sections of the County different peoples seemed to mingle without regard to nationality while in other parts those of the same nationality regarded themselves as a group and excluded the others from social intimacy. This may not have been due

³⁶ Day County Research Committee, *Day County History* (Aberdeen, SD: North Plains Press, 1981), 715.

³⁷ Grant K. Anderson, “Deadwood’s Chinatown” *South Dakota History* 5, no. 3, (1975): 285.

³⁸ Joseph A. Dvorak, *History of the Czechs in the State of South Dakota*, (Tabor, SD: Czech Heritage Preservation Society, Inc., 1920), 25.

³⁹ Tabor Czech Days, <http://www.byelectric.com/%7Etabor/>

⁴⁰ Johansen, *Immigrant Settlements*, 63.

to any conscious feeling of social superiority but rather to an unavoidable preference for their own people.⁴¹

The immigrants and miners who came to South Dakota had heard stories of Indian attacks, and were surprised by the friendly relationships that developed. Norwegian Jo Aasen, who settled in Minnehaha County in 1867, went to warn neighbors about visiting Indians. When he returned home, Jo was surprised to find his wife Kristi calmly doing good business with the Indians.⁴²

Resentment toward the Chinese in the Black Hills led to some conflict. Whites mistrusted the Chinese for their ways, especially smoking opium. In 1878, someone set fire to four Chinese homes at South Bend, and burned down an opium den in Lead.⁴³ These hostilities were fairly short-lived, as opium dens were legally taxed, and a majority of Chinese pursued service occupations, including laundries, motels, and restaurants that miners valued.

Traditions

Each group that came to South Dakota brought their customs and ethnic heritage with them. Food, architecture, clothing, and decoration all reflected the various traditions.

The traditional foods of the state's immigrants would make an interesting *smorgasbord*, Swedish for a table full of diverse foods. Scandinavians would surely bring *lutefisk*, fish marinated in lime, and *lefse*, a flat potato bread. Colorful holiday cookies and Swedish meatballs would also grace the table. The Germans would bring sausages, sauerkraut, and beer. The Czechs would bring much the same as the Germans, but might add *kolache*, a cream and fruit pastry, and *haluski*, potato and cabbage casserole. The Polish would bring their own sausages and *pierogi*, dumplings filled with potatoes and cheese. The Russians would share *borscht*, beet soup, served with thick slices of Ukrainian sourdough black bread. The Finns share their onion Baltic herring, and thick stewed rhubarb soup. The English offer fish and chips drizzled with malt vinegar. The Irish provide shepherd's pie, a hearty meat-and-vegetable pie topped with browned whipped potatoes. The Cornish contribute pasties, meat and vegetables baked in a folded crust. The Indians may bring fry bread made from ground prairie turnips and flour, buffalo meat, and *wozapi*, a thick fruit pudding. The African-Americans would share barbecued ribs and cornbread. The Chinese bring hot and spicy soup.

Various building styles developed on the Dakota prairies as immigrants adapted to the plains environment. Before the settlers came, the Indians built portable tipis of buffalo hide over a wooden

⁴¹ John Olson, "The Settlement of Day County, South Dakota" (M.A. thesis, University of South Dakota, 1918), 42.

⁴² Oien, *Norwegian Pioneers*, 595.

⁴³ Anderson, "Deadwood's Chinatown", 283.

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frame. A central fire kept the tipi warm with smoke venting out a top opening in the hide covering. The German Russians built house-barns, one building for both people and livestock, from rammed earth. Large indoor earthen ovens that burned hay provided both heat and a cooking space in the house-barn.⁴⁴ Scandinavians and Germans had learned how to build sod houses in the countries they lived in before coming to South Dakota.⁴⁵ Some of the Scandinavians built log cabins as well. The Finns often constructed a *sauna*, or small steam house, close to the family house.

Different ethnic groups decorated their homes and belongings in different ways. *Rosemaling*, the decorative folk painting of Norway, came with Norwegian immigrants who used painted trunks to carry their belongings. In the 20th century, as Norwegian-Americans discovered their ancestors' trunks, and sought a connection to their heritage, rosemaling underwent a revival. Rosemaling means "rose" or "flower" painting.

Wycinanki (Vee-chee-NON-key), decorative papercutting, came from Poland. Originally cut from leather or wood bark using sheep shears, the intricate layered cutouts were later cut from colorful paper. Bold colors and natural motifs such as birds, trees, and flowers form the patterns for wycinanki. The cuttings were used as decorations for homes, storage chests, and furniture.

Immigrants from Ukraine brought *pysanky*, intricately patterned Easter eggs, to the plains. Hot wax is drawn onto the egg, the egg is dipped in dye, and the process repeated using more wax and dyes until the final pattern is complete. The egg is sealed with a coat of varnish. Symbols used in pysanky include crosses, animals, wheat sheaves, stars, and dots. The eggs are given to friends and family during Easter as a symbol of life and rebirth.

Indian decorating styles using dyed quills, beads, and paints already existed on the Dakota prairie before the arrival of foreign immigrants. Household objects, saddles, clothing, and storage containers often had painted patterns, colorful quillwork, and beadwork.

The 20th Century

The Dakota Boom, with its intense influx of immigration to South Dakota, ended in the 1890s. The 20th century brought challenges that tested the staying power of South Dakota's immigrant settlers. During World War I, the Hutterites were harassed so badly that all but one of South Dakota's colonies moved north to Canada. The poor economic conditions and extended drought of the 1930s left many

⁴⁴ Reuben Goertz, *Princes, Potentates, and Plain People* (Sioux Falls, SD: Augustana College Center for Western Studies, 1994), 3.

⁴⁵ *Ibid.*, 20.

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South Dakotans unable to support their families or pay their bills. The state's population decreased 7% or 50,000 people between 1930 and 1940.⁴⁶

A new wave of immigration came to South Dakota in the 1990s. 2,258 legal immigrants moved into Minnehaha County between 1991 and 1998. The top three countries they came from were Ethiopia, the Soviet Union, and Sudan.⁴⁷ The Multi-Cultural Center of Sioux Falls has identified 65 different languages being spoken in Sioux Falls.⁴⁸

Refugees have moved to South Dakota to escape political or ethnic turmoil in their native countries. Many fled their homelands due to civil wars, famine, and other crises. These groups have brought both increased cultural diversity and growing pains to the state. They often had to leave their homes with little food, money, or knowledge of the language or customs of their new country.⁴⁹ Learning the ways of their new home can be a difficult challenge for both the refugee and their new community. The schools struggle to provide help for students who are learning English and assimilating into the state's culture.⁵⁰

Just like the immigrants who moved to South Dakota during the Dakota Boom, 20th-century immigrants bring their ethnic heritage and culture with them. Working through places like the Multi-Cultural Center of Sioux Falls, and the Lutheran Social Centers throughout the state, our newest immigrants share their heritage as they become South Dakotans.

Conclusion

South Dakota's immigrants, old and new, have infused the state with a rich ethnic heritage. The immigrants from 1860 to the end of the Dakota Boom brought new agricultural products, ideas, and ethnic traditions. Modern immigrants also bring new blood and cultural diversity to our state.

⁴⁶ U.S. Census Bureau, <http://www.census.gov/dmd/www/resapport/states/southdakota.pdf>

⁴⁷ Steven A. Camarota and John Keeley, "The New Ellis Islands: Examining Non-Traditional Areas of Immigrant Settlement in the 1990s" (Center for Immigration Studies, 2001): Table 2. <http://www.cis.org/articles>

⁴⁸ Qudir Aware, "Languages and Dialects Spoken in Sioux Falls" (Sioux Falls, SD: Multi-Cultural Center, 2004)

⁴⁹ Joanne Negstad, "Sioux Falls Shows its Heart by Offering Help to Immigrants", *Sioux Falls Argus Leader*, August 7, 2005, sec. 10B.

⁵⁰ "Sioux Falls Expanding Immersion Program", *Sioux Falls Argus Leader*, July 20, 2005, sec. 3A.

South Dakota Immigrants

South Dakota State Historical Society Education Kit

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Name _____

Word Find

R	I	S	Q	N	S	V	C	I	C	N	I	U	R	U	H	N	D	S
D	N	H	R	A	H	I	G	T	Z	M	N	A	D	G	T	O	E	I
U	A	C	V	R	D	H	U	T	T	E	R	I	T	E	S	A	T	O
O	I	A	Z	R	H	R	N	H	H	E	S	A	P	G	Z	I	T	N
T	M	S	M	E	L	A	C	I	E	N	A	C	P	S	T	T	P	O
Z	L	U	O	T	C	H	U	R	C	N	R	I	H	O	A	U	Q	F
I	A	S	A	C	T	H	A	H	L	N	B	M	W	H	C	H	M	I
A	G	O	L	D	R	U	S	E	T	I	N	M	I	A	H	N	I	V
L	S	A	W	E	B	H	E	R	S	T	A	I	U	S	E	L	H	S
T	Y	K	S	B	E	S	U	I	H	E	T	G	I	S	Q	B	H	O
N	I	A	D	Z	A	H	R	E	M	S	C	R	O	Q	B	H	O	M
C	U	S	C	A	N	D	I	N	A	V	I	A	N	S	G	I	M	E
F	Y	S	H	R	G	U	T	A	I	N	T	N	T	G	E	H	S	T
A	F	R	I	C	A	N	S	H	U	U	N	T	G	E	R	M	E	S
D	R	U	N	Q	W	Z	P	H	U	N	O	T	G	E	R	M	E	S
C	A	Z	E	Y	B	A	T	R	N	D	E	L	A	T	M	A	N	G
P	Y	W	S	H	N	D	R	Y	W	K	P	U	S	O	M	A	N	G
A	D	N	E	Z	Y	L	V	E	M	D	A	U	R	S	Q	U	N	S
Z	Y	H	B	Y	G	V	U	M	D	C	H	R	U	N	S	O	S	T
B	L	E	S	C	K	V	U	T	C	R	E	R	N	S	O	S	T	C
Q	U	P	O	L	I	S	H	V	R	D	G	Y	S	C	S	H	D	Z
E	Y	W	U	N	T	Z	Q	A	X	G	S	M	O	P	Y	S	G	H
H	S	U	R	C	N	S	P	R	O	T	C	O	R	I	S	G	H	Z
B	E	P	U	N	T	S	L	C	U	R	N	H	V	S	H	T	G	Z
J	L	C	D	K	B	H	M	C	U	L	H	V	S	N	T	A	U	P
I	C	A	P	F	J	P	S	U	J	A	Q	I	T	A	U	P	H	F

Hutterites
 Scandinavians
 Russians
 Polish

Chinese
 Cornish
 Scots
 Czechs

Homestead Act
 Germans
 Gold Rush
 Irish

English
 Africans
 Mennonites
 Immigrants

Word Find Key

C H U T T M E N N O N I T E S V I A N T S
 Z E C H S H I M I G R A N T S
 G O L D R U S H I G R A N T S
 S C A N D I N A V I A N S G E R M A N S
 A F R I C A N S
 P O L I S H
 S
 C O R N I S H
 S
 R U S S I S H
 E N G L I S H
 H O M E S T E A D A C T
 N S

Hutterites
 Scandinavians
 Russians
 Polish

Chinese
 Cornish
 Scots
 Czechs

Homestead Act
 Germans
 Gold Rush
 Irish

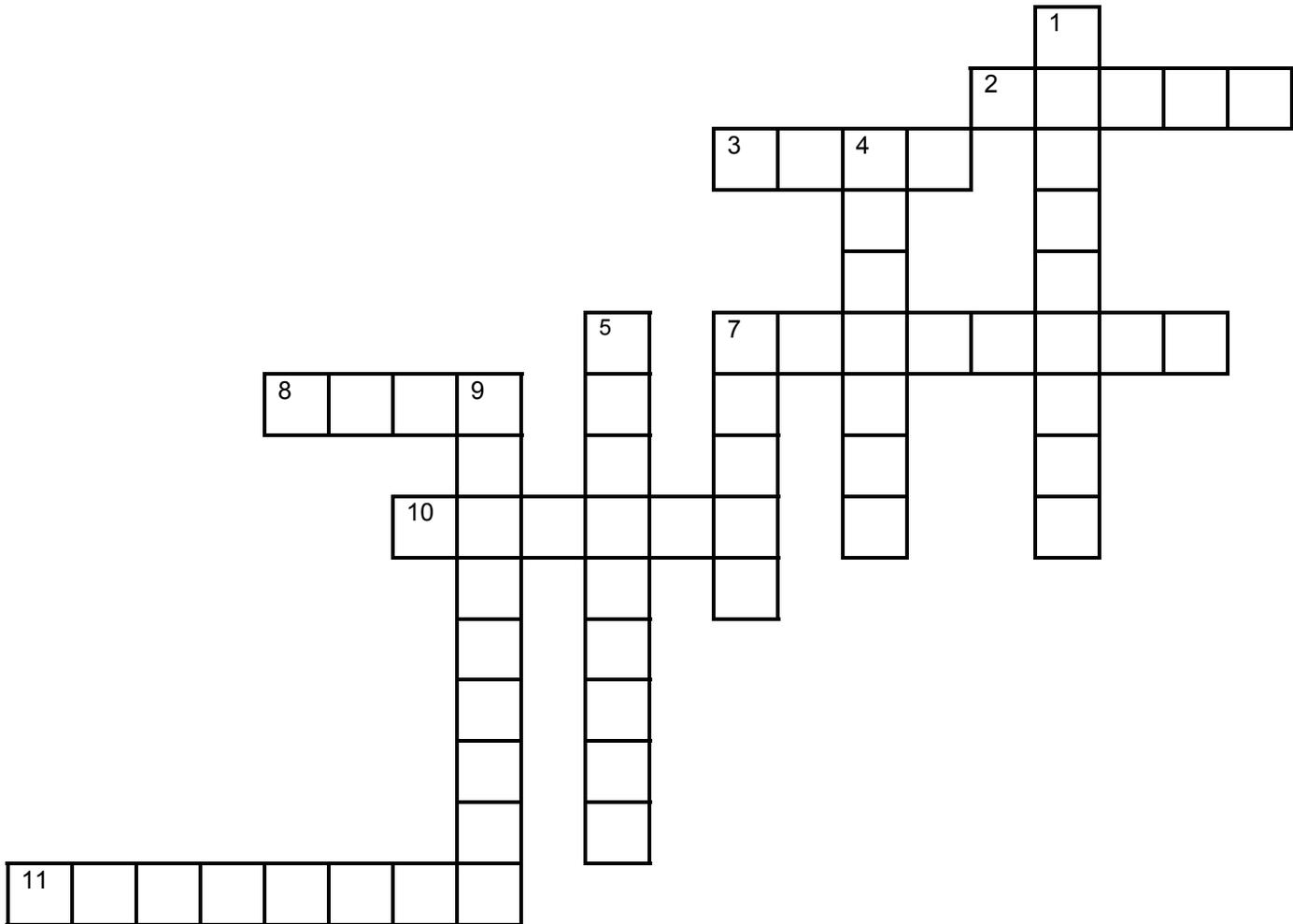
English
 Africans
 Mennonites
 Immigrants

Name _____

Crossword Puzzle

Word List:

homestead miners tipi pasties soddy lefse star railroads lutefisk Bohemians colonies



Across

- 2. Many homesteaders built this kind of house on the prairie.
- 3. The Indians made this kind of house from buffalo hide.
- 7. Norwegians enjoy this marinated fish at Christmastime.
- 8. These quilts are often given away to honor special occasions.
- 10. These workers came to the Black Hills during the gold rush.
- 11. Communities Hutterites live and work in are called _____.

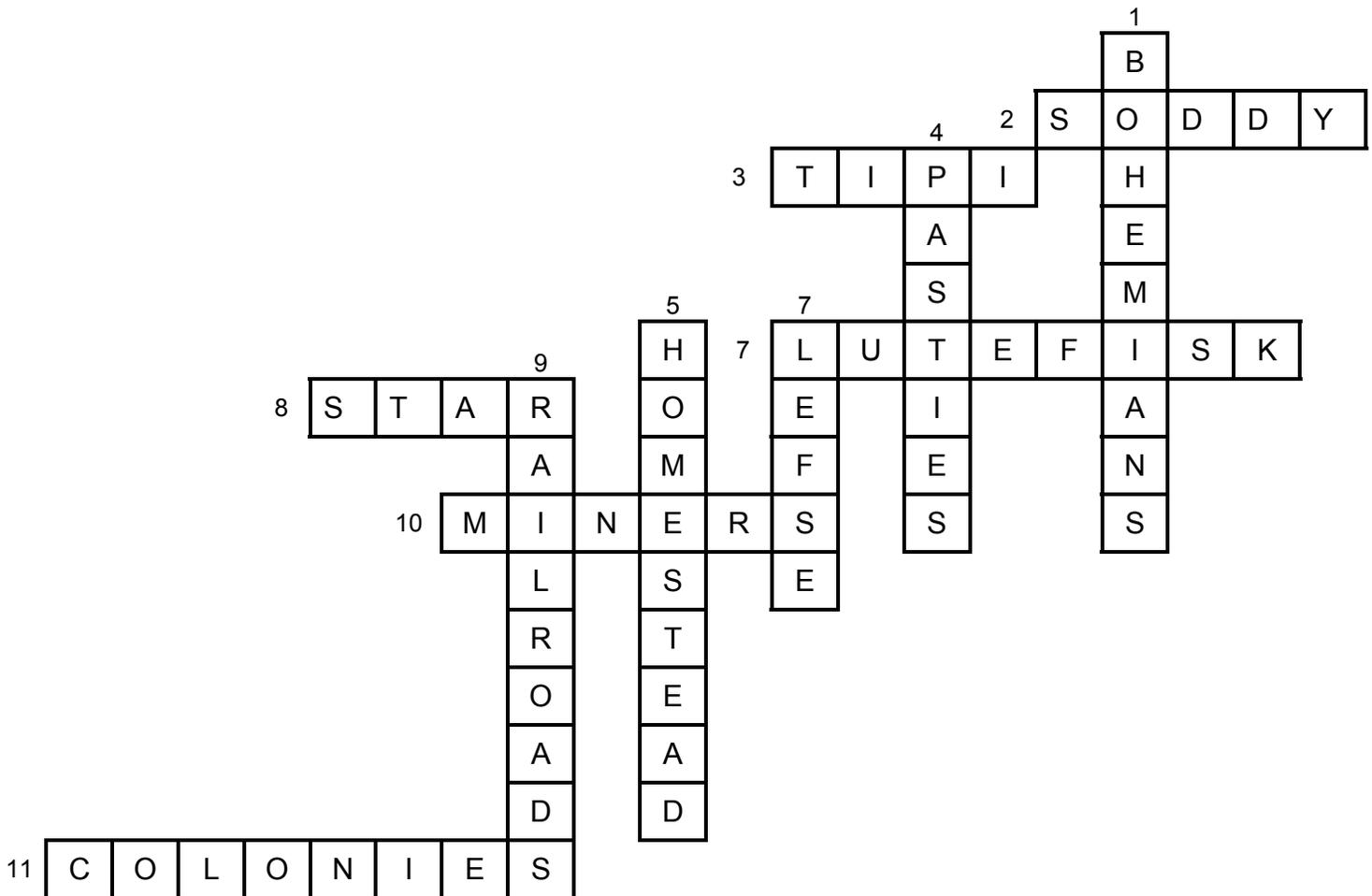
Down

- 1. _____ is another name for the Czechs who settled South Dakota.
- 4. Cornish miners took these hand-held pies into the mines for lunch.
- 5. This Act gave settlers 160 acres of free land.
- 7. This Norwegian flat bread is made from potatoes, cream, and flour.
- 9. These companies brought many immigrants to SD and wanted them to buy land along their tracks.

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Word Scramble

Word List:

Trolls pysanky polka kolace powwow wycinanki schottische sauna rosemaling

1. A pastry filled with fruit or nuts served each year during Taber Czech Days. C O A L K E

2. A traditional Finnish steam bath. N A U A S

3. Grumpy, ugly, selfish mythical creatures from Norway. S T O L R L

4. A Norwegian style of decorating plates, cups, signs, and trunks. S O L M A I R E G N

5. The Ukrainian art of decorating eggs. K Y P A S N Y

6. Paper cutting art originating in Poland. C I K Y N W A I N

7. A lively dance of Bohemian origin. K A O P L

8. A gathering of Indians for celebration and dance. W O O W P W

9. A round dance of German and Scot origins. C H I O S E T H C T S

Fill in the letters from the numbered spaces above to find the answer below.

10. People who came to South Dakota from other countries.

Word Scramble Key

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7

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s a u n a
10

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t r o l l s
6

4. A Norwegian style of decorating plates, cups, signs, and trunks. S O L M A I R E G N

r o s e m a l i n g
2&3 4 5

5. The Ukrainian art of decorating eggs. K Y P A S N Y

p y s a n k y
8

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w y c i n a n k i
1

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p o l k a

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p o w w o w

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s c h o t t i s c h e
9

Fill in the letters from the numbered spaces above to find the answer below.

10. People who came to South Dakota from other countries.

i m m i g r a n t s
1 2 3 4 5 6 7 8 9 10

Reading an Object

Objectives:

- Participants will examine objects.
- Participants will draw conclusions based on direct observation.
- Participants will recognize that much information can be acquired about an object from direct observation.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2		2.US.1.2 2.US.2.1 2.E.1.1	3.E.1.1	4.W.2.1		6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.LVS.1.2 1.LVS.1.6	2.LVS.1.2 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

South Dakota Science Standards

K	1st	2nd	3rd	4th	5th	6th
K.P.1.1		2.P.1.1	3.P.1.1 3.E.1.2			

Timeframe: 30-60 minutes

Materials:

Included in kit

- All objects
- Object Identification Sheet

Why Reading Objects Is a Good Skill to Have:

Every culture has used objects. These objects reflect the beliefs of the people who constructed, acquired, or used them. They also reflect the unique identity of the culture. If we study and/or teach only what's been written down about a culture, there are many things we miss. The same is true if we only look at cultural objects. When separated, written words and objects are both incomplete. When the two are studied together a more complete cultural picture emerges. One of the main goals of this kit is to increase the participant's visual literacy skills and teach them how to learn from objects.

Activity Steps:

1. Arrange the participants so that it is easy to pass objects from one to another. Pass the objects around one at a time, allowing the participants to handle and examine them.
2. While the participants are examining the objects, use the points below to start discussion about the materials, construction and history of the objects. Encourage the participants to share the visual and tactile information they get from the objects. You may ask each participant to consider a different aspect of the object-history, material, etc. Have the participants respond so the entire group can hear and enter into the discussion.
3. After an object has been examined, share the information found on the Object Identification Sheet with the group.

Materials & Construction:

- What material is the object made out of? (wood, paper, plastic, rubber, metal, fabric, feathers, straw)
 - Is the material made by man or by nature?
 - If it is natural, has it been changed by people? (carved, cast, molded, glued, sewed)
- Is the object sturdy or fragile?
- Is the object light or heavy?
- Is the object hard or soft?
- How would you describe the texture of the surface of the object?

History & Function:

- What might be the purpose of the object?
- Who might have used the object and what actions would they perform with it?
- Where might it have been used?
- Is this object still used today for the same or other purposes?
- What has changed about the object today?
- Was the object used for a special task or occasion or was it an everyday item?
- What questions do you have about the object?
- Where could you find the answers to your questions?

Object Identification Sheet

Kit 1

T-2005-016

Lefse Turner: Lefse is a Norwegian potato flatbread. Lefse dough is made from mashed potatoes, flour, shortening, and sometimes cream. Small balls of the dough are rolled flat and fried on a hot griddle until they bubble and turn brown. The lefse turner is used to flip the flatbread to cook both sides. Once cooked, lefse is buttered, sprinkled with sugar and cinnamon, rolled up, and enjoyed. Lefse can also be used as a wrap for meat, fruit or vegetables.

T-2005-018

Irish Whistle: Also called a tin whistle or pennywhistle, the Irish whistle is a simple six-holed woodwind instrument. The Irish word for whistle is *feadóg*. Notes on the whistle are played by opening or closing the holes with the fingers. Covering all the holes on this whistle produces a D note. Opening the holes from the bottom upward produces the rest of the scale in sequence. This whistle plays the notes D-E-F-G-A-B-C.

T-2005-020

Goose Feather Pastry Brush: During Bohemian festivals such as Czech Days, pastry cooks still use goose feather pastry brushes. The brush is dipped in butter and brushed over kolace, rolls and other baked goods.

T-2005-022; T-2005-023; T-2005-024

Ukrainian Easter Eggs: *Pysanky* eggs are decorated using a wax-resist process. A pattern is drawn on the egg in wax, and then the egg is dipped in dye. Wax is then applied to the parts of the egg that should stay the first dyed color; the egg is dipped in a second color, and so on until the darkest color has been used. The wax is melted off the egg and the complete colorful pattern is revealed. According to Ukrainian legend, people decorated eggs as a symbol of new life after winter. As long as *pysanky* eggs are created, goodness will prevail over evil in the world.

T-2005-028

Norwegian Costumed Doll: A *bunad* is Norway's traditional folk costume. Different *bunads* represent different areas of the country. *Bunads* are usually made from wool and are elaborately embroidered and adorned with beadwork or silver. They come in blue, black, red, green, and white. Women's *bunads* consist of a long skirt, bodice, shirt, and headwear. The men's *bunad* has knee-length trousers, stockings, shirt, vest, and overcoat. *Bunads* are special occasion clothes, worn on Norway's National Day and for weddings and other gala events.

T-2005-030

Finnish Costumed Doll: Finnish national costumes are replicas of attire commonly worn in the 18th and 19th centuries. The woman's costume consists of a smock, skirt, bodice or kirtle, apron, jacket, headdress, shoes and socks. Typical accessories include jewelry, belts, kerchiefs and loose pockets. The traditional man's costume consists of a shirt, long trousers or

South Dakota Immigrants

South Dakota State Historical Society Education Kit

knee breeches, vest, jacket or coat, hat or cap, neckscarf, socks and shoes. The costumes are worn for special occasions.

T-2005-032; T-2005-033

Julbock (Yule Goat): The Julbock or Yule Goat used to carry the god Thor. Now he carries the Yule elf who delivers presents in Scandinavian countries. The elf is called Jultomten in Sweden, Julesvenn in Norway and Jule-nissen in Denmark and Norway. A bowl of porridge is traditionally left out for the Yule elf on Christmas Eve. Other straw animals are used as Christmas decorations.

T-2005-036

Shortbread Cookie Stamp: Shortbread originally came from Scotland. Traditional shortbread is baked in a round shape and served cut into triangles. Shortbread also bakes well into molded cookies. The word 'shortening' describes fats such as butter or oils that 'shorten' dough and make the final baked product crumbly. Shortbread gets its name because of its characteristic crumbly texture. Other traditional cookies such as German springerle are also formed by pressing dough into a cookie mold.

T-2005-038

Swedish Dala Horse: In many cultures, wooden horses have been carved as children's toys. In central Sweden, this led to the Dala Horse. Carved from wood scraps and painted in bright colors with a *kurbit*, or flower-patterned saddle, Dala Horses traditionally were made during fall and winter evenings when the weather stopped outdoor work. The Dala Horse has evolved into a symbol of all Swedish handicrafts. The traditional color of Dala Horses is a bright orange-red, but they can also be white, blue, or black.

T-2005-040

Troll Figurine: In Norwegian folklore, trolls live under bridges and in the woods. They have superhuman powers, but can be easily tricked. The trolls are the keepers of the forest's gold and silver, so Norwegian folk tales are often about tricking trolls out of their treasure. When Norwegian immigrants came to America, they brought their troll folk tales with them.

T-2005-042

Norwegian Rosemaled Bowl: Rosemaling means rose or flower painting, and originated in Norway in the 1700s. The graceful, flowing lines, flower shapes, and subdued colors decorated trunks, bowls, and other household objects. The art form had a revival in the 1900s when the descendants of Norwegian immigrants discovered rosemaled items among their family belongings.

T-2005-044; T-2005-045; T-2005-046

Wycinanki Cards: Wycinanki (vee-chee-NON-key) is a paper cutting artform from Poland. The colorful designs of birds, flowers, trees, and garlands were pasted onto whitewashed walls and ceiling beams in Polish peasant cottages.

T-2000-160

Finnish Poppana Woven Mat: Poppana is a traditional Finnish weaving technique that uses strips of cloth as "yarn". The fuzzy edges of the cloth strips are incorporated into the design. Poppana is used to make table linens, clothing, and rugs.

T-2000-169

Star Quilt Bag: Star patterns have been used for generations to decorate tipis, clothing and shields. Star quilts are a natural extension of the use of the star motif. Star quilts quickly became a favorite when Lakota women began making quilts in the late 19th century as an alternative to buffalo robes. Star quilts are often given away to celebrate important life events such as birthdays, marriages, and graduations.

T-2005-050

Celtic Decorated Computer Mousepad: Celtic designs from Ireland, Scotland, and Wales incorporate natural motifs such as birds, animals, and trees with intricate interlacing lines, spirals and geometric patterns. The artwork on this modern mouse pad is done in the Celtic style.

T-2005-052; T-2005-053

Chinese Guardian Lions: Also called Fu or Foo Dogs, figures like these originally stood guard at the entrances of palaces, tombs, and temples. A male guardian lion is placed to a door's right and a female placed to the left. The male has his right paw on a ball symbolizing the earth. The female guardian lion plays with her cub under her left paw. The male guards the structure while the female guards those inside. Chinese immigrants brought these energetic symbols with them when they came to America.

T-2005-056

Chinese Wind Chime: Dragons decorate this ornate wind chime. In Oriental mythology, the dragon represents celestial and earthly power, wisdom, and strength. Dragons bring good luck and wealth. In traditional Chinese New Year's Day celebrations, the dragon repels evil spirits that would spoil the new year.

T-2005-058

Norwegian Flag: From 1814 to 1905 Norway was joined in a union with Sweden. Although still part of this union, Norway had its own national flag starting in 1821. The Norwegian flag features a blue cross with a white border on a red background. The red, white, and blue colors denote democracy. On May 17, National Holiday and Constitution Day, Norwegians will carry a small flag or wear the three colors in a tricolour on their clothes.

T-2005-060

Swedish Flag: The flag of Sweden has a blue background with a yellow Scandinavian off-center cross. The design is likely based on the flag of Denmark. The yellow and blue come from the Swedish coat of arms which had three gold crowns on a blue background. The cross, common to most Scandinavian flags, represents Sweden's link to the other Scandinavian countries.

T-2005-062

Finnish Flag: Finland's flag, called *siniristilippu*, is white with a blue Scandinavian off-center cross. It was originally adopted in 1918, soon after Finland became an independent country. The flag's present form was adopted in 1978. The blue represents Finland's 60,000 lakes, and the white stands for the snow that covers the ground for over half of the year.

T-2005-064

Danish Flag: One of the world's oldest flags, the *Dannebrog* or "flag of the Danes" was first mentioned in a Danish text from 1478. The off-center white cross on a red background influenced the flag design of the other Scandinavian countries. According to legend, the Dannebrog fell from heaven during a battle in Estonia.

T-2005-066

Irish Flag: The Republic of Ireland's flag is a tricolor made of three equal-sized rectangles of orange, white, and green. It was first used in 1848. The green represents the native people of Ireland, most of whom are Roman Catholic. The orange represents the British supporters of William of Orange who settled in Northern Ireland in the 17th century, most of whom are Protestant. The white in between the green and the orange represents peace between the two groups.

T-2005-068

Dance of the Celts CD: Jigs, reels, hornpipes, flings, marches and waltzes are some of the dance tunes played in Celtic music. The irresistible rhythms invite listeners to move their feet. This type of music came with the Irish, Welch, and Scots immigrants.

T-2005-070

Saturday Night Barn Dance CD: Waltzes, schottisches, and polkas came to Dakota Territory with the Scandinavian immigrants. Friends and neighbors gathered to celebrate, socialize, and dance to tunes like those on this CD.

T-2005-072

Gathering of Nations Pow Wow 1994 CD: Many different dances can be part of a modern powwow. These include round dances, two-step, grass dance, fancy dance, shawl dance and jingle dress dance.

T-2005-074

Fine Finnish Foods Recipe Book

T-2005-076

Norwegian Recipes Book

T-2005-078

Danish Recipes Book

T-2005-080

Great German Recipes Book

T-2005-082

Swedish Recipes Book

T-2005-084

Favourite Irish Recipes Book

T-2005-086

Norwegian Proverbs Bookmark: Norwegian proverbs in both English and Norwegian provide a good visual comparison of the two languages.

T-2005-088

Swedish Proverbs Bookmark: Short proverbs in both Swedish and English provide a good visual comparison between the languages.

T-2005-090

Gaelic Language Card: The ornate Gaelic language card gives four common words or phrases in both Gaelic and English. The illuminated manuscript style of art on the card is a good example of Gaelic or Celtic art.

A Roof Over Their Heads A Photo Comparison Activity

Objectives:

- Participants will identify four types of houses built in South Dakota.
- Participants will describe the building materials used for each house type.
- Participants will point out two similarities and two differences between house types.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.E.1.2	1.E.1.2	2.US.1.2 2.E.1.1	3.US.1.1 3.E.1.1 3.W.1.1	4.US.1.1 4.US.1.2 4.W.2.1 4.G.1.1 4.G.2.1 4.E.1.1	5.G.2.1 5.C.2.1	6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.2 K.LVS.1.6	1.W.1.1 1.W.2.1 1.LVS.1.1 1.LVS.1.2 1.LVS.1.6	2.W.1.1 2.LVS.1.2 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.3 3.LVS.1.4	4.W.1.2 4.LVS.1.1 4.LVS.1.2 4.LVS.1.3 4.LVS.1.4	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

South Dakota Science Standards

K	1 st	2 nd	3 rd	4 th	5 th	6 th
	1.L.1.3		3.P.1.3 3.L.3.1 3.E.1.2 3.S.1.1	4.L.2.2 4.S.1.1		6.E.1.1

Timeframe: 30-45 minutes

Materials:

Included in kit

Photos 7, 8, 17, 18

Comparing Homes worksheet master

Provided by participants

pens or pencils

Background Information:

Immigrants built their houses out of materials they could find and afford. Some immigrants built claim shacks out of tar paper and wood. Sod houses or soddies were common. The Indians who lived here before the immigrants used hides to make their tipi homes.

South Dakota Immigrants

South Dakota State Historical Society Education Kit

Some immigrant groups brought their building techniques with them. For example, the German Russians built combination house-barn buildings, with one part for people and one for livestock. They built their house-barns from rammed earth. Rammed earth was a mixture of dirt, manure, water, and straw or grass poured into a form and pounded down until it was a solid brick. These dirt bricks made strong, warm houses.

Activity Steps:

1. Split the group into four small groups. Give each small group one house photo and a copy of the Comparing Homes worksheet.
2. Using their observations of their house photo, have each group complete the top section of the worksheet.
3. Pair two small groups together. Have the groups share their worksheet information with their partner group. Have the groups complete the bottom section of the worksheet, writing down two differences and two similarities between their house and their partner group's house.
4. Gather as a large group and have each small group share their worksheet information.

Comparing Homes Worksheet

1. What building material is used for this house?
2. Count the number of doors and windows in the house.
3. Are there people by the house? How many?
4. What do you see around the house? Woods? Prairie? Other structures?
5. Does this house look easy to move? Why or why not?

6. Write down two things that are different between this house and your partner group's house:

1. _____
2. _____

Write down two things that are the same between the two houses:

1. _____
2. _____

Mapping Immigrant Settlements

Objectives:

- Participants will identify eight European countries where immigrants to S.D. originated.
- Participants will show which S.D. counties the immigrant groups settled in.
- Participants will rank the European countries by distance from S.D.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
K.G.1.1	1.G.1.1 1.G.1.3	2.G.1.2	3.G.1.1	4.W.2.1	5.G.1.2	

South Dakota Mathematics Standards

K	1st	2nd	3rd	4th	5th	6th
K.A.2.1	1.G.2.1	2.A.2.1	3.M.1.4	4.A.2.1	5.N.3.1	6.M.1.1
K.A.4.2	1.N.1.1		3.N.1.1			4.S.1.1
K.N.1.1	1.S.1.2		3.S.1.1			6.S.1.2

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.6	1.LVS.1.6	2.LVS.1.4 2.LVS.1.6		4.LVS.1.2	5.LVS.1.3	6.LVS.1.3

Timeframe: 30-60 minutes

Materials:

Included in kit

SD Immigrant Settlement map master
 European Homeland map master
 Settlement Information Sheet master

Provided by instructor or participants

crayons
 paper

Activity Steps:

1. Give each participant a copy of the SD Immigrant Settlement map, the European Homeland map, and the Settlement Information Sheet.
2. In the “color” column on the Settlement Information Sheet, have participants choose a color for each country and color in the square next to the country. Don’t use black.
3. Have participants color the eight European countries on the Settlement Information Sheet their chosen colors on the European Homeland map.
4. On the SD Immigrant Settlement Map, have participants make an X in each county where immigrants from the European countries settled using that country’s chosen color. Some counties will have many different colored X’s.
5. On a separate sheet of paper, have participants put the countries in order from nearest to farthest from South Dakota. Some students may benefit from organizing this data on a line plot if desired.
6. Discuss:
 - Which SD county or counties have the most X’s?
 - How many X’s does your home county have?
 - Why do you think some immigrant groups settled all over and others clustered together?
 - Which European country is farthest from SD? Nearest?

European Homeland Map



Settlement Information Sheet

Color	Country	Distance to SD *	Counties Settled **
	Germany	4,623	All counties
	England	4,216	All counties
	Sweden	4,435	Clay, Union, Turner, Lincoln, McCook, Minnehaha, Lake, Moody, Kingsbury, Brookings, Hamlin, Deuel, Codington, Grant, Day, Roberts, Marshall
	Finland	4,566	Hamlin, Brown, Lawrence, Butte, Harding
	Norway	4,215	All counties
	Denmark	4,449	Clay, Union, Turner, Lincoln, McCook, Minnehaha, Lake, Moody, Kingsbury, Brookings, Hamlin, Deuel, Codington, Grant, Day, Roberts, Marshall
	Ireland	3,926	All counties
	Russia (German Russian Immigrants)	5,221	Yankton, Bon Homme, Hutchinson, Charles Mix, Gregory, Davison, Jerauld, Sandborn, Moody, Brookings, Beadle, Hand, Clark, Spink, Edmunds, Faulk, Brown, Marshall, Roberts

* Distance noted in miles "as the crow flies"

** This table represents prominent areas of nationality settlement. Some individuals of this group may have settled outside the counties specified

Comparing Food

Objectives:

- Participants will identify six countries that immigrants came from.
- Participants will analyze a recipe from two countries for similarities.
- Participants will recognize similarities between countries.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
Indicator 2	1.G.1.2	2.US.1.2 2.US.2.1 2.G.1.2	3.G.1.1 3.E.1.1	4.W.2.1	5.W.1.2 5.G.1.2	6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.W.1.2 1.LVS.1.2 1.LVS.1.6	2.LVS.1.3 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2	4.LVS.1.1 4.LVS.1.2	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.3

Timeframe: Determined by instructor. Set up as an activity center unit; participants work individually or in small groups.

Materials:

Included in kit

- 6 recipe books
- Comparing Foods worksheet master
- European Homeland Map master

Provided by participants

- pens or pencils

Background Information:

Everybody eats. Lots of people enjoy foods that their families have prepared for generations. These foods might be a special cookie, a tasty stew, or a simple potato dish. When they came to South Dakota, immigrants from different countries brought their recipes with them. Some recipes are very similar from country to country, and some are completely different from each other.

Activity Steps:

4. Set up the six recipe books and a copy of the European Homeland map in the activity center. Each participant will need a Comparing Foods worksheet.
5. Participants look through the recipe books and complete the worksheet. Apple recipes are on the following pages: Irish - 3; Danish - 138; German - 116; Swedish - 138; Norwegian - 113; Finnish - 106. (There are also other apple recipes in the books.)
6. Discuss as a group:
 - What was the strangest recipe they found? Would they like to try it?
 - What was the oddest ingredient they found in a recipe? Using other resources (library, dictionary, internet) try and find out what the ingredient is.
 - Do they like trying different foods? Have they ever tasted a food they didn't think they would like only to find out it tasted good?

Name _____

Comparing Foods

1. Look in all six of the recipe books and find a recipe in each book that uses APPLES. List the country and the recipe name.

<u>Country</u>	<u>Recipe</u>

2. What other ingredient (if any) do the apple recipes have in common?

3. Compare the recipes for FISH PUDDING found on page 100 in *Swedish Recipes* and on page 106 in *Norwegian Recipes*. What four ingredients are in both recipes?

4. On the map, find Norway and Sweden. Are they close to each other? _____

5. In countries that are close to each other, do you think the food would be similar or very different? Why?

Dance Party

Objectives:

- Participants will identify the country of origin for Keel Row Dance.
- Participants will learn dance movements based on written dance instructions.
- Participants will recognize that different cultures dance in different ways.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
Indicator 2 K.E.1.1		2.US.2.1		4.W.2.1	5.W.1.2	

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1 K.LVS.1.6	1.LVS.1.1 1.LVS.1.6	2.LVS.1.1 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.4	4.LVS.1.1	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.1 6.LVS.1.3

South Dakota Dance Standards

	K	1	2	3	4	5	6
Std. 2 Learning Elements and Techniques of Dance	X	X	X	X	X	X	X
Std. 3 Understanding Relationships of Dance & Culture/History	X	X	X	X	X	X	X
Std. 4 Sensitive Response to Dance Experience	X	X	X	X	X	X	X

Timeframe: 30-60 minutes

Materials:

Included in kit

Dance of the Celts CD

Keel Row Dance Instructions master

Provided by instructor

CD player

Background Information:

Dancing is enjoyed by many cultures. Some dances are slow and stately, others are quick and lively. People dance for special occasions like weddings, anniversaries, and powwows, and just for fun. The Keel Row Dance is a folk jig from England and Scotland. Scottish boatmen used to deliver coal to towns along the River Tyne in northeastern England in small boats called keels. These Keelmen wore distinctive blue jackets, yellow vests, bell-bottom trousers, and silk hats. The story goes that girls loved to dance with the dashing Keelmen when they came home from work.

Activity Steps:

1. Share the background information with the group. Have them identify the country of origin (England/Scotland) for the Keel Row Dance.
2. Arrange an area for dancing, or take the group to a gym or hallway. Split the group into trios, and give each trio a copy of the Keel Row Dance instructions.

South Dakota Immigrants

South Dakota State Historical Society Education Kit

3. Play a snippet of Track 1, “The £5 Flute” on the Dance of the Celts CD for the group. Have the trios read the dance instructions and prepare to dance. Start the song from the beginning, and try the dance steps. If you prefer, one trio can demonstrate the dance before the entire group tries it.

4. After dancing, discuss:

- What other dances have they heard of, or danced? Waltz, polka, two-step?
- Have they ever seen or done powwow dancing? How is that dancing similar to or different from the Keel Row dance?
- Has anyone taken dance classes? What kind of dancing is done there?

Extension:

1. On the Scandinavian music CD in the kit there are waltzes and polkas. Play some for the group and compare those tunes to the music on the Dance of the Celts CD. Find someone familiar with the waltz or polka and have them teach the group how to do those dances.

Keel Row Dance Instructions

1. Arrange dancers into groups of three.
2. The dancers stand in a line with all three facing the same direction holding hands loosely.
3. With their right foot, all dancers touch their heel, then their toe to the floor. All three then shuffle three steps to the right and repeat the heel/toe touch.
4. Dancers do a heel/toe touch with the left foot, shuffle three steps to the left, and repeat the heel/toe touch.
5. The middle dancer and the right-side dancer lift their hands, making an arch for the left-side dancer to go under. Everyone keep holding hands. The left-side dancer goes under the arch and behind the back of the middle dancer back to their original place. The middle dancer follows the left-side dancer through the arch in a tight circle.
6. The middle dancer and left-side dancer lift their hands and make an arch for the right-side dancer to go under. The right-side dancer goes under the arch and behind the back of the middle dancer back to their original place. The middle dancer follows the right-side dancer through the arch in a tight circle.
7. When all dancers are back in their original position, repeat all the dance steps from the beginning starting with the right foot heel/toe touch, shuffle right, heel/toe.

Repeat the whole dance as many times as you wish.

Note: The music for the Keel Row Dance would often speed up as the dance progressed – to see just how fast the dancers could go! The song used here stays at the same speed through the whole dance.

Immigrant Music: Comparing Tunes

Objectives:

- Participants will compare music from three cultures.
- Participants will identify one instrument used for each music sample.
- Participants will describe one way the samples are different from each other.

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.2 K.LVS.1.6	1.LVS.1.2 1.LVS.1.6	2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2	4.LVS.1.1 4.LVS.1.2 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2	6.LVS.1.3

South Dakota Music Standards

	K	1 st	2nd	3rd	4th	5th	6th
Std. 4 Listening	X	X	X	X	X	X	X
Std. 5 Understanding Relationships	X	X	X	X	X	X	X

Timeframe: 45-60 minutes

Materials:

Included in kit
 3 CDs

Provided by Instructor
 CD player

Background Information:

Immigrants brought their music with them when they settled in Dakota. Before television and radio, people gathered with neighbors and friends to play musical instruments, and dance. South Dakota’s Indians also have a strong musical heritage, shared at powwows across the state. Some groups played music to relax. Some celebrated their heritage through lively dance tunes. Others dance to celebrate the harvest in the fall. Music draws people together and lets them share and enjoy a tuneful experience.

Activity Steps:

1. Set up the CD player and arrange the group so everyone can hear it.
2. Play Track 2 “Northern Men’s Traditional” off the Gathering of Nations Powwow 1994 CD for the group. Have them identify an instrument used in the song.
3. Discuss the tune as a group. Do they like it? Why or why not? Have they ever heard similar music before? What culture does it come from?
4. Play Track 18 “Troll Schottische” off the Saturday Night Barn Dance CD. Have the group identify one of the instruments they hear. Discuss using the questions in step 3. Have the participants describe how this selection is different from the first song they heard.
5. Play Track 1 “Old Blind Dogs” off the Dance of the Celts CD. Identify an instrument heard in this song. Discuss as a group using questions in step 3. How is this song different from the previous two?

Note: “Northern Men’s Traditional” is a Native American dance song. It is done by a drum group. “Troll Schottische” is a Scandinavian dance tune, with an accordion as its major instrument. “Old Blind Dogs” is a Celtic or Irish tune, played on violins, and drums.

Ethnic Decorating Styles

Objectives:

- Participants will identify five cultures with different decorating styles.
- Participants will compare decorative styles and identify common elements.
- Participants will create an original design based on one of the five decorative styles discussed.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
		2.US.2.1 2.W.2.1		4.W.2.1		6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.1 K.LVS.1.6	1.W.1.2 1.LVS.1.1 1.LVS.1.6	2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.4	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.3

South Dakota Art Standards

	K	1	2	3	4	5	6
Std. 1: Visual arts as communication, benchmark 1	X	X	X	X	X	X	X
Std. 3: Relationship of art and history/culture, benchmarks 1 & 2	X	X	X	X	X	X	X

Timeframe: 30-60 minutes

Materials:

Included in kit

- Norwegian rosemaled bowl
- Ukrainian Easter eggs
- Polish paper cutting
- Star quilt bag
- Mouse pad with Celtic design

Provided by instructor or participants

- drawing paper
- crayons or markers

Background Information:

Art and decoration provide an important visual link to the past. South Dakota’s immigrants brought their decorating styles and traditions with them. The Indians who lived here also had strong decorating styles. Some traditions have continued to be strong over the decades, while others have almost died out, or been “rediscovered” by descendants of immigrants as they seek some connection to family roots. Five decorated objects from different groups are examined in this activity.

1. **Norwegian rosemaled bowl:** Rosemaling means rose or flower painting. The art originated in Norway in the 1700s. Rosemaling decorated many household objects like trunks, bowls, and drinking cups. It incorporates graceful flowing lines, flower shapes, and subtle colors.
2. **Polish paper cutting:** Wycinanki (vee-chin-NON-key) are decorations cut from colorful paper. Originally, wycinanki designs were cut from leather or tree bark using sheep shears.

When paper became more plentiful, the decorations were cut from it. The colorful designs were pasted onto whitewashed walls, and also used on cradles, cupboards and shelves. Birds, flowers, trees, and garlands were common motifs.

3. **Star quilt bag:** Star patterns have been used on tipis, clothing, and shields since before white settlement in Dakota. When traders and, later, settlers came to the area bringing cloth with them, star quilts became a natural outlet for the star motif. Sioux women began making quilts in the late 19th century as an alternative to buffalo robes. The star pattern quickly became a favorite. Star quilts are often given away to celebrate important life events such as births, marriages, and graduations. Such giveaways honor loved ones.
4. **Ukrainian pysanky eggs:** According to Ukrainian legend, people decorated eggs as a symbol of the coming of spring and new life after winter. The eggs are now associated with Easter and rebirth. It is believed that as long as pysanky eggs are decorated, goodness will prevail over evil in the world. Pysanky decorating is a wax-resist process. The process begins by drawing a pattern on the egg covering all the parts that will be white on the finished design. The egg is dyed in the lightest color being used – usually yellow. Then wax is applied to all parts that should remain yellow, the egg dipped in the next color, and so on until the darkest color has been applied. The wax is then melted off the egg to reveal the finished pattern. Designs include circles, stars, leaves, birds, animals, dots, triangles, and crosses.
5. **Mouse pad with Celtic design:** Celtic designs from Ireland, Scotland, and Wales are popular today. These patterns incorporate natural motifs like birds, trees, and animals with intricate interlacing lines, spirals, and geometric patterns.

Activity Steps:

1. Take the five kit objects from the case and arrange the group so everyone can see and hear the discussion. Items can also be passed around to the group.
2. Share the background information with the group. Discuss:
 - Identify the cultural group that made or inspired each item.
 - Find similarities between the decorations on the pieces. (for example, all use natural symbols like stars, birds, flowers)
 - Compare colors used on the items. Are they bright or subdued?
 - What symbols from nature can you identify on each item? Why do you think different cultures used some of the same symbols, i.e. birds or stars, in their artwork?
 - Have you seen similar artwork on pieces today? What were they?
3. Have each participant use colors or markers to create a design of their own, based on the designs on their favorite object. As they work, have them consider:
 - Will the design use curved or straight lines, or both?
 - What colors will be used?
 - Will there be recognizable elements like birds or fish in the design or will it be abstract?

Make a Polish Paper Cutting Wycinanki

Objectives:

- Participants will identify the country that makes wycinanki.
- Participants will recall and tell in their own words a brief history of the craft.
- Participants will create their own wycinanki paper cutout.

South Dakota Social Studies Standards

K	1st	2nd	3rd	4th	5th	6th
Indicator 2		2.US.2.1 2.E.1.1	3.US.2.2 3.E.1.1	4.W.2.1		6.E.1.1

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.LVS.1.1 K.LVS.1.6	1.LVS.1.1 1.LVS.1.6	2.LVS.1.1 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.LVS.1.1 3.LVS.1.2 3.LVS.1.3	4.LVS.1.1 4.LVS.1.3	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.2 6.LVS.1.3

South Dakota Art Standards

	K	1	2	3	4	5	6
Std. 1: Visual arts as communication, benchmark 2	X	X	X	X	X	X	X
Std. 3: Relationship of art and history/culture, benchmarks 1 & 2	X	X	X	X	X	X	X

Timeframe: 60 minutes

Materials:

Included in kit

3 Wycinanki notecards
 Wycinanki Pattern Master

Provided by instructor/participants

scissors
 glue
 colored paper
 pen/pencil

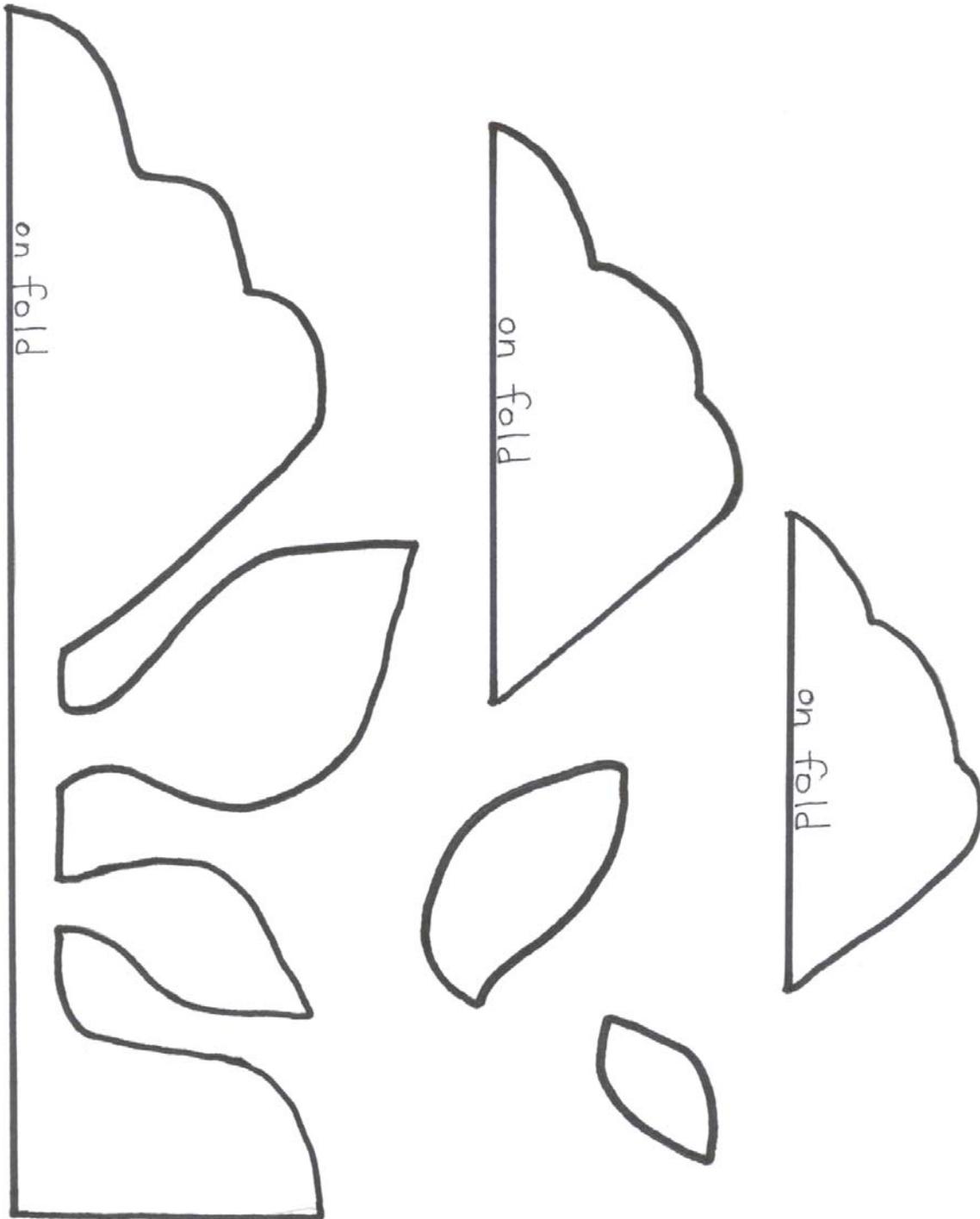
Background Information:

Wycinanki (Vee-chee-NON-key), became a popular folk craft in Poland. Before paper became widely available, the intricate cutouts were made from leather or tree bark using sheep shears as scissors. When colored paper became common, it was folded and cut into complex designs. Cutting out the same design from different papers and layering them on top of each other created beautiful, colorful work. Polish peasants decorated their cottages by attaching wycinanki to the whitewashed walls. Peacocks, roosters, stars, flowers, and trees all appeared in wycinanki.

Activity Steps:

1. Share the background information with the group. If a map of Europe is available, show them where Poland is located.
2. Give each participant a copy of the Wycinanki Pattern. The pattern is for a flower with a three-layer blossom.
3. Have participants choose the colored paper they want to use. Scrap paper works fine, just remember that some of the pieces are cut on a folded piece so the scrap needs to be big enough. They will need one complete sheet of paper to use as a background sheet - the pattern pieces will be glued to it.
4. Cut out the pattern pieces. Fold a sheet of colored paper and lay the largest pattern piece on it, lining up the fold with the pattern's straight edge (marked "on fold"). Trace the pattern onto the colored paper and cut it out, being sure not to cut the folded side. Open the cutout and glue it to the background sheet. This creates the first layer in the wycinanki. Do the same with the other blossom pattern pieces, tracing, cutting, and gluing them onto the first layer. Use different paper for each layer.
5. Trace and cut out 2 of the large leaf pattern and glue them in place on top of the first layer. Trace 4 of the small leaf, cut and glue two on top of the large leaf and two onto the small leaf of the 1st layer.
6. A different first layer can be created by gluing the sheet the flower was cut from onto a background sheet.
7. Have the group share their artwork, and tell what they recall about the history of wycinanki.

Wycinanki Pattern



Reading Headstones

Objectives:

- Participants will compare headstones for similarities and differences.
- Participants will identify European countries that individuals came from.
- Participants will recognize that every headstone is unique.

South Dakota Communication Arts Standards

K	1st	2nd	3rd	4th	5th	6th
K.W.1.1 K.LVS.1.6	1.W.1.2 1.LVS.1.6	2.W.1.1 2.LVS.1.4 2.LVS.1.5 2.LVS.1.6	3.W.1.1 3.LVS.1.1 3.LVS.1.2	4.W.1.2 4.LVS.1.1 4.LVS.1.2	5.LVS.1.1 5.LVS.1.2 5.LVS.1.3	6.LVS.1.3

South Dakota Visual Art Standards

	K	1	2	3	4	5	6
Std. 1: Visual arts as communication, benchmark 1	X	X	X	X	X	X	X
Std. 1: Visual arts as communication, benchmark 3	X	X	X	X	X		
Std. 3: Relationship of art and history/culture, benchmarks 1 & 2	X	X	X	X	X	X	X
Std. 4: Critical and sensitive response to art, benchmark 1	X	X	X	X	X	X	X

Timeframe: Determined by instructor. Set up as an activity center unit; participants work individually or in small groups.

Materials:

Included in kit

Photos 11, 12, 13, 14, 15, 16
 Reading Headstones worksheet master
 Reading Headstones worksheet key

Provided by participants

pen/pencil

Activity Steps:

1. Give each participant a Reading Headstones worksheet.
2. Examine the headstone photos carefully and answer the worksheet questions.
3. Discuss:
 - How are the headstones alike? Different?
 - Is there specific information on the stones that can tell you what ethnic group the person belonged to? (birth location, artwork, foreign language)
 - How do people choose the information that goes on a headstone? Does everyone choose the same information? Why or why not?

Extension:

1. Visit a local cemetery. Look at the headstones and see what you can learn about the person. Are there any stones with a foreign language on them?

Name _____

Reading Headstones Worksheet

1. List one piece of information that is included on all the headstones.
2. The person's birthday or the date they died is also on the stones. How old was each person when they died?

Keating _____

Ninkovich _____

Nicolo _____

Williams _____

Katen _____

Waldner _____

3. Some of the stones tell where the person was born. Where were the people born?

Keating _____

Ninkovich _____

Nicolo _____

Williams _____

Katen _____

Waldner _____

5. What do the words *geboren* and *gestorben* mean on Anna Waldner's stone?
6. Some stones tell you something about the person. What do you know about Isaac Williams from his stone?
7. Three of the stones have a saying on them. What are the sayings?
8. What decorations can you find on the stones?

Reading Headstones Worksheet Key

1. List one piece of information that is included on all the headstones. **name**

2. The person's birthday or the date they died is also on the stones. How old was each person when they died?

Keating	<u>91</u>
Ninkovich	<u>54</u>
Nicolo	<u>81</u>
Williams	<u>38</u>
Katen	<u>76</u>
Waldner	<u>90</u>

3. Some of the stones tell where the person was born. Where were the people born?

Keating	<u>Ireland</u>
Ninkovich	<u>Yugoslavia</u>
Nicolo	<u>Italy</u>
Williams	<u>Cornwall, England</u>
Katen	<u>Ireland</u>
Waldner	<u>unknown</u>

5. What do the words geboren and gestorben mean on Anna Waldner's stone?
born/died

6. Some stones tell you something about the person. What do you know about Isaac Williams from his stone?

He was killed in the Caledonia mine on November 10, 1887.

7. Three of the stones have a saying on them. What are the sayings?

Though lost to sight, to memory dear.

I'm tired of this world and I want to go to Heaven.

His end was peace.

8. What decorations can you find on the stones?

Crosses, vines, flowers, birds, symbols