

**Submitted to: The Educational Cooperative (TEC)**

**PO Box 186**

**1112 High Street**

**Dedham, Ma. 02027**

**Attention: Michelle LeBlanc and Tom Brown**

**Teaching American History Director**

**Submitted by: Kevin Callahan and Peter Keelan**

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**Mini Unit: Bringing Immigration to Life**

**Geared for Alternative Schools grades 9-12**

**Submitted by: Peter Keelan and Kevin Callahan Phoenix School**

## **Introduction**

The educational challenge faced by Alternative School students to master concepts and ideas is quite difficult. Our project is based on developing lessons that will bring Immigration to life for students in this setting. Through careful planning and building on the strengths of our students we can capture their imaginations and keeping them focused in the classroom. Through combining visual technologies, incorporating SIGHT techniques, and breaking down classrooms into 3 (15) minute segments, we can keep our diverse population in a classroom that will be informative and make our students successful.

Peter teaches Middle School students grades 6-8. Kevin teaches High School students grades 9-12. The student population runs the gamut from ADHD to students with emotional issues. They require a small nurturing environment with small classrooms. Most of our classes have between 2 and 6 students. It has been our experience most of our students respond better with visual aids. We have incorporated videos like "*Far and Away*", "*Ellis Island*" political cartoons, immigration charts, role playing, and maps. We have added curriculum materials for our students to combine their graphic arts and history class work to make videos depicting the immigration experience in America between 1850 and 1930.

Attached are some lesson plans that we have incorporated in our curriculum in the Phoenix Alternative School in Norwood.

It is important to point out that many of our students have academics one week and vocational classes on alternating weeks. We offer culinary arts and graphic arts. Our graphic arts teacher graciously works with history topics as projects for his graphic arts curriculum. Students choose a topic or immigration issue and create a video with music, pictures, and academic materials as their History Project for the year. Many of our students cannot write a 5 paragraph essay or refuse to write research papers. Their affinity for computers and music is the motivation for them to create a unique and informative History Project.

In this unit students will conduct primary and secondary research on the historical importance of immigration in the United States. This research will serve as a link to make personal connections to make

history more meaningful. This unit is designed to assist students developing historical thinking skills. By reviewing interviews, studying family tree information, Internet resources, immigration related web sites, and library books students might learn more about their own culture and ethnic heritage.

**Unit Bringing Immigration to Life**

**Taught in American History II**

**Grade Level 9-12**

**Alternative classrooms combine grades 9-12**

**Classroom sessions 45 minutes**

**Materials required: LCD projector, Television with DVD/VCR**

**Internet access in the computer lab, classroom, Graphic Arts lab, or home**

**CD**

**Notebooks, Handouts, Charts, Family Tree form, music from various artists related to Immigration, Text book and library books**

**This unit has been developed to match the historical thinking standards for History and Social Sciences Curriculum Frameworks for the Commonwealth of Massachusetts Department of Education K-12. Students will be able to acquire knowledge and participate intelligently. Through use of historical and cultural resources learn more about the complexities of immigration both past and present.**

**Gain core knowledge from all materials and the text that follow immigration in America.**

- **Growth of American cities from 1830 to 1930**
- **Resurgence of nativism, hostilities between immigrants, African Americans, and people of foreign origin**
- **Chinese Exclusion act of 1882**
- **The National Origins Act of 1924**
- **Attractions to cities from rural areas or immigrants**
- **Need for services, religious conflicts, political bosses and machines**
- **Tenement life, corruption, and opportunities for immigrants**

**Goals: Students will analyze complex information and present it in class. Students think creatively about Immigration to the United States and all that it entails. They will be able to produce a Power Point Presentation on a theme of Immigration.**

- **The students will be able to gain knowledge and master vocabulary terms regarding Immigration.**
- **Students will effectively research one specific Immigration group or subject.**

**Outcome is for students to see how immigration to the United States can be a complex task. They will be able to identify immigration issues over a continuum of time from the 1800's to present day.**

**Outcome of this unit is for students to turn in a Power Point Presentation on an approved Immigration subject: i.e Ellis Island, Italian Immigration, Asian Immigration, Russian Jews, The Irish Brigade, etc.**

**Day 1 Bell Ringer (10 minutes) Play the Godfather Theme**

**Ask the class where the music came from?  
What stereotypes about Italians come to mind?  
Ask what part of the world their ancestors come from?  
What do they know about their ancestry?  
What is the fascination with gangsters in America?**

**Introduce Family Tree information ( 15 minutes)  
Provide family tree hand out ( Ancestors.com version )  
Hand out samples from Mr. Keelans family records  
Allow Students to bring back as much family information by day 3 as  
a home work assignment.**

**Discuss methods of travel to America in the 1800's  
Discuss reasons why people came to America  
Site Irish potato famine and Catholic Penal Code and provide a hand  
out.**

**Materials needed: Handouts on Irish Penal Code  
Mr Keelan's family tree  
Ancestors.com family tree form**

**Day 2**

**Bell Ringer Native American Political Cartoon  
( I'll help you pack )**

**Using the SIGHT method break down the cartoon  
Discuss how ethnic groups settled in specific areas  
Provide chart on where certain nationalities were concentrated.  
Discuss the term native and nativism  
Show how immigration patterns evolved from 1820-1930**

**Have the students read the text pages 186-200 Moving West  
Main themes are population boom, railroad expansion, government  
land policies and how it affected removing Native Americans to  
reservations.**

**Day 3**

**Bell Ringer: Jacob Riis pictures of New York City tenements.  
Read graphic description from text about the inhumane conditions in  
NYC. How immigrants were exploited in the labor force.  
Discuss urban growth maps and charts in America p. 235  
Organize students into groups to research why people left their  
particular countries.**

**Have students read pages 226- 237 in the text.**

**Students will be able to define immigration, tenement, suburb, immigrant, political machine, and trust.  
Students will identify cause and effects of rapid urbanization.  
Complete questions 1-5 on p. 239 for home work.**

**Day 4 & 5    Hand out Power Point Presentation Guidelines  
( see attached )  
Show the movie “Ellis Island” 60 minutes running time.  
Allow 30 minutes each class for viewing of the film  
Allow 10 minutes to give an overview of the data and information in the film  
in classroom discussion.**

**Explain the different methods of transportation and the introduction of steam-powered ships made the voyages more expedient. How the different social classes traveled and were inspected.**

**Day 6        Role play a passage to America and stepping onto Ellis Island.  
( 15 minutes )  
Materials needed. Chalk, registration forms, payment vouchers  
Deport one student out of the class after inspection.  
( Don't I wish! kidding, kidding & kidding! )**

**Computer Lab for research (30 minutes)**

**Day 7        Computer lab ( 35 minutes )**

**Review each student's progress and make specific recommendations!  
Go to the Graphic Art Department for incorporation of Music to  
enhance the students Power Point Presentations.**

**\*\* Read and analyze using the SIGHT method “*Alister Cook's America*”  
handout showing passage on ships in the 1800's  
( 10 minutes )**

**Day 8        Review students rough drafts and provide discs for them to save their work.**

**Day 9 Bell Ringer** If you could go anywhere in the world, where would you go and why? ( 10 minutes )

**Talk about how immigration is even more complex in modern days.**

**How are things easier today?  
Modes of travel make things faster?  
Can anyone get a passport or a visa?  
What types of visas are available?  
( 10 minutes )**

**Read interview with Tommy Kelly to the class.  
Each student gets a copy & one student will read my interview questions and I'll use a brogue to play Tommy Kelly  
( 10 minutes )**

**Review visa, passport, customs complications, and USA immigration policies.  
(handouts on passports and visas)**

**Remind student's final projects are due in 3 school days.**

**Day 10 & 11 Computer Lab and Graphic Arts lab (45 minutes each day)  
Graphics Lab for Vocational Students**

**Day 12 Assign students 10-minute slots to present their projects based on which students are completed and those who need more time.  
(3) Presentations for Day 13 (3) Presentations for day 14**

**Have the students bring in ethnic foods. (optional)**

**Give a handout on information on what you need to know to take the United States Citizenship test. State officials, founding fathers, and specific questions that is included.**

**Day 13 & 14 Students present their Power Point Presentations**

**Evaluate & critique each project. Ask classmates to give their opinions on the material presented.**

**Meet with each presenter privately and assign a grade to the project!**

**Day 15**    **Wear a conservative suit and have students take the  
US Citizenship Test**

**Material needed. Pencils and Massachusetts based test**

Interview with Tommy Kelly-International Banker

Conducted February 2009 via e-mail and phone

By: Kevin Callahan

I chose Tommy for a few reasons; He grew up in Northern Ireland, he lived in America for 5 years and has a real grasp of Ireland's economic and politics. He returned home to Ireland because he wanted a better quality of life. He was kind enough to share his experiences traveling not only to America, and around the globe.

My intention here is to show Immigration from Ireland has come full circle. It is very difficult and complicated to immigrate to the United States from the Emerald Isle. He was born in Northern Ireland in Clones County Monaghan. He attended St Tiernach's College UCD. He is a career banker for the Bank of Ireland, Hong Kong, and New York. He moved to New York and worked on a Research and Development Project for 5 years from 1994-1999.

Kevin: What was your experience like in obtaining a passport? Did you start with a work visa? Were there any difficulties or detainments when going through customs?

Tommy: Obtaining work permit was easy as it was processed in the US Embassy in Dublin because it was a special research project for my employer. Generally traveling to the United States immigration and customs was OK. On one occasion I was stopped and interviewed at Shannon by US immigration. It appeared they suspected me of working in the United States as I had a social security card in my passport.

Kevin: What were your first impressions of America? Where did you reside?

Tommy: My first impressions were surprise at the level of Red Tape in the US in getting organized with a Social Security card, opening a bank account, signing leases etc. I lived in New York City-West 64<sup>th</sup> Street. Driving on the wrong side of the road was ok except when making a left turn!

Kevin: Compare your life in Ireland and America.

Tommy: Daily life in Dublin and New York wasn't much different. Both are busy cities and the routine was similar. New York probably isn't a true representative of Americans. New Yorkers are brasher and less friendly. Once you get to know New Yorkers they were fine.

Kevin: Talk about Ireland becoming a welfare state for people of the world to come to. How does this, cause problems in the Irish community?

Tommy: Wow- hard question could do a thesis on this. Before recent economic turmoil, Ireland was an attractive destination for foreign workers, particularly East Europeans. The East Europeans generally worked hard and got good pay. Ireland also attracted "refugees" who claimed they were escaping oppression in their home country. Nigerians accounted for the largest number in this group. Many claims were bogus and the social welfare system provided them with housing, pocket money, free medical and educational facilities. US systems did encourage immigrants to come in the past but with an understanding those immigrants would support themselves. Recent events caused many of the legitimate workers to return home to their countries.

Kevin: What recent events?

Tommy: Economic downturn and property values sky rocketing and plummeting.

Kevin: What is the process for incoming immigrants to Ireland?

Tommy: Coming from Eastern Europe people can move freely. All others require work permits, but it's a long drawn out process to tell the genuine refugee from the chancers.

Kevin: Name your least favorite things you liked in America.

Tommy: Consumerism, Inflexibility by government authorities, News Media, Religious influences, and speed cops. ( caught a few times)

Kevin: I've driven with you and can see their point. Talk about problems you found in the banking community in America.

Tommy: Yes, plenty of beurocracy; but in many cases lacking initiative, just follow rules, limited knowledge on international banking activities.

Kevin: You would think America's International banking would be strong based on a global economic base.

Tommy: You truly would but red tape and indecisiveness slows the processes down to a crawl.

Kevin: What were your favorite travel destinations in America?

Tommy: Texas! Great people and amazing scenery. I have enjoyed country music for quite some time.

Kevin: Compare climates in America and Ireland.

Tommy: Climate in general was fine, especially in places where there were seasonal changes. We rarely get snow in Ireland. In the US it was different. If it rained you got plenty. If it snowed you could get several inches. Ireland is more moderate and it rarely goes below 40 degrees.

Kevin: What changes would you make in streamlining American business forums?

Tommy: Some forums are more shop talking and should be more action oriented.

Kevin: How do you feel about America's life style and diversity?

Tommy: Diversity in the US is one of its attractions. Lifestyle seems to be more work focused. Americans live to work, and Europeans work to live.

Kevin: Talk about your travels in other parts of the world.

Tommy: Travel can be beaurocratic and in Africa corruption is commonplace.

Kevin: What was the worst experience you had entering a country?

Tommy: Entering ( and leaving ) Nigeria. You had to donate cash to various officials. It was very intimidating.

Kevin: How have the recent economic developments affected Ireland?

Tommy: Ireland is badly hit by the recession; banks are in trouble, 11% unemployment, our government is spending far more than they raise in taxes. Additionally property market has collapsed making Ireland a depressed economic place now. People are looking outside of Ireland for work but prospects are not good. Irish usually emigrated to the UK or USA but are finding few job opportunities. US visa restrictions are a factor. Some are looking at Canada, which seems to have escaped the worst parts of the global recession.

Kevin: Explain the lottery system for people in Europe to become American citizens.

Tommy: Because of the overwhelming role that family connections play in immigration law most of the people come from a hand full of countries. In 1986 your congress formed a diversity lottery. It was sponsored by Irish-American members of Congress as a subterfuge to amnesty Irish illegal aliens. The program continues even in the absence of any more Irish illegal's. Ireland is now a country of immigration.

Kevin: How difficult was it for citizens to get work visas to come to America to work? Is there a limit on how long the visa is valid?

Tommy: Irish go to America on different visas; student visas allows work for summer months, employer visas allow a person to work for specific company for a specified length of time, these are not to difficult if all the criteria is met. Most Irish immigrants got their "Green Cards" through the lottery. Now, there are very few available.

Kevin: I was talking to a bar tender in Dublin, imagine that, and he was promised a job by a Boston pub owner with high pay and a place to live. He later found out that moving wasn't quite as easy as he was told. He came to Boston, made a boatload of money with his charm and accent and went home two years later when his work visa expired.

Tommy: An Irishman in a pub, there's something new.

Kevin: I was surprised that they sing the Irish National Anthem in pubs on a regular basis. Moving right along, who were the friendliest people you met in America?

Tommy: Texans! In New York everyone wanted to rip you off. Texans were friendly and made you feel welcome.

Kevin: I have to ask. Do you know any one in the IRA?

Tommy: I do not know any personally.

Kevin: How do the Irish feel about America when it comes to us financing the IRA to a certain extent?

Tommy: Most people in Ireland oppose US support for the IRA. We felt the Americans were “conned” into thinking the IRA was fighting for freedom. Americans knew very little about the IRA e. g. links to Cuba and FARC in Columbia.

Kevin: I truly appreciate your candor and friendship. Thanks for taking the time to help me with my research.

Tommy: You’re quite welcome and feel free to call if you need to follow up or email me if you need any additional information.

## **Annotated Bibliography**

### **Ancestors.com**

**A great source for lesson plan ideas, census information, newspaper records, family records, shipping documents, and valuable resources.**

### **Records.com**

**I bought this service and had limited success finding the documentation I was looking for. Their support people were not responsive.**

### **Primarysource.com**

**This was helpful to develop different perspectives of the immigrant experience.**

TAH Immigration Course  
Cohort #1

Immigrant Profile; The Keelan Family

The rationale behind this profile is personal in nature. Not only have I been fascinated of my Irish

heritage but I also have been curious of the background of my past relatives and how my family developed

from that of immigrants to established citizens within the United States.

The goal of this summary is to demonstrate that through research of public documentation, it is possible

to trace the development of a family from one generation to the next and to witness how it will over time

embrace the way of life of the new country while separating themselves from the country of old.

The name Keelan (*O Ceileachain* in Gaelic ) as MacLysaght notated is a common surname found in

the Irish Counties of Armagh and Monaghan . In fact, it can be traced back to the earlier kingdom of

Oriel where it may have been a derivative of Keelahan.

Without overwhelming the reader with the references of parents and siblings I will focus solely on

Michael Keelan, my great great grandfather, and his journey to America and the subsequent generations

that followed. Michael. Through research (most notably, application of citizenship-notation

forthcoming), it is concluded that Michael Keelan was born in 1830 in the County of Monaghan

what is now the town of Carrickmacross Ireland. Further evidence to this is given by information

provided by the the Right Reverend Monsignor Morris of Saint Joseph's Parish located in Monaghan

City Ireland. He was 18 years old when he left Carrickmacross for Liverpool England where he purchased

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passage on the ship *California* bound for New York.

Upon reaching The United States on June 14,1848 he traveled from New York to Boston and took up

residency in Dorchester where he lived with relatives. Here Michael worked in various occupations

ranging from day laborer, tinsmith, plumber and even a saloon keeper. On March 17, 1851, Michael

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applied and was granted citizenship, taking his oath in Boston. On September 7, 1854 Michael

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married Catherine Roche of Canton Massachusetts.

Upon marriage both Michael and Catherine moved from Dorchester to Dedham. Here Michael

continued working various positions . During the Civil War with the Union Army training in Hyde Park

(what is now known as the Readville Rail Yards) Michael operated a saloon on Milton Street adjacent to a

small hardware store. By 1875 with the continuing success of the hardware store in East

Dedham/Readville Michael opened a second hardware store in Dedham Center. It was this event that is

of importance because not only did it become a commercial success but it was also a mainstay in the

community of Dedham for it was in operation (with uninterrupted Keelan ownership) for over one

hundred years.

With business going well, it was finally possible to raise a family comfortably. Michael and Catherine

had seven children. There were three males and 4 females. Three of the children died within the first

year. Of the surviving children born to Michael and Catherine was Mary Esther, Edward Joseph,

George Arthur, and Alice Josephine.

Michael lived in Dedham until 1911. His obituary stated that he was “the towns oldest business man

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both in age (80) and years of service”. He was a member of the Dedham Business Association and Board

of Trade, The Holy Name society and The Society in Dedham for the Apprehension of Horse Thieves

(this organization is still functioning but not as originally intended).

Michael and Catherine’s surviving children all became respected and valuable citizens within the

community. Mary Ester became a teacher and principal of the Quincy Community School which was

located in Dedham, Edward Joseph upon graduating from Dedham Schools in 1875 became a partner

with his father and upon his father's death, assumed control of the business and managed it until his

death in 1945. The third surviving child born to Michael and Catherine was George Arthur. George like

his sister and brother was educated in Dedham and eventually joined the priesthood. He was formerly

educated at Boston College where he joined the Jesuit Order. It has been told to me that George while at

Boston College was also assigned to the Cathedral of the Immaculate Conception where he not only

served mass to the deaf but was also a celebrant at his Father's funeral. George remained at Boston

College for close to 50 years (and that he was the first male Keelan (of my family's branch) to graduate

from college or university in America. The last child of Michael and Catherine to grow out of infancy

was Alice Josephine. As was the case with her siblings, Alice Josephine also graduated from Dedham

Schools and she went on to attend Salem State Teachers College. After graduation from Salem State,

Alice Josephine went on to become an a successful teacher at the Dexter School which was located in

Dedham.

As important as was his father's marriage to Catherine, Edward Joseph's union with Sarah Broughton

was essential in order for the continuation of the Keelan name. Both Edward and Sarah (who were

married in 1885) were parents to six children all of whom but one grew out of infancy to adulthood.

George Virgil, was Edward and Sarah's first born child. George was born in 1866 and was named after

his uncle George Arthur. George attended primary and secondary schools in Dedham and went on to

study at Boston College. After graduating from college, George moved to Puerto Rico (undefined reasons)

where he became a teacher and later a district supervisor of schools (probably akin to a School

superintendent). I have little information on George except that he married a local woman (named

Provita), and remained in Puerto Rico until his death in 1964 at the age of 78. His wife passed away in

1972. The second child born to Edward and Sarah was Mary. Mary was born in 1888. Upon graduating

from Dedham High School in 1908, she became her dying mother's caregiver while also assisting in

running the household. In 1919, at the age of 3, Mary married a William Cunningham in Dedham and

eventually moving to Millis where she had two children. In 1973 at the age of 85 Mary passed away.

The third child born to Edward and Sarah was Josephine. Aunt Jo as she was commonly referred to as

was born in 1889. After attending Dedham schools she enrolled (like her aunt Alice Josephine) at Salem

Teachers College. In 1919 she married Grafton Corbett. She and her husband were invited to reside with

her father Edward in Dedham. Both Aunt Jo and Uncle Grafton had one child a son named after his

father. Aunt Jo died in 1977 at the age of 89.

The fourth child born to Edward and Sarah was Edward Joseph jr. Edward was my grandfather and he

was born on July 4, 1892. Edward was raised and educated in Dedham like his brothers and sisters. After

Graduating from Dedham High School in 1910, he went on to Bentley College. From there he furthered

his studies at Northeastern University in Boston. After receiving his law degree in 1927he was employed

by the United States Internal Revenue Service. During World War 1 he served in the United States Navy

with the rank of Ensign. In 1898 a fifth child was born. His name was Francis. He died shortly before his

first birthday. Richard Francis, the sixth child born to Edward and Sarah also went to public school in

Dedham After graduating , Richard went on to college at Norwich University. In 1917 he enlisted into

the Army and fought in France under the banner of the famed Yankee Division. After the war, Richard

returned home to help manage the family's hardware store. At the age of 27, in the year of 1925, Richard

married Julia Drennan and resided in Dedham. He later went on to hand down the ownership of the

hardware store to his children before his death in 1973 at the age of 75.

Edward Joseph Keelan and Sarah Broughton Keelan lived a happy life in Dedham. Sarah died of a

sudden stroke at the age of 53 in 1908. After being married for 23 years, Edward was alone to tend to his

hardware business. After losing Sarah, Edward lived on for another 37 years. He was 89 years old when

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he died.

Edward Joseph Keelan jr. was 27 years old in 1919 when he married Ethel Pattison. Edward and Ethel

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started the third generation of Keelans' in The United States. After his enlistment in the Navy expired

and after leaving the employment of the Internal Revenue Service, Edward pursued a career as a lawyer.

In 1936 he became a member of the Hale and Dorr law firm and within five years of being at the firm he

was promoted to the position of being a senior partner. Ethel Pattison was born in 1893 in Boston and

attended Boston Schools and the New England Conservatory of Music. Her love of music and of the

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piano encouraged her to become a concert pianist later in life.

Edward and Ethel had six children. Their first child is Patricia. Born in 1920, aunt Pat attended

Dedham Public Schools and Wheaton College. After graduating from Wheaton, she joined the Army Air

Force in 1943. Her first husband, Lt. William Chism died in a B-24 crash in North Africa during the later

stages of World War 2. After several years Patricia married for a second time to Forrest Wilcox. Until

Forrest's death in 1995 both Pat and Forrest made Suburban Denver their home. Presently, Patricia is

being cared for by her four children. The second child born to Edward and Ethel was Edward J Keelan

III. Born in 1922, Edward was educated in the Dedham Schools and attended and graduated from the

University of Notre Dame. He served in the United States Navy during World War 2. In 1946 he married

Marion Irving and from this marriage they had two daughters. Marion died in 1970 after a long illness

and Edward passed away in 2007.

The third Child born to Edward and Ethel was Donald Richard, my father. Born on March 14, 1924 he

like so many before him also attended Dedham Public Schools. Almost immediately upon graduation,

Donald enlisted into the Army Air Force in 1943. After his discharge from the service, he married

Virginia Winslow in 1948. After a brief stay in Dedham both he and Virginia (my mother) moved to

Indiana so that dad could attend Notre Dame University. After graduating from Notre Dame in January

1950, Donald and Virginia moved back to Boston where he became employed at the accounting firm of

Price Waterhouse before moving on to The United States General Accounting Office. It must be noted that

on October 18, 2008 Dad passed away from a long illness. He will dearly be missed. At this writing, Mom

is being looked after by my self and my two sisters and one brother. The fourth child born to Edward and

Ethel is Andrea. She was born in Boston in December 1925. After attending a small area prep school, she

enrolled in Dean Jr. College located in Franklin Massachusetts. After graduating from college she

married John McIsaac and had one child who died at an early age. In 1984 John passed away.

Professionally, Andrea pursued a career in marketing and presently she is retired, living in an assisted

living center located in Florida.

The fifth child born to Edward and Ethel is Robert Garth. Born in 1929, Garth (as he is commonly

referred to as) attended Dedham Public Schools, Dean Junior College, Worcester Academy and shortly

after he joined the United States Army where he served in Korea as an infantryman. After his tour of

duty, Garth attended college in Maine. Shortly after his graduation from Bates college he became

employed with Hallmark Greeting cards as a salesman and he eventually moved on to work for Sperry and

Hutchinson as a regional Salesman. He was married to Martha Schulman of New York in 1954 and soon

after saw the arrival of the first of their three children. Currently both Garth and Martha are enjoying

retired life shuttling between Maine and Florida. The sixth and final child born to Edward and Ethel was

Paul Kent. Kent (as he too is commonly referred to as) was born in 1930 in Boston . After he attended

Dedham Public schools he also attended Worcester Academy with his brother. Upon graduation from

Worcester, Kent enlisted in the United States Coast Guard. Upon leaving the Coast Guard Kent became

employed with the Federal Aviation Administration. From a previous marriage he had two daughters. In

November 1992 Kent passed away due to a long term illness.

All six of Edward and Ethel's children were successful in life both as parents and with professional

expertise. Edward died in Dedham Massachusetts on August 13, 1956 of heart disease. Following

Edwards death, Ethel lived on another 14 years making Dedham her primary residence. Like her husband

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she too died of coronary failure on February 22 1970.

### Conclusion

The preceding profile was just one example of a multitude of other immigrant families that adopted a

foreign land as their home. With this being said, these former passengers to the unknown applied

themselves and became a part of the fabric that constitute the United States. Contrary to this, there are

examples of those that returned to the countries of their birth. There are many reasons for their return but

in the larger picture, those that did stay were forced to recognize that this was the hope for their future

and for the generations that would follow.

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5. Dedham Transcript, Obituary-Michael Keelan. Dedham Massachusetts, February 11, 1911
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8. City of Boston Registry Division. Birth Certificate. Boston Massachusetts, 1893
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10. City of Boston Registry Division. Death Certificate. Boston Massachusetts 1970

## Secondary Resources

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name and other pertinent historical facts

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collection of descriptions and drawings of this famous group of Union soldiers.

2. Cooke, Alistair, Alistair Cooke's America. New York New York, Knopf 1973

An excellent account of America's growth through the use of images and narration.

3. Hoffman, Robert, News of the Nation-A Newspaper History of the United States. Englewood New

Jersey, Prentice Hall 1975

Brings to life in newspaper form events from United States History.

4. Nash, Gary, American Odyssey, The 20<sup>th</sup> century and Beyond. New York New York, McGraw Hill

2004

A comprehensive textbook that is currently in use at The Phoenix school.

5. Remembering Ellis Island, Everyman's Monument. Narrated. Telly Savalas, Panorama International

Productions

An excellent presentation of the origins of Ellis Island and what it went on to identify.

6. The Irish American Song. Perfs. David Kincaid, Jerry O'Sullivan, John Whelan, Liz Knowles, Frank

Giodano, Seth Farber and Anih Oulianne, Hauntedfield Music

This is an excellent source for listening and interpreting the lyrics of Irish Ballads.

7. MacLysaght, Edward, Surnames of the Irish Race. Dublin: Irish Academic Press Ltd. 132

An excellent text of researching the origin of Irish Surnames. Each entry also offers a brief history of the

name and other pertinent historical facts.

8. Various Government Documents (previously noted in Primary Sources)

The use of relevant documents provided by government organizations not only gives support to the

researched topic but also puts in the hand of the student.

Project Annotated Bibliography continued

9. Civics Today, Interpreting Political Cartoons. McGraw Hill

Through interpreting political cartoons, the student will gain a better understanding of both the issue

being portrayed but also both sides of the topic. This was a vital piece of the prepared project.

10. Ancestors. 2009 <http://www.ancestors.com>

A great source for lesson plan ideas, census information, newspaper records, family records shipping

documents and other related valuable resources

11. Primary Sources. 2009 <http://www.primarysource.com>

This was helpful to develop different perspectives of the immigrant experience

