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Immigration at the core: a curriculum for fourth grade

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Immigration at the Core

A Curriculum for Fourth Grade

by

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Mentor:

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Master of Science in Education

Bank Street College of Education

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Abstract

This curriculum provides educators with a framework for teaching fourth grade students about immigration in the United States between 1880 and 1924. The curriculum is designed to align with state-issued curricular guidelines for social studies as of 2012. In order to maintain the timetable introduced by these guidelines, the curriculum is comprised of only 26 lessons. In the face of the quickened pace required by these new guidelines, this curriculum seeks to forge deep, emotional connections to the immigrant experience by focusing on selected topics and themes: emigration, arrival, and the establishment of a “new life” through home, work and school.
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Rationale

This curriculum is designed to teach fourth grade students living in the New York City metropolitan area about immigration to the region between the years 1880 and 1924. The following sections will explain why this curriculum was created and how it is intended to be used.

Impetus for Curriculum Development

Common Core. This phrase can be heard with increasing frequency as one walks through the classrooms, administrative offices, and cafeterias of New York City schools. It is the phrase at the heart of the shifting landscape upon which students, teachers, administrators, and parents must now traverse. It is the phrase that describes the new standards against which our students and schools will be measured. As New York State embraces these standards in anticipation of their national adoption, city and state educators are stepping up to the inevitable change by re-approaching their teaching of subjects like math and literacy. A subject that will soon beg similar treatment is social studies. Unlike math and literacy, social studies does not yet have a finalized state-issued framework. However, the New York State Education Department has made available a draft of such a framework (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012). The social studies curriculum that I created is designed to address the issues and realities presented by this proposed framework.

According to this draft, the topic of immigration to New York will be studied in fourth and eighth grades. In fourth grade, immigration will be studied within the
context of New York State history. Fourth graders will spend the year studying New York’s changing geography; its government; its technological innovations; its Native American cultures; its settlement by European colonists; its role in the American Revolution; the economic opportunities that allow it to thrive today; and, finally, its “changing racial profile” (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012, p. 48). Clearly, fourth grade will be a very busy year.

This framework can fairly be categorized as ambitious given that it covers an impressive amount of topics that each begs careful and thoughtful study. The curriculum that I created seeks to address what this draft refers to as “the changing racial profile” of the state, a phrase that is later revealed to refer to immigration. Due to the sheer amount of topics that this framework requires to be covered, I designed this curriculum so that it could be accomplished in a limited amount of time. Thus, the curriculum is comprised of 26 lessons, divided into two units. In order to reconcile a 26-lesson curriculum with an assuredly jam-packed schedule, I designed the curriculum to incorporate a number of reading and writing opportunities that speak to nearly all of the Common Core standards for reading informational texts and many of the writing standards, as identified by the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy (2011). Theoretically, this will allow teachers the freedom to increase their focus on social studies—a subject area that is often overlooked in deference to subjects like math and literacy.
While my goal was to be mindful of the time limits inherent to the Common Core social studies framework, my intent was not to minimize the importance of this topic nor was it to fall into the trap of “breadth versus depth.” I aimed to surmount this challenge in a few ways. Firstly, I chose to focus on a specific period of immigration history rather than broadening the scope to include all of US history. Secondly, I designed the curriculum so that it encourages truly deep thinking into only a few carefully selected subtopics. As such, by the end of the study, students will have placed themselves in the shoes of emigrants who left everything they knew in order to journey to a country that promised a new and better life. They will have investigated the realities of passage across the Atlantic and the subsequent procedures carried out at Ellis Island. They will have challenged themselves to examine the harsh realities of finding a home in a new and unfamiliar city. And, finally, explored how work and school shaped the immigrant struggle to build a new life in a new country.

Review of Existing Material

In exploring what curricula were currently available to teachers, I discovered that few, if any, could be completed in just a few short weeks. For example, Elizabeth Ciarelli’s *An Immigration Curriculum for Upper Elementary Students* (2009) is a rich study that dives deeply into the history of immigration to the United States. However, it is designed to take place over the course on an entire school year. As part of the study, students learn about European immigration, as it existed from the 1890s to the 1950s as well as Chinese and Tibetan immigration from the 1950s to the present. The study concludes with a student-generated research project. Throughout the curriculum,

Another curriculum that is designed to extend over the course of a year is Cynthia Baffa’s *The Geography of Immigration: A Curriculum for Fourth Grade* (1995). As the title suggests this curriculum centers around the study of geography. In fact, before students even begin their investigation of immigrant history they are steeped in a unit solely dedicated to the understanding of that discipline. Baffa uses geography as an entry point into the study of life before emigration, passage to the United States, and life in New York City. Interestingly, students study each of these subtopics as they relate to the immigration experiences of one particular group: Eastern European Jewish immigrants. Baffa uses several resources to aide in this study including *If Your Name was Changed at Ellis Island* (2009) by Ellen Levine, *Immigrant Kids* (1995) by Russell Freedman, and the movie, *An American Tail: Fievel Goes West* (1991).

Another curriculum that focuses primarily on Eastern European immigrants is Dena L. Groothius’s *Jewish Immigration Patterns at the Turn of the Century: An Integrated Curriculum Designed for the Fourth Grade* (1998). This 32-week study begins with students tracing their own roots to discover where their families originated. It then goes on to investigate topics including push and pull factors, processing procedures at Ellis Island, challenges of life in New York City, and Westward Expansion. Throughout
this curriculum, Groothius encourages deep emotional thinking into these issues and topics. This sort of emotional aspect is less explicit in *Early 20th Century American Immigration: Journey Through Time: A Museum-School Collaborative Curriculum for Upper Elementary Grades* (2007) by Michelle Gosine Holmes. However, as the title suggests, it is rich with experiences at museums. Holmes’s 15-week curriculum takes students to the Jewish Museum, the Ellis Island Immigration Museum, and the Lower East Side Tenement Museum. These trips support what seems to be one of the curriculum’s main focus points: independent student research projects. Holmes’ emphasis on research is supported by several weeks of concentrated efforts toward teaching students how to conduct research. Holmes specifies that the culmination of this research work for every student is a scrapbook that tracks the immigrant experience.

Each of these curricula provides educators with a framework for teaching about immigration to New York City. They facilitate deep study into questions such as why people choose to leave their homes for the United States, the process and challenges to getting to this country’s shores, and the challenges of making a new life in a new country. While my curriculum also address and attempts to answer these questions, it seeks to do so in a timeframe that is much shorter than any of the timelines suggested or required by these curricula. This difference in approach has several implications, the most notable being that my curriculum requires students to accomplish a lion’s share of the extension work as homework assignments. This choice is motivated by my desire to develop a curriculum that refuses to sacrifice deep understanding for concision. My
hope is that by dedicating myself to this goal, my curriculum will stand on equal footing with the rich, yearlong immigration curricula currently available.

Limitations

In light of the specific time period that this curriculum addresses, the immigrant groups that are studied are only those coming from Eastern and Southern Europe. These groups are considered ethnically White by contemporary standards and admittedly do not represent the experiences of all ethnic and cultural groups that make up the population of New York today. My rationale for selecting this period is that it represents the country’s first large influx of immigrants to American shores. Historians estimate that during this period of time the United States saw about 23 million immigrants arrive, with 17 million of them entering through New York (Hopkinson, 2003).

It is important that the teachers facilitating this curriculum and the students participating in it recognize that not all groups that are represented by the diversity of our classrooms today came to the United States in the same manner. They did not all come during the same time period; they did not all enter into the United States through Ellis Island; they did not all endure the same level of prejudice and discrimination; and they did not all come voluntarily. As such, this curriculum is not a complete study of immigration. Rather it is a study of immigration to a particular place at a particular time. The curriculum does, however, provide students with a structure or framework to study and understand immigration phenomena during other periods and in other places as they move forward in their studies.
Personal Connection to Topic

While I developed this curriculum as a response to the Common Core standards, I also developed it as a response to my personal experiences as an immigrant. My sister and I were both born in Israel, and when I was five-years-old my parents decided that we would spend a year in the United States to reconnect to our family that was living there. That year became two years, became three years, and so on. I should note that my story is not a traditional immigrant story in that both of my parents were already United States citizens (my father is naturalized) when my sister and I were born. In spite of that, my connection to the immigrant story--my own and that of my paternal grandparents--spurred me to teach at the Lower East Side Tenement Museum.

The Lower East Side Tenement Museum is an immigration history museum in lower Manhattan. The museum is comprised of what was once an abandoned tenement building that housed over 7,000 immigrants and children of immigrants over the course of 72 years. Each of the museum building’s floors features the recreated home of at least one immigrant family who lived in the building. As an educator at the museum, I tell the stories of those families within the context of their recreated homes in an effort to build a better understanding of the immigrant experience as it existed during the 19th and early 20th centuries and as it exists today. My childhood and professional experiences have undoubtedly woven themselves into this curriculum. My hope is that this connection makes the curriculum stronger.

Approach to Teaching and Assessment
I wrote the curriculum with the intent that it would help students make personal connections to the immigrant story. My work at the Lower East Side Tenement Museum has helped me understand the necessity of empathy as a tool for studying history. I have learned that it is just as important to be able to read a chart or know the dates of an event, as it is to be able to emotionally connect to a topic. Those connections not only help us better understand the facts; they also help us learn them. Ruth Abrams, one of the founders of the Lower East Side Tenement Museum, expressed this sentiment in an interview she did with the institution. She said, “People remember stories much more than facts. If the facts are hung onto the tree of a story they become relevant; they become memorable” (Tenement Talks, 2013). Stories help us remember facts because they engender emotional responses. My goal in developing this curriculum was not only for students to learn about the immigrant story, but to engage with that story as well by actually telling it.

My intent is that students will become the tellers of immigrant histories by generating their own understanding of the immigrant experience in New York between 1880 and 1924. This approach follows the constructivist style of education. Constructivism emphasizes the importance of learners actually building their own understanding of the world, rather than having that understanding prescribed by a teacher. One way for teachers to carry out this approach is to act as facilitators of experiences. An example of what this looks like, in terms of this particular curriculum, is that instead of having teachers tell students that immigrants lived in homogenous communities upon arriving to New York, they help students examine documents that
provide information about the residents of a specific area in New York City and guide an exploration of those records to investigate trends in the data.

This curriculum is rich with opportunities for students to examine historical documents, images, maps, etc. in both small and large groups. My intent is for teachers to conference with students as they work with these materials individually and in groups. Meeting with students as they work provides teachers with opportunities to offer students more individualized instruction. Conferencing also provides teachers with opportunities to assess students’ understanding. Throughout the curriculum assessment and evaluation of students’ comprehension is monitored informally. After each lesson students are asked to respond to the experiences they had in class by either writing, drawing, composing poetry, creating works of visual art, etc. My intent is that teachers will review these responses to monitor understanding. Taking advantage of these various informal assessment opportunities should afford teachers ample information for tracking students’ progress.

While assessments throughout the curriculum are generally informal, the curriculum suggests that teachers and students work together to develop a rubric, which is a more formal method of evaluation, for the culminating project. Rubrics clearly communicate to students what is expected of them--what constitutes a strong project, essay, etc. and what does not. As such, it is a tool for student success. Generating rubrics with students empowers them. In her text *The Learning Child* (1972) Dorothy Cohen points out that empowerment is especially important for children in middle childhood. Assessment comes from the Latin *assidere*, which means to sit
beside. This curriculum takes this to heart as it promotes the idea that assessment should act as a buttress and guide to teachers and students, rather than inspire stress or worry. My intent in creating this curriculum is that it will promote a positive learning environment in which students and teachers work in concert to explore the immigrant experience. The assessment structures that I have employed are intended to advance that goal.

**Conclusion**

One of the most compelling realities presented by Common Core’s standards for social studies is that fourth grade students in New York will be expected to learn about an intensely large swath of the state’s history in a relatively short amount of time (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012). Immigration curricula that are currently available for fourth grade students do not address this new need. It is for this reason that I developed a 26-lesson immigration curriculum for fourth grade students. My intent in creating this curriculum is that by the end of those 26 lessons, students will have learned about Eastern and Southern European immigration to the United States between 1880 and 1924; they will have delved deeply into this history in a way that empowered them to be the tellers of immigrant stories; and their learning will have been supported by assessment strategies that promote positive classroom environments. In sum, my goal in developing this curriculum is to overcome the new challenges that face teachers while refusing to allow those challenges to deprive students of high quality learning experiences.
Age Level Study: Nines

At age nine, children are conscious of a world that is more complex and nuanced than the world they knew in years past. This recognition influences the nine-year-old’s sense of self as their cognitive, social, emotional, moral, and physical selves are each impacted by this developmental theme. In an effort to better understand who nine-year-olds are at this new dawning of awareness, the following age level study will explore these five areas. Additionally, this study will also consider how these areas of development impact nine-year-olds as learners.

Cognitive Development

The world of a nine-year-old is much more complex than it was age eight or seven or six. In part, this is due to nines’ increased ability to hold onto multiple perspectives and concepts at once (Cohen, 1972; Davies, 2004). Nines are also described as being able to grasp at more abstract concepts, though in order to attain true understanding, many of those concepts must be rooted and contextualized in concrete and relatable experiences. This view reflects Jean Piaget’s cognitive-stage theory (as cited in Miller, 2001). According to his theory, nine-year-olds tend to fall into the concrete operational stage of development. As part of this stage, children move toward an understanding of the world that is not based purely on actions, but on representations that are slowly being internalized. These internalized understandings, or operations, are based on children’s past experiences and observations of the world, but are not completely limited to them. That is to say that a nine-year-old can extract from
his past experience a rule or concept that can be applied to other tangentially related situations or circumstances.

These developmental characteristics are evinced through typical nine-year-old behaviors. For example, based on her past experiences with friends and family, a nine-year-old might enthusiastically argue the importance of community as a necessity for survival. Conversely, if a child does not initially understand such an argument when it is presented by a peer or teacher, said instructor or classmate might be wise to offer up concrete examples that connect the concept to the child’s life. Through this exchange, the child might adjust his understanding of the world. This scenario reflects two important notions of development. The first is Lev Vygotsky’s concept of social learning (as cited in Miller, 2001). This concept asserts that through interactions with more expect peers, a child’s understanding of the world can grow and change and expand.

The second idea represented by the scenario is the importance of physical experience to nine-year-old cognition. Nines have a special connection to the physical world in that they rely on it in a substantial way during the process of learning (Cohen, 1972). This need may also be impacted by the fact that nines simply enjoy being active and physical beings (Wood, 1997).

Nines’ more complex understandings of the world also impact their abilities to consider multiple approaches to problem solving. As Davies (2004) explains, this skill, which is intertwined with executive function, improves in middle childhood. Skills related to executive function extend from strengthened metacognition, a developmental milestone that nines are still working to master. Metacognition is just
one of many abilities and skills that are not quite firmed up by age nine or ten or even twelve. Rather, middle childhood is a time in which children are entrenched in the process of acquiring such skills (Cohen, 1972). Luckily, children at this age tend to enjoy negotiating various approaches to a single problem, though such debates may result in argument (Wood, 1997). Such conversations are even further complicated by nines’ increasing abilities to infer a person’s intention (Davies, 2004). This may explain why one may see nines effusively and even gleefully arguing when presented with the opportunity to do. Teachers can easily take advantage of these newly acquired skills and predilections by readily offering up complicated challenges or scenarios that can be solved or understood through the taking of more than one action or approach. Importantly, this type of work allows children to improve these skills and abilities, which will become more and more important as the years roll along.

**Social Development**

The understanding of the world as more complex also impacts a nine-year-old’s relationship with his or her friends. Children at this age see the emergence of cliques and are increasingly influenced by their peer group (Davies, 2004; Wood, 1997). Therefore, if listening in on a conversation amongst friends at this age, one might hear discussions about specific classmates during which virtues and vices are weighed. It is around this age that requirements for friendship move away from being activity-based, as they were in earlier years, and more toward intangible qualities like shared values and loyalty (Davies, 2004). These values and loyalties may be revealed during the negotiations that are typical of nine-year-old social interactions (Wood, 1997).
Interestingly, these negotiations tend to slip into the realm of good-natured, yet serious competition. For example, an impromptu dance party can become a competition with rounds and scores. And a game of catch can become a trial of ball-throwing prowess.

When spending time with friends, children in middle childhood move away from fantasy play, often because of social pressure. This may also be influenced by the desire for children in middle childhood to develop a sense of self, marked by increasingly adult characteristics and attributes (Cohen, 1972). Interestingly, nines may continue to enjoy imaginative play—but only with trusted friends (Davies, 2004). For example, a group of nine-year-olds may be seen deeply entrenched in a game of “Ninja”, a made-up enterprise requiring each child to take on the roles of fearsome and stealthy warriors. This duality can be viewed through the understanding that in middle childhood, children have a desire is to seek freedom from adults while at the same time attempting to find ways to maintain ties to those adult figures (Cohen, 1972)—yet another complexity.

**Emotional Development**

Erik Erikson, the developmental psychologist, categorized middle childhood as a period of development in which children associate industry with superiority and a lack of productivity or mastery with inferiority (as cited in Crain, 2000). Being so hyper-aware of their perceived capacity influences children’s view of themselves—especially in comparison with their peers. These perceptions can easily contribute to feelings of inadequacy and anxiety (Wood, 1997). For children at this age, siblings make for convenient points of comparison. A nine-year-old might sulk when identifying a parent’s
treatment of a sibling as preferential. The feelings of inferiority that underlie such behavior are also present when a child sees him or herself as unsuccessful in school, sports, or the like. Wood (1997) cautions that because of their delicate emotional state, nines tend to give up on challenging tasks and need encouragement in order to push ahead.

Another aspect of nines’ emotional development is attachment. Davies (2004) asserts that children in middle childhood still demonstrate attachment behaviors such as craving physical closeness to a parent or attachment figure. One example of this can be seen each night when children go to sleep. Despite the fact that nine-year-olds are capable of completing the tasks necessary to putting themselves to bed, many still enjoy and even need their parents to facilitate their transition to sleep. When under the care of a babysitter, for example, a nine-year-old may insist on waiting until parents get home so that they can tuck the child in. However, a nine-year-old child may not freely admit this desire to peers since children in middle childhood tend to emphasize their ability to control their behavior and emotions (Davies, 2004). Therefore, this sort of “babyish” behavior has the potential to embarrass a nine-year-old, if it is revealed. This also has the potential to affect children with learning differences as they become aware of their abilities in comparison with those of their peers (Davies, 2004)

**Moral Development**

Nine-year-olds’ more nuanced understanding of the world also impacts their moral development. Between the ages of eight and ten, children cultivate a more developed understanding the complexity of moral issues. There is also an increased
understanding of the importance of the connections between beliefs and actions—their own and those of others (Davies, 2004). That is to say that nines will resist actions that are inconsistent with their beliefs. However, this moral fortitude is complicated by other developmental factors—namely, nines’ tendency to compare themselves with others.

For example, a nine-year-old may hear her friend make disparaging comments about another a classmate. This action, being inconsistent with her beliefs, makes her uncomfortable. Yet despite her discomfort and her knowing that this is “wrong” she may not feel confident enough to express her objections directly to her friend. She might look to a teacher, if one happens to be nearby, to mediate the situation. Or, she might mention the incident to a caregiver or parents later on.

Nines’ ideas about morals are still heavily influenced by parental figures (Davies, 2004). Interestingly, nine-year-olds will also question the validity of rules set forth by parental or other authority figures on the basis of fairness. These notions of equity extend even past classroom rules and into issues of prejudice. Children at this age are able to recognize the differences between races and can consider the validity of stereotypes as they relate them to real-life experiences. It is worthwhile to note that a child’s ability to do this may be to be greatly impacted by that child’s exposure to people of different ethnic and cultural backgrounds (Davies, 2004). Davies (2004) also notes that minority children can perceive a majority culture and become aware of its attitudes toward the culture of the child.
Physical Development

Sitting solidly in the center of middle childhood, nine-year-olds benefit from a fair amount of physical growth and improved coordination, according to both Wood (1997) and Davies (2004). Their fine motor skills also become better developed at this age. However, these improvements may not be immediately apparent across the nine-year-old spectrum. For example, one may notice large differences in penmanship when conducting a side-by-side comparison of written work done by nines.

Wood (1997) also points out that nines enjoy challenging their physical abilities and limits, and frequently act upon their physical needs. When working with children at this age, one may see boys and girls wrestling with friends on the playground or in the hallway after class, despite the misgivings of nearby adults. The same children may also devise a game testing to see how far they can successfully throw and catch a ball. This need to move translates to classroom life as well as nine-year-olds tend to struggle to remain seated for extended periods of time. Their ability to stay still is much improved from past years, but teachers can still expect to see wiggling bodies after long periods of stationary activity. And one might even argue that their ability to focus improves if lessons are designed to accommodate the physical needs of children at this age.

Implications for Instruction

It is important to consider these developmental characteristics when planning instructional experiences for nine-year-old students. For example, in keeping with the cognitive developments present in nines, lessons should be rich with opportunities for
students to call on their past experiences as evidence for new understanding. However, because nines are able to consider multiple and opposing perspectives, lessons should also allow students to consider a variety of perspectives that differ from their own. In addition to considering multiple perspectives, nines’ moral thinking also makes it such that they often develop affinities for conversations and debates surrounding issues of fairness. As such, instruction may also be enriched by opportunities for students to debate such issues.

Exploring complicated subjects and ideas can be made more understandable for nines through use of role-play, which speaks to nines’ lingering enjoyment of imaginative play. Such role-play opportunities help students concretize abstract concepts and ideas. This is especially important as nines are still working to improve their abilities to think abstractly. Role-play also lends itself to opportunities for physically movement, which is important to the learning needs and physical needs of nines. Physical movement is arguably so important to this age group that it should be incorporated often, even if it only means having children circulate throughout the classroom while examining different texts and visual resources.

In keeping with their social, emotional, and cognitive needs, children at this age should also be afforded opportunities to work both independently and with peers. Independent work opportunities might include personal reflections that require deep, inward thinking. Some nines may be sensitive to the idea of sharing such work with peers, given their tendency to compare themselves with others. However, group work in the form of research projects, creating scaled models, or even exploring historical
artifacts is also important. Such activities allow children of varying abilities to help one another develop deeper understandings of concepts. Of course, while many nine-year-old children will enjoy working with their classmates on such projects, it is important to scaffold such enterprises in order to help self-critical nines feel successful. Given that feelings of success versus inadequacy are well known by children at this age it is also important to provide students with occasions to celebrate their efforts and accomplishments.

Being mindful of these developmental characteristics is important when developing effective instruction for nine-year-olds. As such, the following lessons are designed to be rich with opportunities for children to explore abstract and complicated ideas through concrete experiences. There are also many occasions that call on children to take on the roles of immigrants trying to make lives for themselves in the United States. These role-play exercises often encourage children to work in groups, though there are also opportunities for children to work independently. The curriculum also features many activities that encourage physical movement. And many of these activities also act as scaffolds for future projects, with teachers modeling nearly all tasks. Finally, students’ efforts are honored with an end-of-unit celebration.
<table>
<thead>
<tr>
<th>Lesson 1: Defining the Word Immigrant</th>
<th>Lesson 3: Why People Immigrate</th>
<th>Lesson 5: Leaving Home</th>
<th>Lesson 7: Passage to America</th>
<th>Lesson 9: Ellis Island Field Trip</th>
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<tbody>
<tr>
<td>Students develop a definition for the word immigrant through drawings and classroom discussions.</td>
<td>Students will explore images, charts, quotes, and informational texts to determine why people immigrated to the United States.</td>
<td>The class reads Shaun Tan’s <em>The Arrival</em> and listens to <em>Thousands are Sailing</em> by Mick Maloney as they consider the emotional challenges inherent to preparing to leave one’s country of origin.</td>
<td>Students examine informational texts, quotes, images, and oral histories to learn about passage to the United States.</td>
<td>Students travel to Ellis Island National Park to learn about the experience that millions of immigrants encountered upon arriving to the United States.</td>
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<td>Lesson 2: Generating Research Questions</td>
<td>Lesson 4: Immigrant Interview</td>
<td>Lesson 6: Leaving Home, continued</td>
<td>Lesson 8: Preparing for Ellis Island Field Trip</td>
<td>Lesson 10: Post-Ellis Island Field Trip</td>
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<tr>
<td>Students in small groups and as a whole class to generate research questions that will guide the study.</td>
<td>Students prepare for and conduct an interview with a guest speaker who immigrated to the United States.</td>
<td>Students consider the more practical aspects of emigration by packing a bundle as if they were preparing to leave home.</td>
<td>Students prepare for their field trip to Ellis Island by reading and discussing an informational text about the inspections that took place at the Ellis Island Immigration Station.</td>
<td>Students share their experiences while at Ellis Island through letter writing. They relate what they learned at Ellis Island National Park to sections of Shaun Tan’s <em>The Arrival</em> that are read aloud.</td>
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<td>Lesson 1: First Impressions of America</td>
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<tr>
<td>Students use their five senses to consider what it was like to experience New York City for the first time.</td>
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<tr>
<th>Lesson 3: Finding a Home, continued</th>
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<tr>
<td>Students read about various living options for immigrants and work as “families” to determine which settings best address their wants and needs with regards to making a home in a new place.</td>
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<tr>
<th>Lesson 5: Pre-Trip Lesson: Meet Victoria Program at the Lower East Side Tenement Museum</th>
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<tr>
<td>Teacher introduces Making a Home Project and the Meet Victoria program. Students generate questions for Victoria about how to successfully make a home in America.</td>
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<tr>
<th>Lesson 7: Post-Trip Lesson: Meet Victoria Program at the Lower East Side Tenement Museum</th>
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<tr>
<td>Students share what they learned from Victoria. Teacher explains in more detail about the Making a Home project. Students work groups begin initial planning for their projects.</td>
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<th>Lesson 2: Finding a Home</th>
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<tr>
<td>Students examine census records from 1870, 1900, and 1930 to discover that immigrant groups tended to live in homogenous communities. Students think into why this phenomenon existed in the past and into the present.</td>
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<th>Lesson 4: Making a Home</th>
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<tr>
<td>Teacher and students create a life-size bird’s eye map of a typical tenement apartment in an effort to get a physical sense of the challenges immigrant families faced.</td>
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<th>Lesson 6: Field Trip to the Lower East Side Tenement Museum</th>
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<tr>
<td>Students engage in a living history program to learn about tenement life for new immigrants.</td>
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<th>Lesson 8: Making a Home Project Work Day 1</th>
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<td>Student groups begin work on their Making a Home Projects. Groups view each other’s work and provide feedback to one another.</td>
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<td>Student groups work on their projects in addition to crafting short texts explaining their designs.</td>
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<tr>
<td>Lesson 10: Introduction to School/Work Research Project</td>
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<tr>
<td>Students read narratives describing work and school experiences for new immigrants. Teacher introduces School/Work Research Project.</td>
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Unit I: Coming to America

Lesson 1: Defining the word *immigrant*

Objectives:

- Students will define the word *immigrant*.
- Students will establish what they already know about immigrants and immigration.

Materials:

- Teacher Needs:
  - Chart paper
  - Marker
  - Paper for illustrations
  - Pencils
  - Colored pencils
  - Family Origins packet (located in Appendix I)

- Students Need:
  - Social Studies notebooks
  - Pencils

Procedure:

- As preparation for this lesson, ask students to illustrate what they see when they hear the word *immigrant*. This can be done as homework or as morning work.
- Instruct students to display their illustration at their worktable or seat in preparation for a gallery walk, whereby students will circulate around the room to examine their peers’ drawings.
- Provide students with enough time to view their classmates’ works.
- After students have viewed one another’s illustrations invite them to come together to discuss what they already know about immigrants before beginning the study.
• Map out students’ thinking about the word immigrant on chart paper. What other words and concepts do they associate with that word? Use this thought map to craft a definition of the word *immigrant*.
  o Note: At the core, an immigrant is a person who moves from one country to another for permanent stay.
• Instruct students to record this definition in their Social Studies notebooks.

Assessment
• Have students draw another picture to illustrate the definition of the word *immigrant* in their Social Studies notebooks.

Extension
• Instruct students to complete the Family Origins Packet. As part of this packet, students will interview a family member about their family’s immigration story. They will also generate a list of at least three big questions or topics that they hope to have answered by the study based on the class conversation and the family interview.
Lesson 2: Generating Research Questions

Objectives:

• Students will generate research questions to guide the study.

Materials:

• Teacher Needs:
  
  o Chart paper with the procedure for generating research questions written on it
  
  o Marker

• Students Need:
  
  o Completed Family Origins packets
  
  o Social Studies notebooks
  
  o Pencils

Procedure:

• Explain the goal of the day’s lesson: to generate research questions that will guide the study. Explain the procedure for accomplishing this (below) and display it so that students can refer back to it as they work.
  
  o Procedure for generating research questions

• Break students into groups and instruct them to share the questions that they wrote down in their Family Origins Packet. Students should compare their questions with those of their group members and determine what, if any, similarities and differences came up. Did any of them have the same questions?

• After categorizing their questions, students should look closely at their categories and search for larger themes such as passage or life in a new country.

• Once students have determined these categories and themes, they should record their shared questions and dominant themes in their Social Studies notebooks for easy reference during the whole class discussion that will follow.

• Provide students with enough time to accomplish this work and then bring students back together share out the questions that their groups generated.
• Record each group’s questions so that all students can see them. Following a similar procedure, determine shared questions and themes. Facilitate a conversation whereby students use these shared questions and themes to create a list of guiding questions for the study.

• Record these guiding research questions on chart paper for easy reference throughout the study.

Assessment/Extension:

• Invite students to develop questions that spoke to more personal/individual interests and record them in their Social Studies notebooks. These questions can be broad or specific.
Lesson 3: Why people immigrate

Objectives:

• Students will understand that immigrants came to the United States to escape incredibly hard situations in their home countries.
• Students will understand that the United States drew in immigrants because it seemed like a country that could afford immigrants “better lives.”
• Students will use primary sources and informational texts as evidence to answer the question, “Why did people immigrate?”

Materials:

• Teacher Needs:
  o Dry erase marker
  o Resources for Stations (located in Appendix II)
    ▪ Charts or graphs
    ▪ Quotes and Stories about America
      • “Some people said about America:” “All you have to do is to get a big shovel and a sack, and you go into the street and shovel the gold into the sack.” - Abraham Gamberg, Ukrainian immigrant (Shutting Out the Sky)
      • Eli Ravage story from Shutting Out the Sky, pages 2-3
      • James Karavolas quote from At Ellis Island, page 5
    ▪ Text about push factors
    ▪ Photos of shtetls accompanied by a caption explaining what shtetls are.
      o Chart paper
      o Marker
  
• Students Need:
  o Social Studies notebook
  o Pencils
Procedure:

- Write the question, “Why did people immigrate to the United States?” on the board and ask students what they predict the answer to this question will be, based on their family interviews and past classroom conversations. Record students’ thinking alongside the question, perhaps as a thought-map.
- Explain that in today’s lesson, students will examine informational texts, quotes, stories, and photographs in order to research the answer to this question.
- Model how to find important information in informational texts using a relevant primary source. Instruct students to take notes on what the primary source reveals.
- Break students into small groups and explain that they will examine documents at stations around the room. Tell students that each station has a document or resource for them to examine and instruct students to work together to explore the documents and resources and record their findings in their Social Studies notebooks.
- Tell students that they will have 8 minutes at each station. Instruct students to record their findings in their Social Studies notebooks.
- After students have circulated to all of the stations, bring the class back together to reflect on students’ findings.
- Refer back to the original question of “Why did people immigrate to the United States?” and ask students if they would like make any revisions or additions based on their findings. Record students thinking so that students can refer to it during this discussion.
- Guiding discussion questions may include:
  - Between 1880 and the 1920s, where were most people emigrating?
  - What was life like for people in places like Italy and Russia?
  - What did people living outside of American know about America? How did they know those things?
What does the idea of wants and needs have to do with why people immigrated to the United States?

- Create a list of expectations for life in America. Encourage students to base their expectations on the previous discussion and activity. Record this list on chart paper. This list will be used again in Unit II, Lesson 10.

Assessment/Extension:

- Students write letters as if they were immigrants getting ready to leave home. They should explain why they have chosen to emigrate as well as what they expect for their new lives in America.
Lesson 4: Immigrant Interview

Objectives:

- Students will consider the power of oral history as a resource when studying history.
- Students will understand that immigration is a present reality.

Materials:

- Teacher Needs:
  - Whiteboard
  - Dry erase marker
  - Chart paper
  - Marker

- Students Need:
  - Social Studies notebook
  - Pencil

Preparation:

- Reach out to fellow faculty members, school staff, and parents to see if anyone from the community is willing to come in and talk to students about his or her immigration experience.
- Pre-interview this guest speaker in order to learn more about his or her immigration story before bringing the guest to speak with students. Also, explain that students will conduct the interview.

Procedure:

(Part I)

- Help students consider the importance of oral history using the following procedure.
  - Introduce the idea of oral history by asking students if they know any stories about themselves from when they were babies.
  - Instruct students to share that story with a student sitting next to them.
  - Select a few volunteers to share their story with the class.
Ask students how they know about those stories if they were not old enough to remember the events of the stories themselves. Help students arrive at the realization that someone else had to tell those stories to them.

Explain to students that historians also collect stories about events, times, and places that they may not have a personal memory of.

- Reinforce that one way historians learn about these stories is by asking or interviewing people who do remember those events, times, and places to tell them the story. Clarify that this process is called oral history.

Tell students that as part of an upcoming lesson, they will work together to conduct an oral history by interviewing someone who immigrated to the United States.

(Part II)

- Provide students with general background information about the speaker and explain that students will have the opportunity to interview him or her.
- Tell students that they will generate questions for the interview.
- Facilitate a quick discussion about how an interview should be organized. Help students understand that the first few questions should be introductory questions and that questions can become more in-depth as the interview continues. Record this information on the board so that students can follow visually.
- Help students brainstorm questions to ask the guest speaker. Instruct students to work in groups to generate four to five potential questions. Invite students to use the research questions developed by the class at the beginning of the study as well as the work that they have done thus far in their Social Studies notebooks.
• Once students have crafted four to five questions in their small groups, bring the class back together to compare their questions, find shared questions, and uncover themes. Help students whittle questions down to a reasonable number.

• Prepare students for the interview by:
  o Working with students to develop guidelines for appropriate behavior for the interview. Record these expectations on chart paper so that they can be displayed during the interview.
  o Organize the order of the questions and pre-establish which students will ask which questions.

(Part III)

• Welcome the guest speaker to the class and thank him or her for speaking with the students.

• Remind students of the questioning procedure for the interview as well as behavioral expectations. Post the behavioral expectations on the board.

• Thank the speaker again once the interview is complete.

Assessment/Extension:

• Instruct students to write thank you letters to the guest speaker. Letters should include something students learned as well as something the interview inspired them to learn more about.
Lesson 5: Leaving Home

Objectives:

• Students will review why people emigrate.
• Students will learn about the emotional challenges involved in preparing to leave one’s home country.

Materials:

• Teacher Needs:
  o *The Arrival* by Shaun Tan
  o Document camera to display *The Arrival*
  o *Thousands are Sailing* by Mick Maloney, or a song with a similar theme and mood.
    • This song is available on CD at the Tenement Museum Shop.

Procedure:

• Gather the whole class in a meeting area and introduce *The Arrival* by Shaun Tan. Explain that it is a graphic novel and invite students to share background knowledge of graphic novels as way of preparation.
• Examine the cover and title and ask students to use them to predict what the story will be about.
• Read and think aloud for Part I, strategically pausing on certain pages and sections.
  o Page one exploration: Think aloud to explain how each of the nine panels on the first page tells the reader about the family in this book and their situation.
  o Pause on the page three to notice where the panels show up in the family’s home.
  o Pause on the fourth through sixth pages and help students interpret them. These pages deal with push factors.
    • Suggested comprehension questions:
• What do you think the author is trying to tell his readers about life in the family’s country of origin?

• How does this family’s situation reflect what we have already learned about why people emigrated?

• Pause on pages eight, nine, and ten and consider the emotional aspect of emigrating. Explain to students that many families would send family members off to America one at a time or in small groups because it was very expensive to travel.

• Tell students that various immigrant groups documented the experience of leaving home and family behind through song. Introduce Thousand Are Sailing by explaining that it was a song written around 1865 to describe the experience many Irish emigrants had as they prepared to leave Ireland. Have students consider what it tells us about how it felt to leave home.

• Facilitate a discussion about how it would feel to leave home today. What would students miss about their homes, their neighborhoods, their city if they were to leave it forever? Why might moving to another country also be exciting?

Assessment

• Students create a poem, a song, or a picture about the emotional experiences immigrants had when they left home for the United States. Read over students’ work to ensure they understood this emotional aspect of emigration.

Extension

• Have students read Wait for the Butterfly from Shutting Out the Sky. As students read, they should record their emotional responses to the story as well as other text-to-self connections.
Lesson 6: Leaving Home, continued.

Objectives:

- Students will consider some of the more practical aspects of leaving home, such as packing.
- Students will learn that immigrants had to leave most of their belongings back home before setting off on their journey.

Materials:

- Teacher Needs:
  - *The Arrival* by Shaun Tan
  - Suitcase
  - Items to pack
  - Image of immigrants arriving at Ellis Island (located in the Appendix II)
  - Document Camera

- Students Need:
  - Social Studies notebook
  - Pencil

Preparation:

- Bring a suitcase to class as well as items to pack inside of it.
- Write a personal packing list of items you would bring with you. Make sure that the packing list includes items that you would both need and want to start a new life.

Procedure:

- Gather the class together to consult *The Arrival*.
- Refer back to the second and third pages of *The Arrival*, in which we see the father packing to leave. Use the document camera to juxtapose those images with a photograph of immigrants landing on Ellis Island with few suitcases or belongings.
• Ask students what these images tell us about how immigrants prepared to leave home. Help students understand that immigrants were only allowed to bring a few belongings with them on the boats that carried them across the Atlantic.

• Present students with the real suitcase that you brought in and explain that most immigrants were only allowed to bring one bundle, or suitcase, with them on their journey.

• Share your personal packing list with students to model what you would bring on a journey to a new country. Make sure to highlight the fact that you would want to bring items that you would need to start a new life in addition to a few more sentimental things.

• Break students into groups and instruct them to work in their groups to list out what they would want to bring with them in a single bundle if they were to leave home tomorrow. Instruct students to record their rationales for their choices in their Social Studies notebooks.

• Bring students back together and invite groups to share their lists with the whole class.

• Once all of the groups have shared their lists, demonstrate the inevitable limitations of packing to leave home forever by packing your suitcase using items that you brought from home. Pack items that you included on your packing lists as well as items that students suggested. Use objects from the classroom as stand-ins for items that students mention that aren’t available otherwise.

• Once you are all packed, tell students that immigrants had to carry their suitcases with them from their homes—which were often in remote areas—to trains, and then to boats, and then to their eventual neighborhoods in Manhattan. Have student stand in a circle and pass the suitcase from person to person so that students get a sense of its weight. Invite a few students to try to carry the suitcase down a hallway and describe what it feels like to carry the suitcase over a long distance.
After the suitcase carrying experience, ask students if the reality of carrying their bundles would change what they packed. Help students understand that there were many logistical and practical concerns that immigrants had to consider when preparing to leave. These practical concerns often meant that they left behind quite a few items that they would want to bring.

Assessment/Extension:

- Students recreate the first page of *The Arrival* by selecting nine items or objects that they would bring with them as immigrants. Students may photograph these items or draw them. Students arrange these images with the help of the Packing My Bundle worksheet (located in the Appendix) and write explanatory paragraphs describing why they chose to bring those nine objects and what those objects might tell someone else about who they are. Create a display for these projects.
Lesson 7: Passage to America

Objectives:

- Students will examine informational texts, quotes, and images to learn about passage to the United States.
- Students will learn that most immigrants traveled in third-class, or “steerage”, making their journey to the United States incredibly uncomfortable.

Materials:

- Teacher Needs:
  - Resources mounted on poster paper or chart paper. Some suggestions include (located in Appendix II):
    - Quote from Ohranger.com, a website dedicated to National Parks
      - “For many, simply getting to the port was the first major journey of their lives. They would travel by train, wagon, donkey or even by foot. Sometimes travelers would have to wait days, weeks and even months at the port, either for their paperwork to be completed or for their ship to arrive because train schedules were not coordinated with sailing dates.”
    - Shutting Out the Sky, page 9
    - At Ellis Island, quotes from page 4
    - At Ellis Island, quotes and text from page 5
    - An image of life on deck along with a quote from 1911 US Immigration Commission.
• Quote: “The open deck space reserved for steerage passengers is usually very limited, and [located] in the worst part of the ship, subject to the most violent motion, to the dirt from the stacks and the odors from the [cargo storage area] and [kitchen]...”

• An image of a crowded boat deck
  o Lawrence Meinwald’s oral history (located in Appendix II)

• Students Need:
  o Social Studies notebook
  o Pencil

Procedure
• Tell students that during this lesson they will work in groups to review research in or to learn more about what it was like for immigrants to travel to the United States. Explain that groups will study primary sources and informational texts about this topic. Explain that each document is mounted on a large piece of paper so that work groups can record their reactions to the documents, pictures, and oral histories for other groups to see. Essentially the documents, etc. will be literally framed by students’ reactions.
• Model this procedure with a relevant resource.
• Explain that groups will rotate from station to station.
• Break students into groups and allow time for groups to explore each station.
• After each group has visited their final station, instruct students to participate in a silent walk-around to each station to see what other students added.
• Collect the mounted documents from each station and display them so that students can refer to them during the upcoming discussion.
• Gather students as a whole class and play Lawrence Meinwald’s oral history in which he describes the first time he saw the Statue of Liberty. It may be helpful
to provide some background about Meinwald before playing the digital recording. For example, you might tell students that Lawrence was six years old when he made the journey with his parents from Poland.

- Ask students to summarize what Lawrence Meinwald spoke about to make sure students comprehend his message.
- Facilitate a reflective discussion about what students learned from examining the documents and informational texts. Discussion question may include:
  - Why do you think Mr. Meinwald, the man we just listened to, was so emotional when he saw the statue of liberty from his ship?
  - Where did the journey for most emigrants begin?
  - What was life like aboard ships for most emigrants?

Assessment/Extension:

- Students read pages 13-22 of *The Arrival* (the pages depicting the father’s passage) and post-it note them with connections and questions based on their findings from the lesson.
Lesson 8: Preparing for Ellis Island Field Trip

Objectives:

- Students develop a general understanding of specific vocabulary terms that will come up while at Ellis Island National Park.
- Students will learn about the inspections that immigrants had to endure at Ellis Island.

Materials:

- Teacher Needs:
  - Ellis Island informational text (located in Appendix II)
  - Whiteboard
  - Dry erase marker
  - Vocabulary words written on slips of paper or index cards

Procedure

- As morning work or homework (completed before the lesson), have students read a teacher-generated informational text about Ellis Island. A sample text is included in the Appendix.
- When reading this text, instruct students to pay special attention to words that are unfamiliar to them. Have students keep track of those words by underlining or highlighting them. Remind students to follow pre-established informational text procedures like marking important information and writing down questions that come up.
- Have students consult their marked-up texts and invite students to share the words that were unfamiliar to them. Record these words on chart paper or on the board so that students can follow along visually.
- Ask students if and how they figured out the meanings of these words. Help students notice that the definitions of such words are generally provided in the text.
• Instruct students to search the text for the definitions of the unfamiliar words and share their findings with the class. Record these definitions on the board so that students can follow along visually.

• Break students into groups and give each group packets of index cards or slips of paper with the vocabulary words introduced by the informational text written on them. Include other words that have also come up in the study.

• Instruct students to work together to group these words together based on perceived connections in meaning.
  o For example, students might group alien, immigrant, and emigrant.

• Once students have had time to create their groupings, instructs groups to do a silent gallery walk of other groups’ work.

Assessment/Extension:

• Instruct students to write short paragraphs, poems, or letters using the vocabulary words correctly.
Lesson 9: Ellis Island Field Trip

Objectives:

- Students will learn about the experience that millions of immigrants encountered when they arrived at Ellis Island.
- Students will explore the conditions that immigrants dealt with during passage as well as the conditions at Ellis Island.

Preparation:

- Review the Suggestions for a Successful Visit to Ellis Island section of the Shore to Shore Teacher Guide provided online.
- Provide students with a framework for the trip by explaining the Extension assignment that will follow. Encourage students to take notes to help them write their letters. A method of note taking that students may find helpful is a Five Senses organizer.

Procedure:

- See the program description in the Shore to Shore Teacher’s Guide.

Assessment/Extension:

- Instruct students to write letters “back home” telling other “immigrants” what to expect when they arrive at Ellis Island.
Lesson 10: Post-Trip Lesson

Objectives:

• Students will review what they learned about immigrant experiences at Ellis Island.

Materials:

• Teacher Needs:
  o *The Arrival* by Shaun Tan
  o Document camera to display book

• Students Need:
  o Letters

Procedure:

• Students will “mail” or trade their letters with another person in the classroom.
  Pre-select partners for mailing or trading.

• Students will read one another’s letters

• Gather students together and facilitate a conversation about the experience at Ellis Island. Discussion questions might include:
  o What were your first impressions of Ellis Island?
  o What steps did immigrants have to take in order to get to Ellis Island?
  o What did it feel like to stand in the Great Hall? How do you imagine it would feel for newly arrived immigrants?
  o What did it feel like to be part of the hearing?
  o What surprised you about immigrants’ experiences at Ellis Island?

• “Read Aloud” pages 24 to 31 of *The Arrival* and compare Shaun Tan’s depiction of the father’s arrival to the new country with immigrants’ experiences at Ellis Island.

Assessment:

• Use the conversation surrounding *The Arrival* to assess whether or not students notice the connections between the father’s experience and immigrants’ experiences with inspections at Ellis Island.
Unit II: Making a Life in America

Lesson 1: First Impressions of America

Objective:

- Students will consider how immigrants felt upon first arriving to New York City.

Materials:

- Teacher Needs:
  - Five Senses graphic organizer (located in Appendix I)
  - Clipboards
  - Image of Russia or Italy (located in Appendix II)
  - Turn of the Century Photograph of the Lower East Side (located in Appendix II)
  - Pre-selected passage from *Shutting Out the Sky*.
    - One suggested passage is found on pages 17 to 18. This passage describes Leonard Covello’s first impression of America.
    - Another suggestion is the Marcus Eli Ravage quote, found on page 17.

- Students Need:
  - Pencils

Procedure:

- Remind students that once immigrants left Ellis Island, they had to make their way into New York City. Tell students that in today’s lesson the class will explore what that experience was like by examining photographs of immigrant neighborhoods from the turn of the twentieth century.

- Inform students that before examining those photographs, the class will document the neighborhood surrounding the school using a Five Senses graphic organizer.

- Distribute the Five Sense graphic organizer and explain how to use it.

- Distribute clipboards for students to write on.
• Lead the class outside and have students use their senses to document their neighborhood using the graphic organizer.
• Return students back to the classroom.
• Gather students together and display the image of a village in Russia or Italy from the turn of the twentieth century. Facilitate a visual inquiry and then have students imagine what the neighborhood smelled, sounded, tasted, and felt like. Record students’ responses on chart paper so that students can follow along visually.
• Display the image of an immigrant neighborhood in New York City. Facilitate a visual inquiry and then have students imagine what the neighborhood smelled, sounded, tasted, and felt like. Record students’ responses on the same chart paper as was used to record students’ responses to the village scene.
• Invite students to compare these two experiences by asking them what they imagine it was like for many immigrants to see New York City neighborhoods for the first time.
• Justify students’ thinking by reading a passage from Shutting Out the Sky. One suggested passage can be found on pages 17 to 18. This passage describes Leonard Covello’s first impression of America. Another suggestion is the following quote by Marcus Eli Ravage, found on page 17:
  o “I shall never forget how depressed my heart became as I trudged through those littered streets, with the rows of pushcarts lining the sidewalks and the centers of the thoroughfares, the ill-smelling merchandise, and the deafening noise...So this was America, I kept thinking...the opportunity to live in those monstrous dirty caves that shut out the sky.”

Assessment/Extension:
• Students read copies of pages 32-38 in The Arrival (pages that deal with the father first seeing the city). Students write or draw in response to Shaun Tan’s illustrations. As part of their response students consider questions such as:
- What is the father’s first impression of the city?
- What are your first impressions of the city in *The Arrival*?
- Have you ever felt similarly to the father when he first saw the city?
- How does Shaun Tan’s work compare to the experiences immigrants had when they arrived to New York City?
Lesson 2: Finding a Home

Objectives:

• Students will learn why many new immigrants settled in homogenous communities upon arrival to New York City.
• Students will make inferences as to why people of similar origins chose to live together.

Materials:

• Teacher Needs:
  o Census records for 97 Orchard Street for years 1870 and 1900 (a link to the these records is located in Appendix II)
  o Photograph of 97 Orchard Street (located in Appendix II)
  o Copies of Census Records worksheets (located in Appendix I)
  o Online access to the New York Times coverage of immigrant enclaves in New York City, 2013 (located in Appendix II)

Procedure:

• Tell students that as part of the day’s lesson the class will examine census records to learn more about how immigrants lived a hundred years ago.
• Display the 1900 census for 97 Orchard Street and explain that every ten years, the US government documents how many people are living in the country. Explain that, in the past, people working for the government to get this count would go door-to-door asking everyone living in the United States questions. They would record the answers to those questions on documents that look like the one on display. Add that those records are called censuses and they provide the government with information like people’s names, their jobs, etc.
• Explain that the census on display for the class documents the people who were living at a specific address—at 97 Orchard Street—in New York City in the year 1900. Display the photograph of 97 Orchard Street.
• Distribute copies of the census record from 1900 and instruct students to take a silent minute to take it in—to figure out how it is organized, what information it provides, etc.

• Help students interpret the document by asking questions that encourage them to locate information on the record. Some guiding questions might include:
  o How old is Isaac Lustgarden?
  o What is his wife’s name?
  o Where are they from?
  o When did they immigrate to the United States?

• Explain that students will examine this census along with another one from 1930. Tell students that both census records provide information about people living at 97 Orchard Street. Explain that they will use those census records to answer questions on the Census Record worksheet.

• Divide students into groups of three or four and distribute copies of the census record from 1930 as well as the Census Records worksheets.

• Provide students with enough time to examine the census records.

• Gather students back together and facilitate a conversation to help students draw conclusions from their examinations of the census records. Some guiding questions might include:
  o What information does this census give us?
  o How would you describe the people who live in this building based on what this document tells us?
  o What patterns did you notice?

• Help students notice that most all of the residents were immigrants from Austria or Russia. Tell students that the last names of the residents might indicate that they are all Jewish. Ask students why they think these Eastern European Jewish immigrants might want to live in the same place?
  o Help students consider the importance of language and shared religion.
o Explain that a common language for Jewish people in 1900 was Yiddish, a combination of Hebrew and German.

- Help students notice that many of the people living in the building had similar jobs working in the garment, or clothing industry. Ask students why they think that is.
  - Help students consider that neighbors helped one another find work.

- Explore the New York Times article that reports where the new immigrant enclaves are in 2013. Watch one or two of the videos included as part of the article to help students realize that even today members of ethnic communities tend to settle in the same areas for the same reasons as immigrants did a hundred years ago.

- Ask why they think groups with similar backgrounds tend to live together. Why might immigrants from Italy live in Little Italy and Russian Jewish immigrants live on the Lower East Side?
  - Reinforce that by living together, immigrant groups could support one another; they shared in religious traditions, culinary customs, and languages. A strategy for accomplishing this is to have students imagine that their families were moving to another country (offer a specific example). Ask students to consider what it would be like if they lived with other Americans and then what it would be like to live without anyone from America.

Assessment/Extension:

- Students write a journal entry in which they consider what it would be like for a new immigrant to live in their neighborhood today. Students should consider the dominant languages, types of food available, groups of people who live there, and the cost of living.
Lesson 3: Finding a Home, continued

Objective:

- Students will learn about the housing conditions that many immigrants dealt with when moving to America.
- Students will consider how immigrants balanced personal needs and wants regarding housing with the realities of tenement living.

Materials:

- Teacher Needs:
  - Whiteboard
  - Dry erase marker
  - Copies of Finding a Home worksheet (located in Appendix I)
  - Finding a Home Apartment Search Packets (located in Appendix II)
  - Copies of Mapping My Home worksheet (located in Appendix I)

- Students Need:
  - Pencils

Procedure:

- Tell students that one of the first things immigrants needed to do was find a place to live. Inform students that during this lesson they will work as families to find a place to live.
- Before diving into the lesson, tell students that there are some important vocabulary terms they must know. Preview the following terms:
  - Tenement: a building that houses three or more families living independently. Each family has their own kitchen.
  - Privy: a toilet that was built outdoors. In tenement buildings, privies were built in wooden shacks for privacy, but many privies could not be flushed.
  - Boarder: a person who rents a bed or a room in someone else’s home.
  - Elevated trains: “Subway” trains that ran above ground. The tracks were built high enough that people could walk underneath them.
• Ask students to imagine that they are new immigrants. Then, ask them what they would want if they were moving to a new neighborhood. List out students’ suggestions and contributions on the board so that students can refer back to their list later in the lesson.

• Ask students what they would want in a home. What do homes need? Again, list out students’ suggestions on the board so that they refer back to it later on.

• Explain that students will go apartment hunting as if they were immigrants a hundred years ago. Tell students that they will be working as families (in groups) to make the decision.

• Inform students that they can afford to pay only $10 each month for housing. Write this information on the board for students to refer to later.

• Break students into groups and instruct them to complete the Finding a Home Worksheet.

• Distribute packets with information about various apartments. Tell students how much time they will have to work.

• Bring students back together and invite students to share what they decided and why.

Assessment:

• Notice students’ explanations for why they decided on the homes that they chose during the closing conversation. Notice if students address issues of needs and wants in their explanations.

Extension:

• Students will complete the Mapping My Home worksheet, which will help them understand what makes their home a home in 2013. Students will use this information in the next lesson as they experience the challenges of making a home for immigrants around the turn of the twentieth century.
Lesson 4: Making a Home

Objectives:

- Students will consider the logistical challenges that new immigrants faced when trying to establish a home in tenement apartments.

Materials:

- Teacher Needs:
  - Tape
  - Tape measure
  - Copies of Making a Home worksheet (located in Appendix I)

- Students Need:
  - Completed Mapping My Home worksheets

Preparation:

- Tape off a 325 square foot space. Mark three rooms within the space.

Procedure:

- Gather students together to share what they learned by completing the Mapping My Home worksheet. Students will use this information to discuss what makes a home a home.
  - Record students’ thinking so that they can refer to it during the following activity.

- Remind students that when searching for an apartment, most immigrants found their living spaces reduced to 325 square feet or so. Bring students over to the 325 square foot space so that they can physically sense what that means. Give students time to explore the space. Perhaps see how many students can comfortably fit in the space.

- Ask students to refer to their Mapping a Home worksheets to find the dimensions of their bed. Using a tape measure and more tape, add an outline of a bed into the 325 square foot space based on students’ measurements.

- Repeat this process with other furniture pieces that students identified during the discussion of what makes a home a home.
• Through this process help students understand that space limitations were real challenges facing immigrants as they tried to make homes in America.
• Inform students that they will continue to consider how to make a home in America and will eventually design their own tenement apartments.
• Distribute copies of the Making a Home worksheet and model how to record the floor plan as part of the worksheet.

Assessment/Extension:
• Student complete the section of the Making a Home worksheet in which they compare and contrast their homes with the home the class designed during the lesson. Students answer the question, “Which home would be easier to live in? Why?”
Lesson 5: Pre-Trip Lesson: Meet Victoria Program at the Lower East Side Tenement Museum

Objectives:

• Students generate questions to research while at the Lower East Side Tenement Museum (LESTM).

• Students learn what to expect on their trip to the LESTM.

Materials:

• Teacher Needs:
  - Copies of Making a Home Project worksheet (located in Appendix I)
  - Chart paper
  - Marker

• Students Need:
  - Social Studies notebooks
  - Pencils

Procedure:

• Introduce the Making a Home project by explaining that students will work in groups to design tenement apartments that reflect what they’ve learned about immigrants’ first homes in America.

• Invite students to share information that they have already acquired about immigrants’ first homes. Record this information on chart paper for later use.

• Explain that in order to learn more about how immigrants made homes in America a hundred years ago, the class will travel to the Lower East Side Tenement Museum (LESTM).

• Introduce LESTM by explaining that it is a museum that tells the stories of immigrant families that lived in a building, located at 97 Orchard Street. Explain that the museum tells these families’ stories by recreating their homes in the building so that visitors can see what those homes were like. Introduce the Meet Victoria Confino program by explaining that in 1916 a family from Greece, called the Confino family, lived in the building.
• Tell students what to expect as part of the Meet Victoria Program.
  o 1. Explain that just as they will design their own home for the Making a Home project, the museum had to do the same thing. Students will get to explore one of the homes the museum created.
  o 2. Explain that in order to see the Confino family’s home, students will pretend to be an immigrant family who is going to “meet” Victoria Confino, one of the daughters in the Confino family. Help students understand that while Victoria Confino was a real person, she was born in 1903, so if she were alive now she would be over 100 years old. Because of this, an actress will be playing her, just as they will be pretending to be an immigrant family.

• Tell students that Victoria, or the actress playing her, will be able to give them a lot of advice for making a home in America. However, students will have to ask her questions in order to learn from her. Have students brainstorm questions to ask Victoria. Record students’ question on chart paper for reference later on. Have students copy down these questions in their Social Studies notebooks, so that they can bring these questions on the trip.

• Tell students which groups they will work in.

Assessment:
• Notice what types of questions students contribute. Are they questions that will help with their research?

Extension:
• Students describe, either with words or pictures, what they envision their Making a Home project will look like. Students include information about what they think their homes should have, based off of the needs and wants of the family who lives inside of it.
Lesson 6: Field Trip to the Lower East Side Tenement Museum

Objectives:

• Students learn how an immigrant family made their home in a tenement apartment circa 1916.

Materials:

• Teacher Needs:
  o Copies of pages 39-46 in The Arrival

• Students Need:
  o Social Studies notebooks
  o Pencils

Preparation:

• Arrange for chaperones to accompany students.
• Only 15 people or less can enter into an exhibit at the Tenement Museum for fire code reasons. Pre-group students with chaperones and teachers so that they are in groups of at most 15 people (including chaperones and teachers).
• Arrange for transportation.

Procedure:

• Students will take on the role of an immigrant family in the year 1916. As a family they will meet Victoria Confino, a 14-year-old resident of 97 Orchard Street. Victoria will show the family her apartment to see if they would like to “rent another apartment in the building.”

Assessment/Extension:

• Read page 39-46 in The Arrival and consider the answers to the following questions on Post-Its:
  o What does the father find in his home? How does he seem to react to it?
  o What are my reactions to the father’s first home?
  o How does the father make the home a home?
  o How do the father’s experiences compare to the experiences that Victoria Confino’s family had?
Lesson 7: Post-Trip Lesson: Meet Victoria Confino Program at LESTM

Objectives:

- Students learn about challenges of making a home in a tenement apartment with strict spacing limitations.
- Students will learn that space-limits required tenement residents to be creative in how they used their limited space.
- Students use their findings from the trip to begin planning their Making a Home projects.

Materials:

- Teacher Needs:
  - Chart paper
  - Marker
  - Copies of Making a Home Project packet (located in Appendix I)

- Students Need:
  - Pencils

Procedure:

- Gather students as a whole class and invite them to share their impressions of Victoria Confino’s apartment. Add these impressions to the chart paper on which you recorded what students already know about immigrants’ first homes in America.
- Display the chart paper with students’ questions for Victoria and ask students to share their answers to those questions, based on their experiences at the museum. Remind students to cite evidence from their experiences when providing their findings. Record students’ contributions on the chart paper so that students can follow along visually.
- Distribute copies of the Making a Home Project Packet and use it to explain in more detail what the project will be.
- Remind students of their groups for this project and provide time for students to meet to plan their projects.
• Have students report what materials they anticipate using to create their projects.

• Before students wrap up, they should make a plan for what to do at their next meeting.

Assessment:

• Check students’ Making a Home Project Packet to see how they plan to fit all their wants and needs into their three rooms.
Lessons 8: Making a Home Project

Objectives:
• Students consider the space limitations of tenement-style apartments for immigrant families as they tried to make homes.

Materials:
• Materials for projects as specified by students during the previous lesson

Preparation:
• Making arrangements for materials, based on what students reported needing.

Procedure:
• Explain that students will have opportunities to work on their Making a Home projects over the course of the next two sessions.
• Provide students will time to work on creating their projects.
• Once students have had time to work, gather the class and explain that they will have an opportunity to view one another’s work. Explain that half of the groups will informally present the work they have done thus far to the other half of the groups. Presentations should include information about the imagined family; an explanation for how the imagined family’s needs and wants are being met; and an explanation for how the groups are using their limited space. Viewers will have opportunities to ask presenters questions before moving on to view another group’s work. After the first half of the class has presented, students will switch roles.
• Instruct students to examine their classmates’ work with eye for what they can do to improve their own projects.
• Provide students with time to explore one another’s work and then gather class together to discuss what they noticed about their peers’ work.

Assessment:
• Conference with groups as the work, making sure to ask how they are planning address their imagined family’s needs and wants with such a small living space.
Lesson 9: Making a Home Project

Objectives:

- Students continue to consider the space limitations of tenement-style apartments for immigrant families as they tried to make homes.
- Students articulate the rationale for their design choices in written form.

Materials:

- Materials for projects as specified by students during the previous lesson

Preparation:

- Making arrangements for materials, based on what students reported needing.

Procedure:

- Gather students together and explain that their homes will displayed as part of a classroom celebration at the end of the study.
- Tell students that their families will be eager to view their Making a Home projects, but they may not all know why the homes that students created look the way they do. Explain that in order to help families and classmates understand their design choices groups will write a short text explaining their projects.
- Help students consider what information to include in the texts by facilitating a brainstorming session during which students will generate ideas.
  - Make sure students understand that they should include an explanation of why immigrants lived in tenement homes as well as explanations for their design choices.
- Record a student-generate checklist on chart paper so that students can reference it as they craft their text.
- Provide students will time to work on creating their projects and text panels.

Assessment:

- Instruct students to turn in their text for proofreading. Check texts to ensure they include all necessary pieces of information.
Extension:

- Have students publish their work by typing it. Tell students that they may use computers at home or in school.
Lesson 10: Introduction to School and Work

Objectives:

• Students consider the importance of work and school in the lives of immigrants

Materials:

• Teacher Needs
  o Chart paper with expectations list from Unit I, Lesson 3
  o Marker
  o Copies of personal narratives about school and work
    • A school experience narrative can be found on pages 96 to 98 of *Shutting Out the Sky* by Deborah Hopkinson.
    • Work experience narratives can be found on pages 47 to 53 of *Shutting Out the Sky* by Deborah Hopkinson

Procedure:

• Gather students as a whole class and display the chart paper listing students’ expectations for life in America from Unit I, Lesson 3.
• After students review the list, ask them if there are any revisions they want to make after having studied immigration more deeply.
• Invite students to consider how, if they were immigrants, they would go about fulfilling these aspirations and expectations. For example, what actions would they need to take to “make their lives better”? Map out students’ thinking with a thought-map so that students can follow along visually.
  o Help students understand that many of the aspirations and expectations were sought through work and school.
• Tell students that in order to learn more about work and school for immigrants around the turn of the twentieth century, they will conduct a research project.
• Explain that half of the class will research work and the other half will research school.
• Provide students with a deeper context for these topics by reading aloud the personal narratives about school or work experiences from *Shutting Out the Sky*. 
If it is more appropriate, have students read these narratives in pairs or individually.

- Either have students decide which topic they want to learn more about or assign students to topics. Either way, the class should be split relatively equally.

Assessment:

- Students write a short paragraph about why they chose to research their topic and why they believe that their topic is important to understanding the immigrant experience.

Extension:

- Students generate questions about their topic--either work or school-- in preparation for the next lesson. What are they curious to know more about?
**Lesson 11: School/Work Research Project**

**Objectives:**

- Students will develop an understanding of the steps inherent to the research process.
- Students will generate research questions based on intrinsic interests.

**Materials:**

- **Teacher Needs:**
  - Whiteboard
  - Dry erase marker
  - Copies of KWHL graphic organizers (located in Appendix I)
- **Students Need:**
  - Pencils

**Procedure:**

- Gather students as a whole group. Set up a word map around the word *research*. Invite students to share what they think of when they hear the word research.
- If students do not mention it, explain that research begins with a question.
- Set up a KWHL chart using a relevant research question on chart paper.
  - K stands for “What I know”
  - W stands for “What I want to know”
  - H stands for “How am I going to find out”
  - L stands for “What I learned”
- Model the procedure for K, W, and H using your example research question.
- Explain that students will break out into their pre-established research teams—one team for Work and another team for School. Tell students that they will share the research questions they wrote as part of their extension/homework assignment.
- Distribute KWHL graphic organizers and instruct students to record their team’s questions on the chart.
• After students share their questions, they will narrow down the questions so that students can work in pairs to answer two research questions. Therefore, a team of 12 students should have 12 questions with 6 partners sharing 2 questions per partnership.
• Provide students with enough time to fill out the K, W, and H portion of their graphic organizers.
• Gather the whole class and have pre-selected students share their work.
  o Student may be selected so that the class can become aware of different methods or approaches. However, this depends on the needs of the class. Therefore, if it is more appropriate, have all students share their work.

Assessment:
• Review the K, W, and H sections of students’ KWHL charts.
Lesson 12: Research Workshop: Internet Searches

Objectives:

• Students will consider how to improve their searches using strong search terms.
• Students will practice researching on the Internet

Materials:

• Teacher Needs:
  o Computers with Internet
  o Chart paper
  o Marker

• Students Need:
  o Social Studies notebooks
  o Pencils

Procedure:

• Tell students that during this research workshop, the class will focus on searching for answers on the Internet.
• Give students time to research at computer stations or at the school’s computer lab. Give students about 15 minutes, assuring them that they will have more time later.
• Remind students to take notes on what they find and where they find it in their Social Studies notebooks.
• Bring students together as a whole class and ask them what they did that worked well and what did not seem to work well when they went searching for answers on the Internet. Record students’ response on chart paper so that students can refer to it later.
• As students deconstruct their experiences with Internet research, encourage students to consider how they can learn from their mistakes.
• Make sure to linger on these points of focus:
  o Search terms: Are search terms too broad? Are they too specific? How can our research help us find better search terms?
• Give students more time to research online.
• Have students meet in their research teams to discuss plans for moving forward.

Assessment:
• During the second research opportunity, conference with students to discuss their progress regarding their research. Ask students about their process for generating search terms.
Lesson 13: Research Workshop: Using Informational Text

Objectives:

• Students learn how to use indexes, bibliographies, and further reading sections while conducting research.

Materials:

• Teacher Needs:
  o Non-fiction book with index, bibliography, and further reading sections
  o Document camera to display non-fiction book
  o Whiteboard
  o Dry erase marker

• Students Need:
  o Social Studies notebooks
  o Pencils

Procedure:

• Gather students as a whole class and ask the group what they already know about reading informational texts. What habits should they keep in mind when reading such texts?

• Select a non-fiction book and turn to the index section. Ask students what they notice about it. Help students notice that topics are listed in alphabetical order and have page number listed next to them, where the those topics are discussed. Ask students how they think the index of a book can be helpful to them as they research. Collect students answers and record them so that students can follow along visually.

• Follow the same procedures with a bibliography section or further reading section. In terms of bibliographies, help students understand that bibliographies can help them find more books and texts on the subject. Remind students that when searching bibliographies for other books, it is important to make sure the books they select are “just right.”
• Provide students with time to meet with their research teams and conduct additional research.
• Remind students to take notes about what they find and where they find it.
• Before the lesson ends, have students plan for their next day of research.

Assessment:
• While students are researching, meet with them to see if they have used the indexes, bibliographies, or further reading sections. If so, ask them to explain how they used it.
Lesson 14: Research Workshop

Objective:

- Students will practice research techniques while conducting research on their research topic.

Materials:

- Teacher Needs:
  - Computers with Internet
  - Notes and research findings for modeling
  - Copies of the Piecing It Together worksheet (located in Appendix I)
- Students Need:
  - Social Studies notebooks
  - Pencils

Procedure:

- Remind students that this will be the last lesson dedicated to research.
- Provide students with time to research.
- Remind students to take notes on what they find and where they find it.
- At the end of the lesson, gather students together as a whole class. Explain that next class, students will begin to consider how to present their findings.
- Explain that an important first step for this is to review notes and findings.
  - Model this process with your own notes about a research topic.

Assessment:

- Conference with students as they research to monitor if they are using relevant research techniques.

Extension:

- Students review their research notes and begin to organize it by themes, categories, etc using the Piecing It Together worksheet.
Lesson 15: Presentation Preparation

Objectives:

• Students will consider what makes a presentation helpful to other learners.
• Students will plan to present their findings to their classmates.

Materials:

• Teacher Needs:
  o Materials for modeling a presentation

• Students Need:
  o Social Studies notebooks
  o Pencils
  o Completed Piecing It Together worksheets

Procedure:

• Gather students as a whole class and explain that as part of the day’s lesson they will plan how to present their findings. Explain how presentations will work:
  o The class will be divided into two groups. Split partners between the two groups so that every student has the opportunity to see every presentation.
  o The first half will set up their presentations around the room and the other half will rotate from presentation to presentation to learn what their classmates discovered.
  o The halves will switch and repeat the procedure for presenting.
• Model a presentation similar to what you expect of students. For example, clearly explain your research question and your answer. Cite your sources when explaining your answer. Explain how you unearthed your findings. Display helpful visual aides. Briefly explain roadblocks and challenges and how you overcame them. Model some habits that people tend fall into when making presentations so students can also see what not to do.
• Ask students what they noticed about the way you presented. What made it successful? What made it unsuccessful? Record students’ observations on chart paper so that students can follow along visually.

• Use students’ observations to develop a rubric for presentations. Explain to students that they can use this rubric to guide their plans for their presentations.

• Provide students with time to prepare their presentations. Remind students to use their Piecing It Together worksheets to help organize their thinking.

Assessment:

• Notice how students answer your questions about your model presentation as well as how they use their observations to create the rubric.

• Conference with students as they plan their presentation to make sure they are utilizing the rubric and their observations.

Extension:

  o Students practice their presentations at home for family or friends. Have parents or an adult (can be from an afterschool program) sign off that students have practiced.
Lesson 16: Presentations and/or Celebration

Objectives:

- Students will present their findings to their classmates and classroom families.
- Students will learn from one another’s research.

Materials:

- Students Need
  - Presentation materials

Preparation:

- Send invitations home to families announcing the celebration.
- Arrange the classroom so that students have areas to present.
- Display students’ Making a Home Projects and other work that they have done during the unit.

Procedure:

- Before families arrive, remind students of the protocol for presenting.
  - The class will be divided into two groups. Split partners between the two groups so that every student has the opportunity to see every presentation.
  - The first half will set up their presentations around the room and the other half will rotate from presentation to presentation to learn what their classmates discovered.
  - The halves will switch and repeat the procedure for presenting.
- Instruct students to set up their presentations and provide students with time to practice for their partners.
- Welcome families to the classroom and explain how the presentations will work.
- Begin the presentations, switching after a pre-established amount of time.
- Thank parents for attending and students for working hard!

Assessment:

- Observe students during presentations to make sure they are on task.
Extensions of Study

While this curriculum covers several critical themes and topics necessary to understanding the history of immigration to the United States between 1880-1924, there are several more topics that could be included as part of this study. These additional topics are not currently included as to maintain the reduced timeframe necessitated by the Common Core standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2012). However, they can be explored as part of a third unit, focusing on more nuanced and complex challenges and consequences of immigrant life in the United States. Suggestions for topics to be incorporated into this third unit include investigations into child labor, language, and cultural contributions of immigrant groups. As it happens, these topics offer up hearty material for conversations and debates surrounding equity, fairness, emotional, and moral themes that speak to the developmental characteristics of nine-year-olds (Davies, 2004).

Child Labor

A mini-unit on child labor can organically grow out of the study of school life and work life for new immigrants, which brings Unit II to a close. To introduce the topic, a teacher might reference a student’s research project, if it happened to covered the law stipulating that children were able to legally get their working papers at age twelve until 1903 when the legal age rose to fourteen. Or, a teacher can lead a visual inquiry into literature printed in the early 20th century that depicts children at work. Suggestions for such resources are included in the Teacher Resources Section.
Such visual inquiries might be supported by simulations of monotonous factory work. A simple simulation can be executed by having children make paper flowers. This simulation reflects a historically popular job for children, as evidenced by a 1909 pamphlet produced by the National Child Labor Committee, which depicts children making artificial flowers. Children needed to make 144 flowers in order to earn ten cents (Woog, 2003). Armed with that information, students can explore what it is like to make paper flowers on an assembly line using pipe cleaners and tissue paper. A deeper understanding of the reality of child labor can be provided by reading children’s literature such as Deborah Hopkinson’s *Hear My Sorrow: The Diary of Angela Denoto, a Shirtwaist Worker, New York City 1909.*

**Language**

Learning the dominant language of an adopted country is often an expectation of immigrants. This mini-unit explores the immigrant perspective on this often-controversial issue. Teachers might introduce this topic by reading sections from Shaun Tan’s *The Arrival* that depict the protagonist attempting to find work and understand his surroundings in the new country without the ability to read or speak the country’s dominant language. From this reading, teachers might facilitate whole-class conversations about immigrants’ relationship with English. These conversations can be supported through explorations of present-day advertisements, often found in subways, which offer English classes for non-native speakers. Another activity that teachers can facilitate is inviting a member of the school community to conduct a lesson in a language other than English. Students can use this experience as a concrete basis for
considering what life would be like if they did not speak a country’s dominant language in school.

Once students have explored the importance of learning a new language, they can begin exploring the inherent challenges of learning said language. This reality can be explored in several ways. One method might be to ask children who are English Language Learners to share some of their experiences with the class. Naturally, this activity requires immense sensitivity on the teacher’s part so that ELL students are made to feel like experts on a complex and important topic rather than objects on display.

Another method for exploring the challenges of learning a new language is to research resources available to individuals who want to learn English today. Students can conduct investigations into what times classes are offered, how much classes costs or do not cost, how many people the classes can accommodate, and how many people wind up on waiting lists for such classes. Teachers can facilitate critical-thinking activities that help students consider the implications of such logistical concerns. For example, what if a free class is only offered at a time when an individual must work? Or, what happens if a class is not offered for free? Nine-year-olds may not think to carry this exploration this far, making the teacher-facilitator’s role critical.

**Impact of American Culture**

This mini-unit explores the ways in which immigrants have impacted American culture. Teachers might help students understand this complex concept by concretizing it through food. Students can be invited to share family recipes that have been passed down throughout generations. Teachers can help guide this conversation into one that
encourages students to consider what American food really is. To explore this question more deeply the teacher can lead a “food tour” whereby students explore foods from different cultures within America. Suggestions for menu items include hot dogs (from the German frankfurter), pizza (from Italian culinary traditions), Chinese dumplings, tacos (Mexican influence), and fried chicken (soul food, created by African slave culture in the American South). Note that the Lower East Side Tenement Museum offers food tours for school groups. These tours aim to help to students explore the question of how immigrant groups impacted the American culinary tradition.

Immigrant impacts on American culture can also be explored through dance and music. A good example of this is tap dance, which evolved out of the Irish jig and African djouba or gioube (Hill, 2002). Teachers can show students videos of tap dancing alongside videos of djouba style dancing and Irish style jigging. Such videos can be accessed on sites like Youtube. In addition to seeing the evolution of these dance styles, students may enjoy learning how to tap dance. To facilitate these experiences, teachers can invite adults or teenagers from the community who teach or dance in this style of music to conduct dance workshops with students.
Appendix I

Family Origins Packet (Unit I, Lesson 1)

Five Senses Graphic Organizer (Unit II, Lesson 1)

Census Record Worksheet (Unit II, Lesson 2)

Finding a Home Worksheet (Unit II, Lesson 3)

Mapping My Home Worksheet (Unit II, Lesson 3)

Making a Home Worksheet (Unit II, Lesson 4)

Making a Home Project Packet (Unit II, Lesson 7)

KWHL Graphic Organizer (Unit II, Lesson 11)

Piecing It Together Worksheet (Unit II, Lesson 14)
Almost every person in the United States has ancestors who immigrated to this country from someplace else. This interview will help us learn about our family's immigration story. It will also help us learn what our family origins are.

**Vocabulary**

Immigrate:
Emigrate:
Family origins:

Directions: Use complete sentences to answer the following questions.

What is the name of the person you are interviewing?

What is his/her relationship to you?
The Interview

Question #1: Where did our family live before we lived in the United States?

Answer:
___________________________________________
___________________________________________
___________________________________________
___________________________________________
___________________________________________

Choose at least 5 more questions to ask the person you are interviewing. Here are some suggestions:

-How did our family enter into the country?
-Why did they leave the country they came from?
-Did all of our family members come at once?
-Where did our family settle, or move to, after we arrived to the United States?
-What language did our family speak in the country they emigrated, or came, from?
-Does anyone still speak the language spoken in our family’s country of origin?
- Is there any food that we eat today that people eat in our family’s country of origin?

Question #2:

___________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________

Answer:

___________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________

Question #3:

___________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________

Answer:

___________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________
Question #4:

Answer:

Question #5:

Answer:
Question #6:

Answer:
Questions for Our Study
Based on the interview you just did about your family’s immigration story and the conversations we’ve had in class, what are some big questions you hope our study will answer? Think of at least three questions or topics you hope to learn more about and write them in the space below.

Question/Topic #1
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Question/Topic #2
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Question/Topic #3
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Name: ___________________ Date: __________

Five Sense Graphic Organizer

Directions: Draw or write what you see, hear, smell, feel, and taste in the spaces below.

I see...

I hear...

I smell...
I feel…

I taste…

I taste…

I feel…
Census Record Worksheet

Directions: Use the census records from 1870, 1900, and 1930 to answer the following questions.

1. List 3 types of information that both of the census records have in common. For example, both census records tell us people’s names.
   1. ________________________________________
   2. ________________________________________
   3. ________________________________________

2. Where do most of the people living at 97 Orchard Street come from in 1900?
   ________________________________________
3. Where do most of the people living at 97 Orchard Street come from in 1930?

______________________________________
______________________________________
______________________________________

4. What types of jobs do many people living at 97 Orchard Street have in 1900?

______________________________________
______________________________________
______________________________________

5. What types of jobs do many people living at 97 Orchard Street have in 1930?

______________________________________
______________________________________
______________________________________

6. What other patterns do you notice?

______________________________________
______________________________________
______________________________________
______________________________________
______________________________________

______________________________________
Name: _____________________ Date: ____________

Finding a Home

Directions: Answer the following questions as a group. Don’t forget to use complete sentences!

How many people are in our family?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

From where did our family emigrate?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What does our family need in a home?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
What does our family want in a home?

What does our family need and want in a neighborhood?
Home #1

Pros:       Cons

Home #2

Pros:       Cons
Home #3

**Pros:**

**Cons**

Our family decided to choose Home # _____ because

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Name: ___________________________ Date: __________

**Mapping My Home**

Directions: Record information about your home by answering the following questions in complete sentences.

What are four adjectives that describe your home?

___________________________________________

___________________________________________

___________________________________________

___________________________________________

What objects in your home tell people that this home belongs to your family?

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________

Rooms

How many rooms are in your home?

___________________________________________

___________________________________________

___________________________________________
How many bedrooms are in your home?

___________________________________________

___________________________________________

___________________________________________

How many bathrooms are in your home?

___________________________________________

___________________________________________

___________________________________________

Dimensions
My bed is _____ feet and ____ inches long and _____ feet and _____ inches wide.

My kitchen table is _____ feet and ____ inches long and _____ feet and _____ inches wide.

My couch is _____ feet and ____ inches long and _____ feet and _____ inches wide.

List the length and width of other furniture pieces that are in your home. Don’t forget to write in complete sentences!

___________________________________________

___________________________________________

___________________________________________
Making a Home Project Packet

Project Description: Your group will design and create a three-room tenement home for an immigrant family in the year 1916. Your group will have three social studies lessons to plan and create your home.

Ideas for Materials: shoeboxes, cardboard, paper, paint, markers, crayons, fabric, cotton balls

Directions: Answer the following questions to help you design your family’s tenement apartment. Don’t forget to use complete sentences!

How many people live in this home?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What do the people who live in this home need in their home?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What do the people who live in this home want in their home?

How will they use each room?
Room 1:

Room 2:
Room 3:
___________________________________________
___________________________________________
___________________________________________
___________________________________________
___________________________________________
What objects will make this home a home?
___________________________________________
___________________________________________
___________________________________________
___________________________________________
___________________________________________
Sketch what you imagine your tenement apartment will look like in the spaces below.
Room 1:
Room 2:
Room 3:
**K-W-H-L Chart**

<table>
<thead>
<tr>
<th>What do I know?</th>
<th>What do I want to know?</th>
<th>How am I going to find out?</th>
<th>What did I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Piecing It Together

Directions: Answer the questions below using your research.

Question #1
What was your first research question?

______________________________________
______________________________________
______________________________________
______________________________________
______________________________________

What sources did you use to find the answer? List them in the space below.

______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
What answer did your first source give you?

______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
______________________________________

What answer did your second source give you?

______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
What answer did your third source give you?

Use the space below to record any extra information that you think is important to your question.
Question #2
What was your second research question?

What sources did you use to find the answer? List them in the space below.
What answer did your first source give you?

What answer did your second source give you?
What answer did your third source give you?

Use the space below to record any extra information that you think is important to your question.
Appendix II

Station Resources (Unit I, Lesson 3)

Arriving At Ellis Island Image (Unit I, Lesson 6)

Station Resources (Unit I, Lesson 7)

Ellis Island Informational Text (Unit I, Lesson 8)

Image of Italy (Unit II, Lesson 1)

Turn of the Century Photograph of the Lower East Side (Unit II, Lesson 1)

Census Records for 1900 and 1930 (Unit I, Lesson 2)

Finding a Home: Tenement Apartment Search Packet (Unit II, Lesson 3)
Station Resources, Annotated (Unit I, Lesson 3)


In Shutting out the Sky, Hopkinson describes the experiences of several individuals who immigrated to the United States around the turn of the twentieth century. Teachers can find compelling, humanizing narratives of emigration in the book’s first chapter. Specifically, the quote by Abraham Gamberg on page two coupled with Eli Ravage’s story on pages two and three paint vivid pictures of why many East Europeans decided to leave their homes for the United States.


This informational text describes the impetus for much of Italian emigration around the turn of the twentieth century. The content provided by this text is rich, but presented in a fairly sophisticated manner. As such teachers may find it helpful to present only small sections of the text in order to make it more accessible to students. A glossary of terms coupled with thought-prompts or questions may also help in this effort.


At Ellis Island: A History of Many Voices weaves together the experiences of immigrants who arrived to Ellis Island around the turn of the twentieth century. Through the well-curated quotes, photographs, illustrations, and creative writings that comprise this book, readers develop an understanding of the composite experience of emigrating through Ellis Island. An especially thought-provoking quote by James Karavolas can be found on page five of this book. Karavolas’ words not only communicate why he and his father left Greece for the U.S., but also describe the conditions in which the pair had to travel.


This line graph illustrates the total number of immigrant who entered into the United States between 1820 and 2009. The graph is organized by decade. Students can use this visual representation to get a sense of the ebb and flow of immigrant arrivals over the course nearly 200 years.
Arriving At Ellis Island Image, Annotated (Unit I, Lesson 6)


This image depicts immigrants standing in a line upon arriving at Ellis Island. The individuals who are pictures are all holding luggage—about one piece per person. As such, this image is helpful in showing students the baggage limits imposed on third class passengers traveling to the United States around the turn of the twentieth century.

Station Resources, Annotated (Unit I, Lesson 7)


The link included as part of this citation connects users to many images of life aboard the ships that carried emigrants to the United States. There are several photographs that share the title included in the citation, and all of them provide viewers with a sense of what life aboard these ships was like. However, none of the photographs communicate the deplorable conditions that third class passengers faced. Therefore, it is suggested that these images be presented alongside text that more pointedly describes what emigrant passage was like.


On pages nine and ten of this book, Hopkinson narrates Leonard Covello’s recollection of being met at Ellis Island by his father. Hopkinson explains that Leonard’s father had traveled to the United States in advance of Leonard and his family and had to spend six years saving money in order to afford ship tickets for his wife and son. Hopkinson’s deft storytelling brings this memory to life in way that helps students understand the realities—both practical and emotional—that many immigrant families had to overcome as they worked to immigrate the United States.


This photograph forcefully demonstrates the packed conditions in which emigrants traveled across the ocean to come to the United States. When exploring this image, students may benefit from thought-provoking questions that seek to help them imagine themselves as one of the emigrants in the picture.

The link included in this citation carries teachers and students to a webpage featuring several oral histories of immigrants to Ellis Island. The first oral history listed on the webpage is that of Lawrence Meinwald. Lawrence describes what it was like when he first saw the statue of liberty. As he describes this memory he begins to cry. This recording therefore demonstrates the strong emotional response that was felt by many as the often-terrible journeys across the Atlantic came to an end.


The texts on pages four and five of this book communicate the deplorable conditions that third-class passengers endured as they traveled across the Atlantic Ocean. The images that accompany the text do a good job of illustrating some of the main points presented by the quotes and other writings.


The article located at this link provides readers with a detailed explanation of the process emigrants went through in coming to the United States. It also features a powerful quote from a U.S. Immigration Commission report from 1911 that describes the terrible conditions that third-class passengers encountered above deck. This quote is made more accessible when presented alongside images of life on deck.
Ellis Island Informational Text (Unit I, Lesson 8)

Name: ______________________________ Date:________________

Directions: Read the informational text below and mark it with questions and personal reactions. As you read, circle or highlight any words that are unfamiliar. Search for sentences or phrases that help define those unfamiliar words and underline them. We will review these words in class.

Ellis Island Informational Text

Ellis Island is an island located at the tip of Manhattan, but from 1892 to 1954 it was the place where twelve million immigrants entered into the United States. So many immigrants entered into the US through Ellis Island that it became known to them as "The Gateway to America." Of course, the reality was that entering into the US was not as simple as swinging open a gate. Those twelve million immigrants had to pass inspections, or examinations, in order to be allowed to enter into the US. If they didn't pass those inspections they could be detained at Ellis Island, meaning that they would not be allowed to leave Ellis Island, or they could be deported, meaning that they would be sent back home.

Most of the immigrants who arrived to Ellis Island made their way to America by boat, traveling in third class, which was also called "steerage." Boats were organized into first, second, and third classes. First class passengers traveled in the nicest and cleanest sections of the boat. But the people who traveled in steerage were generally jam-packed into spaces without much light and barely any fresh air. The dirtiness of the steerage
section combined with the constant rocking of the boat caused many third-class passengers to get sick as they traveled across the ocean to America.

First and second-class passengers did not have to face inspections at Ellis Island, but third class passengers did. These inspections were carried out by inspectors who would examine immigrants, or aliens as they were sometimes called, to make sure that the immigrants were not sick or dangerous. Medical inspectors would carry out medical tests to make sure that immigrants were healthy and not carrying dangerous diseases, like trachoma and tuberculosis. Tuberculosis is a lung infection that makes people cough. Trachoma is an eye infection. The way inspectors would check to make sure immigrants did not have trachoma was by flipping their eyelids up with a buttonhook. Imagine having a doctor do that to you!

This is a button-hook. Inspectors would use the hook at the end to check the eyes of newly arrived immigrants for trachoma.

There were also legal inspections in addition to medical inspections. During these legal inspections immigrants would have to correctly answer 29 questions about themselves. How did inspectors know that answers? Before immigrants began sailing across the ocean to the United States, they were asked these 29 questions about themselves. The answers to those questions
were written down on documents called ship manifests. Immigrants had to give the exact same answers when they got on the boat and when they arrived at Ellis Island. Immigrants were asked what their names were and how old they were. But they were also asked questions like “Who paid for your travel ticket?” and “Have you promised to work for anyone in the United States?” These might seem like strange questions, but the reason that inspectors cared about them was that the United States government was worried that rich Americans were paying for immigrants to come to the United States. After paying for their ship tickets, these wealthy Americans would force immigrants to work for them until the immigrants had earned enough money to pay back the costs of their travel tickets. This situation was called contract labor or indentured service. Immigrants were also asked if they ever spent time in an almshouse, otherwise known as a poorhouse. The US wanted to know the answer to this question because they did not want immigrants to become public charges when they got to the US. In other words, the government did not want immigrants to depend on the government for help in America.

Thousands of immigrants entered into Ellis Island every day, and all of them had to go through medical and legal inspections. The inspections themselves did not take very long, but because there were so many people entering into the US through Ellis Island, immigrants would be stuck at Ellis Island for three to five hours as they waited for inspectors to examine them.
Image of Italy, Annotated (Unit II, Lesson 1)


This image depicts an unidentified village in Southern Italy, which is known as Mezzogiorno in Italian. The photograph was taken at a period of time of economic turmoil that forced many Italians to seek their fortunes in the United States.

Turn of the Century Photograph of the Lower East Side, Annotated (Unit II, Lesson 1)


This image powerfully illustrates the chaos of street life in Lower East Side around the turn of the twentieth century. The photograph captures residents of the neighborhood shopping in what was called the “push cart market.” Pushcart peddlers sold nearly everything from wagons and carts. These portable shops lined the streets of neighborhoods like the Lower East Side and Little Italy. The variety of items for sale coupled with the fact that running water inside buildings was largely absent in these neighborhoods likely contributed to the pungent smell that surely overtook the streets.

Census Records for 1900 & 1930, Annotated (Unit I, Lesson 2)


The link included in this citation actually connects users to a lesson plan provided by the Lower East Side Tenement Museum. To locate the 1900 and 1930 census records, just scroll to the very bottom of the document. The link includes copies of both the original censuses for 97 Orchard Street and the transcriptions of those documents. In both cases, the original documents are difficult to read as they were recorded by hand. As such, the transcriptions that are included are comparably more accessible to readers. The link also includes a photograph of the tenement building located at 97 Orchard Street.
Immigrant Enclaves in New York City, 2013, Annotated (Unit II, Lesson 2)


This article reports where new immigrant enclaves have developed in New York City. It defines where the new enclaves have strung up and provides rich videos to help readers get a sense and feel for these neighborhoods. Through this article, readers can learn about several immigrant neighborhoods in New York City including Bangladeshi, Korean, Mexican, Arab, and Ghanaian districts.
Finding a Home: Tenement Apartment Search Packet (Unit II, Lesson 3)

Finding a Home: Tenement Apartment Search

Glossary

**Tenement building**: This is another word for apartment building. A tenement is defined as a building that has three or more families living inside of it, each with their own kitchens.

**Privy**: A toilet that is built outdoors.

**Boarder**: A person who rents a bed in someone else’s apartment.

**Elevated trains**: “Subway” trains that ran above ground. The tracks were built high enough that people could walk underneath them.

This is what a privy looks like

This is an elevated train
Tenement 1: Boarder wanted! One bed for rent!

Location: Lower East Side
Cost: $3 per month
Description:

• A Russian family of seven has one bed in their tenement apartment that you can rent immediately.
• The tenement apartment is on the second floor.
• It has one bedroom, a kitchen, and a living room space that is also used for sleeping.
• The bed is located in the kitchen.
• The family shares two toilets with three other families on their floor. The toilets are located in the hallway.
• There is a water faucet in each apartment with cold water only.
• The building has a total of 20 families living in it.
• The building is located three blocks from Seward Park.
• It already has furniture.
Tenement 2: Three-room tenement apartment!

Location: Little Italy
Cost: $10 per month
Description:

- Three room tenement apartment available to rent immediately.
- The tenement apartment is on the fourth floor.
- It includes a kitchen, one bedroom, and a living room.
- There is no running water inside of the building. There is a water faucet in back of the building on the ground level.
- Privies, or toilets, are located outside next to the water faucet on the ground level. There are four privies in total.
- The building houses 20 families. All families must share the four privies.
- The apartment has two windows that let sunlight into the living room.
- The elevated train runs right outside of the building.
- No furniture is included.
Tenement 3: Five-room tenement apartment!

Location: East Harlem
Cost: $25 per month
Description:

• Five-room tenement apartment available to rent immediately.
• The tenement apartment is located on the third floor.
• It has a kitchen and four more rooms to be used as bedrooms or living rooms.
• There are many windows that let light and air in.
• There is a water faucet with cold water in the kitchen.
• Toilets are located in the hallway. There are two toilets that are shared by two families on each floor.
• There are two tenement apartments on each floor.
• No furniture is included.
References


