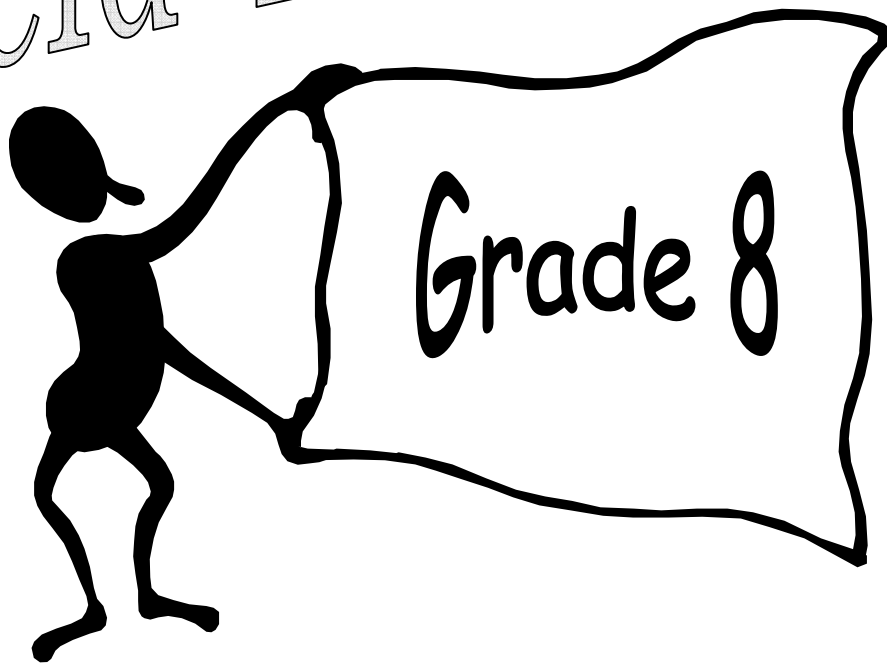


**New York City Department of Education**  
Department of Social Studies

Field-Test Edition



# **Immigration**

*What Does It Mean to Be an American?*

**A Sample Unit of Study**

## *Table of Contents*

- *Welcome Letter* 3
- *Note to the Reader* 5
- *“Brainstorm” of Possible Teaching Points* 6
- *Social Studies and ELA Connections* 7
- *Essential Question/Focus Questions/Unit Outcomes* 8
- *Suggested Activities Grid* 9
- *Social Studies Content Areas* 10
- *Suggested Final Project for Students* 12
- *Unit Resources* 13
- *Sample Lesson Plans* 21



## THE NEW YORK CITY DEPARTMENT OF EDUCATION

Carmen Fariña, Deputy Chancellor for Teaching and Learning

Elise Abegg, Director of Social Studies  
52 Chambers Street New York, New York 10007  
(212) 374-7843 [eabegg@nycboe.net](mailto:eabegg@nycboe.net)

Summer 2005

Dear Colleague:

I am proud to share this unit of study developed by New York City teachers. It contains a unit overview, a resource list, sample lessons, and sample assessments. It is by no means meant to represent a “complete” unit. Since you know your students best, we encourage you to customize and extend these lessons, building on your students’ strengths. Please consider it a “living document” (working draft) to be adapted to accommodate the needs and interests of your students.

Clearly, many wonderful things are going on in social studies classrooms around the city, as evidenced by the units of study teachers have shared with us. We invite you to share your own units of study and project ideas with us so we may spread your ideas throughout the city. If you have some units of study to share, please e-mail me.

The unit reflects the New York State Core Curriculum in Social Studies and makes use of the social studies core libraries offered to all K–8 classrooms in New York City. It also integrates the vast resources of this city, including museums, cultural institutions, and neighborhood walks.

The unit was created using the “backward planning” design process. Backward planning, inspired by the work of Grant Wiggins and Jay McTighe in their book *Understanding by Design*, begins with the desired end in mind. Lessons and activities are created to scaffold the learning for students in order to bring them to that end. Each unit of study is developed around an “essential question,” which serves as an organizing thread for the unit of study.

Looking at the New York State Core Curriculum in Social Studies, one might become overwhelmed by the tremendous volume of content. Using the principles of backward planning, we make decisions about what we will teach, how and to what extent we will teach it, and why. Once we begin to think carefully about what we expect the students to learn, think, and be able to do by the end of a specific unit of study, we can plan efficiently and strategically, and make sure that the appropriate learning experiences are provided.

The first step is to create an essential question, a question that asks students to think beyond the literal. It should be multi-faceted and lend itself to discussion and interpretation. Some examples are: “What does it mean to be free?” or “What is the role of government?”

Next, we develop a series of focusing or guiding questions. These questions are content-specific. They help frame the unit of study and later serve as guides for lessons and activity development. Focusing questions are connected to the essential question.

The next step is to develop goals, objectives, and outcomes for student learning. We ask ourselves what we want the students to know, understand, do, or create. We list or assemble appropriate, multi-dimensional, and varied resources including human resources (guest speakers, experts, artists, performers), books (all genres of quality literature related to the unit of study), magazines, articles, videos, DVDs, posters, artifacts, Internet and online resources, and primary documents. We also research possible field trips to cultural institutions, museums, and community organizations, as well as appropriate neighborhood walks related to the unit.

Finally, we develop a variety of assessments to meet the needs of all learners. We choose an appropriate celebration or culminating activity to assess, validate, and honor student learning and products/projects.

We hope that you will use this unit of study as a starting point for your own planning. Where appropriate, connect with your colleagues (arts, science, and literacy teachers) to enrich and extend the unit. Please feel free to share suggestions, additions, or comments. We will be posting this and other units of study on our Web site soon. Please visit us at [www.nycsocialstudies.org](http://www.nycsocialstudies.org).

Sincerely,



Elise Abegg  
Director of Social Studies

Dear Reader,

Welcome to the eighth grade unit of study on Immigration. This unit has been designed for teachers *by* teachers as part of a year-long eighth grade social studies curriculum aligned with the new K–8 core libraries in social studies.

Inside this packet you will find an overarching essential question, focusing questions, a “*brainstorm of possibilities*,” suggested lessons, and suggested resources to support you as you bring this unit alive in your classroom. The lessons are designed so that each teacher can customize and enrich the teaching points to meet the needs and interests of his or her students. We have purposely provided a few SAMPLE lesson plans to help you along the way, since there are many ways to help students understand the content and concepts in social studies. We hope that during your grade level meetings and/or extended professional development sessions you will meet with other grade-level teachers to discuss the classroom collections and to create additional lessons, as you help build a culture of professional learning and collegiality in your schools.

This unit focuses on immigration from the late 1800s to the early 20<sup>th</sup> century, although extensions to modern immigration are certainly appropriate. What were the push and pull factors associated with moving to the United States? What challenges have immigrants faced in coming here? What role did immigrants play in the industrialization of the U.S.? What does it mean to be an American? All these questions could be applied to modern immigration to develop a thematic unit of study around immigration past and present.

As students take on the persona of an immigrant to Ellis Island, they research his/her native country, reasons for immigration, voyage to New York, experience on Ellis Island, and experience as an immigrant in New York City. Students will hone geography skills, research skills, document analysis, and reading and writing skills to create an Immigrant Scrapbook. This process of “getting inside” a person allows students to examine this historical period through the eyes of an immigrant.

Social studies provides an essential foundation for our students to become informed and active participants in our communities. With your help, this unit of study will help students gain essential skills and strategies as they immerse themselves in researching content while finding ways to show their understanding.

### Math

- Timelines
- Statistics
- Census
- Survey
- 
- 

### Diversity/Democracy/Civics

- Immigration quotas.
- Labor unions.
- Capitalism/socialism/communism.
- 
- 

### Science/Technology

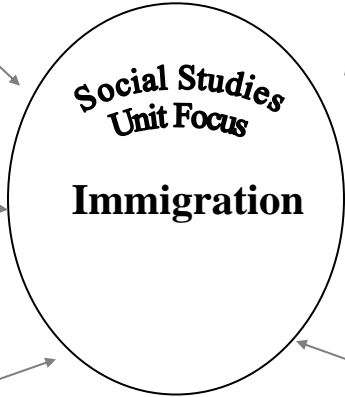
- Industrial Revolution.
- Factories.
- Travel.
- Medicine at the turn of the century.
- 
- 

### Language Arts

- Reading primary documents (letters, journal entries, newspaper articles, political cartoons, editorials, ship manifests, documents from Ellis Island).
- Writing letters, journal entries, editorials, political cartoons.
- Interview recent immigrants.
- 
- 
- 
- 
- 
- 

### History/Primary Resources/Artifacts

- Industrial Revolution.
- 19<sup>th</sup> century Europe.
- Voyage to United States/Ellis Island.
- Immigrant life in NYC at the turn of the century.
- Industrialization vs. agrarianism.
- Factory life: assembly line, sweatshops.
- Labor unionism in the U.S.
- 



### Physical Education/Health

- Medical exams of arrivals to Ellis Island.
- Diet of immigrants.
- Communicable diseases.
- 
- 

### Dance/Music/Drama

- Entertainment for immigrants.
- Role-play of journey to or arrival at Ellis Island.
- 
- 
- 

### Visual Arts

- Photography of Jacob Riis, Lewis Hine and Augustus Frederick Sherman.
- Create illustration or collage of keepsakes.
- 
-

## Social Studies and English Language Arts

New York State Social Studies Learning Standards	NYC New Performance Standards in ELA	Sample list of strategies that Social Studies and ELA have in common: Check all that apply and add new strategies below.
<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> <b>History of the United States and New York State</b></p> <p><input type="checkbox"/> <b>World History</b></p> <p><input type="checkbox"/> <b>Geography</b></p> <p><input type="checkbox"/> <b>Economics</b></p> <p><input type="checkbox"/> <b>Civics, Citizenship, and Government</b></p> <hr/> <p><b>What <i>specific</i> social studies content will this unit focus on?</b></p> <p><b>Immigration</b></p>	<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> <b>E-1: Reading</b></p> <p><input type="checkbox"/> <b>E-2: Writing</b></p> <p><input type="checkbox"/> <b>E-3: Speaking, Listening, and Viewing</b></p> <p><input type="checkbox"/> <b>E-4: Conventions, Grammar, and Usage of the English Language</b></p> <p><input type="checkbox"/> <b>E-5: Literature</b></p> <p><input type="checkbox"/> <b>E-6: Public Document</b></p> <p><input type="checkbox"/> <b>E-7: Functional Documents</b></p> <hr/> <p><b>What <i>specific</i> literacy skills will this unit focus on?</b></p> <p><b>Reading non-fiction, note-taking, and journal writing (authentic diary).</b></p>	<p><input type="checkbox"/> Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations.</p> <p><input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.</p> <p><input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.</p> <p><input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.</p> <p><input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.</p> <p><input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.</p> <p><input type="checkbox"/> Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals.</p> <p><input type="checkbox"/> Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from sources such as charts, graphs, maps, and diagrams.</p> <p><input type="checkbox"/> Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.</p> <p><input type="checkbox"/> Select and use strategies that have been taught for note-taking, organizing, and categorizing information.</p> <p><input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.</p> <hr/> <p><b>What <i>specific</i> social studies strategies will this unit focus on?</b> Use research through fiction/non-fiction texts and primary sources to create a scrapbook that is based on real events and/or problems facing immigrants in New York City at the turn of the century.</p>

## Essential Question

**What does it mean to be an American?**

### Focusing Questions

- What are the push and pull factors that lead people to immigrate to the United States?
- What challenges have immigrants faced in coming here?
- What role did immigrants play in the industrialization of the U.S.?

*Possible extension: How do the experiences of today's immigrants compare to those in the past?*

### Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content	Process	Skills
<ul style="list-style-type: none"><li>• Reasons for and results of immigration.</li><li>• Causes and effects of industrialization.</li><li>• Experiences of immigrants.</li><li>• Assimilation vs. maintaining cultural identity.</li><li>• Effects of the labor movement on the economy and on immigrant life.</li></ul>	<ul style="list-style-type: none"><li>• Mapping.</li><li>• Document analysis (photographs, cartoons, journals, letters, poetry, news articles, etc.).</li><li>• Writing (letters, journals).</li></ul>	<ul style="list-style-type: none"><li>• Map skills (interpreting and creating maps).</li><li>• Reading, writing, listening, and speaking.</li><li>• DBQs (document based questions).</li><li>• Analysis, synthesis, evaluation.</li></ul>

#### Possible student project:

*Students will each create a profile of a turn-of-the-century immigrant in NYC. Based on research of 19<sup>th</sup>-20<sup>th</sup> century immigration, students will create **scrapbooks** covering the lives of their characters. Each scrapbook will include maps, letters home, journal entries (from the “old country,” from the journey to Ellis Island, and from life in NYC), illustrations, and photographs.*



## Activity Grid

### Essential Question: What does it mean to be an American?

Focusing question	What is the specific activity?	What resources will you need (books, Web sites, primary documents, art materials, etc)?	What <i>specific</i> content will be covered?	What <i>specific</i> skills and strategies will this activity focus on? What critical thinking skills are being used?	How is ELA integrated? How might you integrate mathematics, science, and the arts?	Is this an independent, small group, or whole class activity?	How might you differentiate this activity to meet a range of learners?	How will the students exhibit understanding of this activity? How will this lead to the culminating project?
<b>What are the push and pull factors that lead people to immigrate to the United States?</b>	<i>Read aloud; Students brainstorm and chart reasons for moving to the U.S.</i>	<i>Read Aloud: <u>Shutting Out the Sky</u> by Deborah Hopkinson, pp.1-6; Group Research: collection of fiction and non-fiction books; Internet.</i>	<i>Conditions in the native countries of immigrants at the turn of the century.</i>	<i>Listening, charting, synthesis and analysis of information from multiple sources; group/work/ cooperation.</i>	<i>Listening, reading, writing; could include photograph analysis.</i>	<i>Whole class and small group.</i>	<i>Form groups for cooperative learning OR differentiate groups based on skill level and/or interest.</i>	<i>Present findings on group chart; gathering information to be used in scrapbook project.</i>
<b>What challenges have immigrants faced in coming here?</b>								
<b>What role did immigrants play in industrialization of the U.S.?</b>								
<b>How do the experiences of modern immigrants compare to those in the past?</b>								

## Social Studies Content Areas

### 1. History

- Difficulties in 19<sup>th</sup> century Europe (decline of agrarianism, Irish potato famine, anti-Semitism, political repression).
- Inducements to immigrate: newspapers, advertisements, letters, etc.
- Voyage to United States/Ellis Island.
- Immigrant life in NYC at the turn of the century.
- Origins of the Industrial Revolution (especially in Britain).
- Second Industrial Revolution in U.S. (post-Civil War).
- Recessions, depressions, panics (1873, 1893, 1929).
- Growth of labor unions: Knights of Labor, American Federation of Labor, International Workers of the World, International Ladies' Garment Workers' Union.
- Labor strife: Railroad strike (1877), Haymarket (1886), Homestead (1892), Pullman (1894), Ludlow (1913), Flint (1937).
- Immigrant life in NYC today.
- Getting to the U.S.: visas, green cards, smuggling, *coyotes*, “snakeheads.”
- Contemporary debates over immigration.
- Post-WWII immigrant labor (César Chávez, United Farm Workers of America).

### 2. Geography

- Review of world geography (continents, oceans, major cities).
- Mapping of immigrants' journeys to the U.S.
- European and Asian political geography at the end of the 19<sup>th</sup> century.
- Historical maps showing migration of people over time.
- Resource maps: location of raw materials and centers of industrial production.

### 3. Economics

- Industrialization vs. agrarianism.
- Factory life: assembly line, sweatshops.
- Labor unionism in the U.S.
- Capitalism vs. socialism/communism.
- Immigrant visions of the U.S.: the American Dream.

- Poverty/tenement life.
- Contemporary role of immigrants in U.S. economy.
- Post-WWII immigrant labor (César Chávez, United Farm Workers of America).

#### 4. Culture and Society

- Nativism/anti-immigrant beliefs in U.S.
- Assimilation vs. maintaining cultural distinctiveness.
- Tenement life on the Lower East Side.
- Religious life of immigrants.
- Immigrant impact on culture in U.S.
- Modernity and notions of “progress” at the turn of the century.

#### 5. Politics and Government

- Government encouragement/restriction of immigration.
- Immigrant impact on urban politics.
- Socialism, communism, anarchism.
- Trusts and monopolies, government regulation of business and industry.
- Government involvement in labor relations.

## *Suggested Final Project*

Based on the work of Jacqueline Włodarczak  
Brooklyn School for Global Studies, 1999

*In this project, students will create a scrapbook of the life of an imaginary immigrant to New York City at the turn of the century. The scrapbook, which will include the components listed below, is designed to address the Essential Question of the unit, **What does it mean to be an American?***

- **Identity.** Students assume the identity of an immigrant by choosing a name and country of origin. Read aloud from *We Are Americans*, p. 100, (or similar text) for introduction. Students will describe this person in a character sketch and illustration (drawing or photograph).
- **Reason for leaving the “old country.”** Students will identify the push/pull factors that made their characters leave their countries for the United States.
- **Artifacts.** Students choose the items they will bring with them and why. They will have a 10 lb. weight limit for items to be brought on the ship. Students will draw, photograph, or create a collage to show these items.
- **Map.** Students create a map showing the route from the old country to New York City.
- **Journey.** In at least two letters or journal entries, students will describe their voyage to the United States, answering the following questions: Who are your fellow travelers? What are the accommodations like aboard the ship? What is daily life like aboard the ship? What do you think and/or talk about during the journey? What are your hopes and dreams for America? Are you treated fairly on the ship?
- **Arrival.** In letters or poems, students describe their characters’ experiences at Ellis Island. Writings should include first impressions, procedures on the Island, and reactions to it all.
- **Settling In.** Students will create maps showing the neighborhoods their characters settled into in New York City. In a series of 2-3 letters or journal entries, students will explain why their characters settled in particular neighborhoods and their reactions to it. Writings should include details about the character’s home, neighbors, job/responsibilities, family life, food, and customs.
- **Reaction.** Students will respond to the reaction of Americans to the new arrivals. They will analyze political cartoons from the time period on the subject of immigration and create one of their own.
- **Reflection.** Students will create poems, essays, or other pieces of writing that debate the pros and cons of traveling to the United States, using quotes and narratives. In this reflection, students should respond to the question *What does it mean to be an American?*

*Lessons should be scaffolded such that students create the various pieces of the scrapbook throughout the course of the unit. Lessons on strategies for conducting research must also be included throughout the unit as needed.*

*It is recommended that students receive the requirements and individual due dates for each piece of the scrapbook at the start of the unit. Students may turn in one piece at a time for feedback and guidance. Then, at the conclusion of the unit, students will be given time to review and revise their work to create the final product.*

## Eighth Grade Core Library

<b>Title</b>
<i>My Diary from Here to There/Mi Diario De Aqui Hasta Alla</i>
<i>Journey to Ellis Island</i>
<i>Atlas of United States History</i>
<i>World Atlas: A Resource for Students</i>
<i>How the Other Half Lives: Studies Among the Tenements of New York</i>
<i>Immigrants in Colonial America (Primary Sources of Immigration and Migration in America)</i>
<i>Immigration, Migration, and the Growth of the American City (Primary Sources of Immigration and Migration in America)</i>
<i>Religious Intolerance: Jewish Immigrants Come to America</i>
<i>The Gold Rush: Chinese Immigrants Come to America</i>
<i>The Irish Potato Famine: Irish Immigrants Come to America</i>
<i>Coming to America</i>
<i>Dreams in the Golden Country</i>
<i>Esperanza Rising</i>
<i>Flight to Freedom</i>
<i>Immigrant Kids</i>
<i>New Kids In Town</i>
<i>Shutting Out the Sky</i>
<i>So Far From Home</i>
<i>The Colors of Freedom</i>
<i>The Orphan of Ellis Island</i>

## Additional Books

<b>Title</b>	<b>Author</b>	<b>ISBN</b>
<i>Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories</i>	S. Beth Atkin	0316056200
<i>Tenement: Immigrant Life on the Lower East Side</i>	Raymond Bial	0618138498
<i>I Was Dreaming to Come to America: Memories from the Ellis Island Oral History Project</i>	Veronica Lawlor	0140556222
<i>If Your Name Was Changed at Ellis Island</i>	Ellen Levine	0590438298
<i>Letters From Rifka</i>	Karen Hesse	0140363912
<i>Hear My Sorrow: The Diary of Angela Denoto, a Shirtwaist Worker (Dear America)</i>	Deborah Hopkinson	0439221617
<i>The Triangle Shirtwaist Fire and Sweatshop Reform</i>	Suzanne Lieurance	0766018393
<i>A Hero For Everyone: César Chávez</i>	Gary Soto	0689859228

## **Films**

*Coming To America* (1988)

Director: John Landis

Cast: Eddie Murphy, Arsenio Hall, James Earl Jones

An African prince comes to Queens in search of a bride. A somewhat goofy take on the contemporary immigrant experience in New York City.

*El Norte* (1983)

Director: Gregory Nava

Cast: Zaide Silvia Gutierrez, David Villalpando

A brother and sister from a peasant village in Guatemala flee to “the North” after their father is murdered by the military. A beautiful and tragic film that captures the hope and despair common among immigrants coming across the southern border.

*Matewan* (1987)

Director: John Sayles

Cast: Chris Cooper, James Earl Jones, Mary McDonnell

When coal workers in 1920s West Virginia go on strike to protest their deadly working conditions, the mining company brings Italian immigrants and African-Americans in to break the strike. Sayles' film artfully explores the tensions and complexities within the labor movement in the early 20<sup>th</sup> century.

*On the Waterfront* (1954)

Director: Elia Kazan

Cast: Marlon Brando, Karl Malden

On the Brooklyn docks, a boxer-turned-longshoreman struggles with his conscience and a mob-controlled union in this brilliant, dark morality tale about loyalty, corruption, and redemption.

*The Joy Luck Club* (1993)

Director: Wayne Wang

Cast: Rosalind Chao, Joan Chen

A series of vignettes about four sisters who emigrated from China and raised their families in the U.S. A thoughtful meditation on the tension between assimilation and maintaining cultural distinctiveness, especially across generations.

*Mississippi Masala* (1992)

Director: Mira Nair

Cast: Denzel Washington, Sarita Choudhury

In small-town Mississippi, a young Indian woman and an African-American man fall in love despite the cultural barriers and social restrictions that would keep them apart.

### **Primary Documents**

Preamble to the Constitution of the Knights of Labor (1878)

[www.historytools.org/sources/knights.html](http://www.historytools.org/sources/knights.html)

The K of L was one of the first major labor unions in the U.S., and the first to advocate inclusion of all workers, regardless of skill, gender, or nationality. This preamble serves as a good explanation of the concerns workers had regarding the rapid process of industrialization that the country was undergoing at the time.

Terence Powderly, *The Plea for Eight Hours* (1890)

[www.historytools.org/sources/powderly.html](http://www.historytools.org/sources/powderly.html)

A rationale for the adoption of the eight-hour day, one of the major goals of organized labor in the U.S. at the end of the 19<sup>th</sup> century, written by the head of the Knights of Labor.

From Lithuania to the Chicago Stockyards: An Autobiography (1904)

[www.historytools.org/sources/lithuanian.html](http://www.historytools.org/sources/lithuanian.html)

The abridged version of a narrative describing one immigrant's (possibly fictionalized) experience moving from rural Eastern Europe to the city in the U.S.

The Life of a Mule-Spinner: Interview with Thomas O'Donnell (1883)

[www.historytools.org/sources/odonnell.html](http://www.historytools.org/sources/odonnell.html)

This interview, conducted by the Senate Committee on Labor and Capital, brings to light some of the ways in which new developments in industrialization affected workers, including particular reflections on child labor.

Working Her Fingers to the Bone: Agnes Nestor's Story

<http://historymatters.gmu.edu/d/5728>

This testimonial by a young woman working in a glove factory describes the terrible conditions there, her involvement in a strike, and her subsequent involvement in organized labor.

"We Do Not Understand the Foreigners:" John J. Martin Testifies on the 1919 Steel Strike

<http://historymatters.gmu.edu/d/5/>

This testimony by a steel worker before the Senate committee investigating the 1919 strike reveals some of the tensions and difficulties inherent in a multiethnic immigrant workforce.

Photographs by Jacob Riis and Lewis Hine

<http://xroads.virginia.edu/~MA01/Davis/photography/home/home.html>

The images produced by Riis and Hine had a profound on the debate in the U.S. about immigration, housing, and social reform. This Web site provides a good introduction to their contrasting approaches to the subject, and includes many of their photographs.

Keating-Owen Child Labor Act (1916)

[www.ourdocuments.gov/doc.php?doc=59](http://www.ourdocuments.gov/doc.php?doc=59)

The text of a law enacted by Congress intended to discourage the use of child labor in mines and factories. The Supreme Court later struck down the law on the grounds that it was an invasion of state authority (*Hammer v. Dagenhart*).

(<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=247&invol=251>). See *Lochner v. New York* (<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=198&invol=45>), where the Supreme Court held that a New York State law limiting the hours in a work day was a violation of the 14<sup>th</sup> Amendment.

Chinese Exclusion Act (1882)

[www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm](http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm)

Text of law passed by Congress to restrict Chinese immigration to the U.S.

Angel Island oral histories

[www.angel-island.com/index.html](http://www.angel-island.com/index.html)

Interviews with and photographs of former detainees at Angel Island.



Recent immigrants Q&A

<http://teacher.scholastic.com/activities/immigration/recent/answer.htm>

Three kids, recent immigrants to the U.S., answer questions sent in by other kids.

Ship manifest

[www.our-family-tree.org/alexship2.htm](http://www.our-family-tree.org/alexship2.htm)

This is an original manifest for a ship arriving in New York in 1907.

“The New Colossus,” Emma Lazarus (1883)

[www.sonnets.org/lazarus.htm](http://www.sonnets.org/lazarus.htm)

Lazarus’ famous poem, several lines of which were inscribed at the base of the Statue of Liberty, has served as the quintessential expression of the ways in which the United States has welcomed immigrants over the years.

“Unguarded Gates,” Thomas Bailey Aldrich (1885)

<http://xroads.virginia.edu/~CAP/LIBERTY/aldrich.html>

This poem, written in 1895 by the prominent novelist and editor of the *Atlantic Monthly*, expresses the author’s fear that immigrants would “waste the gifts of freedom” that America offered. This site includes the full-length poem and an analysis of its anti-immigrant sentiment.

### **Internet Sites**

<http://members.aol.com/TeacherNet/Industrial.html>

Extensive list of links to Internet resources on the Industrial Revolution.

<http://campus.northpark.edu/history/WebChron/WestEurope/IndRev.html>

Timeline of the Industrial Revolution (1700-1900), with links to other sources.

[www.ellislandimmigrants.org/ellis\\_island\\_immigrants.htm](http://www.ellislandimmigrants.org/ellis_island_immigrants.htm)

Timeline for immigration to the U.S. (1815-1950), including statistics on pre-1800 immigration.

<http://memory.loc.gov/learn/features/immig/timeline.html>

Another immigration timeline, including events in the history of slavery and Native Americans.

[www.coping.org/wordauthors/giovino/list/list1.htm](http://www.coping.org/wordauthors/giovino/list/list1.htm)

[http://sydaby.eget.net/swe/emi\\_est.htm#manifest](http://sydaby.eget.net/swe/emi_est.htm#manifest)

Both of these sites demonstrate how family members used a ship manifest to learn information about ancestors who immigrated to the U.S. in the early 1900s. Both include links to the original ship manifests they used.

[www.law.umkc.edu/faculty/projects/ftrials/triangle/trianglefire.html](http://www.law.umkc.edu/faculty/projects/ftrials/triangle/trianglefire.html)

[www.ilr.cornell.edu/trianglefire/default.html](http://www.ilr.cornell.edu/trianglefire/default.html)

These sites chronicle the Triangle Shirtwaist Factory fire of 1911, one of the worst industrial disasters in New York history, and the catalyst for changes in working conditions for the city's immigrant laborers. They include historical background, photographs, and trial testimony.

<http://web.gc.cuny.edu/ashp/heaven/index.html>

This is the companion site for "Heaven Will Protect the Working Girl," a video about young immigrant women workers around the turn of the century, produced by the American Social History Project. The site includes historical background, primary documents, and classroom activities.

[http://classroomclipart.com/cgi-bin/kids/imageFolio.cgi?direct=History/Industrial\\_Revolution](http://classroomclipart.com/cgi-bin/kids/imageFolio.cgi?direct=History/Industrial_Revolution)

Dozens of images (mostly drawings) depicting aspects of the Industrial Revolution.

[www.csubak.edu/~gsantos/cat15.html](http://www.csubak.edu/~gsantos/cat15.html)

This site contains many works by famed 19<sup>th</sup>-century political cartoonist Thomas Nash, including a number regarding Chinese immigration and labor issues. *NOTE: Many of these cartoons might be disturbing to students. Review carefully.*

[www.atschool.org/materials/webquest/samplequest.htm](http://www.atschool.org/materials/webquest/samplequest.htm)

This is a WebQuest project on immigration, using primary documents, designed for middle school students.

<http://fga.freac.fsu.edu/academy/naimmig.htm>

A short unit plan on immigrants and the Industrial Revolution.

<http://www.historychannel.com/ellisland/index2.html>

History Channel site about Ellis Island with short videos and pictures of all the rooms.

[www.nysatl.nysed.gov/SocStudies/Industrial/html/index.html](http://www.nysatl.nysed.gov/SocStudies/Industrial/html/index.html)

A unit on the Industrial Revolution designed for high school students, but easily adaptable for middle school. It includes suggestions for an alternate culminating project.

### **Fieldwork Opportunities**

Ellis Island

[www.ellisland.com](http://www.ellisland.com)

[www.nps.gov/elis/](http://www.nps.gov/elis/)

The extensively-restored main building at Ellis Island provides an excellent opportunity for students to engage in both experiential and research-focused fieldwork. The arrival by ferry, entrance to the building, and staircase to the Great Hall allows teachers to conduct a simulation whereby students experience first-hand what immigrants encountered upon arrival. Afterwards, students can be divided into small groups to conduct research on the Ellis Island experience in the various sections of the museum in the building. Scholastic's Web site offers an interactive tour of Ellis Island (<http://teacher.scholastic.com/activities/immigration/tour/index.htm>), using historical photographs, which students can view before or after their visit.

Lower East Side Tenement Museum

[www.tenement.org/](http://www.tenement.org/)

This museum provides students with an opportunity to see first-hand what tenement life looked and felt like, from the inside. The museum offers a variety of thematic tours and programs that encourage students to think about the tenement experience from multiple perspectives. A visit to the museum can also be combined with a walking tour of the Lower East Side, with an eye towards investigating the neighborhood's role as both an historical and contemporary home for recent immigrants to New York City.

Henry Street Settlement

[www.henrystreet.org/site/PageServer](http://www.henrystreet.org/site/PageServer)

The settlement was founded in 1893 by social reformer Lillian Wald to provide health, educational, and recreational services to the immigrant poor of the Lower East Side. Henry Street Settlement continues to be an active provider of social services and arts programming to the neighborhood.

### Tweed Courthouse

[www.lowermanhattan.info/news/landmark\\_tweed\\_courthouse\\_has\\_65546.asp](http://www.lowermanhattan.info/news/landmark_tweed_courthouse_has_65546.asp)

This landmark building was the locus for some of the most spectacular corruption in New York City history, as William “Boss” Tweed used his power as head of the Tammany Hall political machine to siphon off millions of dollars in municipal funds intended for its construction (1861-1881).

### Triangle Shirtwaist Factory Building

[www.cr.nps.gov/nr/travel/pwwmh/ny30.htm](http://www.cr.nps.gov/nr/travel/pwwmh/ny30.htm)

This building, just off Washington Square, is the site of the famous fire in 1911. Though the building is now owned by New York University and not open for tours, a visit to this site could be combined with other fieldwork.

# Sample Lesson Plans

Topic	Process	Page
Why do people immigrate to the United States?	Interviewing immigrants	22
Who were the immigrants?	Photograph analysis	24
Experience at Ellis Island	Field trip experience	27
Life in the neighborhood	Creating a tableau	30



## ***Why do people immigrate to the United States?***

### **Learning Goals:**

- Students will understand the push and pull factors cited by immigrants as reasons for moving to the United States.

*In a previous lesson, students will have listened to a “Read Aloud” from Shutting Out the Sky, pp. 4-6, to learn some of the reasons immigrants left their countries and came to the U.S. They will have then generated a list of questions for immigrants to the United States to learn first-hand about the push and pull factors that leads to immigration. In this lesson, they will practice interviewing techniques in preparation for their interviews.*

### **Materials:**

- Student-generated list of questions for interviews.
- *Shutting Out the Sky* (in Eighth Grade Core Library), pp. 4-6.

### **Mini Lesson:**

1. Review the interview questions generated by students. Make sure they address both push and pull factors (*Why did you leave your home?* vs. *Why did you come here?*).
2. Ask for a volunteer to model the interview process.
  - Model the interview: Introduce yourself; explain why you are interviewing this person; ask opening questions such as, “What is your name?”, “Where were you born?” Move to a more in-depth question such as, “Why did you (your family) move to New York?” If response is brief, model follow-up questioning. As you model the interview, “think out loud” about the process (*I notice that he is giving one-word responses, so I am going to ask a follow-up question to get more information.*).
  - Model the note-taking process as well. On chart paper, jot down important details, asking the interviewee to repeat or spell things as needed. If there is a particularly compelling quote, write that down as well.
3. Have students reflect on the process.

### **Student Activity:**

1. Students work in pairs to practice interviewing techniques. You may have them answer questions in the role of an immigrant or answer as themselves.

2. Students complete the reflection sheet (attached) about what they have learned about their subject.

**Share:**

Students share their thoughts about the process and troubleshoot where pairs had difficulty in their interviews.

**Follow-up/Assessment:**

Students write a final set of questions for their interview of an immigrant. You can assess the questions for clarity and give suggestions on how to extend them with follow-up questions. Once questions are finalized, students will conduct interviews of immigrants that they know. *You may also decide to ask an immigrant to come to the class for a group interview if your students do not have anyone to interview outside school.*

## *Who were the immigrants coming to New York City at the turn of the century?*

### **Learning Goals:**

1. Students will analyze photographs of immigrants from the turn of the century to learn about the people in them.

### **Materials:**

- Photographs from books in the core library and the internet. Try to provide a variety of photographs to show the different sides of people (Look at the photographs of Augustus Frederick Sherman at [www.aperture.org/store/travex-detail.aspx?exhibition\\_id=32](http://www.aperture.org/store/travex-detail.aspx?exhibition_id=32); the photographs of Lewis Hines at [www.historyplace.com/unitedstates/childlabor/](http://www.historyplace.com/unitedstates/childlabor/); and the photographs of Jacob Riis in *How the Other Half Lives*, in the Eighth Grade Core Library, and at <http://images.google.com/images?q=jacob+riis&hl=en&lr=&sa=N&tab=ii&oi=imagest>.)
- Photograph analysis recording sheet.

### **Mini Lesson:**

1. Display a sample photograph on overhead (or distribute copies of a sample photograph to each pair of students).
2. Model the process of photograph analysis using the displayed photograph.
3. Think out loud as you look at the photograph and chart your thoughts on a recording sheet on an overhead or on chart paper.

Some questions you might ask yourself are:

What do I see?

What did I notice first in this photograph? Why?

What is the overall feeling or mood of this photograph?

What sounds might be coming from this scene?

What story does this photograph tell?

### **Student Activity:**

1. Distribute photographs and recording sheets to each group of students.



2. Tell students to follow the same procedure you modeled to analyze their photographs.

**Share:**

Students share their findings and conclusions about the people in their photographs. Chart their responses to the question, *Who were the immigrants coming to New York City at the turn of the century?*

**Follow-up/Assessment:**

- Students combine the information gathered from their photographs with information gathered through additional research to develop their characters and to begin to answer the question, *What were the push and pull factors that led people to immigrate to the United States?*
- Assess student understanding of photograph analysis based on their response sheets. Monitor their progress towards the final project and provide support as needed.

## Photograph Analysis Recording Sheet

<i>Describe what you see in detail.</i>	<i>What did you notice first in the photograph? Why do you think that caught your eye?</i>
<i>What is the overall mood or feeling in the photograph?</i>	<i>What sounds might be coming from this scene?</i>
<i>What story can be told with this photograph?</i>	<i>What does the photograph tell you about the person or people in it?</i>

## *What was the experience of immigrants at Ellis Island?*

### **Learning Goals:**

1. Students will learn about the process immigrants went through upon arrival at Ellis Island.
2. Students will research immigrants with stories similar to their characters.

### **Materials:**

- Clipboards or notebooks for recording findings.
- Information Sheet (attached).
- Cameras and/or materials for sketching.

### **Pre-trip preparation:**

Call the museum at (212) 363-3206 to obtain a free copy of the Ellis Island Immigration Teaching Guide for grades 5 to 8. Visit the Web site [www.ellisland.com/indexInfo.html](http://www.ellisland.com/indexInfo.html) for information about the programs offered. You can also design your own experience or adapt the plan below.

### **Field Trip to Ellis Island:**

Students should use this trip as a means of gathering information for their final project. They should be researching the experience their characters would have had arriving at Ellis Island. They should be able to find information to help with the following pieces of the final project.

- A. Character sketch and push/pull factors of immigration: visiting the *Oral History Library*. Students listen to over 1,500 interviews that contain firsthand accounts of those who were processed at Ellis Island. Students listen to what life was like in the "old country," and to personal immigration experiences.
- B. Artifacts: visiting the *Treasures from Home* gallery. Students will see a collection of approximately 1,000 artifacts and photographs brought by immigrants.
- C. Arrival: visiting the *Oral History Library*. Students can listen to a number of interviews with doctors, nurses, clerks, and immigration officials who recall the operation of the Ellis Island Immigration Facility. Students can also tour the *Baggage Room, Registry*

*Room, Hearing Room, and Bunk Area.* In addition, several small exhibits upstairs illustrate the process immigrants went through upon arriving at Ellis Island. These include exhibits of the instruments used to test the mental and physical health of immigrants.

- A 30-minute documentary, *Island of Hope, Island of Tears*, introduced by a Park Ranger, is a nice introduction to the museum.
- Students should move through the exhibits recording information applicable to the experiences of their characters. For example, those with characters from Italy should record any information they find about Italian immigrants, as well as general information about the Ellis Island experience.
- Students may also be instructed to take notes on the ferry to/from the island that can be incorporated into one of their journal entries about the journey to Ellis Island.

**Share/Follow-up:**

Students share some of the information they uncovered at Ellis Island and talk about how they might incorporate that information into their scrapbooks. They should also discuss things they found surprising or interesting.

# Ellis Island Information Sheet

Name: \_\_\_\_\_

Character's name: \_\_\_\_\_ Character's home country: \_\_\_\_\_

Character's age: \_\_\_\_\_ Occupation (if any): \_\_\_\_\_

Push factors for your character:

---

---

---

---

---

---

Pull factors for your character:

---

---

---

---

---

---

Artifacts your character might have brought to the U.S. (take pictures or sketch on additional paper):

---

---

---

---

What would have happened to your character at Ellis Island?

---

---

---

---

---

---

---

---

---

---

---

***Use the back of this sheet to record additional information.***

## *What was life like for immigrants in New York City at the turn of the century?*

### **Learning Goals:**

1. Students will research the immigrant experience in NYC using a variety of fiction and nonfiction readings and images.
2. Students will create “tableaux” illustrating the immigrant experience.

### **Materials:**

- Variety of readings and images:
  - Tenement housing: *Dreams in the Golden Country: The Diary of Zipporah Feldman, a Jewish Immigrant Girl*, pp. 8-9.
  - Children at play: *Shutting Out the Sky*, pp. 73-76.
  - Garment factory: *Shutting Out the Sky*, bottom of p.61, top of p.63.
  - Triangle Shirt Waist fire: [www.eyewitnesstohistory.com/snpim3.htm](http://www.eyewitnesstohistory.com/snpim3.htm), [www.law.umkc.edu/faculty/projects/ftrials/triangle/trianglefire.html](http://www.law.umkc.edu/faculty/projects/ftrials/triangle/trianglefire.html), or [www.ilr.cornell.edu/trianglefire/default.html](http://www.ilr.cornell.edu/trianglefire/default.html).
  - Split of rich and poor: <http://historymatters.gmu.edu/d/6719>, political cartoon illustrating the difference between the rich and poor in NYC.
  - Earning a living: <http://historymatters.gmu.edu/d/6721>, engraving showing poor people picking through the trash on a garbage barge
- Collection of props (in the days leading up to this lesson, you can ask students to bring things from home that might make good props: hats, coats, shawls, etc; many items in the classroom can be used with a bit of creativity as well).

### **Mini Lesson:**

1. Tell students that one way they can understand the lives of others is by stepping into their shoes. In this lesson, students will create tableaux (frozen images with their bodies) portraying a scene represented in a reading or image of immigrant life in NYC.
2. Model the process students will go through: Read aloud *Dreams in the Golden Country: The Diary of Zipporah Feldman, a Jewish Immigrant Girl*, p. 3, first paragraph about a young

girl's experience in the baggage room at Ellis Island. Think out loud about what the narrator might be thinking, feeling, and doing. Create a tableau illustrating this.

**Student Activity:**

1. Distribute a reading or image to each table.
2. In groups, students read/examine the document and discuss what the characters could be thinking, feeling, and doing in the scene.
3. Groups create tableaux based on their assigned documents/images. They may use any props that might help illustrate the scenes of the tableaux.

**Share:**

Each group “performs” its tableau for the rest of the class. Students in a group should take their places, wait for the teacher (or assigned “director”) to call “Scene!,” and then take their poses. After displaying their tableau, the group may answer questions from classmates about the scene.

**Follow-up/Extension:**

1. Students can bring a tableau to life by having students start in a frozen pose and then come to life, moving and speaking in character.
2. Students may write scripts for a skit based on the tableau.
3. Students write letters or diary entries in character.