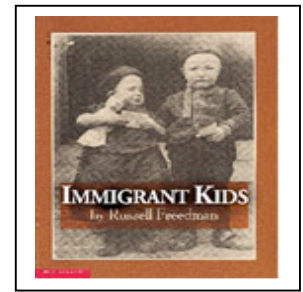


Immigrant Kids

By Russell Freedman



Grade/Class/Subject:

6-12 Social Studies

Content Standards:

Middle School: Time, Continuity, and Change
Standard 1, SS.A.1.3
Standard 2, SS.A.2.3
Standard 3, SS.A.3.3
Standard 5, SS.A.5.3

High School: Time, Continuity, and Change
Standard 1, SS.A.1.4
Standard 3, SS.A.3.4
Standard 5, SS.A.5.4
People, Places and Environments
Standard 2, SS.B.2.4

Content Objectives:

Students will understand the hardships endured by European immigrant children who arrived in the United States between the late 1800's and the early part of the 20th century as they strived to make the American dream become a reality.

Language Objective:

Students will recognize the role played by the European immigrant children as they become a force in the building of the United States and forge a place for themselves in America.

Grouping Configuration:

Whole class, groups of 2-4

Synopsis of Book:

During the late 1800's, early 1900's, millions of European immigrants arrived in New York City and came through Ellis Island. The dream was to create a fuller, better life for themselves and their children. However, the hardships endured by these immigrants and their children, were far more severe than they anticipated. The children worked at all sorts of jobs including delivering goods, selling newspapers, hauling firewood and laboring in sweatshops. They had little time to enjoy childhood but, to accomplish the American dream and live the freedom that their parents had come to this land for, they endured. The author, Russell Freedman, creates a book rich in text that tells us a story and photographs that provide the visualizations needed to complete the telling of their experiences.

Key Vocabulary:

immigrant, steerage passenger, Ellis Island, ethnic neighborhoods, peddlers, kerchief, tenement, pushcart, fire escapes, vocational schools, sweatshop, organ grinder.

Supplemental Materials:

Graphic organizers such as KWL and Venn Diagrams
Activity sheets/task cards for the groups or individual students.
Laptop carts or media center computers.

Lesson Sequence:**Introduction: Building Background****Pre-Reading Strategy: Prediction**

1. While showing the front cover of the book, ask students to predict what this book might be about. After a few minutes of discussion, explain to the students that this book is a textual/photographic history of immigrant children from the late 1800's to the early 1900's. Have a brief discussion about the photographs being primary sources. Discuss the time period during which millions of European immigrants came to this country. Make sure to ask students about conditions in Europe and America that made this mass immigration possible. This would be an ideal time to have students do a KWL with you. Knowing what the students really don't know about this time period and the immigration that took place will allow you to tailor your lessons to those points.

Vocabulary:

1. Introduce each vocabulary word/term. Have students share what they think the word/term means once they are shown a sentence strip or sentence written on the board with each word/term highlighted. Reinforce the idea of using context clues to determine the meaning of the word/term. Direct students to the usage of the word/term in the book and be certain that students can use the words/terms, contextually.
2. Using the Frayer model, have students complete for any of the words/terms of your choosing. Give students the opportunity to share what they have completed.

Modeling/Guided Instruction:

1. Discuss the idea of immigration and leaving behind everything you know and love. Begin conversation about how bravery and courage are necessary characteristics to be able to leave your life, as you know it, behind, and go somewhere brand new and experience a new language, new surroundings and a new way of life. Discuss the hardships and fears that the children might have felt while just getting to that new place. Relate to students a time in your life when you might have experienced some

of those feelings when you moved to a new place, whether it was more local or from another country.

2. Ask students to share a story or experience they have had when they had to exhibit bravery or courage, and possibly felt the fear of leaving behind their homes, etc. to go somewhere new.
3. Introduce an events time line to the students. Tell them that as they read the book/see the photographs to be aware of the events in the United States and Europe that might have contributed to this mass migration.

Group/Individual Assignment:

Introduce a technology project to students. Have students research one of the following for the time period between, 1880 to 1920. Their project should include a written paper, visuals and sharing their finished product with teacher and students:

- Children's lives in Western Europe, Eastern Europe or Russia. What were their lives like? Were the hardships many?
- Traveling to the United States during this aforementioned time period. What were the hardships?
- Ellis Island and the immigrants. What was the procedure, how were the immigrants treated, what were the possible outcomes?
- Immigrants and life in America during this time period. What role did living within ethnic neighborhoods play in the transformation of the immigrants and the assimilation into the American way of life? How was education a part of this? What about family and extended family?
- Child labor and the resulting laws. Why did these laws come into being? What were some of the ways in which children, especially immigrant children, needed protection?
- There are countless important, successful and famous Americans who were a part of those "Immigrant Kids". Identify one and research their lives. What were their beginnings like? What was the motivation for them to move forward and succeed? How has their story impacted others that are striving for acceptance and a piece of the American dream?

Assigning this project to students and the depth of study must be dependent upon grade appropriate expectations. That is up to you, as teacher.

Review/Assessment:

Upon completion of research projects, students should be given the opportunity to share their work. A teacher created rubric will serve as a roadmap for students as they complete this project. It will let them know what is expected of them and the breakdown of grades for each portion of the final project. The rubric will also allow for clarification as the projects are being worked on.

1/23/09
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