Lesson Plans
Lesson Plans: History of Immigration

**Becoming American Introductory Unit: History of Immigration**

*Social Studies (American History, Immigration, Jewish History, Maps)*

**Context:** This unit introduces some of the main concepts pertaining to the immigration of Jewish people from Eastern Europe. It is designed to support and enhance the *Becoming American* program and is flexible enough to use as a stand-alone or a distance-learning program. We recommend teaching this unit before the *Traveling Suitcase: Becoming American* Museum Visit to Classroom.

**Learning Outcomes:**

**By the end of this unit students will be able to:**

- Analyze and discuss challenges faced by Eastern European Jewish immigrants in the early 20th century.
- Describe, analyze, and evaluate why people from other countries desired to come to the United States (and still do today).
- Describe and analyze statistical charts and maps, as well as distances travelled.
- Describe and evaluate the processes immigrants underwent once they entered the United States at Ellis Island and other immigration inspection stations.
- Describe and analyze the challenges/obstacles faced by immigrants to America.
- Consider and reflect upon their own identities and life stories.
- Analyze and evaluate primary source documents.
- Design follow-up research questions pertaining to various topics/themes discussed throughout the program.
- Develop observational, interpretive, verbal, and group discussion skills.

**Standards: Reading:** CC.8.5.6-8A: Cite specific evidence to support analysis of primary and secondary sources (mainly photographs). CC.8.5.6-8.G: Integrate visual information (i.e. photographs). **Writing:** CCC.8.6.6-8.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.6-8.F: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **Math:** CSS.MATH.CONTENT.5.MD.B.4: Represent and interpret data. CSS.MATH.CONTENT.6.SP.B.4: Summarize and describe distributions. CSS.MATH.CONTENT.7.SP.B.3: Draw informal comparative inferences about two populations.

For the complete list of standards go to:
[http://tinyurl.com/nmajhstandards](http://tinyurl.com/nmajhstandards)

**Time:** Three class periods (roughly 45-60 minutes each).

**Materials:**

- Teacher Kit, including additional resources and handouts
- Student journals and writing tools
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Optional: • Chart paper and markers
• Soft ball for exit activity
• Blank postcards for exit activity

**Note:** Visual presentation (PowerPoint or pdf) to accompany the lesson is available upon request.
Lesson Plan: History of Immigration
Period 1: Introduction to Immigration

**Period 1 (45 min): Introduction to Immigration**

**Summary:** Students learn about waves of immigration to the United States during the late nineteenth and early twentieth centuries and explore ways in which this history remains relevant to their own lives and family stories.

**Learning Outcomes:** By the end of this lesson students will be able to:

- Analyze and discuss the waves of immigration to America.
- Consider various responses to the different waves of immigrants arriving in America.
- Define and consider reluctant immigrants coming to America.
- Analyze and evaluate primary sources (political cartoons).
- Analyze and discuss maps and tables.
- Develop observational, interpretive, verbal, and group discussion skills.

**Procedure**

**BEFORE:**

**Do Now: (2-5 min) K-W-L chart**

1. Show slide #2 ("Do Now"). Distribute the K-W-L handout in Appendix D and ask:
   - What do you already know about the topic of immigration? What would you like to learn? (the “K” and “W” portions of a K-W-L)

**Discussion: (2-5 min) Defining Immigration**

1. Show slide #3 ("What is immigration?"). Ask students to respond to the first two questions by raising their hands. Then ask students to consider the third question in pairs.
   - a. Do you know someone from another country?
   - b. Do you know someone from another state?
   - c. Is there a difference between moving to your town from another city in the United States versus from another country?

2. Write the word IMMIGRATION on the board. Ask to define the word. Take notes on the board as you lead the process.

3. Show slide #4 ("What does immigration mean?") and enter your definition. It should sound something like this: The action of coming to live permanently in a foreign country.

**DURING:**

**Activity 1: (15 min): Big Waves of Immigration**

1. Show slide #5 ("Immigration statistics") and explain: Almost everyone who lives in the United States has an immigration story. Immigrants have come from all over the world for many different reasons, and today we’re going to focus on the waves of immigrants who came to the United States during the nineteenth and twentieth centuries. Immigration is still an important part of the American story. As we think
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Period 1: Introduction to Immigration

PowerPoint Connections & Extra Information

Map of Immigrants across the US:

Major waves of immigration:

about what has happened in the past, think about similarities or differences you notice in comparison to immigration today.

2. Show slide #6 ("Map of immigrants"). Ask students to work together or with you to determine the major waves of immigration during the nineteenth and twentieth centuries. Clicking on the map on the slide links to the [New York Times Map of Immigrants across the United States](https://www.nytimes.com/interactive/2015/03/02/magazine/interactive-immigrants.html). If you don’t have access to computers, use the “Waves of immigration” handout in Appendix C.1.

This summary may be helpful:

- **1820-1860**: Primarily Western Europe; largest group from Ireland.
- **1860-1890**: Various groups from Western, Central, and Eastern Europe; largest group from Germany.
- **1890-1910**: Various groups from Western, Central, Eastern, and Northern Europe; largest group from Russia.
- **1910-1970**: Various groups from Central and Eastern Europe and Central America; largest group from Russia.
- **1970-2000**: Various groups from East and Southeast Asia, Latin America, the Caribbean, and the Middle East.

3. Show slide #7 ("Major waves") and explain: Although their places of origins have shifted over the time, the reasons that people leave home with hopes for a better future elsewhere haven’t changed significantly. Many groups immigrated due to famine and poverty, and others due to various forms of persecution such as religious intolerance.

4. Define: We are going to focus on the time period between 1880s and 1924, when 23.5 million people immigrated to the United States, making it one of the largest waves of immigration. Of those new arrivals, over two million were Jewish.

To help students to conceptualize the number of people constituting 23.5 million; provide examples of the populations in:

- The United States (2013)... 316.1 million
- New York (2013)... 19.7 million
- New York City (2013)... 8.4 million

5. Continue: Of course, while many wanted to reach the United States, there are many others who left unwillingly due to political tension, war, economic crisis and/or persecution or bullying. Such groups are called reluctant immigrants. This type of immigration has many faces, and has taken place throughout history.

**Slaves:** The slave trade also brought Africans against their will to the New World. According to the Trans-Atlantic Slave Trade Database, 12.5 million Africans were shipped to the New World between 1525 and 1866. Of those, about 450,000 arrived in the United States with the remainder going to the Caribbean or South America.¹

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Period 1: Introduction to Immigration

Refugees: A refugee is a reluctant immigrant who has been forced to leave a country because of war or for religious or political reasons.

How do you think a reluctant immigrant might feel upon finding him or herself in America? How do you think their perspectives might change over time?

6. Conclude: As we continue, we will focus on those immigrants who chose to come to the United States in the late nineteenth and early twentieth centuries, but we’ll continue to think about these other groups of travelers.

Activity 2: (15 min) Public and political opinion towards immigration

1. Explain: As you can imagine, for as long as there has been immigration, there have been different perspectives on immigrants.

2. Read the quote from Benjamin Franklin from 1751 about German immigrants. "Why should Pennsylvania, founded by the English, become a colony of aliens, who will shortly be so numerous as to Germanize us instead of our Anglicizing them."

3. Ask students: How do you think Franklin felt towards German immigrants?

4. Show slide #8 ("Looking Backward," also found in Appendix B1).

5. Prompt your students with these questions:
   a. What do you see in this political cartoon? Describe the details.
   b. What do you think is this political cartoon about?
   c. Do you think this cartoon is in favor of immigration, or against it? How has the artist shown this perspective (either pro or con)? What other opinion can you imagine another person having on this issue?
   d. Why do you think these men, who had been poor immigrants themselves, would want to stop this man from entering the country?

6. Show slide #9 ("Anti-Immigration Laws") and explain: As we have learned by analyzing political cartoons, immigration was a controversial issue in the period between 1880s and 1920s. This public opinion was paralleled by the government response of limiting immigration with two major pieces of legislation.

   **Chinese Exclusion Act 1882**: The first limit was placed on Chinese immigrants in 1882, when the Chinese Exclusion Act was enacted. The law both stopped new immigrants from coming from China and banned immigrants of Chinese descent already in the United States from becoming citizens.

   **Johnson-Reed Act 1924**: A second limit on immigration was passed in 1924, called the Johnson-Reed Act. First, it completely banned all Asian immigrants. Second, it established immigration quotas based on census statistics from before there was a large Russian population in the US, thus directly reducing the number of Jewish immigrants who were allowed into the country.

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Optional Activity:
1. Divide students into pairs or groups, and distribute two or three of the Johnson-Reed Act articles found in Appendix B2.
2. Instruct students to read the articles and to answer the following questions:
   - What is the Johnson-Reed Act?
   - What was America’s immigration policy before the Act was passed?
   - How did the President react? The public? Other countries?
3. Have several groups report out and, reflecting on students’ answers, guide the class through the events and issues of the Johnson-Reed Act.

Conclusion:
1. Ask the following questions. Collect a few answers and reflect accordingly:
   a. What have you learned about immigration during this lesson?
   b. What did you learn that was different from what you thought about immigration?
   c. If you had to teach your friend about immigration, what’s the single most important thing you would want them to learn?

AFTER:
Exit Ticket: (5 min)
Select from the following options:

a. Pros/Cons: Ask students to imagine that they are senators about to vote on the Johnson-Reed Act in 1924. Make a list of pros and cons for the law, keeping in mind: numbers of immigrants, waves of immigration, reluctant immigrants and role of immigrants in society.

b. Cartoon: Allow students 2 minutes to draw their own cartoon focused on waves of immigration or reluctant immigrants. Have several students share their drawings with the class.

c. Headline: Students write a headline that summarizes an element of the lesson. Invite several students to share.

Homework:
Option A: Political Cartoons
Provide students with additional political cartoons, found in Appendix B3. Ask students to select one cartoon and complete the I see I think I wonder worksheet (see Appendix D). Then have students write a one paragraph response to the cartoon.

Option B: Letters Home
Instruct students to find a census record online. Ask them to research the definition and purpose of a census. Ask students to imagine that they are a non-immigrant American living in the neighborhood of the census the year it was taken. Have them write a letter home, making sure to answer the following questions:
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What countries do your neighbors come from? What languages do they speak?
How many of them are citizens? How long have they been in the country?
How many families live in each apartment?
How do you feel about the diversity of your neighborhood?

Option C: Ellis Island Statistics or Census
Research the number of incoming immigrants during one year between 1880 and 1924 (the peak years for Ellis Island immigration). Determine how many people came from each country or area of the world. Create a chart that explains the results of the research.

PowerPoint Connections & Extra Information

Lesson Extension:
Using census information provided here:
http://www.census.gov/population/www/documentation/twps0029/tab01.html and here:
http://www.census.gov/population/www/documentation/twps0029/tab04.html have students make their own infographic about immigration. This might include pie charts or graphs showing the percentage of immigrants in a given moment in time or change over time. Students can make graphics by hand, or use an online tool such as https://infogr.am or http://www.easel.ly.
Lesson Plan: History of Immigration
Period 2: Push and Pull Factors

Period 2: (45 min) Push and Pull Factors

Summary: Students describe, analyze, and evaluate the key reasons immigrants left their homelands and decided to come to the United States.

Learning Outcomes: By the end of this lesson students will be able to:

- Discuss and analyze the various factors that led to mass Jewish immigration to America.
- Analyze and evaluate primary sources (postcards).
- Develop observational, interpretive, verbal, and group discussion skills.
- Design and answer follow-up research questions.
- Develop empathy for immigrants past and potentially present.

Procedure

BEFORE:

Do Now: (5-10 min) Review
1. Go to slide #11 (“Do now”) and review the previous period by asking:
   - What were the major waves of immigration?
   - Did all immigrants want to come to America?
   - How did some people feel about the arrival of new immigrants?
   - How did the government respond?
2. Have students think/pair/share. Collect the answers from the entire class and note them on a board or chart paper.

DURING:

Activity 1: (10-15 min) Push and Pull Factors in general
1. Go to slide #12 (“Push/pull factors”) and prompt: Think of three reasons that would convince you to leave your home and move to another country.
2. Have students think/pair/share. Collect a few responses and consider writing them on the board.
3. Explain: Until 1924, America accepted most immigrants. This was unlike most other countries. America also offered excellent economic and educational opportunities, which was very attractive to immigrants. Historians divide the reasons that people immigrate into two categories: push and pull.

Push factors are circumstances that make people want to leave. Can you think which of your reasons are examples of a push factor? Can you think of any additional push factors? (Responses might include: lack of jobs, poor treatment by the government, or lack of food.)

Pull factors are the advantages available in another country that make a person want to live there. Now let’s think which of your reasons are examples of a pull factor? Can you think of any additional pull factors? (Responses might include availability of jobs, homes, or education.)
Lesson Plan: History of Immigration
Period 2: Push and Pull Factors

Consider asking students to stay seated if they name a push factor, and stand up if a student names a pull factor. Engage the whole class in identifying the nature of each example/reason. Reflect on whether more students are seated or standing and what that means in terms of reasons for immigration.

4. Go to slides #13 (“Pale of settlement”) and #14 (“Pogroms”) and explain: In our last class we discussed the large number of Jewish immigrants who arrived in the United States at the end of the nineteenth century. These immigrants were both pushed and pulled toward America. For example, one of the important push factors for Jewish immigration was what happened to the Jewish people in the Pale of Settlement, where Jews were forced to live within the Russian Empire. The government made life very hard for them, limiting where they could live, when and how they could work, and sometimes even physically attacking them, in riots called pogroms. (See Appendix C2 for more information on the Pale of Settlement.)

Optional Activity:

- Probing questions for persecution: How would you feel if you saw someone being picked on because of where their family was from? How might someone feel if he or she was being picked on because of the way he or she looked or acted? As a bystander what would you do? Is this bullying? (See lesson extension for more on bullying.)
- Probing questions for religious intolerance: How might it feel if someone told you that attending church was illegal? Or alternately, if someone forced you attend church? How might it feel if someone mandated what holidays and celebrations were allowed and which were not? What if you were no longer allowed to celebrate your birthday? Thanksgiving? Hanukah? Christmas? Kwanza? New Year’s Eve? What would you think of the place that created these mandates? Would you want to stay?

5. Continue: Because of these push factors, many immigrants came to the United States with very little money or possessions. They may have spent most of their money on a ticket and packed only one bag with their most important items.

Activity 2: (10-15min) Pull factors visualization: Immigrant Postcard Analysis
Lesson Plan: History of Immigration
Period 2: Push and Pull Factors

1. Go to slide #15 ("Postcards"): Have you or your family ever sent a postcard? Are there certain times of the year when people are more likely to send cards (holidays, birthdays, etc). Collect a few answers.

2. Continue: Postcards were an innovation in the late 1800s. They were affordable to buy and cost just one cent to mail! These penny cards launched the “golden age” of the postcard, which lasted from 1898 to 1918. Many immigrant families joined in this popular trend, since postcards were an easy and inexpensive way for families to connect across an ocean in an era before cell phones and email.

3. Go slide #16 ("Miss America"), which shows the Rosh Hashanah postcard from 1909 that would be sent by new immigrants to their families overseas.

4. Introduce the visual analysis technique I See, I Think, I Wonder. Let students work on the handout either in pairs or in larger groups.

5. Work through all three sections with the whole class, collecting 1-2 observations and conclusions from all groups.

6. Explain: Like the secular New Year’s celebrated on January 1, Rosh Hashanah celebrates the beginning of a New Year in the Jewish calendar. This Rosh Hashanah postcard from 1909 depicts an immigrant family, probably from Eastern Europe, arriving in America after a long boat ride. America is represented by the woman in the American flag-inspired dress and the eagle. The Hebrew letters on the brim of Miss America’s hat phonetically spell out “America.” The Hebrew text at the bottom of the card translates to read “Open the gate and the righteous generation will enter” (Isaiah 26:2).

7. Ask: How does this postcard represent America’s pull factors?

8. Summarize the postcard meaning and function: (See Appendix C3 for more information about the postcard and Appendix D for the I see, I think, I wonder handout.)

Optional Activity:

Provide students with copies of the Shelter Us in Young Wings card and invite them to complete an I See, I Think, I Wonder analysis with a partner. Pairs report out.

Conclusion:

If you received these postcards, how might you feel towards moving to America? (Responses should be affirmative.) Do you think that is intentional? It is important to remember that these postcards were created to send the very clear message that America was a good place and that relatives in the old country should come. They could be considered excellent examples of marketing or propaganda, which is to say they are pull factors as we earlier guessed. Do you see any similarities to this overly positive view of America in the way that some people use social media by, for example, only sharing amazing and perfect photos?

AFTER:

Exit Ticket (5 minutes)

Select from the following options:
Lesson Plan: History of Immigration
Period 2: Push and Pull Factors

- **3-2-1-go!** Have students write a postcard addressed to the instructor that includes 3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know. Depending on time students could draw or color the postcard front.
- **Whip-it:** Students toss a soft ball to one another listing one thing they learned with each pass. Be mindful of all students’ needs and your space when using this option.
- **Three W's:** (1) *What?* What did we learn today? (2) *So What?* How is what we learned relevant, important, useful? (3) *Now What?* How does this fit into what we are learning, does it affect our thinking, can we predict where we are going?

**Homework:**

**Option A: Haiku**
Ask students to answer the following questions in the form of a haiku poem:

- *What are the most important reasons people wanted to go to America?*
- *What did they hope to find here?*

Note: A Haiku poem has 5 syllables in the first line, 7 in the second, and 5 in the third line. Examples:

- *To escape hate, fear*  
  *Flee persecution*
- *In steerage, they came with hope*  
  *For education and jobs*
- *And then let freedom ring*  
  *In dark tenements*

**Option B: Postcard**
Create a New Year’s postcard. On one side draw a picture of someone or something that would inspire the recipient to visit your hometown. On the other side write a note. Be sure to mention:

- One thing that you have learned about immigration.
- One pull factor for your hometown.
- One piece of good news the recipient would be glad to know.
- Complete the postcard by addressing it and drawing a stamp.
Lesson Plan: History of Immigration
Period 3: The Immigration Process

Period 3 (40 min): The Immigration Process

Summary: Students trace the immigrant journey to America including the entry process once an immigration station (such as Ellis Island in New York or Washington Avenue in Philadelphia) was reached.

Learning Outcomes: By the end of this lesson students will be able to:

- Analyze maps.
- Describe and evaluate the steps immigrants went through to prepare for and enter the United States.
- Analyze and evaluate primary source documents (poems, government reports).
- Develop observational, interpretive, verbal, and group discussion skills.

Procedure

BEFORE:

Do Now: (5-10 minutes) Map Analysis

1. Go to slide #18 (“Do now”) and show students the 1898 map of Eastern Europe (see Appendix B4).
2. Explain: Due to restrictions enforced by the government, Jews were extremely limited in where they could live. This map shows the areas where Jews were forced to live. Can you see how far away they are from major cities?
3. Have them work in small groups to find Moscow, Saint Petersburg, and Kiev and either assign one location to each group or have groups race to find all locations. Allow groups to compare map to a modern globe or map if needed.
4. Verify the answers together with the whole class.

DURING:

Activity 1: (5 minutes) Preparing for the Journey

1. Go to slide #19 (“Immigration to the U.S.”) and ask: Imagine that you want to go on a trip to another country in 1900s. How would you get there? What items do you need for your trip? Remind students that they are in the early 20th century, so airplanes are not available.
2. Write down the answers on the board (or sticky notes). Then work with students to arrange the responses chronologically. A basic, chronological list should include:
   1. Secure passport
   2. Pack
   3. Purchase tickets
   4. Travel
3. Ask: What documents do you think are required to travel to another country? (Passport) At the turn of the century, it was not always easy to get a document to travel abroad, especially for Jews, due to the government imposed restrictions. You would have to go to a major city or a capital. It took connections, patience, money, and perseverance.
Lesson Plan: History of Immigration
Period 3: The Immigration Process

4. Continue: Now you have to pack. In most cases immigrants were only able to bring whatever they could carry, so immigrants packed only their most important items.
6. Show slide #20 (“Voyage to America”) and continue: To get to a seaport, many travelled hundreds of miles across Europe. When they arrived at the port, they bought tickets and boarded a steamship.
7. Show slide #21 (“Crossing the ocean”) and explain: There were three types of accommodations on the ships that brought immigrants to America: first class, second class and steerage. Steamships would travel for up to 14 days from Europe to America.

Activity 2: (10 minutes) Voyage to America (Poem Analysis)

1. Explain: The steerage tickets were the least expensive and, thus were some of the most popular among new immigrants. Unfortunately, conditions on steerage decks were terrible.
2. Go to slide #22 (“Steerage conditions”) and ask: How would you feel after spending 10 to 14 days in steerage conditions? Students report out.
3. Distribute the poem “The Steerage in America” by Ben Field (see Appendix B5). Ask students to work in pairs to highlight words that describe steerage conditions. Have students report out and use answers to discuss and analyze the poem and its depiction of steerage conditions.

Optional Activity:

Read the passage found in Appendix B5, from a 1911 United States Immigration Commission report to President William H. Taft. Ask students to work in pairs to highlight descriptions of steerage conditions. Have students report out and use answers to discuss and analyze the report.

Activity 3: (15 minutes) Immigration Inspection Stations

1. Ask: Does anyone know what was the first thing that immigrants often saw when they entered the New York port?
2. Explain: For many immigrants coming to America, one of the first things they saw of their new country was the Statue of Liberty. How do you think they felt, seeing her?

Optional Activity:

Read what one immigrant said about his experience: “The bigness of Mrs. Liberty overcame us. No one spoke a word for she was like a goddess and we know she represented the big, powerful country which was to be our future home.”

3. Continue: You have survived the trip across the Atlantic and have seen the Statue of Liberty! There is still one more place that all arrivals must stop before setting

Note: You may want to add information about your local immigration inspection station, if applicable.

Atlantic Ocean: The Illustrated History of the Ocean that Changed the World, p377
foot on American soil. Does anyone know what you had to go through in order to enter the country?

4. Go to slide #23 ("Entering America") and continue: In fact there were several immigration processing centers around the United States. The largest one was in New York, called Ellis Island. It opened in 1892 and was meant to be an improvement over its predecessor, Castle Garden. Ellis Island was intended to be new, clean and efficient. In its first year, about 450,000 immigrants passed through its vast halls. In all, about 12 million people were inspected at Ellis Island over 60 years until it closed in 1954. Most were welcomed to America after their inspection was complete, although a small number, about 2%, failed inspection and were sent back to their countries of origin.

5. Ask students: What do you think the inspection process included? Collect a few answers.

Optional Activity:
Divide class into an even number of groups, and conduct a debate. Ask: Do you think immigration inspection was necessary and why? Have half of the groups argue yes, and the other half argue no. Instruct each group to come up with at least three reasons to support their opinion.

6. Go to slide #24 ("Immigration inspection"). Explain: All immigrants had to undergo health, legal, and intelligence tests. These were to ensure that new immigrants would be able to work and provide for themselves and their family. (In other words not become a public charge, or someone who had to depend on the government for income). Translators were provided if needed. The other very important part of the inspection had to do with health. Everyone had to be checked for contagious illnesses.

7. Go to slide #25 ("Inspection questions"). Distribute print-out of inspection questions found in Appendix D and divide students into pairs. Have students ask each other several questions, answering as themselves or as a relative. As they do the activity, ask students to consider the following issues:
   - Are there any questions you don’t know the answer to?
   - How would you feel, telling a stranger the answers to these questions?
   - Do you think all of these questions are necessary?
   - Imagine you’re the inspection worker. Is there any information you would want to know about incoming immigrants that these questions do not cover?

8. Summarize and reflect on students’ answers.

9. Conclude: You have now passed inspection and are able to begin your new life in America.
Lesson Plan: History of Immigration
Period 3: The Immigration Process

AFTER:

Exit Ticket: (5 minutes)

Go to slide #26 (“Continuing the journey”). Show students the picture of the Linchuk family (see Appendix B6). Ask: What are the next steps for this family, in order to start their new life in America? What should their priorities be?

Homework:

Option A: Map Analysis

Research the distance from Kiev to New York via Liverpool. Research how someone might have made this trip 100 years ago. Be sure to include:

- What methods of transportation people may have used.
- How long the journey might have taken.
- What the conditions might have been like during the journey.

Include the websites and/or books you consulted while researching your homework. Then answer the following questions:

- If a steamship travelled at approximately 30 miles per hour, how long would the journey across the Atlantic Ocean take from Kiev to New York via Liverpool?
- How would you pass your time on the ship in an era before electronics?

Option B: Tour Ellis Island

Take a virtual tour of Ellis Island at http://teacher.scholastic.com/activities/immigration/tour/stop1.htm. Write a one-page reflection about your experience taking the tour. Be sure to include:

- How did what you learned on the tour relate to what you learned in class?
- What new pieces of information did you learn on the tour?
- Imagine you are a new immigrant who has just arrived at Ellis Island, walking through the vast building with only a hazy idea of what was happening. How might you feel?

CONCLUSION:

The process of immigrating to America was filled with challenges, and yet for most immigrants, it was a gateway to a better life. The push-pull factors that inspired their travel were compelling and many took big risks to make America their home. Of course, in many ways that story hasn’t changed much over time. People are still taking big risks to move from places without opportunities to places with better outcomes. It is, it seems, a force of human nature.
Lesson Plan: History of Immigration
Final Assessment

FINAL ASSESSMENT:

Show slide #27 (“Completing an oral history”). Complete an oral history with a person who has immigrated. This could be a family member, friend, or a community member. Record the interview or take notes. Be sure to answer the following questions:

- Who is this person?
- Where did they come from? When?
- Why did they want to come?
- Did America provide what they hoped to find?
- Are they a citizen of the United States? If so, how did that happen?
- Do they feel American? A mix? Something else? Why?
- What are the things that they miss at home?

Have students create a newspaper article about their interviewee. If possible, combine all news stories into one magazine (physical or electronic) to share with students and their interviewees.

Rubric

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<thead>
<tr>
<th>Descriptive Words convey life and personality of person interviewed</th>
<th>1-5</th>
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<tbody>
<tr>
<td>Connection between U.S. history and life of immigrant interviewed</td>
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<tr>
<td>Use of direct quotations</td>
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<td>Logical order of events</td>
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<td>Demonstrates knowledge of content</td>
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<td>Uses correct grammar and spelling</td>
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PowerPoint Connections & Extra Information

see the guide on how to conduct and oral history.

http://www.history.com/images/media/interactives/oralhistguidelines.pdf
Lesson Plan: The Story of Eva Baen

Becoming American Traveling Suitcase: The Story of Eva Baen

Museum Visit to Classroom

Social Studies (American History, Immigration, Jewish History)

Context: This lesson highlights the journey of Eva Baen, a young Jewish immigrant to Philadelphia in 1913. The lesson will also familiarize learners with the realities faced by many immigrants who came to the United States at the turn of the 20th century. Students will “walk” in Eva’s shoes by piecing together aspects of her life, using Eva’s personal objects and documents.

The Traveling Suitcase is designed to support and enhance a visit to the Museum and is flexible enough to stand alone. This lesson can be presented by a Museum educator in your classroom (in person or virtually) before the subsequent visit to the Museum. Another alternative is to request the suitcase and support materials and use it on your own.

Learning Objectives: By the end of this lesson, students will be able to:

- Analyze and discuss challenges faced by Jewish and Eastern European immigrants to America in the early 20th century.
- Analyze and evaluate primary source documents and artifacts.
- Develop observational, interpretive, verbal, and group discussion skills.

Standards: CCSS.ELA-LITERACY.RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.RH.6-8.2. Determine the central ideas or information of a primary or secondary source and provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-LITERACY.RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies. CCSS.ELA-LITERACY.RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-LITERACY.RH.6-8.5. Describe how a text presents information (e.g. sequentially, comparatively, causally). CCSS.ELA-LITERACY.RH.6-8.7. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Time: One class period (roughly 45-60 minutes).

Materials:

- Traveling Suitcase
  - The Story of Eva Baen lesson plan
  - Visual presentation (Power Point or PDF file and/or printout)
  - Eva Baen’s artifact replicas:
    - Cabinet card family portrait
    - Russian Foreign Passport
Lesson Plan: The Story of Eva Baen

PowerPoint Connections & Extra Information

Introduction

- Muffin tin
- Embroidered table runner
- Composition notebook
- Piecework memorandum book
- Three (3) school attendance cards
- Flag
- Print-out from The American Citizen (1927) book
- Oath of Allegiance
- Card stock images of above artifacts
- Eva Baen Artifact Guide
- "I see, I think, I wonder" handout
- Student journals and writing tools

Probing questions examples:

- Who can tell me what persecution means? Have you ever seen someone being bullied for being different? How did it make you feel?
- Do you know what religious intolerance is? How would you feel if someone forbade you from going to church? How would you feel if someone forced you to celebrate a strange or unfamiliar holiday?

Procedure

BEFORE (5 minutes)

1. Ask students to help you define the word immigration. Prompt with additional question to reach a definition that resembles: The action of coming to live permanently in another country.
2. Go to slide #2 ("What is immigration?") that shows the definition and reflect upon it.
3. Ask students to raise their hand if they know any immigrants. Choose three or four volunteers to share.
4. Ask why it is important to study immigration. Choose one or two volunteers to answer. (Answers might include: to learn about other communities, to learn about our ancestors, to better understand current events, etc.)
5. Ask students to give examples of why someone might want to move from their own country. Then ask why someone might want to move to a specific new country. Reflect on responses.
6. Go to slide #3 ("Push and Pull Factors") and explain: When we talk about immigration at the turn of the century, we could divide these reasons to immigrate into four major categories: to escape poverty, to avoid persecution, to find religious freedom, and to access education.
7. Ask students to give additional example of each category.
Lesson Plan: The Story of Eva Baen

PowerPoint Connections & Extra Information

Immigration to the United States

Entering America

The Gates are Open

DURING (30 minutes)

Activity 1: The immigration process (3 minutes)

For more information about life for Jews in 19th century Eastern Europe, see Appendix C2: Pale of Settlement in the Teacher Kit.

1. Show slide #4 ("Immigration to the United States"). Ask students the following questions, reflecting as necessary:
   a. Imagine you are a Jewish immigrant at the turn of the century immigrating to America. What will you need in order to immigrate? (Answers should include: a passport, money, a form of transportation, etc.)
   b. When you arrive in America, what sorts of things will you need to learn about, in order to adjust to American ways of life? (Answers should include: the English language, laws, food, popular entertainment, etc.)

2. Go to slide #5 ("Entering America") and explain: Most immigrants coming to America at the turn of the century had to pass through an immigration inspection station. Originally intended to be a place to screen for diseases such as yellow fever, these inspection stations became a checkpoint for immigrants to prove they’re healthy and that they would not become a public charge, or someone who relies on the government for income and other resources. The most well-known immigration station was called Ellis Island, in New York City. Can anyone tell me one fact they learned/know about Ellis Island?
   a. Choose three students to share a fact about Ellis Island. Depending on what they say, embellish or fill in the blanks as necessary, making sure to mention the medical and legal tests, hospital, and procedure for immigrants being deported.

3. Go to slide #6 ("The Gates are Open") and tell students to imagine that they are immigrants who have just successfully passed through Ellis Island. Ask them what their next steps should be in terms of beginning their life in America. (Answers should include: find a place to live, find a job, etc.)
Lesson Plan: The Story of Eva Baen

PowerPoint Connections & Extra Information

Who is Eva Baen?

Let's find out...

Every Object Tells a Story

Let's practice together

Activity 2: Introduction to Eva and to object analysis (5 minutes)

1. Go to slide #7 (“Who is Eva Baen?”) and explain: So far, we've gotten the basic idea of the immigration story. Now we'll have a chance to use objects to learn about what it was like to be a new immigrant in America a hundred years ago. We are going to learn about a girl, named Eva Baen, who came to Philadelphia alone when she was 18.

2. Go to slide #8 (“Let’s find out…”) and explain: There are a lot of things we want to learn about Eva: where was she from, when she came, what form of travel did she use to get here, what did she pack, where she lived, did she speak English and where did she work? We will try to answer these questions with help of her personal objects and documents that are now in the Museum collection.

3. Go to slide #9 (“Every Object Tells a Story.”) (Optional: distribute I see, I think, I wonder handout to students.) Ask students to follow these steps when performing the next task.

4. Explain object analysis method and ask if anyone has any questions about the procedure.

5. Show slide #10 (“Let’s practice together”) and say: Let’s do a practice round.

   a. **I see**: Choose two or three volunteers to name what they see. If someone names a conclusion (e.g. “I see a family”), ask them to explain what they see that made them think that. Emphasize the differences between “I see” – visual observation — and “I think” – interpretation informed by additional knowledge.

      Probing questions:
      - What does the background look like?
      - Who’s touching whom?
      - What style of clothing are they wearing?
      - What are their facial expressions?

   b. **I think**: Choose two or three volunteers to name a conclusion they draw from this photograph.
PowerPoint Connections & Extra Information

For more information about each artifact, please see Appendix A in the Teacher Kit.

For handouts, including the I see I think I wonder worksheet, please see Appendix D in the Teacher Kit.

Now it’s your turn!

Who Comes First?

Note about table: bolded slide names indicate that it is about an artifact.

For example, there are three main reasons we think that their family probably had some money. First, their style of dress was very nice for the time. Second, photography was expensive. Third, they would have had to be able to afford to take time off from work to take the picture.

c. I wonder: Choose two or three volunteers to ask a question they have about this photograph or the conclusions you drew.

Activity 3: Object Analysis (20 minutes)

1. Show slide #11 (“Now it’s your turn!”). Ask students to follow these steps when performing the next task.
2. Depending on the number of students, divide them into groups of no more than five students. Give each group one or two artifacts (if you have more than 5 groups use cardstock photos).
   a. When giving individual artifacts, it works best in five groups:
      1) Passport
      2) Muffin tin AND table runner
      3) Attendance cards AND memorandum notebook
      4) Composition notebook
      5) The American Citizen AND flag AND Oath of Allegiance
3. Have groups examine the artifacts for 5-7 min. After that, or when groups look like they're done, bring the attention back to the front.
   Optional: Show slide #12 (“Who comes first?”) and ask students which artifact they think comes chronologically first in Eva’s story, and why. (Consider calling a group representative with the artifact to the front, or place the artifact on the board and have the students share their findings and hypothesis about the object.) Then ask whose artifact should go next. Continue until all artifacts are displayed.
   Continue: Great job, everyone! Now, let’s see the real order of the artifacts.
4. Go through each slide of the powerpoint. Use prompting questions to lead students to pertinent information about each artifact. Refer to the following table to see the pertinent information that each artifact provides. For more information and probing questions about each artifact, see Appendix A: Artifact Guide.
## Lesson Plan: The Story of Eva Baen

<table>
<thead>
<tr>
<th>Slide</th>
<th>Image</th>
<th>Information</th>
</tr>
</thead>
</table>
| Passport            | ![Passport Image](passport_image.png) | • Eva traveled by steamship from Liepaja, Latvia.  
• Eva is originally from a Russian-speaking country.  
• Eva left on August 17, 1913.  
• Eva’s birth name is Chava-Brucha Noyachova Baen.  
• After arriving in America, Eva never returned to Europe. |
| Map                 | ![Map Image](map_image.png) | • This shows Eva’s journey from Zvill to Liepaja to Liverpool to Philadelphia.  
• Ask students: *How long do you think that trip took?* (Answer: 40 days altogether.) *What would you do to pass the time?* |
| Muffin tin and table runner | ![Muffin tin and table runner Image](muffin_tin_table_runner_image.png) | • These objects are an opportunity to stress the power and uncertainty of oral history. We were told that Eva brought these items with her on the ship, but we have no way of knowing if that’s true or not.  
• According to her daughter, Clara Braslow, Eva embroidered the table runner to pass the time on the ship to America.  
• Her daughter also tells us that Eva packed the muffin tin in her luggage to bring to America. |
| Attendance cards    | ![Attendance cards Image](attendance_cards_image.png) | • Eva went to Jefferson and Kearny Evening Elementary Schools in Philadelphia. *(Note: Kearny still exists today at 601 Fairmount Ave. Jefferson was located at 5th and Poplar and was closed in 1922.)*  
• Eva attended school for three years (1914-1917) and progressed to the next grade each year. |
| School              | ![School Image](school_image.png) | • Ask students: *Why do you think classes were at night? What would immigrants be doing during the day?*  
• Explain some of the problems with the citizenship classes, namely the lack of standardization in curriculum and teacher skill. |
| Composition notebook | ![Composition notebook Image](composition_notebook_image.png) | • Eva worked on the button-hole machine (but later she becomes a bookkeeper at Snellenbourg’s).  
• Eva took the elevator car to work.  
• Eva’s parents are still in Russia.  
• This is an opportunity to emphasize the importance of written records; we can learn all sorts of information that people wouldn’t necessarily record elsewhere! For example, Eva is fascinated by bananas and also enjoys ice skating. |
### Memorandum notebook

- Eva was paid according to the piecework system; instead of being paid each hour she works, she’s paid by how many garment “pieces” she makes.
- Eva was paid approximately every week or every two weeks.
- She wasn’t paid very much; some paychecks amounted to a few dollars.

### “What was work like for new immigrants in America?”

- Explain the basic purpose of the button-hole machine, and that Eva most likely worked on this machine for long stretches of time.
- Ask students: *How would you feel, doing the same task over and over again for hours?*

### “What was work like” continued

- Ask students if they can define what the garment industry is, and if they can think of why it was so dominated by immigrants during this time. (Answer: It didn't use any new skills, it didn't need English, and newly-arrived immigrants were desperate for work.)
- Give a quick overview of factory conditions, which include: 12-14 hour days, working 6 days a week, poor air ventilation, frequent injuries, spread of disease, low pay.
- If there’s time, consider mentioning immigrant responses to these conditions, such as the formation of labor unions and the Uprising of the 20,000.

### The American Citizen

- In addition to Russian and English, Eva also spoke Yiddish.
- The book was published in 1927, meaning that Eva must have become naturalized after 1927. (She actually became a citizen in 1936, 23 years after arriving at America!)
- The citizenship test included subjects like American history and what the government does.

### Oath of Allegiance

- Eva becomes a citizen on September 9, 1936.
- Her name is listed as Chava Brucha Kravitz.
- Due to border disputes between the Soviet Union and Poland, her hometown is technically in Poland at this time.

### Flag

- Eva must have become a citizen before 1959, when the flag gained more stars.
Lesson Plan: The Story of Eva Baen

PowerPoint Connections & Extra Information

Eva Questions repeated

Then What Happened?

Eva’s Story continued

Becoming a History Detective

Activity 5: Conclusion (2 minutes)

1. Show slide #26 (“Now we know”). Ask students: How many of these questions did we answer? Allow one or two students to answer questions.

2. Continue: We did all of that, just by looking at Eva’s possessions. You all learned firsthand how much information we can take from the things someone owned. That’s why artifacts are so important for museums and for learning about the past.


4. If time allows, continues to slide #28 (“What was life like?”) to highlight Eva’s Americanization journey.

5. Show slide #29 (“Becoming a History Detective”) and explain the homework.

AFTER: (5 minutes)

Exit Ticket/Homework

1. Ask students to write a postcard addressed to Eva. The postcard should include:
   a. One fact about their own family’s heritage.
   b. Two facts they learned in class.
   c. Three questions they have for Eva.

2. On the front of the postcard, students can choose between drawing a family portrait or a picture of their favorite artifact from the lesson, or a picture representing the United States they would send to someone abroad.

3. Remind students to hold onto the postcard, as it will be useful for them during their Museum visit (this postcard might become a Museum artifact one day!).