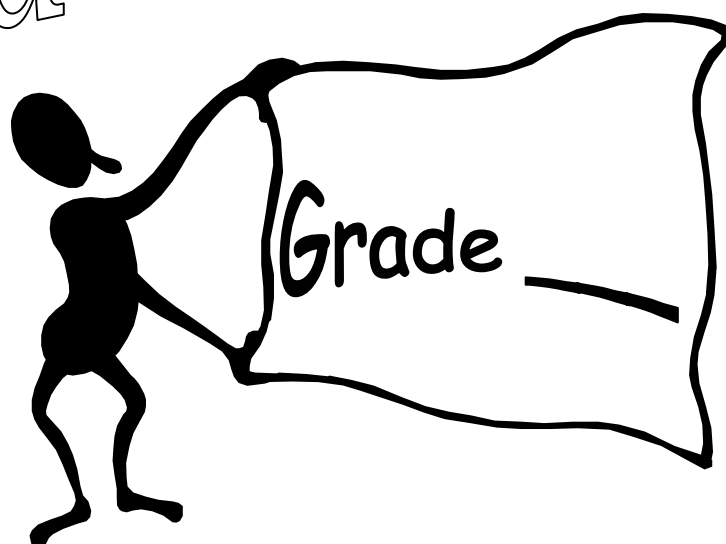


New York City Department of Education
Department of Social Studies

Field-Test Edition



Immigrant Children

A Sample Unit of Study

Teachers contributing to this unit are:
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Dear Reader,

This unit focuses on the life experiences of immigrant children in nineteenth century New York City. We choose four pivotal aspect of life: family life, the work experience, aspects of education and play as the entry points for this unit as they build upon the students' knowledge, and provide an opportunity to apply new research skills and strategies as they learn about the people and places in their community. During this unit, students will begin to research the ideas of how children lived, worked, learned and played within the larger context of the immigrant experience. In addition, the students' understanding of life in the immigrant community will be used as a "jumping-off" point to look at first at how the immigrant experience has changed over time, and later, how the experiences of immigrant children in other historical periods are similar and different

Students will model the process and thinking of historians as they analyze primary documents, images, artifacts, and expository text as a strategy to learn about history. They will gather, compile and synthesize data to make inferences and draw conclusions about life for immigrant children. In addition, students will begin to explore the effective use of drama as a tool for presenting their research.

Inside this packet you will find an overarching essential question, some focusing questions, a "brainstorm of possibilities," as well as some suggested lessons and 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. In addition, you can find many approaches to using nonfiction in a project-based social studies curriculum. We hope that during your grade-level meetings and/or your 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 was developed through participation in the New York City and the Nation's Gotham Fellows Program. This professional development program provided the basic concepts, content, and chronologies of American history through the lens of New York City, offered new teaching methodologies, and supported us in the development of this unit of study to pilot in the classroom, and disseminate citywide. The program is funded by "American Journey" a citywide Teaching American History grant from the U.S. Department of Education awarded to the New York City Department of Education. This program is a partnership with the Gotham Center for New York City History/CUNY, City Lore, Historic House Trust, Henry Street Settlement, New-York Historical Society and Brooklyn Historical Society. The combined expertise of these organizations has brought the essential content of American and local history to us in an accessible framework and has supported us in the development of this unit of study.

Social studies is an essential foundation for our students to be informed and active participants in our communities. Each of us must do our part to help students understand the complexities of our world and why we need to be involved citizens. With your help, this unit of study will help our students become young historians as they gain essential skills and strategies as they immerse themselves in this unit of study. By gaining an understanding of how communities may change over time, students can build upon their growing knowledge about communities, recognizing that they are both alike and different, and that each community has a story that is interesting and unique.

Essential Question

What did it mean to be an immigrant child in New York City at the end of the 19th century?

Focus Questions	Lessons/Activities
1. What was daily life like for the immigrant child at the end of the 19th century?	<ul style="list-style-type: none">• 1a. What was life like in the tenements?• 1b. What were the typical day to day responsibilities of immigrant children?• 1c. How did immigrant families maintain their culture and tradition in their new environment?
2. What role did work occupy in the life of the immigrant child at the end of the 19th century?	<ul style="list-style-type: none">• 2a. What factors led to child labor?• 2b. What jobs were available to immigrant children?• 2c. What were the conditions of the work environment?
3. What was the education like for immigrant children education in New York at the end of the 19th century?	<ul style="list-style-type: none">• 3a. What were immigrant children's attitudes toward school?• 3b. What turn of the century NYC schools and students look like?• 3c. What were the school experiences of immigrant children?
4. What forms of play did New York City immigrant children participate in at the end of the 19th century?	<ul style="list-style-type: none">• 4a. What were the origins of immigrant children's games?• 4b. What did play look like in late 19th century New York City?• 4c. What game would you invent if you lived in turn of the century New York City?
Culminating Project: Students will work in groups of four to create a presentation that represents the life of an immigrant child in turn of the century New York City. Each presentation will consist of a set of four skits that are based on an artifact that represents the daily life, work, school and play experiences of children in an immigrant family.	

Culminating Project

This project, tied to the Essential Question, should be introduced to students at the start of the unit in order to make the goals of the unit explicit. The skills and content of all the lessons and activities in the unit should be scaffolded such that students can successfully complete the project.

In this project, students will create a skit using an artifact from the life of an imaginary immigrant child in 19th century New York City. The skit, which will include the components listed below, is designed to address the Essential Question of the unit, **“What did it mean to be an immigrant child in 19th century New York City?”**

Setting the Context: Working in groups of 4, students will “discover” a trunk in the basement of an abandoned building. The trunk is labeled with the name of a family and the date that the family immigrated to New York City.

Artifacts: The trunk contains four artifacts that represent each of the following aspects of the life of the children in the family: daily life, work, educational, and play. Based on their understanding of each of these aspects, students will identify and create each of the four artifacts.

Identity: Each student selects one of the artifacts discovered in the trunk, and will describe it in detail using text and pictures. Groups may also choose to “create” the actual object in addition to the description. The group will then determine which child in the family would likely own the artifact. Each member then selects an artifact and creates a character sketch of its owner. Questions students should consider in writing the sketch are:

- Who am I?
- Where do I live?
- What is the structure of my family? / Which child am I in the hierarchy?
- What is a typical day in my life like?
- What are my reactions to life in New York City?
- What are my memories of my native country?
- What is the significance of my object to me?

Creating the Story: Using their characters sketches as a basis, students will create four individual skits that will be integrated into a dramatic presentation titled, “What was life like for the children in the _____ family?” In the presentation, the artifact will speak for the character who owned it. Questions students should consider in creating their skit are:

- What am I?
- What is my function or purpose?
- In which aspect of daily life am I used?
- Why does my owner chose to “save” me in the family trunk? / What importance do I have to the child who owns me?
- How am I representative of the daily life, work, education, or play experience of an immigrant child in the 19th century New York City?

Presentation/ Performance: Working in their groups, students will synthesize their individual skits into a 5 to 10 minute performance in which the four objects (representing daily life, work, educational and play experiences) tell the story of the children in a late 19th century New York City immigrant family. After each group performance, the class will complete a family history chart based on the information presented in each of the performance, and compare it to the immigrant experiences studied in class.

Reflection: At the end of the presentations, students will reflect in a narrative form of their choice (letter, journal entry, story or poem) on the essential question, “***What did it mean to be an immigrant child in 19th century New York City?***” from a perspective different from the one they researched. The narratives, group performances and artifacts will be collected and displayed.

FQ1
Lesson # 1

Unit's Essential Question: What does it mean to be a child in 19th century New York City?

Focus Question: What was the immigrant child's home life like at the end of the 19th century?

Skills/Strategies

- Analyzing photographs and making inferences
- Comparing and Contrasting ideas
- Identify cause and effect

Materials

- If You Lived 100Years Ago by: Ann Mc Govern (pgs 6-11,14-17)
- America Begins in New York (NY Historical Guide/Teachers Resources) , document #'s 16, &17
- Immigrant Kids by Russell Freedman page 25
- Chart paper or Overhead
- Transparencies for overhead of the document #'s16 & 17 (front and back)
- Tenement Immigrant Life on the Lower East Side by Raymond Bial
- Trip to the NY Historical Society :Tenement Museum (after this lesson or after final lesson)

Mini-Lesson

Question for whole class discussion: "Living in New York City", have students respond to what they think that phrase means.

Chart responses

Leading Questions:

What type of building do you live in?
Where are the windows/bathrooms?
Do you have electric/heat/hot water?
How many people live in your house?

Read to whole class pages from: If You Lived 100 Years Ago

Discuss conditions of the tenement building

Pass around book: Tenement Immigrant Life of the Lower East Side (get a few copies from other teachers was part of Social Studies Library) Let students explore the book

Independent Work Time

Hand out to each pair of students the copies of document #'s 16 & 17. (front only) Have the students examine each photograph separately

Ask them to record what they see.

On chart paper or the overhead have the following questions written for each pair to answer:

For # 16

Where are the people located? Why do you think this?

What are they trying to do? Why?

Do you think the actions shown are typical for people living in the tenements at the time? Why?

Does this like a good experience for the people? Why?

After discussing answers and charting them or writing them on the overhead, put up a transparency of the back of the document, read the description written and compare the student's responses to the description.

Read an excerpt from Immigrant Kids page # 25
(it confirms the conditions during the summer months)

For # 17

Again on chart paper or overhead have the following questions for each pair to answer:

Who are these people in the picture?

What items do you see in the picture?

What is unusual about the way these items are placed alongside the sidewalk?

What activity do you think is taking place? Why?

What type of building do you think they are exiting from?

Who are the men in the uniform and why do you think they are there?

What do you think will happen to these people?

Again after discussion and charting of answers put up the transparency of the back, read the description and compare responses.

Compare and Contrast the two photographs

Look at people in photos expressions.

What is same/ different?

How was life then different? What ways and why?

Help students to understand the era and conditions with leading questions

Chart responses

Individually: (Using document #17)

Write a short newspaper article on what happened to the people in the photo after the eviction.

Share/Assessment

Recap and connect to mini lesson questions.

Connection to Culminating Project

Students were introduced to life in the tenements and can begin to research items they can use in their skit as well as any sets they might want to create.

FQ 1 Lesson # 2

Unit's Essential Question: What was the immigrant child's life like at the end of the 19th century?

Focus Question: What was the immigrant child's home life like at the end of the 19th century?

Skills/Strategies

- Use reading skills and strategies to understand a variety of informational text
- Evaluating
- Drawing Inferences and making conclusions

Materials

- Overhead and or chart paper
- Immigrant Kids by: Russell Freedman (pgs 40-53)
- America Begins in New York (Teachers Resource) document # 18

Mini-Lesson

Hand out document # 18 let students examine the photograph

Where are they?

Who is in the photo?

How many are children?

What are they doing?

Are they all doing the same task?

Describe their facial expressions?

Why is this work being done at home?

You can chart responses and lead students to make connections to the lesson on tenement conditions

Ask:

Do you have a job at home/What is it? (Help students realize we call them chores but for immigrants it was to help family survive, Mom working etc..)

What job in the home do you think a young child could do to help his/her family?
(If students don't go there, lead them to understand that it does not have to be a job for pay, could be cooking for family or watching little ones).

Chart responses

Independent Work Time

Shared reading of Immigrant Kids pgs 40-53

Stop to examine and discuss photographs

Compare pictures in 44-45 to document #18

Chart any similarities or differences

Discuss reading

Students will write a letter to someone back home describing what they do at home to help the family.

Share/Assessment

Can have a few students share their letters
Go back to jobs students suggested in mini
lesson and compare responses to those
we read about.

Connection to Culminating Project

**The students will be able to find artifacts that helped a child in his or her work
after learning about the various jobs children did at home.**

FQ1 Lesson # 3

Unit's Essential Question: What was the immigrant child's life like at the end of the 19th century?

Focus Question: What was the immigrant child's home life like at the end of the 19th century?

Skills/Strategies

- Interpreting information
- Decoding images
- Drawing Inferences and making conclusions

Materials

- Overhead and or chart paper
- A Picnic in October by Nancy Carpenter
- America Begins in New York (Teachers Resource) document # 44
- Tenement Immigrant Life on the Lower East Side by Raymond Bial page 32 (begin at paragraph "Children of all immigrants..." end @ "had to run away")

Mini-Lesson

Read excerpt from the book Tenement Immigrant Life on the Lower East Side page 32

State for open discussion:

With the living conditions we have learned about, the necessity for the entire family to work and some not having the ability to care for their children, what do you think the state of the family was?

Discussion

Lead them to a discussion on preserving the family and its culture

Why is this important?
(we know who we are by.....)

Why might this have been difficult?
(work, living arrangements etc...)

Chart responses

Read a Picnic in October

Discuss
Lead students to understand why helping a family member honor something important to them keeps us connected. Sacrifice and togetherness etc...

Independent Work Time

(This could be done with any source/s that depicts immigrants preserving their culture and family life)

Hand out copies of document #45

Discuss the holiday and why it is important

How does celebrating a holiday or carrying on tradition connect us to the people in our family?

How does this define who we are?

As an immigrant child why might I need for my family to continue with its traditions?

Chart responses

Independently:

Students will write about their favorite holiday or tradition. Must include how it is celebrated or observed and in what ways does this help them personally feel connected to their family.

Do we sometimes do things for our family we may not want to do? Why?

Share/Assessment

Recap and open discussion on what we have learned

Connection to Culminating Project

Students will be able to identify what artifacts are needed to include for any traditional holidays or family celebrations.

Unit's Essential Question: What does it mean to an immigrant child in ninetieth century New York City?

Focus Question: What role did work occupy in the life of the immigrant child at the end of the nineteenth century?

Learning Goal: What were the factors that led to child labor in the immigrant population?

Skills/Strategies *Make sure to include skills and strategies from the 8th grade exam.*

- Analyze documents.
- Using photo as a primary source.
- How jot down observations and facts from a variety of sources in order to draw conclusions.
-

Materials

- Pictures from the Lewis W. Hine collection
- Articles from boondocks- (suggested)
 - A Children's Strike on the East Side
 - The Story of My Cotton Dress
 - Children in Bondage
- Observation sheet

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

1. Ask students to brain storm in small groups the following questions:
 - What are some of the reasons you may have to want a job at your age?
 - What kind of jobs would you look for?
 - How much would you expect to earn?
2. After student had sufficient time to brainstorm these questions have share out with the rest of the class.
3. Display pictures of children working at the turn of the century. Have students walk around and look at them. Picture from the Lewis W. Hine collection are a good source or from Shutting Out The Sky Life in the Tenements of New York 1880-1924, by Deborah Hopkinson (this book is part of the 8th grade social studies library) as well as pictures and commentaries from www.historyplace.com/unitedstates/childlabor, "Struggling Families"

Independent Work Time *This may include independent work, partner work, small group work, research.*

4. Hand out provided excerpts attached regarding some reasons forced immigrant children into the work force.
5. Hand out observation sheet
6. Review unfamiliar vocabulary from documents. (see sheet attached)
7. Direct students to look at pictures, read captions and consider what they heard and fill in the observation hand out. Encourage children to write questions that they may continue to have.

HW: Students are to go home and interview adults, siblings and neighbors as to when did they get their first job, what was it, and how much did they get paid. Students may add additional questions.

Share/Assessment *This may include individual or group share, formal and informal assessment.*

Students will come together and share their conclusions and discuss their feelings about what they learned.

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Culminating project will require students to have an understanding about many aspects of an immigrant child's life.

Name:

Class:

Immigrant Children and Labor (Observation Sheet)

What I Noticed	What I Wonder	What I found Out
Other questions:		

Excerpt from “Immigration...Polish/Russian”

Facing Barriers

Most of the Jewish immigrants faced unique challenges in their search for work. In the Russian empire, law from a wide range of jobs, including farming, and so brought a more limited set of skills with them than some immigrants did, had barred them. At the same time, they had to overcome the prejudices of U.S. employers, where “gentlemen’s agreements” and open bigotry prevented them from entering the professions and many heavy industrial jobs.

As results, Jewish immigrants from Eastern Europe often had to find employment outside of the more established trades, as well as creating opportunities for themselves between the cracks of the American economy. More than one-half of all eastern European Jewish immigrants worked in manual occupations, predominantly in the garment industry. The Jewish neighborhoods of New York and Chicago were home to countless tiny, airless sweatshop factories, where women, teenagers, and children worked long hours cutting, sewing, and finishing clothing for pennies per piece. In 1892, a reporter for *The Century* visited some of the garment workers of New York:

[They] toil from six in the morning until eleven at night. Fifty cents is not an unusual compensation for these murderous hours. Trousers at 84 cents per dozen, 8 cents for a round coat, and 10 cents for a frock coat, are labor prices that explain the sudden affluence of heartless merchant manufacturers, and the biting poverty of miserable artisans.

Sweatshops were not only unpleasant and exploitative- they could also be lethal. In the Triangle Shirtwaist factory fire of 1911, nearly half of the 146 workers killed were Jewish teenage girls.

Another avenue of employment that was open to the new Jewish immigrant was the retail trade. At least one-third of this generation of immigrants worked in retail sales at some point, especially young women and girls. Peddling also appealed to a large number of Jewish immigrants, providing as it did a measure of independence and freedom from workplace discrimination. An estimated 10 percent of the retail workers in the great wave of Jewish immigration found work as peddlers at one time or another. Many of these went on to own shops, and a few even launched department stores.

Excerpt from “Immigration...Italians”

Tenements and Toil

Urban life was often filled with hazards for the new immigrant, and housing could be one of the greatest dangers. At the turn of the century more than half the population of New York City, and most immigrants, lived in tenement houses, narrow, low-rise apartment buildings that were usually grossly overcrowded by their landlords. Cramped, poorly lit, under ventilated, and usually without indoor plumbing, the tenements were hotbeds of vermin and disease, and were frequently swept by cholera, typhus, and tuberculosis.

For Italians, this way of living came as an enormous shock. In Italy, many rural families slept in small, cramped houses; however, they spent most of their waking hours out of the house, working, socializing, and taking their meals in the outdoors. In New York City, they found themselves confined to a claustrophobic indoor existence, using the same small room for eating, sleeping, and even working. A substantial percentage of immigrant families worked at home performing *piecework*- that is, doing work that paid them by the piece, such as stitching together garments or hand-assembling machinery. In a situation like this, an immigrant woman or child might go days without seeing sunlight.

Many Italian Immigrants found themselves toiling for low pay in unhealthy working conditions. At the turn of the 20th century, southern Italian immigrants were among the lowest-paid workers in the United States. Child labor was common, and even small children often went to work in factories, mines, and farms, or sold newspapers on city streets.

Excerpt from The Triangle Factory Fire documents

My First Job by Rose Cohen

...“Hurry with these!”

From this hour a hard life began for me. He refused to employ me except by the week. He paid me three dollars and for this he hurried me from early to late...I hurried but he was never satisfied. By t he looks and manner he made me feel that I was not doing enough. Late at night when the people would stand up and begin to fold their work away and I to would rise, feeling stiff in every limb and thinking with dread of our empty little room and the uncooked rice, he would come over with still another coat.

“I need it the first thing in the morning,” he would give as an excuse. I understood that he was taking advantage of me because I was a child. And Now that it was dark in the shop except for the low single gas jet over my table and one over his at the other end of the room, and there was no one to see, more tears fell on the sleeve lining as I bent over it than there were stitches in it.

I did not soon complain to father. I had given him an idea of the people and the work during the first days. But When I had been in the shop a few weeks I told him, “The boss is hurrying the life out of me.” I know that if I had put it less strongly he would have paid more attention to it. Father hated to hear things put strongly. Besides he himself worked very hard. He never came home before eleven and he left at five in the morning.

He said to me now, ”Work a little longer until you have more experience; then you can be independent.”

“But if I did piece work, farther, I would not have to hurry so. And I could go home earlier when the other people go.”

Father explained further, “It pays him better to employ you by the week. Don’t you see if you did piece work he would have to pay you as much as he pays a woman piece worker? But this way he gets almost as much work out of you for half the amount a woman is paid.”

I myself did not want to leave the shop for fear of losing a day or even more perhaps in finding other work. To lose half a dollar meant that it

would take so much longer before mother and the children would come. And I now wanted them more than ever before. I longed for my mother and a home where it would be light and warm and she would be waiting when we came from work.

Vocabulary and Terms:

affluence

bigotry

cholera

claustrophobic

compensation

exploitative

frockcoat

“gentlemen’s agreements”

lethal

sweatshops

“the Professions”

tuberculosis

typhus

ventilated

vermin

Lesson # 2

FQ 2

Unit's Essential Question: What does it mean to an immigrant child in nineteenth century New York City?

Focus Question: What role did work occupy in the life of the immigrant child at the end of the nineteenth century?

Learning Goal: What jobs were available to immigrant children?

Skills/Strategies *Make sure to include skills and strategies from the 8th grade exam.*

- Analysis documents
- The use of technology to research documents

Materials

- Pictures from the Lewis W. Hine collection or any other suitable pictures depicting child labor of the time period with captions. Mount pictures on large white paper so that children may write feelings, observations, or reactions to the pictures. <http://www.archives.gov/education/lessons/hine-photos/#documents>
- Articles to be handed out. A different article for as many groups you expect to have, one for each member (Articles to support this lesson can be found by referring to <http://www.georgemeany.org/archives/child.html#introduction>)
- A picture that would illustrate either the job that the article speaks about or just illustrates child labor of the time.

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

8. Give students large index cards and ask them to write a job posting that may be appropriate for a child between 9-13 years old. Direct students to refer to their home work findings. They should be sure to include hours, wages and duties. <http://www.archives.gov/education/lessons/hine-photos/#documents>
9. Have student share their postings with a partner. Then have them choose one or combine the two to create a large poster to share with the rest of the class.
10. Display 4 to 5 pictures of children working in the early 1900's in various jobs along with captions. Have students walk around and write on the paper that surrounds the picture their observations and reactions to the pictures. As students are moving around the "gallery" place handouts about the jobs that children were employed in nineteenth century.
11. When students have returned to their desks talk about what they have seen and what their reaction are. Ask students why they think these pictures were taken? Take answers. Explain to the students that men like Hine and Riis took these pictures because they were social reformers.

Independent Work Time *This may include independent work, partner work, small group work,*

research.

12. Direct student to read handouts. As they read they should jot down in their notebooks interesting or disturbing facts that they come across.
13. After reading students are to break up into groups of no more than 5 students. They are to come up with a job posting for a job that a child may get during the 19th century. As before list wages, where, duties, and hours.
14. Now have each group come up and choose a picture from a collection of photos that you will have in a box.

HW: Have student go to library to research newspaper archives, magazine articles or documents relating to child labor in 19th century America.

Students are to find one article or 2 photographs relating to the topic of our lesson. Using the National Archive *Written Document Analysis Worksheet* or *Photo Document Analysis Worksheet*, student with either read or view documents and complete appropriate worksheet. Direct students to attach copies of photos or documents to worksheets.

Share/Assessment *This may include individual or group share, formal and informal assessment.*

Each group will come up to the front of the class and create a tableau, one of the student will act as a narrator and explain to the class the kind of labor they are “illustrating” and then share some of the facts about the article that the group read with the rest of the class. At this point other members of the group can add to the share their own particular insights

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Culminating project will require students to have an understanding about many aspects of an immigrant child’s life.

Rose Cohen was a sweatshop worker and a survivor of the Triangle Factory Fire.

My First Job

By Rose Cohen

About the same time that the bitter cold came father told me one night that he had found work for me in a shop where he knew the presser. I lay awake long that night. I was eager to begin life on my own responsibility but was also afraid. We arose earlier than usual that morning for father had to take me to the shop and not be over late for his own work. I wrapped my thimble and scissors, with a piece of bread for breakfast, in a bit of newspaper, carefully stuck two needles into the lapel of my coat and we started.

The shop was on Pelem Street, a shop district one block long and just wide enough for two ordinary sized wagons to pass each other. We stopped at a door where I noticed at once a brown shining porcelain knob and a half rubbed off number seven. Father looked at his watch and at me.

"Don't look so frightened," he said. "You need not go in until seven. Perhaps if you start in at this hour he will think you have been in the habit of beginning at seven and will not expect you to come in earlier. Remember, be independent. At seven o'clock rise and go home no matter whether the others go or stay."

He began to tell me something else but broke off suddenly, said "good-bye" over his shoulder and went away quickly. I watched him until he turned into Monroe Street.

Now only I felt frightened, and waiting made me nervous, so I tried the knob. The door yielded heavily and closed slowly. I was half way up when it closed entirely, leaving me in darkness. I groped my way to the top of the stairs and hearing a clattering noise of machines, I felt about, found a door, and pushed it open and went in. A tall, beardless man stood folding coats at a table.

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I went over and asked him for the name (I don't remember what it was.) "Yes," he said crossly. "What do you want?"

I said, "I am the new feller hand." He looked at me from head to foot. My face felt so burning hot that I could scarcely see.

"It is more likely," he said, "that you can pull bastings than fell sleeve lining." Then turning from me he shouted over the noise of the machine: "Presser, is this the girl?" The presser put down the iron and looked at me. "I suppose so," he said, "I only know the father."

The cross man looked at me again and said, "Let's see what you can do." He kicked a chair, from which the back had been broken off, to the finisher's table, threw a coat upon it and said, raising the corner of his mouth: "Make room for the new feller hand."

One girl tittered, two men glanced at me over their shoulders and pushed their chairs apart a little. By this time I scarcely knew what I was about. I laid my coat down somewhere and pushed my bread into the sleeve. Then I stumbled into the bit of space made for me at the table, drew in the chair and sat down. The men were so close to me at each side I felt the heat of their bodies and could not prevent myself from shrinking away. The men noticed and probably felt hurt. One made a joke, the other laughed and the girls bent their heads low over their work. All at once the thought came: "If I don't do this coat quickly and well he will send me away at once." I picked up the coat, threaded my needle, and began hastily, repeating the lesson father impressed upon me. "Be careful not to twist the sleeve lining, take small false stitches."

My hands trembled so that I could not hold the needle properly. It took me a long while to do the coat. But at last it was done. I took it over to the boss and stood at the table waiting while he was examining it. He took long, trying every stitch with his needle. Finally he put it down and without looking at me gave me two other coats. I felt very happy! When I sat down at the table I drew my knees close together and stitched as quickly as I could.

When the peddler (sic) came into the shop everybody bought rolls. I felt hungry but I was ashamed and would not eat the plain, heavy rye bread while the others ate rolls.

All day I took my finished work and laid it on the boss's table. He would glance at the clock and give me other work. Before the day was over I knew that this was a "piece work shop," that there were four machines and sixteen people were working. I also knew that I had done almost as much work as "the grown-up girls" and that they did not like me. I heard Betsy, the head feller hand, talking about "a snip of a girl coming and taking the very bread out of your mouth." The only one who could have been my friend was the presser who knew my father. But him I did not like. The worst I knew about him just now was that he was a soldier because the men called him so. But a soldier, I had learned, was capable of anything. And so, noticing that he looked at me often, I studiously kept my eyes from his corner of the room.

Seven o'clock came and everyone worked on. I wanted to rise as father had told me to do and go home. But I had not the courage to stand up alone. I kept putting off going from minute to minute. My neck felt stiff and my back ached. I wished there were a back to my chair so that I could rest against it a little. When the people began to go home it seemed to me that it had been night a long time.

The next morning when I came into the shop at seven o'clock, I saw at once that all the people were there and working steadily as if they had been at work a long while. I had just time to put away my coat and go over to the table, when the boss shouted gruffly, "Look here, girl, if you want to work here you better come in early. No office hours in my shop." It seemed very still in the room, even the machines stopped. And his voice sounded dreadfully distinct. I hastened into the bit of space between the two men and sat down. He brought me two coats and snapped, "Hurry with these!"

From this hour a hard life began for me. He refused to employ me except by the week. He paid me three dollars and for this he hurried me from early until late. He gave me only two coats at a time to do. When I took them over and as he handed me the new work he would say quickly and sharply, "Hurry!" And when he did not say it in words he looked at me and I seemed to hear even more plainly, "Hurry!" I hurried but he was never satisfied. By looks and manner he made me feel that I was not doing enough. Late at night when the people would stand up and begin to fold their work away and I too would rise, feeling stiff in every limb

and thinking with dread of our cold empty little room and the uncooked rice, he would come over with still another coat.

"I need it the first thing in the morning," he would give as an excuse. I understood that he was taking advantage of me because I was a child. And now that it was dark in the shop except for the low single gas jet over my table and the one over his at the other end of the room, and there was no one to see, more tears fell on the sleeve lining as I bent over it than there were stitches in it.

I did not soon complain to father. I had given him an idea of the people and the work during the first days. But when I had been in the shop a few weeks I told him, "The boss is hurrying the life out of me." I know now that if I had put it less strongly he would have paid more attention to it. Father hated to hear things put strongly. Besides he himself worked very hard. He never came home before eleven and he left at five in the morning.

He said to me now, "Work a little longer until you have more experience; then you can be independent."

"But if I did piece work, father, I would not have to hurry so. And I could go home earlier when the other people go."

Father explained further, "It pays him better to employ you by the week. Don't you see if you did piece work he would have to pay you as much as he pays a woman piece worker? But this way he gets almost as much work out of you for half the amount a woman is paid."

I myself did not want to leave the shop for fear of losing a day or even more perhaps in finding other work. To lose half a dollar meant that it would take so much longer before mother and the children would come. And now I wanted them more than ever before. I longed for my mother and a home where it would be light and warm and she would be waiting when we came from work.

Leon Stein, ed., *Out of the Sweatshop: The Struggle for Industrial Democracy* (New York: Quadrangle/New Times Book Company, 1977), pp. 194-195.

Written Document Analysis Worksheet

1.

TYPE OF DOCUMENT (Check one):

- Newspaper
- Letter
- Patent
- Memorandum

- Map
- Telegram
- Press release
- Report

- Advertisement
- Congressional record
- Census report
- Other

2.

UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- Interesting letterhead
- Handwritten
- Typed
- Seals

- Notations
- "RECEIVED" stamp
- Other

3.

DATE(S) OF DOCUMENT:

4.

AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5.

FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6.

DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written?
Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

**Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408.**

Unit's Essential Question: What does it mean to an immigrant child in ninetieth century New York City?

Focus Question: What role did work occupy in the life of the immigrant child at the end of the nineteenth century?

Learning Goal: What kind of environment did the child laborers face each day at work?

Skills/Strategies *Make sure to include skills and strategies from the 8th grade exam.*

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Materials

- Homework assignment from lesson 2.
- A variety of documents for students use. (Articles, poems, political cartoons, photographs)
- Access to the internet to view political cartoons relating to the period at www.boondocksnet.com/gallery/child_labor_intro.html

Note: A folder is provided with documents, photos and other resources that can be used for these lessons.

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; making an explicit connection to previous activities.*

Give out a copy of poem **The Machines** By Ernest Crosby.

15. Project the poem and conduct a shared reading of it.
16. After the reading of the poem, open the class to a discussion as to what issues the poem refers to.
17. Direct student to folder of resource material in the middle of group desks. Students are to use these materials as well as their homework to formulate an answer to the following questions:
 - What kinds of jobs were open to children?
 - What was the work environment like?
 - Who benefited from their efforts?
 - What types of hazards did these young people face in the work place?

18. Using these questions as guidelines, students will work in groups of no more than 4 creating a campaign to inform the average person about child labor practices, write an editorial or magazine article or create a poster (students should have how to analyze poster worksheets to refer to as to the elements they will need for their posters.) Include facts, figures, and photos when possible to strengthen your position.

--

HW: Have students take a side on the question of child labor and create an original political cartoon. Cartoon should have a title and include an explanation on the back.
(Give out the worksheet on analyzing political cartoons for reference)

Share/Assessment *This may include individual or group share, formal and informal assessment.*

Students will come together to discuss their answers to the questions.
However, each group will share their completed work next class

Connection to Culminating Project *How does this lesson help students work towards the culminating project (in terms of skills, strategies and/or content)?*

Culminating project will require students to have an understanding about many aspects of an immigrant child's life.

The Machines

By Ernest Crosby

Swords and Plowshares (New York: Funk & Wagnalls, 1902).

I

BR-R-R-R-R-R-R-R!

What are the machines saying, a hundred of them in one long room?

They must be talking to themselves, for I see no one else for them to talk to.

But yes, there is a boy's red head bending over one of them, and beyond I see a pale face fringed with brown curly locks.

There are only five boys in all on this floor, half hidden by the clattering machines, for one bright lad can manage twenty-five of them.

Each machine makes one cheap, stout sock in five minutes, without seam, complete from toe to ankle, cutting the thread at the end and beginning another of its own accord.

The boys have nothing to do but to clean and burnish and oil the steel rods and replace the spools of yarn.

But how rapidly and nervously they do it -- the slower hands straining to accomplish as much as the fastest!

Working at high tension for ten hours a day in the close, greasy air and endless whirr --

Boys who ought to be out playing ball in the fields or taking a swim in the river this fine summer afternoon.

And in these good times the machines go all night, and other shifts of boys are kept from their beds to watch them.

The young girls in the mending and finishing rooms down-stairs are not so strong as the boys.

They have an unaccountable way of fainting and collapsing in the noise and smell, and then they are of no use for the rest of the day.

The kind stockholders have had to provide a room for collapsed girls and to employ a doctor, who finds it expedient not to understand this strange new disease.

Perhaps their children will be more stalwart in the next generation.

Yet this factory is one of the triumphs of our civilization.

With only twenty boys at a time at the machines in all the rooms it produces five thousand dozen pair of socks in twenty-four hours for the toilers of the land.

It would take an army of fifty thousand hand-knitters to do what these small boys perform.

II

BR-R-R-R-R-R-R-R!

What are the machines saying? They are saying, "We are hungry. We have eaten up the men and women (there is no longer a market for men and women, they come too high) --

We have eaten up the men and women, and now we are devouring the boys and girls.

How good they taste as we suck the blood from their rounded cheeks and forms, and cast them aside sallow and thin and care-worn, and then call for more!

Br-r-r-r-r-r-r-r! how good they taste; but they give us so few boys and girls to eat nowadays, altho there are so many outside begging to come in --

Only one boy to twenty of us, and we are nearly famished!

We eat those they give us and those outside will starve, and soon we shall be left almost alone in the world with the stockholders.

Br-r-r-r-r-r-r-r! what shall we do then for our food?" the machines chatter on.

"When we are piling up millions of socks a day for the toilers and there are no toilers left to buy them and wear them,

Then perhaps we shall have to turn upon the kind stockholders and feast on them (how fat and tender and toothsome they will be!) until at last we alone remain, clattering and chattering in a desolate land," growled the machines,

While the boys went on anxiously, hurriedly rubbing and polishing, and the girls downstairs went on collapsing.

"Br-r-r-r-r-r-r-r!" growled the machines.

III

The devil has somehow got into the machines.

They came like the good gnomes and fairies of old, to be our willing slaves and make our lives easy.

Now that, by their help, one man can do the work of a score, why have we not plenty for

all, with only enough work to keep us happy?

Who could have foreseen all the ills of our factory workers and of those who are displaced and cast aside by factory work?

The good wood and iron elves came to bless us all, but some of us have succeeded in bewitching them to our own ends and turning them against the rest of mankind.

We must break the sinister charm and win over the docile, tireless machines until they refuse to shut out a single human being from their benefits.

We must cast the devil out of the machines.

Citation: Crosby, Ernest. "The Machines." *Swords and Plowshares* (New York: Funk & Wagnalls, 1902). <http://www.boondocksnet.com/labor/02machines.html> In Jim Zwick, ed., *Songs for the Working Children: Poems from the Campaign to End Child Labor* <http://www.boondocksnet.com/labor/songs.html> (May 29, 106).

Lesson # 3a

Unit's Essential Question: What did it mean to be an immigrant child in nineteenth century New York City?

Focus Question: What was the immigrant child's education like at the end of the nineteenth century?

Lesson Question: What were immigrant children's attitudes towards school?

Skills/Strategies

- Reading expository text and primary sources
- Small- and large-group discussion/accountable talk

Materials

- Hopkinson, Deborah. *Shutting Out the Sky: Life in the Tenements of New York, 1880-1924*. New York: Orchard Books, 2003.

Mini-Lesson

- Review that over the past week or so, we have been looking at two aspects of childhood: family life and work. Explain that in today's lesson, we will look at another important aspect of childhood: school.
- Ask students to briefly brainstorm on paper their own experiences with and attitudes towards school (i.e., When did you start school? How do you feel about school?), then have students turn and talk to a partner about their ideas.
- Explain that for many immigrant children in nineteenth century New York City, school was an *opportunity* to have a better life, and that many immigrant families had to make sacrifices in order to enable their children to get an education. Not all children went to school, because many had to work or take care of siblings,
- Read with class a quote (projected from a transparency or written on chart paper) by a fourteen-year-old girl about going to night school after a full day of work in a sweatshop:
I don't like the work I'm doing now...holding the scissors all day; the scissors hurt my hand so, and it's so tiresome cutting all the time... But I can't stop night school because I'm tired, if I want to get my education. I want to go to evening high [school] and be a stenographer. (from *Shutting Out the Sky*, p.94)
- Explain that today, students will be reading excerpts about the students' experiences in school around the turn of the century.

Independent Work Time

Students will work in pairs; each pair will receive an excerpt from the chapter "A New Language, A New Life" in *Shutting Out the Sky*, which describes the experiences in school of one child around the turn of the twentieth century. The excerpts used will be:

1. Marcus Ravage, "Above all, we had to learn English," p. 87-88;
 2. Maurice Hindus, "A New Adventure", p. 91-92;
 3. Pauline Newman, "Night Schools," p. 93-95;
 4. Leonard Covello, "Children, Schools, and Parents," p. 95-99.
- Students will read and discuss the excerpt, making sure that each partner understands the turn-of-the-century students' experiences and attitudes towards school/education.
 - Teacher will reassign students to groups of four, with one student having read one of the four excerpted readings (pairs will be split up).

- In groups, students will share the turn-of-the-century students' experiences and attitudes towards school/education, about which they read
- In groups, students will discuss similarities and differences between the four students' experiences and attitudes.

Share/Assessment

Informal Assessment: The teacher will ask students to wrap up their discussions, and write a brief written reflection on how the turn-of-the-century students' experiences compare to their own lives. The students will then reconvene as a class, and the teacher will facilitate a class discussion on how turn-of-the-century experiences with and attitudes towards school compare to theirs, in the twenty-first century.

Connection to Culminating Project

This lesson will help students to understand the interplay between home life, work, and education in immigrant children's lives. Such an understanding is necessary in order for students to be able to successfully complete the culminating project.

Unit’s Essential Question: What did it mean to be an immigrant child in nineteenth century New York City?

Focus Question: What was the immigrant child’s education like at the end of the nineteenth century?

Lesson Question: What did New York City schools and students look like at the turn of the century?

Skills/Strategies

- Observation and analysis of photographs and drawings (primary sources)
- Small- and large-group discussion/accountable talk

Materials

- Photographs and lithographs from the New York Public Library digital archive:
 - “The Night School”
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=716091&imageID=809623&word=the%20night%20school&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=1&num=0&imgs=12&pNum=&pos=1>
 - “In the Wooster Street School”
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=694545&imageID=806205&word=in%20the%20wooster%20street%20school&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=1&num=0&imgs=12&pNum=&pos=1>
 - “The Chinese School in Mott Street, New York”
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=709434&imageID=800997&word=the%20chinese%20school&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=5&num=0&imgs=12&pNum=&pos=1>
 - “Blacksmithing Department – students at work”
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=716043&imageID=809599&word=blacksmithing&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=8&num=0&imgs=12&pNum=&pos=1>
 - “New York City: a fire-escape drill”
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=716073&imageID=809659&word=fire%20escape%20drill&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=1&num=0&imgs=12&pNum=&pos=1>
 - “Basketry Class in a vacation school”
<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=716048&imageID=809594&word=basketry%20class&s=1¬word=&d=&c=&f=&IWord=&IField=&sScope=&sLevel=&sLabel=&total=1&num=0&imgs=12&pNum=&pos=1#>

Mini-Lesson
<ul style="list-style-type: none">• Teacher will review that yesterday the class looked at the attitudes of turn-of-the-century immigrant students towards school.• Teacher will explain that today, students will look at some images of schools and students in nineteenth-century New York City.

- Teacher will model image observation, using the lithograph, “The Night School”
 - Teacher will project the image from a transparency or directly from the NYPL website
 - Teacher will observe aloud what s/he notices in the foreground and background image (i.e., teacher standing with two students at an easel, students seated at desks in rows, students holding slates, students raising hands, etc.)
 - Teacher will model some of the inferences s/he can make about nineteenth century schools, using this image (i.e., class sizes were large, boys and girls were taught in separate classes, etc.)
- Teacher will explain that students should analyze their image the same way, by observing what they see in the foreground and background of their images, and then making inferences about what nineteenth century schools and/or classrooms were like.

Independent Work Time

Each student will receive a copy of one of the following photographs/lithographs: “In the Wooster Street School,” “The Chinese School in Mott Street, New York,” “Blacksmithing Department – students at work,” “New York City: a fire-escape drill,” “Basketry Class in a vacation school.”

- Each student will observe his/her image and make inferences about what schools were like in the nineteenth century. Students will take notes on their observations and ideas in order to facilitate the upcoming group work.
- Students will be placed in groups of five, with each student in the group having studied a different image.
- Students will share their images and their observations/inferences.
- As a group, students will try to reach a consensus about what school was like for immigrant children in the nineteenth century, reconciling any differences in the inferences that they made based on their individual images.

Share/Assessment

The teacher will ask students to reconvene as a class. S/he will facilitate a class share, in which each group shares their inferences about what school was like for immigrant children. As a class, teacher asks the students to reconcile any differences in the inferences made by different groups.

Connection to Culminating Project

In order to develop the culminating project, students will need to imagine what immigrant children’s school experiences looked and felt like. By using images of actual turn-of-the-century classrooms, students will gain a deeper understanding of these educational settings.

Unit’s Essential Question: What did it mean to be an immigrant child in nineteenth century New York City?

Focus Question: What was the immigrant child’s education like at the end of the nineteenth century?

Lesson Question: What were immigrant children’s experiences in school?

Skills/Strategies

- Reading expository text
- Group collaboration

Materials

- Freedman, Russell. *Immigrant Kids*. New York: Scholastic, 1980. Chapter 3, “At School”
- Props, to the extent possible (desks, chairs, flag, etc.)

Mini-Lesson

- Teacher will explain that today the class will look at what immigrant children’s experiences were like at school.
- Teacher projects and reads aloud an excerpt (from p. 31 of *Immigrant Kids*) of Sophie Ruskay describing her experiences in grammar school.
- Teacher explains that students will work in groups to read a short excerpt about immigrant children’s experiences in school, and then will create a tableaux representing what they read about.

Independent Work Time

Each student will be assigned to one of six groups. Each group will receive an excerpt from *Immigrant Kids*:

1. pages 28;
 2. page 29-30;
 3. page 32;
 4. page 33;
 5. page 34-35;
 6. page 35-36.
- Students in each group will read their assigned excerpt.
 - Together, the group will plan and practice a tableaux (still scene) to represent the excerpt which they read

Share/Assessment

Each group will present its tableaux to the class. Students in the class will observe and discuss each group’s tableaux. Members of the presenting group will clarify the ideas which their tableaux represented, as necessary.

Connection to Culminating Project

This lesson requires students to work together in small groups and combine content with creativity, which will be useful in developing the culminating project. By using props (real

or imagined) in their tableaux, students will be required to consider the school-related objects which immigrant students would have used; this will help them to decide on the school-related object which they will include in the culminating project.

FQ 4

LESSON #1:

What were the origins of immigrant children's games?

Unit of Study: Immigrant Children

The Social Studies Standards addressed by these lessons and activities are the following:

Standard 1: History of the United States and New York: Students will use a variety of skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 3: Students will use a variety of skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Focus Question: What forms of play did New York City immigrant children participate in at the end of the 19th Century?

Skills/Strategies:

- Accessing and organizing information
- Analyzing and synthesizing information
- Drawing inferences and making conclusions
- Cooperating to accomplish goals

Materials:

- Student copies of “A Court Ruled by Women.” Gary Pierre-Pierre, The New York Times, Section B, August 3, 1998.
- Chart paper
- Markers
- Smart board, if available
- Inspiration software, if available
- PowerPoint program, if available of images of children at play
- Student copies of images of children at play
 - All the images below can be found in the book City Play, by Amanda Dargan and Steven Zeitlin, though many are reproduced from other sources. The page number at the end of each citation corresponds to the page it can be found in City Play:
 - Photo--Roger Burghardt mural. (Photo by Martha Cooper/City Lore) p. 12.
 - Photo—Ice skating in Central Park (1895) (Photo by Byron, Museum of the City of New York). p.15.
 - Engraving--Steam Boat Wharf, Battery Place, Manhattan circa 1837 (Drawing by Charles Burton, engraving by Stephen Gimber,

courtesy of The New-York Historical Society, New York City.). p. 17.

- Page--Lassoing Pigs on Sixth Avenue, Manhattan (Page from Letters to Phil: Memories of a new York boyhood, 1848-1856, by Gene Schermerhorn, courtesy of New York Bound Books). p. 20.
- Drawing--Newspaper boys pitching pennies (Drawing by W.S.L. Jewett, Harper's Weekly, 12 August 1871). p. 40.
- Photo-- Girls on stoop, circa 1900 (Jacob Riis Collection, Museum of the City of New York.) p. 54.
- Photo--Game of Marbles, 1914 (Photo from the Chicago Daily News, courtesy of the Chicago Historical Society.). p. 80.
- Photo—Boys playing checkers, Lower East Side, Manhattan, late nineteenth century (Library of Congress). p. 82.
- Wood engraving--Sleighting on Broadway, Manhattan, 1858 (Wood engraving, Museum of the City of New York). p. 96.
- Sledding in Central Park, 1898 (Byron, Museum of the City of New York.)p.97.
- Photo—Boy flying a kite, Lower East Side, Manhattan (Photo by Bruce Davidson, Magnum Photos, Inc.). p. 154.
- Photo--Shooting craps at Mulberry Bend, Manhattan, 1900 (Photo by George Ritter, Museum of the City of New York.) p. 184.

Mini-Lesson:

- Students will convene in meeting area.
- Teacher will present in PowerPoint/photo from images of children at play
 - All images can be found in the book City Play, by Amanda Dargan and Steven Zeitlin, though they are reproduced from other sources:
 - Note: see list of images Materials section of lesson
- Students will be asked to brainstorm all the forms of play and recreation that they enjoy in their communities.
- Teacher will create two-column chart and chart all their responses in the left column on chart paper or using Inspiration software.
- Teacher will ask students if they know the historical development of some of these games. Some critical questions may include:
 - From what country did this game originate?
 - Why did this game come to New York City and continue to be played here?
 - Has it changed or transformed over the years?
- Students will respond with their own theories of the origins and historical development of these games.
- Teacher will chart responses in right-hand column of chart to be revisited later in the lesson and/or unit.
- Teacher will ask if students have any further questions or comments.

Independent Work Time: Analyzing an immigrant game

- Students will work in pairs.

- Each student pair will be given a handout of “A Court Ruled by Women.” Gary Pierre-Pierre, The New York Times, Section B, August 3, 1998.
- Students will read the article in pairs.
 - Note: Teacher should have some peer reading routines and techniques established in the class to ensure success for this activity.
- Upon completion of article, students will respond to the following questions about netball:
 - What is netball?
 - How is the game played?
 - What are the origins of the game?
 - Has the game changed since it “migrated” to New York City? If so, how?
 - What does this game tell you about the West Indian culture?
 - What ideas or values are embodied by the game of netball?
 - Why do you think this game is so important to the West Indian culture?
 - Why do you think this game is still being played in New York City?
- Students will work in pairs and respond to the questions above in their notebooks.
 - Extension Activity: For those pairs who have successfully completed their responses to “A Court Ruled by Women,” these students can be given a laptop in order to research the origins of one of the games listed on the chart paper.

Share/Assessment:

- Students will reconvene in meeting area.
- In whole class share, students will volunteer their responses about the reading.
- Teacher will facilitate discussion and assist the students in making connections.
- Teacher will then ask those students who were able to complete the extension activity to share their findings with the class.
- Teacher will fill in right-hand column of chart where applicable.

Connection to Culminating Project: This activity will help students make the connection that games brought by immigrants from their country of origin are representative of both larger values and ideas. This will help students in creating their skits where the object they select should also be the embodiment of ideas and values representative of a children’s immigrant experience.

Focus Question 4

LESSON #2:

What did play look like in turn of the century New York City?

Unit of Study: Immigrant Children

Focus Question: What forms of play did New York City immigrant children participate in at the end of the 19th Century?

Skills/Strategies:

- Getting and organizing information
- Analyzing information
- Cooperating to accomplish goals
- Assuming responsibility for carrying out tasks

Materials:

- Copy of book, City Play, Amanda Dargan and Steven Zeitlin
- Chart paper
- Markers
- Smart board, if available
- Inspiration software, if available
- Student notebooks
- 5-10 personal computers, if available
- Student copies of the following games from Streetplay.com rule sheet
 - Ace-King-Queen
 - Boxball
 - Box Baseball
 - Fivebox
 - Hit the Stick
 - Hopscotch
 - Kick the Can
 - Off the Wall
 - Punchball
 - Ringoleavio
 - Slapball
 - Stickball
 - Stoopball

Mini-Lesson:

- Teacher will convene students in meeting area
- Teacher will read the following excerpt from City Play:
 - In the mid-nineteenth century, kite flying was made illegal in New York below 14th street “[this] restriction,” writes George Herland, “may be an important date in the history of childhood in New York, for it may be the first instance on record of child’s play having to come to terms with the

confined spaces of New York. Yet in, in 1883, Jacob Riis notes that kite flying continued, “forbidden but not suppressed.”

- Teacher will ask students the following question: If kite flying was not allowed in New York City because of the lack of space, what games could children play safely in New York City during the nineteenth century?
- Students will be asked to turn to the person sitting next to them to and to brainstorm games that children might have played at that time without any adult supervision.
 - Note: Teacher may want to review the lack of technology during this time period with students if they have not made these connections in past lessons.
- Teacher will chart student responses on chart paper or, if applicable, on Inspiration template using smart board.
- Students will take notes from chart paper into their student notebooks.
- Teacher will facilitate discussion as necessary and asks students if they have any further questions or comments.

Independent Work Time: Researching the games of immigrant children

- Students will be divided into groups of three.
 - If your class has an uneven number of students, some student groups may have more people.
- Each student group will be given the following roles to choose from for this activity:
 - “Game Historian”: This student will explain to the class the history of this children’s game.
 - “Rule Maker” This student will explain how this children’s game is played
 - “Game Designer: This student will focus on creating a visual design of the game on chart paper that also helps others understand how the game is played.
- Students will each take on their role and will be provided with the following materials:
 - “Personal computer, if possible
 - link to www.streetplay.com/thegames/
 - hard copy of streetplay.com rule sheets
 - chart paper
 - markers
- Students will work in group and complete individual tasks, and then assist those in their group to complete their own tasks.

Share/Assessment:

- Students will reconvene in meeting area
- Each student group will make a short presentation of their game to other students
- Other student groups will take notes during presentation
- Students will defend and support their presentation from mother students’ questions and comments.

- Teacher will hand charts and other related work in easily accessible area for students to refer back to in future lessons

Connection to Culminating Project: Students will have been exposed to a variety of different games that require different objects

Focus Question 4

Lesson #3:

What game would you invent if you lived in 19th Century New York City?

Unit of Study: Immigrant Children

Focus Question: What forms of play did New York City immigrant children participate in at the end of the 19th Century?

Skills/Strategies:

- Cooperating to accomplish goals
- Participating in group planning and discussion
- Assuming responsibility for carrying out tasks
- Handling a diversity of interpretations
- Presenting and defending a position

Materials:

- Chart paper
- Colored Markers
- Masking tape
- Student-created charts of street games (from Lesson #2)
- Necessary art supplies--i.e. construction paper, glue, scissors, and et al.
- Stapler

Mini-Lesson:

- Students will convene in meeting area.
- Teacher will instruct students that they will be working in the same groups of three as they had in the previous lesson.
- Students will be shown image of two boys holding two boys holding pieces of wood in New York City.
- Teacher will ask students to create a game that these two boys could play in order to amuse themselves
 - Note: Students will be limited to the objects they see in the photo and are not allowed to add any further materials in creating their own game
- Teacher will give students 3-5 minutes to invent a new game that includes
 - Description of game
 - Rules of the game
 - Brief sketch of the game
- After allotted time, students will share their ideas with whole class.
- Teacher will chart responses and facilitate discussion.
- After completion of short discussion, teacher will ask if students have any questions.

Independent Work Time: Inventing a new immigrant game

- Students will be divided into groups of three.

- If your class has an uneven number of students, some student groups may have more people.
- Each student group will be given the following roles to choose from for this activity:
 - “Game Historian”: This student will explain to the class the history of this children’s game.
 - The student will focus on responding to the following guiding questions: Which immigrant children would play this game? Why? How is this game representative of this group’s values? Is the game based on some previous form of play that you studied? Which ones? Why?
 - “Rule Maker” This student will explain how this children’s game is played.
 - The student will focus on responding to the following guiding questions: What are the rules of the game? What objects or materials do you need to play the game? How do you win the game?
 - “Game Designer: This student will focus on creating a visual design of the game on chart paper that also helps others understand how the game is played.
- Teacher asks students if they have any questions or comments.
- Students will go a designated area of the room to engage in activity.
- Teacher confers with students during the activity

Share/Assessment:

- Students reconvene in forum of teacher’s choosing: classroom, gym, outdoor space, etc...
- In whole class share, students will present and demonstrate their game to the class.
- Other students will ask questions at end of presentations.
- Student presenters will support and defend their positions from fellow students.

Connection to Culminating Project: Students will have created their own immigrant game for that time period and will have gained knowledge of the various objects that would have been available to them. Additionally, students will gain experience in presenting and defending their findings in front of their peers. This will serve as a primer for their skits where they will also be presenting information in front of their peers.

RESOURCES

TEACHER BACKGROUND REFERENCES

Books

- Aries, Philippe, Centuries of Childhood, New York: Knopf, 1962.
- Avedon, E. M. and Brian Sutton-Smith, eds. The Study of Games. New York: John Wiley, 1971.
- Cavallo, Dominick. Muscles and Morals: Organized Playgrounds and Urban Reform, 1880-1920. Philadelphia: University of Pennsylvania Press, 1981.
- Dargan, Amanda and Steven Zeitlin, City Play. New Brunswick: Rutgers University Press, 1990.
- Ferretti, Fred. The Great American Book of Sidewalk, Stoop, Dirt, Curb, and Alley. New York: Workman Publishing Co.: 1975.
- Herland, George, Centuries of Childhood in New York: A Celebration on the Occasion of the 275th Anniversary of Trinity School. New York: The New-York Historical Society and Trinity School, 1984.
- Mergen, Bernard. Play and Playthings: A Reference Guide. Westport, Conn.” Greenwood Press, 1982.
- Nasaw, David. Children of the City: At Work and at Play, 1900-1920. New York: Doubleday, 1985.
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- Riis, Jacob. Children of the Poor. New York: Charles Scribner’s Sons, 1892.
- Riis, Jacob. How the Other Half Lives: Studies Among the Tenements of New York, Dover Publications, 1971.
- Schermerhorn, Gene. Letters to Phil: Memories of a New York Boyhood, 1848-1856. Foreword by Brendan Gill. (New York: New York Bound books, 1982.).
- Sutton-Smith, Brian. The Folkgames of Children. Austin: University of Texas Press, 1972.

Articles

- Culin, Stewart. “Street Games of Boys in Brooklyn.” *Journal of American Folklore* 4(1891): 221-237.
- Hale, Ethel and Oliver. “From Sidewalk, Gutter, and Stoop: Being a Chronicle of Children’s Play and Game Activity.” Manuscript, 2 packages, New York Public Library, 1938.
- Horne, Philip Field. “Outdoor Recreation in Colonial New York.” Master’s thesis, State University of New York College, 1976.
- Pierre-Pierre, Gary. “A Court Ruled by Women.” *The New York Times*. Section B Metropolitan Desk, August 3, 1998: B1, B3.

STUDENT LITERATURE

Primary Documents: The following documents are compiled in City Play and the pages offered in the citation refer to the pages where the documented images can be found in that book.

- Photo--Roger Burghardt mural. (Photo by Martha Cooper/City Lore) p. 12.
- Photo—Ice skating in Central Park (1895) (Photo by Byron, Museum of the City of New York). p.15.
- Engraving--Steam Boat Wharf, Battery Place, Manhattan circa 1837 (Drawing by Charles Burton, engraving by Stephen Gimber, courtesy of The New-York Historical Society, New York City.). p. 17.
- Page--Lassoing Pigs on Sixth Avenue, Manhattan (Page from Letters to Phil: Memories of a new York boyhood, 1848-1856, by Gene Schermerhorn, courtesy of New York Bound Books). p. 20.
- Drawing--Newspaper boys pitching pennies (Drawing by W.S.L. Jewett, Harper's Weekly, 12 August 1871). p. 40.
- Photo-- Girls on stoop, circa 1900 (Jacob Riis Collection, Museum of the City of New York.) p. 54.
- Photo--Game of Marbles, 1914 (Photo from the Chicago Daily News, courtesy of the Chicago Historical Society.). p. 80.
- Photo—Boys playing checkers, Lower East Side, Manhattan, late nineteenth century (Library of Congress). p. 82.
- Wood engraving--Sleighing on Broadway, Manhattan, 1858 (Wood engraving, Museum of the City of New York). p.96.
- Sledding in Central Park, 1898 (Byron, Museum of the City of New York.).p.97.
- Photo—Boy flying a kite, Lower East Side, Manhattan (Photo by Bruce Davidson, Magnum Photos, Inc.). p. 154.
- Photo--Shooting craps at Mulberry Bend, Manhattan, 1900 (Photo by George Ritter, Museum of the City of New York.) p. 184.

Fiction

- Bunting, Eve, A Day's Work.
- Bunting, Eve, A Picnic in October.
- Mayerson, Evelyn Wilde, The Cat Who Escaped From Steerage
- Polacco, Patricia, The Keeping Quilt
- Stevens, Carla, Lily and Miss Liberty

Non-fiction

- Ernst, Robert, Immigrant Life in New York City, 1825-1863.
- Friedman, Russell Immigrant Kids
- Hirsch Jr., E.D, edited by, Pearson Learning, Core Knowledge Series, Immigration.
- Kids Discover Series, Immigration.
- Kids Discover Series, Ellis Island.
- Nasaw, David, Going Out: The Rise and Fall of Public Amusements.

Anthology/Memoir

- Coan, Peter Morton, Ellis Island Interviews
- Cohen, Stephen A. edited by, The Games We Played: A Celebration of Childhood and Imagination
- Schermerhorn, Gene, Letters to Phil: Memories of a New York Boyhood, 1848-1856.

Autobiography

- Lilienthal, Meta. “Dear Remembered World.”

Songs

- “Rise, Sally, Rise”

Other Available Print Resources

- Burdick, John Ellis Island, Gateway of Hope
- Gordon, Solomon, National Geographic, Why Did They Come?
- Hopkinson, Deborah, Shutting out the Sky: Life in the Tenements of New York, 1880-1924
- Kosof, Anna, Living in Two Worlds: The Immigrant Children’s Experience
- Kroll, Steven, Ellis Island, Doorway to Freedom
- Levine, Ellen, If Your Name Was Changed at Ellis Island
- Maestro, Betsy, The Story of Immigration
- Shea, Therese, Immigration to America: Identifying Different Points of View About an Issue
- Thompson, Gare, We Came Through Ellis Island, The Immigrant Adventures of Emma Markowitz

CLASSROOM MATERIALS

Maps

- Map originally produced for the 149th Street reunion in Queens 1988 (from “The Block: An Unauthorized biography,” by Stan Brownstein (p.49)

WEBSITES AND TECHNOLOGY SUPPORTS

Websites

- <http://www.afsnet.org>
- <http://www.carts.org>

- <http://www.castlegarden.org>
- <http://www.citylore.org>
- <http://www-es.canisius.edu/~salley/Articles/marbles.html>
- <http://www.ellisland.org>
- <http://www.Forgotten-ny.com>
- <http://lcweb.loc.gov/wpaintro/wpahome.html>
- <http://members.tripod.com/~Silvie/CastleGarden.html>
- <http://www.mcny.org>
- <http://www.nyhistory.org/education/growing.html>
- <http://www.placematters.net>
- <http://www.streetplay.com>
- <http://www.tenement.org>
- <http://www.thebattery.org>

Software

- Microsoft Word
- Microsoft PowerPoint
- Inspiration
- Visual Thesaurus

Videos

- America, America
- Avalon
- East Meets West
- El Norte
- Godfather II
- Hester Street
- The Joy Luck Club
- Ric Burn's New York, a Documentary Film
- Sacco and Venzetti

FIELD TRIPS AND EXCURSIONS

Museums

- The Museum of the City of New York. This museum offers educational programs and exhibits celebrating the past, present and future of New York City history. Specifically, it offers a program entitled "Growing Up in New York City: New York City Childhood" where through paintings, old photos, and they toy collection, students will learn about the roles and lifestyles of children in New York City over the past 150 years.
- The New-York Historical Society. Educators will collaborate with teachers to make the Society's resources an extension of the classroom by tailoring their programs to the classroom curricula.

- CityLore, The New York Center for Urban Folk Culture. Educational staff includes folklorists, historians, anthropologists, ethnomusicologists, all of who specialize in the creation of programs and materials for public education.
- American Family Immigration Center, Ellis Island. The museum's self-guided exhibits chronicle Ellis Islands' role in immigration history and include artifacts, photographs, prints, videos, interactive displays, oral histories, and temporary exhibits. It also provides a unique look at the "Immigrant Experience" through family histories and the peopling of America.

Historic Houses

- The Lower East Side Tenement Museum. The Tenement's Museum historic tenement can be seen by guided tour only.

Libraries

- New York Public Library, <http://www.nypl.org>

Neighborhood Walks

- Big Onion Walking Tours. These tours explore the many neighborhoods and historic districts of New York City, focusing on the many layers of history that make up the fabric of our city. Possible tours that can be reserved include the following: Chinatown, East Village, Jewish Lower East Side, Irish New York, "Official" Gangs of New York Tour, and The Immigrant Labor, Immigrant Triumph. <http://www.bignon.com>

Resources

<p style="text-align: center;">Teacher Background References</p> <p><i>May include books, articles, museums, and websites</i></p>	<p style="text-align: center;">Student Literature</p> <p><i>May include primary documents, poetry, fiction, nonfiction , songs, etc.</i></p>	<p style="text-align: center;">Classroom Materials</p> <p><i>May include maps, globes, dictionaries, writing and art materials</i></p>	<p style="text-align: center;">Web Sites & Technology Supports</p> <p><i>May include websites, software, and videos</i></p>	<p style="text-align: center;">Field Trips and Excursions</p> <p><i>May include permanent exhibits/collections in museums, historic houses, libraries, neighborhood walks, etc.</i></p>
	<p>Hopkinson, Deborah. <i>Shutting Out the Sky: Life in the Tenements of New York, 1880-1924.</i> New York: Orchard Books, 2003.</p> <p>Freedman, Russell. <i>Immigrant Kids.</i> New York: Scholastic, 1980.</p>		<p>New York Public Library Digital Archive: http://digitalgallery.nypl.org/nypldigital/</p>	

