

Moments in Time; News Documentaries of Buffalo's History with Rich Newberg

Grade 4 Immigration:

What were the benefits and drawbacks of immigrating to New York?

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Inquiry Design Model (IDM) Blueprint™

Compelling Question	What were the benefits and drawbacks of immigrating to New York?		
Standards and Practices	<p>4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development.</p> <p>(Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)</p> <p>4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.</p> <ul style="list-style-type: none"> ∅ Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine. ∅ Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced. ∅ Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions. ∅ Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them, such as ethnic social clubs and fraternal support organizations. 		
Staging the Question	<p>Rich Newberg Video</p> <p>Buffalo's Immigrants - The American Dream http://digital.buffalolib.org/document/1815</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Why did immigrants leave their home countries?	What was the process like at Ellis Island?	What difficulties did immigrants face while adapting to their new communities?	

Formative Performance Task		Formative Performance Task	Formative Performance Task
<ol style="list-style-type: none"> 1. Students will watch clips from “Buffalo’s Immigrants - The American Dream” regarding the reasons people immigrated to New York (start time 03:11- 8:26) 2. In a group, read the following testimonials, annotate the text, and discuss reasons for people immigrating to New York. 3. Students will take information from the testimonials and use RADD to answer “Why did immigrants leave their home countries?”. Students will be scored using the NYS 2-Point response rubric 		<ol style="list-style-type: none"> 1. Watch History Channel video about the process of arriving at Ellis Island. Discuss thoughts and observations of what immigrants had to go through. 2. Students partner up and take a virtual field trip through Ellis Island. Students will take two column notes about the places (10) they visit. 	<ol style="list-style-type: none"> 1. Gallery walk of Hardships - in groups of 4 examine the pictures, read the text, and discuss the hardships that were faced by immigrants. 2. Students will take information from the gallery walk and use RADD to answer “What difficulties did immigrants face adapting to their new communities?”. Students will be scored using the NYS 2-Point response rubric.
Featured Sources		Featured Sources	Featured Sources
<p>Buffalo’s Immigrants - The American Dream http://digital.buffalolib.org/document/1815</p> <p>Read over these stories to identify why these families emigrated to the United States:</p> <p>https://www.nps.gov/elis/learn/historyculture/stories_perdikis.htm</p> <p>https://www.nps.gov/elis/learn/historyculture/stories_mirelowitz.htm</p> <p>https://www.nps.gov/elis/learn/historyculture/stories_jue.htm</p>		<p>https://www.youtube.com/watch?v=bDNKHWzQiz8</p> <p>http://teacher.scholastic.com/activities/immigration/tour/</p>	<p>https://www.theclassroom.com/challenges-hardships-did-immigrants-face-8483961.html</p>
Summative Performance Task	Argument	4-Point question “What were the benefits and drawbacks of immigrating to New York?”	
	Extension	Research: Pick a nationality and research their settlement in Buffalo, New York.	

	https://buffaloah.com/search.html?cx=008664580565903273424%3Aywuidxamg3u&cof=FORID%3A10&ie=UTF-8&q=immigrants&sa=Search
Taking Informed Action	Research: Pick a nationality and research their settlement in Buffalo, New York. https://buffaloah.com/search.html?cx=008664580565903273424%3Aywuidxamg3u&cof=FORID%3A10&ie=UTF-8&q=immigrants&sa=Search

Name: _____

Date: _____

Immigration: Supporting Question #1
2-Point Response Question

Question: Why did immigrants leave their home countries? Cite two different sources in your response.

Planning

Restate: _____

Answer: _____

Cite: _____

Cite: _____

Answer:

Name: _____

Date: _____

Directions: Use the following website to tour Ellis Island. Complete the 2-column notes based on your readings. Make sure to use your own words. (Don't just copy!)

Website: <http://teacher.scholastic.com/activities/immigration/tour/>

Tour Stops	Details
The Passage	
The Arrival	
The Ellis Island Baggage Room	

Tour Stops	Details
The Stairs to the Registry Room	
The Registry Room	
The Medical Exam	
The Legal Inspection	

Tour Stops	Details
Detainees	
The Stairs of Separation	
The Kissing Post	

Name: _____

Date: _____

Immigration: Supporting Question #3
2-Point Response Question

Question: What difficulties did immigrants face while adapting to their new communities? Cite two different sources in your response.

Planning

Restate: _____

Answer: _____

Cite: _____

Cite: _____

Answer:

Name: _____

Date: _____

Compelling Question
4-Point Response Question

Question: What were the benefits and drawbacks of immigrating to New York? Use information from photographs, the texts, your notes, and your 2-point responses to support your answer.

Be sure to include:

- **Information from at least 2 sources**
- **At least 2 benefits of immigrating to NY**
- **At least 2 drawbacks of immigrating to NY**

Planning

Resources for Supporting Question 1:

Why did immigrants leave their home countries?

Stories from this site: <https://www.nps.gov/elis/learn/historyculture/stories.htm>

Family 1

[NPS.gov](#) / [Park Home](#) / [Learn About the Park](#) / [History & Culture](#) / [Stories](#) / [Jue Family](#)

Jue Family

During the 1880s, stories about golden California persuaded Tong Ly Jue to leave Canton, China and journey to the United States. A trained herbalist, Jue brought a variety of medicines as well as an abacus and herbalist's scale to America. After establishing an herb business in San Francisco's Chinatown, Jue went back to Canton to marry Jeang Quai Sen - the couple returned to California soon after.

The Chinese Exclusion Act of 1882, as well as subsequent congressional acts, suspended immigration of Chinese laborers to the United States well into the 20th century. Officials, merchants, teachers, and students (who comprised a small percentage of the Chinese workforce), however, could still enter the country. Immigration officials grouped Chinese herbalists-medical practitioners who use different mixtures of herbs to prevent and treat various ailments-with merchants, and thus they were allowed entry. Family members believe that Tong Ly Jue was among the first herbalists in the United States.

Family 2

Mirelowitz Family

Barnett Chadekel, a glass factory owner and former soldier in the Czar's army, lived with his wife Chann and their three children (Mary, Gerschon, and Hyman) in Vilna, Lithuania, a part of Czarist Russia. In 1909, an outbreak of vicious pogroms against Jews suddenly forced the Chadekel family to flee the country.

Jews have lived in Vilna since at least the 16th century. The community may have erected a wooden synagogue as early as 1573, shortly before the adjoining street became known as "Jew's Street." By the turn of the 20th century, Jews constituted approximately 40% of the city's population and Vilna was an important center of Jewish culture. The streets in the Jewish quarter, including Stikliu or "Glassmakers" Street and Szkiana or "Glazier" Street, attest to the professions in which many Jews were involved.

Glassmaking appears to have played a major role in the Jewish community in Vilna. In the 17th century, the ruling monarchs issued several bills that restricted Jews to a limited number of trades and crafts. Among those crafts was glassmaking. According to family tradition, the Chadekel family became a target of a pogrom because they owned a glass works.



Chadekel with her children Mary, Gerschon, and Hyman, in Vilna, c. 1904.

National Park Service, Statue of Liberty NM

Family 3

Sicurella Family



Sicurella with family members on their 50th wedding anniversary. All of the adults in the photograph emigrated from Sicily, the five grandchildren are first-generation Americans.

National Park Service, Statue of Liberty NM

Pietro and Rosa Sicurella lived with their nine children in Adrano, Sicily prior to coming to the United States. Pietro and Rosa's oldest son, Giuseppe, immigrated in 1903 to study art. His brother Salvatore followed in 1908 and their siblings Antonio, Maria Anna, and Angelina joined them in 1913. When Giuseppe died in 1916, the Sicurella siblings living in New York decided not to return to Sicily - the rest of the family joined them after World War I. Giuseppe D'Amico, Concetta Sicurella's husband, immigrated with his wife's family, leaving his own family behind in Sicily.

The Sicurella family typified the kinds of professions many Italian immigrants undertook once they came to America in the early 1900s. As Concetta Sicurella's daughter, Teresa (the donor of the Sicurella artifacts), recalls: "Living in Manhattan in the early 1920s had some advantages. The street may not have been paved in gold, but jobs were readily available to immigrants who had skills..."

Photo Caption: (right) A portrait Pietro and Rosa (Santangelo) Sicurella from their 50th wedding anniversary. Rosa is wearing the gown she wore at her wedding in Sicily on November 11, 1883.



National Park Service, Statue of Liberty NM

Family 4

Kudrna Family



From left to right: Jan, Anna, and Marie Kudrna in Sardice Moravia, c. 1917.

National Park Service, Statue of Liberty NM

In December of 1912, Frank Kudrna journeyed from Sardice, Moravia to America leaving behind his wife, Anna (who was expecting their second child, Marie) and son, Jan. Although Kudrna wanted to send for his family as soon as possible, the onset of World War I, which closed down most European ports from 1914 to 1919, and the First Quota Act, which curtailed immigration from Eastern Europe, prevented that reality for ten years.

The separation of families characterized much of the immigration pattern during Ellis Island's years of operation. As with the Kudrna family, war and other uncontrollable events often divided family members between their home country and America. However, family objectives also led to separation. Many men came to America temporarily - they hoped to earn enough money in America so that upon their return to the old country they could improve their standard of living. Other men were intent on creating a new life in America - their families either joined them immediately or sometime afterwards.



Marie and cooks on the R.M.S. Orbits, July 1923.

Resources for Supporting Question 3:

What difficulties did immigrants face while adapting to their new communities?

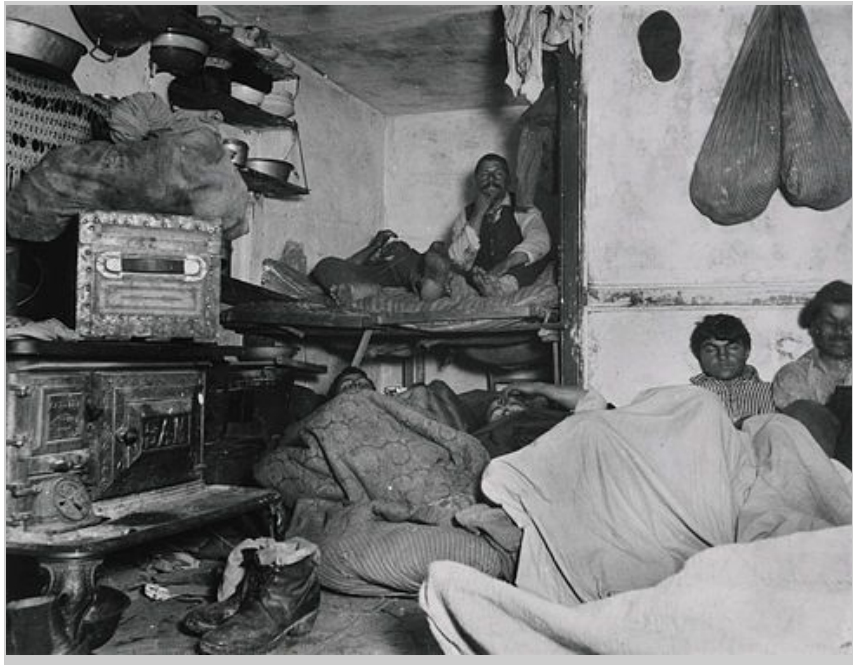
Hardship 1



Sweatshops

Desperate for any kind of employment, newly arrived immigrants worked in crowded factories called sweatshops. In these days before labor law and workplace safety, the new arrivals worked long hours for little pay in unhealthy conditions. The Triangle Shirt Waist Factory was a sweatshop where 500 immigrant workers, mostly women, some as young as 14 years old, toiled for twelve hours a day. When a fire broke out on Saturday afternoon, March 25th, 1911, 146 workers died. Many could not escape because the factory owners locked the doors to keep their work force from taking breaks.

Hardship 2



Overcrowding

After debarking from Ellis Island, the first stop for many immigrants was the Lower East Side of Manhattan. Poor newcomers crowded into newly built tenements, paying five cents a night to sleep on a crowded floor. Greedy landlords reaped a profit and invested in more tenements, built behind the old ones. These new tenements lacked fresh air and light. The immigrants poured in, making the Lower East Side the most densely populated place on earth, and a breeding ground for deadly diseases.

Hardship 3

Religious persecution

As Catholics and Jews came in large numbers, many Protestants became alarmed. They wanted to keep Catholics and other newcomers out of the country. Many formed the American Party, which many referred to as the "know nothing" party. They limited their membership to native-born Protestants and sought to enact laws barring all Catholics and immigrants from public office. Always secretive, they earned their nickname by replying "I know nothing" when non-members asked about their views.

Hardship 4



Persecution of Chinese immigrants

About 250,000 Chinese laborers came to the western United States to work on the railroad. Once the Chinese entered the general workforce, white workers saw them as competition and tried to keep them out of the labor force. They passed a law to protect their own jobs. The San Francisco City Council passed a law banning laundries in wooden buildings, ostensibly for fire safety, but applied only to Chinese businesses. The Supreme Court struck the law down and ordered that all laws must apply to all residents.