



## **Coming to the United States**

Rosaria and Adolpho Baldizzi came to the United States as the first widespread restrictions on immigration were enforced. Participants will visit their 1935 apartment and compare their own immigration experience with that of the Baldizzis, discussing the negotiation of policies and regulations and what it means to be “American.” *\*Can be adapted for Beginner Level ESL students.*

### **Pre-Visit Materials:**

#### Part I.

##### **Vocabulary Pictionary**

Before visiting the Museum, students can familiarize themselves with the vocabulary words on Pg. 2 and 3. This activity will help your students gain a better understanding of life in a Tenement of the past. You can expect these key words to be used by Museum Educators during your students’ visit.

#### Part II.

##### **Your Story, Our Story Connection**

During their visit, students will learn stories of immigrants, migrants, and refugees from long ago. Our Your Story, Our Story digital collection offers students the opportunity to make deeper connections. On pg. 4 you will find one YSOS story that complements the theme discussed during the workshop. Students are also welcome to use these stories as inspiration to write their own stories of immigration as well.

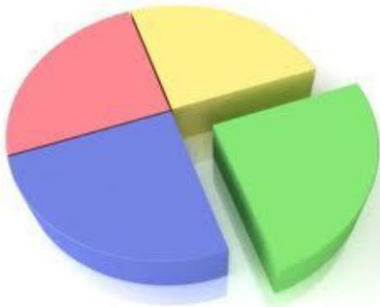
### Part I. Vocabulary Pictionary



**TENEMENT:** a building that houses three or more families.



**OPPORTUNITY:** a chance at doing something, a time to do something.



**QUOTA:** official limit on the number of people that are allowed.



**RESTRICT:** to limit the amount of something.



**EXPECT:** to think that something will happen in the future.



**DISAPPOINTED:** feeling unhappy because something you expected did not happen.



**ECONOMIC DEPRESSION:** a period of time when there is little economic activity.



**HOMESICK:** to be sad because you are away from your home and family.



**GARMENT FACTORY:** a place where clothing is made.



**ASSISTANCE:** helping or supporting someone.



**BALANCE:** when different things are made equal or given the same amount of importance.

**NOTES:**

## Part II. Your Story, Our Story Connection

## Cassette



My story begins on the east coast of the Dominican Republic. My uncle, Diomedes, took a *yola*<sup>1</sup> to Puerto Rico. With other people, he waited for the *coyotes*<sup>2</sup> to arrive. During the trip, he recorded his experience on a cassette tape. For example, he recorded a woman on the *yola* that panicked<sup>3</sup> and others who felt sick. They landed on the coast of Puerto Rico in May 1982. A woman ran and alerted the Puerto Rican Coast Guard. Some were able to run to safety, but some were arrested.

After that, he started working as a construction worker. He told me that people go through a lot when they are undocumented. Although the government never offered him help, in 1984, he became a resident after marrying a citizen of Puerto Rico.

They came to New York City in 1985, where he worked in a factory and then in a restaurant. Diomedes, became a citizen in 1992 after failing the test on his first try, months before. After that he was able to bring his mother and the rest of the family, including me, to the U.S.

*-Your Story, Our Story Submitter*

**Your Story, Our Story, a national project, explores American immigration and migration through crowd-sourced stories of everyday objects. You and your students can explore curated collections on the website and add stories of their own. Visit [yourstory.tenement.org](http://yourstory.tenement.org).**

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<sup>1</sup> A small boat

<sup>2</sup> People who help others cross the border illegally

<sup>3</sup> Became afraid