



PRIMARY SOURCES LESSON PLAN

Upper Elementary School; Grades 4-5

Related Museum Programs: All; Uses content from the *Meet Victoria* program

Big Idea: Primary source documents help us learn about people, places, and events from the past.

Description: Students use primary source documents to piece together the story of Victoria Confino, an immigrant who lived in 97 Orchard Street almost one hundred years ago. Students examine a variety of primary sources in order to explore Victoria's immigrant experience. They use their findings to write a biography of her life. Through this investigation, students learn how primary source documents can help us understand people, places, and events from the past.

Objectives: Students will:

- Understand that primary source documents can help us understand people, places, and events from the past.
- Examine and analyze primary source documents in order to learn about a person from the past.
- Learn how to compile research in order to get a more complete understanding of the past.

Essential Questions:

- How do historians learn about the past?
- How can primary source documents help us to understand the past?

Time Frame: 1-3 class periods. This activity has been designed to be customized to your learning goals and your students' individual needs. Choose to do the complete lesson plan or select parts with your students based on your schedule and objectives.

Materials:

- Confino Family Portrait (located in appendix)
- Primary Source Guide (located in appendix)
- Primary Source Packet (located in appendix)
- Pencils

Vocabulary:

- Primary source
- Immigrant
- Ship manifest
- Census
- Naturalization

Procedure:

Pre-Lesson Prep (to be completed by the teacher before the day of the lesson)

- Review the primary source packet and document guide to become familiar with the material used in this lesson. You can use information from the Document Guide to support students’ thinking as they explore the documents. In addition, consider if you will set up the activity in stations having one primary source at each station and students circulating through or if students will receive the packet and work in pairs to investigate the sources and answer the questions and make copies as necessary.

Part 1: Introduction

- Ask students how other people could learn about them without talking to them.
- Encourage students to think about journal entries, pictures, school essays, Facebook, etc.
- Facilitate a quick discussion about the challenges of relying on these sources. Have students consider how accurate a portrayal of them each would offer.
- Inform students that when historians try to learn about people, places, and events from the past they use sources that are as “close” to the person, place, or event as possible.
- Inform students that historians would call those sources “primary source documents.”
- Tell students that in today’s lesson they will do the work of historians by using primary source documents to learn about a person from the past.

Part 2: Activity

- Display the Confino family portrait. Invite students to examine the photograph and share their observations. Some guiding questions might include:
 - What is this?
 - What can we learn about this family by looking at this photograph?
 - How might it feel to be one of the people in this picture? How does that help us understand what is happening in this portrait?
 - How can their clothing, expression, and stance inform our interpretation?
- Tell students that the photograph was taken in 1913 right after this family immigrated to America.
- Explain that class will be using primary sources to learn about the daughter in the photograph, Victoria Confino.
- Break students up into pairs.
- Distribute primary sources. Depending on your classroom and space set-up, you can do this activity as a station exercise, having one source at each station for students to examine and then having them move through the stations based on your timing directions. If this is not feasible, you can distribute all the sources to the students and have them work from their seats.

Part 3: Wrap-Up

- After students have explored all the sources have them work individually to write a paragraph describing the history of Victoria Confino based on what they learned.
- Gather students back together and have volunteers share their work.
- Facilitate a wrap-up discussion to help students internalize their experience. Guiding questions include:
 - What information were you able to gather from your exploration of these primary source documents?
 - What questions do you still have? How do you think you could find answers to those questions?
 - How did your understanding of Victoria change from the first document to the last?
- Encourage students to think about primary sources as they continue to learn about and study history.

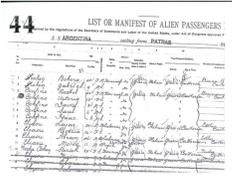
Assessment:

- Notice how students use the primary source documents to learn about Victoria.
- Note the answer to the question, “How did your understanding of Victoria change from the first document to the last?”
- Review the paragraphs written by the students.

Extensions:

- Have students collect and explore primary source documents from their own families. Then, instruct them to write a history of their families based on those documents. Organize a classroom celebration of students’ work during which they can share their findings with their classmates.

Appendix: Primary Source Guide

PRIMARY SOURCE	INFORMATION
<p>Postcard of Kastoria</p> 	<p>This postcard from 1909 depicts Kastoria, the Confino family’s hometown. Situated in the Western Macedonia region of Greece, this small city is famous for the natural splendor of its huge lake Orestias and surrounding scenic mountains. The city is built up in the shape of an amphitheater, rising 50 meters from the level of the lake. Built on a peninsula, only one narrow strip of land prevents Kastoria from becoming an island.</p>
<p>Naturalization Certificate</p> 	<p>Abraham Confino applied for United States citizenship on May 2nd, 1921, and was officially naturalized on July 27th, 1925. This Certificate of Naturalization lists his wife and children, who were naturalized by association. Although Salvatore is listed here, he was born a United States citizen in New York. The document also records the home address of the Confino family in East Harlem, which is where the family moved after leaving their residence at 97 Orchard Street in the Lower East Side.</p>
<p>Ship Manifest</p> 	<p>Members of the Confino family sailed from Patras in Western Greece on the SS Argentina to New York City. The ship manifest provides information about the passengers it carried. It records the travels of Rachel, Victoria, David, Saul, and Isaac Confino and affirms that the family did not all travel together as one unit. As was common with many Jewish immigrants, Abraham Confino, the patriarch of the family, arrived in America earlier to prepare for the rest of the family. The nationality of the Confino family members is listed on the manifest as Turkey, Greece, and Castoria and their race is listed as Hebrew. The quantity of these terms illustrates the challenge of defining people at any time, but especially during war, where the borders of the Confino’s homeland were contested by Greece and Turkey.</p>
<p>Report Card</p> 	<p>Victoria Confino attended PS 65 on Eldridge Street. This copy of her 2nd grade report card offers some biographical information about Victoria, as well as insight into her schooling experience. The first five lines refer specifically to Victoria. Each horizontal line records her attendance and marks for a monthly period so that this one page provides an overview of five months of her schooling. The card details improvement in effort and deportment (behavior), which is reflective of Victoria’s love of school and eagerness to learn.</p>

Confino Family
Portrait



This portrait was taken right after the Confino family moved to New York City in August of 1913. Counterclockwise from right: Abraham (44), Rachel (43), David (9), Victoria (11), Solomon (5), Jacob (3). The clothing proudly worn by the family members is illustrative of American fashion in the early 20th century and shows how the Confinos transformed their dress from traditional Kastorian garb to the bowler hats and knickers popular in New York.

Document # 1



Answer the following questions about this postcard:

1. Describe the picture on the front of the postcard.
2. What information does the text provide?
3. How is it similar to and different from the place in which you live?
4. What might it be like to live here?

Document #2

44

LIST OR MANIFEST OF ALIEN PASSENGERS

Required by the regulations of the Secretary of Commerce and Labor of the United States, under Act of Congress approved F

S. S. ARGENTINA sailing from PATRAS

No. on List	NAME IN FULL	Age	Sex	Married or Single	Calling or Occupation	Able to Read	Able to Write	Nationality (Country of which citizen or subject)	Race or People	* Last Permanent Residence	The state and complete address in country of
	Family Name	Given Name	Yrs. Mar.							Country	City or Town
1	Cohen	Bohara	40	M	Housewife	No	No	Greece	Hebrew	Greece	Castoria
2	Cohen	gabriel	9	M		No	No	Greece	Hebrew	Greece	Castoria
3	Confino	Rachel	40	F	Housewife	No	No	Greece	Hebrew	Greece	Castoria
4	Confino	Victoria	40	F	Housewife	No	No	Greece	Hebrew	Greece	Castoria
5	Confino	David	3	M		No	No	Greece	Hebrew	Greece	Castoria
6	Confino	Saul	6	M		No	No	Greece	Hebrew	Greece	Castoria
7	Confino	Isaac	11	M		No	No	Greece	Hebrew	Greece	Castoria
8	Elaou	Lazar	50	M	Labourer	Yes	Yes	Greece	Hebrew	Greece	Castoria
9	Elaou	Rebecca	14	F		Yes	Yes	Greece	Hebrew	Greece	Castoria
10	Elaou	Abram	46	M	Labourer	Yes	Yes	Greece	Hebrew	Greece	Castoria
11	Elaou	Moise	11	M	Student	Yes	Yes	Greece	Hebrew	Greece	Castoria
12	Juda Cohen	Sarah	20	F	Housewife	Yes	Yes	Greece	Hebrew	Greece	Castoria
13	Elaou	Eugene	22	M	Labourer	Yes	Yes	Greece	Hebrew	Greece	Castoria
14	Elaou	Baruch	2	M		Yes	Yes	Greece	Hebrew	Greece	Castoria
15	Elaou	Salomon	16	M		Yes	Yes	Greece	Hebrew	Greece	Castoria

Answer the following questions about this ship manifest:

1. What information does this document provide? Consider referencing a map or globe to find the places listed.
2. How did Victoria travel to this country?
3. What do you think Victoria's trip to the United States was like?

Document #3

No. 2056837

To be given to the person Naturalized.

DECLARATION OF INTENTION

EDUCATION OF

EDUCATION OF

Petition, Volume 484, Number 116446

Description of holder: Age, 50 years; height, 5ft. 4 inches; color, white; complexion, Dark; color of eyes, Brown; color of hair, Brown; visible distinguishing marks, none

Name, age and place of residence of wife Rachel 175 East 108th Street
(Strike through words referring to wife if husband was naturalized AFTER September 22, 1922.)

Names, ages and places of residence of minor children Victoria 18yrs David 16yrs Saul 13yr
Jacob 9yrs Salvatore 6yrs Esther 2yrs 175 East 108th Street
(Strike through words referring to children if holder of this certificate is a married woman.)

ORIGINAL

STATE OF NEW YORK)
COUNTY OF NEW YORK) s.s. Abraham Joseph Confino (Signature of holder)

Be it remembered that Abraham Joseph Confino then residing at number 175 East 108th Street City of New York State of New York, who previous to his naturalization was a citizen of Turkey or Greece, having applied to be admitted a citizen of the United States of America pursuant to law, and as a SPECIAL term of the Supreme Court of the State of New York, held at New York, on the 2nd day of May in the year of our Lord nineteen hundred and twenty one, the court having found that the petitioner had resided continuously within the United States for at least five years and in this State for at least one year immediately preceding the date of the filing of his petition, and that said petitioner intends to reside permanently in the United States, had in all respects complied with the law in relation thereto, and that he was entitled to be so admitted, it was thereupon ordered by the said court that he be admitted as a citizen of the United States of America.

In testimony whereof the seal of said court is hereunto affixed on the 27th day of July in the year of our Lord nineteen hundred and twenty five and of our Independence the one hundred and fiftieth

JAMES A. DONEGAN Clerk
Special

Note: Under act of September 22, 1922, husband's naturalization does not make wife a citizen.

DECLARATION OF INTENTION

Answer the following questions about this certificate given to Victoria's father when he became a United States citizen:

1. Who were Victoria's family members? What can we learn about Victoria's family from this document?
2. How many brothers and sisters did she have? What were their names?
3. Describe what it is like having siblings. How does that help us understand Victoria?

Document #4

Victoria's second grade report card

P. S. No. 65, Girls' Dept.

Elera R. Burck Teacher

	Days Present	Effort	Proficiency	Days Absent	Times Late	Department	Promoted to	Books Returned
Name <u>Cordelia Victoria</u>	16	B+C	2	0	B		B	
Born <u>Jan. 1, 1903</u>	20 1/2	A	C	1 1/2	0	B+	B+	
Residence <u>97 Orchard St. H. #11</u>	19	A	C	6	0	A	A	
Parent's Name <u>Abraham</u>	19	A	B	2	0	A	A	
Register Number <u>9923</u>	21	A	B	1	0	A	3 (1/2) A	

Answer the following questions about Victoria's report card:

1. What information does this document tell us?
2. How often did Victoria attend school? How often was she absent?
How often was she late?
3. In what subjects did Victoria get grades? What were her grades?
4. What do her grades tell us about how she was as a student?

Confino Family Portrait

