



LESSON 1

THEME

LAUNCH THE STUDY

IMPORTANT INFORMATION

Migration happens in many different ways (immigration, forced migration, voluntary migration, arrival as a refugee) and is core to the shared human experience. Immigration is one type of migration. Immigration is usually done by choice and is always a move from one country to another.

People have been coming to New York from all over the world since before the founding of the United States; people’s immigration experiences have patterns but also variety. People also migrate from one part of the country to another.

ESSENTIAL QUESTION

How do we learn about ordinary people in the past?

AIM

What do we already know and what do we want to learn for our new unit?

CONNECTION QUESTION

Have you ever moved from one place to another or know someone who has? What was that like?

STANDARDS

NEW YORK STATE SOCIAL STUDIES FRAMEWORK PRACTICES

**A.1 A.2
A.6 B.3**

NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS

**4R1 4R2 4W6
4SL1 4L4**

COMMON CORE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

RI.4.1 SL.4.1



PROCEDURE

ACTIVITY 1

Studying a Photograph to Gather Information

NOTE You may want to avoid telling children that they are studying immigration at first. Instead, you will engage them in looking at a photograph of some immigrants and migrants and will ask them to gather as much information from the photograph as possible.

- 1 Show students the photograph: “Wong, Epstein and Saez Velez Families”— a photo of present day immigrants, migrants and their families (July 2016).
- 2 Engage in the See/Think/Wonder protocol.
 - Ask: *What do you SEE in this image?*
 - You might say, *“Look carefully at the image for a moment. Think about what you see. In a minute we will share just what we see in the image. We’ll work hard to try and notice everything. I’ll chart your observations here on this chart.”* Show the 3-columned chart of “I see..., I think... because..., I wonder...”
 - **Model** by first sharing one of your own observations with students by naming just what they see and elaborating by adding details.
 - *Let’s start by stating only what we see. Let me show you what I mean, Hmm. I’m looking really closely. I see two girls with green beads around their wrists.*
 - **Active Engagement** Ask students to do as you did and talk with the partner next to them about what they see. Encourage them to elaborate by adding details they are noticing.

NOTE They should not be sharing inferences but articulating strictly what they see. Comments like “I think they are a family” could be redirected by saying to the child, “Let’s start first by just stating what we see. Let me show you what I mean, ‘I see two girls with green beads around their wrists.’”

I see...	I think... because...	I wonder...
<i>I see two girls with green beads around their wrists</i>	<i>They are sisters because they have matching bracelets.</i>	<i>Did they get the bracelets from the woman behind them? She has a matching necklace.</i>



PROCEDURE

ACTIVITY 1

- 3 Give partners a handout of the chart (above) and send students off to work with a partner to complete the “I see...” column.
- 4 Explain to students they can now write about what they “think” and “wonder” about the things they saw in the photograph.
- 5 Bring the class together and add their observations to the chart.
- 6 **Transition** Explain to students that they were just doing the work of historians by looking closely and asking questions. *Historians take their questions and find more information. In the next couple weeks, we will be finding out the answers to some of our questions about these people. We are starting the study of **immigration** and **migration**. Everyone in this photograph is either an immigrant, a migrant or the children of immigrants and migrants.*

ACTIVITY 2

Introduce the Study of Immigration & Migration

NOTE At the Tenement Museum, we say both immigration and migration in the title of this study because we include the story of the Saez Velez family who as citizens, migrated from Puerto Rico to New York City. When thinking about migration in the United States, we cannot forget the multitude of stories this includes. For example, the many African American families who migrated West and North or indigenous families who migrated West (and were subsequently displaced as many immigrants arrived in the West). As the content for the lessons in this unit are based on real families who lived on Orchard Street featured in the Tenement Museum, we do not directly include family stories that represent these groups as we don't feel that, at this time, we can provide the complex narrative these family stories deserve. We do however, think it's necessary to educate children about these experiences and encourage you to seek resources if they are not already included in the materials you have.

- 1 Explain to students where everyone in the family is from. If possible, use google earth to show the different places.
 - On the left, we see Mrs. Wong and Yat Ping Wong who are immigrants from China.
 - In the middle, Bella Epstein is with her husband Danny, her son, Jacob and his children. Bella's parents were immigrants from Poland during World War II.
 - On the right, we see Jose and Migdalia Velez who are migrants from Puerto Rico.

NOTE The families all lived in the same building in the Lower East Side. They are gathered together to celebrate because they are all part of an exhibit at the Tenement Museum.



PROCEDURE

ACTIVITY 2

- 2 Meeting question (to discuss and chart): “What do I know, What do I think I know and What do I want to know” about Immigration.
- Chart all ideas whether accurate or inaccurate. This will be valuable for the class to reflect on at the end of the study as an affirmation of what they’ve learned. As children offer ideas, listen for someone mentioning the key idea that immigration is about people moving from one country to a different country.
 - Introduce the term “migration” and define it as people moving to another part of their country, not to a new country. Clarify the difference between “migration” and “immigration” (moving to another country).

Explain the homework: *Why Do People Move?*

- Ask your students to restate the difference between migration and immigration.
- Explain the purpose of the homework: *People move for many different reasons. Understanding why people move is very important, regardless of whether they are moving within their country (migrating) or moving to another country (immigration).* Do not tell the class the reasons people move. You want them to construct that together.

Explain the assignment

- OPTION 1** *Ask someone in your family to tell you a story about why someone in your family moved at some point. It can be immigration or migration. Write down as much of the story and the REASONS for moving as you can. Remember, we want to know WHY your family member moved. Make sure to note the dates when they moved. Be ready to share this with your classmates.*

NOTE *Please use your judgment when assigning OPTION 1. We know that many students may have insecure housing or forced migration in their family histories and we want to respect their right to share this history on their own terms.*

- OPTION 2** *Read the stories written by people about their experiences with immigration and migration. What were the reasons for moving in each story? Be ready to share with your classmates.*

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- 🔗 yourstory.tenement.org/stories/csfuf-note-book
- 🔗 yourstory.tenement.org/stories/cleaning-supplies