



# LESSON 10

THEME

# WORKING TOGETHER

FAMILY FOCUS **THE GUMPERTZES** im/migration year: 1858

IMPORTANT INFORMATION

Im/migrants adapt to new living conditions and types of communities, often with creativity and resourcefulness. Communities help people meet their needs in a new place.

Neighborhoods with many immigrants and their children develop because they provide work, support, access to culture, less racism and discrimination, and friendship. While adult immigrants often spend time with people who speak their home language, children often make friends across difference.

ESSENTIAL QUESTION

How do people work together to face challenges in their new homes?

AIM

*How do we do history detective work with a document to learn about a family?*

CONNECTION QUESTION

*Have you ever really needed help from someone else? What was that like?*

STANDARDS

NEW YORK STATE SOCIAL STUDIES FRAMEWORK PRACTICES

**A.1 A.2 A.3 A.6  
C.2 E.1**

NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS

**4R1 4R3 4R6  
4R7 4R8 4R9  
4W1 4W3 4W4  
4W5 4SL1**

COMMON CORE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

**RI.4.1 RI.4.3  
RI.4.6 RI.4.7  
RI.4.9 W.4.1  
W.4.1.B W.4.3  
W.4.3.A SL.4.1  
SL.4.1.C SL.4.3**



## PROCEDURE

### Learning from Primary Source documents using the UHC Ledger

- 1 Introduce the Primary Source: The United Hebrew Charities Ledger.**
  - Gather students in the meeting area. Tell them: *Today, you are going to use the skills of a historian to see what you can figure out about immigrants' lives by examining a document from a long time ago.*
  - Share color copies of the document with children in groups of 2 or 3 (this may depend upon how many color copies you are able to make).
  
- 2 Engage Students in Studying the Primary Source.**
  - First have students look at the document in its original form, not transcribed. Without telling what the document is or what its purpose was, ask students to study the document and notice. They may draw lines or circles as they notice things. Start by modeling for them some straightforward observations that one could make. You might say, *I notice black ink and red ink. Hmm. It looks like names that are written in cursive.* Then let students study the document in partnerships. As they are looking at it together, you might ask some questions to guide their observations and highlight what some groups are noticing:
    - “What words can you recognize and read? What are they?”
    - “One group is noticing that on the right-hand-side page, there are dates written in red in the margin.”
    - “If the writing in black cursive are names, do you see any names that you can read?”
    - “What do you notice is written in red ink right underneath the names?”
  - Whole-group share: Ask 1 or 2 partnerships to share out loud one thing that they noticed about the original document by asking:
    - “What did you notice?” and “What do you think that might mean?”
    - Chart their noticings and thoughts:



## PROCEDURE

### History Detectives Notetaking Sheet

<i>What we noticed....</i>	<i>Here's how we coded it</i>	<i>What we think that might mean....</i>
<i>There's a red "W" next to some of the names.</i>	<i>(star)</i>	<i>Those people are the winners?</i>
<i>A number and a street name are underneath the names. (i.e. 77 Bayard St.).</i>	<i>(arrow)</i>	<i>Those are their addresses.</i>
<i>There are numbers written on the double red line that runs down the page.</i>	<i>(triangle)</i>	<i>Not sure.</i>

### 3 Share more information about the primary source.

*Give out the transcription of the primary source*

→ After a few minutes, have the pairs look at the transcribed version of the document (where the cursive is written in print). Explain that they should use both pages of the document (left and right side) to notice details and think about what they might mean.

### 4 Send them off to search for information like “history detectives” would.

→ After a few minutes of searching and noticing, get the class' attention to guide their work by asking questions and highlighting what some students are noticing and thinking about :

- *The letter “W” is written next to 2 of the names. What do you think that means?*
- *One group is thinking that is a code for “women” like we see on bathroom doors today. What do you think the W written in red stands for?*
- *What do the comments say? What does that make you think?*
- *What is the connection between the comments, the numbers, and the red W's?*
- Give each partnership a “History Detectives Note-taking Sheet” same as in lesson 6 that is similar to the chart you started in the whole-group meeting.
- Ask partnerships to add their observations to their history detective note-taking sheet. (Just as you did together on the large chart as a whole group.)



## PROCEDURE

### 5 Give more information about the document.

Tell the students: *When we look at this document, we might not be sure what this is. As historians, when we come upon documents like these, we use research to find out what they are and what they mean. We ask people who might know. The Tenement Museum found out that these pages belong to a **ledger**, or notebook, in which financial transactions are recorded. It is from a charity that helped immigrants who needed money. People could apply to this charity for financial assistance. Does that change what you might have been thinking?*

- Have the students turn and talk to a partner about new ideas they have.
- Insert additional information in order to clarify confusion. Be thoughtful about only providing information the students would have a hard time figuring out for themselves. (Sing Sing — A prison in New York State, haute corn — a street food sold in New York City, W — “worthy”)
- If these were your notes, how would you decide which families were W — worthy of assistance?
- Draw the students’ attention to the note that says “Assist only occasionalle(y). Why would this family, the Gumpertzes, need assistance only occasionally?”
- Guide the students in making connections to immigrant life during this time without telling them this information. Many immigrant families were struggling just to survive, and families often relied on the work of men. If there was illness in the family, or the men were not available to work, the family could be thrown into crisis.

### 6 Show the location of the addresses on a map. *(optional)*

Using Google Maps or a large map of New York City, enter the addresses or use pins to mark the locations on the map. Have this prepared beforehand or have children enter the information in advance of the lesson. Zoom out or display the map so the students can see the pins. Tell the students: *On this map we have plotted the addresses on this UHC ledger. There were many, many charities like this one in New York City during those years.*

### [UHC Addresses](#)



## PROCEDURE

### 7 Share information that historians have learned about The Gumpertzes.

→ Introduce the family article, “The Gumpertz Family Story” and give each student a copy. *Here is an article written about Gumpertzes’ lives using information gathered from a number of sources. It is a **secondary source**, it was created later by people who were not there when the events happened. We can still use primary sources to learn more about the Gumpertzes ourselves along the way.*

**NOTE** Use the “The Gumpertz Family Story” and its accompanying activities and sources in the way that works best with your teaching schedule and class. We recommend doing lesson 10 before reading the Gumpertz Family Story.

