



LESSON 11 PARTS I & II

THEME

MAKING A HOME

FAMILY FOCUS **THE EPSTEINS** im/migration year: 1947

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.

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 create a sense of belonging in a new place?

AIM

What can doing history detective work with advertisements teach us about trying to belong?

CONNECTION QUESTION

Have you ever seen an advertisement that made you want something? What was it?

STANDARDS

NEW YORK STATE SOCIAL STUDIES FRAMEWORK PRACTICES

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

NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS

**4R1 4R3 4R6
4R7 4R8 4R9
4W1 4W3 4W4,
4W5 4SL1 4SL1C**



STANDARDS

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

PART I

NOTE Use the family article, “The Epstein Family Story,” and its accompanying activities and sources in the way that works best with your teaching schedule and class. We recommend reading the Epstein Family Story before doing lesson 11.

What does it mean to be an American?

- **Envisioning “an American”** Begin the lesson by asking the children to turn and talk to a partner about what it means to be an American. *“Close your eyes and picture this. When you think of a person who is an American, what does that person look like? Take a minute and really picture the person’s gender, hair and eye color, and what they’re wearing. Put your thumb up on your knee when you have a picture in mind of the person you are picturing.”*
- **Drawing images (optional)** On clipboards with paper, ask children to draw a picture (on their own without looking at each others’ drawings) Say: *Draw a quick picture of someone who you would say looks like a typical American. Be sure to include details so we can see the person’s gender, race, hair and eye color, and what they’re wearing.”*
- **Partners discuss images that came to mind when picturing “an American”** Students in partnerships share their drawings or (if they didn’t draw their images) talk about the person they pictured in their mind. Pause their talk and cue them to include details in their conversation: *“What is the person’s gender? What is their hair color? The color of their eyes? What are they wearing?”*
- **Whole-Group Discussion** Bring the class together and discuss. (If students drew an image, have them tape them up together somewhere in the meeting area where everyone can see them.).
 - You might start by asking: *“What came to mind when people thought about what an American or a typical American looks like?”*
 - Students share with the whole group.
 - Ask some questions to encourage the group to think about similarities and differences in their ideas of what an American looks like:



PROCEDURE

- “Now that many of us have shared our images, what would you say is similar about them?”
 - “What are some differences?”
 - “Is there a type of person that most of us (maybe not all) picture when we think of what it looks like to be an American?”
- Process & reflect on the activity: You might ask some of these questions to start a brief conversation about the activity:
- “Why do you think we did this activity?”
 - “Did anyone find it difficult to picture what an American looks like? Why?”

NOTE Students might say that it was hard to picture just one type of person that is “an American.” That’s great! Ask them to clarify why that was difficult and try to get the whole group to think more deeply about this. They are likely onto the reality that our country is a diverse one, made up of people from all different parts of the world, of different ethnicities and nationalities.

- “For those of you who had a clear picture in mind, where do you think you got those ideas of what “an American” looks like?”

NOTE Lead the conversation but **don’t** tell kids the big ideas — that this can be due to the types of people they have lived with and had the most experience with and that it’s likely due to the influence of media and the messages they took in about being an American. This will likely be more clear to them after the activity in Part 2.



PROCEDURE

PART II

1 Introduce the lesson.

Tell the students, *“Many immigrants to the U.S. and children of immigrants want to fit in and be accepted as an American. They might hold on to some of their important traditions at home like speaking their language and keeping religious traditions and holidays, and they may also want to fit in with their friends at school and other people they meet. Today we are going to think about what this was like for one child of immigrants by watching a short video and then discussing how people new to this country got their ideas about what it meant to fit in and become what they saw as “an American.”*

2 Give context for the video.

Explain that the class is going to watch a video of a woman named Bella. *“Bella grew up in a home with her parents who were immigrants. They were Jewish refugees who had come to the United States after surviving the Nazi concentration camps during World War II. Bella’s parents spoke Yiddish at home. When she was a child growing up in New York City, she remembers seeing commercials for this shampoo on TV. Listen to what she says about the shampoo and her experience of using it.”*

3 Show Video: Bella Epstein Discusses Halo Shampoo.

Stop after she says, *“Maybe we did something wrong.”*

- Students turn and talk: What did Bella say and feel?
- Call on a few students to share quickly: *What did you hear Bella say?*
 - *It was gold, which was the color my hair was going to be*
 - *We bought Halo shampoo...*

4 Now show the Video: Halo Shampoo Ad and discuss Bella’s motivation for using the shampoo.

- Ask: *“What did Bella think would happen if she washed her hair with Halo shampoo? Why did she want that to happen? What actually happened?”*
- In the video, Bella says that the Halo shampoo promised to **transform** her into “that Halo girl.”
 - *To transform something or someone means to change them completely and suddenly so that they are much better or more attractive. Why would a girl like Bella want to transform herself completely into the girl she saw in an ad?*
 - *What is the message Halo shampoo is giving viewers of the commercial about what Halo shampoo will do for your hair if you buy it?*
 - *What is a halo? Why do you think the shampoo was called Halo shampoo?*



PROCEDURE

5 Have students analyze a variety of Halo ads from the time of Bella's childhood.

- Do a quick internet search for Halo shampoo ads from the 1950s. Select 4–5 different ads to share with students.
- Say, “I have some Halo shampoo ads that Bella might have seen in magazines and on TV in the 1950s when she was growing up. Let me show you. These are all from that time, they are the ones that she might have seen.”
- You are going to head off to work spots with a partner and study these images to think about this: What do we notice about these? What's surprising or interesting to us? What is the same? What is different?

NOTE The goal is that children realize that most of the women have blond hair or “golden hair” and they all look rich and prosperous. Again, **don't** tell them these big ideas but lead the discussion with the goal of them discovering those ideas.

- Give each partnership the Halo images with questions to consider.
 - What is the same about all of them?
 - What is surprising or interesting to us?
 - What kind of person seems to use Halo shampoo?
- Partnerships of 2 find another partnership (to create a small group of 4 students) and discuss what they noticed in the ads.

6 Whole group discussion. Ask all 5 questions, moving quickly through the first 3.

- Ask, “What did you notice is the same among all of these different ads?” Possible answers: All of the women are white, they have shining hair, they look rich, they look glamorous, light skin and hair.
- Ask, “What would you say the shampoo company wanted people to think was true about all of these women who use this shampoo?” Students might answer that “They want us to think they are glamorous, luxurious, glowing, rich, and have an easy life.”
- Ask, “So let's just stop for a second. Do we agree that being American means having blonde hair? Being wealthy, not looking like we're working? Let's think about this from Bella's perspective. We know that Bella was not the only person who believed that this shampoo would transform her, but let's think: Why would a girl like Bella, from a family like Bella's family be drawn to the image in the Halo ads? Students might say “Because she is growing up in a family that isn't American, her parents were from somewhere else, she has dark hair, she is different from a lot of other kids in her neighborhood, her mother works in a factory.”

7 Closing Question

What did the shampoo have to do with Bella feeling more American?

NOTE For another family story that addresses the theme of “Making a Home.” You can share the family article, “The Moore family story,” and watch the accompanying video where Bridget Moore walks us through her home.