



LESSON 12

THEME

MAKING A DIFFERENCE

FAMILY FOCUS

THE ROGARSHEVSKYS im/migration year: 1901

IMPORTANT INFORMATION

Im/migrants bring everyday objects and traditions with them when they come to a new place to continue their cultural practices and find connection and comfort.

Cities like New York, and neighborhoods like the Lower East Side, have many jobs for newcomers and immigrants. Many of these jobs are difficult, but work can be a place where people find community to continue their cultural or religious practices, and also where they influence and impact American society, culture(s), and economy.

It takes many different people, sometimes with different interests, to create change. Immigrants work to make individual and community changes that benefit their lives but also others' lives.

ESSENTIAL QUESTION

How do immigrant and migrant families' efforts to improve their own lives end up helping all people?

AIM

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

CONNECTION QUESTION

Have you ever had to make a difficult decision? What was that like?

STANDARDS

NEW YORK STATE SOCIAL STUDIES FRAMEWORK PRACTICES

**A.1 A.2 A.3 A.6
C.2 E.1 E.3 F.4
F.6**

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

- 1 Studying the 1910 Census Document Like Detectives.**

 - Project or display an enlarged copy of the original 1910 Census or give pairs of students an 11"x17" paper copy.
 - Engage the whole group in studying the original census: *“Let’s take a look at this document together and see if we can do a little bit of that detective work. After that, I’ll send you off to look at it in table groups to see how much we can learn from it.”*
 - Model looking at this census as a “history detective” would, by studying it and thinking out loud about your process. Share some of your basic observations in order to show children that any observations are acceptable to begin with. They will make connections as they keep going. *“Let me notice what I see on this form. Hmmm, let’s see. It says County: New York and State: New York, so I know it’s from New York, and it is from 1910.”*

- 2 Model how to record information** by entering the basic information that you found onto a large chart (*chart should have room for 10 facts*):

Being a History Detective 1910 Census Record for 97 Orchard Street

<i>Facts we think we know</i>	<i>Connections</i>	<i>Things we’re wondering about</i>
<i>New York State, New York County</i>		<i>Is that the same as New York City?</i>
<i>Census was from 1910</i>		
<i>Names listed together are a family</i>		



PROCEDURE

- 3** Guide students in a very brief study of the original census with a partner (in whole group meeting area): “Now you try it. What do you see? Turn and talk to your partner or neighbor about 2 or 3 things you can see on this document.” Move around the group and listen in on what they are finding. Ask a couple of students to share their observations and record them on the chart.

NOTE Students might notice that the census has a lot of tiny script writing and a category called “Personal Description” with age, race, etc. Those are fine initial observations, as the original document is written in script and can be hard to read.

- 4** Focusing on the Rogarshevsky Family

NOTE The spelling difference of Rogshefsky and Rogarshevsky most likely can be accounted for by the fact that the census taker misspelled the family’s name.

→ With the original census, guide children to notice the family groupings where the father is listed with his last name and his family members are listed on lines below without a last name. (If students noticed this together, then ask them to share what they found). Point to the section of the original census that lists the “Rogshefsky” family. “While you were looking, I was looking too. Look what I found. Right here in this highlighted section of the original census it has the name of an adult. It looks like it says Rogshefsky, Abraham. And there are 7 names underneath it! I can read some of them. They look like first names — I see Fannie and Bessie and some others. The person writing down this information drew a line under Abraham’s last name instead of writing their last names. So maybe that means that all those people had the same last name as Abraham Rogshefsky. Look, hmmm, here it says ‘Head, wife, son, daughter! Oh, I get it. This whole group is a family. Can you see that? How many other families can you see?” Collect an answer or two (ex: 10–12 families).

- 5** Launch students into studying the Rogarshevsky family by using the transcribed census (where the Rogarshevsky family is highlighted):
- “You are going to work together as history detectives in a minute. In your table groups, you’re going to study this document to find out more information about the Rogarshevsky family.”
- Hand out copies of the transcription of the 1910 Census to groups of 2–4 students. It is best if you can enlarge them to 11”x17”. Tell students, “Someone typed up this page of the census. This highlighted section here on the typed version is the same as the one here. This is one family.” (You can put them side by side and show the students how they correspond to each other).



PROCEDURE

- Say: “Let’s see how many facts we can find out about this family. Our class goal will be to find 8–10 facts.” Have a blank copy of the History Detectives Sheet on each table. Tell children to fill it in. Alternatively, students could write their facts on sticky notes and post them on the large chart in the meeting area.
- After 15 minutes, call the students back to the meeting area. Ask, “Do you think we met our goal of finding 8 facts? 10?” Debrief the facts children found and add into the History Detectives Chart. That’s this family. Wow they had kids one year apart, 17, 16, 15, then 4 years later. Maybe one died, because it says 8 children born, 6 children living. What do you make of that?

Debrief with kids and add into it

Facts we think we know	Connections	Things we’re wondering about
Ida 17, Bessie 16, Morris 15	3 of their kids were born 1 year apart	

Let’s look at where they were born. The father, Russia, Russia, Russia, Russia. Oh there’s no year of immigration for these 2 kids. That must be because they were born here. So they were born here. They are not immigrants. Let’s look at their jobs. The son worked in laundry, he was 14, so when do you think you could start working? Okay, so historians look at families like this and think, what is their story? Historians from the Tenement Museum studied this family, and they wondered, what’s their story? They did research and found out that this family came from Telsh. They didn’t talk to them, but they knew from other research that lots of families who came from this area at this time were Jews who were persecuted because of their religion.

6 Share information that historians have learned about The Rogarshevsky Family.

- Introduce the family article, “The Rogarshevsky Family Story,” and give each student a copy. “Here is an article written about the Rogarshevsky’s life using information gathered from a number of sources including interviews with members of Victoria’s family many years later. 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 Rogarshevskys ourselves along the way.

NOTE Use the family article, “The Rogarshevsky Family Story,” and its accompanying activities and sources in the way that works best with your teaching schedule and class. We recommend doing lesson 12 before reading the Rogarshevsky Family Story.