



LESSON 4

THEME

ARRIVAL

FAMILY FOCUS **THE CONFINOS** im/migration year: 1913

IMPORTANT INFORMATION

Immigrants were processed at Ellis Island through a series of inspections which brought fear and uncertainty to immigrants. Today, when immigrants come across a border, whether on an airplane or otherwise, there is still fear and uncertainty.

ESSENTIAL QUESTION

Why do people move?

AIM

How can we use ordinary documents and objects to put together a story?

CONNECTION QUESTION

Look around our classroom. If we were to leave this room right now and someone else who did not know any of us were to come into our classroom, what might they think was true about us? What is it that they would see that might make them think that?

STANDARDS

NEW YORK STATE SOCIAL STUDIES FRAMEWORK PRACTICES

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

NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS

4W6 **4SL1**

COMMON CORE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

RI.4.1 **RI.4.3**
SL.4.1 **SL.4.1.C**
SL.4.3



PROCEDURE

ACTIVITY 1

Share “Primary Sources” from the Present

1 Preparation

- Collect a few documents or artifacts from your life to share with your class. Try and diversify these primary sources so they represent photos, forms, letters, and documents.

NOTE You could instead ask a family member, colleague or friend to loan you some artifacts from their life.

Make photocopies (or digital slides) of each. Some items might include:

- your driver’s license
 - a ticket from a movie or performance
 - photograph of you and family
 - letter from a friend or family member special to you
 - calendar or appointment book.
- Create a chart titled “We Can Learn from Primary Sources” and the names of some of the artifacts or documents from your life that you brought in.

We Can Learn from Primary Sources

| <i>Driver’s License</i> | <i>Letter</i> | <i>Page from Appointment Book</i> | <i>Photograph</i> |
|-------------------------|---------------|-----------------------------------|-------------------|
|-------------------------|---------------|-----------------------------------|-------------------|

2 Introduce the meaning of a “Primary source”

- **Ask Connection Question** *Look around our classroom. If we were to leave this room right now and someone else who did not know any of us were to come into our classroom, what might they think was true about us? What is it that they would see that might make them think that?*
- With the children gathered around you in your whole group meeting area, share the items that you brought in.
- Say, “*These are some things that I have held onto from my life, either on purpose because I need them, because they are important to me, or just because I didn’t throw them away. Let’s look closely at one of them.*”
- Say, “*Imagine you found this driver’s license in my house 10 or 20 years from now and you didn’t know me but wanted to learn about me and my life. Look carefully at this. What do you think you might be able to figure out about me and my life just by looking at this document?*”
 - Students might offer: your name, birthday, height, eye color, state you lived in, etc.
 - Add these ideas to the “driver’s license” section of the chart
- Say, “*This driver’s license is what historians call a “primary source” because it was **created by me or for me during my life and it is a source of information about me and my life.** This driver’s license was made for me when I turned 17 years old and I was allowed to drive. This license is something I need to carry with me whenever I drive a car.*”



PROCEDURE

ACTIVITY 1

- 3 Engage students in learning more from the other primary sources” you’ve shared**
 - Explain that students will work in partnerships of 2–3 students to study the other primary source documents from your life.
 - Show them the “We Can Learn from Primary Sources” template and the photocopies of the other documents/artifacts you are sharing with them.
 - Explain: *“Just as we did together as a whole group, you will go off and work like historians do. You and your partner(s) will look closely at the primary sources to record details about me and my life that you think are true.”*
 - Distribute a “We Can Learn from Primary Sources” template and photocopies of documents/artifacts to partnerships and send students off to work.
 - In whole group discussion, partnerships share information found while looking at the documents you shared.
 - Say: *“Okay, historians! You looked so closely at the documents and artifacts I shared with you and you tried to collect as much information about me as you could. Great work! Did anyone find any other information in the driver’s license?” Add any new information to the chart.*
 - Say: *“Let’s talk about the page from the appointment book (or calendar). What did you learn from that primary source?”*
 - Continue in this manner with all the primary sources. *“You think you figured out from the photograph that I have 2 brothers and a sister and that I played soccer because I held a soccer ball in that picture. Some of you noticed that I had an appointment in my book that said “Gym” so you think I like to exercise. And many of you know I had a good friend named Sharon because she wrote me a lovely letter...”* (and so on).
- 4 Transition**

Explain to students that now that they’ve had some practice using primary sources to put together a story, they will now have the chance to be historians and learn about a child who immigrated to New York City in 1913 through a primary source.



PROCEDURE

ACTIVITY 2

Learning About Victoria Confino from Primary Sources: The 1913 SS Argentina Ship Passenger List (Manifest)

5 Introduce students to a family who immigrated to the United States in 1913.

- If you created a timeline, direct students' attention to it.
- You might say: *"We have so many immigration and migration events on our timeline so far. I want to tell you about a child who came here way back in 1913. There was a girl who was 10 years old, like many of you, when her family immigrated here from Kastoria."* (Show where Kastoria is on the map or Google Earth.)
- Have a student find where 1913 would roughly fall on your timeline.
- You might say: *"The girl's name was Victoria Confino. She wasn't famous so she didn't have books written about her. But, as historians, we can learn more about Victoria by examining primary sources from her life. Then we can understand some of what her life was like, even though it was far in the past and we've never met her."*

PHOTOGRAPH



DATE
1913
TITLE
Victoria Confino came to NYC from Kastoria.

6 Introduce the 1913 SS Argentina ship manifest.

- Display the 1913 SS Argentina Ship Passenger List (Manifest) and give partners a photocopy and say: *"This is a ship manifest from 1913. A manifest is a list of passengers that traveled on a ship. Look closely and try and find Victoria Confino's name on the document."* Point to her name once they identify it.
- Refer to the class timeline to locate 1913, when Victoria's family immigrated. Hang this im/migration event card there.

7 Engage students in studying the manifest for information about Victoria Confino.

- Show a blank 2-columned chart labeled "What we think..." and "Why we think that (evidence)"
- Ask partners to study the manifest (from their photocopy) and focus in on the details about Victoria:
 - *"With your partner, look closely at this document. What do you think you can say is true about Victoria? Make sure that if your partner shares something they think is true, you ask them to tell you what they see in the manifest that makes them think that."*



PROCEDURE

ACTIVITY 2

8 Whole group discussion

Partners share with the group what they think and why they think that as you chart within the columns. You can also add in a column for “What are we still wondering?”

Learning about Victoria Confino from a Ship Manifest

| “What do we think?” | “Why do we think that (evidence)?” | What are we still wondering?” |
|---------------------------------------|---|--|
| She was 10 years old. | Written on line where it says “Yrs. Mos.” | Why did she come to the United States? |
| She came with her mother. | It says Rachel, age 40 on the line above Victoria’s name. | Did she have a dad? |
| She could not read or write | It says “No” on the line “Able to Read, Write.” | Did she go to school? |
| She was from the town of Castoria. | It says “Castoria” as the City or Town”. | Where is that? |
| She was either from Turkey or Greece. | Under “Nationality” and “Last Permanent Residence” it says “Greece,” and it’s crossed out and “Turkey” is written above it. | Which country was she actually from? |

9 Question to foster curiosity and empathy

Imagine you are on the SS Argentina and you are sitting next to 10 year old Victoria. What would you ask her if you could speak her language? What do you imagine she might say to answer your question?