



LESSON 5

THEME

ARRIVAL

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

IMPORTANT INFORMATION

People move for many reasons — to escape persecution, for economic opportunity, safety, education. There is often more than one reason, and the reasons can be “push” and “pull” factors together.

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.

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 be history detectives to fill in more details about Victoria Confino’s life?

CONNECTION QUESTION

Do you remember when you first started school? What were you excited about? What were you nervous about?

STANDARDS

NEW YORK STATE SOCIAL STUDIES FRAMEWORK PRACTICES

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

NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS

**4R1 4R3 4R6
4R7 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
SL.4.1 SL.4.1.C
SL.4.3**



PROCEDURE

1 What does it mean to be a “detective”?

Begin by gathering the students in the meeting area and asking, “What is a detective and what does a detective do?” Students turn and talk to generate ideas. Have 2–3 children share their ideas. Then you might add on by saying:

→ “Yes. Detectives try to figure out what happened by looking for pieces of information or clues that help them understand what happened and who did it. Sometimes they solve crimes by taking different clues and putting together to look for connections, like a puzzle. They may look for evidence, talk to people who were there, do research and connect pieces together to figure out the story of what happened. What detectives **DON’T** do, is just rely on someone else who wasn’t there telling them what happened. They don’t believe a random stranger who says, ‘Oh, I heard it was that person over there who did the crime.’ They go to the source.”

2 Historians are detectives too!

Explain to students that historians also do detective work by:

- Looking closely at primary documents for information
- Talking with people who are experts or who know about a person or an event
- Making connections between different pieces of information to form a picture or story of what really happened.

You might say:

→ “Today you’re going to do some history detective work. You’re going to see how much you can learn about one family who immigrated to the United States in the early 1900’s by looking at a primary source. You’re going to put together clues and find out a part of the story of their life here in the United States. Historians often have to do this, and the historians at the Tenement Museum did this in real life. They knew this family lived in this building and they went and found some old documents that had bits of information or “clues” that could help them put together the story of what the family’s life was like. They talked with members of that family, and other people who knew that family, and they looked at the old pictures of them that they found. They may have even found objects that the people left behind.”



PROCEDURE

A REPORT CARD

Another Primary Source

- 3 Introduce the Primary Source: the 1914 Report Card.**

 - Display an enlarged copy of the report card and give partners a photocopy.
 - Say: *“So, you can see that there’s a lot we can figure out just by looking at one source, and a lot we are wondering. Let’s continue to do what historians do and use another source to see what we can learn about Victoria. Let’s look at another document from Victoria Confino’s life. This is her report card from second grade in 1914.”*

- 4 Engage students in studying the report card for information about Victoria Confino.**

 - *“With the partner you just worked with, examine the report card, and record your thoughts using a copy of the same chart as before, “What we think/Why we think that (evidence)/What we are still wondering. Keep in mind the information we already know about Victoria.”*
 - Send students off to work in pairs to collect more information and questions from the report card.
 - After a short work period (10–15 minutes), call students back to the rug for a whole group discussion.
 - Discuss information students gleaned from the report card:
 - *“What new information did we learn about Victoria Confino?”* Add to the chart.

Learning about Victoria Confino from a Report Card

“What do we think?”	“Why do we think that?”	What are we still wondering?”
Her father’s name is Abraham.	It says, “Parent’s name”	We didn’t see her father’s name on the ship manifest.
She was either born in 1902 or 1903.	Jan, 1902 or Oct, 1903	Did he not come with her?
She was 11 years old in second grade.	She was born in 1902 or 1903, and in 1914 she is in second grade.	When was she actually born?
She lived at 97 Orchard Street.	“Residence”	Why was she in second grade when she was so much older than the other kids?
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.	Where is that?



PROCEDURE

A REPORT CARD

OPTION Tell students that 97 Orchard Street is in New York City: “Where do you think 97 Orchard Street is in NYC? How could we find out?” Using Google Earth, enter the address into your computer or interactive whiteboard. Show the birds eye view. Zoom in on the address.

5 Revisit questions students generated after studying Victoria Confino’s primary source(s).

- Refer to the chart children generated when studying the report card. Restate some of the questions or “wonderings” listed on the chart (or have a child read them to the group).
- You might say: “We have a lot more information now about Victoria, and we also have many questions. We’re wondering why she came to the United States, why her family didn’t come all together, why she was in second grade even though she was old enough for fourth grade. There’s a lot about her life that we don’t yet know. Fortunately, there is more information about Victoria and her family that was collected by people who studied the apartment building where she and many other immigrants lived.”

6 Share information that historians have learned about Victoria.

- Introduce the family article, “The Confino Family Story” and give each student a copy. “Here is an article written about Victoria’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 Victoria ourselves along the way.

NOTE Use the “The Confino Family Story” and its accompanying activities and sources in the way that works best with your teaching schedule and class.