



## LESSON 6

### THEME

# GETTING STARTED

### FAMILY FOCUS **THE LEVINES** im/migration year: 1890

#### 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.

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.

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.

#### ESSENTIAL QUESTION

How do people start a new life when they immigrate or migrate to a new place?

#### AIM

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

#### CONNECTION QUESTION

*Do you ever do any chores to help out in your family? What are they?*



<b>STANDARDS</b>	<b>NEW YORK STATE SOCIAL STUDIES FRAMEWORK PRACTICES</b>	<b>A.1 A.2 A.3 A.6 C.2 E.1 E.4</b>
	<b>NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS</b>	<b>4R1 4R3 4R6 4R7 4R8 4R9 4W1 4W3 4W4 4W5 4SL1</b>
	<b>COMMON CORE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY</b>	<b>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</b>



## PROCEDURE

**NOTE** With this lesson we transition from the Confino family to begin the study of the Levine family who immigrated to New York City in 1890 and set up a garment factory in their apartment.

### FACTORY INSPECTION REPORT

### Levine family: Learn from Primary Source Documents

- 1 Introduce the Primary Source: the 1892 Factory Inspection Report.**  
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.”
- 2 Engage students in studying the primary source.**  
(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 lots of columns. Hmm- it looks like pages from a book.” 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 left-hand-side page, all the names that start with L.”
    - “What do you notice is written in the columns next to the names?”
    - There are columns for males and females and how many of each of different ages.
  - 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 noticing and thoughts:



## PROCEDURE

### History Detectives Note-Taking Sheet Sample

What we noticed....	Here's how we coded it	What we think that might mean....
There are people's names under where it says "Name of Firm"	(star)	The firms are named after people. They might be law firms.
A number and a street name are next to the names (i.e. 77 Bayard St.)	(arrow)	Those are the addresses of the firms.
There is a column that says "Goods Manufactured."	(triangle)	That's what they make. It's all clothes.

- 3 Share more information about the primary source.**

  - ➔ After a few minutes, have the pairs use the transcribed version of the document. 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:
    - It says hours of labor for minors and it has numbers like 10, 13, 11. What do you think that means?
    - It looks like most of the firms make clothes.
    - It says "Hours on Saturday" so some of you are thinking that they work on Saturdays too.
  - ➔ Give each partnership a "History Detectives Note-taking Sheet" that is similar to the chart you started in the whole-group meeting.
  - ➔ Ask partnerships to add their observations to their "History Detectives Sheet" (Just as you did together on the large chart as a whole group).
- 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 report which was published in a book. It was a report of inspectors who went around and checked the factories people were working in that were in people's homes. They wanted to make sure factory owners followed the laws at the time. Does that change what you might have been thinking?"*



## PROCEDURE

- 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. (vocabulary such as firm, minors, goods, manufactured)
- The highlighted section is the name of a family, the Levine family, who lived at 97 Orchard Street. Look at the address of their factory. What do you notice?
- What else do you notice about how many people are working and how old they are?
- Guide the students in making connections to immigrant life during this time without telling them this information. Lots of immigrant families had many members working in factories, even children. They worked many hours a week, and they even worked on weekends.

### 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 some of the addresses on this Factory Inspector’s Report. There were many, many factories like this one in New York City during those years.”* Factories on pages 164 and 165 of NYC Factory Inspector’s Report.

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

→ Introduce the article, “The Levine Family Story” and give each student a copy. “Here is an article written about Levine’s 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 Levines ourselves along the way.

**NOTE** Use the family article “The Levine Family Story” and its accompanying activities and sources in the way that works best with your teaching schedule and class. We recommend doing lesson 6 before reading the Levine Family Story.

