



# LESSON 7

## THEME

# GETTING STARTED

## FAMILY FOCUS **THE BALDIZZIS** im/migration year: 1923, 1925

### IMPORTANT INFORMATION

There are many common myths about immigrants and immigration. Among them are: that immigrants are taking jobs from American citizens, that certain immigrant groups have negative characteristics based on their cultural or religious identity.

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.

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

### AIM

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

### CONNECTION QUESTION

*What's a memory of playing that you have from when you were little?*

**NOTE** Use the family article, "The Baldizzi Family Story," and its accompanying activities and sources in the way that works best with your teaching schedule and class. We recommend reading the Baldizzi Family Story before doing lesson 7.

### STANDARDS

### NEW YORK STATE SOCIAL STUDIES FRAMEWORK PRACTICES

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



**STANDARDS**

**NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS**

**4R1 4R3 4R6  
4R7 4R8 4R9  
4W1 4W3 4W4  
4W5 4SL1 4SL5**

**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**

Use a close reading protocol to guide children in learning from the oral history, “Josephine Baldizzi Discusses her Bedroom.”

- 1 Use an adaptation of the close reading protocol from *Facing History and Ourselves*:

→ **First Listening**

Listen to the Oral History: Josephine Baldizzi Discusses her Bedroom in its entirety. Ask students to write down specific words or phrases that jump out at them for any number of reasons, because they are interesting, familiar, strange, confusing, funny, troubling, difficult, etc. Share some of these as a class.

→ **Second Listening**

Read the following questions together and show them a photo of Claudette Colbert (who is mentioned several times in the oral history):

- What did Josephine say she did to play?
- What did Josephine do to help Mrs. Rosenthal?

→ **Now Listen Again** and ask students to listen for answers to the questions.

→ **Discuss** their answers to the questions.

→ **Third listening**

- Ask children to listen one last time so they can create a visual image of a portion of the recording on an index card.
- On the bottom of the card they can include a one-sentence summary of the portion of the recording they drew.
- Listen and sketch/draw.

- 2 **Facilitate a Gallery Walk of the group’s images**

Hang their images around the room. Have students do a gallery walk, exploring the images.

- 3 **Closing Discussion Question**

What did Josephine’s memories teach us about her family and her neighborhood?

**PHOTOGRAPH**



**DATE**  
1930s

**TITLE**  
A movie star,  
Claudette Colbert