

Common Core Social Studies Learning Plan Template

Lesson Title: Comparing Immigrant Experiences

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Appropriate for Grade Level(s): 8th grade

History Standard(s)/Applicable CCSS(s) (RI, W, S&L, L): [Type text]

H4.[6-8].9 Identify the motivations for groups coming to the United States and discuss U.S. political policies towards immigration

H4.[6-8].22 Describe the effects of industrialization and new technologies on the development of the United States

CCSS.ELA-Literacy. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources

CCSS.ELA-Literacy.SL.8.1A Come to discussion prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

CCSS.ELA-Speaking and Listening. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues

Type of Lesson: Jigsaw Discussion Strategy

Student Readings (list):

- The Chow Family Odyssey, Little Italy, A Few Dollars a Day, and My Jewish Experience in the Lower East Side of New York

Total Time Needed: 1- 80 minute class period

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
5 minutes	Teacher will start the class by asking, "From what we have learned so far, which immigrant group do you think had the most difficult experience when they arrived in the United States? Explain."	Students will come up with responses.
30 minutes	Pass out colored packet of readings and the Source Analysis for Jigsaw Seminar handout. Each immigrant perspective is copied on a different color paper. Number students off 1-4 (each number represents one of the perspectives they are responsible for reading).	Students will start by silently reading their immigrant's story. When finished, they will begin filling out the handout.

The pages that follow the Learning Plan Template includes student readings and reading strategy/questions, source(s), handouts, assignment sheet, self-assessment/reflection and a rubric related to this lesson.

10 minutes	Teacher will then get the students in 4 large groups (one group for each immigrant perspective) so the students have the opportunity to discuss what they read, clarify anything they need, and go over the source analysis handout so they will all be prepared for the Jigsaw Seminar. They will also discuss the following questions: 1. What are the main ideas? 2. How is this supported? What textual evidence is most compelling? 3. What are the most interesting aspects of the article that I would want to share?	Students will be sharing their annotations on the reading and discussing what they wrote down for the handout.
10 minutes	Teacher will then number the students off so they are in groups of 4, with each immigrant perspective represented. Then, the teacher will display the Jigsaw questions up on the board (one question at a time). Teacher will also remind students of jigsaw discussion protocol. Questions: 1. What was challenging for immigrants living in the United States? 2. How did Americans' attitudes towards immigrants shape their experience? 3. What surprised you in your readings?	Students will each answer the questions citing evidence from their story.
20 minutes	Teacher will then have the students complete the Comparing Immigrant Experiences handout. Teacher will be monitoring groups throughout the discussion.	Students will continue to reference the story they read.
5 minutes	Teacher will do a quick whole class debrief and reflection on their participation. Then assign the homework: In one argumentative paragraph, explain which immigrant group you think had the most difficult time in America.	

Description of Lesson Assessment: The Jigsaw Seminar Handout and Comparing Immigrant Experiences will serve as an informal assessment of the readings. The powerful paragraph will serve as the formal assessment for this lesson. Students will be writing their claim, evidence and reasoning in a paragraph that answers the question: Which immigrant group had the most difficult time in America?

How will students reflect on the process and their learning? During the whole class debrief, the students will have the opportunity to reflect on their participation in the discussion (what they did well and what they need to improve upon).

The pages that follow the Learning Plan Template includes student readings and reading strategy/questions, source(s), handouts, assignment sheet, self-assessment/reflection and a rubric related to this lesson.

Source Analysis for Jigsaw Seminar

Name of Source: _____

What two quotes stick out most to you in the text? Why?

1.

2.

What two pieces of evidence best help you understand life for immigrants in the United States in the late 1800's and early 1900's?

1.

2.

Why did social, economic, and political inequalities exist for different immigrant populations? Use evidence from the texts.

Comparing Immigrant Experiences in the United States

Aspects of the Immigrant Experience	Jews	Italians	Chinese	Mexicans
Expectations upon arriving in the United States				
Living conditions in the United States				
Types of work and working conditions				
Attitudes or reactions of other Americans to the new immigrants				
Adjustment of immigrants to life in the United States				

1. What are some similarities different immigrant populations faced living in America? What is one inference you can make about immigrants in the United States?

Immigrant Perspectives

1

Little Italy

2 Giuseppe Sorrentino entered the United States through the “golden doors” of
3 Ellis Island in 1903. Hurrying along behind him came his wife Rosa and
4 his brood of seven children- the youngest, a baby just 20 months old.

Family

5 Giuseppe was fortunate that he had two older brothers living in New York
6 City, which made his period of adjustment a bit more bearable. The family
7 settled into Little Italy, in a tenement house on Mulberry Street. Giuseppe’s
8 brothers found an apartment with three rooms where the family of nine
9 would live. Others coming right off Ellis Island were worse off. There were
10 sometimes three families in a three-room apartment- close to 30 poor souls
11 squeezed into 1,200 square feet of living space. The tenements were always
12 dark, even on the brightest of days. In winter, the rooms were frigid and frost
13 coated the windows. No one escaped the cold, which stayed like an unwanted
14 guest. In summertime, it was unbearably stuffy, as heat and humidity
15 blended with the odors that hung heavily over crowded streets and
16 apartments.

17 The neighborhood of some 20 square blocks was as crowded as any other
18 where immigrants came together to be with their own. They turned empty
19 lots into places where they could play boccie. There were social clubs,
20 representing all the major regions of Italy for members to sip espresso coffee.
21 The Italian shops and businesses catered to every whim and delight of one’s
22 taste buds, selling pasta, pastries, breads, olive oil, cheese, meats, and wines.
23 The flow of humanity in the streets was constant; people pushed to get
24 wherever they were hurrying; they dodged among the pushcarts and wagons,
25 carefully avoiding trampling the scurrying children playing and running in
26 every direction. The noises and odors mixed. If you closed your eyes, listened
27 to the noise, inhaled the odors from the shops and buildings, it could have
28 been Naples or Palermo in Italy, not a tiny corner of New York City.

A game/ lawn
bowling

29 Giuseppe quickly took on work as a “pick-and-shovel” man, taking the
30 dirtiest jobs on excavation sites, the ones that no one else wanted. He had to
31 feed his family and pay the rent. His wife Rosa took in laundry and also
32 contracted with a local sweatshop to do sewing at home. His two sons, Benito
33 and Antonio, worked for their uncles in the olive oil business. They helped
34 with loading wagons, keeping the shelves stocked, sweeping the store,
35 running errands, and delivering messages and other things. Their earnings
36 were needed for the Sorrentino family to survive the realities of living in
37 America. The oldest sister took care of the baby, but all of the others were
38 enrolled in public school. Even Benito and Antonio were encouraged to
39 spend time at school. Giuseppe was proud of how quickly his children
40 learned English.

41 Giuseppe Sorrentino and his wife may have been trapped in poor
42 surroundings, but their three rooms were kept neat and clean. Though
43 crowded with the seven children, there was enough food to keep the family
44 fed. The look of fear and want from the old country was gone from the
45 expressions of his children. They loved and respected their papa and

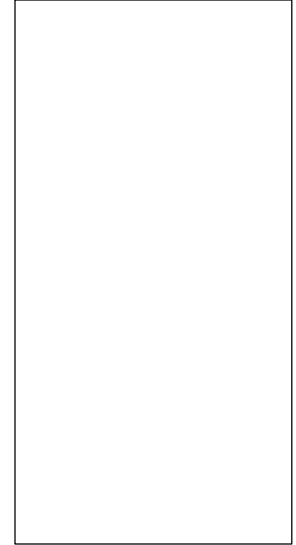
Immigrant Perspectives

46 acknowledged his struggle to make their lives better. Everyone worked. Even
47 the uncles who had a successful business did not enjoy the luxury of rest and
48 relaxation. Their hours were long, as was the work week, which included
49 Saturdays and even Sundays right after morning mass. They all pooled their
50 money together to help the family both in New York and in Italy.

51 There was time, on occasion, for a sip of espresso at the San Paulo Social
52 Club or for an evening's pleasure at a religious festival that took over the
53 crowded streets. Little comforts were considered from time to time, but a
54 desire for luxury never entered their minds.

55 For many immigrants, America was a land of opportunity. For the new
56 immigrants, it was the opportunity to work to the point of exhaustion. But
57 for their children and their grandchildren, it would be different – they would
58 have a better life.

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Immigrant Perspectives

The Chow Family Odyssey

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From the very beginning, the Chinese immigrant in America was greeted with hostility and resentment. In 1849, the Chinese heard of the discovery of gold in California. The news spread throughout southern China in the vicinity of Canton and Hong Kong, an area often visited by merchants and traders. America came to be known as the land of the “Golden Mountain,” and thousands of Chinese made their way on ships that carried them across the ocean.

The Chinese fared poorly in the mining camps. They were forced from the best land claims and subjected to beatings by miners who openly resented their presence. The Chinese who came to work the gold fields realized that the miners valued their small comforts. They quickly learned that they could earn just as much money by opening a restaurant or laundromat as by digging gold out of the ground.

Shu Qua Chow opened a laundromat in San Francisco, and for 20 years he saved all he could. He wished to return to China with something to show for all his years of hard work and loneliness. He had endured hard work and also humiliations. His store window was broken several times by gangs of young kids, and all the police did was watch and smile. Thugs would steal laundry parcels. Any laundry man who protested and tried to protect his property was savagely beaten. Still, Shu Qua returned home to China with his earnings after 20 years.

Shu Qua’s son, Fai Yang Chow, made the journey to the “Golden Mountain” in the early 1860’s as a contract laborer. He went to work for the Central Pacific Railroad, laying track through the High Sierras. It was dangerous and back-breaking work. The thousands of graves besides the railroad tracks symbolized the hardships suffered by the Chinese laborers. Many Chinese were buried in avalanches and killed by blasts and rockslides.

When the railroads were finished, Chinese laborers worked the farms. With the gold fields played out and with the onset of a nationwide depression, the Chinese scattered and began to settle in the cities. It’s in the “Chinatowns,” where businesses were Chinese owned, that they survived. When Fai Yang’s contract expired, he returned to his homeland, a bit more prosperous than if he would have stayed in China.

Kai Ling Chow, grandson of Shu Qua Chow, immigrated to the United States in 1880. He was fortunate that he was able to gain entry at a time when restrictions were being placed on Chinese immigration. However, Kai Ling’s opportunities were few—he could be a houseboy, a cook, or a laundry worker. Restricted in his choices of how he could make a living, he slaved away like his father and grandfather before him. He earned what he could, doing whatever he was offered.

The times were hard for Kai Ling Chow and the other Chinese in America. There was an anti-Chinese riot in San Francisco in 1877, led by unemployed

managed

Immigrant Perspectives

44 workers who resented cheap Asian labor. The next year, in Truckee, California
45 the entire Chinese community was driven out of town. In 1880 in Denver,
46 rioters destroyed every Chinese business and home. Two years later, Congress
47 passed the Chinese Exclusion Act, suspending immigration of Chinese laborers
48 for 10 years. In 1885, Kai Ling Chow was horrified by the massacre that took
49 place at Rock Springs, Wyoming, where 28 Chinese were murdered. In 1888
50 and 1892, there were still more exclusionary acts.

51 With the climate as such in the United States, Kai Ling still chose to remain in
52 America. He became a citizen in 1900, married, and raised a family. In 1922, his
53 son graduated magna cum laude from the University of California, Berkeley,
54 one of the premier schools in the country. In 1926 Peter Chow, son of Kai Ling
55 Chow, received his Ph.D. in Electrical Engineering from Stanford University.

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With very great
honor/distinction

Immigrant Perspectives

1 My Jewish Experience in the Lower East Side of New York

2 By Samuel Belinsky

3 My father Yakub Belinsky, with my mother Rachel, came to America in 1903.
4 My two younger sisters and I were with them, but I only have some vague
5 memories of Ellis Island. Yet my memories of childhood and growing up, of
6 how we learned to live in America, are as vivid in my mind as if it was only
7 yesterday.

8 We settled in on the Lower East Side. Essex Street and Rivington Street were
9 the center of our world. It was the largest shtetl in the whole world. When we
10 arrived in America, the greatest of democracies, there were more Jews living
11 on the Lower East Side than in all of Palestine and Jerusalem. Everywhere
12 there was a hustle; people hurried and scurried about to earn a living, with
13 the constant buzz and hum of human activity booming through the streets.

14 Here in our own Jewish world, we had Jewish newspapers and other Jewish
15 publications. There were Yiddish theatres, literary societies, socialist clubs,
16 and the union meeting halls. It was only on the Sabbath that some form of
17 quiet finally settled on the neighborhood. We were surrounded by Jewish
18 stores, Jewish shops, kosher foods, pushcarts filled with goods and bargains,
19 Yeshiva schools, delicatessens, Jewish businesses, synagogues, public baths,
20 coffee houses, public schools, and tenement housing. There was the union
21 talk, the socialists screaming at each other, and all the humanity of an exciting
22 Jewish world that disappeared long, long ago.

23 My father was a writer for a small Jewish socialist paper, which did not pay
24 nearly enough for all the other work he did. My father practically printed *The*
25 *Jewish Progressive* all by himself. He had a reputation and was well known.
26 He was respected for his brilliance and wit, none of which put a few more
27 coins in his pocket. The family was always in a state of borderline poverty. My
28 mother had to take in work, doing laundry and sewing to earn a bit more
29 money for the family. She said that her labors “put shoes on my children’s
30 feet.” Yakub Belinsky had no illusions- he knew America would be hard work.
31 But after the Tsar’s Russia, my father would say, “I have reached the
32 Promised Land.”

33 Our five-story walkup was crowded with other Jewish families from eastern
34 Europe, all just like us, struggling to make a place for ourselves and to
35 survive. Many families worked in garment industries. Many of the men and
36 women, like my father, were socialists and were active in the unions. My
37 sisters and I, when not in school or helping our mother, roamed our
38 neighborhood in wide-eyed wonder. It was always crowded, especially during
39 the warm weather and the summer months. There were crowds and noise
40 everywhere, with everyone moving.

41 The tenement housing seemed to hold in the night and neglected the light of
42 day. There were few windows. Our apartment was cold in winter and
43 unbearably stifling in summertime. The brutal heat and humidity pushed the

Small towns with
large Jewish
populations

Jewish language

Immigrant Perspectives

44 tenants to sleep on the fire escapes or to camp out on the roofs. We had a
45 kerosene stove to give heat during the cold days. We were lucky to have an ice
46 box in the window and a tub in the kitchen for laundry or to enjoy the luxury
47 of an occasional bath. The toilet was in the hallway, and it was used by the
48 other three families on our floor. There were times Mother would just
49 suddenly sit and silently cry, filled with helplessness and frustration. We were
50 not living in filth and total poverty, like many of the other recent immigrants,
51 but both Mother and Father found it hard just to keep up. It was a daily
52 struggle for everyone in this new land.

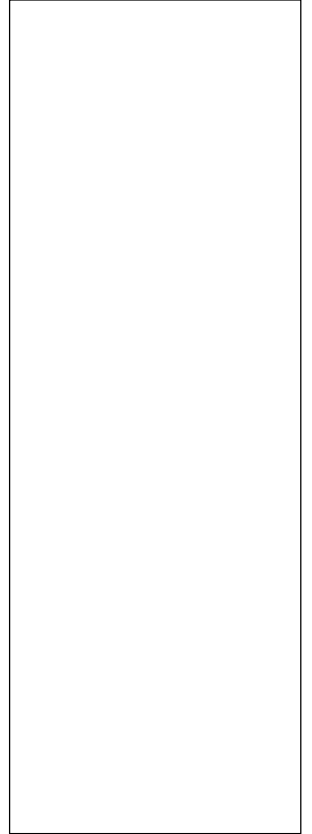
53 I often heard my father say that most of the people in Russia were worse off.
54 He often got that look in his eye that I later learned meant, "I'm working hard
55 to make a better world for all my children." America was hard work for the
56 immigrant. The day was filled with long hours stretched over a full seven-day
57 work week. It drained the body, destroyed the health, and was an endless
58 ritual. But my father and mother's sacrifice made a better world for their
59 children.

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Immigrant Perspectives

A Few Dollars A Day

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There is no immigration record for Cesar Carranza. He came through neither Ellis Island to America's shores nor any other legal port-of-entry. He crossed illegally, over the California border, which at the time was mostly unfenced and only lightly patrolled. He made his way to San Diego and Los Angeles, passing through the desert terrain.

For Cesar there were very few opportunities. He was unskilled and uneducated. He had but one option. He and countless other Mexican "illegals" made their way to central California to work the harvests. They would pick the lettuce for a few dollars a day. They would work the onion fields for a few dollars a day. Whatever was harvested – lemons, beans, tomatoes- it was always for those few dollars a day. Picking the grapes in Napa, Sonoma, or Mendicino counties was not any different – a few dollars a day. The farm managers would set the quotas and the amounts to be harvested, and the Mexican laborers were quite content to earn their few dollars a day.

Growing up in Mexico, Cesar Carranza saw that there was little hope for a good life in his village. Chiapas was one of the poorest of Mexico's sections, and Cesar made the decision to change his life. He decided to head north to the United States. He would work and earn dollars to make his fortune.

In the United States, the labor unions always howled about the cheap Mexican labor that was taking jobs away from Americans- but very few of America's chosen sons wanted to do the back-wrenching work in the fields. Very few Americans wanted to do any of the menial jobs that were simply in the category "for foreigners." However, the grower and his associations needed the cheap labor, and they did all they could in their power to keep the "illegals" coming.

For Cesar Carranza a few dollars a day was a small fortune, especially when compared to the annual wage of a Mexican peasant farmer. Cesar worked long hours in the fields. He was making more money than if he were back in his village. But the farmers were taking advantage of him. The pay was minimal. On many farms the housing was simply a shanty or a shack, or it could even be nothing but a tent or pieces of canvas. The toilet facilities amounted to nothing better than an open trench. And for many of the Mexicans, to make a bit more of the dollars being paid for their labor, the whole family would work. There in the fields, under the broiling sun, would be husband and wife, alongside several children of varying ages.

In the off-season, when not working in the fields, Cesar would find work in Los Angeles or any of the larger towns. It was always menial work, something that was considered beneath the dignity of the white man, or "gringo," a job that he wouldn't touch. For Cesar, it was an opportunity to earn more dollars. Living expenses were kept low, and Cesar was careful in handling the money he earned. He was comfortable living in the barrio, a neighborhood with other Mexicans. If he didn't spend too much of what he earned, he could send that much more money home to his mother and father in Chiapas. Cesar always

allowances

Immigrant Perspectives

45 looked forward to the day when he would return to his village with all the
46 money he earned. Today, Cesar's five young Mexican-American grandchildren
47 are attending an elementary school in Los Angeles- a record of his time in
48 California.

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