

“OUR JOURNEYS TO AMERICA” FROM IMAGINED IMMIGRANTS’ PERSPECTIVES

The New Colossus

... Here at our sea-washed,
sunset gates shall stand
A mighty woman with a
torch, whose flame
Is the imprisoned lightning,
and her name
Mother of Exiles. From her
beacon-hand
Glow world-wide
welcome; her mild eyes
command
The air-bridged harbor that
twin cities frame.
“Keep, ancient lands, your
storied pomp!” cries she
With silent lips. “Give me
your tired, your poor,
Your huddled masses
yearning to breathe free,
The wretched refuse of
your teeming shore.
Send these, the homeless,
tempest-tost to me,
I lift my lamp beside the
golden door!”

EMMA LAZARUS



An LDC (Literacy Design Collaborative) Narrative Module by: Jennifer Bernhard, Eastern Kentucky Writing Project, Kentucky

Information Sheet for Narrative Module

Module title:	“Our Journeys to America” from imagined immigrants’ perspectives (late 19 th or early 20 th century)
Module description (overview):	The intent of this module is to develop an awareness of the U.S. immigration process through Ellis Island in the late 19 th century and early 20 th centuries. Logically, this module fits at the beginning of sixth grade when students are transitioning from elementary to middle school and going through their own quasi immigration process. Through part of their <i>study of patterns of geography</i> , this module will give students opportunities <i>to explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present.</i>
Template task (include number, type, level):	32. After reading a variety of texts, including primary and secondary sources, <u>about immigrants’ experiences in the late 19th and early 20th centuries</u> , (an historical period, event or culture) write a real or imagined narrative (story, poem, monologue, vignette, ballad, or dramatic scene) that synthesizes historical information and relates it from the perspective of an imagined character from that <u>period</u> (event/period/culture). Use a variety of pertinent literary techniques to develop the narrative. L2 In a separate reflection, write about how the choices you made in the text achieve your purpose of <u>sharing an immigrant’s experiences within a historical perspective</u> ; identify your strengths and areas for growth. L3 Describe the ways you would revise this piece, if you had the opportunity to rewrite it.
Teaching task:	To examine real Immigration experiences in order to gain an understanding of the push and pull factors of migration, as well as assimilation experiences affecting immigration, and to accumulate relevant historical facts to use in writing imagined narratives from the perspective of a young immigrant to the United States.
Grade(s)/Level:	6
Discipline: (e.g., ELA, science, history, other?)	Social Studies ELA (Writing Support)
Course:	Reading in the Content Area, Social Studies Emphasis
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Section 1: What Task?

TEACHING TASK

Teaching task:	To examine real Immigration experiences in order to understand the push and pull factors affecting emigration/immigration, as well as assimilation experiences affecting immigration, and to accumulate relevant historical facts to use in imagined narratives.
Reading texts:	<p><i>American Immigration</i>. Danbury, CT: Grolier Educational, 1999. Print.</p> <p>Arnesen, Eric. "Putting Out the Welcome Mat." <i>Cobblestone</i> Jan 2011.</p> <p>Boelter, Mimi. "Voyage of Hope, Voyage of Tears." <i>Cobblestone</i> Feb. 2006: 1-48. Print.</p> <p>Corsi, Edward. <i>I Was Dreaming to Come to America</i>. Veronica Lawlor. New York: Penguin Books, 1995. Print. (Primary source)</p> <p>Ellis Island Interactive Tour: http://teacher.scholastic.com/activities/immigration/tour/</p> <p>Garrett, Wilbur E. <i>Historical Atlas of the United States</i>. Washington, D.C.: National Geographic Society, 1988. Print</p> <p>Hagen, Barbara. "Catching American Fever." <i>Cobblestone</i> Feb. 2006: 1-48. Print.</p> <p>Immigration Interview For Teachers, http://www.loc.gov/teachers/classroommaterials/presentations_and_activities/immigration.org/</p> <p><i>Pall Mall Gazette</i>, Steerage Accommodations on the Cunard Steamship Line – How The Poor Cross The Ocean, August 9, 1879</p> <p>Sandler, Martin W. <i>Island of Hope</i>. New York: Scholastic Inc. 2004. Print.</p> <p>Smith, Carl Author. <i>The Great Chicago Fire: The Web of Memory</i>. Chicago Historical Society and the Trustees of Northwestern University, 2011. Web. 19 Aug. 2013. <http://www.greatchicagofire.org/>.</p>
Background to share with students:	<p>Since the 1600s America has been considered a land of opportunity where Europeans seeking freedom of religion, land and wealth, and the chance for a better life have come to settle, first as explorers of the New World, and later as immigrants into the United States of America. As numbers of immigrants increased in the late 1800s, the US government began to control immigration. Since a major entrance point to America on the east coast was New York, the government decided that a new immigrant receiving station was needed to process increasing numbers of immigrants. In July 1890, the building of an immigration station was begun on Ellis Island. It opened its doors to immigrants in January 1892. Our immigration journey will start with reading about the push and pull factors affecting European emigration in the late 1890s, followed by researching immigrants' Ellis Island and assimilation experiences of the late 1800s to early 1900s. We will then write imagined narratives from the perspective of young immigrants. Our written narrative responses will be limited to the historical time period of 1892-1912. Although the time period is limited, you will be able to choose a European nationality, including an appropriate foreign name, and your final US destination from the following: New York, Boston, Chicago, or Pittsburgh.</p>
Extension (optional):	<p>In a separate reflection, you will write about how the choices you made in the text achieve your purpose of sharing an immigrant's experiences within a historical perspective and you will also identify your strengths as a writer.</p> <p>If time allows, you will have the opportunity to create digital stories, picture books, or other appropriate extensions from your immigration narratives.</p>

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	<p>Kentucky Core Content Standards, Version 4.1</p> <p>(http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.1/)</p>
NUMBER	CONTENT STANDARDS
SS-06-4.3.1	Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.
SS-06-4.3.2	Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.
RH.6.1	Students will cite specific textual evidence to support analysis of primary and secondary sources.

COMMON CORE STATE STANDARDS

READING STANDARDS FOR NARRATIVES

“Built-in” Reading Standards	“When Appropriate” Reading Standards
1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6- Assess how point of view or purpose shapes the content and style of a text.
10- Read and comprehend complex literary and informational texts independently and proficiently.	7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

This module also addresses the following Common Core State Standards for Literacy in History/Social Studies and Speaking and Listening Standards:

- Reading Standards for Literacy in History/Social Studies 6-8: 1,2,4,6,7, and 8
- Writing Standards for Literacy in History/Social Studies 6-8: 1,4,5,6,7,8,9, and 10
- Speaking and Listening Standards 6-8: 1,2, and 6

Common Core State Standards for Narrative Template Tasks

These template tasks are aligned to the College and Career Readiness Anchor Standards, with two categories of standards alignment:

- **“Built in” standards** have the specified College and Career Readiness Anchor Standards built in.
- **“When appropriate” standards** vary with the content of the teaching task.

READING	
“Built In” Reading Standards For Narrative Template Tasks	
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6	Assess how point of view or purpose shapes the content and style of a text.
10	Read and comprehend complex literary and informational texts independently and proficiently.
“When Appropriate” Additional Reading Standards	
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Always applies with narrative L2 and L3 tasks).
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole. (Always applies with narrative L2 and L3 tasks).
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
WRITING	
“Built In” Writing Standards For Narrative Template Tasks	
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.
“When Appropriate” Additional Writing Standards	
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Teaching Task Rubric (Narrative)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses the prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of the prompt appropriately and maintains a strongly developed focus.	
Controlling Idea	Attempts to establish a theme or storyline, but lacks a clear or sustained purpose.		Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.		Establishes a theme or storyline, with a well-developed purpose carried through the narrative.		Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques.	
Reading/ Research	Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.		Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.		Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative.		Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative.	
Development	Descriptions of experiences, individuals, and/or events are overly simplified or lack details. L2 Attempts to use stylistic devices (e.g., imagery, tone, humor, suspense) but devices are used awkwardly or do not serve the purpose of the narrative.		Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level. L2 Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) unevenly.		Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character. L2 Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) to support the purpose of the narrative.		Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character. L2 Skillfully integrates appropriate stylistic devices (e.g. imagery, tone, humor, suspense) to support the purpose of the narrative.	
Organization	Attempts to use a narrative structure; composition is disconnected or rambling.		Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure.		Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose		Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience that enhances communication of theme or purpose and keeps the reader engaged	
Conventions	Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions.		Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas.		Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.		Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.	
Content Understanding	Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.	

Classroom Assessment Rubric (Narrative)

LDC Narrative Classroom Assessment MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task.
Reading/Research	Demonstrates generally effective use of reading material, interviews, and/or visual material.
Controlling Idea	Establishes a narrative line or theme that is carried through the narrative.
Development	Describes or relates with sufficient detail experiences, individuals, and/or events; employs some stylistic device to develop a sense of time, place, or character that illustrates a factual or informative purpose. Provides a conclusion or ending that follows from and/or reflects on the narrative. L2 Use some stylistic device (e.g. imagery, tone, humor, suspense) to develop narrative.
Organization	Applies a narrative structure that develops the storyline as a description or chronology.
Conventions	Demonstrates a command of standard English conventions; generally makes transitions between sentences and paragraphs to connect ideas.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading materials, interviews, and/or visual materials.
Controlling Idea	Narrative line or theme is not carried through the narrative.
Development	Lacks descriptive elements that describe or relate experiences, individuals, and/or events. Attempts to employ narrative techniques to develop a factual or informative purpose. Lacks a satisfactory ending or conclusion. L2 Uses few or no stylistic devices (e.g. imagery, tone, humor, suspense) to develop narrative.
Organization	Applies a weak narrative structure; composition is disconnected or rambling.
Conventions	Demonstrates a weak command of standard English conventions or is unreadable; little or ineffective use of transitions.

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1 ENGAGEMENT WITH TASK	
<i>1. Building Schema</i>	<i>The ability to integrate new information with known information by accessing existing connections and forming new understandings.</i>
<i>2. Acquiring Vocabulary</i>	<i>The ability to acquire and utilize content vocabulary with automaticity.</i>
<i>3. Examining Task and Rubric</i>	<i>The ability to examine and explain the writing task and rubric.</i>
SKILLS CLUSTER 2 READING PROCESS	
<i>1. Reading Actively</i>	<i>The ability to identify the central point and main supporting elements of a text.</i>
<i>2. Close Reading of Informational Text</i>	<i>The ability to analyze a text to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text; cite specific textual evidence to support analysis of primary and secondary sources.</i>
<i>3. Using Critical Stance</i>	<i>The ability to examine a text objectively to evaluate the accuracy of information and ideas.</i>
<i>4. Conducting Research</i>	<i>The ability to conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation.</i>
SKILLS CLUSTER 3 TRANSITION TO WRITING	
<i>1. Analyzing Task and Rubric</i>	<i>The ability to analyze the task and rubric to examine the components of each and to understand the relationship of the task to rubric.</i>
<i>2. Organizing and Evaluating Notes</i>	<i>The ability to evaluate, categorize, organize, and prioritize notes for their usefulness to the upcoming writing task.</i>
SKILLS CLUSTER 4 WRITING PROCESS	
<i>1. Inviting Writing</i>	<i>The ability to engage with upcoming writing task by choosing a historical perspective to establish a context for a narrative stance and completing a pre-writing organizer.</i>
<i>2. Selecting Evidence</i>	<i>The ability to select and use relevant evidence that supports and develops the narrative from a historical perspective.</i>
<i>3. Drafting an Introduction</i>	<i>The ability to establish a historical setting and maintain a clear, steady focus.</i>
<i>4. Reading Like a Writer</i>	<i>The ability to examine and emulate mentor texts, noting how authors use narrative techniques.</i>
<i>5. Completing a Draft</i>	<i>The ability to express ideas concisely, connecting main points through use of an appropriate organizational pattern.</i>
<i>6. Constructing a Conclusion</i>	<i>The ability to draft a satisfying conclusion that brings the narrative to a resolution.</i>
<i>7. Eliciting and Responding to Feedback</i>	<i>The ability to utilize specific criteria to evaluate and improve the writing of self and others, and to use selected feedback to revise a draft.</i>
<i>8. Publishing and Sharing</i>	<i>The ability to share a final draft with an audience, celebrating the culmination of the writing process.</i>

9. <i>Reflecting and Self-Assessing</i>	<i>The ability to use metacognition for self-assessment, especially: strategies used to complete the writing task, steps used in the writing process, and one’s growth as a writer.</i>
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Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING (PRODUCT “MEETS EXPECTATIONS” IF IT...)	INSTRUCTIONAL STRATEGIES
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SKILLS CLUSTER 1: PREPARING FOR THE TASK

<p>Days 1 and 2 45 min class periods for all Social Studies classes</p>	<p><u>Building Schema</u> <i>The ability to integrate new information with known information by accessing existing connections and forming new understandings.</i></p> <p><u>Acquiring Vocabulary</u> <i>The ability to acquire and utilize content vocabulary with automaticity.</i></p> <p><u>Essential Vocabulary:</u> Migration Migrant To emigrate Emigrant To immigrate Immigrant Revolution Push factors (Economic, Religious, Escaping war and unrest, Famine) Pull factors (Land, Space, Freedom of Religion, Chance of better life) Assimilation</p> <p><u>Secondary Vocabulary:</u> Forced migration Asylum Refugees</p>	<p><u>Think, Write, Pair, Share</u></p> <p>To prepare for today's activity, we will begin by answering some questions individually.</p> <p>In your social studies journal, answer the following questions and add any additional informational you already know about immigration.</p> <p><i>What is immigration?</i></p> <p><i>Why did early immigrants leave their countries?</i></p> <p><i>Why did they come to America?</i></p> <p><i>How did they travel to America before air travel was available?</i></p> <p><i>What countries did most of them come from?</i></p> <p><i>Where did your family ancestors come from?</i></p> <p><i>What immigrant nationality would you like to explore?</i></p> <p>After a few minutes, teacher prompts students to pair up and discuss their responses to the questions.</p> <p><u>Knowledge Rating Scale (Stop and Go Vocabulary)</u></p> <p>Complete the knowledge rating scale indicating your degree of understanding about the terms and concepts we will need to know before we research immigrants' experiences.</p>	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <ul style="list-style-type: none"> • Students answer questions. • Students participate in accountable talk to demonstrate that they are able to listen to others, ask relevant questions, share their own ideas and think about what others have said. • Students use accountable talk during <i>Think, Write, Pair, Share</i> applying discussion norms and using discussion stems such as <ul style="list-style-type: none"> • Can you clarify what you said? • Can you tell me more about. . .? • I can connect to what xyz just said because . . . • I agree with xyz because . . . • I don't agree with xyz because. . . <p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <ul style="list-style-type: none"> • Students complete graphic organizer, indicating level of familiarity with content terms. • Students participate in response card activity, promoting self-awareness of specific strengths and weakness with regards to vocabulary for the module. 	<ul style="list-style-type: none"> • After <i>TWPS</i>, transition to class discussion about what immigration means to the history of the US and to us as individuals: many of us can trace our roots back to a different country and ethnicity. Even if we are of Native American heritage, it is not unlikely that at least one of our ancestors married someone of a different ethnicity. • Teacher begins chart of countries of students' ancestors to be elaborated as students find out more from their families. • Teacher encourages students to find out more about where their families are from originally. • Provide each student with a copy of the terms and concepts utilized in the module. Ask them to indicate level of understanding by color-coding with red, green, or yellow, and direct students to define any words they designated green. • Provide students with red, yellow and green response cards. As teacher reads aloud terms and concepts, students hold up the card indicating their level of understanding. • This procedure allows each student to measure his/her level of understanding against that of peers. • Then explain relevance of terminology to upcoming task and selected readings by sharing background information with students. <p>(See Appendix 2: Instructional Resources)</p>
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<p>Day 2</p>	<p><u>Acquiring Vocabulary</u></p> <p><i>The ability to acquire and utilize content vocabulary with automaticity.</i></p> <p>Today's focus:</p> <p>Determine difference between push and pull</p> <p>Recognize difference within realistic historical context.</p>	<p><u>Vocabulary Mix-n-Match</u></p> <p>Today we are going to focus on determining the difference between <i>push</i> and <i>pull</i>.</p> <p>You will be given either a vignette written by an immigrant or a definition. You will mix and mingle with others until you match vignettes with correct push or pull designation.</p> <p>For example, this vignette written by John in England in 1690 would match up with pull because it gives an example of something that would attract someone to a new land.</p> <p><i>I hear that William Penn is trying something new with his colony Pennsylvania. He's letting people worship as they please. They get to vote for an Assembly who makes the laws. They also need carpenters like me and are willing to pay a high price. I'd like to get in on that experiment!</i></p> <p>This one from Karl in Prussia in 1840 would be a push because it gives an example of a reason for leaving a country:</p> <p><i>I'm the last of five sons. If my father divides his farm between us, no one will have enough land to feed our families. If he gives it all to my oldest brother, I get nothing. If I'm drafted into the prince's army, I may not live long enough to worry about farming! There is nothing for me here. I need to move away from all this confusion and find a peaceful place to farm.</i></p>	<p>Students "meet expectations" via <u>teacher monitoring of the listed behaviors</u>:</p> <ul style="list-style-type: none"> Identifies appropriate terms and phrases. Includes definitions. Participates in activity, locating classmate who has corresponding card. Chooses a <i>push</i> and <i>pull</i> factor to include in immigration narrative. 	<ul style="list-style-type: none"> For mix-n-match, teacher will need copies of vignettes and corresponding push or pull definitions/designations. Debrief activity when it concludes. Create anchor chart of push and pull factors from students' verbal responses <p>Exit Slip: Reflection</p> <p>Think about the push and pull factors that you want to choose for your narrative and capture them on the exit slip.</p> <p>(See Appendix 2: Instructional Resources)</p>
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<p>Day 3</p>	<p><u>Examining Task and Rubric</u></p> <p><i>The ability to examine and explain the writing task and rubric.</i></p> <p>Today's focus:</p> <p>Understand the big picture of where we're heading through examining our writing assignment and the criteria for effective writing</p>	<p><u>Think, Write, Pair, Share</u></p> <p>Examine the task and rubric, using your pencil to write comments or questions about both. Use a highlighter to note the important words and phrases. Next, pair with a partner to develop a student version of the task and rubric. We will share these by posting them in the room.</p> <p>As you will be writing narratives within a given historical context/setting, after we have gained background information through reading, you will be researching historical facts relevant to the late 1890s – early 1900s. You will be able to choose appropriate and historically accurate facts to weave into your narratives. This means you have to be very careful to make sure you use historic information accurately.</p>	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <ul style="list-style-type: none"> • Students highlight, annotate, circle, make connections, etc., on the writing task and rubric. • Students practice active listening and turn-taking during the partner activity. • Students explain why historical artifact would not be appropriate and/or accurate <p>a. would not be accurate because the book wouldn't have been written in 1893;</p> <p>b. would not be appropriate because the fire happened 28 years earlier.</p>	<ul style="list-style-type: none"> • Code text to demonstrate interaction with the task and rubric. • Encourage students to use active listening during partner work. • Have students chose one person from each group to be the recorder. The other student shares the group's ideas. • After the first group shares during whole class time, successive groups contribute any differing ideas/comments. Master task and rubric anchor chart is then posted in the classroom. <p>Exit slip - choose one:</p> <p>a. If you were writing about an immigrant's journey to the U.S. in 1893, would it be historically accurate to include details about a book he/she was reading on the journey that was written in 1899? Explain your answer.</p> <p>b. If you were writing about an immigrant who arrived in 1899 would it be historically accurate for him/her to be worried about the devastation from the Great Fire of Chicago in 1871? Explain your answer.</p>
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SKILLS CLUSTER 2: READING PROCESS

<p>Day 4</p>	<p><u>Reading Actively</u> <i>The ability to identify the central point and main supporting elements of a text.</i></p> <p>Text for today’s reading: <i>Catching American Fever</i> by Barbara Hagen</p> <p>Review Push/Pull Factor Anchor Chart Purpose for reading: To learn three main reasons – or push factors - that “<i>people would leave his or her home, friends, and family, make a long and dangerous trip across the ocean, and begin a new life in a strange country.</i>” (Economic reasons/famine due to crop failures/little land/overcrowded conditions/high taxes and poverty; religious reasons/Russian and eastern European Jews persecuted for religious beliefs; safety reasons/escape war and unrest/unfair treatment by wealthy upper class or rich landowners).</p>	<p><u>Pair reading</u> You and a partner will be reading a text called <i>Catching American Fever</i>. You will be given only one copy of the article because I want you to work with one another to develop a shared understanding of the important push factors in the reading about why people would leave their native countries. Here is what you need to do:</p> <ol style="list-style-type: none"> 1. Determine who is Partner A and who is Partner B. 2. Preview the text, noting that it includes three main reasons or push factors that caused immigrants to leave their homes and come to America. 3. Partner A will read the first half of the text aloud while Partner B listens and takes brief notes during this time. 4. Both partners will stop and take turns discussing what each feel is important to note from the reading. If a quote is referenced, be sure to paraphrase and interpret it (put it in your own words and tell why it is significant). 5. Partner B summarizes their discussion of the excerpt and both record in their social studies journals. 6. The pairs switch roles until the reading is finished. 	<p><u>Proficient</u> Responds with relevant discussion to the reading, identifying and interpreting central points and supporting elements in the text.</p> <p><u>Developing</u> Responds with content-specific discussion to the reading, identifying central points but struggling with interpretation and/or providing supporting elements in the text.</p> <p><u>Attempting</u> Responds with general discussion to the reading, identifying points that are not central to the text. No attempt is given to interpretation or support of the points.</p>	<ul style="list-style-type: none"> • Model active listening and turn-taking by using a fishbowl activity before beginning to read. • Teachers should provide students with a copy of the reading that indicates how much each person reads. (Three paragraphs per reading, including all captions). • Summaries noted in social studies journals will be used for making decisions about the push or pull factors that influenced the immigration experiences in the narratives they are going to write. <p>(See Appendix 1: Texts)</p>
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<p>Day 5 and 6</p>	<p><u>Reading Actively</u></p> <p><i>The ability to identify the central point and main supporting elements of a text.</i></p> <p>Text for today's reading: <i>Voyage of Hope, Voyage of Tears</i> by Mimi Boelter (Lexile: 1150)</p> <p>Purpose for reading: To learn about the hardships of the voyage to America e.g., long crossing, miserable conditions in steerage, North Atlantic storms that caused hatches to be sealed, children died from contagious diseases, seasickness, lack of sanitation, followed by the unknowns of the Ellis Island immigration process, and also how immigrants reacted to those hardships, i.e., to immigrants, "hope was the one guiding star."</p>	<p><u>Save the Last Word for Me</u></p> <p>As we read today, we are going to use an activity called "Save the Last Word for Me" to help us understand what caused the immigrants to be hopeful and what caused their tears. Here is what you need to do:</p> <ol style="list-style-type: none"> 1. Read the article one page at a time. Before you go to the next page, underline what would cause hope and what would cause tears. 2. After underlining, write a sentence or two in the margin explaining your thoughts about what you have underlined. Go beyond just interpreting the information to having a conversation with the author. 3. Continue reading, a page at a time, being sure to indicate sentences that are supporting the idea that the voyage was "good" and "bad." 4. When you finish, go back and skim the sentences you have indicated, so you are ready for group discussion. <p>We will have an opportunity to write at the end of class.</p>	<p><u>Proficient</u></p> <p>Responds with relevant discussion to the reading, identifying and interpreting central points and supporting elements in the text.</p> <p><u>Developing</u></p> <p>Responds with content-specific discussion to the reading, identifying central points but struggling with interpretation and/or providing supporting elements in the text.</p> <p><u>Attempting</u></p> <p>Responds with general discussion to the reading, identifying points that are not central to the text. No attempt is given to interpretation or support of the points.</p> <p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <p>Students complete quick write, staying focused on the topic.</p>	<ul style="list-style-type: none"> • After students read, number them in groups of three. Number ones share what they underlined from the first page. Numbers two and three provide feedback for the shared comment. Number one students acknowledge the responses of others, respond to comments, or ask for clarification. • The procedure is repeated with remaining students, with number two students sharing something from page two before completing the feedback cycle, and number three students sharing something from page three before completing the feedback cycle, etc. • Teacher explains that students should follow his/her lead and write simultaneously (10 mins). <p>Exit Slip: Quick Write</p> <p>Prompt: "All over Europe, posters advertised passages to the United States." Imagine that a parent has recently read one of these posters and discusses with your family the idea of leaving your home country. Since this is a common experience that initiates the immigration journey, let's capture our thoughts in a quick write about how we would react.</p> <p>Teacher models spontaneous quick write, e.g.,</p> <p><i>I was so shocked at what I was hearing. My father was actually taking the advertisement seriously. Would we all leave I wondered, or would my father go alone? How would I tell me friends? Would their families be leaving too?</i></p> <p>Students follow teacher's lead and write imagined personal reaction. Encourage students to work on their response after school.</p>
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<p>Day 7</p>	<p><u>Close Reading of Text</u></p> <p><i>The ability to analyze a text to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support analysis of primary and secondary sources.</i></p> <p>Primary Source Text:</p> <p><i>I Was Dreaming To Come To America, Memories from the Ellis Island Oral History Project</i></p> <p>Read aloud Edward Corsi's narrative, giving time for whole group response</p> <p>Independent reading of second narrative followed by completion of text dependent questions</p>	<p>Today we will begin reading primary documents of actual immigrants' experiences.</p> <p>We will read one or two each day and you will make note in your journals of the common experiences that immigrants shared. These experiences will give you relevant information to use in your own narratives. For example, as I read Edward Corsi's narrative listen for details that explain the fact that the voyage from Italy to America was difficult.</p> <p><i>"My first impressions of the new world will always remain etched in my memory, particularly that hazy October morning when I first saw Ellis Island. The steamer Florida, 14 days out of Naples, filled to capacity with 1,600 natives of Italy, had weathered one of the worse storms in our captain's memory. Glad we were, both children and grown-ups, to leave the open sea and come at last through the narrows into the bay. My mother, my stepmother, my brother Giuseppe, and my two sisters, Liberta and Helvetia, all of us together, happy that we had come through the storm safely, clustered on the foredeck for fear of separation and looked with wonder on this miraculous land of our dreams."</i></p> <p>Edward Corsi, Italy, arrived in 1907, age 10</p> <p>With the next immigrant story, we will dig deeper to answer text dependent questions.</p>	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <p>Students answer questions correctly to show that they are able to understand explicit information and make logical inferences from the text.</p> <p>TDQs</p> <ol style="list-style-type: none"> 1. What was the pull factor that brought Golda Meir's father to New York? (Opportunity for work). 2. Why was her father being "pushed" to Milwaukee? (He was not earning very much). 3. According to the text, why was he motivated to get a job working on the railway? (To save money for tickets for his family). 4. If Golda Meir can only remember the "hustle and bustle of those last weeks in Pinsk, the farewells from the family, the embraces and the tears," what can you infer about the state of mind of her family? In other words, how were they feeling? (They were very sad). 5. How does Golda Meir support the idea that "going to America then was almost like going to the moon"? (They were going to unknown places). 6. What effect does the word <i>almost</i> have on her comparison? (She realized it was not quite the same as going as far as the moon). 7. If the word <i>almost</i> had not been used, how would the meaning change? (It would mean going to America is the same as going to the moon). 8. Why is the word <i>almost</i> important to make the comparison believable? (As nobody had been to the moon at the time of her immigration, she could not have known what going to the moon would actually be like). 	<ul style="list-style-type: none"> • The primary documents compiled as vignettes/memoirs in <i>I Was Dreaming To Come To America</i> will serve as mini models for students' narratives. • Each vignette has an emotional appeal that will engage students, especially as they are written as memories from a child's perspective. • Perhaps of more importance is the historic content that is naturally woven in this compilation of memories. For example, Paul Sturman's memory includes details about the crowded conditions of steerage, the dependency of the weather on being able to go on deck, the entertainment provided by fellow passengers, the making of acquaintances, the importance of knowing different languages, and even details about the sailors as a source of information. <p>(See Appendix 1: Texts)</p>
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<p>Day 8</p>	<p><u>Using Critical Stance</u></p> <p><i>The ability to examine a text objectively to evaluate the accuracy of information and ideas</i></p> <p>Visual Text:</p> <p>Political Cartoon <i>The Literacy Test Barrier</i></p>	<p>As a contrast to the immigrants' positive stories, today we will examine the political cartoon that shows one of the large hurdles or barriers that many immigrants had to face.</p> <p>Our goal for this lesson is to be objective. It is only natural when we examine this cartoon that we have a personal reaction to it. Some of us might think this <i>literacy test</i> is unfair; some of us might think it was necessary.</p> <p>However since our goal is to be objective, we need to keep our feelings separate from our evaluation.</p>	<p>Students "meet expectations" via <u>teacher monitoring of the listed behaviors</u>:</p> <p>Students answer questions objectively to show that they are able to understand what it means to remove emotions/feelings from a response.</p> <p><u>DBQ</u></p> <ol style="list-style-type: none"> 1. Who does Uncle Sam represent? (The American government). 2. Why is Uncle Sam looking down from the top of the "barrier"? (To represent the authority of the government). 3. Why is the immigrant family looking up? (To show they are paying attention to the requirements of the government). 3. What do the books on the top of the barrier represent? (Literacy or the ability to read). 4. What do the sharp points on the pens jutting out from the barrier represent? (The ability to write and a "weapon" to keep those who cannot read from entering America). 5. According to this cartoon, is the Literacy Test already a law? (No, this is the proposal of Congressman Burnett). 	<p>In order to give students a more objective "vision" into realistic facts about immigration, the political cartoon can be an effective vehicle to show that after the surviving the ordeal of leaving one's country and going through the a difficult voyage and immigration process, life was not a "bed of roses." The challenge, however, is to help students understand what it means to be objective.</p> <p>(See Appendix 1: Texts)</p>
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<p>Day 9</p>	<p><u>Close Reading of Text</u></p> <p><i>The ability to analyze a text to determine what the text says explicitly and to make logical inferences from it.</i></p> <p><u>Using Critical Stance</u></p> <p><i>The ability to examine a text objectively to evaluate the accuracy of information and ideas.</i></p> <p>Watch <i>Scholastic's Ellis Island</i> video (30 mins), that includes authentic footage of actual immigrants and read written text for each stop, i.e., the passage, the arrival, the baggage room, the stairs to the registry room, the medical exam, the legal inspection, detainees, the stairs of separation, and the kissing post</p>	<p>Your focus for watching the Ellis island experience is to learn about the immigration process.</p> <p>You will be surprised by the conditions and the hardships that the immigrants faced.</p> <p>Since you will be writing about the Ellis island immigration process in your narrative, you will need to watch closely and take notes in your journal about each of the ten steps that immigrants had to go through.</p> <p>We will discuss your findings after we have watched and discovered. Our goal for our discussion is to be as objective as possible. This means we only report what we see and we keep our feelings out of our discussion.</p> <p>However, we can use our imaginations to help us feel what it would be like to be an immigrant going through the Ellis island experience. And we will capture those feelings when we begin to tell our imagined memories.</p>	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <p>Students verbally report the step-by-step process of immigration as objectively as possible.</p> <p>Students write quick responses, staying focused on the topic.</p>	<ul style="list-style-type: none"> • The Ellis Island experience is guaranteed to capture students' attention as the short video includes several engaging details. • After a focused group "retelling" of the step-by-step process of immigration, it is an opportune time to capture students' written response in the form of vignettes. • Teacher explains that students should follow his/her lead and write simultaneously (10 mins) <p>Teacher begins quick write:</p> <p><i>When I heard small children crying while we were standing in line for the medical exam, I was terrified one of those strangers in uniform would take them away and they wouldn't come back. I closed my eyes so that I wouldn't see what I feared would happen. Suddenly the crying stopped. I dared to open my eyes and I saw the sandwich man passing out food and the milk lady following him to give out drinks. The crying had stopped because the children were no longer hungry.</i></p> <p>Students follow teacher's lead and write in response to an Ellis island experience from the video that interested them.</p> <p>Encourage students to continue to work on their response after school.</p>
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<p>Days 10-13 45 mins each session in library</p>	<p><u>Library Research</u></p> <p><i>The ability to conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation.</i></p> <p><u>Using Critical Stance</u></p> <p><i>The ability to examine a historical text objectively to evaluate the accuracy of information and ideas.</i></p> <p>For each of 4 days the library will be set up with a variety of resources for research to support the purpose of gathering relevant material to use in their narratives.</p> <p>Students will be given an opportunity to “revisit” specific resources as necessary.</p>	<p>During the next four days you will complete your research to enable you to “take on” a different identity.</p> <p>The purpose of your research is to find information to use in your narratives to authenticate or make real the historic perspective that you are establishing.</p> <p>Day One – Station One</p> <p>Reasons for leaving country; making final decision about chosen nationality/identity; examining geographic details about country of origin; choose appropriate foreign name.</p> <p>Day Two – Station Two</p> <p>Preparation for the voyage, gathering the “necessaries”; overheard conversations as source of authentic historic information; read Steerage Experience handout.</p> <p>Day Three – Station Three</p> <p>Examine historic timelines to discover “inventions” of the late 1800s – early 1900s.</p> <p>Day Four – Station Four</p> <p>Ellis Island – capturing a significant moment from a variety of graphic images; and choosing final destination (New York, Boston, Chicago, and Pittsburgh)</p>	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <p>Students stay focused on purpose of gathering information to authenticate their narrative.</p> <p>Active participation in small group discussions.</p> <p>Students participate in quick write to gather their ideas about the voyage in steerage.</p> <p>Students choose historic invention to include as an authentic historic perspective for their writing.</p>	<p>Beginning the research process in the library gives a perfect opportunity to simulate an Ellis Island experience. If possible, the teacher could adopt the role of a “strange officer in uniform,” giving directions for where to line up, etc., in a foreign language.</p> <p>Station 1: Give students Immigration Questions handout to help guide their research and to prepare them for their “entry into the US.” Make European maps available.</p> <p>Station2: Give students Steerage Experience handout; initiate group discussion about the preparation to gather “necessaries” and “enter steerage” Initiate spontaneous quick write</p> <p>Station 3: Give students Animal Crackers handout to guide their research for actual historic invention to use in their narrative and as an example of how to use the information.</p> <p>Station 4: Focus in graphics depicting inspection and initiate discussion about assimilation problems that lie ahead. Students choose their final destination and research mode of travel, if time allows.</p> <p>As time allows, on the final day of research, students create a large name tag for their imagined immigrant and, as part of the final process, they pose under an Ellis Island sign for their picture to be taken. When students publish their pieces, they have the option of adding their picture to their work.</p> <p>(See Appendix 2: Instructional Resources)</p>
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<p>Day 14</p>	<p><u>Analyzing Task and Rubric</u></p> <p><i>The ability to analyze the task and rubric to examine the components of each and to understand the relationship of the task to rubric.</i></p> <p><u>Organizing and Evaluating Notes</u></p> <p><i>The ability to evaluate, categorize, organize, and prioritize notes for their usefulness to the upcoming writing task.</i></p>	<p><u>Re-examine Task and Rubric</u></p> <p>Today we are going to briefly re-examine our narrative writing task and rubric.</p> <p>We have researched and gained a tremendous amount of information about immigration.</p> <p>Now we will begin thinking about how what we have learned can help us write from the perspective of a young immigrant and use historic details to make our imagined narratives appear to be “real.”</p> <p>Revisit your notes in your journals and highlight the details that you are sure you will use in your narrative.</p> <p>Create a quick outline that sequences those details.</p>	<p>Students "meet expectations" via <u>teacher monitoring of the listed behaviors:</u></p> <p>Students participate in a call and respond session conducted by the teacher, iterating important information about the task and rubric.</p> <p>Additionally, students may be asked to generate one question they still have about the writing task or rubric.</p> <p>Students create an organized system of categorized notes, prioritized for the writing task.</p>	<p>Teacher distributes narrative <i>From Naples to Boston – My Early Memories</i></p> <ul style="list-style-type: none"> As teacher reads aloud, students annotate or highlight characteristics of a narrative followed by discussion. Teacher then leads group discussion about specific details/information that authenticates the setting and historic perspective, e.g., <ul style="list-style-type: none"> <i>. . . the sight of the huge red brick building on Ellis Island was amazing - almost as magnificent as the gold-domed chapel of San Genarro that overlooked the Bay of Naples, which I will never forget. All the buildings I knew in Naples were very close together and clustered along the seashore and on up the hills that led to Vesuvius, so the vastness of what I was seeing was mesmerizing.</i> <p>Reflection:</p> <p>What geographic detail can you use to help your reader “see” where you are from?</p> <p>(See Appendix 2: Instructional Resources)</p>
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SKILLS CLUSTER 4: WRITING PROCESS

<p>Day 15</p>	<p><u>Inviting Writing</u></p> <p><i>The ability to engage with upcoming writing task by taking on the perspective of an immigrant.</i></p> <p><u>Selecting Evidence</u></p> <p><i>The ability to select and use relevant information that supports and develops the narrative from a historic perspective.</i></p>	<p><u>Focus Statement and Graphic Organizer</u></p> <p>By now, you have chosen the basic identity of the immigrant whose story you are writing, such as the year of immigration, the nationality and age, etc. Today we will write a focus statement that clearly indicates and complete a pre-writing organizer to help us plan for drafting.</p> <p>As you complete your pre-writing organizer (My Immigration Experience – Coming to America) think about organization of your piece and select evidence that best supports the points you will establish.</p>	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <p>Student completes focus statement, as part of organizer:</p> <p>As a student researcher, I am writing a narrative from the perspective _____ immigrant to demonstrate my understanding of the push and pull factors of immigration, the Ellis Island immigration process and immigrants' assimilation experiences.</p> <p>Student completes graphic organizer completely and correctly.</p>	<ul style="list-style-type: none"> • Provide students with copies of the <i>Immigration Experience – Coming to America</i> for them to complete. • Students can choose a pre-writing strategy that fits their needs as a writer. • As students complete this activity, it is a good idea to monitor the work in progress and conference with students who select points/ideas that cannot be meaningfully developed. • Teacher provides copies of sample piece, <i>From Ireland to Chicago – My Early Memories</i>, to share important characteristics of a historic narrative as a guide. <p>(See Appendix 2: Instructional Resources)</p>
<p>Day 16</p>	<p><u>Drafting an Introduction</u></p> <p><i>The ability to establish a theme or storyline, with a well-developed purpose carried through the narrative.</i></p>	<p><u>Crafting Leads</u></p> <p>We will begin today's class by examining the various ways a writer can construct a lead. Writers try to craft leads that will not only establish their purpose and historical context, but also will pique the interest of readers.</p> <p>After looking at leads, we are going to use the example sheet to help us individually craft a few different leads. Before the end of class, we will pair with someone and see which lead they prefer and why. This will help you craft yours.</p>	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <p>Student completes the practice writing assignment, constructing various leads.</p> <p>Students draft an introduction that establishes an appropriate setting and historic context.</p> <p>Intro establishes identity of narrator.</p> <p>Intro identifies narrative details that establishes historic context.</p>	<ul style="list-style-type: none"> • Provide students with "Promising Beginnings" examples. • Read some aloud, discussing ways in which they give setting details to establish a historical context. • Teacher may choose to craft a few additional examples with the group before moving to individual activity. • As students craft leads, teacher circulates to offer support. <p>(See Appendix 2: Instructional Resources)</p>

Day 17	<p><u>Reading Like a Writer</u></p> <p><i>The ability to examine mentor texts to note ways in which authors use narrative techniques.</i></p>	<p><u>Admit Slip or Exit Slip</u></p> <p>We are almost ready to begin drafting the body of our narratives. Today we will examine how to make characters come to life through dialogue.</p> <p>As we read several dialogues, we will highlight each one and discuss what character trait this reveals about the speaker. We will also annotate dialogues for punctuation so that we know how to punctuate those dialogues that we write.</p>	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <p>Students participate when called upon, including verbal responses, or sharing with a peer, or by indicating/highlighting on copies of the mentor texts.</p> <p>Students create an admit or exit slip that develops a written dialogue that reveals a character trait.</p>	<ul style="list-style-type: none"> • Provide copies of sample dialogues to illustrate how authors develop their characters through dialogue. • Use Think Aloud to note points you would like students to consider. • Before class ends, use Guided Practice to co-develop a dialogue that exemplifies one or two strategies. • If time permits, have students craft an exit slip paragraph using one of the strategies noted today. Alternatively, students can be asked to prepare an admit slip for the next class session. • Encourage students throughout the writing process to re-read the prompt and rubric, and to re-examine any other supports previously used. <p>(See Appendix 2: Instructional Resources)</p>
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<p>Day 18</p>	<p><u>Completing a Draft</u></p> <p><i>The ability to accurately integrate reading material, interviews, and/or visual material.</i></p>	<p><u>Drafting Body Paragraphs</u></p> <p>Today we will use our notes to begin drafting our pieces. We have discussed the importance of selecting and using the best details, now we are going to make sure we have sufficient material to use we will add another activity to help us focus and add a few more details. You will interview each other using the following questions:</p> <ol style="list-style-type: none"> 1. What country are you from and why did you leave? 2. Who did you travel with? 3. What port did you sail from? 4. How long did your voyage take? 5. What was the most memorable part of the voyage? 6. Did you hear any interesting conversations from passengers? 7. What do you remember most about Ellis Island? 8. Who met you at the Kissing Post? 9. What was your final destination? 10. How did you travel to your final destination? 	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <p>Provides a draft of body paragraphs that develop the narrative</p> <p>Includes experiences, individuals and/or events</p> <p>Applies a narrative structure (chronological or descriptive)</p>	<ul style="list-style-type: none"> • Support students in constructing their body paragraphs by teacher conferencing with individual students as needed during the drafting process. • If needed/desired, select one or two drafts in progress to read aloud, asking students to note what they think the author is doing well. This Think Aloud process helps students who are struggling in the drafting stage. <p>(See Appendix 2: Instructional Resources)</p>
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Day 19	<p><u>Constructing a Conclusion</u></p> <p><i>The ability to draft a conclusion that is compelling and brings the narrative to a satisfactory conclusion.</i></p>	<p><u>Writing Conclusion</u></p> <p>Today you will work individually to finish your drafts and write a conclusion.</p> <p>We will begin by looking at a few sample conclusions, noting what works about the structure that we might also use craft our conclusion.</p> <p>We will stop periodically and read aloud conclusions of volunteers to elicit feedback. Your complete first draft must be finished before class begins tomorrow.</p>	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <p>Student uses an effective structure for his/her conclusion, such as:</p> <p>A reflection about the immigration experience</p> <p>An evaluative statement about a new life in America</p>	<ul style="list-style-type: none"> • Provide copies of sample <i>convincing conclusions</i> to illustrate how authors create satisfying endings. • Monitor and mini-conference as needed. • Have students peer conference for additional feedback on their conclusions. • Share in-class models of well-developed, convincing conclusions. • Share brainstormed list of assimilation experiences <p>(See Appendix 2: Instructional Resources)</p>
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<p>Day 20</p>	<p><u>Eliciting and Responding to Feedback</u> <i>The ability to utilize specific criteria to evaluate and improve the writing of self and others, and to use selected feedback to revise a draft.</i></p>	<p><u>Peer Review</u> Congratulations on finishing your rough draft! Today you will be in groups of three to do peer review. Specifically, you will be gathered in a circle and pass your drafts to each other in a counter-clockwise fashion. This way everyone will have a draft to silently read and complete the peer review form. This means your draft will be read twice, and receive feedback from two peers. You will use this feedback in class tomorrow to revise your first draft. As you read each other's drafts, think about the information on the peer review form (same as referenced below):</p> <ol style="list-style-type: none"> 1) Has the author logically organized the narrative? 2) Has the author created any lapses in coherence? 3) Has the author chosen historical facts that are accurate and relevant? 4) Has the author applied a narrative structure? 5) Has the author developed a sense of time, place, and character with sufficient detail? 6) Has the author created a compelling conclusion? 	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u></p> <p>Students exhibit on-task behaviors.</p> <p>Students offer appropriate comments.</p> <p>Students respond to each other's writing with effective feedback that offers substantive and worthwhile suggestions for revision.</p>	<ul style="list-style-type: none"> • Provide students with copies of peer review form. If need be, read through and explain the form. • Have a group "fishbowl" effective conferencing. Reiterate the importance of: <ol style="list-style-type: none"> 1) Being responsible to your group by being prepared to participate. 2) Building upon and learning from the ideas of others. 3) Being respectful of the sharing process by offering appropriate comments and being open to other's suggestions. • Facilitate group work and monitor discussions. Remind students to provide thoughtful and complete written responses to drafts using the language of the numbered criteria referenced in the product and prompt column (1-6 on this page). • Teacher could also have students re-visit their drafts and check/revise source citations. • If time permits, have students think about a stylistic choice they admired from the other drafts they read today. <i>Why did they like the choice the student author made? Could they try something similar, not the same, to make their writing more effective?</i>
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Day 21	<p><u>Eliciting and Responding to Feedback</u> <i>The ability to utilize specific criteria to evaluate and improve the writing of others, and to use selected feedback to revise a draft.</i></p>	<p><u>Revising Draft</u> Today you will use the feedback you gained from your peers to revise your drafts. First, I want you to re-read your draft. Next, I want you to read each peer review sheet. Finally, I want you to re-write your draft in consideration of the feedback you have received. As you finish, staple your 2nd draft to the top of your peer review forms and 1st draft.</p>	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u> Students attend to the comments of peer partners, using comments to revise/edit as appropriate. Students provide a final draft free from distracting surface errors.</p>	<ul style="list-style-type: none"> • Model what you want students to do. • List instructions in order on the board for students to reference. • Encourage students to re-examine citations and sources for accuracy. • Encourage students to revisit the prompt to be sure they have answered all parts. • Students should reference the rubric anchor chart they developed for additional revision suggestions.
Day 22	<p><u>Publishing and Sharing</u> <i>The ability to share a final draft with an audience, celebrating the culmination of the writing process.</i></p> <p><u>Reflecting and Self-Assessing</u> The ability to use metacognition for self-assessment, especially: strategies used to complete the writing task, steps used in the writing process, and one's growth as a writer.</p> <p>Today's objective: In a separate reflection, write about how the choices you made in the text achieve your purpose of <u>sharing an immigrant's experiences within a historical perspective</u>; identify your strengths and areas for growth.</p> <p>Describe the ways you would revise this piece, if you had the opportunity to rewrite it.</p>	<p><u>Peer Share</u> To celebrate the completion of our immigration narratives, we are going to read them aloud in small groups. We will assemble our completed, typed drafts in a book that will be available in our school's library.</p> <p><u>Reflection:</u> Before class tomorrow, I would like for you to use the rubric we developed to score your piece. Then, respond in your journal to the following questions:</p> <ol style="list-style-type: none"> 1) How did you feel about writing this piece? 2) What was difficult about writing this piece? Why? 3) What would you do differently the next time you craft a narrative? 4) What was easy about writing this piece, or what did you enjoy the most? 5) What did you learn about yourself as a writer? 	<p><u>Students "meet expectations" via teacher monitoring of the listed behaviors:</u> Students participate in group sharing, demonstrating active listening skills and offering respectful, specific commentary to peers. Students respond thoroughly to the reflective questions, writing several sentences in response to each.</p>	<ul style="list-style-type: none"> • As appropriate for your teaching context, find other venues for publication. • Emphasize the fact that writing is a process; re-visit the learning process and the knowledge gained with students. • Model the reflective process by sharing your own response to the questions, especially if you drafted the piece with students. • Provide students with a typed copy • Provide students with a copy of the reflection questions.

MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS

Assignment Matter, Making the Connections That Help Students Meet Standards, Eleanor Dougherty
Notice & Note, Strategies for Close Reading, Kyleene Beers and Robert E. Probst
So, What's the Story?: Teaching Narrative to Understand Ourselves, Others, and the World, Jim Fredricksen, Jeff Wilhelm and Michael Smith
Text Complexity, Raising Rigor in Reading, Douglas Fisher, Nancy Frey and Diane Lapp

FOR STUDENTS

Various handouts – included as resources at the end of this document

Stop and Go Vocabulary
Push and Pull Factors
Research Handouts
From Naples to Boston – My Early Memories
My Immigration Experience – Coming to America organizer
From Ireland to Chicago – My Early Memories
Promising Beginnings
Sample Dialogues
Interview Questions
Convincing Conclusions

Section 4: What Results?

STUDENT WORK SAMPLES

[Include at least two samples of student work at each scoring level.]

Overcoming Adversities in Life -- An Immigration Story by Jonas (aka Dylan)

ADVANCED

Can you imagine this? You live in Germany and you are scowled at by strangers and criticized because of your beliefs. You go to bed every night sleeping with one eye open so you're careful no one tries to harm you. You walk out in public every day looking behind your back so no one persecutes you. If you can visualize such circumstances, you only understand half of how horribly difficult it is to be me.

Can you imagine how hard life is when your food is so scarce that your mother has to ration it for fear of running out and preventing starvation and your father works every waking hour of the day for very little pay? This is what my family faced in the 1890's. However, my little innocent sister Miriam, who is six, has not even begun to conceive of how precarious our situation was or how ruthless people can be when it comes to culture and religion. My twin brothers, Jacob and Howard, who are 7, on the other hand, have already experienced bullying to some extent. We are a Jewish family. I am 13 and my mother expects me to help raise my brothers and little sister and teach them our Jewish culture. In caring for them, I have chosen not to tell them that our poor mother is sickly – with an unknown illness. They would not understand why it was so difficult for me to tell them. I also didn't have the heart to tell them that I feared she might even pass away. I didn't even have the heart to admit to myself that horrifying thought. It scared me even more when she took a break from her chores to rest and closed her eyes. I didn't know whether she was going to sleep or if she would be able to wake up.

You can imagine how shocked I was when one day when my father announced to us children in a serious, dark tone, "we are going to America." Immediately I thought of my mother's condition and cold chill shot down my spine and I began to worry about whether she would be hearty enough to make the voyage.

My sister Miriam asked in a quiet sweet voice, "but why papa?" My brothers who are ordinarily very talkative were clearly frozen from fear because they didn't utter one sound. Suddenly everything around me started to fade and I remember feeling very dizzy.

"Jonas, Jonas, wake up!!" were the words I heard as I started to regain consciousness. Feeling my brothers shake my shoulders, I realized I had fainted but didn't understand why.

"Jonas, did you hear what Papa said? We are going to America," Jacob said with agitation in his young voice.

"Yes, I heard that. I suppose the shock made me lose consciousness."

"Mother told us that in America we will have freedom and no one will judge us for being Jewish," Jacob added.

"Do we even have the money to go to America?"

I then remember my father taking me aside and explaining to me that we had a precious family heirloom that was valuable enough to give us the necessary funds if we sold it. He explained it was a lockbox from the 16th century that had been passed down from our ancestors. He also explained that my mother was especially upset about selling this box because it had such sentimental value and was significant to the family but she was willing to do so because she understood the importance of emigrating to America and becoming free from intolerance and persecution.

The sale of our heirloom gave us sufficient funds to buy tickets for our family for the steamship to America, as well as give my parents some funds to get settled. Then my family and I gathered our meager belongings and

Addresses all aspects of the prompt appropriately and maintains a strongly developed focus:

After reading a variety of texts, including primary and secondary sources, about immigrants' experiences in the late 19th and early 20th centuries, student writes a narrative that synthesizes historical information and relates it from the perspective of an imagined character from that period. Uses a variety of pertinent literary techniques to develop the narrative.

Establishes a compelling storyline with a well developed purpose:

To describe the migration push factor of persecution involving a German Jewish family.

Skillfully uses narrative techniques:

Introduces a narrator and his family and establishes the narrator's dramatic role as the oldest sibling burdened with the responsibility of taking care of his siblings and worrying about the ailing health of his mother. Characterizes siblings and parents through effective dialogue. Establishes an appropriate mood and tone to describe social conditions and children's reaction to the prospect of immigrating to America.

Elaborates on experiences, individuals and events with comprehensive detail to add depth and complexity to the sense of time, place or character.

Skillfully weaves imagined information about how the family finds a way to pay for the voyage to America.

Accurately and seamlessly integrates historical details from reading materials to authenticate the narrative.

went to the docks where we buy our tickets to America. The closer we got to the docks, we heard poor sad families quarreling about emigrating which made me more anxious and worried. Regardless, we followed the crowd to the wharf where our steamship was docked.

One of the first things that caught my attention was a sign that said, "Voyage from Bremerhaven to New York 14 days." Then it hit me that this ship could very well be where . . . my mother becomes so sick she doesn't recover. I feared the ship even worse after that. The knot in my stomach had grown so tight I was overcome with nausea. My whole stomach curdled, but we walked onto the vessel that deep down in my thoughts I wondered if it would be a vessel of doom. Here we were. My family had sold the family heirloom that belonged to us for centuries and we had used all our family inheritance. There was now no choice but to settle in for the long voyage.

We managed to survive conditions in the steerage for half of the voyage and then my mother's condition turned for the worst. She became noticeably paler and her breathing sounded labored. My father tried to shield my sister and brothers from what was happening. The passengers tried to give us privacy by giving us much room as they could in such crowded conditions. I understood why my father was protecting my sister and brothers but I needed help too. I remember that I started to cry and the only words I could come up with were "you can't die now, it's not fair." Her feeble response was "you are a wonderful son and I know you will have a good life."

With the Captain's help, my father found a rabbi who was a first class passenger. He performed a simple service for our family and my poor mother was buried at sea. Our family was so distraught the remainder of the voyage was spent in silence. I was in such a depression. My mother has passed on to the afterlife.

"Everybody, we're approaching New York," brought us to our senses and the realization that this part of our horrible journey was over. I felt delighted more than I thought I could be. I rushed to the ladder that would take us to the deck with weak sore legs. I grabbed my sister and my brothers and pushed them ahead of me. My poor distraught father followed us.

I pushed through people to see what had caught their attention. Then I saw a massive statue. I asked what it was. People didn't really know. Then someone said, "That's the proud statue of liberty." I looked at the statue again. It gave me a sense of pride. I couldn't quite understand why it did but perhaps it was because everyone around me had a sense of hope and anticipation.

Looking back, it is hard to imagine what we had to go through to start a new life of freedom in America. In addition to the voyage, there was an immigration process at Ellis Island that involved several steps. The first step was joining a long line of immigrants who all had the same desire – to pass the inspections and tread on American soil for the first time. Immigrants were carefully watched by doctors as the line progressed to see if they showed signs of illness. Miriam, Jacob and Howard were trying to stay calm while doctors were watching us. As I remember, everyone's eyelids were lifted by a funny looking hook to see if they had a disease called trachoma. I also remember hearing a lot of different languages and many of us were dependent on translators for help. My family finally got up to the desk and an inspector signed us in after asking us a series of questions about our background. Kids were crying and whining. I was scared of what was going to happen, but after we answered questions we walked up a flight of stairs and officially immigrated into America. I was relieved and ready to start my new life in America. I was too young to get a job, but I knew my father was skilled enough to get work and that Miriam, Jacob, Howard and me would get an education and no longer would we be bullied and taunted because of our Jewish religion. From all these experiences, I learned that no matter how hard life becomes, I can overcome the adversities of life.

Student Reflection:

From this assignment I learned that after you brainstorm your ideas, it is important to organize them in a sequence of events that makes sense even if your ideas didn't come in any particular order. I also learned that you need to be willing to revise your words to make them sound better to make sure that your reader can visualize your story as it unfolds. For example, I changed "everyone scowls at you and scolds you because of your beliefs" became "you are

"Voyage from Bremerhaven"; steerage conditions, and Ellis Island experience.

Maintains a strongly developed focus

There was no choice but to settle in for the long voyage. . . Successfully makes mother's demise credible and son's response plausible: Her feeble response was "you are a wonderful son and I know you will have a good life," . . . I was in such a depression. My mother has passed on to the afterlife.

Applies a complex narrative structure appropriate to the purpose, task and audience that enhances communication of theme or purpose and keeps the reader engaged.

Uses dialogue to signal transition from one setting to another:

"Everybody, we're approaching New York," brought us to our senses and the realization that this part of our horrible journey was over.

Demonstrate well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas.

Brings the narrative to satisfactory conclusion:

I was relieved and ready to start my new life in America. I was too young to get a job. . . no longer would we be bullied. . . From all these experiences, I learned. . .

Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Writer understands the push and pull factors of immigration as applied to his imagined family.

scowled at by strangers and criticized because of your beliefs.” I also learned that you need to use the first person point of view in narrative writing and you have to make the words fit the personalities of the people you are creating in the story. This means that dialogue is very important. For example, this dialogue shows the personalities of both the son and the mother as it is clear that the mother wants her son to have a good life and does not want her death to hold him back: “I remember that I started to cry and the only words I could come up with were ‘you can’t die now, it’s not fair.’ Her feeble response was ‘you are a wonderful son and I know you will have a good life.’” When you write a historical narrative you have to make sure you don’t include details that are fake. In this story, the setting details are accurate but I found it tempting to put some fake details into it to exaggerate the story. However, I didn’t want to make it unbelievable so I didn’t. I think my biggest strength in my writing is my imagination and that I like to write. My biggest weakness is that I get carried away and include too many details. I am pleased I was able to revise this narrative to take out all those extra details that weren’t necessary. For example, I wanted to create a big mystery around the heirloom box that was sold for our tickets but after conferencing, I agreed that although the box was important as a means of getting money, telling its elaborate history could take away from the main story I was trying to tell.

Teacher Comments:

In this revised narrative, the writer tells the story of a young German Jewish boy and his family’s reasons for leaving Germany and their emigration to America. He focuses the narrative around the central conflict of escaping persecution, dealing with the plight of a sick mother during a horrific voyage, and the ordeal of the actual process of immigration. The writer organizes an event sequence that unfolds naturally and logically. Development of the events and characters is mostly achieved through dialogue. For the most part, he successfully uses precise words and phrases, descriptive details and sensory language.

It can easily be inferred through this piece that the writer was enthusiastic about the subject matter and task. He was eager to seek advice on how to revise and was willing to follow suggestions, especially in toning down the dramatic part about the narrator’s imagined mother and eliminating drama about the heirloom box. In conversations with him, he acknowledged that reading and researching immigration gave him the content he needed to write a credible narrative. As a result, he felt successful.

***Arrivederci Italia -- Buongiorno America* by Grace (aka Meghan)**
ADVANCED

I had heard my parents talking about the immigration posters on the pillars of our city hall advertising passages to the United States. The next thing I remember is hearing my mother urgently telling my two brothers, my sister and me to start packing our belongings because we had our passports and were ready to leave Italy. Obediently we gathered our clothes and our favorite possessions onto our beds and waited for more instructions from our parents. As we waited my little sister and I played with our best friend bears while our brothers played cards.

“Spero che l America è soleggiata e piena di gioia” (I hope America is sunny and filled with joy) said my little sister Sophie happily. I was not quite as cheerful as my sister, but I was hoping that too. Our brothers would not share their feelings and ignored our conversation. Our father told us that we had too many things to take on such a long journey of fourteen days at sea so reluctantly we chose some things to leave behind.

“Buonanotte” (Good night), our mother and father said and reminded us that the next day would we set out for the journey of a lifetime. “Ci mancherà questo posto” (We will miss this place), they added.

“Così io” (So will I) Sophie said sadly. Since Sophie and I shared a room together we talked more about what we thought America would be like. We were about to leave our small home in Naples, Italy, the only place we had ever known. What would it be like leaving our small home where we hung our clothes out to dry in the Italian sunshine, I wondered. What would it be like not being able to watch the people on our busy piazzas where we always could hear voices and the clip-clop of horses’ hooves as they pulled carriages on our cobblestone streets? How could we exist without seeing the Italian sun gleam over Vesuvius, which was always so magical?

I had tried to learn a few small words in English, which I found very difficult. How would I even be able to be polite to strangers in America, I wondered.

Addresses all aspects of the prompt appropriately and maintains a strongly developed focus:
After reading a variety of texts, including primary and secondary sources, about immigrants’ experiences in the late 19th and early 20th centuries, student writes a narrative that synthesizes historical information and relates it from the perspective of an imagined character from that period. Uses a variety of pertinent literary techniques to develop the narrative.

Establishes a compelling storyline with a well developed purpose:
To describe the emigration of an Italian family.

Skillfully uses narrative techniques:
Introduces a narrator and her family and establishes the narrator’s role as one of four siblings who is very concerned about what she is leaving behind. Characterizes family members through effective dialogue. Establishes an appropriate mood and tone to skillfully describe familiar scenes from Naples that she uses as a framework to express her concern about leaving.

Elaborates on experiences, individuals and

<p>“Buongiorno. Come il mio dolce bambino?” (Good morning, how is my sweet child?) my mother interrupted my reverie.</p> <p>“Lo sono un po' spaventati e preoccupati per il nostro viaggio,” (I am a little nervous and worried about our voyage) I answered.</p> <p>“È il momento di lasciare,” (It is time to leave) she said gently. The sun was just coming up and creating a pinkish glow around the base of Vesuvius. We took this to be a good omen for leaving the only place we had ever known.</p> <p>As we approached the wharf, we could see only one vessel large enough to cross the Atlantic Ocean. Having never set foot on such a large vessel, my concern grew and my belongings became heavier and heavier. Realizing that there were many people also boarding the same vessel, our entire family became stuck together like glue.</p> <p>Our next ordeal was to find our way down to steerage. While still on the deck, I looked down the steep steerage stairs and was concerned for our safety. Fortunately, my dad realized that he should go first and then we could throw our things down to him and he would be at the bottom of the stairs to catch us if we fell.</p> <p>Finding ourselves in the middle of many strangers, my father took my sister in his arms while my mother and I held hands. My brothers could not wait to explore and clearly they thought this was a big adventure and were not afraid like my sister and me. I don't remember much about the rest of the voyage except we slept on uncomfortable mattresses filled with straw, our food was not at all memorable, and everyone huddled together the best they could.</p> <p>After many days on the vessel, we all started to wonder when we would get to America. Just when we thought we couldn't stand another day on this vessel, we heard a sailor scream, “America, we're almost there.”</p> <p>My brother rushed to Sophie and me and said, “Get dressed, get dressed, we're almost in America.”</p> <p>We scrambled up to the deck and watched the vessel dock at the wharf. We could see a big statue and we heard many people saying, “Look, there's the Statue of Liberty.”</p> <p>As we stood in line to go through the Ellis Island immigration process, I desperately tried to remember all the English words I had learned. I began to get excited to be able to say in English, “Hello, my name is Grace. I am from Italy. How are you?” But when I heard the inspectors giving out lots of directions in English, I couldn't understand a single word of what they said. After we passed the inspections, we hurried to the “Kissing Post” and met our grandparents who were delighted to see us and take us to Boston. Our grandparents' English was not very good, but they were able to help us learn American customs and get settled in to our new life.</p> <p>After we arrived in Boston, we lived with other Italians in a community called Little Italy. This made life easier for us, but we still had to go to school and we learned English. I am very happy that my family chose to come to America. I still miss Italy, but I know I will be able to go back to visit one day.</p>	<p>events with comprehensive detail to add depth and complexity to the sense of time, place or character: Skillfully weaves imagined information about how the family takes care of each other.</p> <p>Accurately and seamlessly integrates historical details from reading materials to authenticate the narrative: <i>we slept on uncomfortable mattresses filled with straw; Statue of Liberty; Ellis Island Kissing Post. . .</i></p> <p>Maintains a strongly developed focus: <i>Finding ourselves in the middle of many strangers. . . after many days on the vessel. . . as we stood in line. . . I desperately tried to remember all the English words. . .</i></p> <p>Applies a complex narrative structure appropriate to the purpose, task and audience that enhances communication of theme or purpose and keeps the reader engaged: Uses dialogue to signal transition from one setting to another: <i>We scrambled up to the deck. . . “Look, there's the Statue of Liberty.”</i></p> <p>Demonstrate well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas: Brings the narrative to satisfactory conclusion: <i>After we arrived in Boston, we lived with. . . I still miss Italy, but I know I will be able to go back to visit one day.</i></p> <p>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding: Writer understands the push and pull factors of immigration as applied to her imagined family.</p>
<p>Student Reflection: I chose to make my immigrant character speak some Italian because it would help the reader experience who she was. By that I mean, she was Italian so it only makes sense that if you are from a foreign country that doesn't speak English, the character should speak her native language. This is why I decided to use a free translation service to translate my English words into Italian. I already knew the word for hello, <i>buongiorno</i>. I realized I had to include the English translation too because otherwise my reader wouldn't know what was going on. I chose to model my immigrant family on my real family because I don't know how to describe someone else's family. It was easy to think about my parents and siblings and to include their traits. Looking at pictures of Naples, Italy helped me to visualize the setting and to understand what I would be leaving behind. And it seemed natural to me that an immigrant would spend a lot of time</p>	

wondering what it would be like to leave familiar surroundings and find themselves in new, unfamiliar surroundings. I chose the details about the ship from details we learned in a lesson when we read about the steerage conditions and because the conditions were so bad it seemed right to include them. I chose to put my grandparents in America to greet us because that's the kind of thing they would do for their family. I chose Boston to be where we ended up because it sounds cool and part of me is British so it seemed like a good place to be. I am pretty sure there were a lot of Italians in Boston too. I think my strength in writing is my imagination. My weakness is I have a hard time staying focused but this assignment was OK because it interested me and there were a lot of historic details I could choose from to use so I didn't have to think it all up by myself.

Teacher Comments:

In this revised narrative, the writer tells the story of a young Italian girl and her family's emigration from Italy and immigration into America through Ellis Island. She focuses the narrative around the central conflict of leaving the only place she had known, understanding the necessity to learn English and the experience of the actual process of immigration. The writer organizes an event sequence that unfolds naturally and logically. Development of the events and characters is mostly achieved through thoughts and dialogue. For the most part she successfully uses precise words and phrases, descriptive details and sensory language, including several phrases in Italian, which she realized she needed to translate into English for the benefit of her readers.

It can easily be inferred through this piece that the writer was enthusiastic about the subject matter and task. When we did a mini lesson in building characters through dialogue, she was eager to find out how to incorporate some Italian that she had researched on her own after decided that she was going to take on the perspective of an Italian girl. She enthusiastically followed advice to find pictures of Naples to help her describe what she knew she would miss. As an extension to this assignment, she created a picture book, in which she included translations from Italian to English for the benefit of her readers. This was the first picture book extension, which prompted others to follow suit with either picture books or digital stories. In conversations with this writer, she acknowledged that reading and researching immigration gave her the content she needed to write a credible narrative, and her own family gave her its characters. She also shared that she "loved being Italian" and hopes to be able to visit Italy one day.

***The Journey to Opportunity* by Mia (aka Nnlca)**
ADVANCED

I remember hearing about America from the people in the small village in Ireland. "Better jobs!" they said. "More space to farm!" they said. I really wondered if all of this was true. Since our crops were rotting, I could tell that my parents Grace and Sean were thinking about moving to America. I remember hearing my parents talking about it in or cluttered kitchen for the longest time.

"It will be a very hard journey," my mother warned.

"Yes," said my father. "But think of all the opportunities we will have."

About a week later, father told us we were moving to America. I was shocked to find out we were leaving our small home. I had lived my whole life there. I was scared out of my mind. We carefully packed one small suitcase each. I had a few dresses as did mother and my sister Sophie. My father and my brother Daniel my each packed a few shirts and about three pairs of pants. We couldn't take much, but I remembered to take my doll, something my late grandmother had made for me.

The big ship was docked. Many people came with families. Others came alone. As me, my mother, and Sophie waited for Daniel and father to come back with our necessities, I thought about my new life to come. How nervous I was. As we boarded the vessel, we found where we were to be "staying." We went down our stairs to the belly of the ship. We were very crowded around the swarm of people. After that distraction I noticed the horrible conditions of the ship. The wood appeared to be thinning with every step. Muddy puddles were splashing us with every other step. I could feel the cool October wind flow through my skin, giving multiple chills. That was not the only reason I felt them.

You had to learn to ignore the gruesome smell. It burned my nostrils at the beginning, and I believe it wore out my sense of smell towards other things. Many sick people were aboard the vessel causing Daniel to catch a cold.

"What if he doesn't make it to New York, Sean?" asked my mother.

Addresses the prompt appropriately and maintains a strongly developed focus:

After reading a variety of texts, including primary and secondary sources, about immigrants' experiences in the late 19th and early 20th centuries, student writes a narrative that synthesizes historical information and relates it from the perspective of an imagined character from that period. Uses a variety of pertinent literary techniques to develop the narrative.

Establishes a compelling theme or storyline with a well developed purpose carried through the narrative through skillful use of narrative techniques:

Creates a compelling introduction to begin the description of an Irish family's emigration to America and the narrator's vivid memory of a miserable voyage and the determined will to survive.

Uses narrative techniques:

Introduces a narrator and her family through relevant setting details. Characterizes family through dialogue, "It will be a very hard journey," my mother warned. "Yes," said my father. "But think of all the opportunities we will have."

Elaborates on experiences, individuals and events with comprehensive detail to add depth

“Ma,” said Daniel, “I will be fine. Do not worry.”

She grabbed him in her arms. “We are a happy family, but this journey has made us all somewhat depressed,” she said.

Sleeping was also rather difficult for the crying babies and paranoia kept us awake most of the time until you couldn’t stay awake any longer and you fell asleep from exhaustion.

Washing almost never happened, even when we were able to bathe. We mostly bathed little Sophie to make sure she had good hygiene. She had her whole life ahead of her, and we wanted her to be as healthy as possible. The dry sick feeling of dirt on our faces pushed us to think positive for in America our lives would improve. Sleeping was also rather difficult, for the crying babies and paranoia kept us awake most of the time until we couldn’t stay awake and fell asleep from exhaustion.

I saw many women praying aboard the ship, some of them with families and religious books. We were getting closer and closer each day.

“Are you nervous?” asked Sophie.

“No,” I said. I was but I didn’t want to get her started on “you’re such a big baby.”

After many days on the ship, we climbed to the deck. We were arriving. The large statue of Lady Liberty looked up with dignity. I heard from many people on the ship that this experience meant new beginnings and better lives. I heard shouts and gasps across the ship from people who had been just like me – waiting day after day for this. I hugged mother and Sophie. Everyone on the ship knew we had to pass the immigration inspection to stay in America, but seeing what this status is worth to us made us forget for a while.

Long lines filled the grounds of Ellis Island. Swarms officials in gray and black clothing - whose eyes shone with confidence – scattered to different positions. But there was a kind sandwich man who came with a sandwich for Sophie.

“Thank you!” she said happily.

Inside the huge brick building we were then confronted by the men in uniform who began to shout at everyone.

“Go left!” “Go right!” they said. I had to fill out an inspection report with my name, age, country, my education, and other things. I had only been to school for a few years, but I could read and write. None of us were sick, or had diseases. I saw many upset people who hadn’t made it through get ready to get on the boat to go back to their country. I felt really bad for them for the way they had suffered and wasted their time. At least they got a glimpse of America.

We climbed up the big staircase to the outside of Ellis Island. We were all happy to be part of America. Everyone in my family had many reasons to be happy.

I got into school later on, and so did Daniel and Sophie. My father found a job, but he still plants crops for my mother to cook with our meals. Some people did not like us because we were from Ireland, but that is OK. I chose to live a life full of adventure, instead of hate. Those people will not affect my life. My new life in America is amazing and I regret nothing.

and complexity to the sense of time, place or character:
 Develops caring nature of her parents, the maturity of her brother who becomes ill and the harshness of steerage conditions to add sufficient depth and complexity to maintain reader interest.

Accurately integrates historical details from reading materials to authenticate the narrative:
Irish potato famine; the promise of better jobs and more space to farm; steerage conditions; difficult assimilation experience for the Irish.

Maintains a strongly developed focus:
 Successfully maintains reader interest.

Applies a complex narrative structure appropriate to the purpose, task, and audience that enhances communication of theme or purpose and keeps the reader engaged:
 Uses dialogue and vivid description to convey the hardship of leaving one’s country to go to an unknown place; successfully establishes and maintains an optimistic mood: *“But think of the opportunities we will have”; We were there. The large statue of Lady Liberty looked up with dignity. I heard. . . this experience meant new beginnings and better lives. Some people did not like us. . but that is OK. . . Those people will not affect my life.*

Demonstrate well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas:
 Uses some dialogue to transition from Daniel catching a cold to family concern: *“What if he doesn’t make it to New York, Sean?”*

Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding:
 Writer includes the push and pull factors of immigration as applied to her imagined Irish family.

Student Reflection:
 I chose the details I used because I tried to make my story as realistic as possible, even if I didn’t live during that time. I also tried to keep the story in a certain mood so it could show how much better life would be in America. If I could change something about my story, it would be to have a better description of what it was like during the immigration inspection. I would also like to give more details about the ship, rather than just the conditions, which are still very important. I think my strengths in this piece are giving clear details about the ship’s condition and having a good focus on immigrant life. Since I did not have a lot of information about where we were going, my final destination was not as elaborated as I would like it to be. If I revised this piece I would change my thoughts that were not clear such as “we were very crowded round the swarm of people,” “paranoia kept us awake most of the time,” and “the dry sick feeling of dirt on

our faces pushed us.”

Teacher Comments:

In this unrevised piece, this writer skillfully conveys a story about a young Irish girl’s immigration with her family and her determination to remain positive despite the fear of the unknown. She focuses the narrative around the central conflict of the Irish potato famine and the necessity to leave Ireland to seek a better life. She characterizes her mother as caring and cautious, “‘It will be a very hard journey,’ my mother warned,” and successfully contrasts her father as open-minded and optimistic, “‘But think of all the opportunities we will have.’” She organizes an event sequence that unfolds naturally and logically. Development of the events and characters is successfully achieved through thoughts, description, and dialogue. She attempts to dramatize details to make them highlight her desired undertones of hope and determination, “the dry sick feeling of dirt on our faces pushed us to think positive. . .” but this causes a lapse in coherence. Regardless, for the most part she is able to integrate appropriate stylistic devices to support the purpose of her narrative.

This 6th grade writer clearly felt confident about the subject matter and task and as a result, she shows a maturity in her writing that is beyond her years. It is also apparent that she was sufficiently interested in the topic to complete her narrative without conferencing.

***Goodnight England, Good Morning America by Ella (aka Alyssa)*
MEETS EXPECTATIONS**

My family and I were walking toward the ship when the bitter wind was hitting our faces. The ground was crunchy and our feet were hurting since we were walking in thin shoes.

Then my family and I saw the big boat with a lot of people on it already and I was thinking to myself how I wasn’t ready. Since I was just standing there in shock about what was happening, my family told me to “come quickly and snap out of it.”

Even though I didn’t want to go, I realized that in England my father could not get a good paying job as a carpenter, and that was why he was already in America with family who told him there was a lot of work. This was how we had enough money for the tickets to America. Slowly I followed my mother, sister, and brother and we boarded the ship together with all our necessities in our hands. Since there were so many people, we were all crushed together like a collage picture with no space.

My family and I stayed down in the steerage with other poor families. After several days had past, everybody was so hungry, and some were getting really sick, even my little siblings, Adam and Sofia, and I were starting to feel sick. I knew that we would be fine though because we are strong.

I remember one night when Adam, Sofia and I were fast asleep when people shouting, “We’re here, we’re here!” woke us up. I thought I was dreaming, but my mother told us to hurry up and get dressed because we really had arrived.

My family and I were so happy because we finally felt free, but we knew we still had to go through immigration. All the passengers started to get off the ship and headed toward this big building called Ellis Island. As I was walking in the distance I saw this really big person that was green that had like a crown on. So I asked a stranger,

“What is that?”

“The Statue of Liberty,” he replied. Then I hurried up to catch up with my family and I started to talk about the Statue of Liberty.

“Be quiet right now,” my mother said.

“Why mother?” I asked.

“Because these women and men are going to check our eyes to see if we are okay to come to America.”

I was standing there in shock and my little brother Adam started crying, but then a woman offered my brother and I some milk, and a man offered us some food. Adam started eating and the food and the drink calmed him down, then a woman and man in uniform said,

“Next,” and I was next.

Addresses the prompt appropriately and maintains a clear, steady focus:
After reading a variety of texts, including primary and secondary sources, about immigrants’ experiences in the late 19th and early 20th centuries, student writes a narrative that synthesizes historical information and relates it from the perspective of an imagined character from that period. Uses a variety of pertinent literary techniques to develop the narrative.

Establishes a theme or storyline with a well developed purpose:
To describe the emigration of an English family to America and describe narrator’s reluctance to leave, which is later emulated by her sister.

Uses narrative techniques:
Introduces a narrator and her family through relevant setting details. Characterizes family through dialogue, *my family told me to “come quickly and snap out of it.”*

Develops experiences, individuals and events with sufficient detail to add depth and complexity to the sense of time, place or character:
Even though I didn’t want to go, I realized that in England my father could not get a good paying job. . . slowly I followed. . . I was standing there in shock. . .”My name is Ella,” I responded timidly.

Accurately integrates historical details from reading materials to authenticate the narrative:
Steerage conditions, Statue of Liberty, Ellis Island, Salvation Army

I walked over to them and they asked,
 “What is your name?” and I was too nervous to say anything so they asked me again,
 “What is your name?”
 “My name is Ella,” I responded timidly.
 So then they started checking my eyes seeing if I was OK to come to America. I was scared that I had to go back to England all alone. Then the woman and the man in uniform told me that I was OK to come to America. I was so relieved. My family was also very glad.
 So then we found ourselves in America not knowing where we were and where to go. We were lost and it was freezing outside. I was shaking so hard I asked,
 “Mother why is everyone staring at us?”
 “I don’t know,” she said.
 Then a stranger came up to us asking,
 “Why are you wearing light clothing? Don’t you know it is winter?”
 I was thinking to myself, so that’s why it was so cold out, but one thing even more important was wrong, we didn’t have a home or any shelter.
 Not knowing what else to do, my mother asked this woman if she knew where we could stay until father came to pick us up. She told us that we would be welcome in her home and that as she was a member of the Salvation Army, she would be able to find us some warm clothes to wear. We followed her to her home which we were glad was not very far away. We all went inside and Sofia my little sister was just standing there in front of the doorway just like I had done before I had the courage to get on the ship. I took her hand and said, “come on, everything will be fine. I am right here beside you.”
 “No, we don’t know her. Mother has always told us not to speak to strangers,” she said.
 “Why don’t you trust her?” I asked.
 “Because why would she let us immigrants stay with her when she doesn’t even know us.”
 I told her, “that everything would be alright.”
 Until we were completely settled in America, things were very hard for my family. Some people would judge us for the clothing that we wore and how inferior my family and I were. My family and I knew we were strong and let nobody bring us down.
 As I grew up I just tried to forget all the bad memories. I sometimes visit some of my other family that is back in England. I am now a student in medical school to become a doctor because I want to be able to help children and adults become well and feel better.

Maintains a clear, steady focus:
 Describes departure, voyage, Ellis Island and arrival with sufficient details to maintain reader interest.

Applies a narrative structure appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose:
 Uses dialogue to signal transition from one setting to another:
 Maintains reluctant stance until conclusion when her reluctance is then emulated by her sister.

Demonstrate a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas:
 Brings the narrative to satisfactory conclusion:
Until we were completely settled in America, things were very hard. . . I want to be able to help children and adults become well and feel better. Uses some simplistic language that “undermines” the grownup stance:
Adam started eating the food. . . Some people would judge us for the clothing. . . and how inferior my family and I were. . . let nobody bring us down.

Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding:
 Writer includes the push and pull factors of immigration as applied to her imagined family.

Student Reflection:
 I chose the details because I was imagining that I was really an immigrant and it was really me. I like this part *Then my family and I saw the big boat with a lot of people on it already and I was thinking myself how I wasn’t ready. Since I was just standing there in shock. . .* because I knew this would be my own personal reaction. I chose the opening details from writing lesson that we had with our teacher through Skype. We actually saw her walking towards a tall mast ship moored on a wharf in Salem, Massachusetts and heard her describe the wind hitting her face and the sound of her footsteps on the gravel as she hurried to board the vessel. This made it easy for me to get started with sensory details. I liked being able to use our new vocabulary words such as steerage necessities. This helped me to replace words like *stuff* with more precise words. I chose to use the details about getting our eyes checked because we learned from the Ellis Island video that this actually happened. I can imagine this was a scary experience for a young girl. I decided to make myself *timid* because that is a true emotion – I know I would have felt like that. I also like the way I thought about characterizing my sister. It was easy to characterize myself as the narrator, but I really had to think about how my sister would react. It seemed logical to me that as she is younger than me, she would take on some of my personality traits, such as being scared like I was at the beginning of the story. This is why I made her react the way she did at the end of the story. I wasn’t a really big fan of writing in fifth grade because all I remember hearing from my teacher was “you need to write in complete sentences and add details.” But I don’t remember writing anything interesting. Now from doing the immigration narrative, I feel I can write about anything as long as it is interesting to me.

The historical details that we learned gave me lots of details to use in my story and this took away some of the worry about having to make up information. I know I have done well with this piece but I want to keep pushing myself to do better. I would now like to write a sequel to Ella's story and I want to partner with our guest teacher so that we can write together.

Teacher Comments:

In this revised narrative, the writer tells the story of a young English girl and her family's immigration into America through Ellis Island. She focuses the narrative around the central conflict of being reluctant to leave and the experience of the actual process of immigration and assimilation into American life. The writer organizes an event sequence that unfolds naturally and logically, but with a lapse in coherence of the U.S. arrival event: *So then we found ourselves in America not knowing where we were and where to go. We were lost and it was freezing outside. I was shaking so hard I asked, "Mother why is everyone staring at us?" "I don't know," she said. Then a stranger came up to us asking, "Why are you wearing light clothing? Don't you know it is winter?"* Development of the events and characters is mostly achieved through description and dialogue. This writer successfully uses some precise words and phrases, descriptive details and sensory language, but with a few lapses into simplistic language.

It can be inferred through this piece that the writer felt confident about the subject matter and task. "Consulting" relevant historical pictures helped this writer visualize her story. As an extension to this assignment, she then enthusiastically created a picture book. In conversations with this writer, she acknowledged that reading and researching immigration gave her the content she needed to write her narrative, and her own personal aspirations inspired her conclusion. She also shared that she "loved being English" and wants to visit England one day.

**A Voyage of Hope and Tears, by Logan
MEETS EXPECTATIONS**

I was sitting in our small living room in England when my mother and father came into the room looking excited, but I didn't know why they looked that way.
 "Mother," I said, "Are we moving? Where are we going?"
 "To America!" my father announced.
 I was happy and sad at the same time. I was happy because we would get to see new areas of our magnificent, complex world. But as I had never before left my hometown, I was a bit nervous. The economy in England was so bad and Dad lost his job with the promise of work in Boston. The terrible part was that I would be moving away from my grandparents and my best friends.
 After supper I went to bed thinking of a hundred questions that I couldn't answer. Some of the questions were: would I meet new friends? Would we have enough money to make our house and would my father and I find a good job to care for the whole family? Which clothes should I take and which ones should I give away? And, how was I going to keep the \$5 gold piece safe on the journey? After a long time, I eventually fell asleep.
 The next day I woke up late and my parents had already gotten our tickets. But as our ship wasn't boarding until the next week, this meant I could see my village, my friends, and my grandparents one more time. I remember I arrived home late and exhausted from all the good-byes and the last thing I heard was my mother saying, "Lights out, son."
 Early the next morning we arrived at the dock with all our belongings. There seemed like thousands of people waiting to climb aboard the ship. Our ship, the Mauretania, was magnificent because it was gigantic, shiny black with large white stripes on the side. I turned to my father as he said,
 "Harry, this is exciting. Have you ever seen so many people going to America?"
 "No father, I haven't. Do you think they are all going to be in steerage with us?"
 "I sure hope not son, there are too many of them."
 Our whole family had to carry large, heavy bundles down the steep, narrow staircase to steerage. Our tickets allowed us to travel with many others in steerage because we didn't have much money to buy first class tickets. The steps were difficult for my mother and my two younger brothers, but I helped as much

Addresses the prompt appropriately and maintains a clear, steady focus:
 After reading a variety of texts, including primary and secondary sources, about immigrants' experiences in the late 19th and early 20th centuries, student writes a narrative that synthesizes historical information and relates it from the perspective of an imagined character from that period. Uses a variety of pertinent literary techniques to develop the narrative.
Establishes a theme or storyline with a well developed purpose:
 To describe the emigration of an English family to America and the narrator's mixed emotions about leaving his hometown, friends and family.
Uses narrative techniques:
 Introduces a narrator and his family through relevant setting details. Characterizes family through dialogue, *"Harry, this is exciting. Have you ever seen so many people going to America?"*
Develops experiences, individuals and events with sufficient detail to add depth and complexity to the sense of time, place or character:
I went to bed thinking. . . Would I meet new friends. . . The first couple of days were smooth sailing. . . After our weeklong journey, . . . I started jumping up and down along with many others from steerage.
Accurately integrates historical details from reading materials to authenticate the narrative:
Steerage conditions, Mauretania, Statue of Liberty,

<p>as I could. I was shocked to see how dark and gloomy our new home would be on our trip to America.</p> <p>“Oh mother, do we have to live down here for the entire week?”</p> <p>“No, Harry, we will be allowed to go up on deck during the day if we stay away from the crew. We will not be allowed to mingle with the first class passengers so our time will be limited.”</p> <p>“Great mother. I love the sunshine and the outdoors. Look, father has found a spot for us to put our belongings.”</p> <p>The first couple of days were smooth sailing, but out of nowhere my brothers and I got seasick and vomited over all our blankets. We rushed up the stairs and enjoyed the fresh air, which made us feel better. Thankfully neither of our parents got sick. The living conditions were horrid. At night people were snoring, babies were crying, people were talking and singing while my family was trying to sleep. The air smelled like dead fish, dirty clothes, and lots of food smells. Thankfully the smells got better because we got used to them.</p> <p>After our weeklong journey, we finally arrived in New York Harbor and spotted the Statue of Liberty. I was jumping up and down along with many others from steerage.</p> <p>“Look we are finally here,” I yelled, to my parents.</p> <p>She was a welcome sight to everyone on board. I had never seen such a large statue.</p> <p>Then the ship docked at Ellis Island. We waited for hours to disembark, and then we waited for a long time for our turn to get into the building. Then we waited all night. Finally an official called our name. Those magic words were “Will the Conkwright family please step forward.” We were each asked a lot of questions and my brothers and I could read and write so we passed their test with no problems.</p> <p>We then boarded the ferry to New York and immediately began our journey to Boston where we would hopefully find our new home. We had enough money to purchase train tickets to Boston. We had decided to move to Boston so we could work on the farms in the area.</p> <p>We arrived in Boston and were lucky to meet a family of farmers that needed helpers to harvest their crops. My brothers and I were also allowed to help in the fields to harvest the grain. My mother got a job working at a clothing factory. We worked very hard and saved enough money to buy a small piece of land and began to build a house. We all worked together and made many new friends.</p> <p>Our move from England to America was hard but successful. We miss our family and friends and have invited them to join us here in Boston.</p>	<p><i>Ellis Island</i></p> <p>Choice of job in Boston creates a lapse as it was not common that immigrants settling in Boston went into farming</p> <p>Maintains a clear, steady focus: Describes departure, voyage, Ellis Island and arrival with sufficient details to maintain reader interest.</p> <p>Applies a narrative structure appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose: Uses dialogue to signal transition from one setting to another: “Look we are finally here, “ I yelled. . . Finally an official called our name. His magic words were “Will the Conkwright family. . .”</p> <p>Demonstrate a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas: Brings the narrative to satisfactory conclusion: <i>We then boarded the ferry to New York and immediately began our journey to Boston.</i> However, meeting a family of farmers is not realistic. Uses some simplistic language: <i>Would we have enough money to make our house?</i></p> <p>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding: Writer includes the push and pull factors of immigration as applied to his imagined family.</p>
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Student Reflection:
I chose to be English because I thought England was fascinating. I like how they speak and how they have proper manners. I imagined living in a small cottage in a village where my father farmed cows. I chose the Mauretania because I researched ships and I thought it looked pretty cool and it was used for immigrants. But I knew we would not be able to travel first class because we were poor. My research told me that this ship had a steerage section for poor people. I chose the details about the steep staircase because I remember the lesson about the stairs going down to the steerage being small and in bad condition – these details came from the report that we read from the English reporter who decided to go back to England in steerage to see what it was really like. I chose the details about Ellis Island because I knew that there was a lot of people coming into America at this time period and I knew the first thing immigrants saw was the Statue of Liberty. Also I knew that officials called out people’s names. We saw this in the Ellis Island video. I wanted my family to be healthy so that is why we were able to pass their test with no problems. I chose Boston because the first famous place that came to mind. I now realize that Boston is more famous for its fish than its cows. If I could revise this piece I would change the place to where there is farmland located, like in the Midwest.

Teacher Comments:
In this narrative, which was started in class and completed on his own time of his own volition, the writer tells the story of a young English boy and his family’s immigration into America through Ellis Island. He focuses the narrative around the central conflict of having mixed feelings about leaving and the experience of the actual process of immigration and difficult yet successful assimilation into American life. The writer organizes an event sequence that unfolds naturally and logically with a minor lapse in coherence of the choice of work in Boston. Development of the events and characters is mostly achieved through description

and dialogue. This writer successfully uses some precise words and phrases, descriptive details and sensory language, but with a few lapses into simplistic language. It can be inferred through this piece that the writer felt confident about the subject matter and task and that he was sufficiently interested in the topic to complete his piece without conferencing. This writer will be encouraged to revisit this piece later in the year and take it to the next level should he desire to do so.

***My Travel to a New Life In America* by Jacob**
APPROACHES EXPECTATIONS

I was walking down my stairs and heard my mom and dad talking about America. My mom said, “we are sending you and your sister to America.”
 I screamed, “What!”
 My mom said, “We want you guys to have a good life. Tomorrow you will leave.”
 I packed my bags and some important things. I packed my diary, some clothes, and a picture of all of us. My mom and dad took us to the harbor. Before we left my mom told us,
 “Your aunt will wait for you in Chicago when you get there.”
 We got on the ship. We got our last Irish ocean breeze. There were steep stairs. I went down the stairs first. I grabbed the luggage from my sister. I helped my sister down. The vessel was not comfy at all. I heard so many languages. I had no idea what they were saying. It was hot and there were no breezes. I asked if I could go up and I did. I had the best sight of my whole life. The sun was setting and the sky was pink. I took my last breath of fresh air and went back down.
 I heard lots of screaming and went up. There it was. Ellis Island.
 We got of the ship and walked in. I heard children crying and screaming. I saw a man and woman. They were handing out milk and a weird looking box. They handed me milk and the box. I was trying to make out the image on the box. It had animals in cages. I opened it up and smelled a sweet smell. I took my first bite. It was so good! I wish I knew what these were. I finished my milk and those cracker type things.
 I heard someone say move up. The line was moving and I was fifth in line. Then I was first. I was really scared and I heard my sister say,
 “Don’t be afraid, its okay.”
 The doctor was checking my eyes, ears, and my mouth. He said, “Clear.”
 My sister was next. She was clear too. She was jumping in excitement.
 We were sent in the right lane. I seen a large vehicle.
 I heard someone say “grab the bags, we are getting on the train.” I guessed that’s what it was called.
 I couldn’t wait til we got to Chicago. I heard people talking about the Chicago fire. I was worried about my aunt. Did her house burn down? A few hours later we got to Chicago. I heard someone calling my name. It was my aunt. She hugged me so hard, I started to cough. She said that she had to move because of the fire. But she said me and my sister were going to have a grand life. I told my aunt the trip was worth it.

Addresses the prompt appropriately, but with a weak or uneven focus:
 After reading a variety of texts, including primary and secondary sources, about immigrants’ experiences in the late 19th and early 20th centuries, student writes a narrative that synthesizes some historical information and relates it from the perspective of an imagined character from that period. Uses some pertinent literary techniques to develop the narrative.

Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.
 To describe the emigration of an Irish boy and his sister to America and describe his journey.
Uses some narrative techniques:
 Introduces a narrator and characters. Uses some dialogue and description to develop his characters. Attempts to use description to establish setting, *I had the best sight of my whole life. The sun was setting and the sky was pink. I took my last breath of fresh air and went back down.*

Develops experiences, individuals and events with some detail but sense of time, place, or character remains at the surface level:
 Lists events in a logical, chronological order but does not elaborate. However, engages reader and maintains reader interest especially with inclusion of authentic historical “event” and the first time he saw a train.

Accurately uses reading materials to authenticate narrative:
 Accurately includes details about steerage and Ellis Island immigration process; accurately includes details about a “new invention” of the time, *those cracker type things* (animal crackers).

Demonstrate an uneven command of standard English conventions with few errors:
 Uses many simple sentences and occasional subject verb agreement problem, *I seen a large vehicle.*

Inconsistently uses transitions between sentences and paragraphs to connect ideas: *Uses some dialogue to transition from one event to another, I heard someone say “grab the bags, we are getting on the train.”*

Briefly notes disciplinary content relevant to the prompt shows basic or uneven understanding of content; minor errors in explanations:
 Chicago fire being responsible for Aunt’s house being burnt down is inaccurate because the fire was many years before the opening of Ellis Island.

Student Reflection:

I chose the details in my narrative because they are the ones that interested me the most so they were the details that I remembered. For example, I remember the lesson when we read the English reporter's description of his voyage on a steamship from America to England as a steerage passenger to that he made to find out what it was like and how we were all so surprised about what it was really like. I remember his description of the deep stairs going down to the belly of the ship and decided to include that detail. When we did research about some of the things that were invented during the time of our immigration, I was really interested in animal crackers being sold for the first time. I realized that I would not know they were animal crackers so that is why I talked about the "weird looking box with animals in cages on it." Also I used the detail about seeing a large vehicle and not knowing what it was because it is likely as a poor boy in Ireland, I would never have seen a train before. I chose to use the details about the setting sun and the pink sky because I wanted to give the reader the idea of what time of day it was. But also I wanted the sunset to represent the end of my life in Ireland because I know that readers would think about sunsets being followed by sunrises, and at the end of my journey, the sunset would represent the beginning of a new life in America. I chose to talk about the Chicago fire because that was also interesting to me, and Chicago was the city where I had decided to live. But now I realize that the Chicago fire happened many years before Ellis Island opened which was when I arrived there to live with my aunt. If I revised my narrative, I would take the fire part out. I think my strengths are description and knowing when to use dialogue. My weakness is my language is sometimes simplistic, for example, "We got off the ship and walked in." I also need to elaborate more. The next time I could develop a character, for example when I said, "I asked if I could go up and I did," I could have invented the character that I asked. I would add more details to the end.

Teacher Comments:

In this draft narrative, this writer attempts to focus the narrative around the central conflict of being sent with his sister to live with an aunt in Chicago. He attempts to organize an event sequence that unfolds logically. The lack of idea development, however, disrupts the flow of his writing. As a result his details read more like a list than a cohesive story. However, it is clear he has chosen his details carefully, especially those describing a sweet treat that he would not have known at the time, i.e., animal crackers. With conferencing this writer could easily achieve elaboration of his ideas. When he read his piece to his teacher and class, his distinctive oral voice and his enthusiasm helped him convey a very convincing story. He clearly enjoyed drafting this piece and performing for his classmates. This writer will be given an opportunity to revisit this piece and encouraged to revise it to meet the expectations.

My Memory of Leaving Russia* by Mikhail (aka Michael)*APPROACHES EXPECTATIONS**

My memory of leaving my country and my friends, which is still so alive in my mind, is the reason I am writing about my experiences that started when the Russian Revolution of 1905 began.

I can remember coming home from grade school one day and hearing my mother say,

"Mikhail, I have bad news and good news. The people's revolution against the government is going to happen and your father is going to stay to fight for freedom from the Tsar of Russia. The good news is you and I are leaving so I want you to pack your belongings."

When we got the last of our belongings together, we left for the vessel port-yard to go to America. When we got there we had to get examined. Me and my mother were scared because we had never left our country before.

"Mikhail, we will go on different vessels, but you will meet with me at the New York port. I will be the one with the black jacket, so you will recognize me," my mother said.

"OK mother. I will be looking for you."

"OK son, I love you. Take care of yourself. I will see you in 14 days. Bye." Then when I got on the vessel, I went down the wooden stairs. I feel aching blisters in my feet as I walked down the stairs into a cold, cargo storage where I saw a lot of Russian people. Some got seasick on the 14-day journey. I was

Addresses the prompt appropriately, but with a weak or uneven focus:

After reading a variety of texts, including primary and secondary sources, about immigrants' experiences in the late 19th and early 20th centuries, student writes a narrative that synthesizes some historical information and relates it from the perspective of an imagined character from that period. Uses some pertinent literary techniques to develop the narrative.

Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.

To describe the emigration of Russian boy and his mother to America and describe narrator's fear of leaving; does not make any further reference to Russia.

Uses some narrative techniques:

Introduces a narrator and his mother through relevant setting details. Attempts to characterize mother through dialogue, "*Mikhail, I have bad news and good news. The people's revolution against the government is going to happen and your father is going to stay to fight for freedom from the Tsar of Russia. . .*"

Develops experiences, individuals and events with sufficient with some detail but sense of time, place, or character remains at the surface level:

I ran up to a stranger, hoping it was my mother. As soon as she recognized me this lady was crying too because it was my mother. . .

seasick too, but I lived through it.

“Land Ho,” the captain announced eventually as we sailed into New York harbor.

“Yes! I now get to see my mother!!” I yelled.

We docked at the port. Then as the wooden stairs came down, I started to climb the stairs.

I felt the sun beaming down on me. I got off the vessel and I started to run for the other vessel that had just docked also and I saw someone in a black jacket walking down the platform. I started to cry. I ran up to a stranger, hoping it was my mother. As soon as she recognized me this lady was crying too because it was my mother. She gave me a big hug, saying,

“I missed you so much these 14 long days.”

I remember we then went through the immigration inspection process at Ellis Island but I don’t remember any details. I was so happy just to be reunited with my mother, that the rest of the experience is a big blur.

After Ellis Island, we walked to a house that we had been given a note to get. You see, my mother had saved very hard to buy a house. Twenty dollars I think it was. So we went to the guy that gives us the key to the house and gave him the money. Then we got our bags and went to our new home.

My mother asked me if I would like a pet now that we have our own house. I said that I did so we went to a pet shop near our house. We were looking at animals in cages, tanks and in crates. I wanted a pet dog and even though there were several to choose from, I chose a big black and brown dog who seemed to like me. I named him Odie. He became my best friend and I became a responsible owner because I fed him twice a day, kept his water bowl filled and took him for walks every day and sometimes even in the rain.

Uses reading materials with minor lapses in cohesion, accuracy or relevance:
After Ellis Island, we walked to a house that we had been given a note to get . . .

Weak or uneven focus:
 Clearly mother is important to the story and the reader can perhaps infer that their separate voyages was maybe intended to demonstrate that absence makes the heart grow fonder – but such conjecture points to a weakness in idea development. The reader cannot help but wonder what happens to the father in Russia.

Applies a narrative structure with some lapses in coherence or awkward use of the organizational structure:
 Describes departure, voyage, and walking to a house with minimal elaboration: *you see, my mother worked very hard to buy a house. . . my mother asked me if I would like a pet now that we have our own house. . .*

Demonstrate an uneven command of standard English conventions with few errors; me and my mother

Inconsistently uses transitions between sentences and paragraphs to connect ideas:
 Successfully transitions through Ellis Island, *I was so happy just to be reunited with my mother, that the rest of the experience is a big blur.*
 Attempts to transition to a happy ending: *He became my best friend and I became a responsible owner because I fed him twice a day. . .*

Briefly notes disciplinary content relevant to the prompt shows basic or uneven understanding of content; minor errors in explanations:
 Demonstrates some understanding of the push and pull factors of immigration as applied to his imagined family.

Student Reflection: I chose to be an immigrant from Russia because I like Russian culture, especially how they speak and how their food tastes. For example, my mother cooks Russian dishes sometimes, but I don’t remember what they are called. The Russian Revolution interested me because one of my friend’s dad was in it and my friend told me his dad was shot. I chose for me and my mother to be separated because it makes sense that children get separated from their mothers sometime. I chose the details about the vessel and people getting sick because we read a lot about the bad conditions on the voyage. I decided to have the sun beaming down on me when I got off the ship because the sun in a new place would give you a hopeful feeling. It would not make sense to my story if it rained. I wanted to make my mother die in a factory from a sewing machine accident because I had seen a video in our social studies class about a girl coming from Ireland who witnessed an accident like that. This showed how bad the working conditions were at that time. I decided not to make my mother die because that would have been mean. Since I have a vivid imagination, it helps me to visualize what happens in my mind and this helps me to write. I like to write so I can express my feelings and let out my dreams.

Teacher Comments:
 In this revised narrative, this young author who has struggled with writing in the past, voluntarily wrote one page a night, which he proudly presented the next morning. With lots of encouragement he was able to refine many very dramatic unlikely details into the story of a young Russian boy being forced to leave Russia because of the revolution. He attempts to focus the narrative around the central conflict of being separated from his mother for the voyage, traveling alone and then being reunited with her. He also attempts to organize an event sequence that unfolds logically that results in lapse in coherence through describing a happy ever after ending that is unlikely to be true to the times. His original version included having to go to a new school and being bullied and the dramatic death of his mother immediately after she had found work in America. After conferring, he agreed that he was taking on too much at one time. Since there are many stories that this student wants to tell, he will be encouraged to do so. He considers himself a successful writer and he says he “loves writing.”

My Immigration Memory by Enzo (aka Ryan)

APPROACHES EXPECTATIONS

The day I was leaving I packed my things witch wasn't a lot because we were so poor, my shoes were ripped and I thought people would make fun of me. So I tried to take my mind off of it by going to my friend's house. When I got there they were sad that I was leaving, so that gave me a piece of bread that their dad had stolen. It tasted so good like it was stolen from an Italian restaurant. But I didn't ask it was so good. When I got to the ship I tried to put my toes in my shoes but it wasn't working. When I got to the ship it didn't look so nice but they did have food luckily. I saw a place that I could hide so as not to get stuffed in with all the other immigrants. It was right beside the food area. So I got four whole plates full of food. For once in my life I was full. I hope my parents aren't worried about me.

When I first got on the steamboat I saw many different people. I saw people reading something called Holy Bible. But I didn't know what that was and my parents had one too. When all the passengers got on we set sail for America. Then a guy came and me and my family had to sleep in a certain spot. Then when we went down to go to sleep there was an open hatch with two ladders leading to an unknown place below. I almost died going down because the steps were steep. The place we slept was strewn with sawdust. So we blew it all away.

The next day was horrible. It was as cold as being in winter snow with no clothes on. I thought I was gonna get sick but I didn't. Since it was cold we went down to where we slept and read the Holy Bible. I didn't know what any of it meant, so I was asking a lot of questions. We were half way through the book when we got hungry. Luckily it was dinnertime. I ate a biscuit, mash potatoes, green beans and milk. After I ate I was tired so I went to bed.

The third day we were there, I looked out into the sea. It smelled like fish, but I kinda figured it would. I heard people talking about the great Chicago fire. I went down to my family and I asked them about the great Chicago fire. They said it was a fire that burned down half of Chicago. My parents were talking about how there are so many jobs in America. They said we could make enough money to bring my friends and their family. But they said it would take at least 2 years. So it was 2 more days until we got to America. So I washed my clothes with water I thought they would dry before we got there

When we finally got to Ellis Island, I found my mom and dad. There was a really long line. There were people of all different cultures. I heard people yelling and crying but my dad said, don't. Then some guy and girl came and gave me a sandwich and some milk. I gave some to my mom and dad as well. Then there were these wooden benches so I sat down. I hard people calling names but I don't know what for. Then they said my dad's name and then my mom's, then me. I didn't know what to do I was terrified. When I looked to my left I saw an officer marking people with something white. Then they marked my dad. He had to go to the hospital but eventually he got out and lived with us. When I looked back remembering my past I wanted to go back but my life here in America is worth staying.

Addresses the prompt appropriately, but with a weak or uneven focus:

After reading a variety of texts, including primary and secondary sources, about immigrants' experiences in the late 19th and early 20th centuries, student writes a narrative that synthesizes some historical information and relates it from the perspective of an imagined character from that period. Uses some pertinent literary techniques to develop the narrative.

Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.

Attempts to describe a poor family's immigration experiences.

Uses some narrative techniques:

Introduces a narrator and shows the poverty of his family through description.

Develops experiences, individuals and events with sufficient with some detail but sense of time, place, or character remains at the surface level:

Attempts to describe steerage conditions through description. Specific details are unlikely to be remembered: *I ate a biscuit, mash potatoes, green beans and milk. After I ate I was so tired I went to bed.*

Uses reading materials with minor lapses in cohesion, accuracy or relevance:

Attempts to use historical details to authenticate narrative: *I heard people talking about the great Chicago fire. I went down to my family and I asked them . . . they said it was a fire that burned down half of Chicago. . .* These details are not used to make any point other than there were conversations on the ship about what immigrants knew about America.

Weak or uneven focus:

The purpose of this piece is unclear, but it does create a sequence of events and concludes minimally with "*When I looked back remembering my past I wanted to go back but my life here in America is worth staying.*"

Applies a narrative structure with some lapses in coherence or awkward use of the organizational structure:

Attempts to use a narrative structure but there are places where the details used sound more like an outline. However details add interest but lack elaboration. Conclusion is abrupt.

Demonstrate an uneven command of standard English conventions with few errors; inconsistently uses transitions between sentences and paragraphs to connect ideas:

Transitions are mostly temporal; language is often simplistic.

Briefly notes disciplinary content relevant to the prompt shows basic or uneven understanding of content; minor errors in explanations:

Demonstrates some understanding of the push and pull factors of immigration as applied to his imagined family.

Student Reflection:

The reason I mentioned that the steps into steerage were steep is that is one of the details that impressed me when we read the story about the guy who traveled back to England to see how it was. We looked at a picture too that made me understand what it looked like. I chose to include the bible because a lot of people read the bible in different countries and because there were a lot of different cultures on the boat, it was very likely there would be a lot of bibles. The reason I said I didn't know what it was is I would have been too poor to have a bible. I imagine there would be a lot of free bibles on the boat, just like in hotels today where there is one in a drawer in every room. I included the stealing part to let the reader know that we were so poor we were desperate enough to steal. I used the detail about my dad being marked with chalk (something white) because this really shocked me when I saw that this actually happened in the Ellis Island video. If I revised this piece I would make sure that all the details I include could be remembered in a memory. For example, I probably would not remember details like "I ate a biscuit, mash potatoes, green beans and milk." But I would remember that I got "four whole plates full of food" because I was starving so that amount of food would make a big impression on me. My strengths: how I include interesting details like the holy bible and the beginning that shows how we are so poor and what it was like on the boat and that I remember to include details like they marked my dad with the chalk. My weaknesses: not picturing what you were going to do after a certain point in the story, e.g., on the third day we were there and couldn't think of what to do next.

Teacher Comments:

In this revised piece, the writer attempts to focus the narrative around the central conflict of living in such a poor community that his friend's family has to steal food, the concern about being made fun of, and the consequent *pull* of coming to America where there are jobs and an abundance of food. Although this piece reads as incomplete in many ways, when this writer was given the opportunity to read it to his teacher and classmates, it sounded entirely credible and convincing because he read with so much emotion. He was clearly vested in it and willingly filled in details verbally when asked by his peers about parts that needed elaborating. He will be encouraged to revise at a later time and it is anticipated that since he says he liked the topic, he will add more details.

Teacher Work Section

Here are added thoughts about teaching this module.

Context:

I am the K-12 Literacy Specialist for 10 schools in a small rural district in central Kentucky. My area of concentration is upper elementary and middle school. I have created this LDC module for two reasons. The first, to gain personal experience and understanding of the planning that an LDC entails. The second, to give it a "test run" and tweak for improvement before designating it as a viable curriculum resource. The sixth grade Social Studies and ELA team in one of our two middle schools were willing to work with me for the test run and graciously allowed me to actually teach it with them.

I team-taught the Social Studies content of this module with a Social Studies teacher to five 6th grade classes (including a collaboration class who receives services from a Special Ed teacher) for 45 minutes during the first 14 days. The writing was then team-taught over 8 days with three ELA teachers as a small part of their respective 90-minute classes – two of which were gender based. The human interest aspect of this module appealed to students so much so that they were overheard by their teachers to be "playing immigration" during their outside "walk and talk" recess time e.g. "*I am from Germany and my name is Hilde. I am going to America to live with my grandparents until my parents can save enough money for their voyage. What country are you from and who's traveling with you? Do you know what city you are going to in America?*" and so on. Equally surprising was the reaction of an all boys' class. They were especially eager to share their immigrants' stories with their male peers as their work progressed and on one particular occasion when I was visiting their class, I noticed their questioning of each other after their share time sounded more like a real conversation than mundane questions. I asked for their permission to record these "conversations" which immediately pumped up the quality of their interactions. Interestingly, the all girls' class was not as verbal. Regardless, as a result of all students' enthusiasm and unabashed willingness to "play along" in their imagined roles as immigrants, this module was not only a joy to teach, but the writing that ensued throughout this module - via spontaneous quick writes and the writing process - was so rich, that the outcome far exceeded my expectations.

Giving students historical content gave them a framework in which to write and allowing them to choose their identity and circumstances gave them the freedom to use their imaginations to create an appropriate setting and credible characters within that framework. Although the creation of a series of immigration events did not require application of the traditional plot structure associated with narratives, their chosen *push* circumstances gave them a natural conflict that required resolution.

What worked in each Skills Cluster and why it worked:

In Skills Cluster One, accessing students' prior knowledge was relatively easy because the topic of immigration was not entirely foreign to them. The vocabulary of migration was new but with effective examples of *push* and *pull factors, etc.*, they quickly acquired the terms and were comfortable using this new vocabulary and applying the concepts to their narratives.

In Skills Cluster Two, the readings were at the appropriate range of complexity for 6th grade and were of high interest. Consequently, students were engaged and were able to access historical content for their narratives relatively easily. Varying reading strategies was beneficial and effective. The Ellis Island interactive tour and *I Was Dreaming to Come to America, Memories from the Ellis Island Oral History Project* were extremely rich resources from which to pull historical information to use in student narratives. The research time in the library – with the assistance of the library media specialist - was invaluable for students' inquiry into the immigration content of their choice.

In Skills Cluster Three, as students transitioned to writing their drafts, it was important to re-visit the task and rubric so that when they combined information accumulated in their class journals with researched details and begin to actually draft, the writing criteria and expectations were not only understood but also gave them a focused objective.

In Skills Cluster Four, as I was confident that students had sufficient content to use in their imagined narratives, my goal was to help them make wise choices about what to use. Completing a sequence outline – My Immigration Experience – Coming to America - was a major first step. My goal was for them to write about their experiences for a minimum of four events. I provided them with a copy of my annotated narrative *From Ireland to Chicago* as a reminder about how to include historic facts and details to make their narratives authentic. As students began to draft, I continued my practice of writing along with them because they had become used to me doing so and I didn't want to "break the spell" even though I felt I could have used my time better by circulating and conferencing. Students had become accustomed to focused, "timed writing" through quick writes during the fact finding social studies classes which meant they knew how to make efficient use of their time when drafting during the next 3-4 days. As a result, a lot of writing was accomplished in a relatively short time.

Peer conferencing took place in all three ELA classrooms, and in the boys' class this essential part of the writing process was noticeably productive. However, as often happens at the end of a comprehensive unit, time ran out for meaningful revisions and although reflections were required, many were not completed.

Students were given the opportunity to work with me after school and several took advantage of this time to polish their pieces. These after school sessions resulted in some interesting extensions. For example, from one young man's writing about a young French boy's experiences during the voyage, I noticed that he appeared to have a gift for dialogue and that his work was hinting at a theme of making friends in unusual places. I suggested that his narrative had the makings of a play and that I would like to help him make the adaptation. As we worked together, I then suggested that it might be effective if he used French dialogue for his characters. He readily agreed and as he dictated, I translated the dialogue for him. This work eventually resulted in his entire collaboration class auditioning for parts in the play, each character learning to pronounce their French lines, and the playwright choosing not to take a part but to direct instead. We have yet to perform for a wider audience than his classmates but we will. Other extensions that happened during technology classes are several immigrants' digital stories.

What I would change/keep in mind next time I teach this module:

The reading elements of this module are essential for both content and comprehension. The political cartoon was a good source for showing that illiteracy presented a barrier for some immigrants, but it did not engage student interest and the lesson about objectivity was not effective. Next time I would omit this lesson. The assimilation part of the immigration progress was also ineffective, mainly because we ran out of time. Students understood that life was not easy for immigrants and many alluded to the struggles their imagined families had in their narratives. In order to ensure that assimilation receives equal attention, some changes will need to be made in the pacing. Change also need to be made to allow for the reflection process. The written reflection that I shared about my own work was not useful. Since my spontaneous quick writes throughout the module were successful in prompting focused student writing, I would follow the same procedure for the reflection in the future. A missing component of this model is an objective culminating student survey to determine students'

perception of module effectiveness. Although many students expressed positive reactions to the module, an objective survey would result in feedback that could be very helpful for planning future revisions of this module.

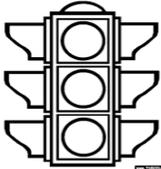
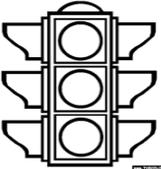
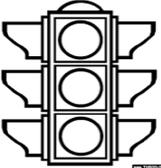
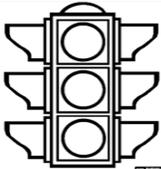
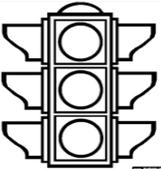
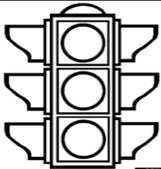
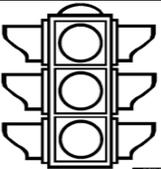
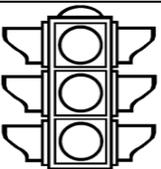
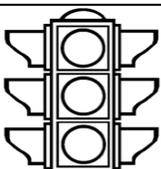
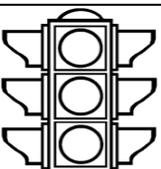
What the student work tells me:

The student work tells me most of the students were able to access the content referenced in the teaching task. Nearly all students were able to complete a draft to at least the “approaching expectations” category. Several successfully “met expectations,” and some were “advanced.” The students’ work also affirms that giving students historical content gave them a framework in which to write and allowing them to choose their identity, including European nationality, foreign name, family members, and push and/or pull circumstances gave them the freedom to use their imaginations within that framework. The student work also affirms that narratives are an effective means of informing. From the written products of this module, I can confidently predict that students will be more successful with **writing a narrative to inform** than writing personal narratives, which has been a significant focus of the past.

**DEVELOPING EMPATHY FOR REAL IMMIGRANTS THROUGH NARRATING
IMAGINED IMMIGRATION EXPERIENCES FROM A LATE 19TH OR 20TH
CENTURY HISTORICAL PERSPECTIVE**

Name _____ Class _____ Date _____

STOP AND GO VOCABULARY

Before	List of terms:	After
	WORD and MEANING: ----- SKETCH: -----	
	WORD and MEANING: ----- SKETCH: -----	
	WORD and MEANING: ----- SKETCH: -----	
	WORD and MEANING: ----- SKETCH: -----	
	WORD and MEANING: ----- SKETCH: -----	
	WORD and MEANING: ----- SKETCH: -----	

Graphic Organizer designed by Sabrina Back, NBCT, Co-Director of Mountain Writing Project,

PUSH factors are the things that cause people to leave their home.



PULL factors are the things that attract people to a new land.



Push Factors	Pull Factors
<p>Economic Reasons</p> <p>Famine due to crop failures and/or overcrowded land Poverty</p> <p>Religious Reasons</p> <p>Russian and eastern European Jewish people persecuted for religious beliefs</p> <p>Safety and Security Reasons</p> <p>Escape war and unrest</p>	<p>Economic Reasons</p> <p>Opportunity for jobs; to earn money; to escape poverty More land and space</p> <p>Religious Reasons</p> <p>Freedom of Religion No intolerance or persecution</p> <p>Chances for a Better Life</p> <p>Opportunity for education</p>

Push or Pull?

I hear that William Penn is trying something new with his colony Pennsylvania. He's letting people worship as they please. They get to vote for an Assembly who makes the laws. They also need carpenters like me and are willing to pay a high price. I'd like to get in on that experiment!

John, England, 1690

Between 1880 and 1900 thousands of factory jobs become available in the United State because of westward expansion and development of new industries.

Nearly all the Irish immigrants from the 1840's and 1850's came to escape a nightmare – a devastating famine back home. As one immigrant recalled, *"I saw the crop. I smelt the fearful stench... the death sign of each field of potatoes...the luxuriant stalks soon withered, the leaves decayed..."* The Great Hunger would leave 1.5 million dead, and just as many would flee to America.

In 1816 a Welsh farmer living in New York wrote about what he had found in America. He talked of the high wages at a shipyard in Albany and the lack of poverty in the region: *"We have not see one poor person begging since we have been here and that is 13 years."* He told his relatives to come to America. *"I would be glad to see thousands of you and still be able to say that there is room."*

Many Jewish people left Russia in 1882 because of hatred toward them. This kind of racism is called anti-Semitism.

I'm the last of five sons. If my father divides his farm between us, no one will have enough land to feed our families. If he gives it all to my oldest brother, I get nothing. If I'm drafted into the prince's army, I may not live long enough to worry about farming! There is nothing for me here. I need to move away from all this confusion and find a peaceful place to farm.

Karl, Prussia, 1840

In 1846 the Potato Famine leaves many people in Ireland without food.

All across Europe there were huge crop failures in 1846 and 1847. Many farmers in Europe couldn't pay for their land.

After the War of 1812 between the United States and Britain was over in 1814, immigration from Great Britain, Ireland and Western Europe resumed at a record pace. Major port cities of this era - New York, Boston, Philadelphia, and Charleston - were overwhelmed with newcomers, many of them sick or dying from the long journey.

Congress responded with the Steerage Act of 1819, requiring ship captains to keep detailed passenger records and provide more humane conditions for those on board.

Those hateful bullies have gone too far. First they rode through town shouting terrible things about us. Next, they wrecked our synagogue. Now they break into our homes! The police do nothing to stop them. I'm afraid it is time to leave.

Nina, Russia, 1890

My cousin wrote me a letter from America. He says he's making good money – much more than he ever had at home. The factory works around the clock, every day, even Sunday! They always need new workers. He promises me I will have work if I come! I can stay at the boarding house where he stays.

Josef, Poland, 1905

The US Congress passed the Homestead Act in 1862. It granted citizens of the United States 160 acres of land in western areas of the country.

Often young men are the first members of a family to immigrate to another country. Once they find jobs and a place to live, they send for their wives, children, and parents. Between 1965 and 1975, more than 142,000 Greeks came to the United States. Almost all of them were joining relatives who were already living here.

The first wave of Hungarian immigration began in 1849. Four thousand political refugees, many of them intellectuals and activists, fled Hungary following the unsuccessful War of Liberation.

**Based on your chosen nationality, using your European maps to help you,
select the closest port to your native home for your embarkation:**

Major European Ports of Departure

Immigrants from European countries provided the largest portion of immigrants to the United States and Canada. Below are the primary ports of departure for the major steamship lines from the 1880s through 1954.

United Kingdom and Ireland

- Belfast, Ireland
- Dublin, Ireland
- Glasgow, Scotland
- Liverpool, England
- Plymouth, England
- Southampton, England

Scandinavian Countries

- Bergen, Norway
- Oslo, Norway
- Gothenburg, Sweden
- Copenhagen, Denmark
- Stockholm, Sweden

Germany

- Bremen
- Hamburg
- Bremerhaven

France

- Boulogne-sur-Mer
- Cherbourg
- Le Havre

Benelux Countries

- Antwerp, Belgium
- Amsterdam, Netherlands
- Rotterdam, Netherlands

Italy

- Genoa
- Naples
- Palermo
- Trieste

The Process of Immigration Through Ellis Island

Ellis Island First Stop – The Passage

- Most of the immigrants who came to America through Ellis Island were from eastern and southern Europe. In many cases, they came to escape the poverty and religious intolerance that existed in small towns in countries such as Italy, Poland, and Russia. They began their journey to America on foot, horseback, or train. Many trekked hundreds of miles across Europe to get to a seaport. When they arrived at the coast, they boarded a steamship.
- The trip across the Atlantic Ocean lasted one to two weeks. The ships divided passengers by wealth and class. First- and second-class passengers stayed in staterooms and cabins. But most people were in third class, called "steerage." Steerage was a large, open space at the bottom of the ship. As many as 3,000 people crowded the ships. They often came from different countries, spoke different languages, and belonged to different religions.

Ellis Island Second Stop – The Arrival

- The trip across the Atlantic Ocean was rough. The ships were crowded and dirty. So most passengers were very tired when they arrived in New York Harbor. One of the first things they saw was the Statue of Liberty, which has stood on its own island in the harbor since 1886. People would cheer when they spotted this famous symbol of America. Some would weep with joy as the ship passed by it.
- Health officers would board the ship in the harbor and look for signs of diseases. If the ship passed their inspection, doctors then would check the health of first- and second-class passengers on the ship. These lucky few were processed quickly and could leave the ship when it docked at New York City. But third-class passengers often would wait for hours or days until a smaller ferryboat took them to Ellis Island for immigration processing.

Ellis Island Third Stop – The Ellis Island Baggage Room

- Officers wearing uniforms greeted the ferryboat as it docked at Ellis Island. They shouted and motioned to the passengers to walk down the gangplank to the main building. The officers passed out numbered identity tags. The people who did not speak English were often unsure what the officers were saying. The commotion was overwhelming.
- Men, women, and children struggled off the boat carrying trunks, cloth sacks, and suitcases. They followed one another along a path and entered the imposing red brick building. Wearing their numbered tags, the immigrants entered the Baggage Room on the building's ground floor. They left their precious belongings here until their inspection was done. Next, the immigrants went up stairs to the Registry Room. That is where the medical and legal inspections took place.

Ellis Island Fourth Stop – The Stairs to the Registry Room

- The immigration process began on the winding stairs that led to the Registry Room. Doctors stood on the second floor and watched each person. They looked for people who had trouble walking or breathing or showed signs of other health problems.
- During 1903-1914, the busiest years at Ellis Island, immigrants were checked on the stairs for trachoma, a very contagious eye disease. Doctors used a tool called a buttonhook to lift a person's eyelid to look for any hint of the disease. The buttonhook was a well-known and feared part of the immigration process. People with the disease were often sent back to their home countries.

Ellis Island Fifth Stop – The Registry Room

- The Registry Room was nicknamed the Great Hall because it is so big. The large rectangular room is 200 feet long and 102 feet wide. Many immigrants had never seen such a large indoor space. The waiting area in the Great Hall had long metal rails that helped maintain an orderly line as people went through the medical and legal inspections. Wooden benches were added in 1903. The noise in this room could be intense. The sounds of thousands of voices bounced off the vaulted ceilings. Officials in the Great Hall decided whether each person could enter the country right away or whether that person's case required further review.
- From 1903 to 1914, immigrants were checked for trachoma, a contagious eye disease. Doctors used a tool called a buttonhook to lift a person's eyelid to look for the disease. The buttonhook was a well-known and feared part of the immigration process. People with trachoma were often sent back to their home countries.

Ellis Island Sixth Stop – The Medical exam

- The doctors at Ellis Island developed a system to identify immigrants who needed medical attention. The first test was a "six-second physical." A uniformed doctor looked for any signs of illness or contagious diseases. The doctor noted whether the immigrants limped or were short of breath, if their eyes were red, if they acted disturbed or seemed otherwise abnormal.
- If someone was considered a risk to the public health, his or her clothes were marked by a piece of chalk with an identifying letter. An "X" denoted insanity. A "P" denoted pulmonary (lung) problems. Immigrants who were marked were taken out of the line and kept for further examination. Immigrants who passed the six-second exam continued through the maze of metal rails toward the far end of the hall for the legal inspection.

Ellis Island Seventh Stop – The Legal Inspection

- Each arriving steamship's crew gave officials at Ellis Island a list of names of the passengers onboard. The manifest, as this list was called, had the name and a description of each passenger. One by one, the passengers were called forward to speak with a uniformed inspector seated on a tall stool behind a high desk. Interpreters helped the immigrants communicate.
- Twenty-nine questions were asked of every immigrant. They included: ***Where were you born? Are you married? What is your occupation? Have you ever been convicted of a crime? How much money do you have? What is your destination?*** An immigrant could be detained for further inquiry if his or her answers differed from the answers listed on the manifest.

Ellis Island Eighth Stop – Detainees

- For most people, Ellis Island was the "Isle of Hope." But for the unfortunate few who failed the health or legal inspections, it was the "Isle of Tears."
- Legal detainees lived in a dormitory room on the third floor. They might wait a few days or even a month. Then their case would be reviewed in the Hearing Room.
- People who were detained for medical reasons were cared for at the island's hospital or kept in quarantine. Some were treated for weeks, or even months. Eventually, a Board of Special Inquiry would review an individual's medical report and decide whether to allow him into the United States or to send him back.

Ellis Island Ninth Stop – The Stairs of Separation

- After the medical and legal inspections, the immigrants arrived at the top of another staircase at the other end of the Great Hall. This staircase had three aisles. Immigrants who were being detained were often brought down the center aisle. People who were traveling west or south walked down the right side of the staircase. Those going to New York City or to the north walked down the left side.
- At the bottom of the stairs was a post office, a ticketing office for the railways, and social workers to help the immigrants who needed assistance. There was also an office to exchange money from their home country for U.S. dollars. No matter where they were going after Ellis Island, immigrants needed money. Exchange rates for currencies around the world were posted each day on the blackboard.

Ellis Island Tenth Stop – The Kissing Post

- An area on the first floor of the building became known as "the kissing post." It got that nickname because it is where family and friends waited for their loved ones. After months or years apart, they kissed and hugged and shouted with joy and relief.
- For the immigrants, the long journey was finally over. They were in America.

Ellis Island Inspection Questions

1. What is your name?
2. What is your age?
3. What is your country of origin?
4. What was your port of embarkation?
5. What was the name of your steamship?
6. What are the names of family members who traveled with you?
7. What was the length of your voyage?
8. What is the occupation of your father?
9. Who paid for your ticket to get to America?
10. How much money do you have with you?
11. What languages do you speak?
12. What is your level of education?
13. Can you read and write?
14. Where is your final destination?
15. How will you travel to your final destination?

For official use only:

Approved for entry into the United States : YES NO

Using Historic Facts In Our Narratives – Some Examples

1891 - James Naismith concocts basketball in Springfield, Massachusetts

One of the conversations I had heard on the steamship was that someone called James Naismith had introduced a new sport of basketball somewhere near Boston. This interested me because one of the pastimes we enjoyed in Russia after our chores were done was inventing games that you could play with a ball. I wondered if we would be able to play this new basketball after we got through Ellis Island and settled in America.

1902 – Animal Crackers are introduced

I remember when I was at Ellis Island and I heard kids crying and their parents were shushing them to try to make them quiet, a kind looking man came by and offered them milk and something that looked like sandwiches. Feeling very hungry but too nervous to ask, I asked my mother if she would ask him if I could get something to eat too. He must have heard me because the next thing I knew was I had a strange box in my hand. I looked at the box and saw some strange words so I examined the picture to see animals in a zoo crate. I wasn't sure what to do with it but my mother told me "go ahead and open it." Inside I found animal shaped treats and very quickly discovered that they were sweet and delicious.

1893 - The Ferris wheel makes its debut at the Columbian Exposition in Chicago

One of the conversations I had heard on the steamship was about the amazing Ferris wheel. This consisted of a huge rotating upright wheel, which raised its passengers high up into the air and then brought them down again in a circular motion. As it had made its first appearance in an exhibition in Chicago in 1893 and we were on our way to Chicago, I wondered if this would be one of the first things we would see after we got through Ellis Island.

1904 -Trains rumble on New York City's first subway line.

I remember a conversation on the steamship about trains that travel underground in New York City. They said the first one was in 1904. I wondered how they even got underground. I even wondered what you would do if the tunnel caved in. It has to be very dark and cold underground. How would you rescue people or even more importantly, how could you prevent accidents from happening in the first place? I wondered if my parents would ever let me travel on an underground train.

One of the conversations I had heard on the steamship was about the opening in two years ago of New York City's first subway line. I had heard about the subway lines in London and Paris but had never seen them. Now that we were going to New York, I hoped that we would get to actually travel on a train that runs underground.

1906 - Earthquake and fire destroy most of San Francisco

One of the conversations I had heard on the steamship was about the most terrible earthquake and fire that had recently happened in California and that destroyed most of San Francisco. I couldn't help but worry about whether earthquakes were common all over America.

Steerage Accommodations on the Cunard Steamship Line - 1879
How the poor cross the ocean.

Prompt: As we read, highlight details that you can use in your immigration narrative

The luxury passage in a well appointed transatlantic liner has often been described. The substantial comfort, the convenient arrangements, the excellent cuisine have been duly chronicled; the attention and respect shown to those who pay well have been described well. But the misery -- for it is nothing else -- of a steerage passage by one of these steamers nobody has yet described.

In crossing from Liverpool to Quebec early in the summer, I heard something about it, and a desire for further information led me to talk with several of the poor people on board. The account they gave of their treatment and accommodation was so surprising I decided to test its truth by actual experience on my return to England by way of New York. This is what happened.

A certain Wednesday in July found me in New York, on my way home. The Cunard steamer was advertised to sail that afternoon, and I had just time to make the necessary arrangements for my experimental trip. Determined to explore thoroughly, I left my heavy baggage with an agent to be forwarded to Liverpool, and kept only sufficient money to pay for a steerage ticket. Two dollars I kept to meet unforeseen calls.

In a shabby gray overcoat, and a well-worn traveling cap, with a small suitcase in hand, I trudged off to the office of the Cunard Company. Too late to get a ticket there, I had to go to the wharf where the vessel was lying. She was to sail in three-quarters of an hour, so I had better hurry down -- the temperature being 100 degrees in the shade.

Amid the bustle and confusion there I made my way to the clerk, obtained a steerage passage for 5 Pounds Sterling. Leaving the office, I found myself in the shed or wharf, amid the noise, hurry, and confusion facing the embarkation of some 250 passengers. There was no going on board her until the cabin passengers and their luggage had been taken in.

Meanwhile, the steerage passengers (I was told) might wait anywhere. Looking round, I noticed some 50 or 60 persons gathered at the near end of the shed. Their appearance, and especially their packages, indicated that they were steerage passengers. Beds rolled up, mattresses huddled together, blankets in bundles, tin pans, cans strung together, knives, forks, and spoons sticking out here and there among the parcels, clearly showed them to be my fellow travelers.

The sight of their belongings reminded me of a fact I had quite forgotten: I did not have what I needed to take with me. In front of the wharf were a number of Irishwomen eager to sell steerage necessities. For 50 cents, I bought a mattress -- filled, I found after investigation, with wood shavings; for another 50 cents, I acquired a tin pan, a tin pot, and a tin wash-hand basin about the size of an ordinary soup plate; for a third half-dollar, I received a knife, fork, and spoon. My outfit was complete.

With the newly purchased mattress on my shoulder, suitcase in one hand, tin pan, can, and basin in the other, I marched back to the shed and rejoined my fellow passengers. They were of the usual type of this class of passenger, disappointed mechanics returning to England; successful working men about to visit home and friends; a dozen women, two of whom I feel certain were school mistresses, and eight or nine children.

There we all stood gathered about the gangway, waiting for permission to embark. In about 20 minutes, the desired order was given. Just then I made a discovery. My mattress, I before observed, was filled with shavings; closer inspection demonstrated conclusively that it contained other things; therefore it was quietly left on the wharf. Pushed along by some one in authority, I soon found myself between decks.

In front of me was an open hatch with two ladders leading to some unknown place below. Down one of these ladders, I was half thrown, half hustled, at the risk of a broken neck, for the steps were steep. Suitcase, pot, pan, and basin in hand, I reached the bottom. Now I was in the steerage. Words are incapable of describing the kind of den in which I stood among 60 fellow passengers. A glance around filled me with dismay and disgust. Two of the holders of steerage tickets gave one look at the place provided for their accommodation and walked up again. They went to the purser and paid the difference for cabin passages. If I had not left myself without money I should decidedly have followed their example.

A description of the den dignified by the name of steerage will show the regard of the steamship company for the comfort of poor travelers. Imagine a wooden cell some 36 feet or so in length, 12 feet wide at one end, but narrowing to about 5 feet at the other end; instead of a ceiling, a hatchway opened on to the main deck; two dirty ladders forming a staircase.

On two sides, running the length of the den, a wooden partition had been constructed of bare boards, reaching to within 10 inches of the top. At intervals in this boarding were eight doors, numbered, showing that behind these were our sleeping berths. The boards had once upon a time -- evidently a very long time ago -- been painted. The floor was strewn with sawdust. In the center of the floor was an open wooden grating, the entry, as I afterward discovered, to the steward's storeroom. This "ventilated" direct into the steerage.

That salt and cured fish were among the items carried below was therefore immediately apparent to one at least of our senses. This dirty, boarded space -- not nearly so large as an ordinary room -- was the "saloon." dining room, and living room for steerage passengers; and it was certified to accommodate 150 persons.

The stench, combined with the heat, was simply intolerable. I scrambled up the nearest ladder on to the main deck -- not the upper deck be it understood -- and there, close to the hatchway, which of course was the entry into the steerage, stood three barrels, each of them half filled with kitchen refuse. These were standing directly under the rays of the sun the temperature being over 99 degrees in the shade. And there were foul stuff remained during the whole of our voyage to Liverpool, receiving daily additions from the kitchen and scullery.

Opening on to this hatchway, and without any partition whatever, were the sailors' quarters. Three lavatories directly faced the passage, further up toward the center of the vessel. What wonder that the atmosphere of the steerage was unbearable.

Turning round, I was about to go up on to the deck proper, when one of the stewards ordered me below. Down I accordingly went, and found all the third class passengers were being marshaled there, preparatory to giving up their tickets and being told off to their respective berths. At the top of the ladders stood a ship's officer. One by one we were directed to proceed up stairs. My turn came and, ticket in hand, I walked up. Grasping me by the shoulder as if I were a convict, the official stopped me and took the ticket, at the same time demanding to know my name, age, and occupation.

Again we were called below, and the allotment of sleeping places was proceeded with. In the construction and fitting of the berths I found the architect and man had the same regard for the comfort and convenience of the passengers as in the design of the "steerage" itself.

From the Pall Mall Gazette, August 9, 1879

**From Naples to Boston – My Early Memories by jb
As told to a sixth grade student**

Interviewer: When did you leave your country for America and what memories stand out about leaving?
<i>My family left Naples, Italy on the steamer Florida in October 1907. When we left Naples, I remember the sky was clear blue and the sun shone down on us to give us a warm farewell. I was only ten so I don't think I made the connection between sunshine and warm farewells, but I remember my parents talking about that memory a lot in the early years and that's how it became my memory too. The sunshine didn't last long though because our crossing over the Atlantic was stormy and for a ten year old that was a frightening experience. The ship had 1,600 Italians on board and many of them were children, but we didn't really get to know each other because the rough crossing was a terrifying experience for all of us and we clung tightly to our parents.</i>
Interviewer: What was your impression of the red brick building on Ellis Island when you first saw it?
<i>From the eyes of a ten year old, the sight of the huge red brick building on Ellis Island was amazing and almost as magnificent as the gold-domed chapel of San Genarro that overlooked the Bay of Naples, which I will never forget. All the buildings I knew in Naples were very close together and clustered along the seashore and on up the hills that led to Vesuvius, so the vastness of what I was seeing was mesmerizing.</i>
Interviewer: What do you remember about your Ellis Island immigration process and leaving for your final destination?
<i>As I look back, all I remember of passing through the Ellis Island immigration process is that it included a lot of standing in line and being looked over by strangers in uniform who I found out were called inspectors. And the first thing my parents did when we got through to the new world was to pull off those terrible tags we'd been wearing. The next vague memory of our adventure some thirty years ago was our trip by train to Boston. All I remember is we had to change trains more than once which meant a lot of anxious waiting at stations and getting little food and sleep.</i>
Interviewer: What can you tell us about the immigrant communities in Boston?
<i>The first Italian immigrants arrived in Boston in the 1860s. They came from Genoa and settled in the North End of Boston. The next wave of Italians came in the early 1900s. My family who came from Naples was among these immigrants. People from that area were called the Neopolitans and my parents were able to settle in a place where their neighbors understood where they came from and their own special customs.</i>
Interviewer: What kind of jobs did the Italians do?
<i>The first arrivals, the Genoese, made their living selling fruit and vegetables on street corners, just like they did in Italy, and selling wine, cheese, and olive oil from North End storefronts and from stalls along the open air Haymarket in Dock Square. When the Metropolitan and West End Street Railway was built and the station in the North End was constructed in 1893, access to the North end markets and shops became easier which meant their businesses grew. In the meantime the later Italian immigrants found employment in the booming commercial fishing fleets. Others were able to find work in the construction trades – as masons, metalworkers, carpenters, and general laborers – with Italian owned and operated contractors. By 1920, the North End had 28 Italian physicians; six Italian dentists; eight Italian funeral homes, and four or five Italian barber shops. I am proud to say that my dad was one of those barbers.</i>
Interviewer: So how hard was it to become assimilated into American life?
<i>As you can imagine, with our enormous Italian community, it was easy to just speak Italian in those early days. But our parents understood that for us to succeed in America we would have to learn English, which we did. All this was a long time ago and although I would like to go back to visit the beautiful gold domed chapel of San Genarro that stands tall overlooking the beautiful Bay of Naples, I am happy with my new life. One day I will go back – but just for a visit.</i>

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Historical Atlas of the United States

I Was Dreaming to Come to America, Memories from the Ellis Island Oral History Project

From Ireland to Chicago – My Early Memories

by jb

I have several vivid memories of my family's experiences as immigrants. Our parents left Ireland a year before my older brother, my two younger sisters and me. The four of us left just before the Christmas of 1922. As this was a holiday that always had very special meaning to my family, we were especially sad to leave at that time because we knew we would never spend Christmas together in Ireland again. We then spent 10 long days with 150 other anxious Irish passengers in the miserable darkness of the steamship's belly, known as the steerage, coming up for fresh air on deck when we were allowed.

Our voyage wasn't all horrible though because in the evening there was sometimes music and even dancing. One of the passengers would play a harmonica or some other small instrument and the dancing – in a very small space - would follow. My siblings and I passed our time listening to the discussions about America. We knew very little because all we had been told by our parents was we would have a better life there.

I moved around as much as I could during that talking time because I didn't want to miss anything. One story I remember most was about Annie Moore, who was a 15-year-old Irish girl, the same age as my brother and just one year older than me. She had left Ireland with her two brothers. I don't know how she got to be the first passenger off the vessel, but, anyway, she became the first person to be allowed into America through the new immigration center at Ellis Island on January 1, 1892. And just because Annie was the first person, she was given a ten-dollar gold piece by someone important as part of the welcome. I know this was thirty years before we arrived, but I still remember feeling just a little bit jealous.

We made several visits to the deck, but they didn't last long because it was too cold and dangerous. It was easy to slip on the wet deck, and it still makes me shudder to think about how easy it would have been to lose your balance, and, as skinny as we were, disappear into the frigid sea under the bottom rung in the ship's railing. So you can imagine how glad we were, both children and grown-ups, to leave the open sea, pass at last through the Narrows into the Upper New York Bay and to finally come up to the deck for the last time.

My brother Daniel, his feet firmly planted on the wooden deck, wrapped his arms around our two younger sisters, Kathleen and Molly, as he had done every day of our voyage to protect them from the bitterly cold Atlantic winds. When the Statue of Liberty came into view, I can vividly remember telling him to relax because we had finally arrived. "But we've got to stay together," he said gruffly, holding them tighter, "so make sure you don't get separated from us and don't go wandering off like you usually do! We've still got to get through immigration . . ." but I stopped listening. Instead, the sight of the magnificent red brick building on Ellis Island got my full attention – in my eyes, it was just as fine as pictures I'd seen of London's Buckingham Palace, the home of the King of England.

As I look back, the memory of passing through Ellis Island is just a blur. I knew we were fortunate because none of us were sick, so we got through the inspections quickly and our parents were there to welcome us. We hadn't seen them for nearly a year so I remember there was lots of crying, hugging, and kissing. I remember our mother saying to us, "Now that you are here safe and sound, the first thing we are going to do is take those terrible tags off you. They make you look like marked down merchandise in a department store!" I also remember we didn't object.

The next vague memory was our trip by train to Chicago. We first had to get to Buffalo, and then we took a train called the Nickel Plate Road which we found out had only just opened between Buffalo and Chicago. I can't remember how long it took, but I know it seemed like forever. The trains were crowded and the conditions were not much better than the steerage on the ship, but at least we could look at scenery through the windows. One of the conversations I had overheard on the ship was about the great fire of Chicago, which happened in 1871. The details

Content Summary Historical/Geographic

Introduction
Family members are identified
Date left country of origin
Time of journey
Conditions of steamship

Memory of activities during voyage
Promise of a better life

Lessons learned on steamship/vessel
Historical details – famous immigrant

Memory of conditions on steamship
Geographic details of arrival

Memory of arriving at Ellis Island
Memory of place left behind

Memory of getting through Ellis Island
Historic detail: immigrants were tagged

Memory of journey to destination in the US
Historical details about train travel
Reference to Great Fire of

I remembered were that the fire killed over two hundred people and left another hundred thousand unfortunate people without homes. I realized it was many years earlier, but I can remember wondering if it was still unsafe to live there. My parents told me not to worry because they had heard that just a few years later in 1884 a ten-story building was built there and it was the first skyscraper with an iron-and-steel frame. But they hadn't been to Chicago at that point so how did they know, I wondered.

Chicago

Maybe you are wondering why my parents came to America in the first place. Both sets of our great-grandparents were among the few lucky ones to survive the potato famine of 1846-1852, but life continued to be a struggle for their children and their children's children, and so on. As a result our parents left us with relatives so they could go to America to find work and make a better life for us. While they were trying to survive in New York City, a distant Irish relative contacted them to say there was work for my father in Chicago and a place for our entire family to live.

Why parents left Ireland
Economic struggle
Pushed to leave tough times
Pulled by relatives

I must tell you that those early few years - some twenty years ago - were not easy. All the Irish people where we lived were forced to keep to themselves because we were not accepted as equals. We were judged to be very inferior to Americans. But I don't want to dwell on that. It is enough to say that life was very hard for my family, but we survived by hard work and determination to make a better life for ourselves. I am now an American citizen and love my life in America. I have become an elementary school teacher because I believe that education is the key to success in life.

Memory of assimilation into
American life
How survived obstacles/barriers
Reflective conclusion

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Historical Atlas of the United States

I Was Dreaming to Come to America, Memories from the Ellis Island Oral History Project

Reflection

In a separate reflection, write about how the choices you made in the text achieve your purpose of sharing an immigrant's experiences within a historical perspective; identify your strengths and areas for growth.

Describe the ways you would revise this piece, if you had the opportunity to rewrite it.

When we read the primary documents of real immigrants' stories I remember one in which a 16 year old wrote "*And during the day, of course, there were always acquaintances to be made, discussions about America, the conditions in America, and preparation for life in America. Right among the people themselves, I circulated around quite a bit.*" This led me to think more about the opportunity the passengers had to learn a lot of important information from what they overheard during the voyage to America. Then when I learned about Annie Moore in the Ellis Island video, I decided that the Annie Moore experience would give me an interesting real life immigrant fact to include in my narrative as one of my memories.

If I revised my narrative, I would make it shorter because I included too many details. For example my part about the Chicago Fire sounds awkward and out of place. If I were looking back on my immigration experience after many years, it is unlikely that I would remember specific details of what I overheard, especially the part about the iron-and-steel frame of the first skyscraper and how many people were killed. Including too many details not only makes a reader question the truth about the memory but also makes it hard to read. I am not sure I would remember the details about the name of the train line we traveled on so I think all those details should come out also.

I think my strength is staying focused on important events in my imagined immigration experience. I think I characterized my siblings well too. I would like to work on adding more sensory details.

COMING TO AMERICA ORGANIZER

You will be using historical facts from our readings and your research to fill out this organizer.

Remember that you are writing your memories, which means you are not expected to remember every detail, so jot down only the major details you want to include in at least **FOUR** areas of the following sequence of events:

- I. Finding out that I am leaving my home country and going to America

- II. Choosing my belongings to take with me

- III. Arriving at the port and getting on the steamship/vessel

- IV. Surviving steerage

- V. My Ellis Island experience

- VI. My journey to a final destination (New York City, Boston, Chicago, Pittsburgh)

- VII. My assimilation experience

As a student researcher, I am writing a narrative from the perspective a/an _____ (nationality) immigrant to demonstrate my understanding of - _____ (choose push/pull factors of immigration), the Ellis Island immigration process, and an immigrant's assimilation experience(s).

Reading Response to: My Voyage of Hope - My Voyage of Tears (Cobblestone, Feb 2006)
Our Entry Into Immigration Narratives

“All over Europe, posters advertised passage to the United States. . .”

Reading Responses: How would we react to learning that our parents are starting to plan a voyage to America?

Teacher Model:

When my parents started to plan our voyage to America, I remember they talked about the posters advertising passage to the US on the pillars of our city hall. This discussion started to make me very nervous because I had never left our town before. I began to worry about what it would be like to leave the only home I knew. How would we get to the port I wondered?

Group Response:

When my parents saw the posters advertising passage to the U.S., they began to plan our journey to America. Their decision scared me because I had never left our town before. I began to wonder what it would be like to travel to a different country. How would we even get to the loading dock, I thought.

Paired and Individual Responses:

1. I heard my mom and dad talking about moving to America and I began worrying about if I could take my bike. I like to ride bikes, so I couldn't imagine not having one to ride.
2. All over Europe, I heard, people were lined up at ports to board the ships for America. I thought it was going to be fun to sail, but that was before we got to our port and I saw the huge crowd of people waiting to board the ugly, dirty ship.
3. My parents started planning to leave from our village. I was scared. I wanted to take my dog to America, but was pretty sure they wouldn't let me take him.
4. I was scared about moving because I knew I would miss the house that I grew up in. I wondered about the clothes that they wore in America, and I also began to wonder if I would have to change my religion.
5. As I walked into the kitchen, I heard my parents talking about a voyage to America. I interrupted them.
“What do you mean?” I asked.
“We're thinking about taking a voyage to America,” they both said to me at the exact same time.
Fear started to overpower me as they went deeper in the conversation. My mom and dad were saying that going to America could change our lives and we will be better off, but I didn't agree. I just stood there in the middle of the kitchen paralyzed by fear. Leaving? I couldn't believe it. I was petrified.
6. As my friend and I were walking down the street, from a distance we saw a big passenger ship had docked in our port town of Hamburg. We ran down the street to my house to ask why there was a passenger ship because we were only used to seeing cargo ships. As my mom started to explain why, I noticed my best friend was crying.
7. When I woke up I went into the kitchen thinking my day would be normal. So I went to the cupboard and got my breakfast. As I finished, my mom and dad came into the kitchen.
“Get your things, we're going to America,” my dad said.
“What!” I exclaimed. “Why would we ever leave Copenhagen?”
“Because there are more jobs and freedoms,” my mom explained.
8. Starving, poor, dirty, and weak explains my family. My dad had no job, which means we were very poor. My mom had to take care of me and my little sister. I was 9, uneducated, and I lived in Germany in 1906. My dad was forced to steal food just so we could . . .
9. That night we had finished our chores and were going to bed when dad rushed in the door. I could feel the winter cold from outside. In his hand he held three pieces of paper and I asked,
“What's happening? Where are we going?”
“We are going to America. We will leave in the morning so you must pack your clothes before you go to bed. Make sure you bring the warmest clothes you have,” he answered.

Beginning the Journey – Embarking With Promising Beginnings

Prompt: How can we help our reader understand that we are writing our past memories and, at the same time create a mood?

Teacher Model:

When we left Naples many years ago, the sky was clear blue and the sun shone down on us to give a warm farewell. I was only ten so I don't think I made the connection between sunshine and warm farewells, but I remember my parents talking about that memory a lot in the early years and that's how it became my memory too. The sunshine must not have lasted long though because I definitely remember our crossing over the Atlantic was stormy and for a ten year old, that was a frightening experience.

Group Response:

Imagine having no money for your family, always having trouble paying for your land, your food, and no money for clothes. Imagine being the oldest son, like me, Charles, helping to take care of our family of 3 children, Don who is 6, Susan who is 4, and baby Carrie, who is only 2 years old. Then imagine getting the news that your dad has lost his job. It is even hard for me, a 17 year old, to imagine just how bad it was back then. Our only chance of getting a better life was to move to America.

Paired and Individual Responses

1. The October morning we left Ireland, the air was crisp, and it was windy. Leaves were falling from trees and covering the ground. I wore my thickest shawl that covered only my shoulders. It was no help because it felt like the wind blew right through me and chilled me down to the bone. It had rained the night before, so it was muddy and slick. I hate muddy and slick, but I had to deal with it. My mum had the flu so she had about 5 layers of clothing, barely enough to help her fight the cold.
2. I left England on a rainy, spring day. I remember the rain was harsh and occasionally there were flashes of lightning and rolls of thunder. It was a bad day to leave, but I felt as if this was my only chance to leave for America, so I had no choice.
3. It was December 13, a cold day with snow on the ground when we left. I remember my teeth chattered like I was chomping on rocks and I prayed to God that I would be able to get a jacket that was made out of some kind of fur.
4. I miss being in England and seeing the flowers blooming around my father's grave. England was where he was born and where he died. I remember the day that Joshua bought tickets to America for Daniel, himself, and me. It was a rainy day, but I knew that flowers bloomed after the rain so I was sure there would be a rainbow over the cemetery after we left.
5. I had woken up really early and so had my sister. I had already packed my belongings the night before. When I got downstairs, my mother and father were already in the kitchen. "Good morning," they said cheerfully. I could see in their eyes they were nervous. My mother was making bread for the voyage and my dad had just finished milking our cow, Bessie.
6. It was the middle of the summer of 1891. I still remember I could hear the birds chirping and feel the hot sun. I went to my friends' house and we went outside to play a game. . . It was just an ordinary day, but then something extraordinary happened. . .
7. When we were going to the steamship, it was bitterly cold. We brought extra blankets with us. I remember the trees were naked and we were sad to be leaving our family. When we were aboard the ship, the floor was ice cold and wet and slippery. I set the covers on the floor, wrapped my feet in one and wrapped the other around me. We knew this would be hard.
8. When I was waiting in line to board the steamship, I looked around me and saw trees that had barely any leaves. I saw people with their warmest clothes because it was very cold even if the sun was shining. I heard the leaves rustling when the chilly wind blew. I was scared because it was a season of change, but I was also encouraged by the sunshine. I remember knowing that I was going to have freedom at last.
9. We trudged down to the steerage where it smelled and there were no breezes – no light, only the lanterns. You could hear the first and second -class passengers talking and having a good time. As I remember it, I wasn't having a good time and it made me mad.
10. The day we left it was cool with a hint of gentle breezes. By the time we arrived on the boat, it was nighttime and the weather had turned cold and the moon was shining brightly overhead. After staring at the moon for as long as I was allowed, I reluctantly went down to steerage and found a place to sleep. I had a dream about arriving in America and seeing trees with all their leaves and colorful blossoms.
11. My mother told me that in the morning we would be leaving on our voyage to America. This meant that my daily, routine job of working in the yard, my ordinary job, was going to disappear from my everyday life. On this wintry day, I must admit that I felt relieved that my hands would no longer become chapped and sore from working outside in the freezing weather.

12. Poor, dirty, and starving explains my family's pitiful condition in 1901. My father Ben Helderman and my mother Anna Helderman had no jobs, but my father could read and write. I had a younger sister Mia who was 5 years old and I was 12 so when mother and father went out to beg to gather food, I had to watch my sister.
13. Every night my father read my sister and me a verse from the bible and one night after this daily bible reading, I overheard him talking to mother about moving to America. When I heard this news, I didn't know whether to feel excited or sad. After I thought about it a little more, I got excited because I always heard father saying there were more job opportunities and maybe I could even go to school. The next morning, father told us what was going to happen to our family.
14. I remember hearing about America from the people in our small village. "Better jobs!" they said. "More space to farm!" they said. I wondered if all of this was really true. Since our crops were rotting, I could tell that my parents Grace and Sean were thinking about moving to America. I remember hearing my parents talking about it in or cluttered kitchen for the longest time. "It will be a very hard journey," my mother warned. "Yes," said my father. "But think of all the opportunities we will have."
15. I walked beside Martin, my adopted brother, Jade, my sister, and father as I hauled my small suitcase. The steam of the ship rose to the gray-toned sky as we walked closer. When I had reached the vessel, I took a deep breath and said, "January 10, 1895 – the last day I am in France," as I stepped onto the ship that would carry us to our new life in America.

Continuing the Journey – Helping Our Characters Come to Life through Dialog

Prompt: How can we create reader interest by using meaningful dialog to make our characters come to life?

Teacher Model:

a. I remember my brother Daniel, his feet firmly planted on the wooden deck, wrapped his arms around our two younger sisters, Kathleen and Molly, as he had done every day of our voyage to protect them from the bitterly cold Atlantic winds. When the Statue of Liberty came into view, I can vividly remember telling him to relax because we had finally arrived.

“But we’ve got to stay together,” he said, using his big brother gruff voice and holding them tighter, “so make sure you don’t get separated from us and don’t go wandering off like you usually do! We’ve still got to make it through the immigration inspections . . .” but I had stopped listening. Instead, the sight of the magnificent red brick building on Ellis Island got my full attention – in my eyes, it was just as fine as pictures I’d seen of London’s Buckingham Palace, the home of the King of England.

b. As I look back, the memory of passing through Ellis Island is just a blur. I knew we were fortunate because none of us were sick, so we got through the inspections quickly and our parents were there to welcome us. We hadn’t seen them for nearly a year so I remember there was lots of crying, hugging and kissing. I remember our mother saying to us, “Now that you are here safe and sound, the first thing we are going to do is take those terrible tags off you. They make you look like marked down merchandise in a department store or something!” I also remember we didn’t object.

Group Response:

I was about to leave my hometown, the only place I had ever known, and I was scared. Luckily for me, all my family and friends were about to leave too. I can still hear the encouraging voices in my head – those voices that helped my family and friends make a decision to leave.

“The streets are paved with gold,” the encouragers said.

“Your voice will be heard,” were more encouraging words that we heard.

After actually leaving home and when I first saw the ship, I was even more scared and worried because it was dirty, nasty, and old and I was going to be confined to that ship for many days.

“Move along, now. We don’t have all day to get ourselves on board. Hurry up! Move it! Get going! Are you all deaf?” Get going!” the impatient sailors were shouting at us. This was not a promising beginning!

Paired and Individual Responses

1. I was about to leave my small home in Naples, Italy, the only place I had ever known. I had tried to learn a few small words in English, which I found very difficult. How would I even be able to be polite to strangers in America, I wondered?

“Buon giorno. Come il mio dolce bambino?” my mother interrupted my reverie. (Good morning, how is my sweet child?)

“Lo sono un po' spaventati e preoccupati per il nostro viaggio,” I answered. (I am a little frightened and worried about our voyage)

2. I still remember the day when I left my home and moved to America. I remember helping my little sister Amy get her ticket. I especially remember telling her to answer the questions at Ellis Island.

“These strangers in uniform are scaring me,” she said over and over as we stood in line.

“Don’t worry. They won’t hurt you. They just want to make sure you are healthy,” I remember saying, feeling just a little bit scared too

3. “When will we get there? When will we get there?” my brother repeatedly asked in rhythm with the sound of the wheels of the train.

“You’ll know when we get there,” father replied.

“No, I won’t because I’ve never even been to Hamburg.”

“Just be quiet,” I interjected impatiently.

4. “Do you play?” the stranger asked as he held out his harmonica to me.

“No, I don’t play,” I replied politely.

“Where is your father?” he then asked.

“He’s back in England. He got sick and couldn’t come with me.”

“Do you have any family members on board?”

- “No, sir.”
- “My name is Jimmy, Jimmy Luga, pleased to meet you,” he said holding out his hand to shake mine.
- “My name is Oliver, Oliver Watts.”
5. “Dimitrie,” mother called. “Get your things. We are going to be late to get to the port.”
- “The port, the port?” I questioned.
- “Yes, son, today is the day we are beginning our journey to America. It is time to go,” dad exclaimed.
- “But that’s all the way over the Atlantic Ocean,” I said, finally realizing that we had a very long journey ahead of us.
6. “Where are we, Dad?” I asked.
- “We are arriving at Ellis Island. This is where we are going to get checked out before we can set foot on Americans soil,” he answered.
- “Then what will we do?”
- “Well, we will find a job, somewhere to live, and buy some food. We are going to start our life in America.”
7. After twelve long, hard, sick days, we finally saw the Statue of Liberty.
- “We are finally coming in to Ellis Island,” I exclaimed to my family.
- “Does that mean we are in America?” my brother asked.
- “Almost!” I said excitedly.
- “I can’t believe it. We are finally getting there. How much longer?” my sister then said.
- Mother and father didn’t say anything. They just had a big smile on their faces.
- “You can finally relax,” I said to them.
- “Oh, yes, finally,” they answered in unison.
8. On our journey to the port, Courtney kept complaining.
- “My feet hurt, I can’t walk one more step,” she whined.
- “Come on, it is not that far away from here,” I snapped at her.
- “Come on, give her a break,” Andrew complained to me. “Man, do you think a girl has as much energy as us?”
- “No,” I replied. But I’m about to lose my mind because of you two!”
9. “I finally got them,” my brother said excitedly as he rushed through the door late that night.
- “You finally got what?” I asked.
- “Tickets to America. You are too young to be left alone and I can’t go to war.”
- The next day Austin and I started to pack. Since I was 12, I did not have a lot to pack, but I did pack my doll my mother made for me before she died.
- “Annie do you have everything packed?” my brother yelled.
- “My clothes are packed, but I want to say goodbye to Annabelle.”
- After we said our goodbyes, I told her to come to America one day and she promised she would.
10. “Next,” the officer in uniform called, and I was next.
- I walked over to them and they asked,
- “What is your name?” and I was too nervous to say anything so they asked me again,
- “What is your name?”
- “My name is Ella,” I responded timidly.

Prompt: How can we help our readers visualize the Ellis Island experience?

Teacher Model:

When I heard the children crying while we were standing in line, I was terrified one of those strangers in uniform would take them away and they wouldn't come back. I closed my eyes so that I wouldn't see what would happen. Suddenly the crying stopped and I dared to open my eyes. I saw the sandwich man passing out food and the milk lady following him to give our drinks. The crying had stopped because the babies were no longer hungry.

Group Response:

The languages around me sounded so strange. I hadn't learned English and my parents had told me not to worry about it because I would go to school in America where I would learn English. But that wasn't then, at that minute. How would I answer the inspectors' questions? I started to panic and look around frantically for my parents. Just then a nice lady tapped me on my should and asked me "*Sprechen sie Deutsch?*" I immediately relaxed, smiled and said, "*Ja, danke schon.*"

Paired and Individual Responses:

1. Seeing the stranger at the top of the stairs standing upright and rigid in what looked like an army uniform made me think about the tin soldiers my brother and I played with. But I wasn't afraid of them. This man who was directing lines of weary travelers scared me stiff.
2. When I heard the stranger in uniform shouting at me in a language I didn't understand, I felt humiliated and helpless.

Prompt: How can we include information we have researched about inventions of the time to help give our narrative a deeper historical perspective?

Teacher Model:

One of the conversations I had heard on our steamship was that someone called James Naismith had introduced a new sport of basketball somewhere near Boston. This interested me because one of the pastimes we enjoyed in Russia after our chores were done was inventing games that you could play with a ball. I wondered if we would be able to play this new basketball after we got through Ellis Island and settled in America. (1891 - James Naismith concocts basketball in Springfield, Massachusetts).

Group Response:

I remember when I was at Ellis Island and I heard kids crying and their parents were shushing them to try to make them quiet, a kind looking man came by and offered them milk and something that looked like sandwiches. Feeling very hungry but too nervous to ask, I asked my mother if she would ask him if I could get something to eat too. He must have heard me because the next thing I knew was I had a strange box in my hand. I looked at the box and saw some strange words so I examined the picture to see animals in a zoo crate. I wasn't sure what to do with it but my mother told me "go ahead and open it." Inside I found animal shaped treats and very quickly discovered that they were sweet and delicious. (1902 – Animal Crackers are introduced).

Paired and Individual Responses:

1. One of the conversations I had heard on the steamship was about the amazing Ferris wheel. This consisted of a huge rotating upright wheel, which raised its passengers high up into the air and then brought them down again in a circular motion. As it had made its first appearance in an exhibition in Chicago in 1893 and we were on our way to Chicago, I wondered if this would be one of the first things we would see after we got through Ellis Island. (1893 - The Ferris wheel makes its debut at the Columbian Exposition in Chicago).
2. I remember a conversation on the steamship about trains that travel underground in New York City. They said the first one was in 1904. I wondered how they even got underground. I even wondered what you would do if something horrible like the tunnel caved in. It has to be very dark and cold underground. How would you rescue people or even more importantly, how could you prevent accidents from happening in the first place? I wondered if my parents would ever let me travel on an underground train. (1904 -Trains rumble on New York City's first subway line).
3. One of the conversations I had heard on the steamship was about the opening in two years ago of New York City's first subway line. I had heard about the subway lines in London and Paris but had never seen them. Now that we were going to New York, I hope that we would get to actually travel on a train that runs underground. (1904 -Trains rumble on New York City's first subway line).
4. One of the conversations I had heard on the steamship was about the most terrible earthquake and fire that had recently happened in California and that destroyed most of San Francisco. I couldn't help but worry about whether earthquakes were common all over America. (1906 Earthquake and fire destroy most of San Francisco).

Prompt: How can we create convincing conclusions?

Teacher Model:

- a. I must tell you that those early few years - some twenty years ago - were not easy. All the Irish people where we lived were forced to keep to themselves because we were not accepted as equals. We were judged to be very inferior to Americans. But I don't want to dwell on that. It is enough to say that life was very difficult for my family, but we survived by hard work and determination to make a better life for ourselves. I am now an American citizen and love my life in America. I have become an elementary school teacher because I believe that education is the key to success in life.
- b. As you can imagine, with our enormous Italian community, it was easy to just speak Italian in those early days. But our parents understood that for us to succeed in America we would have to learn English, which we did. All this was a long time ago and although I would like to go back to visit the beautiful gold domed chapel of San Genarro that stands tall overlooking the beautiful Bay of Naples, I am happy with my new life. One day I will go back – but just for a visit.

Group Response:

As I look back, the memory of passing through Ellis Island is just a blur. I was only 15 and so much happened after Ellis Island, it is too difficult to remember everything. I do remember being greeted by my grandparents in New York City. They left Ireland three years before and my grandfather had found work in a factory. There was lots of hugging and embracing. Everyone was very happy and I could tell we were going to have a good life in America. They took us to their home, fed us and gave us new clothes to wear. Eventually, my father found a job in a factory and we were able to find our own home. I went to school and became a high school teacher in New York City. I love to tell my students about life in Ireland and I am fortunate in that I am now able to visit family we left in Ireland.

Choose details to use in your conclusions from our brainstormed assimilation session:

Definition of Assimilation – Becoming adjusted to a new life and new surroundings, including people, cultures, societies, etc.

Possible barriers/obstacles

- Finding a place to worship
- Adjusting to new clothing styles, such as wearing shoes
- Learning a new language – getting the help of a translator
- Adjusting to a new climate, for example from a sunny place to a cold Boston winter
- Learning to spend a new money/currency
- Learning the ways of a new government and new laws
- Adjusting to a new diet/foods
- Adjusting to a new housing settlement
- Learning how to use new transportations such as the New York subway
- Learning new ways of education
- Learning to read and write
- Becoming sick, finding a doctor who speaks your language, knowing where to get medicines
- Ethnicity problems and being faced with mean people
- Learning how to protect yourself
- Learning new holidays and traditions