

Grades 6-8– Immigration, Then and Now: Washington Heights/Inwood English Language Arts /Social Studies

Focus Questions

How does immigration bring out the best and the worst of America? What are the historic roots of racial prejudice? Why is racism so endemic to the modern human condition? How do our conflicting ideas about what it means to be American complicate, aid and sometimes defeat the efforts of immigrants to prosper? How have immigrants transformed life in New York City?

- *Why did different immigrant groups leave their homelands and come to America? What groups came to Washington Heights, when and why?*
- *What was life like for them there? How did race affect them (positives & negatives)?*
- *How did they try to balance preserving their own cultures with becoming Americans?*
- *What different perspectives about immigration and racial identity existed in the community? Did these benefit some groups? Did they harm others? Were some groups in both categories? If so, how?*

Text Set (1)	<p>Maps of Washington Heights</p> <ul style="list-style-type: none"> • Washington Heights in Indian Possession Before 1600, facing p. 1 in Washington Heights Manhattan, Its Eventful Past, http://nypl.bibliocommons.com/item/show/19071291052/source?last_request=http%3A%2F%2Fnypl.bibliocommons.com%2Fitem%2Fshow%2F1 • A plan of the operations of the King's army : under the command of General Sr. William Howe, K.B. in New York and East N... (Feb. 25th, 1777) http://digitalgallery.nypl.org/nypldigital/id?434804 • Rev. War Map, http://digitalgallery.nypl.org/nypldigital/id?434804 • Part of Section 8 NYC 1911, http://digitalgallery.nypl.org/nypldigital/id?1512196 • Sectional Aerial Maps of the City of NY, section 8A, 1924, http://digitalgallery.nypl.org/nypldigital/id?1532568
Quantitative	NA
Qualitative Purpose/Structure	Complex
Language	Complex (though limited, language is quite archaic)
Knowledge Demands	Very complex (due to historical references to Native groups/settlements, Revolutionary War Era)
READER & TASK	Students will need familiarity with map features, compass rose, keys, markings of topography, as well as some basic knowledge regarding the Revolutionary War.
TEXT DEPENDENT QUESTIONS	<ul style="list-style-type: none"> ▪ How did Native peoples use the land in this area? How do you know? ▪ What geographic features seemed to be most important for Native settlement? Explain what you see which makes you think so.

	<ul style="list-style-type: none"> ▪ What local landmarks were important during the Revolutionary War? How did the British and American forces try to use the land to conquer their enemies? ▪ By 1911, what landmarks exist in the neighborhood? Where are they located? ▪ In 1911 and again in 1924, compare the area west of Broadway to that east of Broadway. What do you notice? Where?
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Text Set (2)	<p>OLD IMAGES/Photographs of Washington Heights 1780's-1918</p> <ul style="list-style-type: none"> - 181st & Broadway, Bluebell Tavern ,http://digitalgallery.nypl.org/nypldigital/id?424351 - View from Fort Washington,1789, http://digitalgallery.nypl.org/nypldigital/id?421429 - Fort Washington in 1790, http://digitalgallery.nypl.org/nypldigital/id?808868 - Fort Washington Point, 1918 (on a postcard), http://digitalgallery.nypl.org/nypldigital/id?836713
Quantitative (Lexile)	NA
Qualitative Purpose/Structure	Simple in that these are clear visuals, though some of the symbols may be trickier to navigate.
Language	Language: NA
Knowledge Demands	Students do need to recognize geographic landmarks—the Hudson River, Fort Washington, what is now Cabrini (Northern Ave.), Chittenden, and Riverside Drive.
READER & TASK	Since this is where the students go to school everyday, and where most of them reside, I think they will work hard to “read” the details in these images to look for vestiges of the past they may recognize.
TEXT DEPENDENT QUESTIONS	<ul style="list-style-type: none"> ▪ What aspects of the geography we already discussed do we see in these later images? Point out exact details. ▪ Are there any we don't see? Use evidence from the charts we made off of the maps we viewed together. ▪ What might we need to research further to find out why? ▪ Looking at these in chronological order, what impact are people having on this area over time? Give specific details from particular images.

Text Set (3)	<p>POLITICAL CARTOONS</p> <ul style="list-style-type: none"> ▪ “The Problem Solved” political cartoon, 1860's.http://loc.gov/pictures/item/98502829 ▪ “The Mortar of Assimilation and the One Element That Won't Mix,”<i>Puck</i> http://dcc.newberry.org/system/artifacts/476/original/Puck-Mortar-of-Assimilation.jpg ▪ "Welcome to All!"<i>Puck</i>, April 28, 1880 by J. Keppler http://museum.msu.edu/Exhibitions/Virtual/ImmigrationandCaricature/7572-750.html ▪ “Uncle Sam is a Man of Strong Features,” <i>Judge</i> in November 26, 1888 by Grant Hamilton http://museum.msu.edu/Exhibitions/Virtual/ImmigrationandCaricature/7572-301.html
Quantitative	NA

Qualitative	Purpose/Structure: Somewhat complex
Purpose/Structure	Language: Somewhat complex
Language	Knowledge Demands: Complex
Knowledge Demands	
READER & TASK	Knowledge of racial stereotypes necessary—physical and character-based. Grade 8 students will think the caricatures are funny but they may not get specific references/historical background.
TEXT DEPENDENT QUESTIONS	<p>HOW DID AMERICANS VIEW THESE GROUPS?</p> <ul style="list-style-type: none"> ▪ What characteristics of various immigrant groups do these political cartoons portray? What do you see that makes you think so? ▪ According to each image, what should the average American think about these groups? Explain your thinking with evidence from the cartoon. ▪ Which of these present immigrants favorably? Which present them negatively? What do these differing points of view tell us about Americans of the time?

Text (4)	<p>“The American Patriot” Broadside from 1852 http://www.loc.gov/pictures/resource/cph.3b42500/</p>
Quantitative (Lexile)	NA
Qualitative Purpose/Structure	Complex
Language	Complex
Knowledge Demands	Complex
READER & TASK	Students need to understand how religion also played a major role in these conflicts.
TEXT DEPENDENT QUESTIONS	<ul style="list-style-type: none"> ▪ What are the two groups of people depicted in the cartoon? ▪ What does the cartoonist claim immigrants do in America? Explain at least 3 with details from the cartoon. ▪ What does this cartoon urge the reader to do? What makes you think so?

Text (5)	<p>FIRST-HAND ACCOUNTS First-Hand Quotes on Ellis Island Scenes, 1900-1960 & Selected Louis Hine Photos http://library.thinkquest.org/20619/Comics.html</p>
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Quantitative	NA
Qualitative Purpose/Structure	Purpose/Structure: Simple
Language	Language: Somewhat Complex
Knowledge Demands	Knowledge Demands: Simple
READER & TASK	Students would need a general background on where Ellis Island is, how/when it was used, how many immigrants were processed, etc.
TEXT DEPENDENT QUESTIONS	<p>HOW WERE IMMIGRANTS TREATED? HOW DID AMERICANS REACT? HOW DID IMMIGRANTS REACT?</p> <ul style="list-style-type: none"> ▪ What difficulties did immigrants face when they reached Ellis Island? ▪ How did the procedures followed there treat immigrants? How did individuals in positions of power who worked with immigrants feel, cope and act? ▪ How did immigrants react to their plight?

Text (6)	<i>The Witch of 4th Street and Other Stories</i> by Myron Levoy
Quantitative	LEXILE 840
Qualitative Purpose/Structure	Purpose/Structure: Somewhat complex
Language	Language: Somewhat complex
Knowledge Demands	Knowledge Demands: Somewhat complex
READER & TASK	These are traditional short stories in that they require readers to infer theme. Sentences are fairly long and the author is fond of metaphors and some uncommon words/phrases. Some themes carry across stories and characters fade in and out through the tales as they all live in the same few blocks of the Lower East Side. A few stories also have a “magical” element that may confuse readers.
TEXT DEPENDENT QUESTIONS	<ul style="list-style-type: none"> ▪ How do the children in these stories feel about growing up in America? Give details from several stories to support your point of view. ▪ How does cultural heritage help and hinder them as they do? ▪ What roles does the mother country play for various characters? ▪ What brings these characters together? What divides them? ▪ From the tone and themes of this book, what kind of future does Myron Levoy see for these immigrants and the city of New York?

Text Set (7)	<p>Excerpts from: The NY Irish, http://nypl.bibliocommons.com/item/show/12341857052_the_new_york_irish</p> <ul style="list-style-type: none"> ▪ <i>The German Jews of Washington Heights: An Oral History Project</i> http://nypl.bibliocommons.com/item/show/12602469052907_the_german_jews_of_washington_heights ▪ <i>We Were So Beloved: The Autobiography of A German Jewish Community,</i> http://nypl.bibliocommons.com/item/show/17533217052907_we_were_so_beloved ▪ <i>Annual Reports of the Librarians of the Fort Washington Avenue Branch</i> ▪ Dominican Girl on assimilation, http://nypl.bibliocommons.com/item/show/17220914052_new_immigrants_in_new_york ▪ Entry on “Dominicans” in <i>Immigration in US History</i> , http://nypl.bibliocommons.com/item/show/17493210052_immigration_in_us_history
Quantitative	NA
Qualitative Purpose/Structure Language Knowledge Demands	Purpose/Structure: Simple Language: Complex Knowledge Demands: Somewhat Complex
READER & TASK	Some words here from other languages may be unfamiliar to students as well as customs, etc. To place these varied writings in time, students would need background on treatment of Jews in Germany, Irish by the English, and how different the NYPL was back in 1914-1955.
TEXT DEPENDENT QUESTIONS	<p>THOUGHTS OF VARIOUS GROUPS IN THEIR OWN WORDS</p> <ul style="list-style-type: none"> ▪ When did this group come to Washington Heights? Why? ▪ What is a refugee? ▪ What types of work did they find (at first/over time)? ▪ How did they feel about their new home? Why? ▪ What were their feelings and thought about other groups they encountered?

Text (8)	Civics (History & Government) Questions for the Naturalization Test, www.uscis.gov
Quantitative	NA
Qualitative Purpose/Structure Language	Purpose/Structure: Simple Language: Somewhat complex

Knowledge Demands	Knowledge Demands: Simple (to read) but Complex (to answer)
READER & TASK	Students would need a general background of the requirements for attaining US citizenship.
TEXT DEPENDENT QUESTIONS	<ul style="list-style-type: none"> ▪ According to the recommendations of the authors, how should people use this document to prepare for their exam? ▪ Based on these guidelines, what might challenge some people applying for citizenship? ▪ Is demonstration of mastery of this level of knowledge critical for new American citizens to possess? Use three details from the text to explain your thinking.

Text (9)	<i>Race: A History beyond Black and White</i> by Marc Aronson
Quantitative	LEXILE 1090
Qualitative	
Purpose/Structure	Purpose/Structure: Very complex
Language	Language: Very complex
Knowledge Demands	Knowledge Demands: Very Complex
READER & TASK	This book is extremely thorough, dense and sophisticated. Students would need to closely read critical excerpts with scaffold support to access the very engaging and controversial ideas it presents.
TEXT DEPENDENT QUESTIONS	<ul style="list-style-type: none"> ▪ What does the author say about prejudice through human history? ▪ How and why does race become tied to prejudice in the modern world? ▪ In the United States, how do we remain chained to this devastating combination of judgment/ranking and rigid concepts of racial identity? ▪ What do you think of Marc Aronson’s final advice to his readers? According to him, what should we do to combat racism in society and ourselves? In your opinion, does this make sense? Use details from the author’s evidence and your own knowledge and experience to support your viewpoint.

COMMON CORE STATE STANDARDS:	CULMINATING TASK(S):
<p>ELA: R.L.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>R.L. 8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>R.I. 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>R.I.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>R.I. 8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>R.I. 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence</p> <p>R.H.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (i.e., loaded language, inclusion or avoidance of particular texts).</p> <p>RH.6-8.7 Integrate visual information (i.e. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content. <i>Historical Thinking Skills</i></p> <p>Historical Thinking Skills (WTS): Students will be able to analyze cause-and-effect relationships</p>	<p>1] Take Marc Aronson’s argument and apply it to the world now. What evidence is there that racism is strong in America today? Write, perform and record a 3-minute PSA arguing for Marc Aronson’s solution to combat this innate and morally reprehensible aspect of the American character. Include references to current events (city or nationwide). Be sure to use words artfully and incorporate visuals and sound to maximize your persuasive power.</p> <p>2] Take the temperature of the neighborhood today regarding racism vs. commitment to solving difficult problems together. Design an 8-10 item questionnaire asking residents of the neighborhood about their ethnicity /-ies, being American and living together with other nationalities in Washington Heights. Use your list to interview at least 10 people (try to get a sampling of ages, genders, locales within the neighborhood, and cultures). Be willing to also go off script to get people to tell you their stories. Write a news article reporting on residents’ comments. Design a graph or chart to best show your data. Be sure a catchy headline lures in your readers!</p> <p>3] Research a newer immigrant group entering New York City today. Why are these people coming to NY? Where do they typically settle? What groups and organizations reach out to aid them? What types of jobs do they pursue? What foods, holidays, and social and religious customs are important in their culture? What dreams might they have about life here?</p> <p>Write a historical fiction short story in which you tell the story of a modern day immigrant to Washington Heights. Be sure you establish your opening scene effectively, and your title, plot, and sensory details all help drive your theme.</p> <p>4] Read another historical fiction title relating to issues of immigration. What information does the author demonstrate through the text? What view of immigration comes through? What are the main character’s challenges and triumphs?</p> <p>After all of your own study of this multi-faceted topic, what new ideas did this text get you thinking about that wasn’t raised in our other readings? Pretending you are the main character, write an important letter in your quest to improve your own life and that of your family. What would you have wanted most? Who at the time would you have looked to for help? How would you have tried to convince him/her? Write a one-page letter in proper letter format (business or personal depending on your chosen audience). Utilize key persuasive strategies.</p>