

Name:

Coming to America

Immigration, 1880–1920



Author: Margit E. McGuire, Ph.D., Professor of Teacher Education, Seattle University

Program Consultants: Katherine L. Schlick Noe, Ph.D., Professor and Director of Literacy, Seattle University; H. "Sonny" Carreno, B.A. Education, Licensed Instructor, English as a Second/New Language (Texas, Wisconsin, Indiana)

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PORTFOLIO

Coming to America

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READ FOR INFORMATION

Read the following stories. The stories are told in English but remember the storytellers are just learning English.

Underline the evidence that answers the question:	Why do you think the storytellers wanted to come to the United States? <i>(making inferences)</i>
<p>Carla Martinelli—Italy</p> <p><i>Pietragalla was a small village. My parents and grandparents all grew up in this village. There was nothing there. Just a church. I used to sing in the church. I was practically living in the church. We go to church all the time, very religious...very poor. Not much people in the village. The young people wouldn't stay there. People, they go to the other towns to work, or they farmed vegetables, olives....They grew for their families, not to sell.</i></p> <p><i>...I went to school....I didn't like school. We had a little store, and I worked with my mamma mia in the store. We all did. My five sisters and my brother... I used to go to the fountain in the village and wash clothes. Beating the clothes with a stone and the water. All the villagers did this. People carried fresh water in jugs on their head.</i></p> <p><i>...When I was sixteen, I was supposed to marry a man in Italy, but I didn't want him. My mamma tell me, "Either you marry this guy or you go to America." But I told her, "I don't like him." She say, "Then you go to America." (p. 63)</i></p> <p>Cara Weichel—Austria</p> <p><i>We were very poor. The whole town was poor. There was no industry. The people were farmers. It was a Catholic town. But we were not religious....And although we were farmers, we had no animals because we couldn't afford to feed them. The women would work in the field and dig potatoes, different things, they would plant. My mother too. She was tall and thin and very smart, and on days when she</i></p>	



READ FOR INFORMATION

Underline the evidence that answers the question:	Notes continued
<p><i>didn't work in the fields, she worked as a cashier in a grocery store owned by the mayor of the town. She washed our clothes with water from a well she got with a bucket.</i></p> <p><i>...I remember the day the ticket for passage came [from my father in America]. It was fall, very cold, and my brother, my mother, and I were working the fields.... And the mailman came, and he's waving this thing because we were far back in the fields. We all ran to see what it was. My mother was so excited. It was the ticket from my father.</i></p> <p><i>But I couldn't go because I had eczema all over my forehead.... And, so... they left me there. My mother took my little sister who was now about four years old, and my younger brother who was nine. So she got a carriage—a horse and buggy, and they drove off. I remember running after that carriage screaming and screaming.</i></p> <p><i>My heart was broken. There they were going to America and they left me there with my aunt.... Finally, the mayor saved me. He had gotten letters from my parents, and he went over to my aunt and said, "Now get her ready. She's going to go to America." (pp. 216–217)</i></p> <p>Walter Lindstrom—Sweden</p> <p><i>I remember the day I left home. Mother had prepared some home-baked beans and salt pork. She was very quiet when I left. Maybe she cried later. Father went with me to the railroad station. He looked pretty sad, and I saw tears in his eyes as he wished me well.</i></p> <p><i>....[T]he big ship came and I walked on board. I had a suitcase and a trunk in the hold and I also had the tickets, besides thirty-five dollars. By and by the ship lifted anchor, and we left—left the harbor of Gothenburg, heading out west to a stormy sea. I was on my way to a faraway country, to strange people who spoke a language I did not know. I stood on the steerage deck, silently looking back at the coast of my native land. (p. 85)</i></p>	

Source: Coan, Peter Morton, *Ellis Island Interviews: In Their Own Words* (New York: Checkmark Books, 1997).



DATE _____

FAMILY INTERVIEW

Name: _____ Date: _____

Many families have immigration experiences. What about your family? Sometimes people move within a country or a state, an experience that can be similar to that of immigration. Find someone in your family to interview who can share an experience of immigration or knows what it is like to move from one place to another within the United States.

Name of family member interviewed: _____

1. Why did you decide to move? _____

2. Where did you emigrate from? _____
3. Where did you immigrate to? _____
4. What kind of transportation did you use? _____
5. How long ago did you emigrate? _____
6. What were some challenges of moving from one place to another?

7. Can you tell an interesting story about your move?



FAMILY INFORMATION

Step 1: List the name, age, and occupation or special skill for each family member.

Name	Age	Occupation

Step 2: Create background information for your family.

In what European country do you live? _____

Research your country to find out why your family might have made the decision to leave. See Content Slide Set 1 as a starting point.

What are the “pushes” (to leave your country) and “pulls” to come to the United States?

Pushes	Pulls

Does everyone in your family want to emigrate? Is anyone reluctant to leave?

Explain. _____

Step 3: Give your family a “personality.”

What leisure activities do you enjoy as a family? _____

What is a favorite food from your home country? _____

What is a precious item that is important to your family that you will take with you to America?



DATE _____

FAMILY INFORMATION CONT.

How will you transport the item on ship and to your new home? _____

What interesting anecdote involves the entire family? _____

How much money will you take with you? _____

(Steamship costs: Estimate \$40.00 for an adult, \$20.00 for a child between 5 and 12 years old, \$15 for 1–5-year-olds. Remember you will also need money once you arrive.)

What is the currency of your home country? _____

Where will you live in America? _____

Why do you think this place is a good choice? _____

Step 4: Assess your group work.

Did everyone get a chance to offer ideas? Why or why not? _____

How did you work together to resolve disagreements? _____

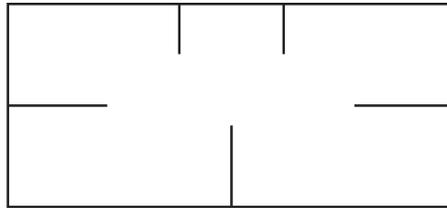
Group Member Names: _____



MAKE A THREE-DIMENSIONAL CHARACTER

1. Cut the aluminum foil.

- Take a sheet of heavy-duty aluminum foil approximately 2½ feet long and fold in half lengthwise.
- Halfway down on each side edge of folded foil, cut 6-inch slits toward the center of the sheet.
- At the bottom edge at the middle of the folded sheet, cut 6 inches toward the center.
- At the top where the sheet has been folded measure 7½ inches in from each side. Cut slits 2 inches long toward the center.
(Be careful not to cut yourself on the edge of the foil, it is sharp!)



Making the Three-Dimensional Character

2. Make the body shape.

- From the top folded edge on each side roll down the foil to form the arms.
- At the side roll the foil toward the center to form the legs.
- Gently crumple the foil to get the desired shape of the body.
- Shape the top of the foil into a head shape.

3. Cover the body shape with masking tape.

Wrap masking tape around the arms, legs, head, and torso shaping the body as you wrap the tape. Use enough tape so that the body shape will hold its form.

4. Make clothing authentic to 1900.

Use fabric scraps to make clothing. Glue or tape clothing onto the body. Attach buttons, ribbon, lace, or other materials to add details to the clothing.

5. Include details.

Add details such as hair, facial features, and jewelry.

6. Create an artifact.

Make or draw an item that this person would use in daily life. It could be tools such as a hammer, knitting needles, a rolling pin, or harness. The item should be authentic to 1900.

Assessment: Directions are followed for making a realistic character. The size is to scale, clothing is appropriate for the time and for traveling to the United States in 1900 and details include an artifact. The character is carefully constructed.



CHARACTER INTRODUCTIONS

Prepare an introduction of your character using the guidelines below. You are going to introduce your character as though you were that person. In your family group decide how you want to introduce yourselves. Use the following guidelines:

- Get into role. Remember you live in the 1900s. You are meeting people who will be on the steamship with you so you want to make a good impression. What will be interesting information to share about your family?
- Be sure to include your name, occupation, and why you have decided to immigrate to the United States.
- Keep your introduction short and to the point.

Prompts for introduction

You can begin by saying: *I would like to introduce myself*

Name: _____

My occupation is _____

I'm immigrating to the United States because _____

Another important fact: _____

Practice your introductions in your family group. Use the checklist below to give feedback to others in your group.

Checklist for a good introduction:

- Am I in character?
- Am I including important information and interesting details?
- Was the information believable and realistic to the time and place?
- Did I speak clearly and confidently?
- Did I make eye contact with my group members?

Make improvements as necessary.



ACTIVE LISTENING GUIDE

Step 1: Use the “steamship” chart to record important information about the families who will travel by steamship to the United States. For each family introduced, write the family name and home country of the family members. List the most important reason for them deciding to emigrate.

Step 2: After all the introductions, create a key that identifies which families might become friends and why. Consider home country and shared backgrounds such as occupation, family circumstances, and/or religion. For example, the families might share the same religion and would therefore attend the same place of worship. Children of the same age might play together.

Family Name: _____

Home Country: _____

Reason for emigrating: _____

Family Name: _____

Home Country: _____

Reason for emigrating: _____

Family Name: _____

Home Country: _____

Reason for emigrating: _____

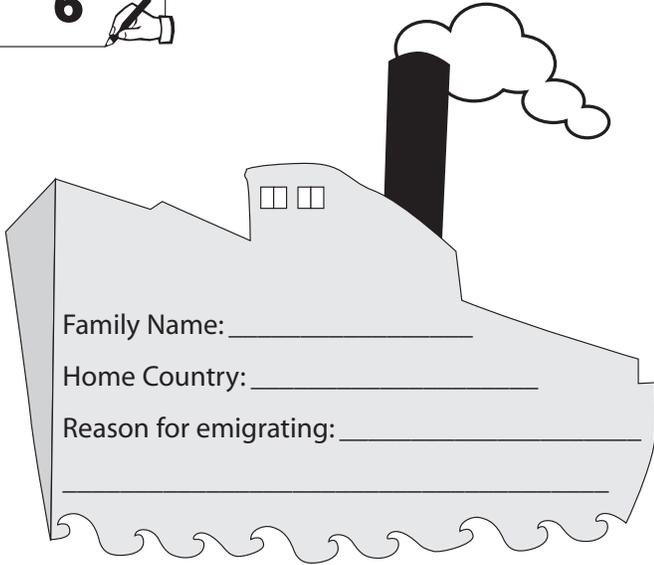
Family Name: _____

Home Country: _____

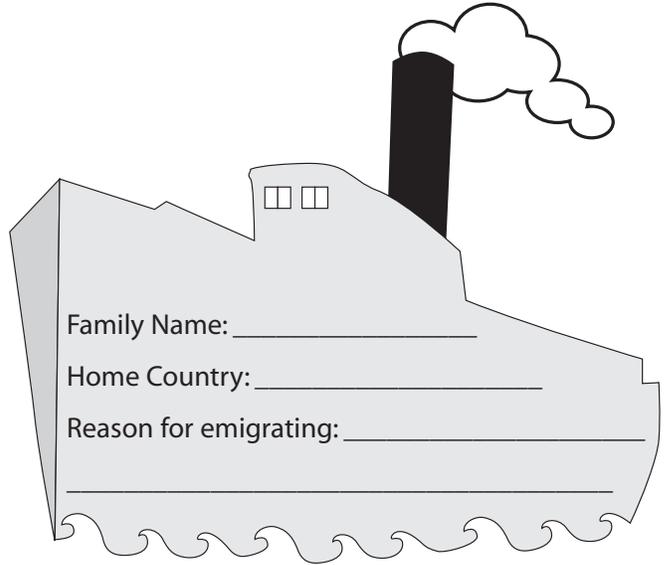
Reason for emigrating: _____



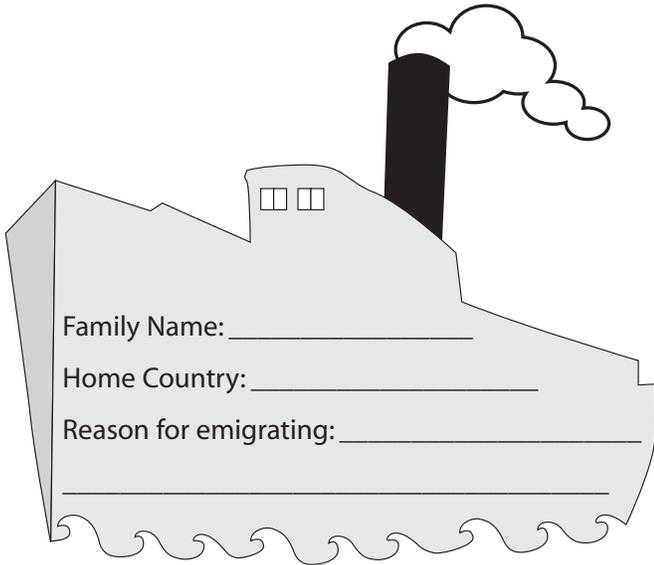
DATE _____



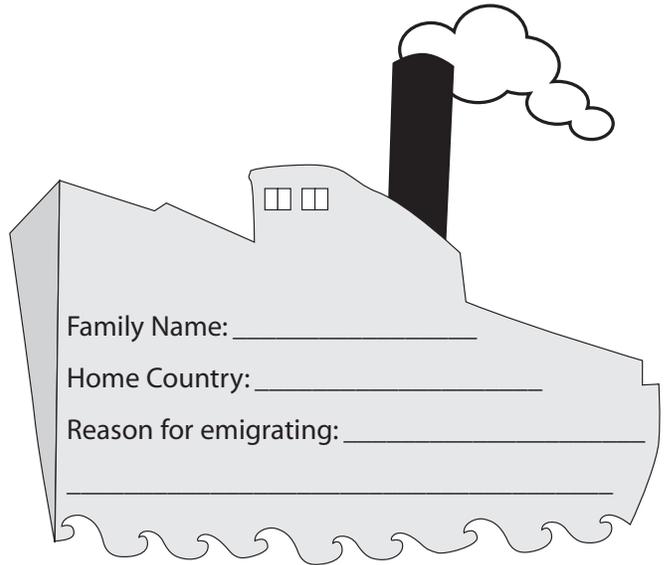
Family Name: _____
Home Country: _____
Reason for emigrating: _____



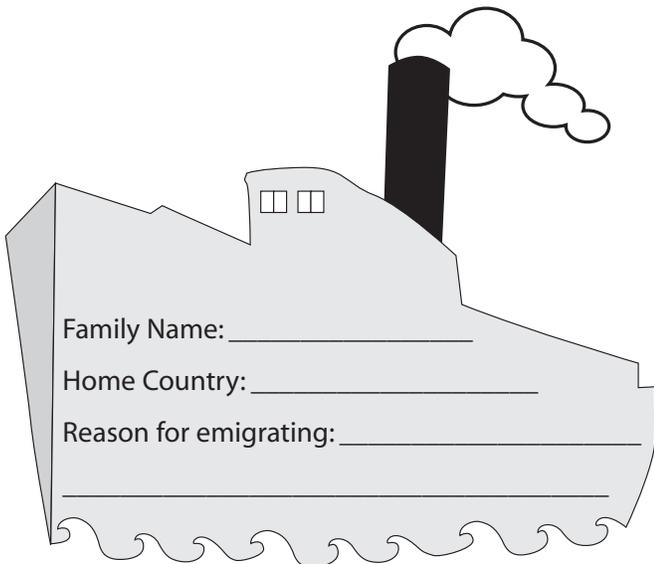
Family Name: _____
Home Country: _____
Reason for emigrating: _____



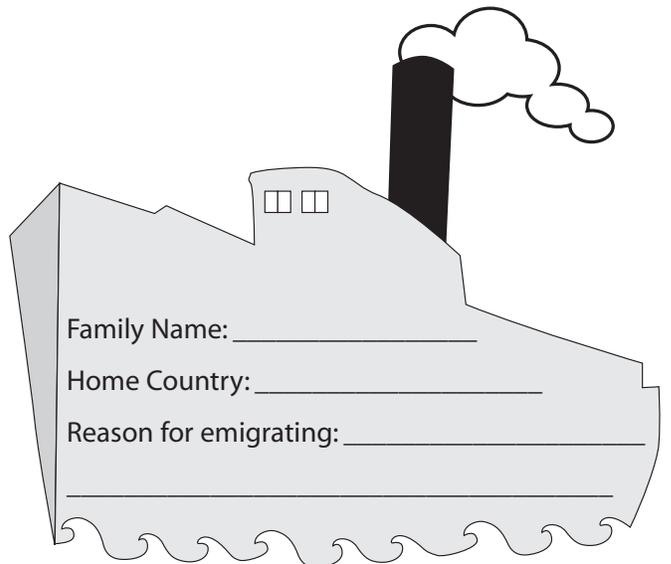
Family Name: _____
Home Country: _____
Reason for emigrating: _____



Family Name: _____
Home Country: _____
Reason for emigrating: _____



Family Name: _____
Home Country: _____
Reason for emigrating: _____



Family Name: _____
Home Country: _____
Reason for emigrating: _____



STEAMSHIP VOCABULARY

aft	at or near the rear of the ship
bow	the front part of the ship
bridge	the high platform of the ship where the ship is steered
davit	a small crane used for lowering boats or cargo over the side of the ship
gangway	the removable passageway from a ship to the dock
hull	the frame or body of a ship
knot	a nautical mile; one nautical mile is approximately 1.15 miles on land
life boat	a small boat carried on a ship for use if the ship has to be abandoned
port	a town or city with a harbor for docking boats or ships. Also means the left side of a ship when standing on it and looking forward
porthole	a small, rounded window in the side of a ship
starboard	the right side of a ship when standing on it and looking forward
stern	the back end of the ship

Ships had different classifications for traveling. **First class** was most expensive and offered families private rooms with their own bathrooms, dining hall, and other features to make the travel enjoyable. **Second class** was not quite as nice as first class but families had their own rooms and a dining hall reserved just for them. **Steerage** was just above the cargo level on the lower decks near the bow and stern of a ship where the lowest paying passengers stayed.

Source: Definitions modified from Tom Stacey, *The Titanic*. (San Diego: Lucent Books, 1989), pp. 58–59.



A PRIMARY DOCUMENT: STEERAGE

Introduction: Most of the emigrants that journeyed to the United States traveled in steerage class. Steerage class was below deck with no windows and little air circulation. The smell from toilets and unwashed bodies, combined with the rolling of the ship, made traveling miserable. Here is how one passenger described it:

“Steerage No. 1 is virtually in the eyes of the vessel, and runs clear across from one side to the other, without a partition. It is lighted entirely by port-holes, under which, fixed to the stringers, are narrow tables with benches before them. The remaining space is filled with iron bunks, row after row, tier upon tier, all running fore and aft in double banks. A thin iron rod is all that separates one sleeper from another. In each bunk are placed “a donkey’s breakfast” (a straw mattress), a blanket of the horse variety, a battered tin plate and pannikin, a knife, a fork, and a spoon. This completes the emigrant’s ‘kit,’ which in former days had to be found by himself.”

Source: H. Phelps Whitmarsh, “Steerage Conditions in 1898—A First-Hand Account” *Century Magazine* (February, 1898). Maggie Land Blanck Collection, <http://www.maggielblank.com/Immigration.html>

Vocabulary

stringers	internal beams that go from the bow (front) of the boat to the stern (back) to provide support to the structure of the boat
pannikin	a small metal cup
tier	one row above another
a blanket of the horse variety	a blanket that is heavy and usually placed over the back of a horse for warmth

What can you infer from the description of steerage? How would it feel to journey across the ocean in steerage for two weeks? _____

Underline the words in the primary document that support your conclusions.



WORKING TOGETHER ON THE FRIEZE

Directions: As a group discuss each of the questions below and then write a brief response individually.

1. When working in a group, sometimes you have to be flexible. What are some ways you can be flexible?

2. It is important to be positive. What are some ways that you can be positive?

3. Being a good listener is important in a group. How will you know if you are listening carefully to each other?

4. What if you disagree with a member of your group? How will you respond?

5. It is important that everyone in the group does his or her fair share of work. How will you work together to make sure that happens?

6. What will you make for the setting? _____

If you finish early, help someone else!

When you are done with the setting, read your responses above and decide how successful you were in working together.



CREATING A ROLE-PLAY

Use the following prompts to guide the development of your role-play.

Step 1: Describe the controversy. _____

Step 2: Decide each character's position on the controversy.

List the characters.	What is each person's position on the controversy?

Step 3: Get Organized. Discuss what you want to say in the role-play and then practice. Review your character description so you are true to your character. Decide who will introduce the role-play. Use these questions to help you decide on your script.

- Did you provide an introduction that gives a context for the role-play? (Place on the ship? Time of day? Number of days on the ship? Characters involved?)
- Decide what you will say to explain the controversy. How will you solve it?
- What emotions will you show in your role-play?

Step 4: Decide on the props. Consider clothing such as shawls and hats, family keepsakes, photographs, baby dolls, blankets, and so forth.

- Make your props or bring them from home if possible.
- Do the props help tell your story? Are they realistic to 1900?

Props: _____

Step 5: Rehearse. Make improvements. Check your presentation using the guidelines below.

- Do your voices reflect the appropriate emotions (sad, happy, angry, frustrated, shy, and so forth) involved in the controversy?
- Is your role-play realistic to the controversy?
- Is the controversy logically sequenced?
- Does your role-play include key information to understand the conflict?
- Is the resolution realistic to the controversy?
- Did you make eye contact with the other characters?
- Did you speak in a volume where everyone could be heard?



A PRIMARY DOCUMENT: DAILY MENU

Introduction: The emigrants traveling in steerage followed a strict schedule for meals. Read the following description of meals and times. Underline unfamiliar words.

Breakfast, 7 a.m. Coffee with milk and sugar; fresh bread, butter, oatmeal, corned beef, or cheese or herring.

Dinner, 12 p.m. *Sunday*: Bouillon with rice and vegetables, fresh meat, potatoes, pudding with plum sauce. *Monday*: Pea soup, fresh beef or salted pork, potatoes, and sauerkraut. *Tuesday*: Bouillon with rice, fresh meat, potatoes, French beans. *Wednesday*: Barley soup, fresh or salted beef, potatoes, cabbage or carrots. *Thursday*: Bouillon with rice and vegetables, fresh meat, potatoes, pudding with plum sauce. *Friday*: Bean soup, fresh beef or salted pork, potatoes, turnips or sauerkraut. *Saturday*: Barley soup with plums or bouillon, fresh or salted meat, potatoes, and sauce.

Afternoon, 3 p.m. Coffee with milk and sugar, bread or cake.

Supper, 6 p.m. A warm dish consisting of rice in milk or barley with plums or potatoes with herring or Labshaus* or ragout or Irish stew. Also white or rye bread, butter, and tea with sugar[sic].

Dinner and supper were served an hour earlier than announced. Not much time was consumed in serving—never more than a half hour. The food was brought to the tables occupied by the women. It was passed down from the gallery on the open deck along a line of stewards,** as pails of water are by a bucket brigade. For dinner each table received a pail or a small dish pan of meat and potatoes and another with vegetables; for the other meals a large tin kettle of either tea or coffee already containing milk and sugar, bread, a plate of prune jam or a butter substitute. The dishes were afterwards collected and washed by stewards. The men passengers did not receive even this much service. Each of them had to take his turn in bringing the food for his table and in washing and caring for the table's dishes. There were a couple of tubs of warm water in a corner of the dining room for dish washing, but no towels. There was also no place provided for keeping these dishes, so the beds and the floor beneath, already serving many purposes, also acted as a dish cupboard. Places at tables were not assigned, nor was there any attempt to establish or maintain order beyond to prevent crowding. And even here the attempt was only apparent, for the real cause of it rested not with the passengers. They were obliged to seek places at the first sign of preparation for a meal and grab dishes, if they were to be sure of any. More than one learned that to be a trifle late was to be too late.

The quality of the food was not so bad, but the manner and haste in serving it made it unsatisfying. It might not be unreasonable to demand a little more care in its preparation and seasoning.

*Typically a Northern German dish made of minced salted meat or corned beef, potatoes and onions. Sometimes the recipe includes beetroot, pickled gherkins, or herring as side ingredients.

** Stewards: Ship workers who provide the food and other services to passengers.

Source: "Reports of the Immigration Commission," presented by Mr. Dillingham (Washington: Government Printing Office, 1911). <http://freepages.family.rootsweb.ancestry.com/~gregkrenzelo/The%20Steerage%20Experience.html>



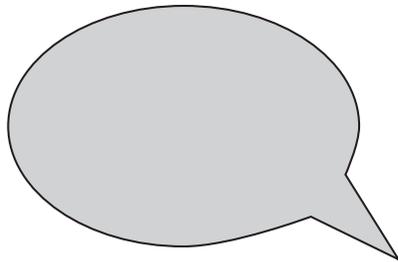
A DAY ABOARD SHIP

Life aboard ship could be very boring with little to do each day. How did people fill their time? Choose one of the following to complete for your character.

Choice 1: On a sheet of paper, create a typical daily schedule. Think about your character's role. Besides eating and sleeping, what else did the passengers do during the day? What time did the character get up in the morning? When was bedtime? Fill in the hours in between.

Choice 2: Write a letter to your family in your home country describing your daily life aboard ship. Think about including the daily events. What it is like to travel in steerage? Are there controversies aboard ship?

Choice 3: Write and sketch a "script" of life aboard ship. Use speech bubbles like the example below. Draw a series of boxes like a cartoon strip. Include at least four boxes of different events or activities aboard ship.



Assessment: Each choice demonstrates

- the character's point of view;
- realistic feelings about daily life;
- a "true-to-life" understanding of life aboard ship;
- effective use of primary sources to describe life aboard ship;
- information that is authentic to the character; and
- thoughtfulness and care in the construction of the response.



OPTION 2: FRIEZE GUIDE

Work with your group to plan and make your setting.

1. Brainstorm and list ideas for your setting.

2. Prioritize your ideas.

Look over your list as a group. Circle the ideas that you will use.

3. Delegate jobs and list assignments.

4. Assess your work.

If you were to do the task again, what changes would you make in how you worked with your group? Write about at least two of these work skills: 1) offering ideas; 2) listening carefully to others; 3) disagreeing politely; 4) making positive comments; 5) being flexible to complete the task.



CHARACTER'S FRIENDLY LETTER

A friendly letter is written to someone the writer knows well. The letter should reflect the personality of the writer and give the impression that the writer is talking to a friend or family member who is remaining behind in the writer's home country.

Step 1: Think about your letter. Use the questions below to get ideas about what to include in your letter.

- Imagine a person that your character would write to. A grandmother? A wife? A brother? A girlfriend? Someone else? You decide.
What is the person's name (first name is fine)? _____
- How old is the person you are writing to? _____
- What does this person do? _____
- How long have you known him or her? _____
- List three events that you can share about the immigration experience:
 - _____
 - _____
 - _____
- What transition words can you use to convey a sequence for the events?

- What feelings did you have about going through the immigration process? List at least three words that express feeling. Think about vivid words that convey a picture in the reader's mind.

- How will you close your letter? Consider what you miss about your home and community; your family, friends, the food, the house, pets. Are you homesick?

Step 2: Write your letter.

Use the responses to guide your letter writing. After you write your letter, use the rubric on the next page to make improvements and then self assess.

SELF-ASSESSMENT OF FRIENDLY LETTER

Use the rubric below to evaluate your friendly letter. The first column describes the expectations for the assignment.

Rate yourself putting a number in the second column.

- 1 = Missed the mark, needs additional work
- 2 = On target, meets the basic requirements
- 3 = Outstanding, went beyond expectations

In the last column explain why you assigned that number for each criterion.

Criteria for assessment.	Rating	Explanation for rating
The letter includes all the information from the prompts.		
The introduction provides a context explaining why you are writing the letter.		
Three events are described in a logical sequence, including important details so the reader can picture the events.		
The letter includes a variety of transition words to convey a sequence.		
Vivid words are used to describe the events.		
The letter reflects a close relationship with the recipient.		
The conclusion brings closure to the letter.		
The friendly letter format is followed.		



IMMIGRANT EXPERIENCES

Once families made it through the immigration process, they encountered more difficulties. Select one of the situations to read. Underline key ideas and details. What challenges did the immigrants encounter? Highlight unfamiliar words or phrases.

Story 1: Main idea: _____

A friend met Giuseppe but could not accompany him to Grand Central Station, New York City where he was to catch a train so he arranged for a carriage to take him.

...They bargained with a cabman standing at South Ferry to take Giuseppe and his baggage for \$1.50, and Giuseppe got in. As soon as the cab was out of sight of the Battery and of the friend who had met him, Giuseppe was astounded by the cabman's stopping and demanding a dollar more before he would drive on. After a futile argument in sign talk, and with a great waste of language which neither understood, Giuseppe succumbed and paid the dollar. In ten minutes more the cabman stopped and demanded another two dollars. Ten minutes later he had that also. Just about the time he knew he must be close to the station, Giuseppe received another demand, this time for three dollars. He did not have it, and after a violent scene with the cabman, who threatened to beat him with the butt of his whip, Giuseppe burst into tears, overcome with the feeling of being alone in a strange land and the helpless victim of such a villain. He decided to climb out and try to find his way to the station, so he shouldered his baggage and trudged off to the north, for he knew the station lay that way. The cabman whipped up and disappeared. Finally after asking scores of people where the station was, and being laughed at by some and pitied by others, he met a little girl who understood Italian, and she pointed out the way. He was only two blocks distant. (pp. 223–224)

Story 2: Main idea: _____

One Italian family traveled to Boston where they met family and friends from their home village. Here is what has happened to them six months after their arrival.

Concetta is now living in the home of her uncle, and six months have served to make a great change in her. She has a new spirit, a new gayety [sic] and independence, and at my last news from her there are about twenty young Italians in and about Harrison Street who are madly in love with her, and from all I hear it will not be long before she makes a choice and has a home of her own. The chances are in favor of a fine young fellow who is employed in one of the factories as a machine hand. (p. 234)

Story 3: Main idea: _____

Giovanni Pulejo is working as a barber in one of the South Boston shops, and Felicia is in one of the great shoe-factories at Lynn, Massachusetts. He says he finds the enormous machine process there very different from the handwork at the little benches in front of Merlino Camelo's shop back in Gualtieri [Italy]. (p. 234)



IMMIGRANT EXPERIENCES CONT.

Story 4: Main idea: _____

Nastasia is helping his uncle, and is going to have a better education than he has. All have melted into the life of the Italian colony in Boston with an ease and an adaptability that are truly remarkable, and now that they have learned enough English to understand what is said to them and to make some answer, they are beginning to enjoy life. The younger people suffered severely from the unaccustomed cold of the winter, but all have survived it.... (p. 234)

Story 5: Main idea: _____

When things were the blackest, he heard that a number of Italians were being employed to clean out a big store in some place where the "L" trains ran by, and ... were taking on all Italians for their night porter's staff.... In brief, Nunzio secured a place in the big department store going to work at seven in the evening and working until seven in the morning for \$7.50 per week, and good pay for overtime. He had Italians all about him, and the work, though heavy, was not unbearable.... The great disadvantage was that he could not hear any English spoken, and at the end of six weeks in the country could say nothing but "Good-morning" and a few bits of profanity. Meanwhile he was sleeping all day, working all night, and saving every cent he earned.... But misfortune came.... Shortly after Nunzio had been promoted to day work and his pay raised a dollar, a cousin of the Calabrese [his boss] arrived in New York, and the Calabrese wanted Nunzio's place for the cousin, so he began systematically to undermine Nunzio.... At last one night the superintendent asked all hands to work a part of the night, and the Calabrese informed him that Nunzio refused to do so, something which Nunzio had not the slightest idea of doing, and in ten seconds Nunzio found himself being suddenly and inexplicably ushered outside....

... Once again he began the task of finding a place, and tramped the streets in the bitter cold, going about asking every place where there was work going on, "You wan-sa man?"—and when it was found that that was about all the English he knew, the boss would always shake his head.... [T]hen one day he accosted Mr. Tolman, the superintendent in McCall's Bazar establishment in Thirty-First Street, and, as it happened that a man was needed that very minute to handle the huge piles of printer matter in the shop, Nunzio was put to work at \$1.25 per day.... All about him are English-speaking people with the exception of a large group of Austrians, and so he is picking up the language rapidly, and he has been promoted to the running of one of the big machines in the plant and is averaging \$10 a week. His face shines with his prosperity and he wants to get married. (pp. 240–242)

Source: Broughton Brandenburg, *Imported Americans* (New York: Frederick A. Stokes, 1904).



SETTLING IN AMERICA

Family: _____

Directions: Review your family information created at the beginning of the Storypath and make a timeline of events from 1900 to 1920. Check to see how old each family member is in 1900. Think about what might have happened to each family member. Here are questions to help you get started. Answer the questions below after you have agreement within your family.

1. What jobs did family members find in their new home?

2. Did family members have different jobs in the past 20 years? Describe.

3. Did anyone in the family get married? Have children? Explain.

4. Did the family move out of the New York area? If so, where did they move?

_____ Why did they move? _____

5. Did the family experience any prejudice? If so, what happened?

6. What were some of the challenges the family experienced?

7. What were some of the successes the family experienced? (Jobs? New friends? More family members immigrating to America? Opportunities for education?)

8. Were there any national events that had an impact on your family? In what way?



TIMELINE

Directions: Complete a timeline for the events that have occurred in the past 20 years for your family. You need to have an event for every year. Think about marriages, deaths, births, and other life events such as new jobs, moving, new relatives arriving from Europe and so forth. Think about important events in your own family that you can use for your immigrant family.

YEAR	National and International Events	Events in Your Storypath Family
1901	President McKinley shot	
1902	U.S. Congress makes the Chinese Exclusion Act of 1882 permanent.	
1903	First two-way wireless transatlantic message sent and received; Wright brothers make the first airplane flight at Kitty Hawk	
1904	Steerage fares slashed	
1905	Bloody Sunday: demonstrators are shot trying to petition Russian Tsar Nicholas II — a key event leading to the Russian Revolution	
1906	San Francisco experiences major earthquake	
1907	Oklahoma becomes 46th state	
1908	Ford builds Model T	
1909	Peary gets to North Pole	
1910	National Association for the Advancement of Colored People (NAACP) is organized	
1911	A fire in the Triangle Shirt-waist Co. kills 146 people	
1912	<i>Titanic</i> sinks	
1913	Ford assembly line opens	
1914	World War I begins	
1914	Panama Canal opens	
1915	British ship, <i>Lusitania</i> , sunk by Germans	
1916	Federal child labor law is passed	
1917	U.S. enters World War I	
1918	World War I ends	
1919	Versailles Treaty signed	
1920	Women gain the right to vote	

GLOSSARY

accommodation *noun* a place to stay when traveling

apprentice *noun* a person who works for another person to learn a skill often without pay

artisan *noun* a person skilled in an applied art; a craftsperson

Battery *proper noun* a part of New York City that is located at the southern tip of Manhattan. It gets its name from New York City's early years of settlement when artillery batteries were located there for protection.

Calabrese *proper noun* a person coming from Calabria, a region in southern Italy

carriage *noun* a wheeled vehicle that carries people from place to place typically pulled by horses

country of origin *noun* the country where a person is born

currency *noun* the items that are used as a medium of exchange and can differ from country to country; money

deport *verb* to make an individual leave the country

destitute *adjective* lacking food, clothing, and shelter

disembark *verb* to go ashore from a ship or boat

dock *verb* to bring a ship to shore for purposes of unloading passengers and cargo

Grand Central Station *proper noun* the main train station for New York City

economic depression *noun* a period in the

business cycle when businesses cannot sell their goods and services, which results in a cycle where people lose their jobs and businesses close

economic opportunity *noun* a period in the business cycle when many possibilities exist for people to have a better work life—to get jobs, to have better pay

eczema *noun* a skin condition making the skin red and itchy

emigrate *verb* to leave your own country to settle in another. (Example: My grandmother emigrated from Norway.)

funnel *noun* a round chimney or smokestack on a steamship

garment maker *noun* a person that makes clothes

Great Hall *proper noun* the room where immigrants waited to be processed by immigration officials; called the Registry Room or the Great Hall, because it was so large

homeland *noun* the country where a person was born or has a home

homestead *noun* land that was given by the government to a person to make a home and to farm

immigrate *verb* to come to another country to live. (Example: Many Irish immigrated to the United States during the Great Famine.)

industry *noun* businesses where people can work to earn money; often refers to the main business in an area, such as the garment-making industry in New England or the steel industry in Pennsylvania from 1850 to 1920.

GLOSSARY

“L” train *proper noun* a specific designation for a train route; in Manhattan the “L” train runs along 14th Street and goes to Brooklyn

“land of opportunity” *noun* a phrase that suggests many possibilities for people to have a better life

mechanical *adjective* being skilled at working with or repairing machines

nationality *noun* a legal status or citizenship with a particular country

ordeal *noun* a very hard or difficult experience

passport *noun* a government document giving permission by that government to travel to another country

persecution *noun* the act of treating an individual or group in a cruel or unjust way based on religion, ethnic background, or political beliefs

port *noun* a town or city with a harbor for docking boats or ships. Also means the left side of a ship, when standing on it and looking forward

porter *noun* a person who carries baggage; also a person who waits on people on a passenger train

port of arrival *noun* the city in which an immigrant arrives from another country

quay *noun* a solid landing place constructed along the edge of a body of water; wharf

reunion *noun* a coming together of a group of people after a time of separation

scores of people *noun* a large number of people

status of admission *noun* the circumstances under which a person is allowed to enter the country

steerage *noun* the section of a passenger ship, originally near the rudder (for the steering of the ship), that provides the cheapest passenger accommodations

succumb *verb* to die from something, or to give up when facing a greater force

superintendent *noun* a person who directs or manages something such as a business

surname *noun* the family name; a person’s last name in the American context

teamster *noun* a person who drives a team of animals or in today’s world, drives a truck

third class *noun* the cheapest way to travel, usually on a ship

trunk *noun* a large packing case or box that clasps shut, used as luggage or for storage

unsavory odors *adjective-noun* unpleasant smells

usher *verb* to lead someone to a particular place