

TEC Teaching American History Program
Sunday, July 12 - Friday, July 17, 2009
University of Massachusetts, Boston
History 682: Fall Term 2009
Change & Reform in American Life
New York City Immigration

Course Description

New York City Immigration will be a weeklong immersion experience in New York City, focused on the history of immigration and ethnicity. Teachers will explore the streets of New York, bringing to life the history of the past and the immigrant experience of the present. The week will combine visits to museums with walking tours that discuss the social history of important New York neighborhoods illuminating the life of specific ethnic and racial groups and the evolution of those neighborhoods over time. Participants will visit: Ellis Island, the Lower East Side Tenement museum, The Schomburg Center for Research in Black Culture, the Museum of the Chinese in America, Harlem, Old Five Points, Chinatown, Little Italy, Lower East Side and Lower Manhattan. Professor Vincent Cannato, a historian and author of New York City and immigration history, will facilitate the week in New York.

Course Readings Distributed to Participants

- *American Passage: The History of Ellis Island* (Cannato)
- *97 Orchard Street, New York: Stories of Immigrant Life* (Granfield)

Course Objective

Participants will expand their knowledge of historical figures and physical places related to immigration in New York City, and examine how these “stories” can be used in the teaching of American History.

Skills Objectives

- 1) Participants will build on their ability to “think historically” by studying at museums and historic sites in New York City.
- 2) Participants will be able to look at immigration history through multiple viewpoints
- 3) Participants will learn to think critically about the places, such as tenements and entire neighborhoods, that tell the story of immigration both on a large and small scale.
- 4) Participants will share and learn from colleagues in order to improve their teaching of American History
- 5) Participants will be able to use their new understandings to improve student learning.

Course Requirements
Immigration Course (2):
Summer Institute: New York City Immigration
TEC Teaching American History grant program
Cohort 1

Course Requirements (for all participants):

- Attend all of the course sessions
(New York City course runs Sunday, July 12 - Friday, July 17, 2009)
- Complete all assigned readings and participate in class discussion. In advance of the course, please read: *American Passage: The History of Ellis Island*, introduction, chs. 2-4, 9-15 and epilogue & *97 Orchard Street, New York: Stories of Immigrant Life* by Wednesday July 15.
- Keep a journal of reflections during the week:
Reading Reflections: What aspects of the reading did you find engaging or interesting? What questions does the reading raise for you?
At Least 2 Reflections Addressing: *What connections can you make to your classroom practice? What did you learn that was new to you? What did you learn that will particularly “grab” your students?*
Please submit reflections at the end of the course week.
- Complete the final immigration course project focused on “places or artifacts” related to the immigrant individuals and families **from your team’s unit or mini-unit** on immigration (see outline and checklist attached)
- Meet with Michelle LeBlanc once during the course week to discuss project ideas.
- The final immigration project must be received no later than:
Wednesday, August 26, 2009 at 4 PM. Please submit both a hard copy and electronic copy. Electronic copies may be submitted by CD, flash drive (will be returned to you), or uploaded to the Immigration Wiki at <http://immigrationtah.pbworks.com>.
- If you are taking the course for 3 graduate credits, a check in the amount of **\$305 made out to UMass Boston** is due on the first day of your course week.

Final Course Project Description:

Each school/district team will enhance their submitted **unit or mini-unit from the first immigration course** by examining “places or artifacts” related to immigration.

Both the New York City and New England summer courses will introduce you to places, such as tenements and entire neighborhoods, that tell the story of immigration both on a small and large scale. What do these places tell us about the individuals who lived, worked, and worshipped there? How are certain places made over and over again in the image of each new immigrant group that arrives?

During both courses, you will also visit museums and view artifacts, documents and objects. What can we learn from these artifacts? How can examining photographs, documents and objects give us insight into the story of immigration?

Final Project Outline

Each Team must submit the following by: Wednesday, August 26, 2009

Brief introduction/rationale and conclusion for all of your team’s historical background essays and lesson plans (1 per team)

Include a brief introduction/rationale and conclusion to present all of your team’s lesson plans and historical background essays. How have you integrated the use of places and artifacts into your study of immigration?

Historical Background Essay on a place or artifact (1 per team member):

One **3-4 page summary per team member** of a place or artifact that relates to the immigrant individual, family, or time period **that you focused on in your first project**: Each member of the team must submit at least one essay. Each essay should be written and organized in such a way that it will be useful as a teacher resource. A “Place” could be a home, neighborhood, factory, church, etc. An “Artifact” could be any variety of items, from a trunk of possessions to a document or photograph. You must include at least one image or photocopy of the place or artifact with your essay. You may also focus on multiple places or artifacts if you choose.

Questions to consider:

- How does this place or artifact enhance the study of your immigrant individual and/or immigration in general?
- Think about the 5 C’s and PRIMES while writing this essay: how does this place or artifact tell some aspect of the larger story of American immigration?

Each summary must include an annotated bibliography (a brief evaluation of each source) of related resources. When citing direct quotes, paraphrases and summaries drawn from sources, be sure to cite sources using the MLA method (a sample of MLA method is available on the Wiki).

_____ **Instructional plan (for one lesson) based on your place or artifact that will be integrated into your existing unit or mini unit (1 per team member)**

What big idea(s) or “enduring understanding(s)” about immigration will you address with the study of your place or artifact?

Be sure to provide objectives (or outcomes) and the target student audience, as well as classroom activities, materials, assessments and whatever else you deem appropriate. Incorporate **one new innovative pedagogical approach** you learned in the course into your lesson plan (a new way of looking at photographs, primary documents, how to “read” a historic building, etc.)

Final Project Checklist:

1. Introduction, Conclusion, & Overall Presentation (25%)
(ONE FOR THE ENTIRE TEAM to accompany the essays and lesson plans)

Think about (and include) answers to the following questions as these sections are conceived and written:

_____ Has a brief introduction been included at the beginning of the project explaining how your team’s places and/or artifacts enhance your existing unit or mini-unit?

_____ What was the rationale for choosing these places and artifacts?

_____ How will this project serve the district as a useful resource?

_____ Has a brief conclusion been included at the end of the project? Include a **short summary** explaining the significance of the project and what team members have gained through researching and completing it.

_____ Is this project organized in such a way that it can be easily used by colleagues in your district as well as other colleagues in Cohort 1 of the TEC Teaching American History Program?

_____ Has this project been edited? Is it **well written and properly documented** using the MLA approach to citations with Annotated Bibliographies for each 3-4 page historical essay?

2. Historical Background Essays on a place or artifact (50%)
(ONE per team member)

Include the following in this section:

_____ Has **each team member** included a well-written **3-4 page summary** of each place or artifact and its significance? Think about the following:

- Is each summary complete and well-written?
- Could each summary be used as a resource for teachers who use the project in the future?
- Have all sources been cited correctly, using the **MLA approach**?
- Is an **annotated bibliography** of related resources included with each 2-4 page Historical essay? **Evaluate** the usefulness of **each source** you examined.

_____ Does each historical essay relate the place or artifact to an immigrant individual, family or time period required from the first project?

_____ Are images (or copies if a document) of the places/artifacts included?

_____ Are the places and artifacts relevant to specific items (cited) in the Massachusetts History and Social Science Curriculum Frameworks?

_____ Is the historical information presented in the essays accurate?

3. Lesson plans integrating places and/or artifacts into your existing unit or mini-unit (25%)
(ONE per team member)

Include the following in this section:

_____ Is each lesson plan carefully organized and described?

_____ Have places and artifacts been incorporated into the existing unit or mini-unit in a thoughtful and meaningful way?

_____ Have pedagogical techniques been described in such a cohesive, thorough way that this project could be used by other educators in the future? Are the lesson plans laid out with clear goals or objectives and techniques?

_____ Has a new pedagogical technique(s) been included and explained? Has a rationale why this specific technique has been chosen been provided?

Recommendations:

- It is strongly recommended that one member of each team writes the Introduction and another member of each team writes the Conclusion.
- It is strongly suggested that a member of each team take on the role as “editor” and use the checklist found above to guarantee that all components are present in the project.
- **All members** of each project team will receive the same grade for the project.

PROJECT SUBMISSION ADDRESS:

Mailing Address

The Education Cooperative (TEC)

PO Box 186
1112 High Street
Dedham, MA 02027

Attn: Michelle LeBlanc, *Teaching American History* Project Director

Physical Address

1112 High Street
Dedham, MA 02027

Email: mleblanc@tec-coop.org

Please submit both a hard copy and electronic copy. Electronic copies may be submitted by CD, flash drive (will be returned to you), or uploaded to the Immigration Wiki at <http://immigrationtah.pbworks.com>.

Course Schedule

New York City Immigration Course

Sunday, July 12 - Friday, July 17, 2009

In case of emergency, or if you are lost, call Michelle LeBlanc's cell at (857) 928-4374 or Vin Cannato at (617) 308-2118.

Sunday, July 12 Departure

12:00 PM

Bus leaves promptly from:

The Education Cooperative (TEC) parking lot
1112 High St.
Dedham, MA 02027

**The bus will be waiting along the right side of the building and will leave promptly at 12:00 PM!
If you are running late, please call Michelle LeBlanc at (857) 928-4374.**

5:00 PM (approx.)

Arrive at:

Holiday Inn Midtown
440 W 57th St. (between 9th & 10th)
New York, NY 10019
(212) 581-8100

- Check in to hotel
- Purchase subway passes for week (\$27)
- Review logistics for week.

7:00 PM



Group dinner at:

Strada 57
315 W. 57th St. (between 8th & 9th)

An Italian meal in the neighborhood and a chance to get to know one another and Vin Cannato better!

★ **Assignment for next day (7/13): Please read** *American Passage: The History of Ellis Island* introduction, chs. 2-4, 9-15 and epilogue.



= meal to be eaten as a group

Tuesday, July 14

Harlem

Please note: we will be traveling everywhere by foot, subway and ferry. Please wear comfortable shoes and dress accordingly.

Breakfast on your own

9:00 AM

Meet in hotel lobby. Leave Holiday Inn by subway.

10:00 AM – 12:00 PM

Walking Tour of Harlem with Big Onion Tours

At the center of African-American history and culture, Harlem is one of New York's most significant neighborhoods, featuring a wide array of historic churches, theaters, clubs and homes. Likely stops include: Abyssinian Baptist Church, Striver's Row, the Big Apple Night Club, and sites associated with the Harlem Renaissance, W.E.B. Du Bois, Madame C.J. Walker, Marcus Garvey, Malcolm X and many others.

12:00-2:00 PM



Group Lunch at:

Miss Maude's Spoonbread
547 Lenox Ave.
New York, NY 10037

2:00 – 3:00 PM

Schomburg Center for Research in Black Culture

515 Malcolm X Blvd., New York, NY 10037

Tour the amazing collections of the Schomburg library, which covers 400 years of African American migration. We will also view a film highlighting the Great Migration and the Harlem Renaissance.

FREE EVENING

★**Assignment for next day (7/15): Please read** *97 Orchard Street, New York: Stories of Immigrant Life*

Wednesday, July 15

Lower East Side

Please note: we will be traveling everywhere by foot, subway and ferry. Please wear comfortable shoes and dress accordingly.

Breakfast on your own

7:45 AM

Meet in hotel lobby. Leave Holiday Inn by subway.

9:00 AM – 10:00 AM

Tour of Lower East Side

Prof. Vin Cannato

A walk through the many layers of the multi-ethnic Lower East Side. We will make several stops for tastings of foods in the neighborhood.

10:00 AM – 12:00 PM

Lower East Side Tenement Museum

Discover how immigrants survived economic depressions at 97 Orchard Street between 1863 and 1935. Visit the restored homes of the German-Jewish Gumpertz family, whose patriarch disappeared during the Panic of 1873, and the Italian-Catholic Baldizzi family, who lived through the Great Depression.

12:00 PM – 1:00 PM



Group Lunch at:

Katz's Deli

205 East Houston St.
New York, NY 10002

1:00-3:00 PM

Walking Tour of Nolita and Little Italy neighborhoods

Prof. Vin Cannato

3:00 PM – 6:00 PM

Break and Free Time

7:00 – 8:00 PM

Twilight Tour of Brooklyn Bridge

Meet at Fountain in City Hall Park (Broadway & Park Row)

Opened in 1883, The Brooklyn Bridge stretches 5,989 feet over the East River, connecting the New York City boroughs of Manhattan and Brooklyn (on Long Island). Upon completion, it was the longest suspension bridge in the world. Vin Cannato leads an evening tour over this beautiful landmark.

Thursday, July 16

**Lower Manhattan:
Chinatown & Five Points**

Breakfast on your own

9:00 AM

Meet in hotel lobby. Leave Holiday Inn

10:30 AM -12:30 AM

Museum of the Chinese in America

70 Mulberry St. New York, NY 10013

The Museum of Chinese in America (MOCA) is the leading museum dedicated to reclaiming, preserving and presenting the history and culture of Chinese people in the United States. Tour the museum's exhibits focused on various aspects of the Chinese experience in America.

1:00 PM – 2:00 PM



Group Lunch at :

Vietnam Restaurant

11 Doyers St. (between Pell & Bowery)

New York, NY 10013

2:30 PM – 5:00 PM

**Walking tour of Chinatown, Five Points, Ground Zero,
& Wall Street**

Prof. *Vin Cannato*

FREE EVENING

Friday, July 17

Final Assessment & Departure

Breakfast on your own

**Note: Please arrive at the “pre-assembly” conference room a few minutes early so we can begin the post-assessment promptly at 8:30 am.*

8:30 -9:30 AM

Final Assessment for TAH immigration courses

Location: Holiday Inn “pre-assembly” room

11:00 AM-12:00 PM

Check out of Holiday Inn

12:00 PM

Board bus and depart Holiday Inn by coach

5:00 PM (approx)

Arrive at TEC in Dedham