

# TEACHER'S GUIDE

## Writing Prompts

### Part 5: Uprising of the 20,000

#### MISSION 4: "City of Immigrants"

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#### A NOTE TO THE EDUCATOR:

*You will need to decide how best to share these writing prompts with your students. You might share them all, and ask students to choose one to respond to. You may assign one or more to the entire group. You might make one or more of the topics the basis for in-class discussions. Where there are multiple questions in a single prompt, choose the question or questions that best suit your students. Make your decisions according to the needs of your group.*

*You may notice that many of the topics contain some version of the phrase, "Write about a time in your life..." The intention of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions, and are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history or in historical events. For these reasons, you might decide to use some of the prompts before students encounter the history, because thinking about them sets the students up to understand and relate to the material better.*

*Since students vary in their degree of comfort and writing skill, you should decide when and how much students should write. We suggest that since students need to share their writing with each other to make personal and historical connections, you should encourage them to focus on content rather than mechanical skills. Pieces can be revised and edited later if you decide they should be shared formally, such as on a bulletin board or in a newsletter.*

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Read through all the topics first, and then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work.

**CHANGING TIMES.** Upon turning sixteen, Lena remarks that her mother was already married at this age. Think about your own parent's lives or talk to them about what it was like for them when they were your age. Describe how your life is different from what their life was like at your age.

**STRIKE?** In Part 5, Lena must decide whether or not she will strike. Write about the pros and cons of joining the strike and determine whether or not you think Lena should strike and why.

**MEMBERSHIP.** Lena and Rosa must decide if they will go to a meeting and become members of the union. Have you ever been a member of a club? Describe the club you were part of and what made you want to join. What was it like to be part of the group?

**SOAPBOX STAND.** In Washington Square Park, people used to stand on a soapbox and talk about what was important to them. In the game, Clara Lemelich stood on a soapbox to talk about her belief in the union. If you could stand on a soapbox, what issue would you want to discuss? Describe what you would say and how you would teach others about the issue.

**GOD AND NATURE.** The judge told the women strikers that their strike was "against God and nature." Why do you think the judge views the women's actions as something that is against the natural order of how the world works? Today, there continues to be issues that are seen differently between the public and lawmakers. Write about a contemporary issue for which there is a contrasting view between some lawmakers and the public. Explain the point of view of each group on the issue you choose to write about.

**LENA'S DIARY.** Through Lena's eyes, think about your circumstances from the beginning to the end of this part of "City of Immigrants." Share your emotions and feelings about each step of the journey. Think about the people with whom you interacted, and what you learned from them. Think about the choices you made and the consequences of those choices. Now write a diary entry from Lena's point-of-view summarizing what happened to you in Part 5. You may choose to illustrate one aspect of your entry.

