

# City of Immigrants Curriculum Overview

	PROLOGUE & PART 1: Finding Home 1907		PART 2: Family First 1907	PART 3: A Night to Remember 1907		PART 4: Factory Girls 1908	PART 5: Uprising of the 20,000 1909–1910		EPILOGUE 1911–1930
<b>PLAYING Time</b> Activities Time	20 minutes 40 minutes		25 minutes 35 minutes		35–45 minutes 80 minutes				
Suggested Teaching Sequence	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
<i>Planning is based on 45-minute classes. Please adjust accordingly.</i>	<b>PLAY Prologue and Part 1 (including Exit Ticket)</b> Complete <b>Decision Tracker</b> while playing.	Complete <b>Mission Reflection</b> Class Discussion Complete <b>Document Analysis</b>	<b>PLAY Part 2 and Part 3 (including Exit Ticket)</b> Complete <b>Decision Tracker</b> while playing.	Complete <b>Mission Reflection</b> Class Discussion	Complete <b>Document Analysis</b> Class Discussion	<b>PLAY Part 4 and Part 5</b> (Optional) Continue to use <b>Decision Tracker</b> while playing	<b>Play Epilogue (including Exit Ticket)</b> Class Discussion	Start <b>Document-based Writing Activity</b>	Complete <b>Document-based Writing Activity</b>
<b>Activities</b> <i>A Teacher Version is provided for each handout that includes tips for classroom implementation. The activities can be completed independently, in small groups, or as a full class. A handout is provided for each activity.</i>	<u>Coming to America</u> <b>Mission Reflection (10–15 minutes):</b> Students identify Lena’s hopes, fears, and challenges as she navigates her new life, and make connections to the experience of other immigrants. <b>Document Analysis (at least 25 minutes):</b> Students analyze the primary source “The High Tide of Immigration—A National Menace” (Dalrymple 1903) to explore how attitudes toward immigrants have changed or stayed the same since the early 1900s.		<u>Adapting to Life in America</u> <b>Mission Reflection (10–15 minutes):</b> Students track how Lena divides her time between paid jobs, unpaid chores, and other activities. <b>Document Analysis (at least 20 minutes):</b> Students analyze an image of a garment factory and consider what the image reveals about immigrant life, the tension between work and leisure activities, and what it means to “assimilate.”			<u>The Role of Women in the Progressive Era</u> <b>Decision Tracker Reflection (20 minutes):</b> After gameplay, students review the priorities they set and the decisions they recorded on their <b>Decision Tracker</b> . Then they reflect on the complexity of decision-making and the importance of historical empathy.  <b>Document-based Writing Activity (at least 60 minutes):</b> Students describe two ways women contributed to social changes during this period—as workers, labor organizers, and/or social reformers.  Students read 4 documents – 2 images, 2 texts - and cite them in their written response.			
<b>Game Decision Tracker</b> <i>(to be completed independently as students play the game)</i>	Students record decisions they make as Lena throughout the game, and then reflect on how those decisions relate to the following four values: <b>Maintain Traditions and Family, Make Money and Succeed in America,</b>		Students choose a value to prioritize ( <b>Maintain Traditions and Family, Make Money and Succeed in America, Fight for Fairness and Change, Assimilate and Become American</b> ) <i>before</i> playing. Then they record 2-3 decisions they made while playing and reflect on what made it easy or hard to put their chosen value into action.			Optionally, students repeat the same process from Parts 2 & 3. Students complete the Decision Tracker Reflection.			

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	<b>Fight for Fairness and Change, Assimilate and Become American</b>					
<b>Guiding Question(s)</b>	What conditions prompt immigrants to leave their homeland and/or draw them to come to the United States, and what challenges do they face when they arrive?	How do immigrants balance their commitment to family, cultural, and religious traditions with their desire to assimilate or explore the new opportunities in America?  What were the conditions that immigrant workers faced in the large garment factories?		How do immigrants balance their commitment to family, cultural, and religious traditions with their desire to assimilate or explore the new opportunities in America?  How did immigrant women experience and shape life in the United States at the outset of the 20th century?		
<b>Story</b>	In the Prologue, Lena describes why and how she left Minsk, Russia, to live in New York City with her brother.  Lena enters Ellis Island and must answer the immigration inspector's questions. She is met by her brother, becomes separated from him, and must find her way to his New York tenement on her own.	Lena is getting used to life in America. She gives her family the wages she earns sewing clothes in a sweatshop and does grocery shopping and laundry for her sister-in-law. She must spend money wisely, so they can save enough to bring her parents to America.  If she has time, she can go to the settlement house.	Lena sells goods from her brother's pushcart and continues working in the sweatshop. She also goes to the settlement house and practices English with her Italian friend, Rosa. Lena's brother is trying to expand his business, but will it help or hurt the family? Lena must decide how to spend her free time: helping her family or pursuing her own interests.	Lena gets a new sewing job at a large factory. She is earning more money than at her previous job, but working conditions are difficult. Outside of the factory, she encounters a reporter who wants to interview her for an exposé about factory work and hears socialists in the park talking about workers' rights. At home, Lena negotiates with her family to keep some of her wages for herself.	Many factory girls have gone on strike, and Lena seeks advice on whether she should join the strike, too.  Once she joins the strike, Lena raises funds to help the striking workers, joins a picket line outside of her factory, and is arrested for disturbing the peace. Lena must decide if she will continue striking or return to work.	Look through Lena's scrapbook of the 1910s and 1920s to find out what happened to her after the 1909 strike.
<b>Historical Thinking Skills</b>	Historical empathy through understanding multiple perspectives, contextualization, historical cause and effect					