



Life in the City

3A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Ask students to share what they learned in the previous read-aloud about the immigration process and Charles Steinmetz. You may prompt discussion with the following questions:

- Who is an immigrant? (someone who leaves his/her home country to settle and live in a new country or region)
- Why did Charles Steinmetz choose to become an immigrant in the United States? (He wanted a better life.)
- What did Charles and Oscar see as their ship pulled into New York Harbor? (the Statue of Liberty) What is the Statue of Liberty a symbol of? (freedom and hope)



- ← **Show image 2A-5: Charles looking apprehensive in the Immigration Center**
- What place did Charles have to visit first? Hint: It is a center where the American government would decide which immigrants were allowed to enter into the United States. (Ellis Island)
 - What did Charles contribute or give to the United States? (He invented many useful new products and made many new discoveries with electricity that helped people in the United States live better lives.)
 - Why is the United States called the “land of opportunity”? (It provides many opportunities to its people.)

Where Are We?

5 minutes

Have students locate North America, Europe, and the United States on a world map or globe. Remind students that in the last lesson they heard about Charles Steinmetz, who immigrated to the United States from Germany, and that Germany is a country in Europe. Ask a student to point to Germany on the map.

Point to New York City and tell students that it is located on the East Coast of the United States. Tell students that a coast is the area of land near the ocean. Ask a student to trace the East Coast of the United States. You may wish to point out the compass rose on the map and how it can be used to tell which direction is east. Ask students if they remember the name of the immigrant processing center that was located on the East Coast. (Ellis Island) Remind students that immigrants from Europe entered the United States through this center.

Tell students that today they will also hear about another immigration processing center that was located on the West Coast of the United States. Ask a student to trace the West Coast. Point to the city of San Francisco and tell students that the immigration processing center on the West Coast admitted immigrants from Asia. Point to the country of China and tell students that early immigrants came from this country across the Pacific Ocean to the United States.

Vocabulary Preview

5 minutes

Ethnic

← Show image 3A-8



1. In today's read-aloud you will hear that many immigrants who lived in big cities settled in *ethnic* neighborhoods with other immigrants from their home countries.
2. Say the word *ethnic* with me three times.
3. *Ethnic* means relating to a group of people who share a common language and national, religious, or cultural customs.
4. In big cities you can find many ethnic neighborhoods where immigrants from the same home country live close together.
5. Describe the ethnic neighborhood in this image. What do you see? What would you hear?

Purpose for Listening

Tell students to listen carefully for the name of the immigration center on the West Coast. Remind students that, like Charles and Oscar, many immigrants settled in the big cities of the United States. Tell students to listen carefully to find out what life was like for immigrants in a big city.



Life in the City

- ← **Show image 3A-1: Marie looking out her window to the busy street below**

Marie awoke to the sound of a voice outside her window calling,
“Buy my fresh fruit, good to eat!
Crunchy apples, red and gold,
Sweet cherries,
Strawberries,
Buy my fresh fruit, good to eat!”

Then, like the different-colored yarns her grandmother knitted together to make a scarf, the sounds of the city began to weave together, one after another. First, Marie heard the clear ringing of bells hanging around the necks of the goats that provided goat’s milk to some of the neighbors’ homes. Then, she heard a creaking sound she knew belonged to Mister Jacobi’s wagon. He delivered cow’s milk and cheese from his dairy across town.

Now Mister Diplas, a jolly Greek man, started calling,
“Knife sharpener!
Knife sharpener!
Axes, scissors, shovels, picks,
Blades and handles I can fix.”

Marie liked the grinning little man. He was built as solidly as a bull, and he walked the city streets pushing a cart that held his sharpening stone and tools.



- ← **Show image 3A-2: Marie awakening her younger siblings**

Marie awakened her two younger sisters, who shared the bed with her, then crossed the little room in two steps to wake her baby brother, who was still small enough to sleep in an open drawer of their old, wooden dresser. “Everybody up!” she said.



← **Show image 3A-3: Marie's papa and mama getting ready for a long work day**

Marie's day was just beginning, but Papa would have already left in the dark—hours before dawn—for his job at a mattress factory. Mama would have woken up with him to brew his coffee and cook his breakfast. As he started down the seven flights of wooden stairs, she would have handed him his metal lunch pail with the sandwich she had made for him.



← **Show image 3A-4: Marie helping siblings get dressed**

“Our new home is not like our quiet, little village in Italy,” Marie thought for the thousandth time as she helped her youngest sister and brother get dressed. “So many people here! So much noise! And Papa has to work so hard for so many hours every day in that smoky factory.”

“Still,” she thought, “at least Papa has a job. Back home, there were no jobs, very little to eat, and the floors in our little house were made of dirt. Here in America, there is plenty to eat and we live in a good building. I wish there were not so many people crowded in with us, though. However, I like having so many friends, and I enjoy the city, but sometimes I would like it to be quiet, the way it was in our little village in Italy. But I am very thankful to be here in America where there are so many opportunities.”¹

1 How do you think Marie feels about her new life in America?



← **Show image 3A-5: Immigrants at Ellis Island**

Marie's life was typical of the lives of the millions of immigrants who came from Europe and Asia to the United States for better job opportunities in the 1800s and early 1900s. The largest wave or group of immigrants, twenty-three million people, came to the United States between 1880 and 1920.² Immigrants from Europe entered through Ellis Island in New York Harbor, and many stayed near the harbor, living in or around New York City on the East Coast.³ Other immigrants moved away from New York to join friends or relatives who were already living farther north in Boston, south in Philadelphia, or west in the great cities of the Midwest, such as Chicago, Detroit, or Cleveland.⁴

2 Twenty-three million is a big number, isn't it? That's more people than in the entire state of Florida today!

3 The *coast* is the area along or near a sea or ocean. Another meaning of *coast* is to move along easily, as when you coast on a bicycle or sled.

4 [Point out these cities on a U.S. map.]



← **Show image 3A-6: Immigrants at Angel Island**

5 Who can show us on a U.S. map where Angel Island and San Francisco Bay are located?

6 What was the name of the railroad you learned about in the *Westward Expansion* domain that linked the east and west coasts of the United States? That's right, the transcontinental railroad.



← **Show image 3A-7: Immigrant factory workers**

7 What are some of the big cities you just heard about?

8 or people who had recently arrived in the United States

9 What were some of the hardships that newcomers faced?

Meanwhile, Chinese and other immigrants from Asia came to the West Coast of the United States through the city of San Francisco, passing through the Angel Island Immigration Center in San Francisco Bay.⁵ There were fewer Asian immigrants, so the immigration center on Angel Island was not as large as the immigration center on Ellis Island in New York Harbor. Still, there was a steady stream of immigrants, and these Chinese and other Asian immigrants settled in cities around the San Francisco Bay or moved inland away from the ocean. They would often stop in the mining camps of the California mountains in search of gold, joining other gold seekers from across the United States and from other nations around the world. After finding no gold, many Chinese went to find work building the railroads that would soon join the east and west coasts of the country.⁶

Although many immigrants settled in the countryside as farmers or villagers, most of them made their homes in the big cities of America.⁷ Many immigrants settled in these large cities because there were more jobs there. Earlier immigrants remembered the hardships and difficulties they had experienced settling in a new country and often helped the **newcomers**⁸ to find jobs. City immigrants worked in factories, making everything from shirts and dresses to the buttons and buckles that closed them; from small wooden picture frames to huge wooden railroad cars; from loaves of bakery bread to huge ovens in which to do the baking. Some owned their own businesses, little shops and stores that sold produce to eat or goods from their home countries. Others sold items from carts or wagons, which they pushed themselves or had horses pull for them.⁹



← **Show image 3A-8: Old photo of ethnic neighborhood in New York City**

10 Customs are the beliefs and ways of doing things that have been long established. Different immigrants have different customs and traditions depending on where they are from.

Wherever they came from and wherever they settled, the newcomers found other immigrants who had brought with them the **customs**, the foods, and the languages of their home countries.¹⁰ Many immigrants who lived in the cities gathered in **ethnic** neighborhoods with other immigrants from their native countries. People would say, “That’s Little Italy over there,” or “This neighborhood is called ‘Chinatown’.” Germans, Poles, Italians, the Irish, African Americans, European Jews, Japanese, Norwegians, and many other groups had what they thought of as their parts of town. They felt at home there. Cafés and restaurants served their **traditional** foods made with old and familiar recipes. Crowded apartments were decorated with familiar items from home, and all around them they heard the languages from their homelands. By living close together, immigrants not only felt more at home, they were also able to support each other in finding jobs and learning English.



← **Show image 3A-9: People on the street**

11 or very unfriendly and unwelcoming

Immigrants felt safer and more comfortable in these neighborhoods, but they would often have to travel outside their parts of town to work and live. Sometimes, when they left their neighborhoods and met people from other places, they learned from one another and enjoyed it. Sometimes they met only unfriendliness or even hatred. Immigrants discovered that some people from outside their community could often be **hostile**¹¹ toward them because they were different. Some Americans believed that immigrants were coming into the country and taking their jobs.

12 You just heard that *hostile* means unfriendly or unwelcoming. The word *hostility* comes from *hostile*. What do you think it means?

However difficult their new lives in America could be, the lives of many immigrants improved when they moved to and settled in the United States. The longer immigrant families lived in the United States, the less hostility they felt.¹² Over time, children of immigrants felt even less hostility, as did their children’s children. And in time they were accepted as Americans, just like everyone else.

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* In today's read-aloud you heard about Marie, an immigrant who lived in the city. Compare and contrast her city life in the United States with her life back home in Italy. (Her village in Italy was much smaller than a city and there were less people, so it was quieter. In Italy there were no jobs, there was very little to eat, and her house had dirt floors. In the United States, Marie and her family had plenty to eat, her father had a job, and they lived in an apartment building.)
2. *Inferential* What did Marie not like about living in the city? (the noise, the crowds of people) What did Marie appreciate about her new life in America? (Her family had plenty to eat; her father had a job; they lived in an apartment building; etc.)
3. *Inferential* What were some of the pull factors that brought immigrants from Europe and Asia to the United States? (the opportunity for a better life; more job opportunities; the possibility of wealth; welcoming ethnic neighborhoods)
4. *Literal* The largest number of immigrants, over twenty-three million, came to the United States between 1880 and 1920. What are the names of the two immigration centers that were used to process these immigrants? Hint: One is on the East Coast and one is on the West Coast of the United States. (Ellis Island and Angel Island) Charles Steinmetz and Marie's family entered the United States through which one of these immigration centers? (Ellis Island)

5. *Literal* Through which immigration center did many Chinese and other Asian immigrants enter the United States? (Angel Island) What was one of the pull factors that attracted the Chinese immigrants to the California mountains? (hopes of finding gold and becoming wealthy)
6. *Literal* [Have a U.S. map available to identify the cities mentioned.] Many immigrants who entered through Ellis Island chose to live in nearby New York City. In what other cities that you heard about did immigrants settle? (Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco)
7. *Inferential* What reasons did you hear the author give to explain why immigrants often choose to live in the big cities of America? (There were more jobs there, and earlier immigrants, remembering the hardships that came with settling in a new country, often helped the newcomers find jobs and learn English. Immigrants could feel comfortable keeping their customs and traditions.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* If you were an immigrant during the 1880s to 1920s, what would you have liked about living in a big city? Why? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Traditional

5 minutes

1. In the read-aloud you heard, “Cafés and restaurants served their *traditional* foods . . . ”
2. Say the word *traditional* with me.
3. *Traditional* means relating to customs and ways of doing things in a particular culture that are passed down from parents to children.
4. Larry’s mother uses traditional recipes passed down from her great-grandmother to cook a special family dinner. Fiona attended a special class on the weekends to learn traditional Irish dance.
5. Do you and your family have any traditional recipes for food, traditional decorations for the home, traditional clothes for cultural events, or traditional music for entertainment? [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “My family has a traditional . . .”]

Note: You may wish to show examples of traditional clothing, performances, or music to help students understand the concept of *traditional*.

6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If what my sentence describes is traditional or has been part of the culture for a long time, say, “That _____ is traditional.” If what my sentence describes is not traditional, say, “That _____ is not traditional.”

1. Candice makes pizza the same way her mother, grandmother, and great-grandmother made their pizzas. (That pizza is traditional.)
2. Brain and his brothers play a game that his grandfather used to play in his home country. (That game is traditional.)
3. Julie enjoys listening to popular music from her favorite singer on the radio. (That music is not traditional.)
4. Xiaoli wears a costume for the fan dance that her grandmother used to wear. (That costume is traditional.)

5. Jason's family decorates their home with art from their home country that has been passed down from his great-grandparents. (That art is traditional.)
6. Carol likes to play the newest game on the Internet. (That game is not traditional.)



Complete Remainder of the Lesson Later in the Day



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3_B

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Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Context Clues: Coast

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Coast).] In the read-aloud you heard that “many [immigrants] stayed near the harbor, living in or around New York City on the East Coast.” In this sentence, *coast* means the area near a sea or ocean. Which picture shows this meaning of *coast*?
2. *Coast* also has other meanings. *Coast* also means to move along easily. For example, a child coasts down the path on his bike. Which picture shows this meaning of *coast*?
3. A coast is also the seashore and the land along its edge. Which picture shows this meaning of *coast*?
4. I’m going to say some sentences with the word *coast*. Hold up one finger if my sentence tells about *coast* in picture one; hold up two fingers if my sentence tells about *coast* in picture two; or hold up three fingers if my sentence tells about *coast* in picture three.
 - Immigrants from Europe entered America through Ellis Island on the East Coast.

- Immigrants from Asia entered America through Angel Island on the West Coast.
- Lidia and her little brother collect seashells on the coast.
- The airplane coasts across the sky.
- Kevin could see the coast from the window of the house next to the beach.
- The children coast down the snowy hill on their sleds.
- New York City is a big city on the East Coast.

↔ Syntactic Awareness Activity

5 minutes

Adjectives and Adverbs

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

1. We know that some words describe other words.
Words that describe nouns—people, places or things—are called adjectives.
Words that describe verbs—action words—are called adverbs.
2. In the read-aloud you heard Marie think, “Our new home is not like our *quiet*, little village in Italy.” *Quiet* is an adjective. What does *quiet* describe? (little village in Italy)
Quiet is an adjective that describes a noun—*village*.
3. In the read-aloud you also heard people *noisily* shouting things such as, “Buy my fresh fruit, good to eat!” *Noisily* is an adverb. What does *noisily* describe? (shouting)
Noisily is an adverb that describes a verb—*shouting*.
4. I will ask some questions. If my question asks you to describe a noun, use the adjective *quiet* or *noisy* in your answer. If my question asks you to describe a verb (an action) use the adverb *quietly* or *noisily* in your answer. [Place stress on the italicized words.]

- How should you *walk* around the room if a baby is sleeping? (I should walk quietly.)
 - How does a baby *cry*? (A baby cries noisily.)
 - How would you describe a busy city *street* with honking cars and people shouting? (a noisy street)
 - How should you *read* at your desk for silent, independent reading? (I should read quietly.)
 - How would you describe a *car* that does not make much noise when someone drives it? (a quiet car)
 - How would you describe the school’s *playground* during recess? (a noisy playground)
5. What are words that describe nouns called? (Adjectives describe nouns.)
 What are the words that describe verbs—action words—called? (Adverbs describe verbs.)

↔ **Vocabulary Instructional Activity**

5 minutes

Word Work: Appreciate

1. In the read-aloud you heard that Marie and her family *appreciate* that in the United States her father could find a job, there is plenty to eat, and they live in a good building.
2. Say the word *appreciate* with me three times.
3. *Appreciate* means to be grateful or thankful for something or to someone.
4. Immigrants appreciate the freedoms they have in the United States.
5. What are some things immigrants appreciate about living in the United States? Try to use the word *appreciate* when you tell about it.
 [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Immigrants appreciate . . . about living in the United States.”]
6. What’s the word we’ve been talking about?

Use a *Discussion* activity for follow-up. Directions: With your partner, discuss what you appreciate about the following things: [You may wish to have partner pairs make a list.]

- school
- your family
- our town/city

Immigration U.S. Map

10 minutes

- Review the following information that students have on their *Immigration U.S.* maps.
 - Have students trace the East Coast of the United States with their fingers.
 - Ask students if they remember where the immigrants from Europe first had to pass through before they could enter America. (Ellis Island)
 - Help students locate New York City. Ask which coast New York City is located on. (East Coast)
 - Have students trace the West Coast of the United States with their fingers.
 - Help students locate San Francisco. Ask which coast San Francisco is located on. (West Coast)
- Remind students that many immigrants from Asia had to pass through Angel Island before entering America. Help students locate the icon for Angel Island on the West Coast. Have students write *Angel Island* in the box.

E Pluribus Unum Puzzle

(Piece #3—Instructional Master 3B-1)

20 minutes

- Ask students what the phrase *e pluribus unum* means. (“out of many, one”) Remind students that this phrase is a good motto for the United States because many different immigrants have come to the United States from different countries and made America one great country.

- Have students recall important details from today’s read-aloud. You may prompt discussion with the following questions:
 - What was Ellis Island, and where was it located? (the place where immigrants from Europe had to pass through before entering America; East Coast)
 - What was Angel Island and where was it located? (the place where immigrants from Asia had to pass through before entering America; West Coast)
 - Why did Marie’s family immigrate to America? (find jobs, have enough food to eat, live in better conditions)
 - What are ethnic neighborhoods? (neighborhoods in big cities where people from the same home country live close together)
- Give students Instructional Master 3B-1. Tell students that they will be designing the third piece of the puzzle.
 - First, they should write a word or phrase about the main topic of the read-aloud in the box (e.g., ethnic neighborhoods, big cities, East Coast/West Coast, Marie.)
 - Next, they should write one or two sentences about what they have learned, using the word or phrase in the box. They should write the sentence within the puzzle piece.
 - Then, students may either draw a picture about their sentences or shade in and design their puzzle piece.
 - Finally, students should share their writing with their partner, small group, or home-language peers.