



# From Ireland to New York City

4<sub>A</sub>

**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 lesson about immigration to the city. You may prompt discussion with the following questions:

- What is an immigrant? (someone who leaves their home country to settle and live in a new country or region)
- Why did immigrants come from Europe and Asia to the United States? (for a better life and job opportunities)
- What are the names of the two immigration processing centers used at that time? (Ellis Island and Angel Island) Where were they located? (New York Harbor and San Francisco Bay)
- Why did immigrants choose to settle in the big cities? (There were more jobs in the cities, and earlier immigrants often helped the newcomers find jobs.)
- Why did many immigrants choose to live near one another? (By living close together, immigrants felt more at home and were able to support each other in finding jobs and learning English.)

## Where Are We?

5 minutes

Tell students that today’s read-aloud takes place in New York City. On a U.S. map, have students locate the city of New York, New York. Ask students to name any other landmarks learned in this domain that are located in or near New York. (Ellis Island, New York Harbor, the Statue of Liberty) Remind students that many immigrants who entered through Ellis Island settled in New York City. Tell students that Irish immigrants were some of the people who settled in New York City. Tell students that Irish immigrants are from the country of Ireland. Show students Ireland on a world map or globe. Share with students that it is thought that as many as four and a half million Irish immigrated to the United States between the years 1820 and 1930.

## Vocabulary Preview

5 minutes

### *Emigrate/Immigrate*

1. You have learned that the word *immigrate* means to enter a new country and settle down.  
In today’s read-aloud you will hear about people who *emigrate* out of their home country to come to America.  
[Write the words *immigrate* and *emigrate* on the board.]
2. Say the word *emigrate* with me three times.
3. To *emigrate* means to leave your home country to go live in another country.  
[Point to the word *emigrate*.] *Emigrate* begins with the letter ‘e.’ Try to remember that *emigrate* begins with ‘e’ and *exit* also begins with ‘e.’ To emigrate means to leave—or exit—your home country.
4. Charles Steinmetz emigrated from Germany.
5. Decide whether my sentence describes *immigrate* or *emigrate*.
  - Charles Steinmetz moved to America. (immigrate)
  - The Pilgrims left England. (emigrate)
  - The Pilgrims settled down in America. (immigrate)
  - Miguel’s family moved to Puerto Rico to live there. (immigrate)

- Tran’s family moved away from Vietnam. (emigrate)

### ***Blight***



#### ← Show Image 4A-1

1. In today’s read-aloud you will hear about one push factor that caused many Irish to immigrate to the United States—the potato *blight*.
2. Say the word *blight* with me three times.
3. Blight is the sudden and quick death of plants or crops because of a disease.
4. The blight killed the farmer’s tomato crop.
5. Which side of the image shows a healthy potato crop? Which side shows a potato blight? Why do you think a potato blight in Ireland would cause many Irish immigrants to come to America?

### **Purpose for Listening**

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Tell students to listen carefully to this read-aloud to find out what made the United States a land of opportunity for families who immigrated to the United States because of the potato blight in Ireland.



## From Ireland to New York City

### ← Show image 4A-2: Sean and Fiona entering Uncle Brendan's restaurant

For once, Sean and Fiona Murphy were grateful for the crowds of people on their street in New York City. It was a freezing cold day in 1858, and all those bodies helped block the powerful wind blowing in from the Hudson River. Fiona told Sean, “Let’s go into Uncle Brendan’s,” and a minute later they entered their uncle’s little restaurant named “Murphy’s” after their family. The cold followed them in, so they quickly shut the door behind themselves.

A familiar voice called out, “Well now, look who the cat dragged in!” It was Uncle Brendan.

“It wasn’t a cat,” Sean laughed, “It was Fiona. I’m hungry, Uncle Brendan.”

“You’re a fifteen-year-old boy,” his uncle answered. “You’re *always* hungry. Sit down and I’ll get each of you a plate. But Sean, don’t you eat so much that you leave nothing left for my paying customers.”



### ← Show image 4A-3: Aunt Cathleen and Fiona talking

Just then, Aunt Cathleen came out from the kitchen and walked over. Quietly she asked, “How’s your ma?”

Fiona grew serious. “Not so good, Auntie. She says she should be used to this cold after living in a drafty, one-room shack back in Ireland, but this New York winter is doing something to her. And you know Pa. He never says he’s worried, but when he was home last month, I could see it in his eyes. I’ve been wishing he could be home more.”

Cathleen replied, “He’s lucky to have a job. Working to lay railroad tracks out West may take him away often, but his pay is putting food in your mouth and paying for whatever heat we can get in our home.” Fiona’s family, including her aunt and uncle, had been sharing a tiny

1 Who can tell me what *emigrated* means?



2 Bacon joint is a traditional Irish dish made up of various pieces of smoked and salted pork.

3 A blight is a kind of plant disease that causes the sudden death of the plant or crop.

4 What does the phrase *land of opportunity* mean?

apartment ever since they had **emigrated** from Ireland to settle in the United States.<sup>1</sup> Uncle Brendan’s restaurant, Murphy’s, was doing well now, but he and his brother Peter, Sean and Fiona’s father, were still paying back the money they owed for buying the restaurant. Any money they earned helped the whole family.

← **Show image 4A-4: Sean smelling the food**

By now, plates of food had appeared in front of Sean and Fiona. Sean breathed in the familiar smells of the food from his home country, Ireland. “Ah, bacon joint and potatoes,” he told Aunt Cathleen. “It reminds me of Ireland every time I smell your cooking.”<sup>2</sup>

“It should,” she answered, “since I cooked the same foods for you there. Only we have more to eat here. There was never enough food to eat after the potato **blight** ruined our main food source in Ireland.<sup>3</sup> Even your pa, the strongest man I know, was getting weak from hunger. It’s a blessing to come to a country where there’s food to eat—the ‘land of opportunity’, indeed. Back in Dublin, Ireland, we worked just as hard and had a lot less.”<sup>4</sup>

“Aye,” said Uncle Brendan, “we would never have been able to own a restaurant back in Ireland, and even if we could have, no one had money enough to be a paying customer. We had so many hardships back home. We complained when all we had to eat in Ireland was potatoes, but we suffered tremendously when the potatoes were no longer there. Our family had to pay a lot of money to immigrate to America, and even with all the difficulty we are going through, it has all been worth it. We have a good place to live in a neighborhood of Irish folks like us. Sure, some people have been hostile toward us, but there’s more food on our table than we ever had back home in Ireland and crowded as it may be, I prefer New York City to farming the rocky Irish soil. Still, I do miss a lot of the folks we left behind when we emigrated from Ireland.”



← **Show image 4A-5: Uncle Brendan greeting Michael Connolly**

As he was saying this, the door opened and a voice shouted out, “Well, I’m glad to hear that, Brendan, for we’ve no plans to go back!”

Uncle Brendan’s face burst into a huge grin. “Michael Connolly!” he exclaimed. Turning, he saw his old neighbors from Ireland walking through the door.<sup>5</sup> They were new immigrants to the United States now. After a happy reunion, Brendan said, “Sit down, all, and we’ll bring you a good, warm meal.” Later, after the Connolly family was full of Cathleen’s hearty food, Brendan asked Michael, “Have you a place to stay? And what are you doing about work?”

“We are staying with my brother for now,” his old neighbor replied. “As for work . . .” He shrugged.

“I’d hire you myself,” Brendan said, “but I couldn’t **afford** to pay you.<sup>6</sup> But there’s a fellow here from the old country who needs wagon drivers to deliver ice in the summer and coal for fires in the winter. No man alive knows more about horses than you do, Michael. I’ll take you to meet him. It’s hard work, but what isn’t? At least you’ll be near your new home—not like my brother, Peter, out West laying railroad track with a pick and a shovel.”<sup>7</sup>

5 How do you think Uncle Brendan felt when he saw Michael?

6 If Brendan couldn’t afford to pay Michael, that means he didn’t have enough money or wouldn’t be able to pay Michael for his work if he gave him a job.

7 How is Uncle Brendan going to help Michael Connolly?



← **Show image 4A-6: Sean, Fiona, and Uncle Brendan at table**

At this, his niece, Fiona, said, “But not for long, Uncle. That’s what I was starting to tell you. We got a letter. Pa says his boss thinks so highly of his work that he’s bringing him back to New York City to work in an office!”

Her brother, Sean, added, “Pa will be home at the end of the month. He says that it’s a lucky thing he can read and write, or he would not have been given this new job opportunity. He says it will pay better than building the railroad out West. What’s even better is that now he will be close to home to care for Ma. You should have seen her face when I read her the letter. I think maybe she’ll get better now with Pa around.”

Uncle Brendan nodded. “Aye, Sean, when your pa is around, your mother perks up like a flower that just got watered. And see how important it is that you and Fiona learned to read and write so well at an early age! One day you’ll have better job opportunities than any of us.”



← **Show image 4A-7: Sean and Uncle Brendan shaking hands**

Sean smiled. “Fiona and I are very lucky now to live here in the land of opportunity, but we will never forget where we came from and what sacrifices our family had to make to get here.”

“Well,” said Uncle Brendan, “It seems we all have a great deal to be grateful for here in America. Cathleen and I are lucky enough to own a restaurant; the Connollys are newcomers here; my brother will be with us soon, and working in a better job; and I believe your ma will get better, children. All in all, I’d say that as hard as the changes sometimes are, coming to America was a good idea.”

## ***Discussing the Read-Aloud***

**15** minutes

### **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. *Literal* Where did the characters in today’s read-aloud emigrate from? (Ireland) Where did they immigrate to? (America)
2. *Evaluative* You heard in the introduction to today’s read-aloud that approximately four and a half million Irish people immigrated to the United States. How would you describe that number? (Answers may vary.)

3. *Inferential* What important push factor caused Sean and Fiona, their family, and many other Irish families to leave Ireland? (the potato blight; They did not have enough to eat or enough money in Ireland.) What pull factors brought the Murphys to the United States? (hope for a better life; better job opportunities; etc.)
4. *Inferential* How were Uncle Brendan and Fiona’s father, Peter, able to make a living in the United States? (by owning a restaurant and working on the railroad out West)
5. *Evaluative* Why do you think the Murphys settled in New York City? (Because there were other Irish immigrants there; it was close to Ellis Island; etc.)
6. *Inferential* How was Uncle Brendan going to help Michael Connolly, his old neighbor, who was a newcomer to America? (He was going to help Michael get a job by introducing him to a fellow immigrant who needed workers/wagon drivers.)
7. *Inferential* Why did Aunt Cathleen call the United States a “land of opportunity”? (There was more food in the United States than in Ireland; there were more job opportunities; Fiona and Sean will have better opportunities in their future; etc.)

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

8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. 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: Afford

5 minutes

1. In the read-aloud you heard, “Uncle Brendan said to his old friend and neighbor, ‘I’d hire you myself, but I couldn’t *afford* to pay you.’”
2. Say the word *afford* with me.
3. To *afford* means to have enough money to pay for something or time to do something.
4. After saving money for a few months, Charles could finally afford to buy the new game he wanted.
5. Why wasn’t Uncle Brendan able to afford to pay his old friend to work for him? Try to use the word *afford* in your answer. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Uncle Brendan was not able to afford to pay his friend because . . . ”]
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 the person in the sentence has enough time or money to do or buy something, say, “S/he could afford \_\_\_\_\_.” If the person in the sentence is not able to afford something, or does not have enough money or time for something, say, “S/he could not afford \_\_\_\_\_.”

1. Penny had enough money for a sandwich and a lollipop. (She could afford the sandwich and lollipop.)
2. Graham wanted to get more seeds for his garden but did not have enough money. (He could not afford more seeds.)
3. Luke already was late to school four times, and if he was late again, he would be marked absent. (He could not afford to be late to school.)
4. Leslie practiced hard at every soccer practice, so her coach was not worried when she needed to miss one practice. (She could afford to miss one soccer practice.)
5. Jason had enough money to buy the used book he wanted at the bookstore. (He could afford the used book.)



**Complete Remainder of the Lesson Later in the Day**



# From Ireland to New York City

4B

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## Extensions

20 minutes

### Push and Pull Factors: Sean and Fiona

10 minutes

- Remind students that push factors are reasons that cause people to leave their home country. Hardships, war, lack of food, and lack of freedom are examples of push factors. Pull factors are reasons that cause people to come to a new country. Better jobs, better education, and freedom are examples of pull factors.
- Help students find the pictures related to Sean and Fiona on the image sheet. Read the following sentence: “The potato crop in Ireland died. Many people were starving.”

Ask: “Is this a push factor or pull factor?” (It is a push factor because many Irish people did not have enough to eat.)

Then read the sentence: “Sean and Fiona have enough to eat in America.”

Ask: “Is this a push factor or pull factor?” (It is a pull factor because there is enough food for them to eat.)

- Have students cut out the images related to Sean and Fiona and paste them on to the correct charts.
- Save the charts and image sheet for use in future lessons.

## ***E Pluribus Unum* Puzzle**

### **(Piece #4—Instructional Master 4B-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:
  - Where were the Murphys from? (Ireland)
  - Where do the Murphys live? (New York City)
  - What push and pull factors brought the Murphys to the United States? (push factor: potato blight; pull factors: having enough food, finding a job, better opportunities)
  - What did the Murphys do to earn a living in the United States? (opened a restaurant, lay railroad tracks in the West)
  - What did Uncle Brendan want to do to help his old neighbor who was a newcomer? (help find a place to live and help to find a job)
- Give students Instructional Master 4B-1. Tell students that they will be designing the fourth 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., New York City, Irish immigrants, the Murphys.)
  - 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.

## Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book that presents a story about immigration and adjusting to a new life in a new country to read aloud to the class. [Suggested trade books are: Items 13, 16, 17, 19, 20, 21, 26, and 27.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write two or three sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.