

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
Playing Time	15-20 minutes	10-13 minutes	10-13 minutes	15-17 minutes	15 minutes	5-10 minutes
Activity Time	35-40 minutes	30-35 minutes		70-75 minutes		
Story	<p>In the prologue, Lena describes why and how she left Minsk, Russia to live in New York City with her brother.</p> <p>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.</p>	<p>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.</p> <p>If she has time, she can go to the Settlement house.</p>	<p>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.</p>	<p>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 as pocket money.</p>	<p>Many factory girls have gone on strike, and Lena seeks advice on whether she should join the strike too.</p> <p>Once she joins the strike, Lena raises funds to help the striking workers, joins a picket outside of her factory, and is arrested for disturbing the peace. Lena must decide if she will continue striking or return to work.</p>	<p>Look through Lena's scrapbook of the 1910s and 1920s to find out what happened to her after the 1909 strike.</p>
Essential Question(s)	What conditions prompt immigrants to leave their homeland and/or draw them to come to the U.S. and what challenges do they face when they arrive?	How do members of immigrant families depend on each other and their community for support? How do immigrants balance their commitment to family and ethnic or religious traditions with their desire to assimilate, or explore new opportunities and identities in America?		What were the conditions that immigrant workers faced in the large garment factories and what were some of the ways that workers and urban reformers responded to those conditions?		

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In-Game Assessments	Exit Ticket (5 questions) Part of the game experience with results available on the teacher dashboard.	Exit Ticket (5 questions) Part of the game experience with results available on the teacher dashboard.		Exit Ticket (5 questions) Part of the game experience with results available on the teacher dashboard.		

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Activities <i>(A teacher guide is provided for each handout that includes tips for classroom implementation)</i>	<p>Mission Reflection and Document Analysis</p> <p>(Can be completed independently or as a classroom activity. A handout is provided for each activity.)</p> <p><u><i>Coming to America</i></u></p> <p>Mission Reflection (10-15 minutes): Students identify Lena’s hopes, fears, and challenges as she navigates her new life and make connections to the experience of other immigrants.</p> <p>Document Analysis (at least 25 minutes): Students analyze the primary source “The High Tide of Immigration—A National Menace” (Louis Dalrymple, 1903) to explore how attitudes toward immigrants have changed or stayed the same since the early 1900s.</p>	<p>Mission Reflection and Document Analysis</p> <p>(Can be completed independently or as a classroom activity. A handout is provided for each activity.)</p> <p><u><i>Adapting to Life in America</i></u></p> <p>Mission Reflection (10-15 minutes): Students track how Lena divides her time between paid jobs, unpaid chores, and other activities.</p> <p>Document Analysis (at least 20 minutes): 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.”</p>		<p>Decision Tracker Reflection and Document-Based Writing Activity</p> <p>(Should be completed after game play.)</p> <p><u><i>The Role of Women in the Progressive Era</i></u></p> <p>Decision Tracker Reflection (10-15 minutes): After game play, students are asked to review and analyze the notes they collected on their Decision Tracker to better understand the values underlying their choices for Lena.</p> <p>Document-Based Writing Activity (at least 60 minutes): Students describe two ways women contributed to social changes during this period – as workers and organizers, as social reformers, or as consumers of popular entertainment.</p> <p>Students scan six documents – three images, three texts — and choose four to cite in a two paragraph writing assignment.</p>		
	<p>Game Decision Tracker (To be completed independently as students play the game. A handout is provided.) Students determine how their decisions for Lena in each part align with the following:</p> <ul style="list-style-type: none"> • Maintain Traditions (Help my family and practice my religion) • Succeed in America (Work to earn money and get ahead) • Make Progressive Reform (Join others to fight for better conditions) • Assimilate (Enjoy amusements and try to become more American) 					
Historical Thinking Skills	Historical Empathy through Understanding Multiple Perspectives, Contextualization, and Historical Cause and Effect					