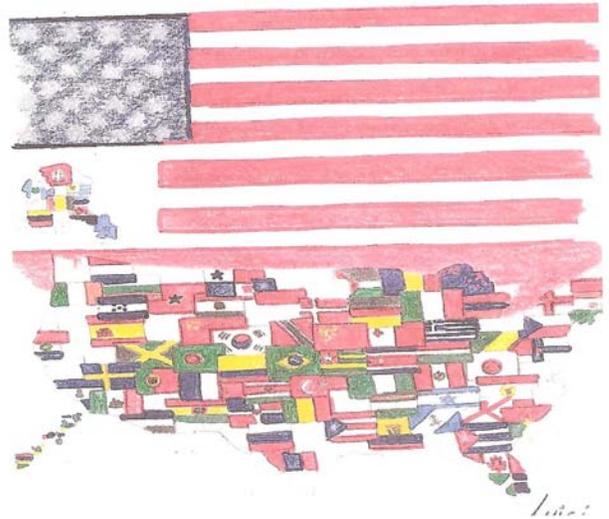




UNIT SIX:

WE ARE ALL IMMIGRANTS

Practice and enrich ELA skills
through **models** of American
ART, CULTURE & History.



*A History of U.S. Immigration
& stories of the people who have
made us a “Nation of Immigrants”.*

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Welcome to the **Unit Six: We Are All Immigrants**

This unit introduces you to a new way of learning English through activities based on the art, culture and traditions of 17th-21st century American immigrants who are our friends, students, co-workers, parents, and ancestors.

Art of English is a multi-layered approach to learning language. It connects models of art, music, poetry, drama and historical writings to learning reading, vocabulary, pronunciation, writing and comprehension skills.

Art of English uses three little verbs: *Model, Practice, Enrich* to guide you into learning a second language the way you learned your first. It engages your senses and evokes feelings. Our first activity will demonstrate...

MODEL: WRITE. Study the picture on the front of this unit. It was done by ESL student Luigi DeVoto during our study of immigration. Write down as many words as you can to describe what you see! These are literal descriptions. *Examples: flags, reds, blues.* Second, Study the picture again and write down the ideas that come to mind. *Examples: U.S. states, flags of different nations.* These are interpretations.

LITERAL DESCRIPTIONS

INTERPRETATIONS

PRACTICE: WRITE. READ. SPEAK. LISTEN. Write down your favorite description and interpretation on the board. Listen to the instructor pronounce each word/phrase and repeat what you hear. After all the students have written on the board, discuss the similarities and differences in the descriptions and interpretations.

ENRICH: READ.WRITE. Choose *three* descriptions or interpretations you like best from the list on the board. Add a verb to the description or interpretation and arrange the three into a three line stanza to make an original *poem* inspired by the painting. Write the *poem* here then read it to the class. Example: *different flags/ Same continent/ colorful country.*

SPEAK. LISTEN: Read your *poem* to the class. Listen to others read their poems. **Discuss:** What makes your writing a poem. What new vocabulary words did you learn from listening to others? What language skills did you learn from this lesson?

One of the great advantages of teaching English as a second language to adults is the opportunity to learn about them and their countries while teaching them about mine. Let's start to share our mutual knowledge right away. Fill out this **Cultural Inventory**, then read out your answers one by one and compare them with others.

WHAT WE SHOULD ALL KNOW

YOUR NATIVE COUNTRY

THE U.S.A.

1. Who discovered it?

2. Where was the discoverer from?

3. When was it discovered?

4. What language did the first settlers speak?

5. Why did the first settlers come?

6. When did the people win independence?

7. Who was the leader of the fight for independence?

8. Who was the first president?

9. Who is the president today?

10. What is the name of the national anthem?

11. What are the colors of the flag?

12. Name the person from your country who is world renowned.

YOUR NAME _____

YOUR COUNTRY'S NAME _____

MODEL: READ. SPEAK. LISTEN: Listen to the instructor read the following information about the national groups that immigrated to the United States from 1600 to 1930. Do a second reading with everyone reading a section. Discuss the information and its relationship to our times after each paragraph.

E PLURIBUS UNUM, A HISTORY

What does the word immigrant mean? Immigrant means *a person who comes into a country to take up permanent residence*. The root of the word is “migrare” which means *to move* and the prefix is “in” which means *into*. The word immigrant was first used in the 18th century. Everyone who *moves into* the United States can be called an immigrant.

What groups of people have been immigrants to the United States throughout its history? People from every nation on earth have been immigrants to the U.S. The following short list proves that we have always been a nation of immigrants and that the Latin words found on our money “*e pluribus unum*” – *out of many, one* – are true. **From 1600-1790**, 300,000 Africans were brought to the British colonies. The Africans, mostly slaves, were brought here against their will. International slave trade was made illegal in 1808, fifty seven years before it was outlawed in the U.S.



Before 1790 there were no restrictions on people moving into the country. The records show:



- | | |
|----------------|---------|
| 1. England | 230,000 |
| 2. Ulster | 135,000 |
| 3. Germany | 103,000 |
| 4. Scotland | 48,500 |
| 5. Ireland | 8,000 |
| 6. Netherlands | 6,000 |
| 7. Wales | 4,000 |
| 8. France | 3,000 |
| 9. Jews | 2,000 |
| 10. Sweden | 500 |

From 1790-1849:

- | | |
|-------------|---------|
| 11. Germany | 500,000 |
| 12. Germany | 61,000 |

From 1850-1930:

- | | | |
|---------------------|-------------|----------------------|
| 13. Germany | 5 million | 1816-17 famine |
| 14. Ireland | 4.5million | 1848- revolution |
| 15. French Canada | 900,000 | Mid-West |
| 16. Italians* | 2 million | fled potato famine |
| 17. Norway/Sweden * | 1.5 million | left Quebec City |
| 18. Poland | 2 million | 1910-20 peak years |
| 19. Jews | 2 million | religious oppression |
| | | Catholics oppression |
| | | religious oppression |

*One third of Italian immigrants returned after working an average of 5 years and 20% of the population of Norway and Sweden came to the United States between 1850-1930.

PRACTICE: READ. WRITE. SPEAK. LISTEN. Answer the following questions about U.S. immigration history between 1600-1930. Read answers and compare with others.

1. Which country had the most immigrants before 1790? _____
2. Which country had the most immigrants between 1790-1849? _____
3. Which country had the most immigrants between 1850-1930? _____
4. Which countries' immigrants came to this country for religious freedom?

5. Which countries' immigrants came to this country to escape famine?

6. Which countries' immigrants between 1850-1930 were non-English speaking?



PRACTICE: READ. WRITE. SPEAK. LISTEN:

Look at this picture of immigrants at Ellis Island waiting to be admitted into the country. How many different nationalities can you identify? For each country listed below, write the name of the people and its language alongside.

(Example: China – Chinese)

1. England _____
2. Germany _____
3. Scotland _____
4. Ireland _____
5. Netherlands _____
6. France _____
7. Sweden _____
8. Italy _____
9. Norway _____
10. Spain _____
11. Poland _____

PRACTICE: WRITE: Study the people in this early 1900's picture, some are northern European in their appearance, some are southern European. Answer the following question and use the picture for reference.

1. Which group of immigrants probably found it most difficult to assimilate into life in the United States in the early 20th century? Give reasons for your answer. _____

ENRICH:  **SPEAK. LISTEN.** Improvise a scene between two of the immigrants in the picture above. Choose a name for your immigrant and the country he/she comes from. Write it here: My name is _____ and I am from _____

MODEL: READ. SPEAK. LISTEN: Listen while the instructor reads the following essay. Follow and mouth the words on the second reading. Define all unfamiliar words. Finally each student will read one paragraph and listen while others do the same.

WE ARE ALL STRANGERS IN A STRANGE LAND

For five centuries strangers have been coming to this unique land. The first strangers came from Spain to answer its *siren* call: the promise of gold. Then they came from England bringing with them what would become the *dominant* language, English, a strong *work ethic* and a belief that God gave man *dominion* over nature.

However, the first strangers in the brave new world were not alone. There were “Indians” everywhere, speaking in strange sounds, living in harmony with nature and worshipping many gods. At first, native people warmly welcomed the god-like strangers whose *helmets reflected* the sun from which they believed they had come. These strangers on horseback *reinforced* the prophecies that powerful man-gods would come from the East.

Ironically it was the god-like strangers who needed the help of the Indians. The *indigenous* people saved the first European settlers from starvation and *naively* shared the land on which they lived. Since the first Europeans thought of themselves as *entitled* to their new found land they soon decided that the real strangers must be those whose *accents* they couldn’t understand and whose rituals and customs were *pagan* and primitive. Those who Columbus had *wrongly* named Indians soon became strangers in their own land.

English farmers, French *fur-traders*, Dutch merchants and Spanish hidalgos soon became “as numerous as the stars” as they confidently came, saw and conquered the new world. By the 19th century America’s siren call of gold, freedom and opportunity was heard worldwide. In that same century the first of my ancestors arrived. Like millions before and after, they came in search of the American dream. The first one from Germany.

His name was Julius and as legend has it, he *stowed away* on the first ship he could find in Hamburg harbor to escape military service. He arrived in Philadelphia, only to be *recruited* into the Union army from which he also ran. Later in his life Julius crossed the continent in search of the best water for *brewing* beer. He settled in Montana and became a beer “*baron*”, his American dream realized in a single generation.



My Italian nana and nono were less adventurous. In 1903 they left Calabria with two young children. They arrived in New York City where my father and his brother Arthur were born. Two years later the influenza killed their youngest son so my nono, Benjamino, followed his paisans and moved to the safety of suburban Mount Vernon to escape the *overcrowded, unsanitary* city they had once believed to have “streets of gold”.



There they raised ten children. At first, Nono **dug ditches** to support his large family, then he started a successful ice cream company which one of his sons later mismanaged. Fortunately, he did live long enough to see his family benefit from his American dream. Julius and Beniamino left everything behind, for different reasons, and began to blend into America's 20th century "**melting pot**". Their sons and daughters prospered, they went to public schools, learned the new language, English, and **abandoned** the old ways. They loved being American so much no-one wanted to German-American or Italian-American. I only regret that my generation lost their native languages.

Ironically my German, Italian families became strangers for a second time when they found themselves in the midst of a World War that was being fought against their fatherland, their paisans. I was too young to realize it then, but both families must have suffered greatly as they tried to hide their roots and bite their native tongues. Throughout the 20th century, America's wars have **impacted** the lives of immigrants from the "enemy" countries as they did my two families.

America's siren call is still being answered by a new wave of strangers, **you**. **You** who share my ancestors' dreams of freedom and opportunity. **You** who have to lose a little of yourself in order to "blend in".. **You** who do **menial** jobs in order to make a living. **You** who have to learn our language. **You** are the reason I have written *The Art of English* for we have all been "strangers in this land" of hopes and dreams.

PRACTICE; READ. SPEAK. LISTEN. WRITE. List all the unfamiliar (**bold**) words from the essay, define each one, identity its part of speech and use in new sentences.

1. siren _____
2. dominant, dominion _____
3. work ethic _____
4. helmets _____
5. reflected _____
6. reinforced _____
7. indigenous _____
8. naively _____
9. entitled _____
10. pagan _____
11. wrongly _____
12. fur-traders _____
13. stowed away _____
14. recruited _____
15. brewing _____
16. baron _____
17. overcrowded _____
18. unsanitary _____
19. dug ditches _____
20. melting pot _____
21. abandoned _____
22. impacted _____
23. menial _____

PRACTICE: READ. WRITE. Write the answers to the following questions about the personal essay “We are all strangers in a strange land”. Use complete sentences.

1. Who were the first “strangers” and why did they come to the new world?

2. From which country did the first “strangers” who wanted religious freedom come?

3. Why did the Europeans consider the Indians “strangers”?

4. How did the indigenous people help the Europeans?

5. In what century did Camille’s German ancestors first come to America?

6. Why did Camille’s German ancestor leave Germany and come to America?

7. In what century did Camille’s Italian ancestors first come to America?

8. Why did Camille’s Italian grandparents move out of New York City?

9. Why did Camille’s Italian and German families become “strangers” again in World WarII?

10. List three ways in which you, the new “strangers” are like Camille’s immigrant ancestors

ENRICH: SPEAK. LISTEN.

PERSONAL MEMENTOES

Look at the personal **mementoes** of Camille’s two families: the photos of Julius and Beniamino that illustrate the essay. Brainstorm words that describe the two men. List these adjectives on the board. Bring in a photo of one of your grandparents and describe him/her to the class. List new adjectives learned during this exercise:

WRITE. READ. Family “treasures”: This is a picture of the trunk my Italian grandparents brought with them from Italy. I am fortunate enough to have it in my home; it is a family “treasure”. Think of something that you consider a “treasure” and write about it.





MODEL: WRITE: This is one of the most recognizable images in the world. This painting was done by artist Edward Moran of the 1886 unveiling of French sculptor Frederic Bartholdi's statue which he called "*Liberty Enlightening the World*". Look at it carefully and write *in your native language* the thoughts and feelings that it brings to mind.

PRACTICE: READ. WRITE. Translate what you have written into your **new language**.

ENRICH. READ. WRITE. SPEAK. LISTEN. Ask your teacher to correct any spelling or grammatical mistakes. List the mistakes at the end of this book in the section marked **OOOPS, I DID IT AGAIN** Re-write what you wrote and include the corrected spelling and grammar. Then read your writing to the class and listen to others read theirs.

MODEL: LISTEN, READ: Listen while the instructor reads this famous poem, *The New Colossus* by Emma Lazarus. The second time listen, follow and mouth the words.

The New Colossus — Emma Lazarus

Not like the *brazen* giant of Greek fame,
With conquering *limbs astride* from land to land;
Here at our sea-washed, *sunset* gates shall stand
A mighty woman with a *torch*, whose flame
Is the *imprisoned lightning*, and her name,
Mother of Exiles. From her *beacon* hand
*Glow*s world-wide welcome; her *mild* eyes command
The air-bridged *harbor* that twin cities frame.
“*Keep*, ancient lands, your *storied pomp!*” cries she
With silent lips. “*Give me your tired, your poor,*
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”



PRACTICE: SPEAK, LISTEN, READ, WRITE.

BRAINSTORMING

My theory on how to learn new vocabulary for intermediate and advanced students is to **brainstorm** (*ask everyone to use his/her own brainpower*). I believe someone in the class knows something about every new word we discover. When we **brainstorm**, we use the dictionary as a last resource (to confirm our definition, if there are any doubts).

Let's practice brainstorming before we do the exercise below. Example: the word Colossus. The title of the poem you just read is "The New Colossus". The title of the poem always has connections to the poem's subject. Let's begin...

- Pronounce the word first...co-los- sus.
- What other word does it sound like? colossal? colosseum?
- What do those words have in common? Size! **Large** size. We're almost there.
- What is the poem about? The Statue of Liberty. If the poet is calling her "The New Colossus" what is she trying to say.
- Let's put all of these good ideas together into a new brainstormed definition.

Colossus: *A large size something like the Statue of Liberty.*

Now let's see what the dictionary says: *A statue of gigantic size or proportions.*

That's brainstorming in action. Now use it for the poem's vocabulary

PRACTICE: READ. SPEAK. LISTEN. Listen to the instructor pronounce each one, repeat each and practice proper pronunciation. Use each in a sentence.

1. *brazen* (adjective) _____
2. *limbs* (noun) _____
3. *astride* (verb) _____
4. *teeming* (adj) _____
5. *sunset*(noun) _____
6. *torch*(noun) _____
7. *imprisoned* (adj) _____
8. *lightning*(noun) _____
9. *beacon*(noun) _____
10. *glows*(verb) _____
11. *mild*(adj.) _____
12. *refuse*(noun) _____
13. *harbor*(noun) _____
14. *keep*(verb) _____
15. *storied* (adj.) _____
16. *pomp*(noun) _____
17. *huddled*(adj) _____
18. *masses*(noun) _____
19. *yearning*(verb) _____
20. *wretched* (adj) _____

PRACTICE:  **SPEAK. LISTEN. SING.** Practice speaking the five last lines of the poem. They are well-known to all Americans and have been enshrined near the statue. Discuss the meaning of the words and how they relate to what the statue means today. Emma Lazarus’s poem has also been set to music. Listen to a recording and sing along.

PRACTICE: WRITE, READ. SPEAK. LISTEN. Write a poem from the point of view of the statue. Use the first person, “I”, writing as if you were Lady Liberty. Think of the world events she has witnessed: her own inaugural celebration as seen in the painting (1886); the Bicentennial (1976) celebration with the Tall Ships of the world in her harbor; the facelift she received in the 1990’s or most recently 9/11. Read it aloud and listen to others read.

ENRICH: READ. SPEAK. LISTEN. Read these poetic thoughts by ESL students who were inspired by Lazarus poem and the statue itself. Discuss the different viewpoints expressed.

A symbol made for liberty that lets you in.
A symbol hidden from you, can I see?
How long do I have to wait? Please!
Tell me how long?
Statue of Liberty, beautiful symbol,
hope in a showcase.
Statue of Liberty, flamboyant symbol,
dirty in politics.
Statue of liberty, a symbol doesn't mean
anything for us. *M.I. (Peru)*

She is watching us silently and honorably
now, once before and from now on.
People come to this country who had a
mixture of wish and anxiety.
They were standing in long lines for landing
with dreams in their hearts.
Old, young, men and women, children,
brother or sister. She just enfolds them.
When the huge buildings were destroyed by
an enormous force, she viewed this tragedy
with sorrow.
What did she feel about it? *F.N. (Japan)*

The buildings are burning with a flame
The sky is gray. Where is the blue sky?
What are those screams and sirens?
I have never seen such a view.
I have never had such a feeling.
I am Freedom's goddess.
I hate a battle, but I can't cry. *Y.A. (Japan)*

This is the Statue of Liberty.
She sees everyone and every way.
She is illuminating our way.
She is greeting everyone.
"Welcome into the country!
Welcome!
Are you ready to have freedom?
This is difficult, to have freedom."

L.G. (Russia)

I, Lady Liberty, see many people
come to me looking for what?
"Freedom."
Are the immigrants slaves?
No, they are looking for jobs,
American dreams, money.
But freedom, I think
it's a romantic idea.
I'm a present from France and
I represent American life.
Is it not funny?
I'm a symbol, a very important
symbol, but only a symbol.
Symbol of America? *A.R. (Spain)*

I am the guide of the navigators
I take care of everybody who
Has to sail in the waters of
the Hudson River.
I know everybody who arrives
with a bag full of dreams.
But not everybody can realize
their dreams.
I drop some tears of sadness
for all the immigrants who come
here and don't find
Lady Liberty. *E.S.M.(Colombia)*

MODEL: READ. SPEAK. LISTEN: Listen to the instructor read the following brief history of U.S. immigration laws paragraph by paragraph. Define all unfamiliar words. Read the most interesting parts a second time and discuss what might have been the reasons for the laws.

A BRIEF HISTORY OF U.S. IMMIGRATION & NATURALIZATION LAWS

The first **naturalization** law in the United States was March 26, 1790. It **restricted** naturalization to “free white persons” who had resided in the country for two years and in their current residence for one year. In 1795 the time was increased to 5 years residence and 3 years after notice of **intent** to apply for citizenship. In 1798 it was increased to 14 years residence and 5 years notice of intent to apply for citizenship.

In 1865 the Fourteenth Amendment to the Constitution changed the **status** of children of immigrants: “*All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside.*” In 1870 the law was expanded to include African-Americans as well as whites. Asians were still **excluded** from naturalization.

In 1882 the Chinese **Exclusion Act** specifically **forbade** Chinese immigration. This was a result of decades of **agitation** by California residents who passed their own Anti-Coolie Act in 1862. This ban was not repealed until 1943, a China’s reward for being a war-time **ally**. Japan negotiated a Gentleman’s Agreement with the U.S. in 1907 to prevent her citizens from **emigrating** to the U.S. in exchange for better treatment of those already living here. The same year an immigration law was passed **banning** “lunatics”, prostitutes and infectious disease carriers.

In 1901 the **Anarchist Exclusion Act** was passed to keep people out because of their political beliefs. In the Immigration Act of 1917 a literacy requirement was added.

In 1921 Congress passed the Emergency **Quota Act** which established national quotas on immigration. The quotas were based on the number of foreign born residents of each nationality living in the U.S. as of the 1910 census. This was later changed to the 1890 census, a change that greatly reduced the number of southern and eastern European immigrants allowed. At the time Western Hemisphere immigrants were admitted outside the quotas.

In 1952 the Immigration and Nationality Act **revised** quotas this time basing them on the 1920 census. For the first time in history racial distinctions were omitted from the U.S. Code. However, most of the **allocations** went to the United Kingdom, Ireland and Germany. In 1965 the system of nationality quotas was abolished and a limitation was put on Western Hemisphere immigration (120,000 per year) and Eastern Hemisphere (170,000)

In 1986 the Immigration Reform and Control Act was passed creating penalties for employers who hire illegal immigrants. The act also contained **amnesty** for illegal immigrants already in the U.S. and increased **militarization** of the U.S./Mexican border. In 1996 the Anti-Terrorism and Effective Death Penalty Act (AEDPA) and Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) expanded the list of criminal activities for which immigrants, including green card holders, can be deported. Since that time one million people have been deported.

In recent years, proposals to criminalize illegal and undocumented immigrants and to build a wall along the 2,001 mile U.S./Mexican border have politically **polarized** many Americans. The U.S. government once again finds itself in conflict about how to create humane and just immigration and naturalization laws for its nation of immigrants.

PRACTICE: READ. WRITE. Define each of the following words, list its part of speech then re-read the essay “Brief History” and locate each word as it is used in the essay.

- 1.naturalization_____
- 2.restricted_____
- 3.intent_____
- 4.amendment_____
- 5.status_____
6. jurisdiction_____
7. excluded_____
8. exclusion_____
9. forbade_____
- 10.agitation_____
- 11.ban_____
- 12.banning_____
- 13.ally_____
- 14.negotiated_____
- 15.emigrating_____
- 16.anarchist_____
- 17.allocations_____
- 18.abolished_____
- 19.limitation_____
- 20.militarization_____
- 21.deported_____
- 22.criminalize_____

PRACTICE: READ. WRITE:

WORD ANALYSIS

1. List the above words that end in –ion:_____
- _____
2. The suffix –ion tells me these words are all _____(name of part of speech)
3. List the words that end in –ed:_____
- _____
4. The suffix –ed tells me these words are all _____(name of part of speech)
5. Write three sentences that combine a word that ends in –tion with one that ends in –ed.
 - a. _____
 - b. _____
 - c. _____
6. Write an antonym for each of the following:
 - a. criminalize _____
 - b. emigrating _____
 - c. forbade _____
 - d. ally _____

ENRICH: READ. WRITE. SPEAK. LISTEN.

THE CHINESE EXCLUSION ACT & POETRY

Background: *The Chinese started to emigrate to the U.S. in large numbers during the Gold Rush (1849). Despite their contributions to America: building the transcontinental railroad, developing fisheries, vineyards and providing needed labor for California's growing agricultural and industrial sectors, the Chinese were viewed as competition for white laborers and considered undesirable aliens. The Chinese Exclusion Act of 1882 was the legal result of this discrimination.*

Listen to the instructor read these poems that were written on the barrack walls of Angel Island Immigration Station in San Francisco Bay during this time. Practice reading them for pronunciation and discuss the feelings expressed. Compare their feelings to those of today's undocumented, and documented immigrants.

Instead of remaining a citizen of China, I willingly became an ox.

I intended to come to America to earn a living.

The Western styled buildings are lofty, but I have not the luck to live in them.

How was anyone to know that my dwelling place would be a prison?

The dragon out of water is humiliated by ants;

The fierce tiger who is caged is baited by a child.

As long as I am imprisoned, how can I dare strive for supremacy?

An advantageous position for revenge will surely come one day.

I hastened here for the sake of my stomach and landed promptly in jail.

Imprisoned, I am melancholy; even when we eat, my heart is troubled.

They treat us Chinese badly and feed us yellowed greens.

My weak physique cannot take it; I am truly miserable.

There are tens of thousands of poems composed on these walls.

They are all cries of complaint and sadness.

The day I am rid of this prison and obtain success,

I must remember that this chapter once existed.

In my daily needs, I must be frugal.

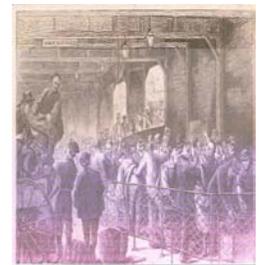
Needless extravagance leads youth to ruin.

All my compatriots should be mindful.

Once you have some small gains, return home early.



Writing on the wall



Searching immigrants

Underline all unfamiliar words, define them, then read the poems again.

MODEL: READ. WRITE. Both pictures on this page show what life was like for eastern and southern European immigrants in New York City at the turn of the 20th century.

On the left George Benjamin Luks' painting *Hester Street* is crowded with shoppers. On the right Everett Shinn's drawing *Tenements at Hester Street* presents a different view.

Describe what you **see** in each painting. Do not interpret. *Example: Painting #1: group of children. (Description) Group of children watching a puppeteer (Interpretation)*



GRAMMAR CHECK: READ. WRITE.

1. Which words that you wrote down are nouns? _____
2. Which words that you wrote down are verbs? _____
3. Which words that you wrote down are adjectives? _____
4. Combine the words you wrote down into two sentences, one for each picture. Make sure the words only **describe** and do not interpret.

Luks' painting _____

Shinn's drawing _____

PRACTICE: SPEAK. LISTEN. Give your interpretation of each picture. Listen to others give their interpretations of each picture. Instructor will write down the different interpretations on the board. Compare the different interpretations for each picture. Discuss how works of art inspire our ability to create different ideas and viewpoints.

READ. WRITE. Answer the following questions comparing the two pictures.

I like _____ picture better than _____ because _____

My favorite interpretation of _____ picture is _____

ENRICH:  **SPEAK. LISTEN.** Improvise a serious and a humorous scene between two or more characters in Luks' painting. Then do the same for two or more characters in Shinn's drawing. Which picture provided a better source of inspiration for improvisation?

MODEL: READ. LISTEN. SPEAK. Listen to the instructor read artist Alfred Levitt’s first impressions of New York City after arriving from Russia in 1911. He was 17 at the time. Follow the words on the second reading and read a section on the third for pronunciation practice. Levitt’s paintings are in the Metropolitan Museum in New York and he was named one of the 20 most significant people to come through Ellis Island.

AN IMMIGRANT’S STORY

I had never seen an ocean before we got on the boat for America. I looked out onto the sea and saw these huge waves crashing up against the rocks. It was a frightening experience. But then I saw the openness of the ocean, and that great body of water opened my mind to a world that I never knew existed.

As we approached New York harbor I saw the Statue of Liberty and I was overwhelmed with a feeling of hope for a beautiful life in a new nation. Then we headed toward Ellis Island and I could see the big buildings of New York. It was an amazing sight. The city I came from only had little shacks made of wood and stone. Here everything was big and new. At Ellis Island they looked in my eyes to see if I was healthy and they checked my hair for lice. When they determined that my family and I were not sick, they put us on another boat and we were finally admitted to the United States.

At first, I was afraid to go in the subway. I didn’t want to climb into that dark hole. In Russia the only means of transportation I knew about were horses and bicycles. One day I talked to a man who ran the newsstand near the subway entrance at 110th Street and Lenox Avenue. He explained to me that it was a nice railroad and that there was nothing to be afraid of. He gave me the courage to finally go down into that dark hole. And when I did go in, I discovered a whole new world. There were advertisements that told me what to buy and what not to buy. And I saw people – blacks, yellows, all sorts of different facial looks and ethnic groups – people like I had never seen before. Most of all I was amazed that I could go anywhere for five cents. I was able to go all the way down to Battery Park, and then if I chose, I could transfer and turn around and go all the way up to Yonkers for the same nickel.

PRACTICE: READ. WRITE. SPEAK. LISTEN. Write five questions about the story.

1. Who _____
2. What _____
3. When _____
4. Where _____
5. Why _____

GRAMMAR CHECK: READ. WRITE. Re-read the story and look for *irregular past tense verbs*. List the ones you find here. Write the present tense of the verb next to each one.

ENRICH: SPEAK. LISTEN. READ. WRITE.

ELLIS ISLAND, N.Y.



Artist Arthur Levitt, being interviewed here, lived to be 105. Fellow 20th century immigrants, Irving Berlin and Bob Hope, were also centenarians. The immigration station on Ellis Island was opened in 1892. Over the next 62 years more than 12 million people passed through Ellis Island to enter the United States. It was the responsibility of states to inspect immigrants according to rules that were the same in all ports from San Francisco to New York. “Undesirable aliens” were denied entrance. Look at these “desirable” aliens who passed through Ellis Island to achieve their American dream. Do you recognize any of them?



- | | | |
|----------------------------------|------------------------------|---------------|
| 1. Irving Berlin(1888-1989) | Born-Russia. Arrived 1893 | Music |
| 2. Frank Capra(1897-1991) | Born Italy. Arrived 1903 | Film director |
| 3. Al Jolson (1886-1950) | Born Lithuania. Arrived 1894 | Show Business |
| 4. Rudolph Valentino (1895-1926) | Born Italy. Arrived 1913 | Film |
| 5. Kahlil Gibran(1883-1931) | Born Lebanon. Arrived 1895 | Literature |
| 6. Charlie Chaplin(1889-1977) | Born England. Arrived 1913 | Film |
| 7. Baron Von Trapp & family | Born Austria. Arrived 1938 | Music |
| 8. Bob Hope (1903-2003) | Born England. Arrived 1908 | Show Business |

READ. WRITE. Write the name from the list above that best fits the description.

1. _____ was the most famous comedian in silent films and is known for his character called the Tramp.
2. _____ escaped from Hitler-dominated Europe and became famous for their singing troupe which is the subject of the movie, *The Sound of Music*.
3. _____ is the epitome of the Latin Lover and starred in many silent action films such as *The Sheik*, as the romantic, dashing hero.
4. _____ wrote the most famous American popular songs of the 20th century including *God Bless America*, *White Christmas* and *Easter Parade*.

RESEARCH: READ. WRITE. SPEAK. Choose one of the “desirable” aliens listed above. Use the Internet to research information about him. Then tell the class what you have learned.

MODEL & PRACTICE: READ. SPEAK. LISTEN:

ELLIS ISLAND, N.Y.

Listen to the instructor read the following account of Endre Boehm a Hungarian immigrant who landed at Ellis Island in 1921 at age 20. Then practice reading it several times for pronunciation practice.

An official looking lady came toward me and said, "Is anybody waiting for you?" I said, "Oh yes, my relatives are waiting for me." And nobody was waiting for me, nobody. I had nobody. Then I saw the officials approaching another man and they asked him, "Are you Jewish?" He said, "Yes." "Anybody waiting for you?" "No." The official said, "Well, we'll take care of you. We have a Hebrew sheltering organization. Come with us, we'll feed you and take care of you until your relatives pick you up." Then sheepishly I said to the woman who had approached me before, "I lied to you because of what I've been through in Hungary." She put her hand on my shoulder. She understood. I didn't realize I was free, I wasn't going to be put in prison.

PRACTICE: READ. SPEAK. LISTEN. Answer the following questions about Boehm's story.

1. What lie did Boehm tell the official looking lady? _____

2. What was the truth? _____
3. What did the Hebrew sheltering organization do for new Jewish immigrants?

4. Why did Boehm lie to the official looking lady in the beginning? _____

5. Why did the lady put her hand on his shoulder? _____

ENRICH: SPEAK. LISTEN. READ. WRITE.



Study this picture of immigrant women waiting on line to be given a medical exam at Ellis Island in the early 20th century. Many of the immigrants who were found to have medical problems were returned to their countries and separated from their families. Discuss what these women might have been thinking as they were waiting. Then choose one of the women and write her thoughts on the lines below.



MODEL: READ. WRITE. ITALIAN IMMIGRATION 1850-1900

Listen to the instructor read the following information about the Italian immigration experience. Read it a second time and follow the words as it is being read. Define all unfamiliar words and read a third time a section at a time.

In 1850 less than 4,000 Italians were known to be in the U.S. However in 1880 the population rose to 44,000 and by 1900 it was 484,027. From 1880-1900 southern Italian immigrants were the *predominant* group. Because cheap land could no longer be found in the U.S., the mostly agricultural southern Italians became *urban*.

They started from the bottom of the *occupational* ladder, working dirty jobs such as shoe *shining*, *rag picking*, sewer cleaning, whatever jobs others didn't want. Even their children worked at an early age, as they

did in Italy, at the expense of their education. These hard-working Italian immigrants had old country values that did not allow them to accept charity.

Italians in America *clustered* into groups related to their place of origin. For example, people from Naples and Sicily settled in different parts of New York, people from different parts of Sicily even settled on different streets. Italians seldom lived in all-Italian neighborhoods, they *mingled* with other immigrant groups such as the Irish, Jews, Germans. By 1910 most Italian immigrants were living in the mid Atlantic states with 472,000 in New York and 200,000 in Pennsylvania. Living conditions for Italian laborers in the early 20th century were over crowded, unsanitary and without *adequate* food. Italian workers 100 years ago were fishermen, shoemakers, waiters, tradesmen, construction workers and miners, noted for their *reliability* and *diligence*. Very soon, Italian immigrants *rose up* the economic ladder, learning *blue collar* supervisory jobs rather than becoming educated.

PRACTICE: READ. WRITE. SPEAK. LISTEN: Listen to the instructor pronounce each word from the essay above. Repeat. Identify the word's part of speech and use in a new sentence.

1. predominant _____
2. urban _____
3. occupational _____
4. shoe shining _____
5. rag picking _____
6. clustered _____
7. mingled _____
8. adequate _____
9. reliability _____
10. diligence _____
11. rose up _____
12. blue collar _____

READ this wonderful story my husband storyteller Lou Del Bianco wrote about Frank Fraoli, his mother's uncle. Everyone called Frank *Gecooch*. Lou frequently shares this family legend with others in his performances for children. Read this to a child you know and enjoy!



GECOOCH BY LOU DEL BIANCO

Nestled in a valley, behind an old stone church, not far from the cars and trucks and traffic lights, there stood a little shack built by my mother's uncle who everyone called Gecooch. The shack was so tiny that only Gecooch could fit inside. While everyone was watching television Gecooch was sewing his own clothes by lantern light. While everyone was running their automatic washers Gecooch was setting an empty barrel outside his shack so the rain would fall into it. He would use the water to drink, cook or wash himself. And while everyone else was shopping at the supermarket Gecooch was growing his own food from the ground. Gecooch didn't have many of the things that we have, but he did have...the ANIMALS. Chickens, goats, dogs, cats and his favorites, the rabbits. Gecooch loved them all and the animals in turn loved him.

He had a name for each one of his little friends and whenever Gecooch wanted to round up the animals, when he was sure no one else was around, all he had to do was clap his hands and whistle a very special whistle that only the animals understood. And just like magic, the Animals would gather around Gecooch like a king with his proud subjects.

"This is our land. This is our home. My little friends, sing!"

Baaa, woof, woof, cluck cluck, meow, meow. Could it be? A man who could talk to the animals.? No one knew of the magic that took place every day on that little farm not far from the cars and trucks and traffic lights of the outside world.

Every day on their way home from school, children would stop to see Gecooch and his animals. They couldn't believe that this strange little man didn't have a sink, lights, or even a bathroom. The children would help Gecooch milk the goats, feed the chickens or pet the rabbits; things they could never do at home. Gecooch was like another grandpa to the children who knew and loved him.

Everything seemed fine.

Then one day, Gecooch was planting tomatoes when he heard the dogs growl.

There, standing next to Gecooch's tiny shack was a great big man wearing a black suits and a cold mean face. He handed Gecooch a piece of paper with words that Gecooch could not understand. Then the great big man said, "Mister Gecooch, I am Mister Brown. This is my land now. I give you one week then you and your animals must leave."

Now Gecooch was a tiny man who always stooped over, but this time he stood up straight and tall and said, "I will not go!"

GECOOCH BY LOU DEL BIANCO

“What? Harumph!” said Mister Brown. “Next week, if you and your animals are still here, you will be sorry. I will return and I will not be alone.”

The dogs growled as Mister Brown walked away, leaving a trail of meanness behind him. When he was sure no one else could hear, Gecooch played that magical game with his little friends. “This is our land. This is our home. My little friends, sing!” Together Gecooch and the animals sang about the place they called home. Perhaps for the last time.

One week later, Gecooch was taking water from his rain barrel when again the dogs growled. For there, standing next to the tiny shack in his black suit and his cold, mean face was Mister Brown who was not alone. In back of him were four policemen and in back of the policemen was a great big white van with the back doors wide open. There was a long ramp leading down to the ground.

But Gecooch was not alone either. Surrounding the white van were the people of the town who loved that shy little man and the children who visited him everyday. Everyone watched to see what was going to happen.

“So little man, I have warned you and you have refused to go. You leave me no choice.”

Mister Brown waved his arm and the four policemen very gently tried to get the animals to go into that great big white van. But the dogs growled, the cats sprang, the rabbits leaped and the goats ran in all directions as the policemen tripped, fell and knocked each other over in a fruitless attempt to get the animals to obey them.

Gecooch looked on sadly. There was nothing he could do. The law was the law and he had to obey it. Gecooch whistled. He whistled long and hard and all of the animals froze in their tracks. Then everything was silent.

Gecooch clapped his hands twice.

The four policemen watched in amazement as chickens, dogs, cats, goats and rabbits marched in a perfect line up the ramp and into that great big white van. Nobody had ever seen anything like it.

When the last of the animal parade had filed inside, Gecooch walked up the creaky wooden ramp to join his little friends. For the last time they played that magical little game, but this time it was for all to see and hear. “Come, we find a new land, a new home. My little friends, sing!”

As the van drove away it looked as if Gecooch and the animals were waving goodbye. No one was sure if what they saw really happened.

Today there’s a great big shopping center where Gecooch’s tiny shack once stood. And the land where those animals grazed has long since been covered over with an enormous parking lot. But some people say that if the breeze blows just the right way, while the sun is setting on a summer’s day, you can hear the distant whistle of a shy little man who only wanted to live life his way, on land that was his own with the animals he loved.

MODEL: READ. SPEAK. LISTEN

Listen to the instructor read these selections from *THE SCHOOL DAYS OF AN INDIAN GIRL* by Zitkala-Sa (Gertrude Bonnin). Define unfamiliar words: do practice section below. Re-read sections of the text several times for pronunciation practice, comprehension and vocabulary practice.



ZITKALA-SA

was a Native American woman born on the Pine Ridge reservation in South Dakota in 1876.

Her experiences are similar to immigrants from foreign lands and are typical of thousands of Native American children from the time.

Zitkala-Sa spoke no English until she was sent to a Quaker missionary school at the age of eight. Her struggle to blend into the dominant White Anglo Saxon culture is powerfully expressed in her writings. She is the first native

American woman to write her story without the aid of an interpreter. An early activist for the rights of her people, Zitkala-Sa believed that political rights for indigenous people would be fruitless unless they were based in a recovery of cultural identity.

THE SCHOOL DAYS OF AN INDIAN GIRL

The first turning away from the easy, natural *flow* of my life occurred in an early spring. It was in my eighth year in the month of March, I afterward learned. At this age I knew but one language and that was my mother's native tongue.

There were eight of us in our party of *bronzed* children who were going east with the missionaries. Among us were three young *braves*, two tall girls and we three little ones. We had been very impatient to start on our journey to the Red Apple Country (Indiana) which, we were told, lay a little beyond the great *circular horizon* of the *prairie*. Under a sky of rosy apples we dreamt of *roaming* as freely and happily as we had *chased* the cloud shadows on the Dakota plain. We had *anticipated* much pleasure from a ride on the *iron horse*, but *throngs* of *staring palefaces* disturbed and troubled us.

On the train *fair* women with *tottering* babies on each arm stopped their *haste* and scrutinized the children of absent mothers. Large men with heavy *bundles* in their hands *halted* near by and *riveted* their glassy blue eyes upon us.

I sank deep into the corner of my seat for I *resented* being watched. Directly in front of me children who were no larger than I hung themselves upon the backs of their seats with their *bold* white faces toward me. Sometimes they took their *forefingers* out of their mouths and pointed at my *moccasined* feet. Their mother, instead of *reproving* them, looked closely at me and attracted their children's further notice to my blanket. This embarrassed me and kept me constantly on the *verge of tears*.

PRACTICE: READ. WRITE. SPEAK. LISTEN. Listen to the instructor pronounce the following words. Identify each word's part of speech, write in new sentences. Read aloud.

1. flow _____
2. bronzed _____
3. braves _____
4. circular _____
5. horizon _____
6. prairie _____
7. roaming _____
8. chased _____
9. anticipated _____
10. iron horse _____
11. throngs _____
12. staring _____
13. palefaces _____
14. fair _____
15. tottering _____
16. haste _____
17. bundles _____
18. halted _____
19. riveted _____
20. resented _____
21. bold _____
22. forefingers _____
23. moccasined _____
24. reproving _____
25. verge of tears _____

Learn five of the above words each day by using them in every day speech.

PRACTICE: SPEAK. LISTEN: Look at the two pictures of Zitkala-Sa on the previous page.

1. Describe first, the one on the left, then the one on the right. Use both literal and interpretive descriptions. The instructor will write literal and interpretive descriptions on the board. Compare the differences and similarities in the two pictures. In what ways do they clearly represent the two cultures she spent her life trying to balance.
2. Discuss the following questions:
 - a. How was her life like that of the modern immigrant who tries to assimilate into the dominant American culture?
 - b. Isn't it ironic that Zitkala-Sa was a "stranger in her own land"?

ENRICH: READ. LISTEN. SPEAK. Practice guided reading techniques in this next selection from Zitkala-Sa's work. 1. Listen to the instructor read. 2. Read along with the instructor by following the words and mouthing them. 3. List all unfamiliar words below and define. 4. Read a paragraph aloud for pronunciation practice.

That moonlight night I cried in my mother's presence when I heard the jolly young people pass by our cottage. They were no more young braves in blankets and eagle plumes, nor Indian maids with prettily painted cheeks. They had gone three years to school in the east and had become civilized.

The young men wore the white man's coat and trousers with bright neckties. The girls wore tight muslin dresses with ribbons at neck and waist. At these gatherings they talked English. I could speak English almost as well as my brother, but I was not properly dressed to be taken along.

I had no hat, no ribbons, and no close-fitting gown. Since my return from school, I had thrown away my shoes and wore again my soft moccasins.

My mother was troubled by my unhappiness. Coming to my side, she offered me the only printed matter we had in our home. It was an Indian bible given her some years ago by a missionary. She tried to console me. "Here, my child, are the white man's papers. Read a little from them." she said most piously.

Now my wrath against the fates consumed my tears before they reached my eyes. I sat stony, with a bowed head. My mother threw a shawl over her head and shoulders and stepped out into the night.

After an uncertain solitude, I was suddenly aroused by a loud cry piercing the night. It was my mother's voice, wailing among the barren hills which held the bones of buried warriors. She called aloud for her brothers' spirits to support her in her helpless misery. My fingers grew icy cold as I realized that my unrestrained tears had betrayed my suffering to her and she was grieving for me.

READ. WRITE: Write the word and try to guess its meaning from the way it is used.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

MODEL: READ. SPEAK. LISTEN.

MIGRANTS WITHIN: SOUTHERN NEGRO

Listen to the instructor read the essay about artist Jacob Lawrence's famous series of

paintings **MIGRATION OF THE NEGRO**. Read it a second time for pronunciation practice.



This is the first painting by African American artist Jacob Lawrence from his series **MIGRATION OF THE NEGRO**. *Migration* means moving from one country, region or place to settle in another in contrast to *immigration* which means going from one's native land into another country.

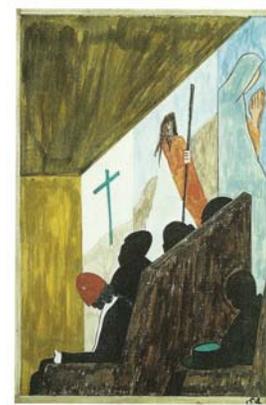
During the World War I (1917-18) there was a great migration north by southern Negroes. The reasons for this mass migration were both social and economic. After *Reconstruction* days following the Civil War (*the 1870's*) the Southern states adopted Jim Crow laws which *restricted* voting rights and use of public *facilities* for Negroes. Racist groups such as the Ku Klux Klan terrorized blacks; schools for black children were inferior and work opportunities were limited to those in a dying *agronomy*.

At the same time, railroad and mining companies were *prospering* in the north and in need of unskilled labor. European immigrants had been able to fill most of those positions until World War I interrupted the transatlantic labor flow. At this point the promise of a better life and job opportunities attracted thousands of southern Negroes.

In Lawrence's first painting there are signs for the big cities, Chicago, New York, St. Louis, directing the migrants to their new homes. In the migration series, Lawrence uses *silhouetted* and *blended* figures to give a sense of mass identity also seen in the paintings below. The paintings speak volumes and provide a social history of the beginnings of *urbanization* for the *agrarian* southern Negro. What do you think each one is about?







PRACTICE: READ. WRITE. Listen to the instructor pronounce each of the following words. Repeat what you hear. Define each one, identify its part of speech, use in a new sentence.

1. Reconstruction _____
2. restricting _____
3. facilities _____
4. agronomy _____
5. prospering _____
6. silhouetted _____
7. blended _____
8. urbanization _____
9. agrarian _____

PRACTICE: SPEAK. LISTEN: Answer the following questions about **MIGRATION OF THE NEGRO.**

1. What is the difference between the words migration and immigration?
2. Why was there a migration of southern Negroes to northern cities during World War I?
3. What are Jim Crow laws?
4. What kind of jobs were available for southern Negro workers in the north?
5. What changes awaited southern Negro workers in northern big cities?

ENRICH: SPEAK. LISTEN.

TALKING CIRCLE

It's a good time to practice a Native American tradition that is still used in the U.S. Senate, it is called a **Talking Circle**. I was taught this technique by Mohawk elder Lorraine Canoe. It is a wonderful way to have a meaningful exchange of ideas in a calm, cool and collected way, the opposite of t.v. talk shows. This is how it works:

1. Everyone sits in a circle. This is so you can see the facial expressions and read the body language of the person talking.
2. Someone chooses an object which each person will hold in his/her hand while talking, then pass on to the next person to indicate that he/she is finished.
3. One person at a time talks until he/she says everything he/she wants to say on the subject. No interruptions. No questions.
4. After listening to each person talk, the group comes to a *consensus* (*agreement of the majority*) on the subject and makes a statement about the subject under discussion based on that *consensus*.
5. Everyone is entitled to the respect of the others. No one's opinion is considered more important than another's. All are equal.

Let's try using the traditional **TALKING CIRCLE** format by speaking about one of the groups that has migrated with the country. Agree or disagree with the following statement: *Migrants from within the U.S. (native Americans or southern Negroes) experienced the same separation and isolation that immigrants do.*

MODEL: READ. SPEAK. LISTEN. WRITE.

U.S. IMMIGRATION: FACTS & FICTION

Read the following information and misinformation about the status of the immigration in 21st century America. Discuss each piece of information and its impact on you, today's immigrant. Then write down how each one affects you and your family.

1. Contemporary immigrants settle in seven states: California, New York, Florida, Texas, New Jersey and Illinois. These high population states represent 44% of the total U.S. immigrant population. *How does this affect your life?* _____

2. There are a number of employment based temporary visas: non-immigrant visas.

A. *The H-1B*: For professionals with a minimum of a bachelor's degree. The employer must file a "Labor Condition Application" (LCA) that states he/she is paying the required wage for the position in the geographic region in which the job is located. There is a lot of controversy about giving these high-level jobs to immigrants, but corporations argue that the U.S. does not have enough American born workers to perform the work.

How does this affect your life? _____

B. *L-1-Intracompany transferee*: For international executives who possess knowledge that can only be gained through prior experience with that employer or who possess knowledge of a product or process that cannot be easily transferred or taught to another.

How does this affect your life? _____

C. *TN Visas for Canadians or Mexicans to work in the U.S.*: Implemented with NAFTA agreement in 1994. Different classifications for Mexicans and Canadians who qualify.

How does this affect your life? _____

3. Visas for immediate relatives: U.S. citizens may petition for a K temporary visa for fiancé, spouse, unmarried dependent children. There are many classifications for this visa.

How does this affect your life? _____

4. Following President Clinton's signing and enactment of the LIFE act of 2000, spouses and their children can be admitted initially as non-immigrants and changed to immigrant status.

How does this affect your life? _____

5. Adjustment of status- the green card process: If the application for a green card is approved, a green card (LPR) is issued to the applicant. After 5 years of Legal Permanent Residence one is eligible for naturalization. An LPR who obtained a green card through marriage may apply for naturalization after 3 years if he/she is still living with the same spouse who filed the petition for the LPA.

How does this affect your life? _____

6. Political asylum is granted to those refugees who are escaping persecution based on political or religious beliefs, are victims of torture in their countries of origin. Since 1996, an applicant must apply for asylum within one year of entry or be barred from doing so. As of 2004, recipients of political asylum face a wait of 14 years to receive permanent residence status. This is because there is a cap of 10,000 green cards for this class of individual. The cap was recently changed to 31,000.

How does this affect your life? _____

7. Illegal immigration can mean either entering the U.S. with a visa and choosing not to leave or entering the country surreptitiously without a visa.

How does this affect your life? _____

8. Political issues being used in the debate for immigration and naturalization reform are:

A. Illegal immigrant workers are taking jobs from legal workers. Those who are here legally far exceed the number of illegal immigrants eligible for those jobs.

How does this affect your life? _____

B. Illegal immigrants do not pay taxes

How does this affect your life? _____

C. Illegal immigrants pay sales and property taxes through their landlords.

How does this affect your life? _____

D. Illegal immigrants benefit from all public services like police, fire protection, public schools, food stamps and emergency hospital care.

How does this affect your life? _____

E. Illegal immigrants who have a fake social security number are contributing to the social security system but will never receive the benefits their contributions are for.

How does this affect your life? _____

PRACTICE: READ. WRITE. SPEAK. LISTEN.

GRAMMAR CHECK- AFFECT, EFFECT

Listen to the instructor ask the question "How does this affect your life?" Repeat what you hear. Now listen to the instructor ask this question which means the same thing, "What is the effect of the information on your life?" Repeat what you hear. The words affect and effect are often confused in written English. Can you see the difference in the way the words are used? What is the difference? _____

Which word is used as a noun? _____ Which word is used as a verb? _____

Write a sentence using the noun _____

Write a sentence using the verb _____

PRACTICE: READ. WRITE. GRAMMAR CHECK: COMPLETE SENTENCES & CAPITAL LETTERS

Write the answers to the following questions about **U.S. IMMIGRATION: FACTS AND FICTION** in complete sentences. Be sure you use capital letters when necessary.

1. In which states do most 21st century immigrants settle? _____

2. Who is qualified to apply for an H-1B (non-immigrant) visa? _____

3. Workers from which two countries qualify for the TN visas? _____

4. How does the 2000 LIFE act help families of new U.S. citizens? _____

5. What does *adjustment of status* mean? _____

6. What is another name for someone who has a green card? _____

7. How many years do people have to wait to apply for naturalization after they have their green cards? _____
8. Name two reasons why someone born in another country can be given political asylum in the U.S. _____
9. Is this statement true or false: *Immigrant workers who are here legally far outnumber those who are here illegally.* _____
10. Is this statement true or false: *Illegal immigrants do not pay taxes.* _____

11. Write two additional questions based on **U.S. IMMIGRATION: FACTS AND FICTION**. Answer each one in a complete sentence. *Example: What does LPR mean?* _____

- a. Question: _____
Answer: _____
- b. Question: _____
Answer: _____

ENRICH: SPEAK. LISTEN. Read the words in this political cartoon from April 9, 2006 *Newsweek*. It was during the month of immigration debate and the public demonstrations. Discuss the following questions: 1. What is the **irony** of this cartoon? What does **irony** mean? *ironic*? _____



- Do you think today's Native Americans feel this way?
- Does the cartoon speak for the American people you know?
- What does the word *assimilating* mean?
- How is the U.S. government's inability to agree on immigration reform *ironic*?

READ. WRITE: Political cartoons usually present controversial and provocative ideas. Examine these two cartoons that relate to America's attitude toward illegal immigration and minimum wage. Write what you think each one means. Then explain whether you agree or disagree with the point of view.



This cartoon is about _____

I agree/disagree with the cartoon because _____

This cartoon is about _____

I agree/disagree with the cartoon because _____



Draw your own political cartoon about the current confusion in U.S. immigration policies.

MODEL: READ. WRITE. As a recent immigrant to the United States you have experienced first hand what you have been reading about in this unit, but your story is unique. Some day your children and grandchildren will want to know about why you came and the journey that brought you here. So let's start by creating a three part autobiographical account. Write one part each day. Follow the directions. Write from your heart.

THE JOURNEY OF MY LIFE – PART ONE

The day I decided to go to the United States.

Use the *past tense* only and write a *first person* narrative (first person pronoun) in your *native language*.

PRACTICE: READ. WRITE. Translate what you have written into English. Ask your instructor to correct your spelling, usage mistakes when you are finished.

PRACTICE: READ. WRITE: Re-write the translation and include all corrections.

ENRICH: READ. SPEAK. LISTEN: Choose a part of your writing that you like best. Read it to the class. Listen to others read their favorite sections.

WRITE: When you hear a sentence that you like from someone else, ask your classmate to repeat it as a dictation and write it here.

THE JOURNEY OF MY LIFE – PART TWO

The Journey

Use the *past tense* only and write a *first person* narrative (first person pronoun) in your *native language*.

PRACTICE: READ. WRITE. Translate what you have written into English. Ask your instructor to correct your spelling, usage mistakes when you are finished.

ENRICH: READ. WRITE: Re-write the translation and include all corrections.

ENRICH: READ. SPEAK. LISTEN: Choose a part of your writing that you like best. Read it to the class. Listen to others read their favorite sections.

WRITE: When you hear a sentence that you like from someone else, ask your classmate to repeat it as a dictation and write it here.

THE JOURNEY OF MY LIFE – PART THREE

My First Day in the U.S.A.

Use the *present tense* only and write a *first person* narrative (first person pronoun) in your *native language*. *The present tense will recreate the experience; it is happening now.*

PRACTICE: READ. WRITE. Translate what you have written into English. Ask your instructor to correct your spelling, usage mistakes when you are finished.

ENRICH: READ. WRITE: Re-write the translation and include all corrections.

ENRICH: READ. SPEAK. LISTEN: Choose a part of your writing that you like best. Read it to the class. Listen to others read their favorite sections.

WRITE: When you hear a sentence that you like from someone else, ask your classmate to repeat it as a dictation and write it here.

MODEL: READ. Read the following writings from ESL students and discuss each one. Are their experiences similar or different from yours?

THE DAY I DECIDED TO GO TO THE U.S.

Three months before I finished high school I decided to come to the United States. I never thought about the difficulty of the way to come here. Two weeks before the date when I would leave for this country I was sad and depressed to know I would miss my mother and my brothers and my friends that I had studied with since I was small.

This was a very strong decision for me. I didn't know how hard the way would be, full of difficulties or death, I thought. I would never see my family again. With the wish to come I had the sweetest and hardest moments lived in our childhood.

When the day arrived to go I remember it perfectly. My grandfather, parents, cousins and brothers. They gave me a strong embrace that I will never forget. This embrace was together with tears, kisses and words of consolation.

Saul, El Salvador

The day I decided to go to the U.S. it was one decision more difficult and sad because I left my son. I never had separated from him, but I didn't have another option. I have in my mind his sad face and his eyes full of tears when I said goodbye. My grand wish is to be with him because I have four years without him and miss him so much.

Olga, Guatemala

In 2000, my husband suddenly said that he would take an interview in New York. His work was to Design big bridges, but there was no plan to construct it in his workplace. I knew that he had been wanting to work in the U.S. for a long time, but we had 12, 9, 6 year old children so I was very anxious to live and bring them up there. Also, I was not good at English conversation. But I thought it was very important to know another country for children. I decided to agree with my husband. In those days, Japan was in a bad recession so we were not sure about going back to Japan in the future. I was very anxious, but I thought it would turn out all right and decided to come here positively.

Junko, Japan

PRACTICE: READ. WRITE. The student writings were only corrected for spelling mistakes, not for usage mistakes. Look for words, phrases or sentences in the writings that you think may be incorrect or not standard usage. List them here and ask the instructor to write them on the board and explain the mistakes.

Example: The third sentence in the first paragraph written by Saul is a run-on sentence. *How can you change it to make it correct usage?* Put a period (.) after depressed. Then start a new sentence: I knew I would miss my mother, etc..... List other corrections here:

ENRICH: READ. SPEAK. LISTEN: Choose a sentence from one of the stories above that relates to the day you decided to come to the U.S. Read it aloud to the class and explain how it relates to your experience.

MODEL: READ. Read the following writings from ESL students and discuss each one. Are their experiences similar or different from yours?

THE JOURNEY

When my husband and I decided to travel to the U.S. this was a hard decision because we had four children and they couldn't travel with us. They had to stay with my in-laws. My heart was broken. I don't know where I got the strength. I closed my eyes and did it. I had to think about their future. And with faith in God that we would be together again.

Our flight was on a Thursday, but the airline cancelled the flight to Saturday. We did not have a way to communicate with our friends in the U.S. and tell them that we hadn't flown that day. Finally, we flew Saturday. When we arrived at JFK in New York, I was nervous because we didn't know the language and nobody was waiting for us. We had a money order and a ten cent coin. We didn't know what we were going to do, but with a strong faith that God was going to help us. *Eva, Colombia.*

On August first, I left from Tokyo with my 3 children. We couldn't get direct flight tickets so the flight was via Chicago. After two hours transfer, the flight to New York was delayed to depart in three hours. I was worried about if we can arrive exactly and I was also in trouble that I couldn't call my husband in New York because I didn't have quarters enough. We arrived in New York airport five hours late. An owner of our rented house and my husband had come to pick us up. It was long, long, this trip from Japan was 24 hours. *Junko, Japan*

The travel was very difficult and ugly because I lived a lot of things in the path because we walked in the desert 2 days and 2 nights. I was assaulted. I felt very scared because he put a knife in my neck and I felt more scared because the group of people was only men and I was the only woman. I would never like to go back and pass that in my life because when I came in the desert I regretted making the decision to come. Thank God for protecting me until I arrived in this country. *Olga, Guatemala*

PRACTICE: READ. WRITE. The student writings were only corrected for spelling mistakes, not for usage mistakes. Look for words, phrases or sentences in the writings that you think may be incorrect or not standard usage. List them here and ask the instructor to write them on the board and explain the mistakes.

Example: The last sentence in Junko's story is not standard English. *How can you change it to make it correct usage?* It has two subjects: **It** and **this trip**. Use only one subject: This trip from Japan was long, 24 hours. List other corrections here:

ENRICH: READ. SPEAK. LISTEN: Choose a sentence from one of the stories above that relates to the day you traveled to the U.S. Read it aloud to the class and explain how it relates to your experience

MODEL: READ. Read the following writings from ESL students and discuss each one. Are their experiences similar or different from yours?

MY FIRST DAY IN THE U.S.A.

I am at the airport. I have my baby in my arms. I look around for my husband. He isn't there. I am fearful. I don't know any person. My fear is for my baby. Immigration says, "Don't go out because bad people can hit you and the baby. It is dangerous. You can't be alone. Cross the street. In front is the hotel. Go there and tomorrow return to your country."
Lilia, Mexico

It is a funny experience when my husband and I come to N.Y. In the airport of L.A. the uncle of my husband gives us 3 fishes and we ask him, "Can we go with the fishes?" and he says yes. After we are on the inspection line, I am really nervous because I'm coming illegal, but all is o.k. After my husband crosses the inspection and when the suitcase crosses the machine, they tell him, "Something is moving inside." They ask him, "What do you have in there?" They check the suitcase and see the fishes and they say, "You can't bring them." And all the people say, "I can't believe that." But the inspectors say, "O.K. Carry your fishes, but never bring them again."
Maria, Mexico

My nephews are going to work. I am alone in this room. I call now my friend. His name is Vicente.

Segundo: Good morning, I'm Segundo. Can I talk with Vicente?
Vicente: Yes, I'm Vicente. It's a pleasure to talk with you. Where are you now?
Segundo: I'm living with my nephews. It's ...*(gives the address)*
Vicente: Well, this moment I will come for you.
Segundo: Thank you. I will wait for you. *(Vicente arrives)*
Vicente: It's a long time since I saw you, man. Are you from Cuenca?
Segundo: Yes, I'm from Cuenca. There are many Ecuadoreans here?
Vicente: Yes, and from other countries too.
Segundo: Where can I find a job?
Vicente: The place is not too far. Tomorrow I will try to talk to my boss about a job for you.
Segundo: What do you do in the restaurant?
Vicente: I work as a cook. And you, what did you before?
Segundo: I'm a welder and I do metal pieces, framework.
Vicente: That job here I think gets a lot of money. But you don't speak English. For now it is difficult to get this job. In my job you can start as a dishwasher.
Segundo: Dishwasher? O.K. I work as a dishwasher if there are chances because I need to work.
Segundo, Ecuador

PRACTICE: READ. WRITE. The student writings were only corrected for spelling mistakes, not for usage mistakes. There are two questions in Segundo's dialogue that are not in standard English form. Find them and correct them here. _____

ENRICH: READ. SPEAK. LISTEN: Choose a sentence from one of the stories above that relates to the first day you were in the U.S.. Read it aloud to the class and explain how it relates to your experience

MODEL: READ, SPEAK, LISTEN:

THE PLEDGE OF ALLEGIANCE

Read the following information about the pledge of allegiance. Then practice reciting the pledge and pronouncing each word correctly.

The Pledge of Allegiance was written by Francis Bellamy for the National Public School Celebration of Columbus Day in 1892. The way Mr. Bellamy wrote his pledge was

*“I pledge allegiance to my flag,
and the Republic for which it stands.:
one Nation indivisible,
with Liberty and Justice for all.”*

Mr. Bellamy wanted to include the word “equality” in the line “with liberty and justice for all”, but he didn’t because in 1892 women and African Americans were not legally equal to men.

The pledge has been recited in four different versions over the years and is one of our few national rituals. It is traditionally recited at the opening of official school or government meetings. Ordinary citizens stand to recite the pledge with their right hand over their heart. Military personnel in uniform salute during the pledge.

The phrase “under God” was added in 1954; it now reads:

*“I pledge allegiance to the flag of the United States of America
and to the Republic for which it stands,
one Nation, under God, indivisible,
With Liberty and Justice for all.”*

PRACTICE: READ, WRITE:

VOCABULARY

Define all unfamiliar words in the pledge and write the definitions below.

1. _____
2. _____
3. _____
4. _____
5. _____

PRACTICE: READ, WRITE: Answer the following questions about the pledge.

1. Who wrote the Pledge of Allegiance? _____
2. When was the pledge first written? _____
3. What word did Bellamy want to include in his pledge? _____
4. Why did he choose not to include it? _____
5. List three differences between the 1892 pledge and the one we use today:
(1) _____
(2) _____
(3) _____

ENRICH: SPEAK, LISTEN:

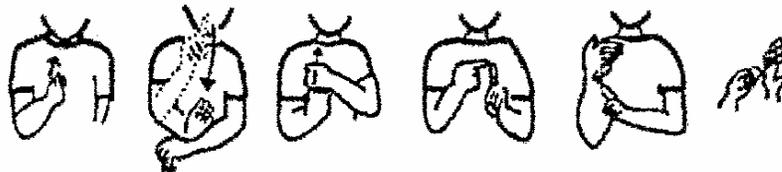
Discuss the following issues the pledge of allegiance has provoked in recent years.

- A. The pledge of allegiance should not be required of people who do not recognize the importance of such a symbol (a flag).
- B. Including the phrase "under God" in the pledge is against our policy of separation of church and state.
- C. No one should be required to pledge allegiance to a higher power than God.

ENRICH:

SIGN LANGUAGE:

Learn how to sign the pledge by copying the signs below that stand for the words.



"I pledge allegiance to the flag of



the United States of America and to



the Republic for which it stands, one nation under



God, indivisible, with liberty



and justice for all."

MODEL: READ. SPEAK. LISTEN. Read the following news article about the community project we did in 2006. Define unfamiliar words, read again. Discuss the ideas expressed.



Ricky Flores/The Journal News
Sharing their immigration stories, from left, are Juan Martinez, Rose Mary Infantino, Elsa Moran and Saul De La Cruz. Infantino was with a group from the Rye Brook Community Center who volunteered to share their family histories Tuesday at the Southern Westchester BOCES Adult Learning Center.

Immigration spans generations

Port Chester group allows residents to learn from each other

Leah Rae
The Journal News

PORT CHESTER — "I can't knock on your door and say, 'Hello, I'm your neighbor,'" 30-year-old Juan Martinez told Rose Mary Infantino, a senior citizen from neighboring Rye Brook.

He figured the likely response would be: What do you want here?

But over the last month, the two crossed a suburban divide of mistrust and fear, and they talked like neighbors. Martinez, a Venezuelan immigrant who works at a local catering company, and Infantino, a retired school counselor, took part in a class at Carver Center designed to bring the two generations together.

They were under orders from the teacher to learn about each other's immigrant heritage.

"They have the same goals that we have," said Infantino, referring to Martinez and the other immigrant students. "I didn't realize that they were really that ambitious and trying to get ahead and learning English."

Tuesday's class was the fourth and final session of a month-long

project called "We are all Immigrants," created by English teacher Camille Linen. It was a crash course on U.S. immigration history, taught through conversations between immigrant students and a group of senior citizens from the Posillipo Community Center in Rye Brook.

Linen said she's watched the nation become polarized over immigration, and wanted to remind the older generation that they were outsiders once. She wanted to "let it come from meeting the people, and not knowing who is legal and who is not here legally."

Linen's class is offered in 10-week sessions by the Board of Cooperative Education Services.

The seniors brought photo albums, citizenship documents, passports and family recipes as they talked about their ancestors and family traditions.

Anita Penchina said her family moved first from Hungary to Spain in 1935, just before she was born, in order to get around the U.S. immigration quotas. The quotas were set in the 1920s to curb the influx of people from Italy and Eastern Europe. Her family brought her to America in 1938, at age 2.

Belle Harris, an 82-year-old Rye Brook resident, described how her father fled Russia during a pogrom. In assessing the current

immigration debate, she said there were valid fears among Americans about illegal immigration.

"It's a question of trust," she said. "It's not the people, but it's the fear of the sneaky ones sneaking in."

Infantino described growing up in an Italian part of the Bronx, unable to speak English when she entered kindergarten. She urged the immigrant students to adopt English and assimilate, as she did.

Port Chester, Martinez acknowledged, is so Hispanic that the shops don't even bother putting "We speak Spanish" signs in the window; that's taken for granted. If anything, they put out a sign that says, "We speak English."

But it was natural, Martinez said, for the first generation to gravitate into Spanish-speaking enclaves.

"They have to be a little tight, because they're a little afraid," he said.

In future generations, they'll spread out, he said, and he'll be a grandfather in a big American family like hers.

Linen planned to get the seniors and students together again for a celebration.

"Does anybody know what a pot luck is?" she asked.

Reach Leah Rae
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PRACTICE: READ. WRITE. SPEAK. LISTEN. What do you know about *journalism*? Read the following questions about the way reporters write their stories for newspaper publication. Write the answers on the lines provided. Read your answers aloud, listen to others read theirs.

1. What is the article's *headline*? _____
2. Whose *byline* is it? _____
3. What information does the *caption* under the picture give the reader? _____

4. What information does the *lead* (*first paragraph*) of the article give the reader? _____

5. Which of the following question words does the information in the *lead* answer?
a. who? ___ b. when? ___ c. where? ___ d. what? ___ e. why? ___

PRACTICE: READ. SPEAK. LISTEN.

QUESTION ROUND ROBIN

Re-read the newspaper article about the immigration project. Ask the classmate on your right a question about the information found in the story. Listen for his/her answer. Listen while he/she asks the person on his right a question. Repeat the process until everyone has asked and answered a question about the article. Do not repeat any question.

PRACTICE: READ. WRITE. GRAMMAR CHECK

DIRECT QUOTES

Look for the direct quotes in the article. They are put into quotation marks. Write down three direct quotes from the article and the name of the person who is being quoted.

1. _____

2. _____

3. _____

ENRICH:  **SPEAK. LISTEN.**

IMPROVISATION

Improvise scenes between newly arrived immigrants and government immigration officers at the airport. Use a combination of the following characters and conflicts. Create your own characters and conflicts. Repeat until everyone has a chance to participate.

(CHARACTERS):

1. grandmother arrives to visit her family
2. young man with expired passport
3. young woman comes to join her husband
4. mother with newborn baby
5. middle aged man with hidden stolen money
6. teenagers running away to get married

(CONFLICTS):

1. travels alone and acts very suspicious
2. arrives at wrong destination
3. discovers papers are not valid
4. family is not there to meet him/her
5. looks like person wanted by authorities
6. papers are stolen at the airport

MODEL: READ.

WE ARE ALL IMMIGRANTS – CLASS PROJECT

Read about how we put together a class project with my ESL students and members of a local senior center during the spring of 2006. It is a simple process once you find a group of seniors or others who are interested in participating. First we established guidelines:

OBJECTIVE:

To bring together immigrants of different generations and cultures in order to...

- a. share common experiences through activities such as oral histories, written interviews, personal anecdotes, artwork, music, creative writing
- b. collaborate on the publication of a “book”, a written record of their shared experiences.
- c. record and document experiences in speaking, listening through pictures and video.

DESIRED OUTCOMES:

People from different generations and cultures will discover the similarities and differences in their respective immigrant experiences.

ESL students and seniors from the community will have the opportunity to share their stories with each other and discover their common ground.

Both groups, seniors and students, will gain a deeper understanding of the complexity of America’s views toward immigrants of the past and present.

PRACTICE: READ. SPEAK. LISTEN.

“WE ARE ALL IMMIGRANTS” SELECTIONS

Read the following interviews written by groups of ESL students about the seniors they met and worked with during the two hours a week, four week project. 12 seniors visited our classroom and 25 students took part. We accomplished our goals and hope to do it again.



PETER B. by Luigi, Yukari, Lilia

Peter B. is a doctor of radiology. He has been married two times. His first wife was half German and half Irish. With her he had three boys, but unfortunately she passed away. The second wife got her two parents from Germany. They only had been married one year and she passed away too. Peter said he didn’t marry an Italian woman because they are too bossy and jealous and also they know all the tricks.

About music, Peter loves to dance and he likes to hear opera, classical, rock and roll, country and Spanish music. Peter’s favorite sport is ice hockey. He said that this sport started in Canada and then moved to Europe and finally got here. Peter likes this sport because it is fast and the players always have to move.

Peter said, “If I was coming to the U.S. today I would try to learn English, live in a community with people that know my language and my customs.” He also gave this advice “Don’t be afraid to speak English. Watch t.v. in English, listen to the radio. After you learn English try to learn something more so you can get a better job. Don’t ever lose your customs or change the way you are.”

WRITE: Write 3 questions that you think students asked Peter judging from his answers.

1. _____
2. _____
3. _____

JOANN by Kayo and Simon



JoAnn’s family keeps the custom to cook “ Grandmother’s Pie” at Easter. The grandmother’s pie is made by each of JoAnn’s two daughters and one daughter-in-law. Four pies were judged with decisions by JoAnn’s husband, her two sons and her grandchildren Then the one who makes the most delicious pie gets a trophy. It is a traditional festival for her family. JoAnn was born in Sicily. When she was three years old her family moved to the U.S. Her father worked in a grocery store and her family lived above the store. Her mother helped with her father’s job and her mother

gave birth to five children after moving to the U.S.

WRITE: Write 3 questions that you think students asked JoAnn judging from her answers.

1. _____
2. _____
3. _____

BELLE by Francisca and Adama

Belle’s family didn’t lose their customs because they were Jewish and took their customs to America. It’s important to keep respect, love and to help to follow the traditions. It was different a long time ago because their family was poor and they lived in a room with 12 people and only paid \$17. a week.

Now life is comfortable with more things. Her advice is what her mother told her: be kind, have respect and have good posture.

WRITE: Write 3 questions that you think students asked Belle judging from her answers.



1. _____
2. _____
3. _____

BERNICE by Susana, Olga, Eva



Bernice ‘s great grandparents were born in Russia. She is 74 years old and has two children and two grandchildren. Many years ago it was very easy. Before the children talked with their parents and today they only want to play computer games. Before they didn’t take drugs, now yes. Maybe because the children feel alone for so long. She advises today’s immigrants to look for a nice safe place to live and to look for a good job like secretary or something. Romantic music is her favorite and she knows a little to play the piano. She says, “Jack of all trades, master of none.” This means to try to do something, but don’t do everything.

WRITE: Write 3 questions that you think students asked Bernice judging from her answers.

1. _____
2. _____
3. _____

ENRICH: READ. SPEAK. LISTEN. This page appeared as a conclusion to our “book” and it sums up how we felt about the project. Read and discuss the ideas expressed.

E PLURIBUS UNUM – OUT OF THE MANY, ONE.

Some final thoughts...from the students...

We learned more history about how they lived before. When they arrived in the U.S. in the beginning the way was all hard because nobody that came here could speak English. Before there was more discrimination about immigrants for not speaking English. **Saul**

After I heard all my classmates ‘stories, I felt sad and at the same time blessed. I want to say thank God I was very lucky to come to this country without passing any trouble. I think that if I had to come here like my friends, I would never have decided to come. **Dora**

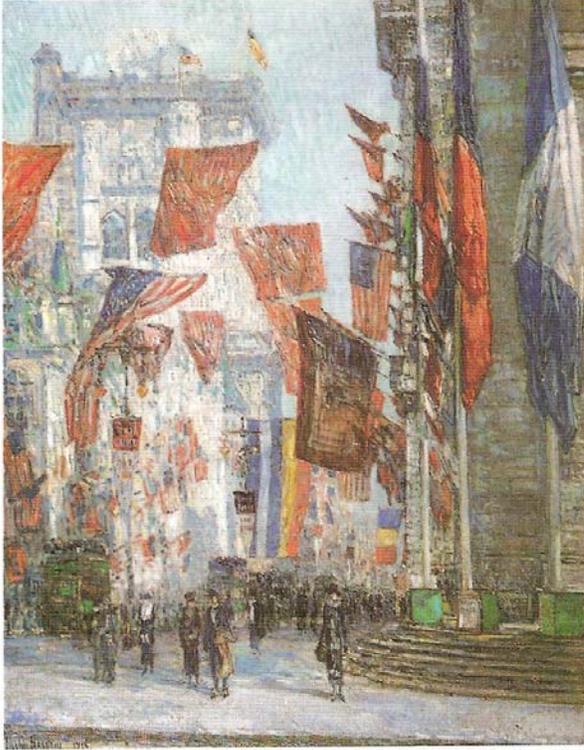
From the seniors...We want the recent immigrants to understand that immigrants have not always been welcomed with open arms and that they will have to put up with some hostility. By taking advantage of the educational opportunities here they will overcome any antagonistic behavior on the part of others and will make a smooth adjustment into American society. **Rosemary & Robert**

And the teacher...

This year – 2006 - has been a time of unprecedented stress and uncertainty for immigrants. The Statue of Liberty, America’s proud symbol of hope to all the nations of the world, still lifts her torch at the gateway to New York City, the most culturally diverse city in the world. Liberty still symbolically welcomes all. But America’s leaders seem to have forgotten their own immigrant roots and why Liberty remains intact while the twin towers were deliberately brought down. Instead reactionaries in Congress choose to build walls to keep the “others” out. We have all been the “others” in the past 230 years!

To completely understand America’s love/hate relationship with immigrants we need only look to our history, so we did. Our ESL class read about and discussed all aspects of America’s history as the first multi-cultural, inclusive nation on earth. Our most recent immigrants wrote about their own journeys, listened to community elders recount stories of their immigrant families and discussed how modern immigrants can learn to assimilate into this complex 21st century society.

We have come to the conclusion that America can never afford to lose sight of the ideal on which she was founded: **“E pluribus unum” - out of many, one.!**” We pray it will soon be restored to all of our minds and hearts . **Camille Linen**



MODEL:  **READ. SPEAK. LISTEN. SING**

Read the words to Russian born Irving Berlin's eloquent, yet simple tribute to his adopted country.

GOD BLESS AMERICA

God bless America, land that I love.
Stand beside her and *guide* her
through the night with the light from above.
From the mountain to the *prairies*,
to the oceans white with *foam*.
God bless America, my home sweet home.
God bless America, my home sweet home.

PRACTICE: READ. SPEAK, LISTEN. SING.

Listen to the instructor say the words to the song, repeat what you hear.

Define all unfamiliar words: *guide, prairies, foam*.

Listen to a recording of the music, follow the words as they are being sung. Sing along!

ENRICH: READ.SPEAK. LISTEN. The painting above by Childe Hassam was done in 1918 the year World War I ended and the year Berlin wrote "*God Bless America*". Berlin kept it in a trunk for almost 20 years and it only became popular during World War II.

The painting is called "*Avenue of the Allies*" (*Allied Flags in front of St. Patrick's Cathedral, Fifth Avenue, New York*) It was a time of great patriotism and a time when our world allies looked to America for leadership. It was also a peak immigration time in 20th century American history. Europeans were crowding western bound steamships to immigrate to the "promised land".

THE ARTS & HISTORY

DISCUSS

1. The images in the painting and how they reflect their time. Compare the feeling of optimism in Hassam's painting to the feelings we have today about America's world leadership position, and its attitudes toward immigrants and patriotism.
2. The appeal of "*God Bless America*". Berlin didn't publish "*God Bless America*" in 1918 because people thought it was too patriotic. The song enjoyed great popularity during World War II and after 9/11 it became a great comfort to everyone, the American prayer.

WORDS, WORDS, WORDS.

UNIT SIX... VOCABULARY LIST

READ. WRITE. SPEAK. LISTEN.

1. **Pronunciation Practice:** Listen to the instructor pronounce each word, Repeat the proper pronunciation until it feels comfortable.
2. **Grammar Check:** Note the part of speech for each word. * words can be used as more than one part of speech. Be sure you understand how this works.
3. **Writing Practice:** Use each word in a sentence. Try to combine them.

Example: Southern Europe **immigrants abandoned** old ways and became **urbanized**.

ADJECTIVES/ADVERBS:	NOUNS:	VERBS:
siren	adjustment	reflected
dominant/ predominant	dominion	reinforced
indigenous	work ethic	entitled
naively	helmets	stowed away
pagan	fur-traders	recruited
wrongly	baron	brewing
overcrowded	melting pot	dug ditches
unsanitary	limbs	abandoned
menial	sunset	impacted
brazen	torch	astride
teeming	lightning	glows
imprisoned	beacon	keep
mild	refuse	yearning
storied	harbor	restricted
huddled	pomp	excluded
wretched	masses	forbade
urban	naturalization	negotiated
occupational	intent	emigrating
adequate	amendment	abolished
blue collar	status	deported
bronzed	jurisdiction	criminalize
circular	agitation	clustered
staring	ban	mingled
bold	anarchist	roaming
moccasined	allocations	chased
reproving	militarization	anticipated
prospering	limitation	tottering
silhouetted	reliability	halted
blended	diligence	riveted
	flow	resented
<u>NOUNS</u>	iron horse	
verge of tears	throngs	
Reconstruction	palefaces	
facilities	haste	
agronomy	bundles	
urbanization	forefingers	

WORD STRUCTURE:

PREFIXES, ROOTS, SUFFIXES:

1. List four regular **past tense** verbs that share the same prefix with a noun and a prefix: _____, _____, _____, _____

2. List five regular verbs that share the same prefix: _____, _____, _____, _____, _____

Rewrite each verb without its prefix: _____, _____, _____, _____, _____.

How does eliminating the prefix change the verbs? _____

3. Change the following adjectives into adverbs by adding a suffix:

a. brazen _____ b. mild _____ c. adequate _____

d. bold _____ e. menial _____ f. reproving _____

4. Change the following adverbs into adjectives:

a. wrongly _____ b. naively _____

5. List eight nouns that have the same suffix:

List six nouns that provide two ideas in one: _____, _____, _____, _____, _____, _____

List three nouns with legal meanings: _____, _____, _____

6. Analyze the following verbs. They provide two ideas. Explain the ideas.

a. stowed away _____

b. dug ditches _____

7. Analyze the structure of the eight adjectives which have the same suffix as verbs.

Write them here: _____

Which ones can be used as verbs? _____

Choose two and write them in two sentences, one as a verb one as an adjective.

a. Verb _____

b. Adjective _____

8. There are 17 verbs in the simple past tense in the WORDS list. Choose five of them and use them together in sentences as an adjective and a verb.

1. _____

2. _____

3. _____

4. _____

5. _____

