



PRIMARY SOURCES LESSON PLAN

Middle School; Grades 6-8

Related Museum Programs: All; Uses content from the *Meet Victoria* program

BIG IDEA: Primary source documents help us learn about people, places, and events from the past.

DESCRIPTION: Students examine primary source documents in order to reconstruct the immigration story of the Confino family, who lived on the Lower East Side between 1913 and 1916. Through this investigation, students learn how primary source documents can help us understand people, places, and events from the past.

OBJECTIVES: Students will:

- Understand that primary source documents can help us understand people, places, and events from the past.
- Think critically about historic records.
- Make inferences based on information introduced by a primary source.
- Learn how to compile research in order to get a more complete understanding of the past.

ESSENTIAL QUESTIONS:

- How do historians learn about the past?
- How can primary source documents help us to understand the past?

TIME FRAME: 1-3 class periods. This activity has been designed to be customized to your learning goals and your students' individual needs. Choose to do the complete lesson plan or select parts with your students based on your schedule and objectives.

MATERIALS:

- Confino Family Portrait (located in appendix)
- Zecharia Family Portrait (located in appendix)
- Primary Source Guide (located in appendix)
- Primary Source Guiding Questions (located in appendix)
- Primary Source Packet (located in appendix)

VOCABULARY:

- Primary source
- Immigrant
- Ship manifest
- Census
- Naturalization

PROCEDURE:

Pre-Lesson Prep (to be completed by the teacher before the day of the lesson)

- Review the primary source packet and document guide to become familiar with the material used in this lesson. You can use information from the Document Guide to support students' thinking as they explore the documents. In addition, consider if you will set up the activity in stations having one primary source at each station and students circulating through or if students will receive the packet and work in pairs to investigate the sources and answer the questions. Make copies as necessary.

Part 1: Introduction

- Ask students how other people could learn about them without talking to them.
- Encourage students to think about journal entries, pictures, school essays, Facebook, Twitter feeds etc.
- Facilitate a quick discussion about the challenges of relying on sources to find out about someone. Have students consider how accurate a portrayal of them each would offer.
- Inform students that when historians try to learn about people, place, and events from the past they use sources that are as “close” to the person, place, or event as possible. These sources are called primary sources.
- Tell students that in today's lesson they will do the work of historians by using primary sources documents to learn about a person from the past.
- Display the Confino Family Portrait.
 - Ask student to describe the picture.
 - Have a few students volunteer to physically recreate the picture.
 - Ask the students who recreate the portrait how it felt to pose like the Confinos.
 - Ask the students who saw the recreated portrait if the poses of the volunteers reflected their personalities.
 - Have students consider how this information helps us use this primary document to understand the people in it. Help students to consider the strengths and challenges of interpreting images from the past.
 - Tell students that the photograph was taken in 1913 right after this family immigrated to America.
- Direct students' attention to the bowler hat worn by Abraham Confino. Explain that the clothing worn by the family members is reflective of American fashion in the early 20th century. American fashion at this time is very different from the clothing that the Confino family would have brought with them from Kastoria, the place they immigrated from.

- Display the Zecharia Family Portrait.
 - Explain that this family was a prominent family in Kastoria.
 - Explain to students that the outfits worn by the Zecharia family members would have been what the Confino family was familiar with when they took their family portrait.
 - Ask students why the Confino family might have changed their clothes.
 - Ask students what can be inferred from these photographs about the immigrant experience?

Part 2: Activity

- Tell students that they will explore five more primary source documents in order to learn more about the Confino family.
- Distribute primary sources and guiding questions if using (see: appendix). Depending on your classroom and space set-up, you can do this activity as a station exercise, having one primary source at each station for students to examine and then having them move through the stations based on your timing directions. Alternatively, you can distribute all the sources to the students and have them work from their seats.
- Encourage students to work together to answer the questions or do the work individually.

Part 3: Wrap-Up

- Bring students back together and facilitate a discussion that synthesizes what students learned through this exercise. Guiding questions include:
 - What information were you able to gather from your exploration of these primary source documents?
 - How did these primary source documents fit together to tell a story?
 - How does the Confino family’s immigration story begin?
 - What was their life in America like?
 - What questions do we still have about their story? How could we find the answers to those questions?




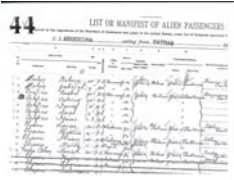
ASSESSMENT:


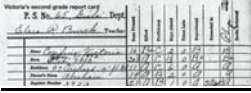

- Notice how students use the primary source documents to learn about the Confino’s immigrant experience. Do they use the documents as evidence to support their conclusions? Are they attempting to place themselves in the Confino family’s position in an attempt to better understand them?
- Note students’ ability to make connections between the sources in order to create a more complete understanding of the Confino family’s immigrant experience.

EXTENSIONS:

- Instruct students to write a history of the Confino family based on their examination of the documents from this lesson.
- Have each student locate and explore primary source documents from his or her family and write a history of his or her family based on those documents.

APPENDIX: PRIMARY SOURCE GUIDE

PRIMARY SOURCE	INFORMATION
<p data-bbox="256 247 448 321">Confino Family Portrait</p> 	<p data-bbox="526 247 1539 472">This portrait was taken right after the Confino family moved to New York City in August of 1913. Counterclockwise from right: Abraham (44), Rachel (43), David (9), Victoria (11), Solomon (5), Jacob (3). The clothing proudly worn by the family members is illustrative of American fashion in the early 20th century and shows how the Confinos transformed their dress from traditional Kastorian garb to the bowler hats and knickers popular in New York.</p>
<p data-bbox="256 667 448 741">Zecharia Family Portrait</p> 	<p data-bbox="526 667 1539 814">This portrait features the family of Hacham Bashi Isaac Menachem Zecharia, the chief rabbi of Kastoria in 1913. The family is pictured wearing the traditional Turkish garb that the Confino family would have been familiar with before arriving in the United States</p>
<p data-bbox="224 1077 480 1108">Postcard of Kastoria</p> 	<p data-bbox="526 1008 1539 1234">This postcard from 1909 depicts Kastoria, the Confino family's hometown. Situated in the Western Macedonia region of Greece, this small city is famous for the natural splendor of its huge lake Orestias and surrounding scenic mountains. The city is built up in the shape of an amphitheater, rising 50 meters from the level of the lake. Built on a peninsula, only one narrow strip of land prevents Kastoria from becoming an island.</p>
<p data-bbox="264 1392 440 1423">Ship Manifest</p> 	<p data-bbox="526 1302 1539 1722">Members of the Confino family sailed from Patras in Western Greece on the SS Argentina to New York City. The ship manifest provides information about the passengers it carried. It records the travels of Rachel, Victoria, David, Saul, and Isaac Confino and affirms that the family did not all travel together as one unit. As was common with many Jewish immigrants, Abraham Confino, the patriarch of the family, arrived in America earlier to prepare for the rest of the family. The nationality of the Confino family members is listed on the manifest as Turkey, Greece, and Castoria and their race is listed as Hebrew. The quantity of these terms illustrates the challenge of defining people at any time, but especially during war, where the borders of the Confino's homeland were contested by Greece and Turkey.</p>

PRIMARY SOURCE	INFORMATION
<p data-bbox="256 239 444 317">Naturalization Certificate</p> 	<p data-bbox="526 239 1528 506">Abraham Confino applied for United States citizenship on May 2nd, 1921, and was officially naturalized on July 27th, 1925. This Certificate of Naturalization lists his wife and children, who were naturalized by association. Although Salvatore is listed here, he was born a United States citizen in New York. The document also records the home address of the Confino family in East Harlem, which is where the family moved after leaving their residence at 97 Orchard Street in the Lower East Side.</p>
<p data-bbox="272 779 428 810">Report Card</p> 	<p data-bbox="526 638 1528 982">Victoria Confino attended PS 65 on Eldridge Street. This copy of her second grade report card offers some biographical information about Victoria, as well as insight into her schooling experience. The first five lines refer specifically to Victoria. Each horizontal line records her attendance and marks for a monthly period so that this one page provides an overview of five months of her schooling. The card details improvement in effort and deportment (behavior), which is reflective of Victoria’s love of school and eagerness to learn.</p>
<p data-bbox="269 1087 431 1119">1915 Census</p> 	<p data-bbox="526 1087 1528 1432">This portion of the 1915 census provides information about the Confino family’s ages, birthplaces, citizenship statuses, and occupations. The census is organized by the head of the family followed by the names of his family members. Confino is listed as “Confeenee.” The census documents that every member of the family, except one, was born in Turkey. Salvatore Confino is listed as being born in the United States. Abraham, the head of the Confino family, is listed as being a peddler. His wife, Rachel, is listed as doing housework. Joseph, the oldest son, is listed as a tinsmith while Victoria, the second, oldest daughter, is listed as attending school.</p>

Confino Family Portrait



Zecharia Family Portrait



Document # 1



Document #2

44

LIST OR MANIFEST OF ALIEN PASSENGERS

Required by the regulations of the Secretary of Commerce and Labor of the United States, under Act of Congress approved F

S. S. ARGENTINA sailing from PATRAS 99

1	2		3	4	5	6	7	8	9	10	
No. on List	NAME IN FULL		Age	Sex	Married or Single	Calling or Occupation	Alien to— Res. Write.	Nationality. (Country of which citizen or subject.)	Race or People.	Last Permanent Residence. County, City or Town.	The name and complete ad. in country w
	Family Name.	Given Name.	Yrs. Mos.	Yes.	Yes.						
1	Acohen	Bohara	40	M	Housewife	No	Yes	Greece	Hebrew	Greece Castoria	Buenos Aires
2	Acohen	gabriel	9	M		No	No	Greece	Greek	Greece Castoria	Buenos Aires
3	Confino	Rachel	40	F	Housewife	No	No	Greece	Hebrew	Greece Castoria	Benjamin Cast.
4	Confino	Victoria	10	F		No	No	Greece	Greek	Greece Castoria	
5	Confino	David	8	M		No	No	Greece	Greek	Greece Castoria	
6	Confino	Saul	6	M		No	No	Greece	Greek	Greece Castoria	
7	Confino	Isaac	11	M		No	No	Greece	Greek	Greece Castoria	
8	Elaou	Lazar	50	M	Labourer	Yes	Yes	Greece	Hebrew	Greece Castoria	Esther Cast.
9	Elaou	Rebecca	14	F		No	Yes	Greece	Greek	Greece Castoria	Esther Cast.
10	Elaou	Abram	46	M	Labourer	Yes	Yes	Greece	Hebrew	Greece Castoria	Esther Cast.
11	Elaou	Moise	11	M	Pupil	Yes	Yes	Greece	Greek	Greece Castoria	Esther Cast.
12	Juda Cohen	Sarah	20	F	Housewife	Yes	Yes	Greece	Hebrew	Greece Castoria	Juda Cast.
13	Elaou	Isaac	50	M	Labourer	Yes	Yes	Greece	Hebrew	Greece Castoria	Juda Cast.
14	Elaou	Isaac	50	M	Labourer	Yes	Yes	Greece	Hebrew	Greece Castoria	Juda Cast.
15	Elaou	Isaac	50	M	Labourer	Yes	Yes	Greece	Hebrew	Greece Castoria	Juda Cast.

Document #3

To be given to the person Naturalized.

THE UNITED STATES DEPARTMENT OF JUSTICE

IMMIGRATION AND NATURALIZATION SERVICE

No. 2056837

Petition, Volume 484 Number 116446

Description of holder: Age, 50 years; height, 5ft, 4 inches; color, white; complexion, Dark; color of eyes, Brown; color of hair, Brown; visible distinguishing marks, none

Name, age and place of residence of wife Rachel 175 East 108th Street
(Strike through words referring to wife if husband was naturalized AFTER September 22, 1922)

Names, ages and places of residence of minor children Victoria 18yrs David 16yrs Saul 13yr
Jacob 9yrs Salvatore 6yrs Esther 2yrs 175 East 108th Street
(Strike through words referring to children of holder if this certificate is a married woman)

ORIGINAL

STATE OF NEW YORK }
 COUNTY OF NEW YORK } s.s. Abraham Joseph Confino
(Signature of holder)

Be it remembered, that Abraham Joseph Confino
 then residing at number 175 East 108th Street Dist.
 City of New York State of New York, who previous
 to his naturalization was a citizen of Turkey or Greece, having applied to be admitted a
 citizen of the United States of America pursuant to law, and at a **SPECIAL** term of the Supreme
 Court of the State of New York, held at New York, on the 2nd day of May
 in the year of our Lord nineteen hundred and twenty one, the court having found that the petitioner had resided con-
 tinuously within the United States for at least five years and in this State for at least one year immediately preceding the
 date of the filing of his petition, and that said petitioner intends to reside permanently in the United States, had in all
 respects complied with the law in relation thereto, and that he was entitled to be so admitted, it was thereupon
 ordered by the said court that he be admitted as a citizen of the United States of America.

In testimony whereof the seal of said court is hereunto affixed on the 27th day of July
 in the year of our Lord nineteen hundred and twenty five and of our Independence the
 one hundred and fiftieth

JAMES A. DONEGAN
 Clerk
John Brooks
 Special Agent
(Official character of holder)

Note: Under act of September 22, 1922, husband's naturalization does not make wife a citizen.

Document #4

Victoria's second grade report card

P. S. No. 65, Girls' Dept.

Elera R. Burck Teacher

	Days Present	Effort	Proficiency	Days Absent	Times Late	Department	Promoted to	Books Returned
Name <u>Coding, Victoria</u>	16	B+C	C	2	0	B		B
Born <u>Jan. 1, 1902</u> <u>Oct. 1, 1903</u>	20 1/2	A	C	1 1/2	0	B+		B+
Residence <u>97 Orchard 4" fl. #11</u>	11	A	C	6	0	A		A
Parent's Name <u>Abraham</u>	19	A	B	2	0	A		A
Register Number <u>9923</u>	21	A	B	1	0	A	3/13/05	A

Phys. T.

Document #5

New York State Census, 1915, 97 Orchard Street

(C-2)

Enumeration of the Inhabitants of Block No. 4, Election District No. 11, Ward No. X, City New York

Town X Assembly District No. 8 County New York State of New York

Name of Institution X Enumerator A

PERMANENT RESIDENCE	NAME of each person whose usual place of abode on June 1, 1915, was in this family. <small>Enter surname first, then the given name and middle initial, if any. Indicate every person living on June 1, 1915, their children born since June 1, 1915.</small>	RELATION Relationship of each person to the head of the family.	COLOR, SEX AND AGE			NATIVITY If born in this country, write United States; if of foreign birth, write name of the country.	CITIZENSHIP		0022 Trade or profession of work done in an occupation
			Color	Sex	Age		Number of years United States	Citizen or alien	
Street	House Number		4	5	6	7	8	9	
Richard St	99	Griff Joseph	W	M	2	U. S.	2	cit	no occup
"	"	Cohen Abraham	"	"	41	"	41	"	Blk
"	"	Jacob	"	"	38	"	38	"	"
"	"	Dora	"	F	51	"	51	"	House
"	"	Isidor	"	M	14	"	14	"	Clerk (not)
"	97	Joseph Elias	"	"	25	Turkey	8	al	Phys
"	"	Victoria	"	F	20	"	3	"	House
"	"	Jacob	"	M	12	U. S.	10	cit	no occup
"	"	Mayo Benjamin	Brother-in-law	"	21	Turkey	5	al	Trunk
"	"	Dalia Samuel	Head	"	25	"	8	"	Recli
"	"	Helagra	Wife	"	20	"	2	"	House
"	"	Jacob	Brother	"	23	"	7	"	Laborer (C)
"	"	Confessie	Cousin	"	18	"	2	"	Printer
"	"	Abraham	Head	"	46	"	2	"	Redsh
"	"	Rachael	Wife	"	45	"	2	"	House
"	"	Joseph	Son	"	17	"	2	"	Tinami
"	"	Victoria	Daughter	"	13	"	2	"	Scho
"	"	Baris	Son	"	11	"	2	"	"
"	"	Solomon	"	"	7	"	2	"	"
"	"	Jacob	"	"	5	"	2	"	no occup
"	"	Sabator	"	"	1	U. S.	1	cit	"
"	"	David	Cousin	"	20	Turkey	2	al	Tailor
"	"	Isidor	Head	"	38	Austria	12	"	Operator (C)
"	"	Tillie	Wife	"	30	"	10	"	House
"	"	Annie	Daughter	"	19	"	10	"	Shade
"	"	Mollie	"	"	13	"	10	"	Scho
"	"	Herman	Son	"	3	U. S.	3	cit	no occup
"	"	Regina	Daughter	"	7	"	1	"	"
"	"	Rubinsky Morris	Head	"	35	Russia	15	"	Carpent
"	"	Bessie	Wife	"	25	"	4	"	House
"	"	Libby	Daughter	"	1 1/2	U. S.	1 1/2	"	no occup
"	"	Abraham	Colgar	"	30	Russia	10	al	Carp
"	"	Halprin Louis	Head	"	44	"	10	"	Operate
"	"	Minnie	Wife	"	33	Austria	8	"	House
"	"	Morris	Son	"	8	U. S.	8	cit	Scho
"	"	Jessie	Daughter	"	6	"	6	"	"
"	"	Lobell Elias	Head	"	37	Roumania	10	al	Carpent
"	"	Fannie	Wife	"	36	Austria	8	"	House
"	"	Morris	Son	"	12	"	8	"	Scho
"	"	Minnie	Daughter	"	4	U. S.	4	cit	no occup
"	"	Sarah	Mother	"	60	Roumania	12	al	"
"	"	Cherestka Philipp	Head	"	30	Russia	4	"	Pocket bu
"	"	Olga	Wife	"	22	"	4	"	House
"	"	Archie	Daughter	"	1 1/2	U. S.	1 1/2	cit	no occup
"	"	Brochuck John	Colgar	"	22	Russia	3	al	Pocket bu
"	"	Miaronschick Samuel	"	"	30	"	3	"	"
"	"	Portovitch Kustan	"	"	25	"	5	"	Tinami
"	"	Bookite Adam	"	"	27	"	5	"	Presser (C)
"	"	Maart Mathau	Head	"	43	"	10	"	Tinami
"	"	Minnie	Wife	"	40	"	10	"	House

1915

Transcription of Portion of 1915 Census

Enumeration of the Inhabitants of Block No. 4, Election District No. 11 Ward No. X, City
 Town X Assembly District No. 8, County New York, State of New York
 Name of Institution X Enumerator _____

PERMANENT RESIDENCE		NAME Of each person whose usual place of abode on June 1, 1915, was in this family. Enter surname first, then the given name and middle initial, if any.	RELATION Relationship of each person to the head of the family.	COLOR, SEX AND AGE			NATIVITY If born in this country, write United States; If of foreign birth, write name of the country	CITIZENSHIP		OCCUPATION Trade or Of work (not legible)
Street	House Number			Color or Race	Sex	Age at last birthday		Number of Years in the United States	Citizen or Alien	
Orchard	97	Joseph Elias	Head	W	M	25	Turkey	8	Al	
" "	"	" Victoria	Wife	"	F	20	"	3	"	Housework
" "	"	" Jacob	Son	"	M	Not legible	U.S	Not legible	Cit	No occupation
" "	"	Mayo Benjamin	Brother in law	"	F	21	Turkey	5	Al	Tinsmith
" "	"	Davis Samuel	Head	"	M	25	"	8	"	Reels
" "	"	" Allegra	Wife	"	F	20	"	2	"	Housewife
" "	"	" Jacob	Brother	"	M	23	"	7	"	Laborer
" "	"	Confeenee Abraham	Cousin	"	"	18	"	2	"	Printer
" "	"	" Abraham	Head	"	"	46	"	2	"	Peddler
" "	"	" Rachael	Wife	"	F	45	"	2	"	Housework
" "	"	" Joseph	Son	"	M	17	"	2	"	Tinsmith
" "	"	" Victoria	Daughter	"	F	13	"	2	"	School
" "	"	" David	Son	"	M	11	"	2	"	"
" "	"	" Solomon	"	"	"	7	"	2	"	"
" "	"	" Jacob	"	"	"	5	"	2	"	No occupation
" "	"	" Salvator	"	"	"	1	U.S.	1	Cit	"
" "	"	" David	Cousin	"	"	20	Turkey	2	Al	Tailor
" "	"	" Isidor	Head	"	"	38	Austria	12	"	Operator
" "	"	" Lillie	Wife	"	F	30	"	10	"	Housework
" "	"	" Annie	Daughter	"	"	19	"	10	"	Shades
" "	"	" Mollie	"	"	"	13	"	10	"	School
" "	"	" Herman	Son	"	M	3	U.S.	3	Cit	No occupation
" "	"	" Regina	Daughter	"	F	1	" "	1	"	" "
" "	"	Rubinsky Morris	Head	"	M	35	Russia	15	"	Carpenter
" "	"	" Bessie	Wife	"	F	25	"	4	Cit	Housework
" "	"	" Libby	Daughter	"	"	1 ½	U.S.	1 ½	"	No occupation
" "	"	Un Abraham	Lodger	"	M	30	Russia	10	Al	Carpenter
" "	"	Halprin Louis	Head	"	"	44	"	10	"	Operator
" "	"	" Minnie	Wife	"	F	33	Austria	8	"	Housework
" "	"	" Morris	Son	"	M	8	U.S.	8	Cit	School
" "	"	" Jessie	Daughter	"	F	6	" "	6	"	"

APPENDIX: PRIMARY SOURCE GUIDING QUESTIONS

Postcard of Kastoria

This postcard from 1909 depicts the Confino family's hometown.

1. How would you describe this place?
2. What information does the text provide?
3. How is it similar to and different from the place in which you live?
4. What might it be like to grow up here?
5. What might it have been like for the Confino family to leave this town and then arrive to New York City? How might you feel if you made that type of move?

1915 Census

A census is a record of people who lived during a certain time and in a certain place. This census is from 1915.

1. What information does this document give us?
2. What information does it give us about the Confino family?
3. Where were the Confino's neighbors from?
4. How does this document paint a picture of where the Confino family lived?

Victoria's Report Card

This report card provides information about Victoria Confino's schooling. Each horizontal line records her attendance and grades for a monthly period. This report card, therefore, provides an overview of five months of her schooling. The category called deportment refers to Victoria's behavior.

1. What kinds of grades did Victoria earn? What do those grades tell us about her as a student?
2. Victoria's parents pulled her out of school to work at the family's apron-making factory. How might Victoria feel about that decision based on this document?
3. What does this document tell us about schooling in general around the turn of the 20th century?

Naturalization Certificate

Abraham Confino applied for United States citizenship on May 2nd, 1921, and was officially naturalized on July 27th, 1925. This Certificate of Naturalization lists his wife and children, who were naturalized by association.

1. What information does this document give us? How is that information helpful in understanding the Confino family?
2. What are the names of the Confino family members?
3. Abraham Confino had been living in the United States since 1913, but did not become a legal American until 1925. What does it mean to be “American”? What makes someone feel American apart from official legal status?

Ship Manifest

A ship manifest provides information about the passengers aboard the vessel.

1. What does this document tell us about the Confino family’s journey to the United States?
2. Which members of the Confino family are listed here as traveling to the United States? Who is missing? What might have been the cause for this arrangement?
3. The Confino family traveled in steerage. Consider how these travel conditions might have affected how they felt once they finally stepped off of the boat?