

Rose Blumkin Lesson Plan

Content Standards: Urbanization, Industrialization, Progressives: The students will critique the cause, effects and responses to the development of the Industrial United States

Indicators: Students will develop historical research skills. Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

Unit Title: Rose Blumkin: Jewish Immigrant, Businesswoman, and Philanthropist

Materials & Resources:

- *The United States Through Industrialization* pages 376-377
- Map of Omaha
- Invisible Histories site for Rose Blumkin <https://www.ops.org/departments/making-invisible-histories-visible/european-and-asian-immigrant-histories/rose-blumkin-jewish-immigrant-and-businesswoman>
- Rose Blumkin graphic organizer

Literacy Strategies: Think Alouds, Note-making graphic organizers, Think-Ink-Pair-Share, Comparison matrix with summary writing

Objective/Learning Goals

I will know (knowledge): reasons why Jewish immigrants left Eastern Europe, experiences upon arriving to U.S., how this compares to Rose Blumkin's experience and determine her importance to not only Jewish community in Omaha but larger community of Omaha residents.

I will be able to (skill): analyze primary sources.

Procedures (GRL)

Modeled:

Jewish Immigrants from Eastern Europe Cornell
Notes: use the reading from the *History Alive* textbook pages 376-377 (also attached at the end of lesson plan).

Shared:

Using the information from the text, create two Jewish immigrant sensory figures. Use as a sentence stem: A Jewish immigrant leaving Eastern Europe would hear, see, say, feel. A Jewish immigrant entering the United States would hear, see, say, feel. Student must provide evidence to support each answer.

Guided:

Rose Blumkin: using graphic organizer, view video about Rose Blumkin on Invisible Histories website (see address above). Pause at the end of each section (immigration, businesswoman, philanthropist) to allow students time to record information on the organizer; share with partner, and share with full group (Think-Ink-Pair-Share).

Using the documents section of the website, students work through first document and reading.

Complete historical thinking process (sourcing, contextualizing, close reading) for document and adding additional information from text to graphic organizer.

Use this information to complete Venn diagram comparing Rose Blumkin's immigrant experience to that of the "typical" immigrant from text reading.

Independent:

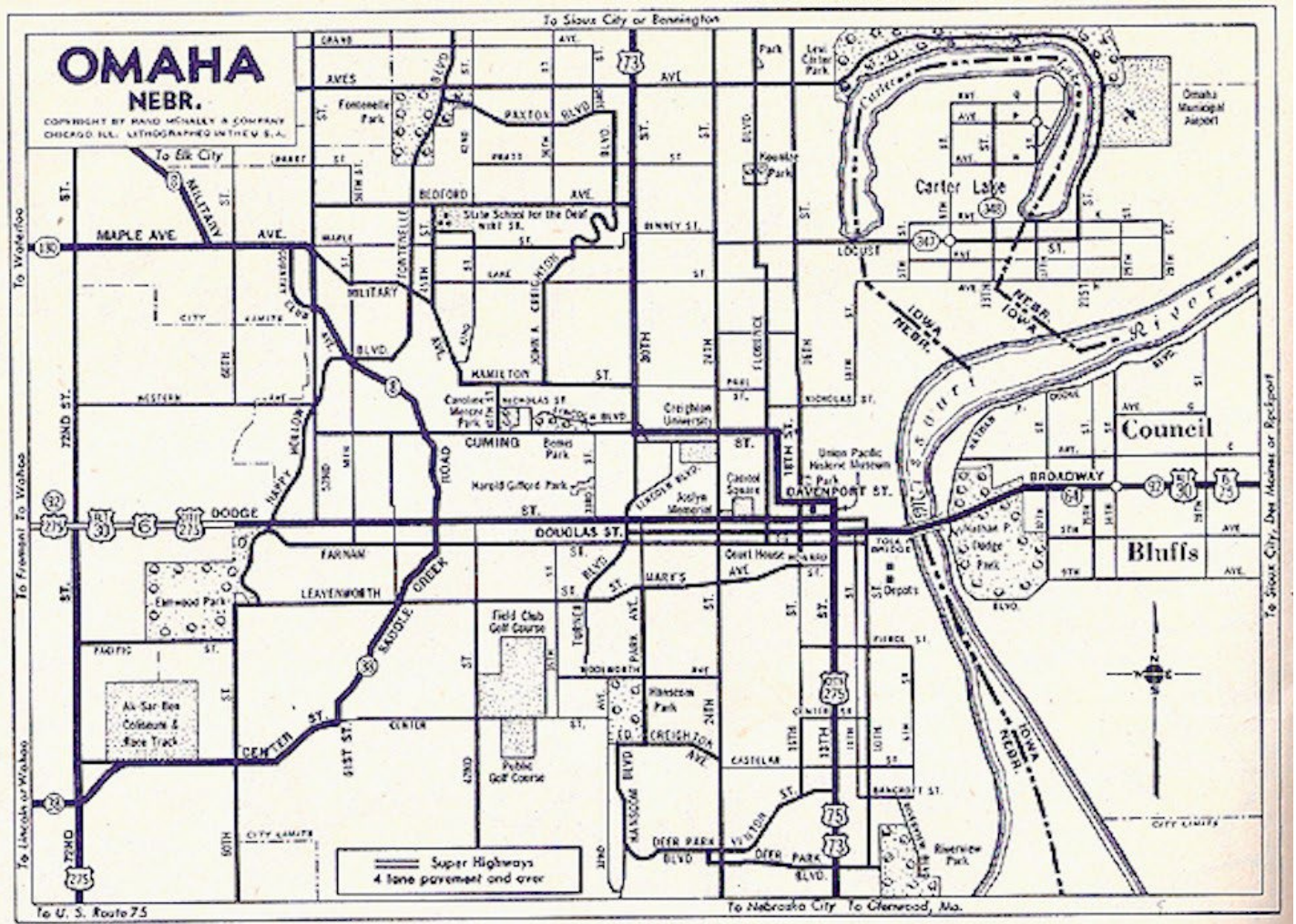
Rose Blumkin text and documents: students work through remaining two documents with historical thinking process.

Summary:

In the video, Rose Blumkin’s granddaughter, Ellie, provided three words to summarize her grandmother. Which three words would you choose? Why would you choose those three words?

Coursework:

While Omaha has a street (Rose Blumkin Dr.) and a building (Rose Blumkin Home) named for her, there is no statue or monument commemorating the life and impact of Rose Blumkin on the Omaha community. Create monument for Rose Blumkin. Monument must incorporate all three parts of her life as depicted in video (immigrant, businesswoman, philanthropist). Rubric attached.



Jewish Immigration from Eastern Europe

Maryusha Antonovksy was no more. In her place stood Mary Antin, the same immigrant Jewish girl but with a new “American,” name. Mary had also bought “real American machine-made garments” to replace her “hateful” homemade European-style clothes. “I long to forget,” she said. “It is painful to be conscious of two worlds.”

Fleeing Persecution

Mary Antin’s first world had been a Jewish village in Russia. For centuries, Russians had resented Jews, who dressed, worshiped, and ate differently from their Christian neighbors. By the 1800s, Russia had hundreds of anti-Jewish laws. Jews could live only in certain areas. They couldn’t live in big cities or own land.

In 1881, assassins killed the Russian monarch Czar Alexander II. Nervous government leaders blamed Jews for his murder, even though the assassin wasn’t Jewish. Angry Russians raged through Jewish villages, burning, looting, and killing. These attacks, called **pogroms**, happened repeated for more than 30 years.

Many Jews fled these terrors, hoping to find refuge in America. Between 1881 and 1924, some 2.4 million Jews came to the United States from Russia and other countries in eastern Europe. Mary Antin’s father was one of them.

Mary’s father left for America in 1891, hoping to earn enough money to send for his family. In his first letter home, Mary sensed “an elation [joy], a hint of triumph....My father was inspired by a vision. He saw something—he promised us something. It was this ‘America.’”

When Antin sent a steamship ticket for his family to join him, the people in Mary’s village gathered, filled with longing. “They wanted to handle the ticket,” Mary remembered, “and mother must read them what is written on it.”

After long rides in overcrowded trains and weeks of delay, Mary’s family finally boarded a ship in Hamburg, Germany. Although richer immigrants enjoyed comfortable cabins, the Antins were crowded together with hundreds of other passengers deep down in the ship. Seasick at first, they frequently came up on the deck for fresh air, where “sailors and girls had a good many dances.”

Like most European immigrants, the Antins entered the United States via New York Harbor. Wealthier passengers in first-class and second-class cabins were questioned briefly before being admitted to their new country. But the majority of arrivals were taken on crowded barges to the immigration station on Ellis Island. Often they had to wait for hours while inspectors and doctors examined each person. Fortunately, most new arrivals spent less than a day on the island before proceeding to shore and the beginning of their new life in America.

Jewish Life in America

From Ellis Island, Jews headed for New York City’s Lower East Side neighborhood. There they established shops, newspapers, religious schools, and synagogues (community centers and places of worship). The Lower East Side became the most densely populated neighborhood in the city. People lived packed into cheap tenements, often sleeping three or four to a room.

Some Jews worked as street vendors, using a pushcart to sell everything from coal to second-hand clothes. Pushcart vendors saved their money to buy horse-drawn carts and then little stores.

Although most Jews were poor, they arrived in America with a wide range of skills. Jews worked as cobblers, butchers, carpenters, and watchmakers. Almost half found jobs in the city’s garment factories.

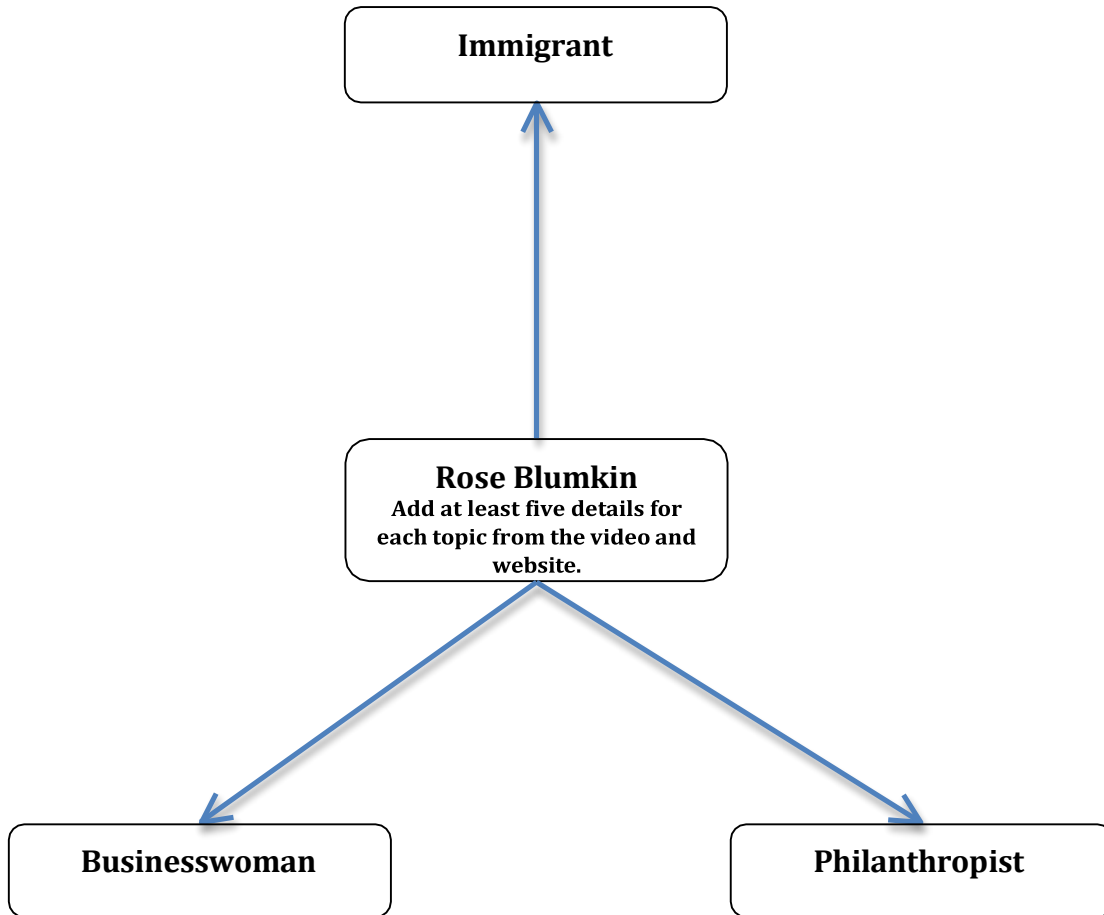
Jewish immigrant did whatever they could to keep their children in school. In Europe, Jews had honored educated people, but schooling had cost money. As a result, many Jews had never learned to read and write. In America, Mary Antin wrote, “Education was free....It was the one thing that [my father] was able to promise us when he sent for us; surer, safer than bread or shelter.”

Parents who made a little money often sent their sons, and sometimes their daughters, to the city's inexpensive public colleges. By 1910, more Jewish youth over 16 were still in school than were young people of any other ethnic group.

Like other immigrant groups, Jews faced prejudice and discrimination. Most private schools and clubs refused to accept Jews. Hospitals would not hire Jewish doctors; the New York Bar Association would not admit Jew (as lawyers). Most ads for jobs stated simply, "Christians only."

Still, eastern European Jews were grateful to be in their new country. One immigrant recalled, "There are markets groaning with food and clothes....There was no military on horseback and no whips."

Reading from *History Alive: The United States Through Industrialization*, pages 376-377



Jewish Immigration and Rose Blumkin	
Score 4.0	No major errors or omissions regarding 2.0, 3.0, and 4.0 tasks. <ul style="list-style-type: none"> • Student designs a monument to Rose Blumkin. Monument incorporates all three aspects of her life (immigrant, businesswoman, philanthropist) and paragraph describing her impact on the community.
Score 3.5	No major errors or omissions regarding 2.0 and 3.0 tasks. Partial success at 4.0 tasks
Score 3.0	No major errors or omissions regarding 2.0 and 3.0 tasks. <ul style="list-style-type: none"> • Student compares and contrasts Rose Blumkin’s immigration experience to that of a typical Jewish immigrant.
Score 2.5	No major errors or omissions regarding 2.0 task. Partial success at 3.0 tasks
Score 2.0	No major errors or omissions regarding 2.0 tasks. <ul style="list-style-type: none"> • Student accurately describes Jewish immigration experience through sensory figure with specific supporting details
Score 1.0	A partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Score 0.0	There is no evidence or demonstration of student learning.