

Lessons and Interdisciplinary Projects That Explore Reasons for Migration and the Experience of Immigrants to the United States

Members of the Hofstra University New Teachers Network teach in New York City and suburban Long Island middle schools and high schools. Most participants in the group work in schools where a significant number of students are immigrants to the United States or the children of immigrants. Because of this, the experience of immigrants to the United States plays a major role in their curricula, especially in social studies and English. They developed the following lessons and projects collaboratively with colleagues in their schools and at monthly network meetings.

Michael Pezone and Joseph Spero teach Social Studies and English at Junior High School 190 in Queens, New York. It is one of most ethnically diverse schools in New York City, with students whose families come from India, Pakistan, China, the Middle East, the Philippines, Africa, the former Soviet Union, the Caribbean, and Latin America. Even the students who identify themselves as American usually have ancestors who migrated to the United States in the early twentieth century. Because of the nature of the student body, and their belief that young people should be able to see themselves in history and literature, Michael and Joseph make an examination of the immigrant experience in the United States a central feature of the curriculum.

Projects in their classes include student presentations of artifacts that their families retain from their original cultures. Over the years, students have presented and discussed articles of clothing, money and stamps, eating and cooking utensils, religious paraphernalia, photographs, and different types of food. After the presentations, students prepare museum cards describing the articles and the cultures they are part of, and the artifacts and cards are displayed in a showcase as a Museum of Immigration (see photographs). Students learn about the history of immigration to the United States and read and write poems, essays, and stories about immigration in both Michael's social studies and Joseph's English classes (see Exhibit C and D).

At the end of units, Michael and Joseph divide students into teams that organize class "dialogues" on contested issues. Students research different positions on a topic and take turns presenting information and their viewpoints to the class. Following their unit on the history of immigration, students discuss whether immigration to the United States should continue at

its current rate (For more information on the dialogue process, see Michael Pezone and Alan Singer, "Empowering Immigrant Students Through Democratic Dialogues," *Social Education* (February, 1997), pp. 75-79). For the dialogue on immigration, Alan Singer of Hofstra's Department of Curriculum and Teaching wrote material on the history of immigration to the United States and contemporary immigrants in New York City (see exhibits A and B).

Gayle Meinkes teaches English at a junior high school in suburban Brentwood, New York, where many students are immigrants. While social studies teachers have their classes examine the history of immigration, Gayle's students write individual accounts of their own experiences and biographies about people in their families and communities (see Exhibit E).

Tara Pantony teaches social studies at a junior high school in suburban Bellmore, New York. She organizes interdisciplinary group projects about immigration that involve students in historical and anthropological research. Students can join teams that conduct oral histories, do traditional research and book reports, collect and display cultural artifacts, or demonstrate immigrant culture through a performance of a work of literature or of a dance (see Exhibit F).

Darren Luskoff teaches at Science Skills High School in Brooklyn, New York. The population of his school is overwhelmingly African American and Caribbean American. Darren has his students conduct formal interviews with immigrants to the United States. The interviews are recorded, transcribed, and turned into narratives that are read in class (see Exhibit G). Darren finds that when his students tell these stories about immigrants in class, they begin to make connections between their own experiences and the historical past.

Laurence Klein teaches social studies in an ethnically diverse junior high school in Queens, New York. The school is tracked and the lowest track classes have a large number of students who are recent immigrants to the United States. Many of these students have difficulty expressing their ideas clearly in English, which makes it more difficult to develop class community. Laurence frequently draws on the personal experiences of his students to connect their lives with subjects under consideration in class. In a lesson designed to help his eighth grade class understand conditions in the United States at the end of the American Civil War, he asked students who had immigrated from countries with civil strife to discuss the impact of these conflicts on their families. Among the students who reported to the class were young women born in El

Salvador, Yugoslavia, Israel, and Afghanistan. While it was sometimes difficult to follow them because of their accents, the other students were mesmerized by their accounts of violence, hardship, and lingering bitterness. Laurence was able to use these personal testimonies by immigrants to give the class a sense of the deep-seated antipathies in the United States at the start of Reconstruction.

Jennifer Bambino taught social studies at a junior high school in Queens, New York where a large number of students are bilingual. In collaboration with teachers of English-as-a-Second Language and of Spanish (who had secured a support grant), Jennifer had students write their personal family histories. Students wrote in both English and in their families' native languages. The stories about immigration included reports on the experience of people from the Philippines, Burma, Hong Kong, Canton, Puerto Rico, Colombia, Portugal, and Trinidad. They were collected, published as a school magazine, *Nuestros*, distributed to families, and used as a textbook in class (see Exhibit H).

Christina Agosti-Dircks teaches at Herbert Lehman High School in the Bronx, New York. Students in her global studies classes research the stories of political refugees from around the world and write reports, poems, and journal entries about their lives. They also interview immigrants to the United States. Their written work, pictures, photographs, and artifacts are mounted on 8 x 11 inch craft paper to create "immigration panels." The panels are assembled to make a class mural (see photographs and Exhibit I and J).

Stephanie Hunte teaches sixth grade social studies and English at IS 292, a middle school in an inner-city neighborhood in Brooklyn, New York. Many of her students are recent immigrants from Latin America or the Caribbean who read, write, and calculate with difficulty. Stephanie has students tell the class about their own immigration history and family culture in order to encourage them to write personal and family narratives. To assist in their presentations, students draw timelines of their lives and family trees that they illustrate with sketches and photographs. The timelines help students develop a sense of time span and sequence and are useful for practicing calculation and measurement skills, and for understanding ratios and proportions.

Howard Fuchs teaches eleventh grade United States history classes at Middle College High School at Medgars Evers College in an inner-city neighborhood in Brooklyn. Almost all of his students are Caribbean immigrants or the children of Caribbean immigrants. His school works in collaboration with the

American Social History Project of the City University of New York. This relationship has allowed Howard to implement a highly structured research program examining immigration to the United States. Students develop thesis statements that they will research, write questionnaires, interview immigrants to the United States, interview people about attitudes towards immigrants, examine immigrant culture, and report on the histories of the different countries of origin and on reasons for emigration. They also compare the experiences of different immigrant groups with those of internal migrants from other parts of the United States and Puerto Rico (see Exhibit K).

Alan Singer, who teaches social studies methods at Hofstra University, is also a voluntary curriculum consultant at the MLE Learning Center in Brooklyn, New York. In 1996-1997, the theme at the MLE Learning Center was immigration to the United States. Third, fourth and fifth graders in the after school program created a large wall map of the world showing where the ancestors of the children, as well as other immigrants to the United States, had come from over the decades.

The map was created by making an overhead projector acetate of a world map. Children hung paper on a wall and projected the image on the paper. After tracing an outline of the world, they took down the paper, darkened the borders, and painted in the continents. The map was re-hung and decorated with crayoned self-portraits created by the children, accompanied by note cards telling where their families were from originally (see photographs).

This magazine concludes with an excerpt on developing oral history projects. It is from *Social Studies in the Secondary Schools - Teaching to Learn / Learning to Teach*, by Alan Singer and the Hofstra Social Studies Educators (Lawrence Erlbaum and Associates, 1997).

Exhibit A: A Brief History of Immigration to the United States

The United States is overwhelmingly a nation of immigrants and their descendants. While there are similarities in the experiences of each new group, there are also important differences. Every group experienced both a push and a pull - something that drove them to leave their original home-land and something that brought them to the United States. Sometimes the push and pull were economic. Sometimes people fled political or religious persecution.

Many immigrants saw their initial move to the new world as temporary. They hoped to find work, build a financial stake, and then return to their homeland. While many people did go back, most became Americans. While every group experienced hardship when they arrived, the original African migration to the Americas was unique. People from Africa were forced migrants who were brought to the United States and the Caribbean against their will. This essay outlines the waves of immigration to the United States, starting in pre-historic times.

First Migration

Human life and culture originated in East Africa and spread across the entire planet. Between 50,000 and 20,000 years ago, nomadic Asian hunters became the first people to settle in the Americas. As they searched for food, they followed herds of game animals across a temporary land bridge that stretched from Siberia to Alaska. These people became the Native Americans or Indians.

Europeans and Africans, 1500-1840

After the arrival of Columbus in 1492, European people settled in and conquered the Americas. During this period, they built new independent nations in North and South America and the Caribbean. The major European groups that settled in the future United States included people from the British Isles, Spain, France, and Holland (Brooklyn was originally a Dutch settlement).

Most of these immigrants were poor people who came looking for work and land. Many came as indentured servants or forced prison laborers. Some fled wars in Europe and hoped that in a new world they would find peace or be able to follow their own religious practices.

During this period, the Europeans forced millions of West Africans to come to the United States as slave labor to work on sugar, cotton and tobacco plantations. In 1793, a successful African slave rebellion created the first independent Caribbean nation of Haiti.

New Arrivals

From 1840 until 1880, new European groups migrated to the United States. The Irish fled starvation and persecution by the British. In the United States they became factory workers and helped build canals, railroads, and the labor movement.

Scandinavians were farming people who largely settled in the Midwest.

The Germans migrated in large numbers because of war and failed revolutions. Many Germans were skilled workers and they settled in new cities. During this period, there were so many German immigrants that Chicago schools taught students in German. People of German descent remain the largest ethnic group in the United States today.

During this period, large numbers of Chinese also migrated to the United States. They settled on the west coast where they helped to build the railroads.

When the economy was strong, these new people were generally accepted. However, economic hard times brought strong anti-immigrant feelings, including the spread of racist ideas. Immigrant workers were attacked, their unions were broken, and laws were passed to keep out new immigrants. In 1882, the first exclusion laws banned immigrants from China and other "undesirables." In 1908, the United States also blocked immigration from Japan.

Ellis Island

Between 1880 and 1921, millions of new immigrants poured into the United States from Eastern and Southern Europe and from Mexico. They included Slavic people such as Russians, Poles, and Ukrainians, Mediterranean groups such as Italians, Sicilians, Greeks, Turks and Armenians, and religious groups such as the Eastern European Jews. Many of these new immigrants arrived by boat in New York City and were ferried over to Ellis Island where they processed by immigration officials. They were poor people who traveled in "steerage" in the hold of large steamships along with their luggage.

Most of the new arrivals from Europe settled in east coast and midwestern cities where they lived in overcrowded slums and unhealthy and unsafe tenement housing. Many did dangerous work in mines, mills, and factories. In New York City, immigrants dug the subway tunnels and water aqueducts, built the skyscrapers and bridges, and developed the garment industry. Conditions were so difficult that almost 50% of the Italians and Sicilians and over 30% of the Slavs who came to the United States eventually returned home.

Many immigrants were union leaders and political activists who tried to improve conditions for poor people and workers. Mother Jones and Elizabeth Gurley Flynn

were Irish. Joe Hill was Swedish. Sacco and Vanzetti were Italian. Samuel Gompers, Sidney Hillman, and David Dubinsky were Jews.

By 1919, anti-immigrant sentiment was growing in the United States again. Southern and Eastern European immigrants were branded as radicals and undesirables who could never become truly American. In 1921 and 1924, quota laws were passed to effectively stop immigration from these areas.

Internal Immigrants

Quotas on foreign immigration unleashed a wave of internal migration between 1920 and 1965. The largest groups to move were from the U.S. South. Rural Southern blacks and whites migrated to northern and western cities seeking work in expanding factories. Many African Americans hoped to find increased freedom away from the racially segregated South. This migration created new African-American communities in New York City, in Harlem and Bedford-Stuyvesant.

Spanish-speaking Puerto Ricans came to the mainland seeking work in record numbers during these years. Because Puerto Rico was a U.S. colony, Puerto Ricans were not restricted by immigration quotas.

Newest Immigrants

In 1965, the United States revised its immigration laws, making it possible for millions of new immigrants to enter the country. The newest immigrants to the United States include tens of thousands of people from the Caribbean, South and Central America, West Africa, Eastern Europe, and Asia. These people seek work and economic, political, and religious freedom. Despite the hostility that has often greeted them, many have decided to put down roots and become United States citizens.

Questions

- 1- Where did the Native Americans originate?
- 2- Which European groups migrated to America during the first wave of immigration?
- 3- How was the African migration different from that of other groups?
- 4- When did most Irish and German immigrants arrive in the United States?
- 5- Where is Ellis Island?
- 6- About what percent of Italian and Slavic immigrants returned to Europe?
- 7- Why did many Americans support restrictions on immigration?
- 8- Who were the internal immigrants between 1920 and 1965?
- 9- Why were new immigrants able to enter the United States after 1965?
- 10- Explain three reasons that people immigrated to the United States.

Exhibit B: New Immigrants Transform Life in New York City

In 1993, 33 percent of New York City's residents were immigrants; another 20 percent were their children. The newest New Yorkers come from all over the world. More than half of the immigrants are from the Caribbean and Asia. Almost a quarter are from Europe, especially from countries in Eastern Europe and the former Soviet Union. Approximately 20 percent come from the Dominican Republic. New arrivals also include people from Senegal, Nigeria, Egypt, Guatemala, Bangladesh, the Middle East, Korea, and Ireland. Two-thirds of all new immigrants to New York settle in either Brooklyn or Queens.

In Brooklyn, Crown Heights and East Flatbush remain the "co-capitals" of Caribbean people living in the United States. There is a thriving Chinatown and a Mexican community in Sunset Park; Brighton Beach is known as "Little Odessa" because of immigrants from Russia; the streets near the intersection of Coney Island and Foster Avenues are lined with stores selling Indian and Pakistani food; and African shops are sprouting up on Fulton Street in Fort Greene. New immigrant communities add to the cultural diversity of New York City and contribute to its economic growth.

Newest Wave of Immigrants

The 1980s brought New York City its greatest wave of immigration since the 1920s. Without these new people, the population of the city would probably have become smaller by almost ten percent.

In the 1990s, the number of new immigrants to the city increased even more. Over 563,000 legal immigrants moved to New York from other countries between 1990 and 1994. Tens of thousands more people arrived without official documentation. City officials estimate that almost 20 percent of the city's 2.5 million immigrant residents do not have legal resident status. Currently, more than four of every ten children born in New York City are born to immigrant mothers.

Similarities and Differences

In most ways, the newest arrivals are similar to earlier waves of immigrants to the United States. They experience both a push and a pull -- something that drove them to leave their original homeland and something that brought them to this country. Haitian, Central American, and Chinese immigrants often seek political freedom. Jamaicans, Dominicans, and Koreans search for economic opportunities. Like earlier Italian and Slavic immigrants, many Caribbean and Latino people travel back and forth between the United States and their original homelands. On the other

hand, immigrants from China, Eastern Europe, and the former Soviet Union rarely return.

Competition and Conflict

At many times in United States history, there was conflict between new immigrants and people from earlier arriving groups. Often they competed for the same jobs and housing, or set up small businesses in the same neighborhoods. Today, with a decline in industrial jobs in New York and the United States, economic competition between immigrants and "old-timers" can be intense. In New York City, economic rivalry between established groups and recent immigrants has led to tension between African Americans and Asians and between Puerto Rican and Dominican communities.

While earlier immigrants, especially the Irish, Italians, and Jews, faced economic and religious discrimination in the past, the newest wave of immigrants faces an additional problem. The United States has a long and bitter history of racial discrimination and the newest immigrants are largely non-European and non-white. Economic competition and religious and racial discrimination have contributed to calls to restrict the number of people who can legally enter the United States.

Record Number of New Citizens

In response to anti-immigrant feelings, record numbers of immigrants living in New York City and other parts of the country have decided to become citizens. Nearly 1.2 million people were naturalized between October 1, 1995 and September 30, 1996. This shattered the previous record of 445,853 set the year before. In the fall of 1996, the large number of applications for citizenship caused long delays in processing.

The push for citizenship was spurred by discriminatory rules included in the 1996 federal welfare bill. Although non-citizens made up only five percent of welfare recipients, they received forty percent of the cuts. Congress and a number of states are also debating laws that will limit the number of new immigrants, make it easier to find and expel undocumented immigrants, and penalize legal immigrants who are not citizens.

One unexpected result of anti-immigrant hostility is a spurt in political activism among legal immigrants and new citizens. In October, 1996, tens of thousands of Latino immigrants marched in Washington DC to protest against anti-immigrant and anti-Hispanic policies. Congresswoman Nydia Velázquez, who represents parts of Manhattan, Brooklyn, and Queens, was one of the leaders of this march.

In addition, new immigrants were a crucial voting-block in a number of election districts. In California, they helped to defeat former Republican Congressman Robert

Dornan, a leading opponent of immigrant rights. As increasing numbers of new immigrants become citizens, politicians will be unable to ignore their needs. This should improve the climate for school funding, increase the number of voters who oppose cuts in social services, and increase the political influence of urban areas.

Questions

- 1- About how many immigrants live in New York City?
- 2- What percent of the city's population are immigrants and their children?
- 3- How has the newest wave of immigrants changed Brooklyn communities?
- 4- How are new immigrants similar to earlier groups of immigrants?
- 5- How does the situation facing new immigrants differ from that of earlier groups?
- 6- How have new immigrants responded to anti-immigrant feelings?
- 7- In your opinion, should the United States limit the number of new immigrants allowed to enter the country? Explain your answer.

Exhibit C) Poems by Students at Junior High School 190, Queens, New York
Teachers: Michael Pezone and Joseph Spero

My Beloved America
by Manana Kull

Here I stand upon American ground,
My dream came true you can say,
Yet now a helpless nightmare.
There are so many opportunities out there,
Yet they were not meant for me.
I dreamt for so many years to be where I am today,
But how would I go back?
Adapting is completely devastating,
It's as if I have to change myself to be considered normal.
How can this be?
I'm in America and I'm in despair.
The language is not what troubles my aching soul,
It is the style in which people live.
Do I have to change myself to be accepted?
It this my beloved America?

Immigration
by Shweta Jain

Fly away, fly away to the land of my dreams, America
Fly away from all these problems.
Fly away to be a man of my will.
Flew away, I flew away to the land of my dreams, America
Flew away from the freshness of my homeland,
Flew away from the freedom and goodness of my land.
Trapped, trapped in the problems of a cruel, cruel, America
Trapped in my own dream for an eternity.
Trapped to be miserable forever.

Lines of Hope
by Kristin London

They came in fear, they came to find peace,
They came to escape tyranny, as well as poverty.
They expected to find streets paved with gold,
and an abundance of jobs, as well as escape the ignorance of the weak.
They came to find help, expecting to be embraced with open arms,
But they weren't.
From the poor, dirty, overcrowded areas of the world they flowed,
Only to come to another overpopulated place where comfort and support were scarce.
The place where they expected to fulfill their dreams,
The place which they traveled to with only hope in their breasts,
Looked at them with a cold, cynical eye and accepted them,
Almost reluctantly.
From there they struggled and strove,
And came to the conclusion that AMERICA was not the land where fantasies thrived.
It was the land where reality lived.

I'm an Immigrant
by Florentine Ignat

I'm an immigrant
I'm proud.
I speak another language
I believe that's good.
You and I differ
But we are alike.
The skin is different
But our hobbies are the same.
So why are you treating me
Like I'm from another universe?

**Without Immigrants,
What Would We Eat?**
by Frances Zemel

Pizza, pasta, rice
French fries, tacos, burritos,
Egg rolls and cardamom fudge,
Soufflés, compote, corn bread,
Curried pork and pot roast,
Egg plant salad and a sea food paella,
The gingerbread boy and pudding
Lasagna and spaghetti
Without immigrants, what would we eat?

Statue of Liberty
by Asif Hirani

The Statue of Liberty is by and far
It is huge and strong
It is in the ocean on a small island
Everybody goes to visit there because the Statue of Liberty is the best
The population is very high
Everybody says the Statue of Liberty is the bomb.
Every summer all the people go to see the Statue of Liberty
Statue of Liberty has power, but also has a lot of justice.
Lots of homeless people live there
They also love to take pictures
Everybody hopes they could live near the Statue of Liberty.
It rules man.

For the Statue of Liberty
by Michael Wu

What you write is really true
People come for something good.
Give your love to everyone
The next Utopia is coming fast.

Answers to the Liberty Poem
by Lilya Belik

I agree with what you say.
I saw the golden light you hold.
I came here first.
It's hard and now I have a better life.
You took me in and helped me out.
I live the life I never lived before.
And now I'm more grateful than before.

Change America
by Andrew Alishaev

America has power but no justice.
They don't want to hear the truth.
They want to hear lies.
They like to see innocent people suffer.
So we have to stand up for justice and
change America.

Exhibit D) Stories and Essays by Students at Junior High School 190, Queens, New York
Teachers: Michael Pezone and Joseph Spero

A Letter Home
by Stacy Dolinsky

Dear Washa,

Even though only 5 days have passed since I left St. Petersburg, Russia, our home where you and I were born, I already miss you so terribly. It pains me very much knowing that I will not return to our beautiful city for a very long time. Memories of our wonderful, cheerful childhood, and the last days we spent together, cling on to my soul tightly. I cry every single night and yearn to return very much. I cannot wait until mother and father find jobs to make enough money for a trip to Russia. That thought is the only bright light that keeps me going during the hot summer days here.

You are probably wondering what America is like through my eyes. For me, things are different and confusing around here. It's hot and sticky, basically unbearable. The English language is a bunch of meaningless blabber to me for I know only a couple of very simple words. Mama told me that when I go to school next month it will take me a very little while to get used to it, and soon I will be talking better than her. It certainly seems extremely unbelievable to me. Like a miracle is to occur which is going to come without much of my efforts, just by existing ... and boom I will know a whole new language.

Money is a big problem in our little family. But don't worry about us, we are coping and hopefully soon papa will find a job because he knows English better than any of us. Let's hope he'll succeed.

Washa, I miss you very much and cry for our friendship. I'm sure we will remain the close friends we were in St. Petersburg, even over the seas.

Your Friend,
Anastasia

Immigration
by Austin Liu-Yang

My mother came to this country twelve years ago, hoping that I would live a good life in America. Since the first day she arrived to this country, she has worked hard. My mother started working in restaurants receiving salaries that were much less than minimum wage and getting exploited by the owners. For about eleven years, my mom has worked at the same kind of job. Working for more than 12 hours each day, and hardly spending any time with the family. Now that there is enough money for her to quit her job and go to school, she has. She hopes that she will get a quality education and find a job that is better for her. She also wishes to make up for the years that she didn't spend with me.

Children of immigrants have more of a chance to live a better life. But this doesn't mean that their lives are perfect. Almost all immigrants have to face racist people in their school or in the society. People do not realize that everyone is an immigrant no matter when they came. Everyone migrated to this country from some place in the past. It's just a matter of when.

I am Glad My Parents Came to this Country
by Kapa Benjamin

I am an immigrant myself. I would like to say that I'm glad my parents came to this country. Back in my country, Russia, there were no opportunities for the future. They were very limited because of the way the government was controlling everything. However, my parents were happy because they had good paying jobs and a nice house. The reason they came here was for us to become more educated and experience the many advantages that are given to us for the future. They want us to become lawyers or doctors, with a high salary and no worries about money. Also, they want to try and protect us from the difficulties we sometimes faced in my other country. Yes, New York isn't such a safe area, I admit. However, it is safer here than it is now in my country. My parents opened new doors for us and I'm very happy. I can become something here and I'm sure I will.

Should Immigration to the United States Continue?
Jonathan Yam

Although I am only a junior high student, I have a strong position on the issue of immigration. I strongly believe immigration should be decreased, with strict rules enforcing it. Immigration may contribute to American society, but the negatives presently outweigh the benefits. Immigration has caused serious population growth that is decreasing the standard of living. There is a shortage of jobs and schools are overcrowded. Many students don't have seats to sit in and lack individual instruction. Immigrants do not have English as their first language. This results in students falling back in their education and hanging out with gangs. This causes crime to rise and extra danger to society. I hope to see the number of immigrants decreased soon.

Immigration
by Denise Johnson

The biggest problem faced by younger immigrants is Americanization. Usually, the younger immigrants feel that America is their homeland and they want to learn American ways. Most of them go to public schools, where the immigrants mix with children of other races. This opens up new experiences and opportunities. For this reason, children are torn between keeping their family traditions and learning America's new customs.

I feel that Americanization has its good and bad points. It gives people a better chance to survive in America, but it lessens their views about their own culture. Some children must adapt quickly. Their parents depend on them to understand the language and culture. All the stress is put on them and some are not ready for this.

Welcome to America?
by Igor M. Gerevile

There isn't any golden door because when I came here people called me names. You say this is freedom, but I don't think so. I was well treated in my country; better than I was here. I had the same rights and we had freedom. You can call yourself the symbol of freedom, but in reality you are not.

Difficulties Faced by Immigrants in School

Dmitry Shenkelbakh

This essay will discuss three difficulties faced by the immigrants in school. I am an immigrant from Ukraine. I came to the U.S. with my family four years ago. Currently I am finishing up ninth grade. Language is by far the biggest problem that immigrant students face if they are from a non-English speaking country. In school you cannot do the work. If you like a girl you cannot ask her out because you are lacking communication skills. If you are mad at someone or something, you cannot explain your anger and someone might get hurt. Another problem that immigrant pupils have in school is embarrassment. I had problems pronouncing some words.

Another thing that immigrants have to deal with in school is clothing. In the school that I went to, I had to wear a uniform. In the U.S., if you don't wear stylish clothes, people tease you. Immigrants must deal with name-calling. I have seen some students called some ugly names just because they wore their traditional clothes to school.

There is one seduction that is hard to resist and that is money. Sometimes when you want something so bad and you have no money to buy it, you can almost steal the thing that you desire. Parents feel guilty for not being able to provide their kids with the things they want and kids get mad at their parents.

America

by Isabelle Beekhizen

The United States would never be the country that it is today if it weren't for immigrants. America was built by immigrants. As an immigrant myself, I can relate to all of the hardships and sorrows that each of the ethnic groups went through. All immigrants, young or old, rich or poor, came here to enrich their lives.

Immigration

by Monica Castro

I was born in Colombia in the city of Cali. I came to the United States when I was about three years old. Even though I was raised in the U.S., I have had to deal with many things. Life in the U.S. has not been easy for my parents. For them the language barrier has been very difficult to overcome. They don't have time to take English classes; so the little they know they've learned from their children. My mother is very thankful to this country because, "this country is the land of opportunities. You can get things much easier. Another quality about this country is that you have more freedom as an individual." My father has different ideas about this country. "As immigrants, we must work very hard to get them. It's not true that you can get rich very easy. We have to start from the bottom and rise very slowly. It just doesn't happen in one day. You have to work in low wage jobs and sometimes even get humiliated by other people." For my father it has been very hard to adapt to the U.S. My father left everything in Colombia and came to work over here. After he was here he found out that it had all been a lie. My father has had to work in what he calls "jobs for people with low education." He has dealt with many injustices in his job because of his way of thinking. He has worked eight years as a parking attendant for the same company and still hasn't gotten a raise in his wage.

Exhibit E) Autobiographies and Biographies by Students in Brentwood, New York
Teacher: Gayle Meinkes

A) My name is Uzma Malik. My date of birth is June 19, 1984. I am 13 years old. My parent's name are Memmoda Malik and Tario Malik. I was born in Saudi Arabia. It was good I came here. I have two brothers and three sisters. I like playing tennis. The holiday that is special to my religion is Eid. My religion is Muslim.

B) America is my country but actually I am from Pakistan. Adaptation to this country was not hard. We lived in our friend's house so I started learning English. Now I speak good English. My teacher sometimes helps me. I have friends. I like America.

C) My name is Luc Gomez. I was born on June 10, 1984. I was born in Colombia and it is very beautiful over there. I have been here for about 6 or 7 years. I have a brother named is Carlos, but we call him Junior, and I have a sister named Viviana. One of my hobbies is playing basketball. I also like to play volleyball. I like to read all kinds of books. I think the book we are reading now is pretty interesting. It is about Edgar Allan, a black boy that people don't like him. I also like to see movies and shows.

D) Gwendoleen Payne-Williams was born on the beautiful Island of Barbados, West Indies. Gwendoleen was married on the 28th of October 1944 to the late Percival Joseph Williams. From this marriage six children were born. After the death of her husband, she had to work harder to support her children. A few years later the U.S. Government employed a lady to recruit women to work in the U.S. Gwendoleen was one of the women who was hired. Gwendoleen now lives with her daughter and son-in-law. She has become an American citizen. She say there is nothing to go back to Barbados for. All of her family is around in the U.S.A.

E) Glodean Tamara Holder was born on the beautiful island of Trinidad and Tobago on November 13, 1978. On August 12, 1982, she came to the U.S.A with her mother and older sister. Glodean's mother moved here so she could have better opportunities for jobs. There were not a lot of jobs in Trinidad. Glodean did not become a citizen, but she is a permanent resident. Glodean occasionally goes back to Trinidad and Tobago to visit. Most people in Trinidad say she's "Americanized." After graduation in June 1997, Glodean plans to return to Trinidad to live once again. Her mother and sister are staying. Glodean feels she will be happier in Trinidad.

F) My life in my country was nice. I lived in a town called Morozan in Guatemala. Morozan is a small town with trees, houses, 2 or 3 stores, a cemetery, 4 or 5 cars, and a park where big people and children have fun. I lived in the upper part of the town with my grandmother, aunts, uncle, and cousins. My house was big with four rooms, a kitchen, and a bathroom. Every day after school I ate lunch, then I went to play soccer with my friends from school. I lived in the town for nine years, then my mom brought me and my brother here. I had to leave my family and my town where there was peace and quiet to come and live in this noisy country. I have been here for five years and now I like it more.

G) I was born in a country named Honduras in Central America. I came here on March 25, 1991 when I was seven years old. I have a sister who was born in Nassau County. I have 4 more siblings that live in the U.S. My hobby is playing soccer. One of my uncles was on the Honduras National team. I didn't feel good when I came here because I couldn't speak English. In three months I learned English. I owe this to the school I went to. It was in Freeport. They had a very advanced E.S.L Program.

Exhibit F) Family History by a Junior High school student from Bellmore, New York
Teacher: Tara Pantony

Jacob and Anna Schwartzberg: From Russia to America
by Marc Silverman

My report is on my great-great-grandparents, Anna and Jacob Schwartzberg. The Czar in Russia did not let any Jewish people leave. But, in 1905, the Czar and his wife had a baby. He decided in honor of the baby, he would let people go.

Anna Wolinsky and Jacob Schwartzberg lived in Wolkovisk which is in Grodna, Russia. They were childhood sweethearts. Life was very hard in Russia, especially if you were Jewish. In the early part of 1906, Jacob Schwartzberg left behind his family and his girlfriend and looked for a better life in America. He heard all about the great life in America and wanted the best for his family. It took six long weeks aboard a ship to get to the United States. He was traveling steerage. Steerage was the cheapest way to travel and the conditions were far from good. Jacob finally arrived on Ellis Island in April, 1906. Friends helped him get a job and housing.

Jacob took a job in a sweat shop as a tailor. They made you work up to 18 hours a day for minimal pay and terrible working conditions. As bad as this sounds, this life was better than his life in Russia. Only one thing was missing, his girlfriend, Anna. He sent for her and within months Anna Wolinsky had joined Jacob in America. Immediately they were married.

They lived in an apartment on the East Side of New York. I believed it was South 2nd Street. Many immigrants lived in this area. It was always a struggle, but to both of them, freedom was worth it. Within a year of their marriage their first child, Bea Schwartzberg, was born. Bea is my great grandmother. Anna and Jacob and two more children, Ruby in 1910, and Rose in 1914.

Anna and Jacob stressed education. Anna went back to school to learn the English language. Education was a goal for their three children. Bea graduated Girls Commercial High School as a secretary and a bookkeeper. Ruby graduated Boys High School. Rose graduated high school and went on to New York University and graduated as a teacher.

Anna and Jacob encouraged many people to come to America from Russia. Jacob's sister Tillie finally came to America. When she came on shore at Ellis Island a doctor examined her as they examined all immigrants. The doctor noticed that Tillie had an eye disease called trachoma. The doctors sent her back to Russia. A year later she returned to America.

Jacob and Anna became citizens of the United States and moved to a larger apartment in Brooklyn, New York. Jacob opened up a tailor store in Flatbush with an uncle named Samuel. After a few years the business was not doing well and they had to close the store. Jacob went back to the sweat shop until 1925 when he opened another tailor shop. This store lasted a few years, but then he had to close it because it was not doing well. For the last time he went back to the sweat shops.

The sweat shops were much better because of the unions. The only problem was you might work five months and be out of work seven months. This was called a stall season. Because of this money was always scarce. Jacob worked at these shops until he retired.

My great-grandmother Anna was a suffragist. The suffragists were a group of women trying to get the right to vote. In August 1920 the 19th Amendment was approved. Anna Schwartzberg died in 1956, and Jacob died in 1965. Both are buried in Springfield Gardens, Queens.

Exhibit G) Interviews by Students at Science Skills High School, Brooklyn, New York
Teacher: Darren Luskcoff

The Life of an Immigrant Named Marie Antoinette Perillo
by Barbara Nepon

- Question 1: How old were you when you came to the United States?
Answer 1: I was only three to four years of age.
- Question 2: How many brothers and sisters do you have?
Answer 2: I have four brothers and three sisters.
- Question 3: Where were you born?
Answer 3: I was born in Italy.
- Question 4: Where are your parents from?
Answer 4: My parents are from Sicily.
- Question 5: Where are your grandparents from?
Answer 5: My grandparents are also from Sicily.
- Question 6: What city were you originally born in?
Answer 6: I was born in Rome.
- Question 7: How old are you now?
Answer 7: I am now 36 years of age.
- Question 8: What is your native language?
Answer 8: My native language is the famous Italian language.
- Question 9: How did it feel to leave Italy?
Answer 9: To me it felt very lonely and an afraid experience.
- Question 10: Where is your family now?
Answer 10: The majority of my family is deceased.
- Question 11: How old were you when they died?
Answer 11: I was 16 when they died.
- Question 12: How did they die?
Answer 12: They died of being home sickness, I guess.
- Question 13: How did you feel when your parents died?
Answer 13: I felt angry and devastated because I was left all alone.
- Question 14: Do you have any children?
Answer 14: Yes, I do have children.
- Question 16: How many children do you have?
Answer 16: I have two children.
- Question 17: How old are they?
Answer 17: They are from the ages of 6 and 15.
- Question 18: What sex are they?
Answer 18: One is a boy and one is a girl.

An Interview with my Brother-in-law
by Ketsia Harrigan

- Question 1: How did you feel, when coming to the U.S.?
Answer 1: I felt excited, but kind of sad because I left family behind.
- Question 2: Why did you come here?
Answer 2: I feel that America is the land of opportunities and I felt I would get better chance to educate myself and pursue a career.
- Question 3: Did you think you would make a better living in the U.S.? Why?
Answer 3: Yes, because there's a lot of ways that I can invest my money to make money.
- Question 4: Who did you come with?
Answer 4: I came to America with my best friend because he invited me.

Question 5: Is the government better here?

Answer 5: No, because there are more laws up here and I have to be steady dodging cops. I personally feel they are just trying to enforce laws on minorities.

Question 6: Do you make enough money?

Answer 6: I have a satisfying amount.

Question 7: Do you wish that your country was like the U.S.?

Answer 7: No, because my native land is special in its own little way. We have nice sandy white beaches, crystal clear blue water, very friendly people and caring neighbors who help each other out daily.

Question 8: Are you homesick?

Answer 8: Not really, I just miss my friends and family and my everyday activities which I enjoy so much.

Question 9: Are all your family and friends from your home town living with you in the U.S.?

Answer 9: No. Only about 5 out of 100.

Question 10: How is life different in the United States?

Answer 10: In New York the people are very rough. Their attitudes are at most times frigid. In my country, the people are very friendly and neighborly. Home sweet home is just home sweet home!

My Mother's Friend

by Krista Pierre

My mother's friend is an immigrant from Trinidad and Tobago in the West Indies. One day her husband had a heart attack and died. He worked for the government. The money that she collected from the government pension wasn't enough to pay off the debts that built up while her husband was alive. Her house was taken from her and she went to live with a relative. Luck crossed her path when a friend invited her to America to seek employment

In 1982, she received a job as a housekeeper in the United States taking care of a sick relative. In 1983, her employer sponsored her for a green card. In 1985 her employer fired her because she did not need her anymore. Immigration denied her application because her employer pulled out her paper. She met a guy who was a citizen. He married her and petitioned for her to become a permanent resident. Today she is a legal resident. She went to school and became a Nursing Assistant in a hospital. Now she is seeking citizenship.

Immigration Story

Ethan Ashby

My immigration story is about my mother. She is from Mt. Pleasant, Carriacou, Grenada. She was raised by her mother because her father died when she was very young. Her aunt and uncle brought her to the United States on November 8, 1969. She came to the United States with three US dollars in her pocket. She lived with her aunt and uncle and worked two jobs while she was going to school.

Because she had a positive attitude, she finished school and got a job at a hospital as the recovery room nurse. She has been working there for seventeen years. This story shows that when you come to a new place you have to know what you are going to do.

Exhibit H) Family Histories by Students at Junior High School 210, Queens, New York
Teacher: Jennifer Bambino

Immigration from the Philippines

In 1972 Wilma Padua migrated to the United States from the Philippines. After a few years, Wilma petitioned so her father could come to New York. Bernabe Padua landed a job at the Brooklyn Navy Yard. He wanted all his children to come to the U.S. After three years, all of his four children except Cesar came. Their names were Alex, Terisita, Delia, and Ishmael. Wilma, my mother, worked as an accountant. My aunt Delia worked as a nurse. My uncle Alex worked as a machinist. My uncle Ishmael worked as an insurance underwriter.

Five years later, my father, two brothers, and I came to the United States. My trip to the U.S. was unforgettable. We encountered air pockets and air sickness, but it turned out okay. On the plane I had a mixed feeling of happiness and sadness. Sadness because I left my country and happiness because I was going to see my mom and other relatives.

We were met at the airport by my mother, uncles, and aunts. We were so glad to be in New York. The time was 8:00 p.m. in the evening. We weren't able to sleep that night. Why? Because we had so many questions on our minds. The next morning our grandfather took us around the city. We went to the Statue of Liberty, World Trade Center, and the Empire State Building. We were so amazed by the gigantic buildings and beautiful sights. However, I was also surprised the place was also dirty. After two weeks, my mother enrolled us in our new school. There we met new friends. The school was entirely different from the schools in the Philippines.

Immigration from China

My family is from mainland China from a village in Canton. My parents worked very hard during their teenage years. They had to be pulled out of school and worked on farms. My parents escaped China together by swimming to Hong Kong. Two years later the government sent a letter to them allowing them to come to America legally. In 1980, my parents got on a plane in Hong Kong. It was very frightening because they did not know anyone on the plane. They wondered what the land of opportunity, America, would be like. Many hours later they arrived. They were very scared, but as soon as they saw my uncle they were filled with joy.

Immigration from Trinidad

Faced with threat of starvation because of a dwindling economy, my family and I were forced to flee our "Tropical Paradise"--Trinidad and Tobago. We left our new house, our blue water, and white sandy beaches, our calypso music and steel bands, and all the familiar faces of family and friends. We came to the cold, unknown U.S.A. We brought few personal belongings, no favorite toys, no family pictures; nothing to alert immigration that we meant to stay. The threat of deportation was better than the threat of starvation. We were a family of seven starting all over again in a strange country, where we knew no one, had no home, and no job. Many tears were shed as we thought of our home so far away. My father, who worked in an office all of his life, started washing cars to feed his family. My mother, a former bank teller, worked in a store for \$3.00 an hour. We lived in a dark, gloomy basement. That was eight years ago. Now things are much better for my family. My dad has a well paying job as a machinist and we live in our own home and are legal residents of America. This is home to us.

Immigration from Colombia

In Colombia, my father and mother were poor. Even though my mother was pregnant, they went through some days without one bite of food. With all these problems, they started thinking that their children should have a better life. That's when they started making plans to come to America. Working hard and saving up, they had enough money for at least one person to make the trip. My mother was pregnant with her second child. She knew that she could lose her baby but she took the risk. She left her daughter with my father and my grandparents. She took a plane from Colombia to the Bahamas, and stayed over night to rest. She had to hide on a small island near there; then she switched boats to go to Florida. A guy was supposed to drive her and a few other people to New York. Since this was illegal, the people who took them were supposed to know their way around, but they got lost. This trip took longer than it was supposed to, but my mother did not worry. When they got to South Carolina they got a flat tire on the expressway. They never thought they could get help, but they did. My mother said that it's like "they were saints from God." She gave them all her money so they could buy her a new tire, not knowing if they were going to come back. All she could do was wait and see what would happen. They actually came back with exact change. After that incident, they went on their way to New York. When they reached their destination everyone went their own way. My mother looked for a job. The only job she could get was cleaning up after people.

She worked for months trying to save up to get my father to come before I was born. My father came through Central America. They had to sleep in woods to hide. Once he had to stay in a freezer where they kept meat. He tells me that they had to stay in a luggage department of a bus. Sometimes they fit so many people in a crowded place that some people got sick or fainted. The first time that he tried to come here, he got caught and had to pay to get out of jail. To make a long story short, he finally made it and he never regrets making this long journey.

Immigration from Portugal

My mom and dad met in the town called Silva in Portugal. They dated and then got married a few years later. I was born January 17, 1982. My parents decided to move from Portugal to have a better life for all of us here in America. On March 23, 1985, we came here legally. The first people to come to America was my father's brother, my uncle, aunt, and cousin. My cousin helped us learn and practice our English. She also helped us with our homework. When my mom and dad first came here my mom worked at a factory and my dad worked in construction. Now my mom watches children at home and my dad still works in construction. I am very proud of them.

Exhibit I) Poems by students from Herbert Lehman H.S., Bronx, NY
Teacher: Christina Agosti-Dircks

Genocide in Cambodia
By Dina Porfilio

Forced to leave our homes by Khmer Rouge.
We were nomads,
traveling place to place for food.
Family and friends died from starvation
and disease.
The rest of us are slaves;
We must obey or die.
My feelings of loneliness and fear are strong.
Most of my family is dead,
The rest is nowhere to be found.
I'm scared and worried!
I'm dying inside!
My dreams of having a huge family
and husband are slim.
My dreams of having a successful job and a
long life feel unreal.
I will never be happy again!
My hopes of freedom and survival seem
unrealistic.
I will probably never see my family again.
Help! Help us world!
This can not go on!
Communism is cruel and inhuman!
The Khmer Rouge must be stopped!

Journey of Hope
by Gina Emanuele

I left the only home that I ever knew
to find a better life.
What I found instead was something
I never dreamed would be.
The boat was very crowded,
We had traveled many days.
We couldn't wait to get to shore,
To see what I had dreamed about.
But this, I found was not to be.
We couldn't leave the boat.
America had locked her doors to us.
Our hopes drifted out to sea.
How could this lovely lady liberty
turn her back on me?
Please America let me stay.
I'll do my part you'll see.
Open up your golden doors
Take a chance on me.

Is This Freedom?
by Stanley Thomas

Revolts, famines, droughts, and death,
All happen while just lying on my bed.
I want to get out and go to a new place,
Where everything is perfect
and I won't be chased.
To soar free like an eagle,
Will be just great for me,
I want to get out of this place called China!
Oh, where can I go to get the freedom I need,
Could it be America, where gold is its seed?
Freedom, jobs, money, and gold,
All of these you can get in America,
I was told.
I must leave China now, while it's not too late.
Go to America and enter its open gates.

Crossroads
Kimberly Steakin

In my beautiful mother land,
I embark on a mission with a new plan,
On the sea for a long time,
Imagining the new land.
In China, I would have to be a farmer,
Feel lost looking for a life that is better.
It is stormy weather,
Mad turbulence, nothing stable,
All I have is these pants, this shirt,
And a pair of shoes.
Hoping I will be happy and prosperous,
Waiting to enter the country,
Stuck in the boundaries
If they return me home,
I know what to expect.
If they let me stay,
I will grow.
I promise to make the best of it.
As all my countrymen sit patiently,
I know we are all scared.
Scared of whatever is our outcome.
So I just wait at this crossroads,
All I can do is hope.

Exhibit J) Immigration Stories by students from Herbert Lehman H.S., Bronx, NY
Teacher: Christina Agosti-Dircks

The Life of Doris Clarke
by Liseth Reid

Doris Clarke was born in Claredon, Jamaica on April 16, 1918. She came to the United States in 1975 for better job opportunities and because her daughters live here. Doris Clarke's parents had eight children. Her father was a farmer and her mother was a seamstress. Doris attended school up to six grade. She found school very interesting and fascinating. Her favorite subject was English. In the neighborhood that she grew up, children were not allowed to stay out late on weekends. The religion she practiced was Christianity, and she attended church every Sunday. She was also a member of the church choir. Doris Clarke believed that a girl should follow in her mother's footsteps, so she became a seamstress. She was married to Arthur Clarke for thirty nine years. They had ten children, three boys and seven girls. An historical event that she remembers is when Jamaica gained its independence from the British. Pounds, shillings, and pence were changed to dollars and cents.

Esther Nyarko
by Jeanette Nyarko

Esther Nyarko was born on January 15, 1958 in Akropong, Ghana. She was the last of three children. She was the daughter of a wealthy business man and a house wife. Esther immigrated to America at the age of twenty. She came to live in Brooklyn, New York, where she stayed with her aunt, uncle, and their four children. The reason she left Ghana was because she wanted a better education so she could obtain a better job. Esther moved to the Bronx where she met Edward Nyarko. They became boyfriend and girlfriend and married on June 28, 1981.

My Mother, Ley Tu
by Chomburi Kim

My mom is an immigrant. She was born on May 10, 1948 in Cambodia. She came to America in 1983 for freedom and a better life. When she was in her old country, her family was very poor. After her parents died, she and her brothers and sisters were raised by an adult who they did not know. When she was 12, the Khmer Rouge entered Cambodia and she became a slave. After she escaped, she got married at the age of 19 and came to America. She now has four children.

Tatyana Nesterova
by Maria Vrykina

My mother, Tatyana Nesterova, was born on May 28, 1951, in Moscow, Russia. My mother's parents are still in Moscow. My mother has a twin brother. His name is Michael. Even though they were twins they didn't look too much alike. He was tall and my mother was short. My mother spent most of her life in Moscow until she immigrated to New York.

My mother has a degree in biochemistry. She graduated from the University of Fine Chemical Technology. Schools in Russia are very strict. You cannot wear rings and your nails can only be a certain length. I was born in 1982. My sister was born in 1986. Since we are Christian Orthodox, my sister and I were baptized. Since our religion was forbidden in Russia, my mother and father left for America.

Maria Rosario
by Victoria La Deveze

My grandmother Maria was born in San Juan, Puerto Rico in 1927. She married Luis Rosario in 1946. In 1950, they moved to New York. It was quite a change. They had to adapt to the weather. This meant no more sombreros and shorts except for the summer. Altogether, they had nine children. In 1966, my grandfather passed away and it was hard for my grandmother to provide for the children on her own.

Anthony Sammartino
by Lauren Quattrucci

Anthony Sammartino was born on January 23, 1925 in Stigliano, Province Matera, in Italy. His parents made their living as farmers. Both of his parents were very religious Roman Catholics. He had two younger sisters, Lucille and Grace, and a younger brother Frank. When my grandfather was two, his father left Italy to go to America. Like many Italians, he went to find golden opportunities. When my grandfather was three, he decided to join his father in America. He packed his bags and traveled down the mountain. He was found a day later in the next town. Two years later, my grandfather, his mother, and his sisters began their journey to America. The children dreamed of a better life, restaurants, money, and school. When they arrived in America on May 22, 1929, they found that their father was a laborer at a factory. He rented an apartment in the Bronx. There was no hot water, no separate beds, and sparse lighting. Times were hard, and food was scarce.

Naum Fridlender
by Kenny Kremerman

Naum Fridlender was born on August 5, 1931 in Moscow, Russia. As a child he enjoyed building things and was fascinated by violent chemical reactions such as explosions. During World War II there were many bullets, shells and other war materials. Using things like strings, needles, and razor blades, he and his friends built small bombs. Naum was married to Elena Leonova in July, 1960 and they moved to a city in the very north of Russia. Naum became an engineer of war technology in a factory that designed bombs. He and his co-workers developed a special anti-tank bomb called "ptashka." This was a very light bomb so an airplane could carry hundreds of them. When the bomb was dropped it would stick to a tank and then explode. It focused the explosion on one small point so the heat melted the tank's armor. Naum and his wife moved to the United States in February, 1995. They moved to escape from a country that was falling apart. He remembers standing in line for hours just to buy a pound of meat.

Rusha Gjonbalaj
by Mimoza Gjonbalaj

Rusha Gjonbalaj was born February 28, 1953 in Yugoslavia. Her parents were originally from Albania. She has four sisters and one brother. Her father died when she was eight years old and the family had some tough times. They really didn't have relatives that could have helped them out. There were times when they didn't have enough food to eat.

David Rothberg
by Lauren Shuman

David Rothberg was born in St. Petersburg, Russia on December 28, 1900. Life in Russia was quite difficult. The winters were brutal and food was scarce. His family was very poor. His father was a tailor, and taught him this valuable skill. He immigrated to America in 1920. David arrived here with both his parents, two older sisters, and a younger brother. They came here in search of a better lifestyle. David went to school to learn English, and was fortunate to obtain a job in a factory in the garment district. He was introduced to his wife, Lillian Levine and they were married shortly after. He is an Orthodox Jew, and dating was not permitted. They were married for 59 years, until she died in 1980. They had three daughters.

Phil Nam Yoo
by Josephine Yoo

Phil Nam Yoo was born in a small city in South Korea on November 14, 1952. She immigrated to the U.S. in 1988. During her childhood, her parents owned a farm. She is the only girl out of four children. She had two older brothers and one younger. Her religion is Catholic. She was able to get education up to high school. She owns a dry cleaners with my father. Her dream is to send all of her kids to college.

Wilson Silva
by Margaret Silva

Wilson Silva was born on November 23, 1950, in Valparaiso, Chile. His parents were Jorge and Oriana Silva. He lived in a middle class situation with three other brothers and sisters. During his elementary school years, he went to a private school called Salesianos. Some of his favorite subjects were technology, technical drawing, and mathematics. In school, some of the rules were to wear uniforms, behave, and respect teachers and classmates. As a Catholic, my father was baptized, did his first communion, and had confirmation.

My father decided to go to a technical college. While going to college, he worked in art printing. Wilson dated many girls and married Sandra Tobar on June 6, 1980. After their marriage, they went to New York City for their honeymoon and decided to stay. My father took a job in construction. Two years later my parents had me and then my sister. My father learned English by listening to people while he worked, though at home he and my mother spoke Castilian.

Mussarrat Khawaja
by Fatima Jilani

Mussarrat Khawaja was born in Gujarkhan, Pakistan on March 23, 1951. She is the eldest of thirteen children, eight girls and five boys. As the eldest she was in charge of her younger siblings. Growing up in a large family, the budget was always tight. Mussarrat's mother was a housewife and her father owned a store that mainly sold sugar. The food for their meals came from their own home. Their home was a mini-farm. They had goats, chickens, and buffalo, and apple trees, grapevines, tomatoes and potatoes.

Mussarrat Khawaja is a Muslim and practices the religion of Islam. She went to an all-girls school because of her religion. In Islam, boys and girls are not allowed to attend the same school. Mussarrat went to school until the age of seventeen. At fifteen she became engaged and two years later she was married. When she married, she left school. This was common among girls.

Two years after Mussarrat was married, her husband was offered an opportunity to go to America. At that time, Mussarrat already had two children. Mussarrat and her family immigrated to the United States in May, 1974. Mussarrat Khawaja currently has four children and lives in the Bronx. She likes the U.S. because of its conveniences. In Pakistan, water needs to be heated because there is no heating system. They had to pick their own apples and they had to hand wash their clothes by hand.

Maggie Sitaram
by Denny Singh

My grandmother was born on August 23, 1934 in New Amsterdam Hospital, Berbice, Guyana. She came to the United States in 1993 to take care of my newborn brother, Nicholas. My grandmother's parents' names were Edward and Sheila Bishram. Her father was a principal at #48 Primary School and her mother was a seamstress. She has four brothers and a sister. My grandmother is a Christian by birth. She was educated and became a teacher and was a part-time seamstress.

My grandmother got married in 1952 and has been married happily for 44 years. She has two children, Loretta, my lovely mother, and Patricia, my wonderful aunt. She educated them well and my mother is now a Senior Customer Service Representative at Apple Bank. My aunt works for the government in Guyana.

Anastasia Geros
by Heather M. O'Shea

Stacey Geros came to the United States when she was thirteen years old. Her family came from Keparisia, Greece. They came to America because they thought they would have better opportunities. In Greece, her father was a police captain. When he came to America, he opened a restaurant. In Greece, her mother helped women give birth. When she came to America, she worked in a factory. Stacey has three older brothers and a younger sister. Their religion is Greek Orthodox. When she was growing up, the whole family went to church on Sundays.

Jennifer Jones
by Andrea Marie Peterson

Jennifer Jones is originally from Kingston, Jamaica. She was born in April 1962 and came to America in 1990 to live with her husband. The things most vivid in her head about Jamaica is the scenery. She remembers the blue-watered beaches, a river that split into two smaller ones, and the large-leafed trees.

Jennifer lived a normal childhood in Jamaica. Her mother was a housewife and her father was a carpenter. She grew up in a Catholic home and had nine brothers and sisters. Jennifer went to school until the age of 17 and she received a certificate of achievement from secondary school. That is like a high school diploma here. She lived in a quiet neighborhood, close to the heart of the city. A big problem growing up was that her mom died when she was 13. The older sisters took care of all the younger siblings. She married at the age of 23. In Jamaica, she worked at a clothing factory and a chemical factory.

Doris Ramirez
by Daniel Ramirez

Doris Marroquin was born in San Salvador, El Salvador on July 13, 1956. Her childhood was not the best one. El Salvador was no place for a child to grow up. My mother described El Salvador as a "War Zone." There was so much violence that they were told to stay indoors. She lived in a poverty stricken community. Her mother could only afford the essentials. That was one reason why, at the age of 21, Doris set out on a month and a half bus trip to the United States. She only brought clothing and a little money. Once here, she went to California to get her first job in the United States. After two months, Doris took her belongings to a friend's house in Queens. It was her first real home in the United States. While in Queens, she worked and studied to become a U.S. citizen. In July, 1977, she met Hernan Ramirez, a man from Puerto Rico. They fell in love and got married on September 19, 1977. In 1981, she became a U.S. citizen and a mother for the first time.

Mohamed Zakir Rafeek
by Bibi Rafeek

Mohamed Zakir Rafeek was born on March 20, 1961 in Guyana, South America. He had three younger sisters and one older brother at the time. Their father died when he was about 3 years old. His family practiced the religion of Islam. Mohamed and his friend's went to the mosque to pray every Friday and on religious days.

Mohamed only went to primary school in Guyana. School was very strict and they had to wear uniforms. Mohamed could not go to school because he started working in a mechanic shop and the money was a help for his family.

Mohamed got married when he was 19 years old. His wife was sponsored and came to America. Later she sponsored Mohamed and he came to America also. When he arrived in America it was winter and the weather was very cold. It was hard adjusting to the cold climate because in Guyana the weather was hot all year round. After months of searching, Mohamed found a job as a mechanic fixing oil trucks.

Bilkis Ara Hye
by Affana Hye

Bilkis Hye was born in Khulna, Bangladesh on October 7, 1955. She lived with her parents and eight brothers and sisters. It was hard growing up because she had to take care of them and help her mother. Her father was an army officer. Her family was Muslim and they lived according to traditional customs. They prayed five times a day, fasted during the month of Ramadan, and helped the poor. She was brought up to be an educated young woman who believed in Muslim ways.

Bilkis attained a high school diploma and attended a 2 year college. She majored in biology and geography. She got married at age 25. It was a small traditional wedding. Her husband's name is Mohammad Abdul Hye and together they had two children. In 1986, they immigrated to America. It was a scary, yet exciting experience. They came for a better life for themselves and their kids. It was hard a first because they didn't know much English.

Houn Tin
by Sophorn Tin

My Grandma was born in Cambodia in 1913. Her parents were farmers. Grandma never got an education because they needed her to work on the farm. She married my Grandpa in 1958. They had three daughters. They lived in a small house made out of bamboo and wood. The whole family were farmers. She came to the United States because she wanted to escape from the Khmer Rouge, who wanted to take over the country.

Ho-Hsiang
by Yu-Hung Kuang

Ho-Hsiang was born in Taiwan on July 30, 1952 in the city of Taidong. She remembers that her father worked for the Federal Agency and her mother took care of the children at home. Her family included her parents, one older brother and four younger brothers. The family's religion was Buddhism. She went to school at Big Wong Junior High in Taiwan. It was the only school available. Ho-Hsiang got married in 1972 in Taiwan and they moved to America. She works as a tailor and my father is a home attendant.

Kam Chin
by Ricky Chin

Kam Chin was born on April 23, 1953. She was raised in Hong Kong. She is the oldest of four children. Her father was a electrician and her mother was a housewife. They had a low income and because of this Kam Chin painted figures and organized flowers to help make money. Kam Chin finished high school in Hong Kong. School was very disciplined. Everyone wore uniforms and people were hit if they did something wrong. Kam Chin left for America right after she finished high school and settled in Brooklyn. Her parents got jobs in the garment industry and they both joined the union. They joined the union because it would give the union strength so it could protect all the workers.

Susan Valsamma Thomas
by Stanley Thomas

Susan Valsamma Jacob was born in Puthusari Hospital in Kerala, India on May 25, 1952. She was the second oldest of six girls and one boy. When she was young, she lived a hard and difficult life. She lived on a farm which required lots of attention and dedication daily for the land and animals. Her family was Jacobite, an Indian religion, and they spoke Malyalm. They were really dedicated to their religion. They woke up daily at 4:00 a.m. to pray and worship God. When she grew older, she converted and become a Pentecostal.

At the age of 21, my mom came to the United States. The year was 1973. My mom thought that America would be a land with streets paved of gold, but she was wrong. It was very hard for my mom to live in America. She didn't know anybody and she had problems understanding English. After a hard long struggle, my mom now is a doctor and an excellent mother.

Exhibit K) Reports for the American Social History Project by students at Middle College High School at Medgar Evers-CUNY, Brooklyn, NY
Teacher: Howard Fuchs

An Immigrant from Nigeria
by Uchenna Anayanwu

Thesis Question: Do political and economic conditions in Nigeria cause people to immigrate to the United States or do they come to the United States for personal gain?

My name is Kelcji Mutumbo and I am forty seven years old. I have a wonderful wife and three great children. We all share my success. I am a vice-president of Fleet Bank and I am paid more than \$80,000 a year. If you think I have always had this good life, you are wrong. I had to work long and harder then you could possibly imagine. I am an immigrant and I was born to a poor household in one of the worst economic countries in the world.

I was born in 1950 in Lagos, Nigeria to a poor farmer. I went to school for only about two months a year. The rest of the time I was either working the farm or working at the market place trying to earn enough money to pay for high school. I was determined to make it to the United States as soon as possible but unfortunately it would not be as soon as I thought. After ten years of hard labor working in the government post office I was able to leave the country, not for the U.S., but to Turkey, where I worked for another 10 years of my life.

I went to France where I attended a school that is France's version of a community college. I majored in business and after about three years, I was given a student visa to attend school in the U.S. When I arrived in the U.S., I hardly had any money left and no where to stay. I stayed in a cheap hotel and survived on Wonder bread and water. By the time my funds ran out, I was almost a bag of bones. When I thought it was all over, my visa was running out and I had no money, I ran into my cousin, who was more fortunate than me and he took me in.

This is where everything started to go up hill for me. I illegally got a job and fell in love with a beautiful and intelligent woman who attended the same college as me. After graduation, we got married. As luck would have it, I was so exceptional in college that I was immediately hired by Fleet Bank as a high-ranking executive.

Defining My Culture
by Rohan Rawle

Thesis Question: Would life be different for me if I lived in Jamaica?

My name, Rohan Rawle, is a Jamaican name. I was born in 1980, so I will be 17 this year. I have lived in the U.S. most of my life. I came to the U.S. when I was a very young boy of four and one-half years old. The life I live is a little mixed up. I grew up going to school in the U.S., but I carried my Caribbean values along with me. These principles come mainly from my parents and family members. At the same time I was learning the so-called ghetto life of New York. I started acting like my American friends and I talk very much like them in order to fit into the crowd. My older brothers tease me about turning into a Yankee when I entered junior high school. This was because they lived in Jamaica for a longer period of time than I did. At one point, I wondered to myself who I really was. I took my brother's word for it and thought I really was a Yankee, but I didn't like it. I wanted to be more of a Jamaican than a Yankee. I decided to change my ways to fit with my own people. Today, I look at myself as an African American, but I also consider myself fully Jamaican or Afro-Caribbean.

I believe that if I lived in Jamaica for a longer period of time, I would be smarter in terms of education. My aunt said, "People from the Caribbean, like black people in America, have endured the same system of slavery. For reasons that are mostly based on social class, Caribbean people believe that the most lasting and uplifting way to succeed is to educate oneself. The belief that education is the way to ascend the social ladder has been purposefully caste from generation to generation."

Defining My Culture
by Khadeja Bowser

Thesis Question: What are the effects of having two cultures?

Because of the mixture of my family's culture, I have experienced many things that other families and my peers have not, such as the foods, discipline, religion, music, traditions, and that most families have one culture or background. The food prepared in my home is quite original. Both American and Jamaican foods are prepared every day at the Bowser residence. Rice n' peas, jerk chicken, and stew beef and rice, are a West Indian-style dinner. Mashed potatoes, franks, and burgers, are an American-style dinner. My mother, Brigitte Bowser, says, "I feel that learned to cook both types of foods to please both cultures."

Discipline and home training is very complex in my home. While most Caribbean families train their children through "spankings," American families train their children through bribes and reverse psychology. I received the best discipline and home training by getting more bribes than "spankings," because my family swayed more into American than Jamaican beliefs.

I choose not to carry a religion because of the complexity in choosing choose between two entirely different religions and the hundreds of other religions. I stand undecided between my American Muslim father, who has a strong personality, and my Jamaican Christian mother, who has a passive attitude.

Music is another big difference between my household and other households. Both of my parents are quite young and they listen to the same type of music that I listen to. I associate myself with different types of music. My friend Shernelle, who is from Barbados, is quite familiar with Reggae music. I am familiar with both Reggae and Rap music.

I consider myself very fortunate to have an American-Jamaican background so that I am exposed to this mixture. It has allowed me to be open minded about music, food, respect for other traditions, discipline, religion and cultures. I have the ability to prepare almost any food and the freedom to choose a religion of my choice. This is truly an experience to pass on to others.

Attitudes about Immigrants to the United States
by Jennifer Leconte

Interview #1

Question 1: What is immigration?

Answer: Immigration is a way for someone to come to a different country for a better way of life.

Question 2: Do you think immigration benefited the United States?

Answer: I think it crowded the United States. People without much experience are looking for jobs like driving a cab and they can't understand English.

Question 3: Do you think the rights of immigrants should be limited? Why?

Answer: Yes. They should just be allowed to live here and have a job that does not require much experience.

Question 4: Does where you come from have a great importance to you?

Answer: Yes. I am an American and that means a lot to me. I believe strongly in nationalism.

Interview #2

Question 1: What is immigration?

Answer: I feel an immigrant is a person moving from one country to the next to gain better status.

Question 2: Do you think immigration benefited the United States?

Answer: I think it benefited the United States in several different ways.

Question 3: Do you think the rights of immigrants should be limited? Why?

Answer: I think all immigrants should take a class in the historical background of America, and even more importantly, be able to speak and understand English.

Question 4: Does where you come from have a great importance to you?

Answer: To me, it really does not matter. I really don't think that is what makes me who I am and therefore it does not have much importance to me.

Interview #3

Question 1: What is immigration?

Answer: Immigration is the process whereby a person leaves their country to live in another.

Question 2: Do you think immigration benefited the United States?

Answer: I think it helped because people from other countries bring resources that are useful to the United States.

Question 3: Do you think the rights of immigrants should be limited? Why?

Answer: I think they should be limited because they are not originally from this country. If you were to go to another country you would be considered an individual from a foreign country.

Question 4: Does where you come from have a great importance to you?

Answer: Yes it does. I have pride in where I come from

Interview #4

Question 1: What is immigration?

Answer: Immigration is when a person leaves one country to go to the next.

Question 2: Do you think immigration benefited the United States?

Answer: It benefited the United States by people coming into the United States and trading ideas and helping with the materials needed.

Question 3: Do you think the rights of immigrants should be limited? Why?

Answer: I think they should be given all the rights that Americans are given. They should be treated equal.

Question 4: Does where you come from have a great importance to you?

Answer: Not really. My personality is what makes me who I am, not where I come from.

Interview #5

Question 1: What is immigration?

Answer: It is an opportunity for someone to leave their oppressed country for a better way for their family. America offers that opportunity.

Question 2: Do you think immigration benefited the United States?

Answer: It benefited the United States by the mix of people coming together from different cultures.

Question 3: Do you think the rights of immigrants should be limited? Why?

Answer: I think immigrants should have all rights with the exception of being able to vote. You should be an American citizen in order to vote.

Question 4: Does where you come from have a great importance to you?

Answer: Yes. It is my birth place, where I come from, and I can't forget that.

From The Past to My Present
by Mia Foreman

This oral history project is about the Stanley and Foreman families and their histories. The Foreman family came from Snowhill, North Carolina. My grandparents' names are Rosetta and Matthew Foreman. They conceived seventeen children, but three of them died at birth. The fourteen children that survived lived in a house on Macleenin St. in Snowhill. My father, Samuel Foreman, is the third oldest son. My grandfather worked on a farm that he owned, while my grandmother tended to the children and worked as a house wife. In the early 1900s, African Americans were treated as lower class citizens. They lacked education and did not receive the same opportunities as others. Despite all the racism and stereotypes about black people, my grandparents took care of their own and maintained their home without hesitation and by avoiding distractions.

The Stanley family came from Birmingham, Alabama. My grandparents' names are Carol and Benjamin Stanley. Together they conceived four beautiful and intelligent children--Patricia, Evelyn, Bobby and Jessey Ray. They lived in a house on Johnson Avenue in Birmingham. My grandmother was a nurse in a hospital but she died when my mother was eight. My grandfather was the secretary of a union of coal miners. During that time African Americans didn't receive equal opportunities as the next person. My grandmother and grandfather went through a lot to get what we have today.

An Interview with Samuel Foreman

How many siblings lived in your household and what did they do for a living?

It was 14 siblings that I lived with. We got along good. Everyone did their thing and that was it. Being that I was the third oldest I had more responsibilities. My brothers and I worked the farm every day.

What did you love about your childhood?

The thing I loved about my childhood was no worries. If I was a child now, I would enjoy my youth and not rush to be grown. You knew your place when I was young, when grown folks were talking, your place was not to do as I do, but to do as I say.

What did your family then and our family now have in common?

Both families have morals and respect. Now you have children that curse their parents, babies having babies, and children with no respect for the elderly. They talk any old way. Children need more discipline from both parents. See, in my family, my mother and father was always around. Now I understand times change, and people are so quick to play the role of an adult, but when times get hard, they want to run to their parents. All I know is that parents need to discipline their children more. Let them know who's the parents in the family.

What was the educational system like for you growing up?

The education down south was very limited. I mean, black people was always treated with no respect. Racism was more out in the open. White folks will call you a "nigger" in your face and you couldn't do anything. You try to play the "Head Nigger" and you would be a "Dead Nigger." I remember when I was sixteen years old, and my father was ashamed of what he had to do to maintain his household. I mean he never did anything wrong, it was how people did things. At the end of the week my father had to give half of his profit of what was made on the farm to this white guy named Mr. Hendrix. Mr. Hendrix was a young dude, like myself. At the time my father was in his late 30s and Mr. Hendrix said: "Boy it shouldn't be taking you so dam long to give me what you owe me." Them words had me thinking, a grown man like my father was being called a boy. That showed me who had the upper hand, who was respected and who wasn't. We as black people was never known as a human being. Teachers were very strict and they had the authority to beat your behind if you were not doing what you were told, that's the only differences. The school system up

here just tolerates anything. Children today are missing the whole issue. School is not show and tell, it's learn and teach, because once you have the education you have the knowledge to succeed.

Do you think history is repeating itself?

Hell ya, history is repeating itself, just for the simple fact that we are still not treated as equal. We are just in another form of slavery. In my day you worked on somebody else's land, now you can't get your own without somebody or something distracting you. A black man has to work twice as hard as the white man and still be two steps behind.

If you know what you know now, what you change? Why?

If I knew having children was as hard as it is, and expensive, I think I would have waited because I would have stayed in college and studied something that was more beneficial.

Why Furthering My Education Is Important To My Family
by Ramona Peters

Furthering my education is important to my family and every grown-up around me because they want me to be someone positive in life. Knowing how the world is today for minorities and women, if we don't arm ourselves with education, then we are fighting a losing battle. For my mother, continuing my education is important because she was a high school drop-out and she knows what it is like to go down that road. In order for me not to follow in her footsteps, she has to keep pushing me. I figure that is one of the reasons I am in America today, so she can guide my schooling, and be there for me through thick and thin.

When my mother was a little girl, she went to school with one notebook for about nine subjects. She hardly ever had any textbooks. Her mother had seven more children to provide for and most of them never made it to high school. Now that my mother is in the U.S., she is trying to make something of her life by going to college at the age of thirty-six. She is always telling me to "take every opportunity and advantage of education." I have to graduate from high school and college, get my master degree in whatever I want to do, and then start enjoying life.

Oral Histories- A Project Approach to Social Studies

by Alan Singer, Hofstra University

Oral history is a way to actively involve students in thinking about and understanding history and our world today. It allows teachers to bring the cultural and historical experiences of students and their families directly into the classroom and the learning process. In many schools, it creates possibilities to enhance the multicultural nature of social studies curricula. An oral history class project has the potential to become the centerpiece of class discussions on recent U.S. and global history.

There are different methods to introduce students to oral history projects depending on the interest and academic level of the class. Students can bring in and discuss family heirlooms that allow the class to examine cultural similarities and differences. Classes can complete family histories that help students pinpoint where their family's story has intersected with broader historical events. Classes can also read oral histories to figure out what questions the interviewer asked the subject, and to allow students to think of questions they would like to ask.

Students can participate in oral history projects as individuals or in cooperative learning teams. However, a heterogeneous cooperative learning format is strongly recommended. It helps students learn how to work supportively in groups, and it allows them to learn more about their teammates' families and cultures. Cooperative learning teams of three or four students can create their own interview questionnaires, or use questions prepared by the class or the teacher.

Interview subjects can be neighbors, family friends, members of senior citizens centers, participants in church or veterans' programs, and older school staff members. An entire cooperative learning team can interview one person, the team can interview a member of each student's family, or students can interview their family members by themselves and then meet to write their reports together.

Open-ended interviews using prepared questions as starting points encourage people to tell stories about their past. Sometimes during an interview, students ask all of their prepared questions, sometimes only part of their questions, and sometimes they think of new follow-up questions in the middle of the interview.

Before teams do their interviews, it is useful to conduct a practice interview in class. One of the student teams can interview a staff member, a family member, or a community resident. The practice interview teaches students how to conduct open-ended interviews that stimulate interview subjects into telling their stories.

Students can take notes during an interview, or audio- or videotape them. When the interviews are completed, cooperative learning teams can work together to write their findings up as biographical sketches or in a question-answer form. Team members compose, write, and edit the reports together. Sometimes interviews are conducted in languages other than English, and students need to work together to translate what they have learned.

Interview subjects should be asked for permission to include their stories in student magazines. Magazines can be used as student-created texts to teach about the Great Depression, World War II, the Civil Rights movement, the problems of workers in modern America, and the hopes and problems confronting immigrants and ethnic minorities.

Follow-up activities can include trips to local museums like the Ellis Island Immigration museum in New York City or the creation of a school exhibit using family photographs and artifacts. Students can also become involved in checking personal testimonies against primary sources and history books. They can discuss the subjectivity of our knowledge of the past and the importance of examining multiple sources before arriving at conclusions.

Immigration Stories

**Lessons and Interdisciplinary Projects prepared by members of
the Hofstra New Teachers Network and Students in their classes**

**Edited by Alan Singer and Maureen Murphy, Department of
Curriculum and Teacher, Hofstra University School of Education**

Distributed by the Hofstra Social Studies Educators

James Johnson, Dean, Hofstra University School of Education

Hofstra New Teachers Network

The School of Education at Hofstra University has developed a model University-based support system for new secondary school teachers. The New Teachers' Network meets monthly on Saturdays at the Hofstra University campus in suburban Long Island, New York. Most of the new teachers work in New York City secondary schools or in predominately ethnic minority (African American and Latino/a) suburban communities. Some are teaching in content areas other than the ones for which they were prepared. Network meetings are informal and open. Network participants include raw rookies as well as veteran teachers with three or four years of experience. Most are graduates of the Hofstra University undergraduate and graduate preservice teacher education programs. Some are their friends and colleagues. Hofstra University faculty who participate are volunteers. The network allows university-based teacher educators to maintain relationships with urban and suburban ethnic minority school district classroom teachers and gives them opportunities to work with secondary school students.

Members of the Hofstra New Teachers Network

Christine Agosti-Dircks, Lehman HS, Bronx; Jennifer Bambino, Malverne JHS; Michael Butler, Baldwin HS; Lynda Cannezzaro, Lehman HS, Bronx; Stacey Cotten, Freeport HS; Amy Devlin, JHS, Bronx; Chris Erickson, Westbury HS; Regina Follo, Middle College HS, Brooklyn; Howard Fuchs, Middle College HS, Brooklyn; Rachel Gaglione, IS 119, Queens; Deon Gordon, IS 302, Brooklyn; Lisa Greene, IS 74, Queens; Stephanie Hunte, IS 292, Brooklyn; Anthony Isola, IS 53 Queens; Laurence Klein, Parsons JHS, Queens; Regina Krieger, Middle College HS, Brooklyn; Robert Kurtz, Oyster Bay JHS; Mary Anne Langan, Newtown HS, Queens; Nancy Levey, Middle College HS, Brooklyn; Darren Luskoff, Science Skills HS, Brooklyn; Joseph Maiello, IS 231, Queens; Gayle Meinkes, Brentwood MS; Terry Negron, Middle College HS, Brooklyn; Tara Pantony, Bellmore JHS; Michael Pezone, Russell Sage JHS, Queens; Robert Schmimenz, Queens Vocational HS; Donata Scott, Math Magnet HS, Queens; James Screven, Nassau BOCES; Susan Sotiriades, Glen Cove HS; Joe Spero, Russell Sage JHS, Queens; Brendalon Staton, Hempstead HS; Patrick Sweeny, Law Magnet HS, Queens; Tracy Tate, Wantagh JHS; Cynthia Vitere, Harborfields HS.

Hofstra Faculty Advisors:

S. Maxwell Hines, Maureen Murphy, David Morris, and Alan Singer

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Save the Dates!

Monday - Friday, August 18-22, 1997

Facing History and Ourselves Workshop at Hofstra University

Saturday, September 13, 1997, 10 am - Noon, Mason 204

First Meeting of the Hofstra New Teachers Network

Monday, October 27, 1997, 8 am - 3pm

Annual Meeting of the Long Island Council for the Social Studies

Saturday, December 6, 1997, 8:30 am - 2 pm

4th annual conference of the Hofstra Social Studies Educators

Plaza Room, Student Center, Hofstra University

For information call Alan Singer, 516/463-5853

Hofstra New Teachers Network /
Hofstra Social Studies Educators
Department of Curriculum and Teaching
243 Mason GW
113 Hofstra University
Hempstead, New York 11550