BOSTON PARTNERS IN EDUCATION

AIM HIGH TRAINING FOR ACADEMIC MENTORS

Training Objectives

Why are you here?:

As volunteers looking to serve as mentors to students in the classrooms of the Boston Public Schools for an academic year , this training should **introduce you to**:

- Information you will need to clarify your role as a mentor in this program
- Skills and attitudes you should develop to effectively serve students in the classroom

Training Expectations

What you can expect to learn today:

- Expectations of Mentors
- Mentors' roles and obligations (scope and limits of your role)
- Information about the youth who participate in our programs
- Building mentor/student relationships
- Explore effective ways to deal with classroom challenges
- Sources of assistance to help support mentors

Ground Rules-your role in this training session

Please be open to listening and refrain from judging others in the room. Be prepared to have one-on-one and group conversations about the objectives and expectations for today. Also be prepared to participate in role play.

Evaluation

Pre Training Check-in

Post Evaluation Survey via wrap-around email

Accelerate Training Agenda

Welcome (5 minutes)

Housekeeping

Don't forget your nametag!

Activity 1: Pre Training Check-in (10 minutes)

- Take a moment to independently read over the training objectives and expectations and take note of any questions you have
- Take a moment to silently read over the agenda. Again, please take note of any questions you have with the agenda.
- If you have questions that are not directly related to what we're currently doing, please write them down on the paper provided. Or, if questions come up during the training, please write them down. I will do my best to address these questions at the end of the training.

Activity 2: Getting to Know You (30 minutes)

Objectives:
- To help participants introduce themselves to each other and become involved in the session
- To provide an experience that is somewhat parallel to the first meeting with their students
- To introduce the idea of "roles"

Materials included: see pages 11-13

Worksheet: "Who I Am"

Activity 3: Why Boston Partners in Education? (15 minutes)

Objectives:

- To help participants know more about Boston Partners in Education and the organization's expectations for them
- To provide information about the BPS students they are serving
- Show segment of "Why I Partner & Why It Matters" Video

Materials included: see pages

Snapshot Boston Partners in Education

Anecdotes from Current Boston Partners Volunteers

Responsibilities and Expectations for Mentors sheet

Stronger Schools Stronger Boston (excerpt pages 11-13)

Video

Activity 4: What Makes a Good Mentor? (30 minutes)

Objectives:

- To identify qualities of effective mentors
- To explore roles that mentors can play in the lives of children and youth

Materials included: see pages tbd

Post-it notes

Whiteboard or poster paper

Qualities of a Good Mentor handout

Activity 5: Mentor/Mentee (Student) Classroom Scenarios (25 minutes)

Objectives:

- To identify realistic classroom scenarios
- To explore strategies to address these scenarios

Materials included: see pages tbd

Tips for Troubleshooting Challenges with your Aim High Students

Scenarios:

- You are working with a small group. The teacher starts the class with clear project directions and gives the students 10 minutes to complete the work. Your group takes out their cell phones and ignores the teacher's directions.
- A student you are working with constantly says that they hate math because they are not good at it, and that everyone knows and says, "Math is not their best subject".
- The student you are working with is an English Language Learner (ELL) and has difficulty understanding the assignment.
- A student confides in you about being beat by his mother the night before and asks you not to tell anyone.

Activity 6: Mentor/Mentee (Student) Role Play (20 minutes)

Objectives:
- To give the mentors practice in applying what they have internalized in this training for the first meeting with their student
- Guided subject matter role play to introduce a classroom meeting

Materials included: see pages tbd

Communication Tips for Working with Adolescents

Activity for Humanities

Activity for STEM

Activity 7: Questions and Answers (10 minutes)

Objectives:
- To provide time for the group to address any lingering questions or concerns

Materials included:

Revisit the materials packet provided during today's training

Activity 8: Wrap-up (5 minutes)

Objectives:
- To debrief with the group and reflect on their takeaways from the training

Materials included: none

ACTIVITY 2:
Getting to Know You

Objectives:

- To help participants introduce themselves to each other and become involved in the session
- To provide an experience that is somewhat parallel to the first meeting with their students
- To introduce the idea of "roles"

Materials included: see page tbd

Worksheet: "Who I Am"

Worksheet: Who I Am

1. My name is...

2. My most important role in life is as a...

3. At work, I...

4. My favorite way to spend my free time is...

5. One thing about me that is important for people to know is...

6. Some of the strengths that I will bring to a mentoring relationship are...

7. One of my worries about being a mentor is...

8. One thing I hope to gain from being a mentor is...

9. The most important thing I hope my student will gain is...

ACTIVITY 3:
Why Boston Partners in Education?

Objectives:

- To help participants know more about Boston Partners in Education and the organization's expectations for them
- To provide information about the BPS student's they are serving
- Show segment of "Why I Partner & Why It Matters" Video

Materials included: see page tbd

Snapshot Boston Partners in Education

Anecdotes from Current Boston Partners Volunteers

Responsibilities and Expectations for Mentors sheet

Stronger Schools Stronger Boston (excerpt pages 11-13)

Video

Snapshot of Boston Partners in Education

Founded in 1966 as School Volunteers for Boston, we became Boston Partners in Education in 1988

For over 50 years, we've placed academic mentors directly in the classroom, during the school day, to help students fill gaps in their knowledge. The consistent service of our trained volunteers provides students with the additional support they need to stay in school and graduate!
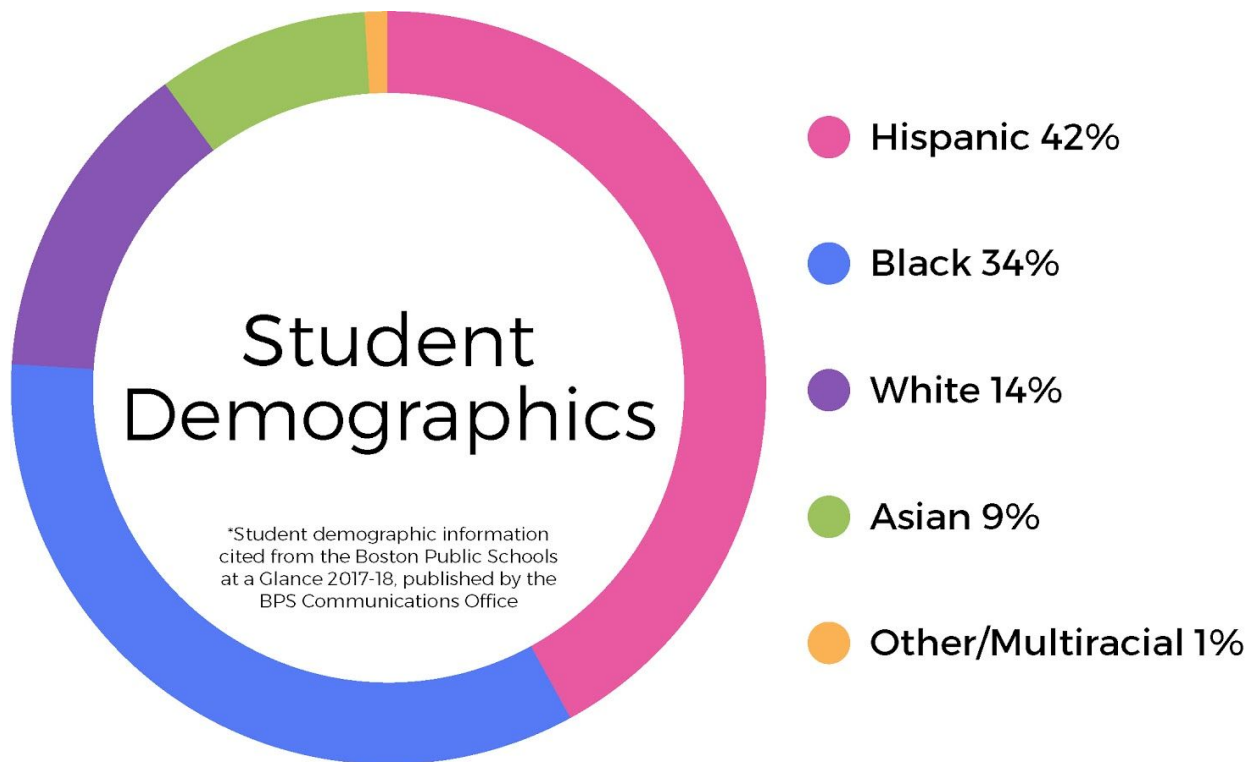
Mission and Vision:

Boston Partners in Education enhances the academic achievement and nurtures the personal growth of Boston's public school students by providing them with focused, individualized, in-school volunteer support.

With the commitment and involvement of the entire community, all students in Boston will develop the skills, self-confidence and motivation to recognize and achieve their full potential.
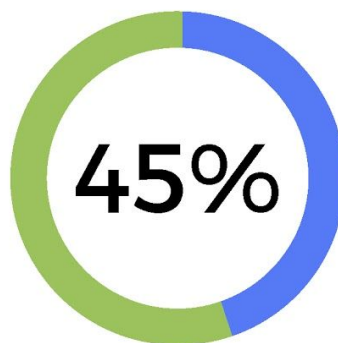
Our Impact:

- Increased interest in academics
- Improved academic performance in math and English language arts
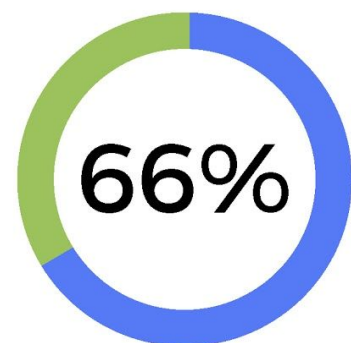- Increased self-confidence

- Improved habits on mind (purpose, flexible thinking, communicating clearly, taking risks, demonstrating social responsibility and making connections/finding relevance)

Student Demographics

*Student demographic information cited from the Boston Public Schools at a Glance 2017-18, published by the BPS Communications Office

- Hispanic 42%
- Black 34%
- White 14%
- Asian 9%
- Other/Multiracial 1%

74

Different languages are spoken at home

45%

First language is not English

66%

Economically disadvantaged

Anecdotes from Current Volunteers

"In the beginning of the year Destinee had a hard time trusting me and sometimes refused to talk or work, but with consistency and routine, her and I succeeded in establishing a great relationship based on trust and respect. Destinee now works willingly and diligently and is eager to do well (she is a very intelligent and perceptive young girl so she cannot help but get disappointed and frustrated at how far behind she is in reading). Our meetings helped her believe in herself and taught her that she should keep on working and trying hard. I hope that Destinee will get the academic support she needs at school next year, she will definitely benefit from having a mentor in addition to school support. I will be more than willing to continue working with her next year if this is deemed to be beneficial to her progress. I am very grateful and pleased to see Destinee more confident and happier every time I am in the classroom. I hope that she will continue to believe in herself." (Myrna El Zein, Accelerate ELA)

"I really feel I formed a worthwhile relationship with my mentee. When we started working together she was shy and now when I show up she runs over to give me a hug. I've seen her gain confidence in answering questions, which has been incredibly rewarding for me." (Amy Hahn, Accelerate ELA)

"Playing math games with my student increased our comfort levels with each other and made her feel better about our weekly sessions." (Barbara O'Connell-Durkin, Accelerate Math)

"The first day I came to mentor with Adrien, he ran out of the classroom and refused to work with me. Needless to say, not much progress was made with him that day, so I worked with other students in the classroom. After a few weeks, Adrien would be keeping an eye out for me when I arrived and run to meet me at the classroom door. He would choose a buddy to work with us for the day and all hands in the class would shoot up. Working with Adrien was always a roller coaster throughout our sessions, but I'm glad he finally came around on me and I'd like to think we both enjoyed our time together!" (Ryan Whiting, Accelerate Math)

"Both students just finished good drafts of college essays which they wrote with my help from outlines/plans they generated themselves, rather that using the template methods they are used to. They surprised and delighted themselves, and I heard some authentic voice from each for almost the first time." (Brent Whelan, Aim High Humanities)

One student told me he didn't like math. However, after spending a few minutes with the student, I noticed that he was very focused on the problem at hand and was able to finish most of the problems with just a few words of encouragement. It made me more aware of students who might be viewed as struggling by people outside of the school, but are more capable than you realize after spending just a few minutes with them. (Long Tong, Aim High STEM)

Responsibilities and Expectations for Mentors

Responsibilities for Mentors:

- Commit to a regular schedule
- Comply with school rules
- Work under the teacher's direction
- Maintain confidentiality
- Be flexible
- Dress Appropriately
- Remember that we are guests in the school

Expectations of Mentors:

- Be consistent
- Be a good listener
- Set a good example by being courteous and respectful
- Practice patience and kindness
- Learn each student's name, pronouncing it correctly
- Establish a good rapport with all of the children in the classroom
- Accept each student
- Encourage the best from each student
- Be fair
- Avoid becoming emotionally involved with any one student
- Make no promise that cannot be kept

- Respect each student's privacy
- Be comfortable with silence, give the student time to think
- Let the student have a voice and a choice in deciding in-classroom activities
- Give guidance but do not do the work for the student

Mentors Should NOT:

- Want to "save" the student or be the "hero" for the student
- Do the work for the student
- Expect the student to do things the way you do them
- Expect students to view the world the same way you do
- Make assumptions about a student's home life
- Be left in charge of a class
- Be left alone with a student
- Meet students outside of school or communicate electronically (Facebook, email, Twitter, phone, etc..)
- Give gifts or food to students
- Take a student's lack of enthusiasm personally
- Be critical of teachers or the Boston Public Schools
- Use cell phones or chew gum
- End the match without first communicating to your Partnerships Manager and with the teacher and student(s)

Stronger Schools Stronger Boston (Excerpt Pages 11-13)

BPS Instructional Vision & Theory of Action

BPS Instructional Vision

BPS students are the leaders, scholars, entrepreneurs, advocates, and innovators of tomorrow.

1. Students will read widely, think critically, and communicate effectively.

2. Educators will create safe and welcoming learning environments that affirm our students' unique cultural and linguistic strengths. They will plan instruction that stimulates interest, presents content in different ways, and provides choices for students to demonstrate their understanding.

3. The content will challenge students to apply standards-based knowledge and skills to real-life challenges that are authentic to the discipline.
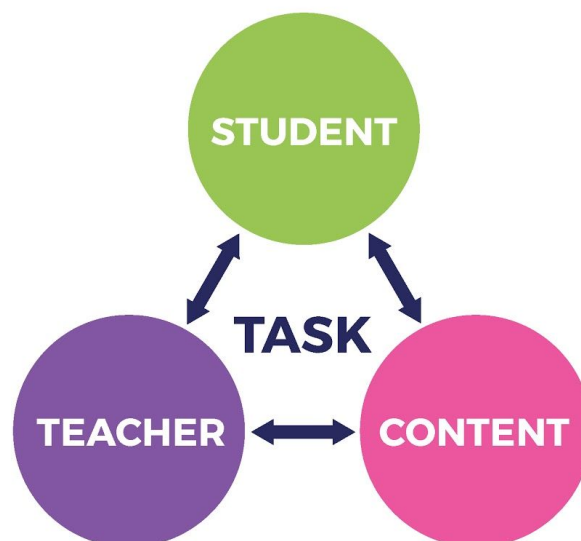
BPS Instructional Theory of Action

Introductory Statement of Belief: As adult learners committed to equity, we must acknowledge, engage in, & continuously reflect systemic & individual biases & their impact on our practices.

If We:

1. Invest the entire BPS community in the necessity of this work, including a multi-year trajectory of developing culturally and linguistically sustaining practices.
2. Maintain our focus on cognitively demanding tasks (CDTs) and instructional focus (IF), with a specific focus on our students whom we have marginalized.
3. Create structures, tools and coaching to help school leaders and teams confront biases and belief systems.
4. Analyze and address systemic structures that result in exclusionary practices.
5. Provide ongoing professional development and support to create inclusive, welcoming safe schools.
6. Create structures, tools and coaching to support disciplinary literacy that ensures universal access for all students.

Then...

students will be cognitively and socio-emotionally engaged and be prepared to be the leaders, advocates, entrepreneurs and innovators of tomorrow.

BPS Key Implementation Focus Areas

BPS has identified 5 Implementation Focus Areas for our work. These Implementation Focus Areas build upon the system's new Instructional Vision and Instructional Theory of Action and are intended to further develop the strengths identified throughout the plan development and address core challenges to success that we face in our work.

The Implementation Focus Areas include:

1. Implement an inclusive, rigorous, and culturally/linguistically sustaining PK-12 instructional program that serves the development of the whole child.
2. Attract, develop, and retain a highly effective instructional team that is responsive to the diverse racial, cultural, and linguistic needs of Boston youth.
3. Engage students, families and community organizations as advocates and partners for equity, access, and results for all students.
4. Develop and deliver a coordinated system of high-quality support, customer service, and communications centrally and at schools.
5. Build a sustainable financial system that invests resources equitably and strategically.

ACTIVITY 4:

What Makes a Good Mentor?

Objectives:

- To identify qualities of effective mentors
- To explore roles that mentors can play in the lives of children and youth

Materials included: see page tbd

Qualities of a Good Mentor handout

Post-it notes

Whiteboard or poster paper

Qualities of a Good Mentor

"Mentor" comes from the Greek word mentos, meaning "intent, purpose, spirit, and passion," because that is precisely how I think of a mentor. Someone who understands your intent; supports your commitment to purpose; encourages your spirit; and helps you embrace your passion for the things that matter most. *(Fortune, The do's and dont's of an effective mentor, SCHUYLER May 20, 2015).*

The good mentor is committed to the role of mentoring.
The good mentor is highly committed to the task of helping students find success and gratification in their work. Committed mentors show up for, and stay on, the job. Committed mentors understand that persistence is something to model for their mentees.

The good mentor is accepting of the student.
At the foundation of any effective helping relationship is empathy. As Carl Rogers (1958) pointed out, empathy means accepting another person without making judgments. It means setting aside, at least temporarily, personal beliefs and values. The good mentor recognizes the power of accepting the student as a developing person. Accepting mentors do not judge or reject students as being poorly prepared, overconfident, naive, or defensive. Rather, should students exhibit such characteristics, good mentors simply view these traits as challenges to overcome in their efforts to deliver meaningful support.

The good mentor is skilled at providing instructional support.

Good mentors are willing to coach beginning students to improve their performance wherever their skill level. Mentors may need to observe over time the strengths and weaknesses of their student in order to help them improve their skills.

The good mentor is effective in different interpersonal contexts.

Good mentors recognize that each mentoring relationship occurs in a unique, interpersonal context. Good mentors adjust their mentoring communications to meet the needs of individual students. To make such adjustments, good mentors must possess deep understanding of their own communication styles and a willingness to objectively observe the behavior of the student.

The good mentor is a model of a continuous learner.

Good mentors are transparent about their own search for better answers and more effective solutions to their own problems. They model this commitment by their openness to learn from the people around them and by their willingness to pursue professional growth through a variety of means. They lead and attend workshops. They enroll support sessions and workshops. They develop and experiment with new practices.

The good mentor communicates hope and optimism.

In "Mentors: They Simply Believe," Lasley (1996) argues that the crucial characteristic of mentors is the ability to communicate their belief that a person is capable of transcending present challenges and of accomplishing great things in the future. Good mentors capitalize on opportunities to affirm the human potential of their students. Good mentors share their own struggles and

frustrations and how they overcame them. And always, they do so in a genuine and caring way that engenders trust.

Adapted from: Educational Leadership, The Good Mentor, James B. Rowley, May 1999 Vol. 56, #8

ACTIVITY 5:
Mentor/Mentee (Student) Classroom Scenarios

Objectives:

- To identify realistic classroom scenarios
- To explore strategies to address these scenarios

Materials included: see page tbd

Scenarios

Tips for Troubleshooting Challenges with your Students

Scenarios

- You are working with a small group. The teacher starts the class with clear project directions and gives the students 10 minutes to complete the work. Your group takes out their cell phones and ignores the teacher's directions.
- A student you are working with constantly says that they hate math because they are not good at it, and that everyone knows and says, "Math is not their best subject".
- The student you are working with is an English Language Learner (ELL) and has difficulty understanding the assignment.
- A student confides in you about being beat by his mother the night before and asks you not to tell anyone.

Tips for Troubleshooting Challenges with Aim High Students

Group Work-Keeping the Group Focused

- Always stay calm and don't show that you are frustrated with the group
- Set up expectations and rules as a group and if the group starts to act up, then remind them of those rules-it might be helpful to introduce a no cell phone policy to your group as one of your rules
- Have your group stand up together and shuffle seats
- Insert some humor into the group
- Ask the teacher for help in refocusing your group

Low self-esteem in a student

Monitor your student's self-talk

Does your student says or feels like that can't do math sometimes? If so, you must talk to them about it and help them restate their problems in a positive way. Remind them that real learning comes from making mistakes and encourage them to push back negative thoughts and replace them with affirmations.

Give descriptive feedback

When your student makes progress on a problem or a concept. Don't just say, "good job!". Carefully explain the ACTIONS they took that led to their success. Was it their effort, perseverance, practice? Did they read the question carefully and try and draw a diagram to solve it? By reinforcing what they did well, you'll be building their ability to call on those skills again when things get tough.

Practice crucial concepts

Once you grasp what concepts your student(s) are struggling with, spend an extra few minutes of practice each day working on those concepts with them.

English Language Learners

Getting to Know Your Student

Where are they from? What brought them to the US? What languages do they speak?

Have the student show you where they are from on a globe or a map. Have them teach you some words in their native language. Have them draw pictures of their hobbies and interests and work those into the weekly meetings.

Knowing how to navigate a textbook effectively

...is an important part of a student's ability to access new content. Conversely, being unable to read and use a textbook is a major obstacle for students when presented with new material and concepts across the curriculum, especially if a class calls for extended independent reading and review of the textbook. At the beginning of the school year, introduce students to the elements of their textbooks and how they can be used, such as:

- Cover

- Author
- Table of contents
- Glossary
- Index
- Appendices

Each time students begin using a new textbook, review the elements they have already learned and point out any different features or elements of the new book. (Taken from: http://www.colorincolorado.org/article/teaching-ells-navigate-textbooks-effectively)

Graphic organizers

...are a great tool to use when teaching English language learners (ELLs). Visual illustrations allow ELLs to better understand the material while learning important vocabulary.

Example (can be tailored for content area) :

What do we know?	What do we want to find out?	What did we learn?

Another great resource:

http://www.everythingesl.net/inservices/using_siop_model_08621.php.php

Student Confidentiality and Reporting

As a volunteer with Boston Partners in Education, you are not a mandated reporter. If the child confides in you, then be sure to let the teacher know as they are the authority in this matter. They will pass the message along to the appropriate school administrators.

AND

Never promise a student that you will keep everything they tell you confidential. Qualify it by stating, "I can keep this confidential unless it is something that involves your health, safety, or the safety of someone else."

OR

If something comes up that you are unsure how to handle, it is OK to say, "Hmm, great questions. I want to be able to give you a really complete answer, so let me think about it and get back to you the next time we meet." This is a good opportunity to call the program staff and get additional feedback on how to handle a situation.

ACTIVITY 6:
Mentor/Mentee (Student) Role Play

Objectives:

- To give the mentors practice in applying what they've internalized in this training for the first meeting with their student
- Guided subject matter role play to introduce a classroom meeting

Materials included: see page tbd

Communication Tips for Working with Adolescents

Activity for Humanities

Activity for STEM

Communication Tips for Working with Adolescents

Framing the Adolescent Experience

Pictures of the brain in action show that adolescents' brains function differently from those of adults when making decisions and solving problems. That means that teens' responses to situations are rooted in emotion rather than rationality. In other words, the last part of the brain to fully develop is one of the most important—it's the area that gives people the ability to make rational decisions.

Strategies to support healthy adolescent brain development:
- Encourage teens to have healthy lifestyles and offer opportunities for positive experiences
- Provide meaningful opportunities for teens to exercise logic and apply analytical and decision making skills to build up those brain functions
- Allow teens to make mistakes so that they can learn from them

(Taken from: https://www.hhs.gov/ash/oah/resources-and-training/online-learning-modules/adolescent-development/index.html)

Tips:

Establishing a good relationship

Getting to know your student can provide an informal profile of your student which could help with future assignments. Direct questions like "what are your grades in English?" will put a student on the spot. Instead, ask about their school preferences, activities with friends and family, passions, and preoccupations. Also, you can seek teachers' suggestions concerning learning style preferences and personal needs, and for ideas on appropriate reading and/or STEM teaching materials.

If you accept the student as your guide, you can custom-design activities to raise self-confidence, bring meaning to the subject, and create a satisfying mentoring relationship.

Listen to your student

Be attentive, don't interrupt, and ask follow-up questions. Sometimes the less you talk, the more your student will ask what you think. When you do respond, try sharing with them instead of telling them what is correct or incorrect. Tell them about situations and challenges you faced when you were their age, and how you felt at the time.

Collaboration and flexibility

Choice and control are key issues with adolescent learners. Some decisions must clearly be yours, like what you can and cannot offer and start and end times. If you are prompt and dependable, those expectations will also extend to the student. Collaborate with the student to make a calendar of meetings and check that you

both have a copy. Clear expectations on both sides will launch a relationship based on trust.

What are the "learning rhythms" of your student?

Learning rhythms will emerge during mentoring sessions. Does a student go strong for 15 minutes and then feel restless, or do they have a hard time settling down? After a few sessions, this knowledge can help structure your work time. A warm-up conversation about a news event, a school issue, or a recent movie can create a good beginning, especially if you convey personal interest. Good language skills are modeled when you ask questions, listen carefully, and give clear responses.

If your student's attention flags midway in the session, take a break and work on something fun. Sleepy? Asking about favorites often unleashes opinions (favorite movies, hangouts, or types of music). Following up with open-ended questions, such as "What do you like (or think) about...?" spurs students to use their language skills to support their opinions.

Giving students choice

Teenagers who have disengaged from learning often feel they lack control over their lives. This is especially true for students who have negative attitudes towards subjects. At the very least, allowing students some time during your meeting to have control and choice in reading material helps them relate to the topic and find pleasure in the written word.

Encourage independence and engagement

Your most difficult challenge may be to instill in your students a sense of their own power and autonomy. Many discouraged students feel that reading or math is nothing more than a search for the "correct" answer or ability to answer the questions at the end. The subject matter is in control, the student is the passive recipient, trying to figure out someone else's meaning.

Each young person brings "personality traits, memories of past events, present needs and preoccupations, a particular mood of the moment, and a particular physical condition" to the subject. How can students become active players in their education? You might ask them what they see, feel, think, or remember as they are working. Encourage them to relate their work to their own experience, or to that of others.

What connections will make school materials matter?

Resistant adolescent learners often do admit that literacy and STEM skills can be useful in helping to understand or solve real-life problems.

For example, if a student is looking for a job, then you might collaborate on a letter of application and a resume, and role-play in a job interview. Experiencing the payoff of good literacy skills in the outside world can spark an adolescent's desire to become an active reader and writer.

Modeling your own enthusiasm

Think of ways you can model your own love of the subject. What personal reading material can you share in the tutoring session? You might discuss your own reading habits, or talk about where words come from, and how they change through time. Working together on puzzles or word games can also enliven a session. You might also discuss how you use math in everyday interactions. A lesson in tipping or how to save money can be helpful for your students.

What outside resources might help?

Once you know your student's interests, look for a variety of resource materials that promote reading for information and pleasure. Try collecting flyers for musical groups, photographs with text, or short Instagram stories. If your student reads magazines, or might like a particular one, you can find a copy, bring it to the session, read an article together, and give the student the magazine.

If you're tutoring a student in a particular subject, various sources will help her understand the topic, from National Geographic to websites on the Internet. Linking new knowledge to a familiar idea helps a student integrate reading content.

How can conversation develop literacy skills?

Talking can be a powerful tool of self-discovery for a teenager, especially with a sympathetic listener. Many young people with reading difficulties simply haven't had enough experience using words to express their ideas and points of view. (According to some researchers, students spend, on average, three hours in a school day sitting passively while their teachers talk.) Conversing may be difficult at first, because adolescents are often uncomfortable with an adult they don't know well, especially those perceived as authority figures.

If conversations are a structured part of each tutoring session, barriers will gradually break down. You might schedule five minutes at the beginning devoted to an agreed-upon subject or a casual question such as, "How was the concert last week?" Open-ended questions that require more than a "yes" or "no" answer are the best conversation boosters. During these conversations, you will be able to convey the pleasure of talk while staying alert for opportunities to teach literacy skills, such as creative language use and articulation of meaning. Good eye contact, positive posture, and an interested expression may encourage your students to ask you questions.

Focus on the positive

Since you are not responsible for testing or giving grades, you can be encouraging and positive about a student's efforts. If you recognize specific skill development -good thinking, creativity, independent problem solving-praise will help reinforce further development. Just remember that adolescents won't welcome inappropriate, excessive, or false praise. You might notice when they arrive on time, remark that you enjoyed your last conversation, say you've been thinking about

what they said, or find an article that supports their point of view. These interactions will create a positive, trusting, and meaningful tutoring relationship.

Evaluating skills and measuring progress are always important, but you can encourage your student to examine their own work, critique strengths and weaknesses, and set goals for improvement.

(Taken from: http://www.adlit.org/article/27269/ and https://www.hhs.gov/) ps://www.hhs.gov/)

Aim High Humanities Activity

In this activity, the mentor and student will be working on a social studies/ reading comprehension exercise. The student needs some help reading the material, organizing their thoughts, and answering the questions. Together the two of you will work on the exercise. It is not expected that you will get through the entire assignment in one sitting. Think about the tools you might use to help this student when you are not able to work with them.

Materials:

Ellis Island Worksheet(s)

Pencil or pen

Ellis Island
The Immigrant Experience: Why They Came to America

In the 19th and early 20th centuries, an endless stream of ships arrived in New York Harbor every day, bringing hopeful travelers from countries around the world. English, Irish, Scandinavians, Italians, Arabs, Russian Jews, Greeks and many more came to the United States on a great adventure. They had fled monarchies, caste systems, peasantry, oppression, famine, starvation and poverty. They had little   in their pockets and little in common besides   their hopes and an uncertain future.

World-wide, during the economic and political upheavals that took place in the 19th and 20th centuries, about 60 million people left their homes in search of survival and a better life. Some stayed in Europe, but many went around the world to countries like Australia and New Zealand, Brazil, Argentina, and Canada. Most of them, however, came to the United States. Thirty-four million immigrants came to America in the hundred years leading up to 1924.

America had always been a country of immigrants, but famine and turmoil beginning in the mid-1840s in Europe resulted in the "First Wave" of immigrants: a mass migration from Ireland, England, Germany, and Scandinavia. They fled starvation, unjust governments, and the social upheaval caused by the Industrial Revolution. Between 1846 and 1850, for example, the potato crop failed in Ireland. Out of a total population of eight million, more than one million Irish died of

starvation during the resulting famine. Many people were faced with a simple but painful choice: emigrate or starve.

Between 1846 and 1855, more than one million Irish came to the United States in search of survival. They weren't the only newcomers, either. In the 1880s alone, 9%
of the total population of Norway came to America. Likewise, after a famine from 1867-1869, so many Swedes emigrated that by 1900, one-fifth of all Swedes lived in the United States. It was a time of radical change in Europe. Many peasants and artisans suddenly had no way to make a living because of rapid population growth, industrialization and changes in land distribution.

1890-1924 were America's peak immigration years. There was a "Second Wave" of immigrants from Southern and Eastern Europe. An agricultural crisis in Italy in the 1880s led more than two million Italians to emigrate by 1915. Some people fled the high taxes, poverty, and overpopulation; others wanted to escape oppression and religious persecution. Jews from Romania, Russia, and Poland fled pogroms (government sponsored extermination programs), riots, and discrimination by the Czarist government. Other groups seeking religious and political freedom in America included Croats and Serbs in Hungary, Poles in Germany, and Irish who had suffered under the English. In all, thirty-four million immigrants had entered the United States by 1924.

Choose the best answer to the questions below:

1. World-wide, how many people were displaced by upheaval during the 19th and early 20th centuries?
   a. 8 million
   b. 12 million
   c. 34 million
   d. 60 million

2. What were America's peak immigration years?
   a. 1776 - 1918
   b. 1845 - 1851
   c. 1892 - 1954
   d. 1890 - 1924

3. Why did people immigrate to the United States?
   a. To escape famine
   b. To escape religious persecution
   c. To escape unemployment
   d. All of the above

4. What choices listed below caused the "Second Wave" of immigrants from Southern and Eastern Europe to America and cause immigration to the peak?

   a. An agricultural crisis in Italy
   b. Jews from Romania, Russia, and Poland fled pogroms riots, and discrimination by the Czarist government.
   c. Croats and Serbs from Hungary, Poles from Germany, and Irish came to America seeking religious and political freedom
   d. All of the above

5. What would have to happen to make you and your family leave your life in your homeland and to emigrate to another country to start a new life?   What would it be like?

Use complete sentences to answer the questions below.

1. Describe an experience or situation in your life that is similar to immigrants leaving their old homes to make a new home somewhere else.

2. From the way it is used in the article what do you think is the meaning of upheaval?

3. What do you predict or believe (using information from text) would be the impact or result of an end to war and famine in a country? Why?

4. Imagine yourself in a situation where you cannot feed your family. Describe what would you do?

5. What do you understand differently after reading about people's motives for emigration? How might you use this information in the future?

Answers

Multiple-Choice Questions

1. d
2. d
3. d
4. b
5. d

Short-Answer Questions

1. Answers will vary. Accept logical, realistic answers.
2. Upheaval = turmoil, disruption
3. Answers will vary. Accept logical, realistic answers.
4. Answers will vary. Accept logical, realistic answers.
5. Answers will vary. Accept logical, realistic answers.

Aim High STEM Activity

I have included two math problems, choose one to work through with your student.

Materials:

Math Worksheet

Pencil or pen

Math Worksheet

1. Multiply the Polynomial expression and write in Standard form:

(-5x+8)(6x+5)

Use FOIL (First,Outside, Inside, Last)

(-5x*6x)+(-5x*5)+(8*6x)+(8*5)

-30x^2 - 25x+48x+40

-30x^2+23x+40

2. John worked five less than twice as many hours as Jane did. How many hours did each work if together they worked 97 hours?

To solve this you need to set up a system of equations and solve for each variable.

x= John's Hours
y=Jane's Hours

1st equation -
x=2y-5

2nd equation
x+y=97

Solve the system using elimination method:

change x=2y-5 to standard form

x-2y=-5

now solve

  x-2y=-5
-(x+y=97)
_____

-3y=-102

y=34

Now plug this back into the first equation

x=2(34)-5
x=68-5
x=63

Now check by plugging the answers into the other equation:

63+34=97
97=97

Answers

John worked 63 hours

Jane worked 34 hours

ACTIVITY 7:
Questions and Answers

Objectives:

- To provide time for the group to address any lingering questions or concerns

Materials included:

Revisit the materials packet provided during today's training

ACTIVITY 8:
Wrap-up

Objectives:

- To debrief with the group and reflect on their takeaways from the training

Materials included:

None