

Lesson Plan #9
Immigration in America

Subject: Social Studies

Grade Level: 7-12

Classroom Description: Approximately 25 students of various genders and abilities

Topic: During the late 19th and early 20th centuries, millions of people immigrated to America. In the late 1800s, the United States opened a new intake port, known as Ellis Island. Through its doors, millions of people were processed as they began their new lives as American citizens.

Amount of Time Allowed for Lesson: Two 40 minute lessons

New York State Learning Standard(s): 1-United States History, 2-World History, 3-Geography, 5-Civics, Citizenship and Government

National Educational Technology Standards: 1-Creativity and Innovation, 3-Research and Information Fluency, 4-Critical Thinking, Problem Solving, and Decision Making, 5-Digital Citizenship, 6-Technology Operations and Concepts

Objective: The purpose of this lesson is to introduce the students to the workings of Ellis Island and the plight of turn-of-the-century immigrants.

- Students will be able to list the intake process for immigrants entering Ellis Island
- Students will be able to analyze primary source documents and photographs of Ellis Island immigrants
- Students will be able to describe the experiences of immigrants who were processed through Ellis Island

Materials: Computer Lab, Internet, White Board/Markers, Ellis Island Worksheets

Anticipatory Set: The teacher will show the students a short video of immigrants arriving on Ellis Island on the projector screen. The video can be accessed by clicking on the following link: <http://www.youtube.com/watch?v=s8bPDdNRoxc&feature=related>

While the video is playing, the teacher will call the students attention to the packages and bundles the immigrants are carrying. The teacher will have the students note the slow pace of the individuals. When the video is over, the teacher will ask the students to share their feelings on the video. The teacher will note that the bundles contained all of the people's worldly possessions. The teacher will ask the students if they could fit everything they owned into one suitcase. A class discussion on the will follow and the teacher will lead the class into the day's topic.

Introduction: The teacher will have already briefed the students on the push/pull factors of immigration and to the topic itself. The teacher may use the Monroe Fordham Regional History

Center to conduct personal research on immigration. Click on the following link to discover what sources concerning immigration are available at the center:

<http://www.monroefordham.org/vertical%20files/Immigrants.html>

Procedure: The students will be using the Internet to view the official Ellis Island Web site. They will answer questions on the accompanying sheet after they view the primary sources, photographs, and information concerning immigration and Ellis Island.

The teacher will walk around the room keeping the students on task and trouble-shooting any potential problems.

Web site name(s) and address(es):

https://www.ellisland.org/sign/index.asp?ACT=LL&login_targ=none

http://www.ellisland.org/genealogy/ellis_island.asp

<http://www.monroefordham.org/vertical%20files/Immigrants.html>

http://www.youtube.com/watch?v=GFz_UVjygG4&feature=related

Integration of computer technology: Technology will be integrated by student discovery of primary sources utilizing the Web sites listed above.

Special accommodation(s) for at-risk, special education, gifted: Extended time allotted per individual student IEP. Gifted students may wish to further their research by viewing the following Web site to view primary source photographs of Ellis Island Immigration:

http://www.youtube.com/watch?v=GFz_UVjygG4&feature=related

Assessment: Students will be assessed based upon their participation in the classroom activity and discussion. Students will be assessed based upon the completion of the Ellis Island Immigrants sheet with an emphasis on the following criteria:

- All questions answered with accuracy and creativity based upon the primary source information
- Structure and neatness

Closure: The teacher will end the lesson by saying, "Today we discovered what life was like for people entering America through Ellis Island. We looked at primary sources of various parts of the immigration process at Ellis Island. I want you to think about the push factors of immigration and how they would affect people who may be looking to better their lives. You should try to imagine how frightening it must have been for them to leave their homeland. Finally, I want you to think about immigrants today and consider how alike or different immigration is today. This lesson is a two-day lesson.

Transition to next lesson: The teacher will prepare for a smooth transition to the next lesson by creating a "teachable moment" that includes the opportunity for the students to engage in a discussion concerning their research. The students will be invited to share their findings via a classroom discussion.

Extensions/homework: There is no homework for this activity. This lesson plan can be adjusted to allow the students to complete the sheets at home.

Name _____ Date _____

Immigration and Ellis Island

Directions:

Step 1: Go to the following Web site and create a free account (Click on the “yes I am new to this site link”): https://www.ellisland.org/sign/index.asp?ACT=LL&login_targ=none

Step 2: Click the “Passenger Search” tab at the top left of the page. Then, use a real ancestor’s name, use your own last name, or pick any name off of the Ellis Island list, to discover passenger information about someone who entered the United States through Ellis Island. You may use any name off of the list that you want!

Step 3: Once you have selected a name, use the Web site to answer the worksheet. You may need to view other areas of the Web site to complete this project. Go to the following link for details about Ellis Island: http://www.ellisland.org/genealogy/ellis_island.asp

Immigrant Record

Name of Immigrant

_____ (Last) (First) (Middle)

Ethnicity: _____ Last Place of Residence: _____

Date of Arrival: _____ Age at Arrival: _____ Gender Male Female

Ship of Travel: _____ Port of Departure: _____

Immigrant Processing

1. When did Ellis Island officially open?

2. What type of inspection would a steerage / third class passenger receive upon arrival at Ellis Island?

3. How long would the inspection process usually last?

4. What were the two main reasons an immigrant may be denied entry to America?

5. Between 1892 and 1954, how many people passed through Ellis Island?

6. Go to the "Photo Albums" tab and click on "Ellis Island Then..." Look through the photographs and select your favorite to answer the questions below:

A. Describe the photograph

B. What might the people in the photograph be thinking?

C. Do the people look happy or sad? Explain why you think they feel that way:

D. List three challenges these new immigrants will face once they are admitted into the United States:

1. _____
2. _____
3. _____

7. What was the name of the first person to be registered at Ellis Island?

8. Under the "Timeline" section, view the "Peopling of America" Chart section 1880-1930. What ethnic

group was severely restricted in entering the United States in 1882?

9. Where is Ellis Island located?

10. What year did Ellis Island officially close?



Source:
http://etc.usf.edu/clipart/21900/21919/ellis_21919_lg.gif