

Title: Coming to America: Immigration & Ellis Island

Lesson Author: Scott Oliver & Bryan Gilkerson

Key Words:

1. Immigration
2. Assimilation
4. Ethnic Group
5. Steerage

Grade Level: 7th Grade

Time Allotted: 2 50 minute classes

Rationale/ Purpose (so what?)
<p>The purpose of this lesson is to help students understand and gain empathy for the ordeals that many immigrants went through in coming to America during the late 19th and early 20th centuries. This lesson will also help students to gain empathy for the struggles that individuals have to face in regards to cultural identity and how this may be disrupted in interaction with new cultures. Finally, students will build skills working with primary sources and visual images through the use of the SCIM-C format.</p>

Key Concept(s) include definition:

1. Travel to America – What processes did European immigrants have to go through to emigrate from their homeland and what type of experience was the voyage across the Atlantic?
2. Immigration Process – What procedures did immigrants face when they arrived at Ellis Island?

NCSS Standard(s)	
SOL Information (As written in the Virginia SOL "Curriculum Framework" for the grade level)	
<p>NCSS Theme (s) with indicators: Theme One – Culture</p> <ul style="list-style-type: none"> • Encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change; <p>SOL:</p> <ul style="list-style-type: none"> • USII.1a - The student will demonstrate skills for historical and geographical analysis, including the ability to analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present • USII.1b - The student will demonstrate skills for historical and geographical analysis, including the ability to make connections between past and present. • USII.1d - The student will demonstrate skills for historical and geographical analysis, including the ability to interpret ideas and events from different historical perspectives. • USII.3b – The student will demonstrate knowledge of how life changed after the Civil War by explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion. 	
<p>Essential Knowledge (minimum for SOL Resource Guide)</p> <p>Reasons for increased immigration:</p> <ul style="list-style-type: none"> • Hope for better opportunities • Religious freedom • Escape from oppressive governments • Adventure <p>Reasons why cities developed:</p> <ul style="list-style-type: none"> • Immigration from other countries 	<p>Essential Skills (minimum for SOL Resource Guide)</p> <p>Examine and interpret primary and secondary source documents.</p> <p>Make connections between past and present.</p> <p>Interpret ideas and events from different historical perspectives.</p>

Guiding Question(s)

1. What was it like to immigrate to America through Ellis Island at the turn of the century?

Assessment Tool(s):

1. In groups of four, students will complete SCIM-C worksheets for different artifacts related to Ellis Island.
2. On the second day, each group will present to the class on several of the artifacts as selected by the teacher

Background: How does this lesson fit into a unit of study? Looking backwards, looking forwards

Looking back, students have been learning about the growth of America following the era of Reconstruction. The students have been studying the urbanization of America during the late 1800's and turn of the century, and have been examining different technological and economic factors that are coming together at this time to make America a more powerful and developed nation. Studying immigration helps students to understand the significance that immigrants played in the urbanization and industrialization of America. This will lead into lessons regarding the conditions of individuals in the fast-growing cities of America and the problems that these cities were facing due to rapid population expansion and cultural changes brought about by the influx of immigrants.

Lesson Objective(s) (Please number):

Students will be able to:

1. Gain knowledge of the ordeal that many faced in immigrating to the United States.
2. Develop empathy for the experiences of immigrants by examining individual artifacts and situations that particular immigrants faced at this time.
3. Understand the significance that this wave of immigration had on American society and industry.

Materials: Historical

Source(s): (include copies in materials section)

Additional

Materials/Resources: (include copies in materials section)

The Ellis Island Collection:
Artifacts from the Immigrant
Experience

Just-Do-It Instructions
Transparency, SCIM-C worksheets,
SCIM-C Instructions

Procedure/Process:

JUST DO IT! The “Hook”:

Students will be asked to create a brief list of feelings and experiences that they had during their first few weeks of coming to a new middle school. Once people have generated a short list, I will call on them to answer questions about their experience. The purpose of this is to develop empathy between their coming to a new environment with different rules and different people and the immigrants leaving their homes to make the voyage to America. Some guiding questions will include whether they knew anyone who had been at the middle school, whether they came over with a large group of their peers, who they associated with during their first few weeks of 6th grade, what emotions they had about the transition, and what were some different ways that they began to feel more comfortable as time went on. I will attempt to take answers and briefly make connections to the immigrants’ experiences to build a level of empathy before introducing the group work activity.

Obj # See above.	Processing Activity and Procedure - include directions, question frames, assignment detail to be given to students (these should all be made into explicit materials (e.g. see material A), and time estimates	Check for Evidence of Understanding -Either Formal or Informal- (Checks Essential Knowledge and Skills)
Just do it.	See above. 5-7	Survey room and make sure that everyone is working quietly, let students know that their answers will be discussed later
Transition:	After 2-3 min. tell students to be wrapping comments up. In app. 30 more seconds have them come together for brief discussion of JDI.	

Objectives #3	Give a brief introduction to what Ellis Island was, its impact on the time period, and its impact in the cultural and ethnic makeup of America today. Have a few students volunteer to share their answers to the Just-Do-It. Briefly make connections to how this links to Ellis Island (see Just-Do-It)	
Transition:	Explain to students the SCIM-C framework. Quickly go over direction sheet and tell them to refer back to this if they have questions. Also, write down on the board a very basic guiding question for each box on the SCIM-C and quickly give a run-through of a sample artifact and how to complete the SCIM-C.	
Objectives #1 & #2	In groups of 4, have students investigate artifacts from Ellis Island using the SCIM-C format. Have them fill out a SCIM-C worksheet as a group for each artifact. While investigating the artifacts, students should also focus on what this process must have been like for the immigrants that these artifacts belonged to.	Teacher will survey progress of students and assess how well students are working together on the assignment. Also, students will produce SCIM-Cs that demonstrate their ideas about the artifacts.
Transition:	After about 8-10 minutes, groups should change artifacts and begin a new SCIM-C. This investigation will go on with periodic changing of artifacts for the rest of the class period	
Objectives #s 1, 2, & 3	On the second day, students will be required to present several SCIM-Cs chosen randomly by the teacher, the group will explain what information they took down about the artifacts and the teacher will reveal the story behind the particular artifact. In sharing their SCIM-Cs, students should also tell what information they gained from these artifacts that gives them a better representation of what it must have been like for these immigrants to come to America	Participate with students in discussion of answers and help to guide them towards discussing topics suggested. Students will be assessed on the depth of their investigation into each of the artifacts as presented to the class.

Closure/Writing Prompt/Rubric: With the time left in class, have students to discuss what kind of lives the immigrants will face once they have established themselves in America. Where will they work? Where will they live? What obstacles will they face in the new country?

Sources

This exercise was one that I planned and performed during my field internship. Unfortunately, the sources that I used to complete this exercise belonged to my cooperating teacher and are not available for me at this point. However, sources were made up of reconstructions of actual items collected from Ellis Island. Examples include but are not limited to:

- Pictures of immigrants or their families.
- Steamboat ticket
- Steamboat advertisement
- Reading test
- Passport
- Declaration of intent to immigrate
- Foreign currency
- Letters written home from the New World
- Bill of fare for Ellis Island cafeteria

While this is not an all-inclusive list, this is a basic overview of the materials that were distributed to the students to work on.

