LESSON PLAN CODE: SS-1

SUBJECT: Immigration

GRADE LEVEL/COURSE: Fifth

TITLE: Ellis Island- An Immigration Experience

TEACHER(S) NAME(S): Kelly Deets

ALIGNMENTS:

8.3.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

VOCABULARY:

- Immigration, immigrant
- “Six Second Physicals”
- Inspection
- Chinese Exclusion Act
- Alien Contract Labor Law

LEARNING OBJECTIVES:

1. Students will examine photographs of immigration by listing observations on Photo Analysis Worksheets.
2. Students will explain the conditions of immigrant migration on the steamships and on Ellis Island after watching a video.
3. Students will discuss why immigrants came to America after watching a video.
4. Students will compose three diary entries written in first person as if they were immigrants coming to America during the 1880s to 1920s.
ESSENTIAL QUESTIONS [including guiding historical/investigative question]:

- How will you use primary sources to explain the overall immigration experience into Ellis Island?
- How does your understanding of The New World help you to explain why people came to the United States to start new lives during the late 1800s to early 1900s?

DURATION: 90-120 minutes for the lesson, not including the Performance Task.

MATERIALS:

1. *If Your Name was Changed at Ellis Island* by Ellen Levine
2. Copy of above excerpt for each student
3. Primary source photographs:
   - “Landing at Ellis Island”
     - Copies for each group
     - Overhead transparency
   - “U.S. Inspectors Examining Eyes of Immigrants, Ellis Island, New York Harbor”
   - “View of Ellis Island, NY”
4. Secondary sources:
   - “New York- Welcome to the Land of Freedom” (sketch)
   - Related videos:
     - “Arrival at Ellis Island”
     - “Immigrants Detained at Ellis Island”
5. Photo Analysis Worksheets for each student
6. Magnifying glasses for each group
7. Construction paper
8. Guidelines for Passport Diaries for each student
9. Passport Diary templates for each student
10. Writing paper

SUGGESTED INSTRUCTIONAL STRATEGIES [WHERE TO]:

**W: Direct Instruction:** The teacher will read *If Your Name Was Changed At Ellis Island*
By Ellen Levine

➢ Tell the students, “This book gives detailed accounts of the great migration of immigrants to New York’s Ellis Island, from the 1880s to 1914.”
This book discusses the immigration procedures followed at Ellis Island between 1892 and 1914. Questions such as “What did people bring with them?” “What happened if you were detained?” and “How did people learn English?” are answered in this story. Ask students these questions after the story is read.

Be sure to tell students they will be “becoming immigrants and taking on their roles for the performance task.”

H: Pass out Primary Source Photographs and ask the students to investigate the meanings and significance of each photo.

E: The students will become historical figures by receiving an identification card of an actual immigrant who emigrated to Ellis Island. They will write journal entries and share their feelings in a first-person account.

R: They will keep a journal entry. They will document their feelings, events, and questions in a diary format.

E: The students will work in cooperative learning groups to pause and reflect on their opinions towards a primary source document or video.

T: For differentiation:

- For struggling learners or students with a learning disability: Monitor and assist with Photo Analysis Worksheets. Place the students in groups with advanced learners and provide extra guidance with Passport Diaries. Give them a prompt with specific topic sentences to help focus their thoughts.
- For advanced learners: Ask for their input on emotions/feelings for the photographs and ask them why they feel a certain way. What draws them to a particular thought? Give them opportunities to pick their own immigrant people for their Passport Diaries so they can be as creative as they want.
- For the visually impaired students: Give copies of all the photographs to the student so he or she doesn’t have to struggle to see the board or overhead projector. For videos, allow child to sit up front by the screen. Offer larger passport for child to write in if the original format is too small.

O: After each segment of the lesson (or after analyzing each primary source), the teacher will ask reflective questions or comprehension questions to check the students’ current understanding of the concept to meet each learning objective through the course of the lesson. These will be considered “stop points.”

INSTRUCTIONAL PROCEDURES [INQUIRY-DRIVEN]:

- After the introduction (reading of If Your Name Was Changed At Ellis Island By Ellen Levine) The teacher will transition to the next part of the lesson by placing the photo, “Landing at Ellis Island,” on the ELMO so that it is visibly seen by all students. (If an Elmo is not available, use overhead transparency of “Landing at Ellis Island”)
  - Tell students they will have 2 minutes to study the photograph.
  - Ask the students,
    - “Does this show any connections to the story we just read from?”
    - “What part of the excerpt relates to this photograph from what we can see?”
    - “How are the feelings similar?”
Now tell students to look above them and see several laminated cards hanging from the ceiling. This card will have a country of immigration on it. Tell the students that these cards are examples of where immigrants emigrated from. The names will be:

- Ireland
- England
- Scandanavia
- Italy
- Russia
- Germany

- The desks in the classroom should be arranged so that the students are already in groups of 3-4. The laminated cards will be strategically hung directly above each cluster of desks so that the students are aware of exactly what group they are in.

- Pass out copies of “Landing at Ellis Island” to each group.

- Now count off by 4’s. Each group should have a person with #1, a person with #2, a person with #3, and if they have a fourth member, a #4.
  - Tell the 1’s to come up and get a magnifying glass.
  - Tell the 2’s to come up and get a piece of construction paper with a quadrant cut out.
  - Tell the 3’s to pick up a Photo Analysis Worksheet
  - If there are any 4’s, tell them to be the team leader (makes sure everyone is on task)

- Start out by putting a copy of the Photo Analysis Worksheet on the overhead projector or Elmo (if available) and give an example of what the students will be doing in their small groups.

- For “People” under part B of Step 1 on the Photo Analysis Worksheet, write:
  - travelers

- For “Objects,” write:
  - suitcases

- For “Activities,” write:
  - walking in a line

- Now for Step 2: Inference, write:
  - The travelers are boarding a ship

- Now for Step 3: Questions, write:
  - Where are they going?
Transition by giving the students permission to work on their Photo Analysis Worksheets in the groups by themselves now. Tell them they will have 6 minutes to fill out the paper before discussing with the class.

Call “TIME” when they are to stop what they are doing to present their findings with the rest of the class.

Ask if there are any 4’s in the groups and if so, they must bring their group’s worksheet and stand in the front of the room to present what their group discovered and discussed.

If there are no 4’s, ask the 1’s to do it.

Now show the “U.S. Inspectors examining eyes of immigrants, Ellis Island, New York Harbor” photograph and read the following quotes:

- “We were in that big room on those benches, just sitting and waiting, waiting to go through the examination.”
  - Ursula KoropicRuppe, Slovenian Immigrant, 1921
- “Every so often somebody called out names of immigrants to be questioned. I was so nervous because it was so noisy.... [I] was afraid I would miss mine and remain there forever.”
  - William Chase, Russian Immigrant, 1914

Ask students what they think is going on in the picture.
- “Who are the people in the photo?”
- “What are they doing?”
- “How would you feel if you were being inspected like this?”

After a few minutes of pondering, explain to the students that the immigrants in the photograph are going through the process of health checks and examinations that will determine if the immigrants are detained or passed through.

- Say, “If the immigrants have a bad back or if they are sick, they are detained until more examinations are done which will determine if they go back to their home land or if they are okay enough to stay in New York. Sometimes, families are split up and some members must return to the ferries and head back to their countries because of illness, age, or other physical problems.”

Now show this short video clip that gives students an idea of what the arrival at Ellis Island was like:

- [http://www.history.com/topics/ellis-island/videos#arrival-at-ellis-island](http://www.history.com/topics/ellis-island/videos#arrival-at-ellis-island)
  - Arrivals at Ellis Island (3:53)

- Say, “This video shows the first sights of American that immigrants saw from their steamships. They saw the statue of liberty and saw it as a sign of freedom. As the immigrants landed off the coast of Ellis Island, they took their belongings and headed for the registration process like we saw in the photograph. What happens next? Watch to find out.”

Ask the students to describe what they would feel like coming over to a new world.

Discuss.

Write adjectives/feelings on board. Ask for volunteers to write on chalk board.

Before showing a second video, tell the students:

- “The immigrants traveled in crowded and often unsanitary conditions near the bottom of steamships with few amenities. They could only carry one bag and often had no toiletry supplies. They would spend up to two weeks seasick in their bunks during rough Atlantic Ocean crossings.”
“Upon arrival in New York City, ships would dock at the Hudson or East River piers. Immigrants with higher social class and more money, known as first and second class passengers, would pass through Customs and were free to enter the United States. The lower class immigrants, the steerage and third class passengers, were put on ferries to Ellis Island where everyone would undergo a medical and legal inspection.”

“If the immigrants were in reasonably good health, the Ellis Island inspection process would last three to five hours. The inspections took place in the Registry Room of Ellis Island. Here, doctors would briefly scan every immigrant for obvious physical ailments.”

“Let’s take a quick look at what is was like for the third class passengers who had to be detained in the Registry Room for inspection.”

- Show one more video on what Ellis Island was like for those who were detained in dorms for inspection. Tell students to watch for the conditions and treatment of the immigration process.

- Ask the students if this is something they think is worth going through when arriving in a “more promising land.”

- Ask, “Why would immigrants want to come to America if they are treated like prisoners?”

- Discuss.
  - Bring up points like:
    - Better, more secure job opportunities
    - For religious freedom
    - Start over with a fresh beginning
    - Heard America was a land of hope and promise

**FORMATIVE ASSESSMENTS [PERFORMANCE TASK AND RUBRIC]**

- Now pass out Passports for Immigration to each student.
  - Say, “These passports are your tickets to Ellis Island. You each will receive one and in it you will find a short biography on your name, status, where you are from, and any health problems you may have. Your task is to write a diary entry in your passports that describe your arrival to Ellis Island and be sure to include the series of examinations you undergo as you pass through registration. Also note your feelings, emotions, and fears as you ‘wait’ in the dormitories at Ellis Island. Include any hopes, dreams, and desires you wish to accomplish after moving to America. I would like for you to have at least 3 well-written, detailed entries. Remember, this is during the late 1800s to mid 1900s.”
  - Be sure to pass out guidelines for the journal entries:
    - At least one well-written, 4-5 sentence paragraph for each of the three entries.
    - No misspellings---PROOFREAD!
    - Written in first person
Give students 10-15 minutes of class time to get started on passport journal entries. Have them take them home or work on them when they have free time. They will be due in 1 week.

Once completed, students will get Passport Diaries laminated and they will share with the class.

RELATED MATERIALS & RESOURCES:


http://www.loc.gov/pictures/item/97501086

http://www.loc.gov/pictures/item/97501532

http://www.loc.gov/pictures/item/96506921

http://www.loc.gov/pictures/item/97502086

http://www.ellisisland.org/genealogy/ellisisland_history.asp

Primary Source Analysis Tool worksheet (Library of Congress)

http://www.history.com/topics/ellis-island/videos#immigrants-detained-at-ellis-island

http://www.history.com/topics/ellis-island/videos#arrival-at-ellis-island
LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES

LESSON PLAN TEMPLATE FOR A STANDARDS-ALIGNED SYSTEM

LIBRARY OF CONGRESS/TEACHING WITH PRIMARY SOURCES

PRIMARY SOURCE BIBLIOGRAPHIC ORGANIZER (FINAL) – Online Course Session 4 Activity

Name: Kelly Deets

<table>
<thead>
<tr>
<th>Thumbnail Image of Primary Source</th>
<th>Collection Title</th>
<th>LOC PERMANENT URL</th>
<th>Annotation – Instructional Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="" /></td>
<td><em>U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor</em>. 1913. Photograph. Library of Congress, New York. Web. 1 Apr 2012.</td>
<td><a href="http://www.loc.gov/pictures/item/97501532/">http://www.loc.gov/pictures/item/97501532/</a></td>
<td>In my classroom I plan to pass this photograph out (a laminated copy to each group of 4-5 students) and have a few quotes on the board from Ursula KorpicRuppe, a Slovenian immigrant from 1921. The quotes will be describing the examination process as the immigrants arrive on Ellis Island. The student will be given my own graphic organizer to write down their thoughts, predictions, and correlations to the photograph using the quotes. When they are finished working in small groups, I will then have the class listen to each group’s thoughts and have a student-led discussion to compare and contrast everyone’s remarks on the photograph and the quotes.</td>
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<tr>
<td><img src="image2.png" alt="" /></td>
<td><em>Landing at Ellis Island</em>. 1902. Photograph. Library of Congress, Washington, D.C. Web. 1 Apr 2012.</td>
<td><a href="http://www.loc.gov/pictures/item/97501086/">http://www.loc.gov/pictures/item/97501086/</a></td>
<td>For this primary source photograph, I will have the students set up into groups of 2. One partner will get a copy of the photograph while the other partner gets a Photo Analysis Worksheet from the LOC. The students will work together to answer each part of the Photo Analysis Tool. They will also get a magnifying glass and a piece of construction paper with a small 3x3 inch square cut out. The pairs will use these tools to help analyze every small detail of the photograph since there is so much content in the picture. They will discuss their photos as a class and share what they wrote down for “Questions” on their analysis tools.</td>
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