Title

Immigration: The Beginning of a Diverse Nation

Subject Area / Grade Level

Social Studies / 5th Grade

Investigative Question

What was the immigrants experience at Ellis Island?

PA Academic Standards/Common Core Standards

Reading, Writing, Speaking, and Listening

1.1.5 D Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.

1.3.5 A Read, understand, and respond to works from various genres of literature.

1.4.5 B Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
   - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

1.6.5 A Listen critically and respond to others in small and large group situations.
   - Respond with grade level appropriate questions, ideas, information, or opinions.

1.6.5 B Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

1.8.5 B Conduct inquiry and research on self-selected or assigned topics using a variety of teacher-guided media sources and strategies.

1.9.5 A Use media and technology resources for problem solving, self-directed learning, and extended learning activities.

History

8.1.5 C Locate primary and secondary sources for the research topic and summarize in writing the findings.

8.3.5 C Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.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.
   - Immigration
Learning Objectives

Students will be able to perform a basic analysis of two types of primary sources.

Students will demonstrate the Ellis Island 1880 – 1920 immigration process through role-playing.

Through fictitious letter writing, students will be able to
- explain the concept of immigration and
- convey the emotional component of immigration.

Duration

8 - 10 days of class time

Materials and Citation of Resources

Primary Sources


Detention pen—on roof of main building, Ellis Island, where emigrants held for deportation may go in fine weather. 1902. Photograph. http://www.loc.gov/pictures/item/96506924/

Emigrants [i.e. immigrants] landing at Ellis Island. Thomas A. Edison, Inc., 1903. Film. http://hdl.loc.gov/loc.mbrsemi/lcmp002.m2a10987
Final discharge from Ellis Island. 1902. Photograph. 
http://www.loc.gov/pictures/item/93512805/


Secondary Sources


---, Immigration. Kids Discover. 20.3 (March 2010) Print. [10 copies]


Additional materials


Computers with Internet access
Paper and pencils
Teacher-created reflection sheet
Inquiry-Based Instruction

I will use an Inquiry-Based Instructional Model with the following components:

**Wonder** – The teacher will have the students share their family heritage with each other to spark their curiosity about immigration and brainstorm questions for further research.

**Investigate** – The teacher will explain primary sources and provide a primary source for students to analyze using a copy of The Library of Congress Primary Source Analysis Tool for students. With teacher assistance, specific topic questions for research will be generated and students will conduct research using secondary sources.

**Construct** – Student groups will teach their research information to the class and the teacher will guide them to make new connections and draw conclusions using a collection of photographs.

**Express** – The teacher will have the students collaborate on creating a classroom Ellis Island to role-play the immigration process.

**Reflect** – The teacher will have students complete a teacher-created reflection of the various activities, allowing them to give feedback on what components they enjoyed and why, etc.

**Connect** – The teacher will have the students make connections and extend their new knowledge by continuing their character role-playing by writing letters home describing their experiences and feelings.
Description of Procedures

This lesson is one in a series of lessons for a unit on immigration. In previous lessons, students have created a family tree and brainstormed questions on their heritage to interview relatives. They were to have interviewed a relative the previous night and recorded the information on the handout, which they turned in earlier in the day. I will review the interviews and made notations of the ones I want to focus on during the Wonder Component of my APL. If there were limited or no interviews that included a relative who immigrated, I will use “interviews” from my maternal great-grandfather who emigrated from Yugoslavia, my maternal grandfather’s family who emigrated from Poland, my paternal grandfather who emigrated from Ireland, and my paternal grandmother’s family who emigrated from Scotland to facilitate the Wonder Component of my APL.

To begin our inquiry-based learning, the students will share their interviews with the class. I will guide students in a discussion, asking, “What countries did most of your relatives come from?” and “Did any of them say why they or their family left their homeland?” Then, I will follow up with, “Why do you think so many relatives came from those countries?” and “What do you think was happening there that so many people left?” I will point out that we know that their relatives choose America and ask, “What did they believe about America at the time they came?” Finally, “Did they leave any family behind?” and “How did that alter their lives?” This discussion should prompt some responses that compare and contrast the interview information and assist them in making connections to what they already know about immigration. In their cooperative learning groups, the students will brainstorm other questions for further research.
To extend the Wonder Component of my APL and encourage deeper investigation, I have chosen a film clip on immigrants landing at Ellis Island from the American Memory Collection of The Library of Congress. I have chosen this primary source because it visually explains the flow of people who came to America during this period of immigration. In addition, students will be able to make observations of the people – how they were dressed, if they were in groups, how much they were able to bring with them, etc. We will watch the film clip in its entirety, so that students can give their initial observations. I will explain that this is a primary source, which is a document, photograph, or in this case, a film created by someone who had firsthand experience – they were there. This film was created as the event was happening – allowing us years later a chance to “see” history as it occurred.

Then, I will state that primary sources need to be thoroughly examined, so that we can learn more about the people, time, or place of a period in history. I will explain that they will be examining this film as a historian might. I will explain and model how to use the Primary Source Analysis Tool to students. Then, I will guide the class on completing their copies by using the questions from The Library of Congress’ Teacher’s Guide for Analyzing Motion Pictures, pausing and rewinding the film as necessary. Students will present their questions that they generated from their analysis of the film to the class and this information will be recorded on the board.

Through questioning, I will guide students to think about how the questions could be organized into similar themes and decide on specific topics relating to the process of immigration for further research. Each group will be assigned a specific topic with related questions to research using secondary sources. Review with students by asking, “What is a primary source?” and “What is so important about primary sources?” Then, using Think-Pair-Share, ask students,
“What then are secondary sources?” Make sure that students understand that secondary sources are accounts or explanations of events created by someone who was not present at the time – the information is secondhand. Have students brainstorm a list of secondary sources.

Using an altered jigsaw strategy, the students will conduct their research. I have chosen two Kids Discover magazines, a World Book set of encyclopedias, and an Internet website as the secondary sources they will be using. When the students begin their research using these sources, they will randomly draw which resource they will use to answer their group’s questions. Each student in the group will answer all of the group’s questions, but use a different source. A couple of days of class time may be used for this research. Then, each group will compare their research findings to each other and decide what they think is the most important information for each question for their classmates to know. This concludes the Investigate Component of my APL.

For the Construct Component of my APL, each group will teach their information to the class as a whole. I will facilitate a discussion about the information to assist students to integrate this new information with previous knowledge. To help students draw conclusions based on this new understanding, I have chosen a collection of photographs from the Library of Congress that will visually depict the process of immigration. Each group will have a set of photographs and they will examine them as a group, placing them in sequential order.

For the Express Component of my APL, the students, with teacher-assistance, will collaborate on creating a classroom Ellis Island. Students will decide how the room should be arranged to demonstrate the immigration process, where immigrants will disembark from the ship, where will they be inspected, where will they be detained, where will they leave to go to New York City, etc. Students will choose various roles, some will be inspectors, others will be
immigrants from a particular country. Students will try to recreate as best they can the experience of the immigration process, thus completing the Express Component of my APL.

For the Reflect Component of my APL, I will ask open-ended questions to spark discussion on both the small group and whole group levels. Then, I will have the students complete a teacher-created reflection sheet of their learning and the various activities, allowing them to give feedback on what components they enjoyed and why, etc.

Finally, for the Connect Component of my APL, I will have the students connect their role-playing with their new knowledge of immigration by continuing the process through fictitious letters writing. Whatever character they played during the role-playing activity, whether they were Italian, Jewish, etc. / processed or detained, students will write factitious letters home to the family they may have left behind. In these letters, the students will explain why they left their homeland, their experience at Ellis Island, and how it affected them emotionally at the time. I will encourage the students to use their five senses when writing their letters because they want the reader to “experience” it through their letter.
## Assessment Rubrics

### Historical Role Play – Ellis Island Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Accuracy</strong></td>
<td>All historical information appeared to be accurate and in chronological order.</td>
<td>Almost all historical information appeared to be accurate and in chronological order.</td>
<td>Most of the historical information was accurate and in chronological order.</td>
<td>Very little of the historical information was accurate and/or in chronological order.</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td>Point-of-view, arguments, and solutions proposed were consistently in character.</td>
<td>Point-of-view, arguments, and solutions proposed were often in character.</td>
<td>Point-of-view, arguments, and solutions proposed were sometimes in character.</td>
<td>Point-of-view, arguments, and solutions proposed were rarely in character.</td>
</tr>
<tr>
<td><strong>Knowledge Gained</strong></td>
<td>Can clearly explain several ways in which his character “saw” things differently than other characters and can clearly explain why.</td>
<td>Can clearly explain several ways in which his character “saw” things differently than other characters.</td>
<td>Can clearly explain one way in which his character “saw” things differently than other characters.</td>
<td>Cannot explain one way in which his character “saw” things differently than other characters.</td>
</tr>
<tr>
<td><strong>Props/Costume</strong></td>
<td>Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.</td>
<td>Student uses 1-2 props that accurately fit the period, and make the presentation better.</td>
<td>Student uses 1-2 props which make the presentation better.</td>
<td>The student uses no props OR the props chosen detract from the presentation.</td>
</tr>
</tbody>
</table>
## Letter-Writing: Immigration Letter Writing Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advance</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Accuracy</td>
<td>The letter contains at least 5 accurate facts about the topic.</td>
<td>The letter contains 3-4 accurate facts about the topic.</td>
<td>The letter contains 1-2 accurate facts about the topic.</td>
<td>The letter contains no accurate facts about the topic.</td>
</tr>
<tr>
<td>Ideas</td>
<td>Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.</td>
<td>The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
</tr>
<tr>
<td>Sentences &amp; Paragraphs</td>
<td>Sentences and paragraphs are complete, well-constructed and of varied structure.</td>
<td>All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.</td>
<td>Most sentences are complete and well-constructed. Paragraphing needs some work.</td>
<td>Many sentence fragments or run-on sentences OR paragraphing needs lots of work.</td>
</tr>
<tr>
<td>Neatness</td>
<td>Letter is meticulously hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.</td>
<td>Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.</td>
<td>Letter is sloppily hand-written and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.</td>
<td>Letter is carelessly hand-written and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.</td>
</tr>
</tbody>
</table>