

Introduction to Immigration

Unit

Created by

Brittany Mineard, Leeann Danley, Alison Busby

Waynesburg University

December 2011

LIBRARY
OF CONGRESS
TEACHING
WITH **PRIMARY**
SOURCES
Consortium Member

Eastern Region

WAYNESBURG
UNIVERSITY.

Waynesburg University TPS Unit Outline



Title of Learning Center: Immigration

Subjects: Mathematics, Science, Social Studies, Language Arts, and Art

Grade Level/Range: 4-6

Overarching Goal or Concept for the Learning Center:

In this lesson, students will explore the journey of an immigrant through math, science, social studies, language arts, and art. Using primary source documents students will step back in time and learn more about the Statue of Liberty and Ellis Island, and gain a better understanding of the hardships that immigrants faced as they entered the United States through the units activities.

Overview:

The students will examine patterns of conflict and cooperation among groups of immigrants who entered the United States during the late eighteenth and early nineteenth centuries. The students will study the population of immigrants entering the United States and create a bar graph using the averages. The students will investigate common diseases acquired and carried by immigrants. The students will engage in an interactive tour about Ellis Island to gain an understanding of the process immigrants went through upon their arrival to the United States. Students will compose a poem that describes the characteristics of an immigrant. Students will learn about the different immigrant groups and redesign the Statue of Liberty to reflect what they have learned.

Written By: Alison Busby, Leeann Danley, and Brittany Mineard

Date: October 4, 2011

Title of Lesson/Activity #1: Immigrant "I Am" Poem

Created By: Leeann Danley

Overview of Lesson:

Students will read the poems written on the blackboard in "Steamer Glass," and they will read selected immigrant descriptions from "Our Immigrants at Ellis Island." The students will

Waynesburg University TPS Unit Outline

pretend to be one of the characters and write an “I Am” poem. The “I Am” poems will help the students to better understand the thoughts, feelings, hopes, and challenges that the immigrants had when they came to the United States.

PRE-INSTRUCTIONAL PLANNING

PA Standards:

1.4.5. A: Write poems, multi-paragraph stories, and plays.

- Include detailed descriptions of people. Places and things.
- Include literary elements and devices.

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
-

Investigative Question for this activity:

What challenges do you think you would face if you moved to a new country where you did not know how to speak the national language? What would you do if you arrived and did not know anyone or did not have any money?

Objective(s):

1. The student will view a primary source photograph and read a primary source document connected to the topic of immigration and learn about immigrants’ characteristics.
2. The students will compose their own “I Am” poems that describe the characteristics of an immigrant.
3. The words that they use to complete the “I Am” poems will correctly fulfill the description of each line of the poem.

Materials: “I Am” poem format, pencils, markers, dictionary, note cards with immigrant descriptions (“Our Immigrants at Ellis Island”) printed on them, white cardstock paper, half sheets of printer paper, student directions for center activities.

Print Sources:

- a) “Steamer Glass” Creator: Hine, Lewis Wickes
- b) “Our Immigrants at Ellis Island” Creator: Mrs. Francis E. Clark
- c) “I am” poem format:
http://www.readwritethink.org/files/resources/lesson_images/lesson391/I-am-poem.pdf

Waynesburg University TPS Unit Outline

DURING INSTRUCTION

Description of each step	Key Instructional Discussion Questions	Inquiry Cycle Action
1. The students are to look at “Steamer Glass.” Image from the Library of Congress. In a short discussion, the students need to compare and contrast their classroom with the one in the picture.	In what ways is the classroom in “Steamer Glass” similar to our classroom? In what ways is the classroom in “Steamer Glass” different from our classroom?	Connect
2. Students will read the two poems that are written on the blackboard in “Steamer Glass.” Students should discuss why they like or dislike the poems written on the blackboard.	Why do you like or dislike the poems written on the blackboard?	Wonder
3. Students will choose one of the note cards that has a portion of “Our Immigrants at Ellis Island” attached to it. Each student will read their passage silently.		Investigate
4. Students will write down words to describe the immigrant in their passage.	What are the characteristics does the immigrant have?	Construct
5. Students will read directions on how to write an “I Am” poem	What is the purpose of an “I Am” poem?	
6. Each student will write an “I Am” poem and title it.	Did you place your immigrant on the ship or in the United States?	Express
7. Students will decorate the space around their poem with appropriate illustrations that go along with their poems.	What parts of your “I Am” poem did you choose to illustrate and why?	Express

Closure: Students will take turns reading their “I Am” poems to their group members. After a student has read his or her poem, one group member needs to describe the immigrant. Each student will reflect on his or her poem.

Waynesburg University TPS Unit Outline

Modifications/Accommodation Techniques for Students with Special Needs:

For a student with dysgraphia, a template of the “I Am” poem should be provided. The student would just have to fill in the blanks with characteristics that best fit each line. If the student is unable to write on the template, a computer should be provided so the student can type the poem. The students will only have to complete two stanzas of the “I Am” poem.

For students with dyslexia, a recording of the book and primary source document will be provided. The students will only have to complete two stanzas of the “I Am” poem.

Formal Assessment: Teacher will be assessed on their “I Am” poems using the attached rubric.

Informal Assessment:

Teacher will observe the students as they participate in group discussions. The teacher will look for students who are offering reasons why the classroom in the “Steamer Glass” photograph compares or contrasts with their classroom. The teacher is also looking for students who are offering reasons why they like or why they dislike the poems on the blackboard in “Steamer Glass.”

Teacher will observe what words the student uses to describe the immigrants. The words that the student uses should be spelled correctly, and they should relate to the rest of the poem.

Teacher will listen to the students as they reflect on their poems and the writing process. The teacher is looking for students who describe the challenges faced while composing the poem. The student needs to use words to create a clear picture of the immigrant. The student needs to describe why certain characteristics were chosen.

“I Am” Poem Rubric

	3	2	1
Consistency of characteristics	Characteristics are related	Most of the characteristics are related	Less than half of the characteristics are related
Grammatically correct	No grammatical errors	1-2 grammatical errors	3 or more grammatical errors
Spelling	All words are spelled correctly	1-2 words are spelled incorrectly	3 or more words are spelled incorrectly
Poem reflection	Student states the challenges faced while composing the poem. Student uses words to create a clear picture of the immigrant. Student describes why certain characteristics were chosen.	Student briefly mentions challenges that were faced. Student uses words to create a mental picture of the immigrant that is mostly clear. Student mentions why some of the characteristics were chosen.	Student mentions only one challenge faced. A very vague picture is created with words. Student mentions why one of the characteristics was chosen.

“I Am” Poem Directions

- 1) First, read the example poem on the “Writing an ‘I Am’ Poem” handout.**
- 2) Pretend to be the immigrant on the card you chose.**
- 3) Use the words that you brainstormed and other words to write an “I Am” poem about the immigrant.**
- 4) Add a title to your poem.**
- 5) Decorate the space around your poem to go along with your poem.**

Writing an "I Am" Poem

MODEL

FIRST STANZA

I am (2 special characteristics you have)
I wonder (something of curiosity)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem repeated)

SECOND STANZA

I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that bothers you)
I cry (something that makes you sad)
I am (the first line of the poem repeated)

THIRD STANZA

I understand (something that is true)
I say (something you believe in)
I dream (something you dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

EXAMPLE

I am polite and kind
I wonder about my kids' future
I hear a unicorn's cry
I see Atlantis
I want to do it all over again
I am polite and kind

I pretend I am a princess
I feel an angel's wings
I touch a summer's cloud
I worry about violence
I cry for my Gram
I am polite and kind

I understand your love for me
I say children are our future
I dream for a quiet day
I try to do my best
I hope the success of my children
I am polite and kind.

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #2: Immigrants Biggest Hurdle

Created By: Brittany, Alison, and Leeann

Overview of Lesson: Students will choose, from a given article, a disease found to be commonly acquired or carried by immigrants at Ellis Island to research. They will use the computer, with an internet source guide from the teacher, to research their information. After learning about the disease, students will use the given picture from the American Treasure Box to write a two paragraph interpretation about the picture. They must write as if the immigrant was found to have the disease they researched.

PA Standards:

- **S5.A.1.1.1:** Explain how certain questions can be answered through scientific inquiry and/or technological design (e.g., investigate to find out if all clay or foil boats designs react the same when filled with paperclips). Not met in lesson
- **8.4.5. B:** Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history.

Investigative Question for this activity:

What is a common disease that was found at Ellis Island, and what are its symptoms, causes, and effects?

Objective(s):

- Students, in the classroom, will be able to recall a common disease found in immigrants at Ellis Island
- Students, in the classroom, will be able to describe a common disease found in immigrants at Ellis Island

Materials:

- List of common diseases found at Ellis Island
- Paper
- Pencils
- Computer
- "U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor" Picture
- Immigration Procedures Handouts
- Directions Handout
- Teacher-Approved Websites Handout
- Picture Interpretation Rubric

Print Sources:

- "U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor" Picture

Waynesburg University TPS Unit Outline

Online Collections/Exhibits/Websites:

1. <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001200/>
2. http://www.medicinenet.com/pneumonia_facts/article.htm
3. <http://emedicine.medscape.com/article/1090828-overview>
4. <http://dermnetnz.org/fungal/favus.html>
5. <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0072513/>
6. http://kidshealth.org/parent/infections/common/head_lice.html
7. <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0012472/>
8. http://www.who.int/water_sanitation_health/diseases/trachoma/en/
9. <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001714/>
10. <http://www.webmd.com/epilepsy/default.htm>
11. <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001141/>
12. http://www.medicinenet.com/tuberculosis_tb_facts/article.htm
13. http://sydaby.eget.net/swe/ellis_island.htm

DURING INSTRUCTION

Description of each step	Key Instructional Discussion Questions	Inquiry Cycle Action
1. Students will be split into groups of four to six.		
2. Students will read and follow the directions on the immigration procedures worksheet to complete the lesson.		
3. Students will read immigration procedures. The most common diseases will be listed in the passage.		Connect
4. Students must pick one disease to research on the computer as a group.		
5. Using teacher-approved websites, students will research more information about the disease the group chose. They will look up the symptoms, causes, and effects of the disease.	What are the symptoms, causes, and effects of the disease?	Investigate
6. Students will look at "U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor" print source picture.	What is your interpretation of what is happening in the photo before, during, and after the shot?	Wonder

Waynesburg University TPS Unit Outline

7. Using the new information they learned about one of the diseases, students will, individually, write a two paragraph description about what is happening in the picture. They must write as if one of the immigrants is diagnosed with the disease they researched. Students must follow the Picture Interpretation rubric provided.		Express
---	--	---------

Closure: Students will share their descriptions of the pictures with the rest of their group.

Modifications/Accommodation Techniques for Students with Special Needs:

- Students with special needs will be allowed to select a partner to read the passage about the different diseases.
- While working in a group students will gain assistance from group mates while researching
- For the written passage the students must write on their own paragraph, students with special needs will be given an example interpretation and/or a paragraph with a pre-made outline that students only have to fill in with their ideas.
- Students with special needs would also benefit from the teacher explaining and/or modeling the center

Assessment of Student Learning

Formal Assessment: The students written passages about the photo will be turned in. They will be scored according to a rubric.

Informal Assessment: The teacher will observe students behavior during this task, they will be observed to make sure they are staying on task, searching only the teacher-approved websites, and working well with one another.

Picture Interpretation Rubric

	Lowest quality (1pt)	Average Quality (2pts)	Best Quality (3pts)
Interpretation is written with basic writing rules	Sentences do not begin with capitals, and do not end with punctuation.	Some capitals and punctuation rules are used.	Sentences begin with capitals and end with punctuation.
The interpretation includes a diagnosis of the disease researched.	Interpretation includes no mention about the disease researched.	Disease is mentioned in interpretations, but with no details.	Interpretation includes the diagnosis of a disease with descriptions about the symptoms and possible cause.
Length	2 to 3 sentences	One paragraph	Two paragraphs

Waynesburg University TPS Unit Outline

Directions

1. Read immigration procedures together as a group.
2. After reading, pick one of the six underlined diseases, as a group, to research further.
3. Using the teacher-approved list of websites, the group will then further research the disease they chose using the internet. Articles can be printed to be read, if needed. You must find the symptoms, causes, and effects of the disease.
4. After researching, each student will look at the “U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor” picture.
5. Using the information you found about the disease you chose, and the guidelines on the rubric provided, you must write a two paragraph interpretation about the picture. This is to be done **individually**, not as a group.
6. When everyone has completed their interpretation of the picture, each person will share their interpretation with the rest of the group.

Waynesburg University TPS Unit Outline

Immigration Procedures

When they landed, the immigrants had numbered tags pinned on their clothes which indicated the manifest page and line number on which their names appeared. These numbers were later used by immigration inspectors to cross-reference immigrants about their right to land. Though relatively few immigrants who landed at Ellis Island were denied entry, the 2% that were excluded often equaled over a thousand people a month during peak immigration years. Greeted with pointing fingers and unintelligible commands, the new arrivals formed a line which stretched from the Ellis Island dock into the Baggage Room of the main building, winding its way up to the second floor where the immigrants were met by a team of doctors and inspectors who would decide which way the Golden Door would swing. Jostling three abreast, the immigrants made their way up a steep flight of stairs and into the great hall of the Registry Room. The inspection process had begun, although many did not know it.

Scanning the moving line for signs of illness, Public Health doctors looked to see if anyone wheezed, coughed, shuffled, or limped as they climbed the steep stairs. Children were asked their name to make sure they weren't deaf or dumb, and those that looked over two-years-old were taken from their mothers' arms and made to walk. As the line moved forward, doctors had only a few seconds to examine each immigrant, checking for sixty symptoms, from anemia to varicose veins, which might indicate a wide variety of diseases, disabilities and physical conditions. Of primary concern were cholera, scalp and nail fungus, insanity, and mental impairments. In 1907, legislation further barred immigrants suffering from **tuberculosis**, **epilepsy**, and the physically disabled. The disease which resulted in the most exclusion was **trachoma**, a highly contagious eye infection that could cause blindness and death. At that time, the disease was common in Southern and Eastern Europe, but almost unknown in the U.S. Doctors checked for trachoma by turning the eyelid inside out with their fingers, a hairpin, or a button-hook to look for inflammation on the inner eyelid - an extremely painful experience. The "button-hook men" were the most dreaded officials on Ellis Island. Other commonly found diseases were **lice**, **pneumonia**, and **favus**.
(http://sydaby.eget.net/swe/ellis_island.htm)

Waynesburg University TPS Unit Outline

Teacher-Approved Websites

pneumonia

- <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001200/>
- http://www.medicinenet.com/pneumonia_facts/article.htm

favus

- <http://emedicine.medscape.com/article/1090828-overview>
- <http://dermnetnz.org/fungal/favus.html>

lice

- <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0072513/>
- http://kidshealth.org/parent/infections/common/head_lice.html

trachoma

- <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0012472/>
- http://www.who.int/water_sanitation_health/diseases/trachoma/en/

epilepsy

- <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001714/>
- <http://www.webmd.com/epilepsy/default.htm>

tuberculosis

- <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0001141/>
- http://www.medicinenet.com/tuberculosis_tb_facts/article.htm

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #3: Population Increase by Nationality

Created By: Brittany Mineard

Overview of Lesson: Students will use immigration data to find the average population increase for the years 1899-1903 for several different nationalities. With the averages, students will complete a bar graph to compare the numbers they found. Then with their graph they will answer questions about the data found.

PRE-INSTRUCTIONAL PLANNING

PA Standards:

- **2.6.4. C:** Describe and calculate the mean and use this quantity to describe the data.
- **M4.E.1.2.1:** Graph data or complete a graph given the data (bar graph or pictograph – grid is provided).
- **8.2.4.D:** Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania
 - Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

Investigative Question for this activity: How do the different nationalities compare in their population increase for the U.S.?

Objective(s):

- Students will use data to find the average number of immigrants and the countries they came from.
- Students will use data to make a bar graph

Students will answer questions based on the bar graph data

Materials:

- Graph paper
- Calculators
- “Immigration figures for 1903” document
- Pencils
- Colored Pencils, Crayons or Markers

Waynesburg University TPS Unit Outline

- Directions Handout
- Key Questions Worksheet
- Nationality Graph Rubric

Print Sources:

- Immigration figures for 1903.

DURING INSTRUCTION

Description of each step	Key Instructional Discussion Questions	Inquiry Cycle Action
1. To begin the lesson, students will be split into groups of four to six.		
2. Students will then view the immigration data from 1899-1903 and follow the teachers instructions to complete the lesson.		
3. Students will read the second page of the document "Immigration Figures for 1903".		Connect
4. Using the data about "The largest elements in recent immigration", students will find an average for five years for each individual nationality. When this step is completed, students should have eight different averages for each of the eight nationalities. This step will be done individually by each student in the group.	What is the average for each nationality?	Investigate
5. Using the averages that were just found, students will create a bar graph as a group. They will compare their averages to make sure they came up with the correct answer. The bar graph must follow the Nationality Graph rubric provided at the start of the lesson.		Investigate
6. Students will make observations about the different nationalities' population increase to the U.S. using the bar graph they made. Each student must individually write down the answers. These answers will be turned in to be graded.	What nationality had the largest population increase? What do you think might have been happening in their country to make them want to move somewhere else? Which nationality had the least population increase?	Construct

Waynesburg University TPS Unit Outline

Closure: Students will discuss whether the list or the bar graph was easier to look at to compare the data. What other types of information would a bar graph be useful for?

Modifications/Accommodation Techniques for Students with Special Needs:

- Students with special needs will be given graphs with the x-axis and y-axis already set up with numbers and titles.
- Students will be given the formula to find an average of a set of numbers.
- The students will be given calculator instructions for adding up and finding the averages for the eight nationalities.
- For students with sight problems, the teacher will make an enlarged copy of the ATB Document .
- The teacher will also model the center and provide an example for students needing extra support with the activity

Formal Assessment: The graphs made by the group, will be turned in with all of the students' names and scored according to the rubric. This rubric will be at the center for students to reference as they make their graph. Each student will, also, turn in their individual answers to the key questions worksheet.

Nationality Graph Rubric

	Lowest quality (1pt)	Average Quality (2pts)	Best Quality (3pts)
Title and labeling of x-axis and y-axis	No titles or labels are used.	One or two titles and/or labels are used.	All titles and labels are used.
All eight nationalities are included with the correct averages used on the graph.	A few nationalities are included and/or averages are wrong.	Only missing one nationality and/or one or two averages are wrong.	All eight nationalities are included with correct averages.
All eight nationalities are labeled correctly and the units are included along the y-axis.	Some labels are used and/or no unites included.	Most labels are used and/or some units are included.	All labels and units are included.

Waynesburg University TPS Unit Outline

Directions

1. Read the second page of the document “Immigration Figures for 1903”.
2. Using the data about “The largest elements in recent immigration”, find an average for five years for each nationality. When this step is complete, you should have eight different averages, one for each of the eight nationalities. Each student will do this individually.
3. Using the averages that were just found, create a bar graph as a group following the rubric guidelines as the graph is created. Compare your answer for the averages of each nationality to ensure a correct answer will be used on the graph.
4. Make observations about the different nationalities’ population increases to the U.S. using the bar graph you just developed. Then answer the key questions worksheet using your graph. Every student must write down the answers to the questions, but the questions can be discussed as a group to come up with a collaborative answer.
5. Finally, as a group, discuss whether the list or the bar graph was easier to look at to compare the data. Also discuss, what other types of information a bar graph would be useful for.

Key Questions

1. What nationality had the largest population increase?
 - a. What do you think might have been happening in their country to make such a large number of the population want to move somewhere else?
2. Which nationality had the least population increase?
3. Which countries had about the same amount of population increase?

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #4: "Ellis Island – Interactive Tour"

Created By: Alison Busby

Overview of Lesson:

Students will work in pairs to complete an interactive tour of Ellis Island and complete an interactive tour worksheet. Students will gain a better understanding of the inspection process at Ellis Island as well as discover first-hand accounts of immigrants who traveled through Ellis Island from the primary resource "Our Immigrants at Ellis Island." Students will also view a variety of primary source photographs to help them grasp what the actual process looked like.

PA Standards:

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

8.1.6. B: Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

Investigative Questions for this activity:

What was the inspection process for immigrants at Ellis Island? What conditions did the immigrants experience in their journey to America?

Objective(s):

1. Students will read The Memory Coat to gain knowledge about the journey of an immigrant family to America.
2. The students will complete an interactive tour of Ellis Island with both primary and secondary source images and texts and be able to explain the inspection process that immigrants endured. They will also be able to discover the conditions immigrants experienced as they traveled to the United States.
3. Students will complete an interactive tour worksheet to demonstrate their understanding of the events that took place at Ellis Island and the first-hand accounts of immigrants who experienced the events.

Materials:

- Pencil
- Interactive Tour Worksheet
- [Ellis Island PowerPoint](#)

Waynesburg University TPS Unit Outline

- Two Computers with Internet Access
- The Memory Coat, by Elvira Woodruff, illustrated by, Michael Dooling

Print Sources:

- Excerpts from “Our Immigrants at Ellis Island.”
https://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/our_immigrants.pdf
- Ellis Island Interactive Tour Worksheet

Online Collections/Exhibits/Websites: (List only if students will be accessing directly.)

- 1.) <http://www.youtube.com/watch?v=pzHeOH7h52c&feature=relmfu>
- 2.) http://www.youtube.com/watch?v=PI9_7M0WHEY

DURING INSTRUCTION

Description of each step	Key Instructional Discussion Questions	Inquiry Cycle Action
1. The students will visit learning center that will be set up around the classroom. Each student will be put into a group of four students; the learning center will have a group of four students at a time.		
2. Students will read and follow directions posted at the center to complete the learning center activities.		
3. In the group of four, students will read the book <u>The Memory Coat</u> , by Elvira Woodruff, illustrated by, Michael Dooling. After reading the book they will discuss questions provided by the teacher.	1. How would you feel if you were in Grisha’s position and could be separated from your family and sent back to your country alone? 2. Gisha’s coat had a special memory in his life. Do you have an object that has a special meaning or memory to you? Share what the object is and why it is important. 3. The families traveling to America had many fears about what would happen when they arrived. What are some fears and concerns you have when traveling to a new place?	Connect

Waynesburg University TPS Unit Outline

<p>4. Have students view “U.S. Inspectors Examining Eyes” primary resource photo, in the space provided on their worksheet have students create on question about what they want to know about what is happening in the photo. As they complete the interactive tour PowerPoint they must answer the question or write something that they have learned about what happened in that photo.</p>	<p>What would you like to know about what is happening in the primary resource photo?</p>	<p>Wonder</p>
<p>5. Students will read the directions for how to complete the interactive tour. Directions for the PowerPoint can be found on the slides 1-3</p>		
<p>6. Students will work in pairs to complete the Ellis Island interactive tour PowerPoint.</p>		<p>Investigate</p>
<p>7. Students will complete an interactive tour worksheet with their partner. Each student must turn in a completed worksheet. Directions for the worksheet can be found at the top of the worksheet.</p>		<p>Construct</p>

Closure:

Students will meet with their group and review the answers they discovered for their worksheets. Students will discuss topics and discoveries that they found interesting. They will also share how they would feel if they went through the inspection process at Ellis Island. Students will turn in their worksheets to be evaluated by the teacher.

Modifications/Accommodation Techniques for Students with Special Needs:

- Students with reading disabilities will be partnered up with students who are on grade level for reading and comprehension and have the materials read aloud and assisted as needed in the group
- Students will also be provided with a modified worksheet that has fewer questions but still cover the content.
- Students that need extra time to complete the center activity and worksheet will be provided with the time needed to complete the activity
- Teacher will explain directions and model for students what they are expected to complete at the center. Visuals will also be provided to help students understand the directions.

Assessment of Student Learning

Formal Assessment: The Interactive Tour Worksheet will be handed in and evaluated by the teacher.

Informal Assessment: Teacher observations for individual participation and group cooperation: (active engagement in groups and following directions).

Waynesburg University TPS Unit Outline

Name: _____

Interactive Tour – Ellis Island Worksheet (Page 1 of 3)

Directions: Complete the following worksheet with your partner. Each student must turn in a completed worksheet. Be sure to read all the questions carefully and complete the worksheet thoroughly. When you have finished your worksheet turn it in to the teacher. Be sure to put your name at the top.

Activity #1: Read The Memory Coat by Elvira Woodruff.

- Take turns reading in groups of four students.
- After reading discuss the following questions in your group. Write YOUR response in 1-2 sentences.
 - How would you feel if you were in Grisha’s position and could be separated from your family and sent back to your country alone?

 - Grisha’s coat had a special memory in his life. Do you have an object that has a special meaning or memory to you? Share what the object is and why it is important.

 - The families traveling to America had many fears about what would happen when they arrived. What are some fears and concerns you have when traveling to a new place?

Waynesburg University TPS Unit Outline

Name: _____

Interactive Tour - Ellis Island Worksheet (Page 2 of 3)

Activity #2: Viewing Primary Sources

- This activity is to be done independently.
- Look at the primary source photograph provided.
- Write one thing you would like to know about what is happening in this photo. As you complete the next activity try to answer your question. Write the answer to your question above. If you cannot find the answer, write a something you learned after viewing this photo in the Interactive Tour PowerPoint.

QUESTION:

ANSWER:

Waynesburg University TPS Unit Outline

Name: _____

Interactive Tour - Ellis Island Worksheet (Page 3 of 3)

Activity #3: Interactive Tour of Ellis Island

- Work with a partner to complete this activity.
- Read all of the directions before beginning the Interactive Tour.
- Answer the following questions as you travel through Ellis Island.

1. **Morse Code (First and Last name):**
2. **Who was the first immigrant to arrive on Ellis Island?**
3. **Chalk marks were put on healthy people or people with illness or disabilities. Write your answer below.**
4. **What did the chalk mark "F.I." mean?**
5. **Why did immigrants have to be checked by doctors?**
6. **If immigrants had a curable medical condition, what happened to them? What happened if their medical condition could not be cured?**
7. **What was the tool that doctors used to inspect immigrants eyes?**

Waynesburg University TPS Unit Outline

8. What was the name of the disease they were looking for in the immigrants eyes and what is it?

9. During the Legal Inspection, how did inspectors communicate with immigrants who did not speak English?

10. Pretend you are Carmelita or Timothy; answer the Legal Inspection questions 1, 2, 3, & 8 based on what you have discovered about them.

11. What did immigrants do when they reached the Railway Office? Which of the four immigrants that you learned about from this activity went to the Railway Office?

12. List 3 reasons why the immigrants you learned about were sent to the Detention Room.

13. After reading the story of Carmelita, what reactions do you have? How would you feel if you were in Carmelita's position? Explain your answer in 2-3 sentences.

14. Why did Gretchen Stieglitz have to be married before leaving Ellis Island with Hans Leiter?

15. How would you feel if you had to go through the inspection process at Ellis Island? Explain your answer in 2-3 sentences.

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #5: Redesign the Statue of Liberty

Created By: Alison Busby, Leeann Danley, Brittany Mineard (Collaborative lesson)

Overview of Lesson:

In this lesson, students will read a children's book and learn specific information about the Statue of Liberty. Then using primary source photographs and reading excerpts of a primary source document, the students will be able to create a mental image of what it would have been like for immigrants to take a journey to the United States with their belongings and/or their family members. Students will use their mental images of the immigrants to redesign the Statue of Liberty.

PRE-INSTRUCTIONAL PLANNING

PA Standards:

9.1.5. E: Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.

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

Investigative Question for this activity:

If you were moving to another country and only could take two suitcases, what would you take with you and why? What do you think the immigrants brought with them when they came to the United States?

Objective(s):

- 1.) Students will brainstorm and work with the other members in their groups to complete an Immigrant concept map with at least five categories and ten subcategories.
- 2.) Students will design their own Statue of Liberty that reflects and relates to the immigrant about which they read. The Statue of Liberty drawing should take up at least 75% of the page. The items used in the drawing should be from the correct time period.

Waynesburg University TPS Unit Outline

Materials:

Markers, pencils long pieces of butcher paper, a picture of the Statue of Liberty, student directions for center activities, The Statue of Liberty by Jon Wilson,

Print Sources:

- Four immigrants and their belongings, on a dock, looking out over the water; view from behind
- “ Our Immigrants at Ellis Island” Creator: Mrs. Francis E. Clark

DURING INSTRUCTION

Description of each step	Key Instructional Discussion Questions	Inquiry Cycle Action
1. Students will take turns reading from <u>The Statue of Liberty</u> by Jon Wilson.	What new information did you learn from the book?	Connect
2. The students will look at the four immigrants and their belongings, on a dock, looking out over the water; view from behind Image from the Library of Congress. The students will discuss what they see in the photograph.	What do you notice about the people and the objects in this photograph?	Investigate
3. Students will read “A Sample Group of Immigrants” found on pages three and four of “Our Immigrants at Ellis Island.” Students will discuss how they would feel if they were Carmelita.	How would you describe Carmelita’s life?	Investigate
4. Students will create an immigrant concept map based on what they read in the children’s book and the primary source document. Students will include any inferences that they have about the immigrants’ journeys to the United States and the processes through which they had to go.	What categories and subcategories can we use to describe the immigrants?	Construct
5. Students will read instructions on how to redesign the Statue of Liberty. Not included		Express
6. Students will draw and color their own new versions of the Statue of Liberty by looking at the pictures in the children’s book, rereading the description of the immigrant family in “Our Immigrants at Ellis Island,” and referring to the concept map.	Why did you choose to include those items on the pedestal?	Express

Waynesburg University TPS Unit Outline

Closure: Each student will reflect on his or her redesigned Statue of Liberty and tell the rest of the group about his or her design.

Modifications/Accommodation Techniques for Students with Special Needs:

Students with poor fine motor abilities: Students will be provided with a large outline of the Statue of Liberty to assist them while developing their own model.

Students with dyslexia: Students will be paired with a friend in the classroom and read The Statue of Liberty by Jon Wilson and “A Sample Group of Immigrants” together.

Formal Assessment: Teacher will assess the redesigned Statues of Liberty using the attached rubric.

Informal Assessment: The teacher will observe participation as students read the children’s book and analyze the primary source documents. The students should take turns reading the children’s book and the primary source documents.

The teacher will also observe the students as they contribute to the concept map and form inferences. All students should contribute at least one category or subcategory to the concept map. The students should work together to add at least five categories and ten subcategories to the concept map.

Teacher will observe the students as they individually redesign the Statue of Liberty. The teacher will be looking for cooperation sharing of supplies, design planning, and details in their drawing.

Statue of Liberty Rubric

	3	2	1
Neatness of drawing	Drawing and coloring are very neat.	Drawing and coloring are a little messy.	Drawing and coloring are messy.
Correctly illustrates the clothing and items used by immigrants	The clothing and items are from the correct time period.	One or two items in the drawing are from a different time period.	Three or more items are from a different time period.
Use of space on the paper	Student uses at least 75% of the space for the drawing.	Student uses between 50 and 75% of the space for the drawing.	Student uses between 25 and 50% of the space for the drawing.
Artistic expression	The student has drawn the statue with realistic qualities and used excellent color choice.	The student has used 2 or more realistic qualities. The color choice is good.	The student has used one realistic quality. The color choice does not make sense.

Waynesburg University TPS Unit Outline




Post-instruction Assessment

The students will write a two page paper about what they learned in the Immigration Unit. The paper must include a description of the process at Ellis Island, common diseases found, creation of the Statue of Liberty, and common nationalities of immigrants in the United States. The paper must be typed and double spaced. Students will follow the rubric provided.






Learning Reflection Rubric			
	10	8	6
Mechanics	Paper has 0-3 mechanical errors. In spelling, punctuation, grammar, etc.	Paper has 4-6 mechanical errors. In spelling, punctuation, grammar, etc.	Paper has more than 6 mechanical errors. In spelling, punctuation, grammar, etc.
Accuracy of Information	All information is historically accurate.	A few incorrect facts.	Several incorrect facts.
Components	Includes process, diseases, Statue of Liberty, and nationalities.	Includes 3 of the 4 categories.	Includes less than 2 categories.

Waynesburg University TPS Unit Outline



Bibliographic Organizer of Library of Congress Sources

Name of Learning Center Unit: Immigration		
Created by: Alison Busby, Leeann Danley, and Brittany Mineard		
Date: October 4, 2011		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: (Immigrant "I Am" Poem)		
	<p>TITLE: "Steamer Glass" in Hancock School, Boston. Immigrant children. Location: Boston, Massachusetts. MEDIUM: 1 photographic print. CREATED/PUBLISHED: 1909 October. CREATOR: Hine, Lewis Wickes, 1874-1940. PART OF: Photographs from the records of the National Child Labor Committee (U.S.) DIGITAL ID: (color digital file from b&w original print) nclc 04529</p>	http://www.loc.gov/pictures/item/ncl2004000723/PP/
	<p>From the General Collections TITLE: Our immigrants at Ellis Island - [Catalog record]</p>	https://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/our_immigrants.pdf
Lesson #2: Immigrants Biggest Hurdle		
	<p>TITLE: U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor CREATED/PUBLISHED: New York: Underwood & Underwood, c1913. REPOSITORY: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	http://www.loc.gov/pictures/item/97501532/
Lesson #3: Population Increase by Nationality		

Waynesburg University TPS Unit Outline

	<p>Title: ... Immigration figures for 1903. (From data furnished by the Commissioner-general of immigration. Comparison of the fiscal years ending June 30, 1902 and 1903 PART OF Broad sides, leaflets, and pamphlets from America and Europe</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+07902500))</p>
<p>Lesson #4: Interactive Tour – Ellis Island</p>		
	<p>From the General Collections TITLE: Our immigrants at Ellis Island</p>	<p>https://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/our_immigrants.pdf</p>
	<p>TITLE: U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor CREATED/PUBLISHED: New York: Underwood & Underwood, c1913. NOTES: J179798 U.S. Copyright Office. REPOSITORY: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA DIGITAL ID: cph 3a10036</p>	<p>http://www.loc.gov/pictures/item/97501532/</p>
	<p>TITLE: [View of Ellis Island, N.Y., looking across water toward immigration station] MEDIUM: 1 photographic print. CREATED/PUBLISHED: c1913. NOTES: Title and other information transcribed from caption card and item. FORMAT: Photographic prints 1910-1920. DIGITAL ID: cph 3a40441</p>	<p>http://www.loc.gov/pictures/item/2001704443/</p>
	<p>TITLE: Steerage Passengers Taking Life Easy on an Ocean Liner SUMMARY: Immigrants. Open deck with bridge in background 3 funnels in center, immigrants walking and seated at sides of image. MEDIUM: 1 photographic print on stereo card: stereograph. CREATED/PUBLISHED: c1905.</p>	<p>http://www.loc.gov/pictures/item/2005693063/</p>

Waynesburg University TPS Unit Outline

	<p>NOTES: Stereo copyrighted by The Ingersoll View DIGITAL ID: cph 3b06393</p>	
Lesson #5: Redesign the Statue of Liberty		
	<p>TITLE: [Four immigrants and their belongings, on a dock, looking out over the water; view from behind] CALL NUMBER: SSF - Emigration & Immigration--Ellis Island, N.Y.--1912 <item> [P&P] MEDIUM: 1 photographic print. CREATED/PUBLISHED: c1912 Oct. 30. NOTES: Copyright by Underwood & Underwood. REPOSITORY: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA DIGITAL ID: cph 3g05584</p>	<p>http://www.loc.gov/pictures/item/97501668/</p>
	<p>From the General Collections TITLE: Our immigrants at Ellis Island - [Catalog record]</p>	<p>https://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/our_immigrants.pdf</p>