

TPS Lesson Plan

Title

Arriving on Ellis Island: The Early Immigration Experience

Overview

This lesson will help students develop a sense of the importance of Ellis Island and the Statue of Liberty to immigrants. Through literature and primary sources students will take a good look at the immigration experience and think about the emotions that these early men, women, and children must have felt. The class will examine a short film about Ellis Island and review several photos of both Ellis Island and the Statue of Liberty. These various mediums will help students to gain a better understanding of what the immigrants saw and felt as they entered America for the first time and how this experience changed their lives forever. The students will use this information to make connections to their own lives.

Objectives

- Students will construct new understandings about the Statue of Liberty and Ellis Island using prior knowledge and analysis of primary sources.
- Students will examine the immigration experience through Ellis Island using a multi-literacy approach and analyzing several different primary sources including; a film, maps, photos, and newspaper article.
- Students will express their own ideas about being a new immigrant in America by making self-to-text connections.

Time Required

Two class periods

Recommended Grade Range

2nd grade to 3rd grade

Subject / Sub-Subject

History, Language Arts

PA State Standards

- 7.1.3. A: Identify how basic geographic tools are used to organize and interpret information about people, places and environment.
- 8.3.4. B: Locate historical documents, artifacts, and places critical to United States history.
- 1.1.2.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling,



- summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and nonlinguistic representations.
- 1.2.2.D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.

Common Core Standards

- CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Credits

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PREPARATION

Materials Used

Book: [A Picnic in October](#) by: Eve Bunting, Primary Sources; a film titled Emigrants Arriving on Ellis Island, photos of Ellis Island and the Statue of Liberty, newspaper article about Ellis Island, Emigrant map to North America, pencil, classroom journals

Use the Primary Source Analysis Tool - Analyzing Maps

[Analysis Tool and Guides](#)

Primary Source Analysis Tool, S.T.A.R Primary Source Analysis Tool

<http://tps.waynesburg.edu/documents/287-richardson-lenora-star-handout>

Resources

Early Motion Pictures

1. Film: Immigrants Landing on Ellis Island

- <http://hdl.loc.gov/loc.mbrsmi/lcmp002.m2a10987>
- Copyright: Thomas A. Edison; H33775
- Created/Published: United States: Thomas A. Edison, Inc., 1903.
- Date: July 24, 1903

2. Photo: New York, Ellis Island

- <http://www.loc.gov/pictures/item/npc2007000219/>
- Creator: Gift; Herbert A. French; 1947.
- Date Created/Published: Between 1918-1920



3. Photo: Landing at Ellis Island

- <http://www.loc.gov/pictures/item/97501086/>
- Creator(s): Illus. in: Quarantine sketches. The Maltine Company, [1902, p. 25].
- Date Created/Published: 1902

4. Photo: Aerial view of the Ellis Island immigration station, Jersey City, New Jersey

- <http://www.loc.gov/pictures/item/2011632433/>
- Creator: Carol Highsmith
- Date Created/Published: Between 1980 & 2006

5. Photo: The Statue of Liberty from Ellis Island, U.S. immigration station in New York Harbor, a small boy shows his parents the Statue of Liberty

- <http://www.loc.gov/pictures/item/97502760/>
- Date Created/Published: [ca. 1930]

6. Photo: New York - Welcome to the land of freedom - An ocean steamer passing the Statue of Liberty: Scene on the steerage deck

- <http://www.loc.gov/pictures/item/97502086/>
- Creator: Illus. in: Frank Leslie's illustrated newspaper, 1887 July 2, pp. 324-325.
- Date Created/Published: 1887

7. Photo: U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor

- <http://www.loc.gov/pictures/item/97501532/>
- Date Created/Published: New York: Underwood & Underwood, c1913.

8. Newspaper Article: New-York tribune. (New York [N.Y.]), July 15, 1900, Page 3, Image 29

- <http://chroniclingamerica.loc.gov/lccn/sn83030214/1900-07-15/ed-1/seq-29/>
- Creator: New York Tribune
- Date Created/Published: July 15, 1900

9. Map: Emigrant Map to North America

- <http://www.loc.gov/item/98687132>
- Creator: Stuttgart : J.B. Metzler'schen Buchh
- Date Created/Published: 1853

Description of Procedure**Day 1: Introduction and Learning Activities****Connect**

1. Inform the class that they are watching a short film; there is no sound so emphasize that they will need to watch closely to see what is happening. As students watch the film, tell them to think about the following questions.
 - a. When do you think this film takes place, past (a long time ago) or present (today or the past few years)?
 - b. What do you see that makes you think this?
 - c. How would you describe what the people are wearing?
 - d. What do you think is in their bags?



- e. Who do you think these people are?
 - f. Where are they coming from?
 - g. Where are they going?
2. As the class watches the film, have students write down notes in their journals to correspond with the above questions.
3. After finishing the film ask students to share their thoughts with their next door partner.
4. Engage the class in a discussion, reviewing their notes; record their notes on the board.
5. Brainstorm categories to group the notes under for example; Dress, Place, Time Period, etc.
6. As a class organize the notes into a category.
7. Explain that the people on this film are immigrants. They are arriving on Ellis Island which is a small island located in New York and it can also be seen from Jersey City, New Jersey. Show students a map of New York and Jersey City. Ask the students, has anyone ever been to Ellis Island?
8. Discuss students' personal experiences.
9. Tell students Ellis Island was first opened for immigrants to pass through in 1892.

Wonder/Investigate

10. Show map of Emigration to North America (<http://www.loc.gov/item/98687132>)
11. Use the Primary Source Analysis Tool- Analyzing Maps: [Analysis Tool and Guides](#)
12. Guide students in a class discussion gathering ideas generated from primary source tool. Emphasize the route of the emigrants coming into to New York.
13. Discuss any questions that have arisen during this investigation. What more do you want to know? How can we find out?
14. Summarize the examination process, using the primary source photo listed below, that the immigrants had to go through when entering Ellis Island to make sure they were healthy enough to enter the country. Explain briefly that not everyone was allowed to enter because of health issues.
 - **Photo: U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor**
<http://www.loc.gov/pictures/item/97501532/>

Construct

15. Break up the class into groups of four (pre-determined)
16. Students will close their eyes and the lights are turned off. Students are asked to think about being on a ship coming to the shore of Ellis Island.
 - a. What do you see, smell, and hear?
 - b. What do you feel, who are you with?
 - c. Think about getting your bags and walking off the ship to this new, strange land.
 - d. Many immigrants carried their belongings with them when they left their homes. Imagine you need to leave your home in an hour (to avoid danger from war, hurricane, flood, forest fire, etc.). Fill a pillowcase with what you can carry. What would you bring? Explain your choices, thinking about the needs of your journey. What would you miss most? Question found in teacher's guide http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/teacher_guide.pdf
17. Have each group discuss their ideas and create a list of the items they would bring with them when traveling to America.



Express

18. Each group presents their list and provides reasons why they chose each item. Students may also discuss any questions or additional comments they may have pertaining to the topic.

Reflection

- Following the lesson the students write in their journals and review the ideas discussed in class as well as reflect on a time where they entered a new place or saw something new for the first time. Students are encouraged to use descriptive words to support their responses including any additional questions they may have about the immigration experience.
- Students are asked to describe their experiences and feelings making sure to connect these ideas to what the immigrants must have felt when arriving in America.

Extensions

- Students design additional slides to add to the film to depict what happened after they left the ships and entered Ellis Island.
- Students use the Emigrant Map to North America, <http://www.loc.gov/item/98687132>, to compare and contrast the immigrants that arrived in New York to the immigrants that arrived in their own state.
- Students read and analyze the newspaper article, <http://chroniclingamerica.loc.gov/lccn/sn83030214/1900-07-15/ed-1/seq-29/>, from the New York Tribune, which describes the construction of Ellis Island. Students evaluate the materials and costs used to construct the buildings on Ellis Island. Students compare and contrast with today's architectural designs.
- After reading the newspaper article students predict what Ellis Island looked like by only using the description given in the article.

Evaluation

- Informal assessments conducted through class discussions, group work, and anecdotal observations.
- Formal assessment done by reading the students' journal entries for comprehension of the immigrant experience and thoughtful completion of primary source analysis tool.

Day 2: Introduction and Learning Activities (Before and During Reading)**Connect**

1. Review ideas from previous day's lesson about Ellis Island and what it would be like to be an immigrant arriving in America for the first time. Ask the students does anyone have any additional thoughts or questions they would like to share with the class before starting today's lesson?
2. Teacher guides the students in a brief class discussion.
3. Introduction of the book, A Picnic in October, author and illustrator are named.
 - a. What do you see on the cover of this book?
 - b. Point to the Statue of Liberty, does anyone know what this is?
 - c. Does anyone know where the Statue of Liberty is located?
4. Identify the statue's location on Liberty Island.



5. Review where Ellis Island is located on the class map and show where the Statue of Liberty can be found in relation to Ellis Island.
6. The students think about what the Statue of Liberty means to them? They quickly share with their partner to the left and then a few volunteers may share their answer.
7. The class generates ideas of characteristics pertaining to the Statue of Liberty.
8. A Picnic in October will be read aloud to the class.
9. Key Vocabulary Words are identified:
 - a. Battery Park- located in New York City
 - b. Verrazano Bridge- connects Staten Island to Brooklyn
 - c. Brooklyn- a borough of New York City
 - d. Veterans of Foreign Wars- a group composed of military men and women who fought in wars overseas.
10. **Text to Self-Connections:**
 - a. Students are asked to raise their hand when they feel an emotional connection to the story, using one word to describe how they are feeling, list words on the board.

Learning Activities (After Reading)

Wonder/Investigate

11. Review the main points from the story. Discuss the words listed on the board and have students tell what caused these feelings using details from the book.
12. Distribute primary source photos;
 - Photo: New York, Ellis Island,
<http://www.loc.gov/pictures/item/npc2007000219/>
 - Photo: Landing at Ellis Island
<http://www.loc.gov/pictures/item/97501086/>
 - Photo: Aerial view of the Ellis Island immigration station, Jersey City, New Jersey
<http://www.loc.gov/pictures/item/2011632433/>
 - Photo: The Statue of Liberty from Ellis Island, U.S. immigration station in New York Harbor, a small boy shows his parents the Statue of Liberty
<http://www.loc.gov/pictures/item/97502760/>
 - Photo: New York - Welcome to the land of freedom - An ocean steamer passing the Statue of Liberty: Scene on the steerage deck
<http://www.loc.gov/pictures/item/97502086/>

Each table receives one of the Ellis Island photos or Statue of Liberty photos. The students work in their table groups on the floor or at their desks. Using the S.T.A.R Primary Source Analysis Tool,

<http://tps.waynesburg.edu/documents/287-richardson-lenora-star-handout>

Students record their ideas into each category, See, Think, Analyze/Infer. The reflection section is filled in later as an individual activity.



Express

13. Each group chooses one or two people to present their ideas to the class.
14. The class discusses the first three sections of the Primary Source Analysis Tool.
15. Ask the students if all of their questions have been answered, if not, what more do they want know? What other investigations could the class conduct in order to find out the answers?

Reflection

16. Students complete reflection section and the writing frame individually. Students are instructed to fill in each sentence of the writing frame using the ideas gained from the Primary Source Analysis Tool and reflecting on the emotions felt by Tony's Grandma and the immigrants mentioned in the story. The students may also refer to the list of emotions generated by the class during the reading.

Extensions

- Using Google maps students can locate both Ellis Island and Liberty Island. They can zoom in to get a closer look at each location. They can also measure the distance between to the two islands. Students can then compare and contrast the two islands.
- Students write their own captions for the primary source photos to depict what the immigrants might have been feeling.
- Help students to look through more primary sources photos and encourage them to pick out additional photos to be analyzed.

Evaluations

- The S.T.A.R Primary Source Analysis Tool is used as a formative assessment of understanding primary resources and writing a meaningful response.
- Class and group discussions are informally assessed through anecdotal observations and active participation.

