

## TPS Lesson Plan

### Title

Ellis Island - Who came and how did they think/feel?

### Overview

Students will explore a book, as well as, several primary sources that will help to contribute to their knowledge of immigration and of Ellis Island, more specifically. Students will investigate some of the ethnicities that made this journey and learn about immigrant feelings, thoughts, and worries/dreams.

### Objectives

Students will be able to identify some of the different ethnic groups that entered the United States by way of Ellis Island. Students will be able to articulate how immigrants at Ellis Island may be feeling and/or what they may be thinking/worrying/dreaming about.

### Time Required

Approximately 1-1.5 hours

### Recommended Grade Range

1-3

### Subject / Sub-Subject

United States History - Social Studies

### Standards

#### PA Common Core Standards

**CCSS.ELA-Literacy.RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**CCSS.ELA-Literacy.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### PA State Standards

**8.1.2.C:** Apply sources of historical information.

**8.3.2.A:** Identify groups and organizations and their contributions to the United States.

**1.6.2.A:** Listen actively and respond to others in small and large group situations.

Respond with grade level appropriate questions, ideas, information, or opinions.

**1.5.2.A:** Write with a focus, with an understanding of topic and audience.

### Credits

Rebecca Mohler

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## PREPARATION

### Materials Used

Chart paper, markers, paper, chalk/white board, chalk/white board markers, primary source pictures (*Emigrants in 'pens' at Ellis Island*, *Emigrants coming to the Land of Promise*, and *View of Ellis Island*), *Emigrant Map to North America* map, *Our Immigrants at Ellis Island* excerpts, and [An Ellis Island Christmas](#) by Maxinne Rhea Leighton and illustrated by Denis Nolan

### Resources Used

*An Ellis Island Christmas* by Maxinne Rhea Leighton and Illustrated by Dennis Nolan

**Title:** *Emigrants in "pens" at Ellis Island, New York, probably on or near Christmas --note the decorations*

**Creator(s):** Underwood & Underwood - photographer

**Date Created/Published:** c1906

<http://www.loc.gov/pictures/item/2012646352/>

**Title:** *Auswanderer-karte und wegweiser nach Nordamerika.* (Emigrant Map to North America)

**Creator(s):** Stuttgart : J.B. Metzler'schen Buchh.,

**Date Created/Published:** 1853

<http://www.loc.gov/item/98687132>

**Title:** *Emigrants coming to the "Land of Promise"*

**Creator(s):** Copyright by William H. Rau

**Date Created/Published:** c1902

<http://www.loc.gov/pictures/item/97501632/>

**Title:** *Our Immigrants at Ellis Island*

**Creator(s):** Mrs. Francis E. Clark

**Date Created/Published:** 1912

[http://lcweb2.loc.gov/cgi-bin/ampage?collId=gdc3&fileName=scd0001\\_20040315002oupage.db](http://lcweb2.loc.gov/cgi-bin/ampage?collId=gdc3&fileName=scd0001_20040315002oupage.db)

**Title:** [View of Ellis Island, N.Y., looking across water toward immigration station]

**Creator(s):** George Grantham Bain Collection

**Date Created:** 1913

<http://www.loc.gov/pictures/item/2001704443/>

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## Description of Procedure

1. Have list of key words from book prepared on chart paper.
2. Ask students if they know anything about the words.
3. Read story and have students hold up some kind of sign when one of the listed words is mentioned to help them focus on the word and try to comprehend the word in context. Also while reading in an interactive way, bring up some other points (the items they could bring, how they were feeling, their reason for leaving Poland, etc.)



4. Show students the picture of [Ellis Island](#) when Kryisia talks about seeing it for the first time in the book and the [picture of the immigrants in “pens” during the examination](#) that Kryisia goes through in the story.
5. As a group, analyze the images, being sure to cover when and who created the image. Also, have students think-pair-share for a few minutes with two different classmates about what they notice and how that makes them feel.
6. If necessary, read the story again and have students add more definitions or new words.
7. Once read, briefly go through the words and what they mean/their significance in the larger lesson. Also read the “About this Book” on the back page of the story, which has more information.
8. Present [the map](#) and show them that many people who came through Ellis Island came from Europe.
9. Ask students if they know where they are from and add these to another list on the chart paper. Mark countries on map and for those in Europe draw a line to Ellis Island and say these students’ ancestors may have come to America by way of Ellis Island.
10. Have students go back to sit in their desk clusters or break them into more equal groups. Each group will get a short passage from [“Our Immigrants at Ellis Island.”](#)
11. The group will be asked to make a list of some of the facts and some of the feelings that immigrants may have been experiencing.
12. Have groups present their information and write what they come up with in two chalkboard splashes (one side with facts, one side with feelings and thoughts).
13. Ask students if they ever experienced these thoughts or feelings and when. Have a few students volunteer their ideas.
14. Summarize that the immigrants had to go through a lot just to get into the country and it ranged from not knowing the language, to exams, to illness, to leaving everything behind in Europe, to fear and excitement for the new life they were starting. Some came as the first in their family, some, like Kryisia came to meet up with family that had traveled earlier but could not afford to bring their wives or children.
15. Give [“Land of Promise”](#) to students and make observations as a group (make notes on board of these observations). Students may identify with a specific immigrant, but should contribute what they are seeing in the image.
16. Individually, have students write thought/speech bubbles for what the people in this image may have been thinking, feeling, talking about, etc. during their journey to, and their wait at, Ellis Island. Students can use the chalkboard splash or think of their own ideas. They must write speech/thought bubbles for at least three immigrants in the picture.

### Extensions

Become an Immigrant Child Traveling to America by Way of Ellis Island:

Students will write a journal entry taking the perspective of one immigrant child. They may select where they are coming from and elaborate on their experience traveling to and awaiting entry into the United States from Ellis Island. The student should include information on the reason they are traveling to the United States, how they feel about it, what the boat trip was like, how long it took, what happened when they arrived at Ellis Island, etc. At least five examples should be included from the class reading, but accurate creativity is encouraged.



**Evaluation**

Students will be informally assessed during the group activities, such as, the vocabulary list, their ancestry, their summarizing and inferring feelings from the selected readings, and their own experiences. The formal assessment will take place when the “Land of Promise” speech bubble pictures are collected and reviewed. Their understanding of the experiences and possible feelings of the immigrants will be the focus of assessment.

