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| PROJECT TITLE: Angel Island, “Passing Through the Eye of the Immigration Station Needle” <sup>1</sup> |                                                           |
| AUTHOR: Dingani Mthethwa                                                                              | SUBJECT & GRADE LEVEL<br><b>U.S. History II-7th Grade</b> |

### **CLASSROOM PRACTICE (DOCUMENT #1)**

**1. HI Overview & Teaching Thesis:** So much attention has been focused on Ellis Island as if this was the only entrance for immigrants into the United States. This lesson brings Angel Island at the center of immigration politics. It allows students to learn how United States was dealing with foreign countries during times of war and times of peace by drawing conclusions from oral evidence and primary sources left behind by immigrants who entered U.S. through Angel Island. At the time when United States is struggling with immigration policies, the history of Angel Island becomes relevant and can provide lessons to the present day policy makers about immigration challenges.

**2. Suggested Grade Level and Length of Activities: 7th Grade--90 minutes x 2 days**

**3. Significance & Relevance:**

Students will enjoy learning to participate in the making of history by reconstructing and reinterpreting primary sources and oral evidence and make big persuasive conclusions. This lesson helps young people to move away from the conception of history as a list of discrete facts as they realize that primary sources are central to understanding the past and become historical thinkers.

• **Selected State & National Standards – Virginia Standards of Learning:**

- USII.1** The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
  - a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
- USII.2** The student will use maps, globes, photographs, pictures, or tables for
  - c) locating the 50 states and the cities most significant to the historical development of the United States.
- USII.4** The student will demonstrate knowledge of how life changed in U.S. after the Civil War by
  - b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;

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<sup>1</sup>I got the phrase “Passing Through the Eye of the Immigration Station Needle” from Helen Zia, the author of *Asian American Dreams: The Emergence of an American People*, it was in one of her ccomments in her review of Erica Lee and Judy Jung’s book *Angel Island: Immigrant Gateway*.(New York: Oxford University Press, 2010)

### **OAH Historical Inquiry Skills:**

**Historical Comprehension**-students will examine primary sources to develop understanding of the process and treatment of immigrants in United States immigrants stations.

**Historical Analysis and interpretation**- Students will read use primary sources, watch online video clips of interviews from immigrants and them to create ideas and draw conclusions about the experience of immigrants in Angel Island processing stations. Through primary sources students will learn to consider different point of views which will move them from concrete observations and facts to inferences about the materials.

**4. Technology (if applicable)** - The primary sources will accessed from internet and students will create a PowerPoint presentations.

### **5. Modifications, Differentiation, and Extensions:**

Students with special needs or those who require individual modifications will be given simplified examples of the primary documents. Instead of video clips, these students may have a choice of hard copies, where documents will be reduced and the wording will be simplified to address learner needs. ESOL students may require that a teacher use the same documents but provide additional wording in [brackets]. Students will then read words they are more accustomed to. Students who finish early may create a variety of performances: television interview, CNN documentary, or a talk host program based on one the primary sources they just read.

## 6. Lesson Overview

| Guiding Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Activities to support objectives and assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>TITLE:</b><br/>Angel Island, "Passing Through the Eye of the Immigration Station Needle"</p> <p><b>GUIDING QUESTIONS</b></p> <p><b>Question A:</b> What were the experiences of immigrants who came through Angel Island Immigration Station?</p> <p><b>Question B:</b> Why did immigrants have different experiences in Angel Island?</p> <p><b>Question C:</b> What was the role of class, gender, and race in determining immigrants' admission to United States?</p> | <p><b>AS A RESULT OF THIS LESSON STUDENTS WILL BE ABLE TO:</b></p> <p><b>1.</b> -analyze primary sources to create ideas and draw conclusions to answer the guiding questions</p> <p><b>2.</b> - present persuasive opinions backed by facts to support arguments based on primary sources and oral evidence from immigrants</p> <p><b>3.</b>-recognize that America has always struggled to make choices determining which people could join the country</p> <p><b>4.</b> -understand that U.S. domestic policies are sometimes influenced by global politics</p> | <p><b>ASSESSMENT:</b></p> <p>Venn diagram to identify and compare important facts about Angel Island and Ellis Island (supports <b>Objective 1</b>)</p> <p>Cornell Note Taking graphic organizer to analyze primary sources(supports <b>Objective 1</b>)</p> <p>PowerPoint to discuss immigrants experiences in Angel Island(supports <b>Objective 1,2,3 and 4</b>)</p> <p>Rubric for Peer Evaluation during a PowerPoint presentation.</p> <p>Two paragraph reflective summary (supports <b>Objective 3 and 4</b>)</p> | <p><b>1.</b> Students will be introduced to Ellis and Angel Islands through poetry from Emma Lazarus's poem, "The New Colossus" and Cloud an unknown author of one of the poems translated from the inscriptions on walls of Angel Island. They will spend few minutes thinking about what the poems were describing in these poems.</p> <p><b>2.</b> Students will use internet to read about Ellis Island and Angel Island and use a Venn diagram to compare the general background of the two stations.</p> <p><b>3.</b> Students will to read, watch video clips of interviews and analyze them to big draw conclusions about the experiences of immigrants in Angel Island. They will use Cornell Note taking graphic organizer for notes and prepare a four slide PowerPoint presentation for their conclusions.</p> |

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|  |  |  | <b>4.</b> Students will fill out Rubrics for Peer Evaluation to evaluate their peers' presentations. This will make sure they pay attention. |
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## 7. Related Materials and Resources:

- Secondary Sources: Classroom text books
- Computers with internet access
- Primary Source documents (hard copies)
- Venn diagrams
- Cornell Note Taking graphic organizer
- U.S. Maps

## 8. Annotated Instructional Bibliography

Erika Lee and Judy Jung, *Angel Island: Immigrant Gateway*. (New York: Oxford University Press, 2010)

Judy Yung, "A Bowlful of Tears" Revisited: The Full Story of Lee Puey You's Immigration Experience at Angel Island", *Journal of Women Studies*, Vol. 25, No. 1 (2004), pp1-22

Paul Lauter, "Teaching History through Immigration Stories", *OAH Magazine of History*, v13 n2 (Winter, 1999) p10-13

Rita G. Koman, "Ellis Island: The Immigrants' Experience", *OAH Magazine of History*, Vol. 13, No. 4 The Gilded Age (Summer, 1999), pp31-37

Robert Eric Barde, *Immigration at the Golden Gate: Passenger Ships, Exclusion, and Angel Island*, (Connecticut: Praeger Publishers, 2008).

Robert Barde and Gustavo J. Bobonis, Detention at Angel Island: First Empirical Evidence, *Social Science History* 2006 Volume 30, No. 1: pp103-136

Roger Daniels, "No Lamps Were Lit for Them: Angel Island and the Historiography of Asian American Immigration", *Journal of American Ethnic History* Vol. 17, No. 1, Fall, 1997

Vincent J. Cannato, *American Passage: The History of Ellis Island*, (New York: Harper Collins Publishers, 2009).

*Tell Me More* from NPR News

### Websites

<http://www.youtube.com/watch?v=l5I10diAjGc&feature=related> (Angel Island Background)

<http://www.youtube.com/watch?v=5rz5whByOts&feature=related> (Angel Island Profile)

<http://www.aiisf.org/mediat/132-press-releases> (The Angel Island Immigration Station Foundation Executive Director, Eddie Wong was featured on National Public Radio's show "Tell Me More" on February 16, 2009. You can hear him talk with host Michel Martin about the significance of the Immigration Station as a national symbol of Pacific Immigration)

<http://www.aiisf.org> (The Angel Island Immigration Station Foundation has posted many Angel Island stories and short films on their web site, under "Immigrant Voices." You can also read the Poetry on Barrack Walls from this website)

<http://www.youtube.com/watch?v=YgBrZNUR2H0> (Soto Shee, a story of a Chinese women who lost a baby while detained on Youtube, )

<http://www.youtube.com/watch?v=vuXmeOqXsZo&feature=related> (Filipino immigrant, Felipe who was coming from Philippines, a U.S. national, he did not have a problem in entering U.S.)

<http://www.youtube.com/watch?v=vflhNeamujQ&feature=related> (Interview with Harmon Wong-Woo)

<http://www.immigrationlawyers.net/48-ellis-island-immigrant-stories/>(48 Ellis Island Immigrant Stories)

<http://library.thinkquest.org/20619/Eihist.html> (This will help you with general background of Ellis Island)