

ANGEL ISLAND, "PASSING THROUGH THE EYE OF THE IMMIGRATION STATION NEEDLE"

Title: Angel Island, "Passing Through the Eye of the Immigration Station Needle"

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Key Words: immigration, Ellis Island, Angel Island

Grade Level: 7th

Time: 90 minutes x 2 days

Lesson overview:

This lesson covers a brief history of Angel Island and Ellis Island. Through the stories of immigrants, students will have an opportunity to learn about the experiences of immigrants in Angel Island. Students will read, watch short video clips of interviews, analyze primary sources and draw conclusions about immigrants' experiences in Angel Island immigration processing stations. Students will use a Venn diagram to compare the general background of Angel Island and Ellis Island, complete a Cornell Note Taking graphic organizer to analyze primary sources, create a PowerPoint presentation to draw conclusions about the experiences of immigrants in Angel Island, and write a one paragraph reflection summary.

Guiding Question(s):

- What were the experiences of immigrants who came through Angel Island Immigration Station?
- Why did immigrants have different experiences in Angel Island?
- What was the role of class, gender, and race in determining immigrants' admission to United States?

Learning Objectives: As a result of this lesson, students will be able to:

- analyze primary sources to create ideas and draw conclusions
- present persuasive opinions backed by facts to support arguments
- recognize that America has always struggled to make choices determining which people could join the country
- understand that U.S. domestic policies are sometimes influenced by global politics

Standards of Learning & Essential Historical Skills:

- USII.1** The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- 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
- 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
- explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;

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 use primary sources to draw conclusions about the experience of immigrants in 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.

Assessment Tools: (see Addendum, Document 1)

- Venn diagram to identify important facts about Angel Island and Ellis Island
- Cornell Note Taking graphic organizer to analyze primary sources
- PowerPoint to discuss immigrants experiences in Angel Island
- Rubric for Peer Evaluation during a PowerPoint presentation.
- Two paragraph reflective summary (Homework)

Materials/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

Differentiation/Modification:

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.

Extension Activities:

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.

Instructional Procedures/Process

DAY ONE

Activity1: Introduction

10 minutes

Teacher will begin the class by giving students two short documents: one stanza from Emma Lazarus's poem, "The New Colossus" and a stanza from Cloud an unknown author of one of the poems translated from the inscriptions on walls of Angel Island.

Teacher: take a look at the two poems written by two different immigrants at different times for different purpose. Talk to somebody sitting next to you and think about what they were describing in these poems.

See **Document A in the Appendix**

The teacher will lead a short discussion to introduce immigration: Ellis Island and Angel Island as the entry points for immigrants to U.S. The teacher must introduce the two processing stations through which immigrant populations entered the U.S. These documents will help students to form a generalization about the two immigrant processing centers.

Activity 2: Comparing Ellis Island and Angel Island Using a Venn diagram

40 minutes

Procedures:

Teacher: *Today, you are going to read about Ellis Island and Angel Island and use a Venn diagram to compare these two stations. I have divided the class into pairs who will work together and be responsible for researching facts about the background of the two islands and to come up with generalizations. There are several websites that you can use, which I will provide for you. Although you are working in pairs, each student must complete a Venn diagram. You will be required to focus on certain categories which I have listed on a worksheet.*

The teacher will give students copies of blank Venn diagrams, handouts of a chart with categories and a list of websites with information about Ellis Island and Angel Island. The categories include: identifying **a) the physical location of the island, b) the period each station was built and when it was closed, c) the reason why the station was built, d) the nationalities served through each station, e) the general facts about procedures and medical tests before an immigrant was ready to enter to the U.S.** The teacher should walk around to make sure that the sites are appropriate and have reliable sources.

-Teacher: *We're going to begin to use the internet to access online documents to start our assignment. You will complete a Venn diagram with facts to compare Angel and Ellis Islands focusing on categories I provide to you. I want you to read different sources from this list and start making generalizations. You have to address at least six categories, Three from SECTION A and three from SECTION B. You will have 30 minutes to complete this assignment.*

-The teacher will model the assignment by completing the Venn diagram on the locations of the two Islands: *the Ellis Island was in the Atlantic Ocean while Angel Island is located in Pacific.* The students will write this information in the appropriate part of the Venn diagram. The teacher will ask students to think about common facts between the two islands. At this point students should be able to remember that both islands were immigrant processing stations. The teacher will write that statement at the center of the diagram.

-The teacher will move around the room while students are working to help, encourage and answer students' questions. The teacher will be available to help students and to monitor that students are on task and to make sure that students are using appropriate websites.

Summarizing Notes from a Venn Diagram

30 minutes

-After 40 minutes, the teacher will project (docu-camera) a blank Venn diagram and write facts about the two islands as the class provides answers from their notes. This is an opportunity for the teacher to cover important general facts about the two islands including the facts relating to SOLs.

Teacher: *Use your notes from your Venn diagrams to help me complete this Venn diagram. If there are facts that I write and you did not cover in your Venn diagram, please add them so that we all have same information because you will need them for tomorrow's activity.*

Closure:

-The teacher will direct students to think about the next day's activity which will expand from today's assignment.

Teacher: *Tomorrow you will be given additional online primary sources (stories of individual people) about their experience in Angel Island. You will be expected to read and analyze them and draw conclusions about the experiences of immigrants in Angel Island. I will give you guiding questions that will help you to analyze these stories. You will take notes using the Cornell Note taking graphic organizer and prepare a four slide PowerPoint presentation.*

DAY TWO

Do Now: The teacher begins the class with a quick review from the previous day's activity. **What were the major differences between the two immigration stations?** **5 minutes**

Teacher: Today you will be given additional online primary sources (text and videos), stories of individual people who came to United States through Angel Island. You will be expected to read and watch short video clips about their stories of immigrants, analyze them and draw conclusions about the experiences of immigrants while on Angel Island. The following questions will serve as guidelines for your search:

- *What were the reasons for immigrating to United States?*
- *What were the experiences of immigrants in the Angel Island Immigration Station?*
- *What role did class, gender, and race play to determine immigrants' admission to U.S.?*
- *What can we learn from these sources about American immigration policy?*

Teacher: *You will take notes using the Cornell Note taking graphic organizer. These notes can be used to prepare a four slide PowerPoint presentation to draw conclusions about the experiences of immigrants in Angel Island.*

- The teacher will go over the directions, expectations and the scoring rubric.
- The teacher will also provide the historical context of the documents and give background information before the student analysis of the source.
- The students will receive a list of websites and hard copies of primary source documents (for ESOL & Special Need students), PowerPoint directions and a PowerPoint scoring guide. They need to cover at least three documents (two online and one hard copy) for this activity.
- Students will have 40 minutes for the class to read and analyze the stories of immigrants, take notes and to prepare PowerPoint presentations.
- The teacher will monitor student progress, provide guidance and answer students' questions.
- After 40 minutes, students will begin their presentations to class. Each student will receive Rubrics for Peer Evaluation during PowerPoint presentations to which they will fill out to evaluate their peers' presentations.
- After every pair has finished presenting, the teachers will debrief by asking students what they have learned from their sources and from their peers' presentations that they did not know before.

Closure:

Teacher:

- Given the experience of immigrants in the early 20th century:*
- What conclusion can you draw about immigration today?*
- Are today immigrants' experiences different from the one you learn about?*
- What is the reason the U.S. government keep immigrants out today?*
- Do we have an open or closed door policy?*
- Consider the border in Texas, the proposed immigration laws in Arizona and Georgia*

The discussion will be flexible and will take different directions depending on the students' knowledge about immigration issues today.

Grouping and Pacing:

- The teachers will have students work in pairs. The teachers will be responsible for creating pairs by considering different strengths and different personalities.
- A teacher should be aware that some students work faster. Additional assignments must be prepared for the groups that work faster.

By working in pairs, the students will be able to discuss and share ideas. Also, the students will be able to work together to evaluate sources and defend ideas.