

Title The Experience of Ellis Island

Key Words Ellis Island, Citizenship, Immigration

Grade Level First

Time Allotted 45 minute lesson

Lesson Overview	Students will learn about what immigration is and how people immigrate to the United States through a read aloud and real life pictures. The teacher and students will discuss different reasons why people immigrant to the United States.
Guiding Question(s)	What was the experience of Ellis Island like for an immigrant coming to the United States in the early 1900's? Who was and who was not permitted through Ellis Island?

Learning Objectives (SWBAT – Students Will Be Able to)

1. The student will be able to define immigration.
2. The student will be able to explain why and how people immigrated to the United States.

Standards of Learning

Civics

- 1.12 The student will recognize that communities in Virginia
- c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

OAH Historical Skills Taught:

Historical Comprehension The students will look at and analyze primary source documents to develop an understanding of what experience of Ellis Island was like for immigrants.

Historical Issues-Analysis and Decision-Making- the students will identify issues and problems within the Ellis Island experience and discuss their feelings on the way the immigrants were treated.

Materials/Resources (List of Annotated Primary Sources [embed or attach if possible] and Additional Materials – Teacher Guides, PPT, question frames, class worksheets/assessments, answer keys, etc)

Day One

Chart paper for K-W-L (examples of chart are in lesson plan kit)

Pictures of animals migrating

Read Aloud Journey to a New Land by Kimberly Weinberger

Exit Slips

Modifications (to meet needs of diverse learners)

Day one modifications: The higher learners will be expected to illustrate and write how and why immigrants migrated to the United States in the early 1900's. The lower learners will be encouraged to write but only be graded on their illustrations.

Day 1

Instructional Procedures/Process

1. Gather the class on the rug and write the word migration on chart paper. Ask the children what they have previously learned about migration. What are the reasons we learned that animals migrate? (weather and environment) Ask the children, "Do you think anything other than animals might migrate?" Tell the children that people also migrate and that someone in their family at one time migrated to the United States.

2. Make a K-W-L chart for the word immigration. Discuss what the children already know about immigration and write it under the "K". Ask the children what they would like to learn about immigration and write it under the "w" for what they want to learn.

3. Show the children a picture of Christopher Columbus sailing to America. Discuss how at first the United States was only Native Americans and then he Famous American we learned about Columbus came over on a ship from another country. The people who came on the ships from other countries were immigrants. Write the word immigrant under migration. An immigrant is a person who comes to a country to live there. What are some ways people are might immigrate or come to a new country? Discuss with the children the different types of transportation that may be used to immigrate in the past and present. Write how under immigration and list the ways the children thought of on chart paper. (ships, cars, walking, trains, and airplanes) Question the children on why people might leave their country to immigrate to a new country? Discuss different possibilities as a group. Write why under how on the piece of chart paper and list the different reasons why the children thought of on the chart paper (job, money marriage etc.).

4. Now I want you to close your eyes and imagine that you had to leave your home and you would never come back. You and your family are going to immigrate to a new country. Think about who you would say goodbye to, your friends, teachers, neighbors, and everyone you knew. Think about what your new life will be like. People will be coming from all over the world to find a new home in America. There will be people who speak different languages, wear different clothes, and have different customs and traditions. Many immigrants came through Ellis Island. I want you to open your eyes and look at this picture of Ellis Island. What do you notice about the picture? Why do you think people had to enter the country through a station where they were inspected? Why do you think the station was on an island?

We are going to read a story about an immigrant named Elda Del Bino Willitts and she is an immigrant who traveled to the United States from Italy in 1916. (Point out Italy on a map) She left her home and friends when she was seven years old to find a new life in America.

Show the children the cover of the book read aloud title and author and illustrator.

Suggested talking points during the story:

You could assign the children partners and have them complete a Think, Pair, Share for each question or have them answer the questions as a whole group.

Page 6- How do you think Elda feels since her father has been gone for years?

Page 7- The author said “some people in Italy didn’t believe girls should be educated” that means that some people thought girls shouldn’t go to school. Why do you think some people believed that in 1916? What would girls do if they did not go to school? Is that fair?

Page 11- What happened to the *Ancona* the first ship that Elda’s family was suppose to travel on but missed it? (it had been torpedoed and sunk)

Page 12- What did she take with her on her journey? What would you take?

Page 16- Is the gentleman being honest with Elda? Did one of his eyes really fall into his pocket?

Page 21- What would you do if you were Elda and doctors were trying to examine your eyes? Why would they examine your eyes?

You may choose to stop reading once you reach page 23 and Elda and her family reach America and pass through Ellis Island. If you continue to read the children will find out what happens to the family once they reach America.

Questions for the after reading:

1. How do you think Elda felt while she was traveling to America?
2. Would you want to have to make the trip to America?
3. What do you think Elda’s experience on Ellis Island was like for her? How do you think she felt?
4. Why and how did Elda’s family immigrate to the United States?

While reading, you may choose to discuss the following vocabulary words with the children to help with their understanding of the story.

Rare (page 4) something that is very uncommon

Educated (page 7) to provide schooling for

Postpone (page 9) to put off till a later time

Cruel (page 9) causing or ready to hurt others

Vast (page 16) very great in size

Deportation (page 17) to force a person who is not a citizen to leave a country

Closure

There are two closure/assessment activities.

America on the World Stage
Teacher Scholars Program

The children will now be assessed on what they have learned about immigration today. Hand out exit slips to the class and give them 10 minutes to complete. The children are to define immigration on their own either by words or illustrations or both.

The children will each be given a sticky note. On their sticky note they are to write something new that they learned today about immigration or Ellis Island. After they are done writing they are to post it on the “L” of the K-W-L chart.