

Title The Experience of Ellis Island

Key Words Ellis Island, Citizenship, Immigration

Grade Level First

Time Allotted 45 minute lesson

Lesson Overview	The students will be introduced to the immigration station Ellis Island and participate in a reenactment of the experience of Ellis Island.
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 participate in a reenactment of the journey through Ellis Island. They will learn about the process immigrants went through while traveling through an immigration station.
2. The student will be able to make a comic strip of how they felt during their reenactment experience.

Standards of Learning

- 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

Power point
Journal Entry Page
Comic Strip Page
Immigrant Cards
Inspector notes
Photos of Ellis Island
Chalk
Map of World
Small Sticky Notes
Sticky Notes
Currency - you may choose to use money from math unit supplies
Literacy test
Puzzle Test
Train tickets

Modifications (to meet needs of diverse learners)

The higher learners will be expected to illustrate and write on their comic strip about their experience during the Ellis Island reenactment. The lower learners will be encouraged to write but only be graded on their illustrations. There will also be an extension journal activity offered on Day 2.

Instructional Procedures/Process (How will you guide your students through this activity)

Instructional Procedures/Process

- 1.** Gather the children on the rug and look at K-W-L chart from yesterday. Read over the different things children wrote on their sticky notes for what they learned about immigration and Ellis Island. (If time permits in your schedule you may choose to finish the book from Day One here)
- 2.** Today we are going to learn about Ellis Island and what immigrants went through when they passed through the immigration station. You will learn about each stage of immigration process and what happened during each part of Ellis Island. You will also be able to participate in a reenactment of what the immigrants went through while on the island.

3. I would suggest having parent volunteers or students from another older grade come and assist you with the reenactment. The older students or parents will take on the role of the inspectors while the children will take on the role of the immigrants. Hand out inspector cards to student or parents volunteers. The inspector's cards will come with an explanation of what they are expected to do for each room. The cards will also list each immigrant. Since over 80 percent of immigrants passed through Ellis Island during the time period of our reenactment without difficulties, we are going to let all the first grade children pass through. If you have a parent or older student who is willing to be the deported immigrant, I would recommend doing so. Hand out immigrant passports to each child. The children will be pretending to be this immigrant as they pass through Ellis Island. The majority of the immigrant cards are famous people who the children may recognize who went through Ellis Island.

Extension: Every immigrant card except the immigrant that is deported is a famous person. You may want to take your class to the computer lab so they can research their immigrant and learn who they were and why they were famous in the 1900's.

4. Begin power point and reenactment. At the beginning of each slide, there is an introduction to each room and a short summary of what took place in this room during the immigration process. Please click on the speaker and listen to the short sound clip. The children will listen to this first and then go through the inspection.

Power Point Slide 1- This slide is of the outside of the building
The children will not go through an inspection here. This is what they would see first when entering arriving on the ship. This would be a good time to talk about how the immigrants might be feeling when arriving at the island.

Think back to our read aloud Journey to a New Land and the main character in the story Alda. How did she feel when she arrived at Ellis Island?

<http://teacher.scholastic.com/activities/immigration/tour/stop1.htm>

If you click this link and click on sound you can hear a man tell his accounts of arriving at Ellis Island.

Power Point Slide 2- This slide is of the Baggage Room

The children will also not go through an inspection here. This is where they would have left their belongings until they had gone through the inspection process. What do you see in this room? What do you think it was used for?

Power Point Slide 3- This is the Great Hall Stairway

The children will go through their first medical test here. They will have to climb the stairs while the inspectors will be watching. You could take the children somewhere to climb stairs in your school or explain what happens during this inspection to the children.

Explain to the children if an immigrant could not climb the stair successfully they would be marked with chalk on their back. For instance if the inspector thought they had back problems he would mark a "b" on their back or "ft" for feet.

Power Point Slide 4- This is the Medical Exam

Medical Exams were required for all immigrants by 1917. Medical exams were done to find immigrants who had contagious diseases or conditions that would keep them from working.

The inspector's note card will say if they are to let the immigrant pass through inspection or if they have a contagious disease or condition. This was the scariest exam for many immigrants because it included the eye examination. The children should remember the eye examination from the previous days reading. Discuss with the children that during the eye examination a medical examiner would insert a hook like instrument into the upper eye lid to expose the upper part of the eyeball.

For the purpose of our reenactment simply pretend to look into the children's eye and ask them to walk back and forth.

Power Point Slide 5- This is the Great Hall

The Great Hall was a large waiting room where the immigrants waited for their interviews with legal inspectors after they passed their medical exams.

The children will not go through an inspection here but it is a good time to discuss how they are feeling about the process of Ellis Island. You may want to ask how they believe an immigrant might feel while waiting in the Great Hall before going to the legal inspection.

Power Point Slide 6- This is the Legal Inspection

The immigrants have to prove here that they can legally come to the United States by proving their country of origin and where they expected to live in the United States. By 1921, immigrants had to pass a literacy test and show a passport or visa to enter the U.S.

Here the children will have to show their passport and read a short paragraph to the inspector. The paragraph is in the attachments along with the passport. During the legal inspection the inspector may ask them question such as the following listed below.

1. What's your name?
2. Can you read and write?
3. Are you married?
4. Have you ever been in jail?
5. Have you ever been sick?
6. How do you feel now?
7. Do you have a job waiting for you?
8. Is someone waiting for you?
9. Do you have money right now? How much?

Power Point Slide 7- This is a Money Exchange Slide

Here the immigrants can exchange money from their homeland for U.S. money and purchase train tickets. In 1909, a law was passed that required all immigrants to have twenty dollars to be allowed in the U.S.

Here the children can buy a train ticket or exchange money for U.S. dollars.

Power Point Slide 8- This is the exit from the Island

After the children exit Ellis Island and become U.S. citizens have each child come up to a world map and help them plot on the map their country of origin with a small sticky.

Discuss with the children how their sticky notes are all over the world and that they came from all over the world to the U.S. People have come from many different places to the United States and brought their different cultures and traditions.

Closure:

The children will now reflect on their experience during the Ellis Island reenactment. The children will be given a comic strip with seven labeled slides for the different stages of the Ellis Island process. The children will have to illustrate what happened during each stage of the process. The higher learners are expected to illustrate and write text to complement their illustrations. The lower learners will be encouraged to do both, but will not be graded on their writing.

Optional Extension: Have the children complete a journal entry of their feelings during the Ellis Island reenactment. Did they feel like they were being treated fairly? What were their feelings during the different stages? Were they nervous like Elda during the medical exam?

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Example of K-W-L

K (What I Know)	W (What I Want to Learn)	L (What I Learned)

Animals Migrating

Birds migrating by flying





Whales migrating by swimming



Zebras migrating by running

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Exit Slip on Immigration

Name_____

Define immigration in the box below.

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Name _____

How did you feel during your Ellis Island reenactment? Write a journal entry about your experience.

Dear Journal,

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Ellis Island Pictures



Main room –Inspection Room

<http://www.loc.gov/pictures/item/det1994018383/PP/>

Library of Congress



Immigrants Awaiting Examination
Library of Congress

<http://www.loc.gov/pictures/resource/ppmsc.00056/>



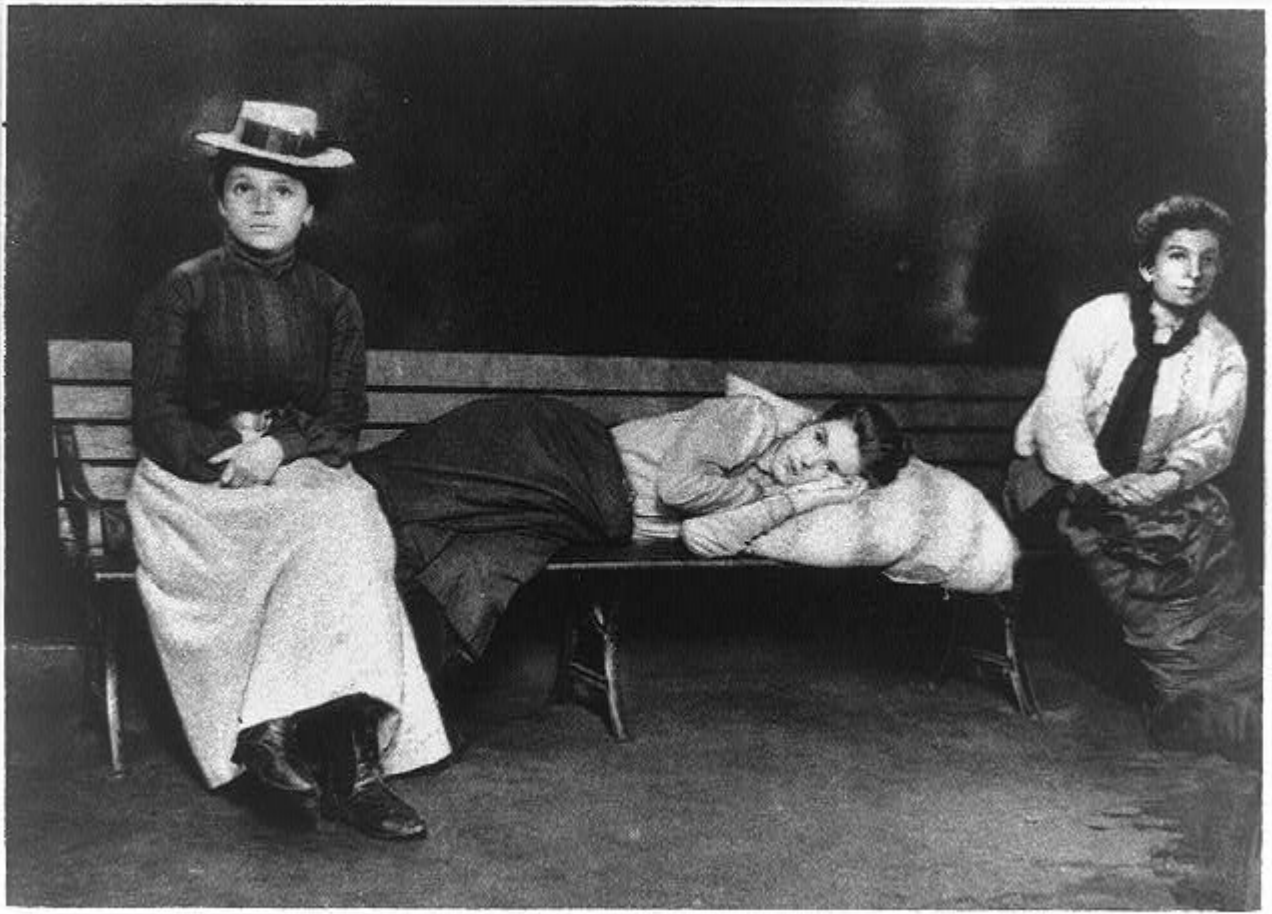
Immigrants just arrived from Foreign Countries—Immigrant Building,
Ellis Island, New York Harbor. Copyright 1904 by Underwood & Underwood

Immigrants arrive from foreign countries
Library of Congress
<http://www.loc.gov/pictures/item/97501095/>



Young immigrants who had just arrived
Library of congress
<http://www.loc.gov/pictures/item/ggb2005022285/>

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Held at Ellis Island immigrants to be taken back by steamship company that brought them

Library of Congress
<http://www.loc.gov/pictures/resource/cph.3b39450/>

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<http://www.flickriver.com/photos/tags/buttonhook/interesting/>

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Train Ticket

To:

From : New York, NY

Date:

Time:

Train Ticket

To:

From : New York, NY

Date:

Time:

Literacy Test

A Ball For My Dog

by Stephenie Hovland

My dog found a ball.
It was a yellow ball.
My dog loves to chew.
He chewed the yellow ball.
My dog found another ball.
It was a red ball.
My dog loves to play.
He played with the red ball.
My dog found another ball.
It was a blue ball.
My dog loves to run.
He ran after the blue ball when I threw it.
I need to find another ball for my dog.
What color should it be?
What will my dog do with the next ball?

Columbus Landing



<http://www.loc.gov/pictures/item/92508443/>

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<http://www.loc.gov/pictures/item/92504590/>

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Puzzle Test

Circle the two matching faces.

