

Teacher: Diana Garcia-Rincon	
Title: A Journey through Ellis Island	Subject: US History
Topics: Ellis Island	Grade: 9-12
Lesson Duration: 1 week	School: Pueblo County High School (ESS)
Education Designs Lesson/ Unit Plan	
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This assignment can be a resource in its self. Immigration to America can actually be a history of the United States. The students will develop a sense of pride in his/her background. This is evident when students give their oral reports.
<b>National Standards for History Era:</b> <a href="#">Link</a>	<a href="#">Era 6 Standard 2</a> : Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity
<b>Standard(s):</b> <i>State, Local or National</i>	<b>Standard: 2</b> 1.2 – History: Gathering information from multiple sources, including electronic databases, to understand events from multiple resources. 2.3 – Apply knowledge to the past to analyze present day issues and events from a multiple, historically objective perspectives. What students know and are able to do.  <b>Standard: 1</b> 1.1 - Geography: Students know how to use maps, globes, and other geographic, tools to acquire, process, and report information from spatial perspective. What students know and are able to do includes
<b>Themes/Concept:</b>	Using Multiple Intelligences in this unit, students will visit Ellis Island sites to learn about the patterns and history of immigration in this country. These explorations will serve as a personal link for students to the historical importance of immigration in United States history.  Students' research will include using Internet resources as well as library resources. Students will visit sites set up by other students that are related to the concepts of immigration.  Students will read and discuss selected library resources about children and immigration and develop an understanding of the concept of immigration and reasons why people immigrate.
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	<ul style="list-style-type: none"> <li>• What were some of the reasons people immigrated to this country?</li> <li>• Who is an immigrant?</li> <li>• What are some of the some of the historical trends that have occurred in patterns of immigration to America?</li> <li>• When did people come to the United States?</li> <li>• Why did so many people die?</li> </ul>

	<ul style="list-style-type: none"> <li>• How did they come?</li> </ul>		
<p><b>Elements</b> (<i>What you want the students to understand</i>)</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn more about historical forces behind immigration.</li> <li>• Learn about history by conducting research on the Internet and using library resources.</li> <li>• Have the opportunity to learn from their peers by visiting sites set up by children that are related to the unit's concepts of immigration.</li> <li>• Learn about the resources available on the Internet through research and guided browsing.</li> <li>• Hear and understand the experience of immigrants from the immigrant's perspective.</li> <li>• Come to understand what the journey is, and has, been like for people who immigrate to this country.</li> </ul>		
<p><b>Launch Activity (Hook)</b></p>	<p>Read the story of a boy's journey. (Pass out to entire class) Class discussion about story. Let class know that I will be reading Seymour Rechtzeit to the students. We will have an oral discussion.</p> <p>Debrief:          What made it difficult for the immigrants to come to the United States?          Did anyone have it easy?          How did you work as a team?</p>		
<p><b>Knowledge &amp; Skills</b></p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p><u>Vocabulary</u></p> <p>Admission</p> <p>deportation</p> <p>detention</p> <p>dormitory</p> <p>immigrant inspect</p> <p>interpreter</p>	<p>Quota</p> <p>Admission</p> <p>America</p> <p>Ellis Island</p> <p>Newcomer</p> <p>Yiddish</p> <p>Deformity</p> <p>Poland</p> <p>Inspection</p> <p>Disease</p> <p>Calvin Coolidge</p> <p>Ferry</p> <p>Vaudeville</p> <p>Baggage</p>	<p><u>Skills</u></p> <p>Research (Internet and library )</p> <p>Team work-</p> <p>Social skills</p> <p>Problem solving</p> <p>Mapping skills</p>

**Lesson Methodology** (*How will you conduct the lesson; activities...?*)

**Assessment Evidence:** *What evidence will show that students met the learning goal?*

**Traditional Assessment** (Quizzes, Test, Selected Responses, Oral responses,)

Pre/post questionnaire, Ellis Island word search, Journal writing, Work in groups to create sections of a giant puzzle detailing an Immigrant's journey to America through Ellis Island.

**Portfolio Assessment**

Today, we are going to learn about another group of people. These people are called immigrants. Immigrants are people who leave their homeland to live in another country. Between the years of 1880-1920, thousands of Immigrants came from all over Europe and Asia to America. They traveled across the Atlantic Ocean and came through Ellis Island, a station in New York where Immigrants 'checked-in' to America. First, read the story of Seymour Rechtzeit to the students.

As you read, point out locations mentioned on the map.

Break the class into groups. Each group will be learning about a different section of the journey to America. Give each group a copy of a printout of each chapter of Seymour's story. You may also include other information or immigrant stories that go along with each section.

The goal of the lesson is to make a giant poster detailing the journey to America. Each group will be given a section of the puzzle to complete. Groups use their part of the story and the information they have to answer the questions on the puzzle piece. They should also draw lots of pictures on the puzzle piece to show what your section of the journey was like.

I will show student an example of one of the puzzle pieces, which will have questions answered and pictures drawn on it

**Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)**

Each group will make their puzzle piece. Then, assemble the puzzle as a class and review the journey to America. Each group can do a short presentation explaining their section.

**Student Self-Assessment**

Ellis Island bingo is a fun way to get students to review what they have learned by rereading, identifying main ideas, noting key people, places and events, in addition to reinforcing vocabulary words. Ellis Island bingo gives students practice in writing test questions and answers them. By putting the questions or clues on 3 X 5 cards the students can review by themselves or with a study buddy before the game is to be played or can be saved and used at a later date.

**Differentiation Associated with this unit**

ESS /ELL: print out, copy, or obtain books on other information that will correspond to each section of the story. For example, with the section entitled "Crossing the Atlantic," you could put down pictures of or accounts of the boat journey to America for Ellis Island immigrants.

GT: Students examine the experiences of immigrants during the 19th and 20th century. Using maps, they locate the countries where their ancestors are from and examine a line graph to discover the total number of immigrants who entered the United States. They identify the reasons they came to America and explore their experience at Ellis Island

**Resources and instructional tools:** *(Including Video Sources, Text Resources, Research Strategy)*

**Non-Fiction Resources**

Sam Ellis's Island, by B. Siegel (4-6 graders)

A historical chronicle of Ellis Island in its different incarnations. From chapters 5 onward the book describes the waves of immigration that our nation experienced. Some discussion of American citizens' opposition to immigration is also included.