**Immigration and Ellis Island**

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| **Strand** | History/Social Science | |
| **Topic** | Ellis Island/ Immigration | |
| **Primary SOL** | Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s USII.4  b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion; | |
| **Related SOL** | Skills - USII.1 - The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to  b) make connections between the past and the present. | |
| **Background Information** | Explain that an immigrant is a person who travels to a new country to live permanently. More than 12 million immigrants traveled to the United States between 1892 and 1954. The more than 12 million immigrants first landed at Ellis Island, an immigration station in upper New York. Between 1892 and 1954, the majority of immigrants that traveled to the United States were primarily from eastern and southern Europe (including Italy, Poland, and Russia).  Explain the following reasons for immigrating to the United States:   * Poverty * Intolerance (primarily religious)   Explain the following to the students:   * Many people had to travel across land in Europe to reach seaport and then travel one to two weeks across the Atlantic Ocean. * The amount of space and luxuriousness of your stay on the ship depended on class status. Those of lower class had less room and were often very crowded. * Nearly 3,000 people could be on one ship at a time. * Passengers on the ships (particularly lower class) had to be inspected before they could enter America. Many were sent back home for health reasons or because they could not pass inspection. * Officials originally expected no more than half a million immigrants, but in 1907, the millionth immigrant arrived.   Must know facts:   * Definition of immigrant: someone who travels to a new country to live permanently. * Millions of people traveled to Ellis Island in New York City seeking religious freedom and better opportunity. * The majority of immigrants came from eastern and southern Europe. | |
| **Hook/Engage** | Ask the students if they would ever consider taking only a few of their belongings and traveling to a completely new country. Have students share their responses. Tell the students that over 12 million immigrants brought only a few of their belongings and immigrated to Ellis Island in New York. Tell the students that nearly 40 percent of people in the United States today can trace their family roots back to immigration to Ellis Island. Play this video to show the student what Ellis Island looks like: [https://www.bing.com/videos/search?q=ellis+island+kids+video&FORM=VIRE5#view=detail&mid=74564B7D144D7C72B65F74564B7D144D7C72B65F](https://www.bing.com/videos/search?q=ellis+island+kids+video&FORM=VIRE5%23view=detail&mid=74564B7D144D7C72B65F74564B7D144D7C72B65F) | |
| **Vocabulary** | Define: immigration, immigrant, Ellis Island | |
|  | **Plan A** | **Plan B** |
| **Materials** | * Computer with Internet connection (for the teacher) * IPads with internet connection (at least 6 for student groups) * Visit: <http://teacher.scholastic.com/activities/immigration/tour/index.htm> * Worksheet to fill out while on the interactive tour | * World Map * Document Camera, **or** class set of atlases showing the world – mark eastern/southern Europe and Ellis Island. |
| **Student/Teacher Actions (delivery)** | 1. Using the map of the world, explain to students that in 1892 many immigrants began immigrating to the United States from eastern and southern Europe. Tell the students that an immigrant is a person who travels to a new country to live permanently. Tell the students that more than 12 million immigrants landed at Ellis Island in New York. Show the students where Europe and Ellis Island are located on the map. 2. Discuss with students why they think that these people in eastern and southern Europe would choose to leave their homes to move to the United States. Make sure to listen to student comments, then remind them that these particular immigrants left to escape poverty and religious intolerance. 3. Tell the students that in order to learn more about immigration and Ellis Island, we are going to take a virtual tour of the island. Allow students to work in groups and visit <http://teacher.scholastic.com/activities/immigration/tour/index.htm>. Ask the students to read, look at photos, and learn interesting facts from their tour. Tell the students they will need to fill out their worksheets while on their virtual tour. 4. Ask students to share what they have learned from doing the virtual tour of Ellis Island. Ask students to consider how immigration is similar or different to immigration today.   5. Reinforce the definition of immigrants and the reasons why immigrants from eastern and southern Europe traveled to Ellis Island.  6. Explain to students that tomorrow they will learn more about present day immigration. | 1. Same as Plan A – will provide students with more information from the background section as they will not be accessing all of the content on the virtual tour – do not show the video. 2. Same as Plan A 3. Activity in lieu of internet tour:   Ask why immigrants would want to go to an unknown, new land such as Ellis Island in the United States.  Record responses on sentence strips. Post the strips, and discuss which ones are valid reasons why the immigrants came to Ellis Island in the late 1800s and early 1900s, some examples include:   * Seeking religious freedom * Escaping poverty * Looking for work * Opportunity  1. Ask students what they have learned about immigration and the difficultly of traveling to a new country. 2. Same as Plan A 3. Same as Plan A |
| **Assessment** | Once they have completed their worksheets, ask them to share what they have learned about immigrating to Ellis Island. Ask the students if they think this was a difficult transition and why. Also ask the students how they think immigration to Ellis Island in the late 1800’s and early 1900’s is similar or different to immigration today. Collect the worksheets and use discussion participation as a formative assessment. | |
| **Extensions and Connections** | * Create a suitcase for each child to travel with. Tell the students to write the things they would take in their small suitcase. Ask them to consider where they are immigrating from and how they will travel to the United States. This should help students to conceptualize the difficulty and bravery associated with immigration. | |
| **Strategies for Differentiation** | 1. Explain the concepts of immigration and ask students to consider why people chose to travel to the United States. At the end of the conversation, tell the students that these specific immigrants traveled to escape poverty and religious intolerance. 2. Tell the students to work in groups and visit <http://teacher.scholastic.com/activities/immigration/tour/index.htm> - the teacher will group the students and there will be at least one reader above grade level in each group. This will ensure that each student has the help necessary in their group to complete the assignment. The teacher will also be circulating throughout for any difficulties encountered. | |

**Let’s Take a Virtual Tour of Ellis Island!**

**Please answer these questions as you follow the virtual tour of Ellis Island.**

1. Stop 1: The Arrival: Ellis Island opened in the year \_\_\_\_\_\_\_ and the first person to arrive there was \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who was \_\_\_\_\_ years old.
2. Stop 2: The Baggage Room: Immigrants left their \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the main building until they were finished with their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ examinations.
3. Stop 3: Stairways to the Great Hall: The first test the immigrants had to pass became known as the “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Doctors at the top of the stairs in the Great Hall were looking for anyone who was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If anyone was suspected of having difficulty or a medical disability, one of \_\_\_\_\_\_\_ different chalk marks was put on the person’s clothing. They were then sent for a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_. If not, they continued onto the Great Hall.
4. Stop 4: Medical Exam: By \_\_\_\_\_\_\_\_\_, complete medical exams were required for every immigrant. The main purpose of these exams was to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If their problem was curable, immigrants were sent to the island's hospital. If it was not, the steamship company that brought them would have to pay to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Stop 5: The Great Hall: The Great Hall was a large \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Immigrants waited for their interviews with legal inspectors. The process at Ellis Island took about \_\_\_\_\_\_\_\_\_\_\_ hours.
6. Stop 6: Legal Inspection: After passing the medical exams, immigrants had to prove they could legally come into America. They had to prove their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and where they expected to live and work once they entered the country. Inspectors rejected any immigrant with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or those suspected of being \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. By 1921, immigrants had to pass a \_\_\_\_\_\_\_\_\_\_\_ test and show a passport and visa.
7. Stop 7: Money Exchange: In the money exchange area, people exchanged money from their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Laws passed in \_\_\_\_\_\_\_\_\_ required each immigrant to have at least \_\_\_\_\_\_ dollars before they were allowed to enter America.
8. Stop 8: The Journey’s End: Why was this area called the kissing post? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What fraction of people then boarded a ferry to New Jersey? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did the remaining people who didn’t take the ferry to New Jersey, do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

http://teacher.scholastic.com/activities/immigration/tour/index.htm