

Tempest Tossed: Ellis Island

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Grade Level High School
Duration 1 class period

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface
 11. The patterns and networks of economic interdependence on the Earth's surface

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

MATHEMATICS

Mathematical Practice

MP. 3 Construct viable arguments and critique the reasoning of others.
 MP.4 Model with mathematics.

ELA

Integration of Knowledge and Ideas

11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

Production and Distribution of Writing

11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs
 HS.G1.2 Use geospatial tools and related technologies to construct relevant geographic data to explain spatial patterns and relationships. Key tools and representations such as Google Earth, story mapping, wayfaring apps, and other geospatial technologies

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
 HS.G3.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

HS.G4.3 Analyze patterns of interdependence.

Overview

Many immigrants came into the United States in the late 19th and early 20th centuries. Those coming to the east coast of the United States may have gone through the facilities at Ellis Island (1892-1954). Why

would thousands of people come and what would their lives be like in this new land? And how does this past experience compare to present day immigration?

Purpose

Tempest Tossed: Ellis Island

In this lesson, students examine the migration of people to the United States during the time of Ellis Island and the basic economics of their lives as American immigrants. They then will write on “Who had/has it harder? Yesterday’s or Today’s Immigrants.”

Materials

- Tempest Tossed Ellis Island reading and worksheet and Answer Key
- Calculators (optional)
- Transportation and Industry in the US in 1860 map
- Reading a Thematic Map worksheet and Answer Key

Objectives

The student will be able to:

1. Describe financial issues encountered by the immigrants.
2. Explain the implications of the railroad system on centers of industry and population.
4. Use multiplication to solve real world problems.
5. Research information on the Internet and document sources.
6. Write an opinion based on evidence.

Procedures

A recommended lesson prior to this one is Migration: “Push” and “Pull” Factors found at:

<https://geoalliance.asu.edu/migration> This lesson gives students the background on why people migrate.

Also recommended is American Dream found at: <https://geoalliance.asu.edu/Dream> This lesson give insight into modern day immigration.

SESSION ONE

1. Introduce the lesson by having students share what they know about Ellis Island. Distribute the Tempest Tossed: Ellis Island reading and worksheet. As a whole group, have the students read Tempest Tossed: Ellis Island reading and discuss any information.
2. Discuss financial solvency during the time period by having students generate a list of items that would need in a new living situation. Then have them focus on the fact that \$1.00 in 1900 would be worth about \$31.00 today. Discuss the first column of the table on the worksheet. Ask: Does everything seem cheap???

3. Give students a few minutes to determine the “today’s value” in the second column. Then instruct them to use their handheld devices to research and find the costs/wages for the third column. Instruct them to find a middle cost...not the cheapest but not the most expensive since all of these have price ranges. Collect their worksheets.

SESSION TWO

1. Distribute the Transportation and Industry in the US in 1860 map. Have the students work with a partner and answer the questions on the Reading a Thematic Map worksheet. Collect the worksheets and discuss how industry and transportation work hand-in-hand to provide economic benefits for a country. Then have them share how immigration works into this system (labor force).
2. Assign the following opinion paper: “Who Had/Has It Harder? Immigrants of the Past or Today’s Immigrants? Set the parameters for the paper (length, citations, validation of credible sources, etc.). Note: If you feel your students need more information about modern day immigration, complete the lesson American Dream <https://geoalliance.asu.edu/Dream> and then do the writing assignment.

Assessment

Mathematics

The table on the Tempest Tossed: Ellis Island worksheet can be graded for accuracy and completeness. Mastery will be considered 80% or higher.

Geography and ELA

The Reading a Thematic Map can be graded for correct answers. Mastery will be considered 80% or higher.

The opinion writing can be graded based on the criteria you set for length, credible sources, etc., or you can use the 6 Traits Writing Rubric in the area of Ideas and Content. Mastery will be considered a 4 or higher on the rubric.

Extensions

Have students set up a complete budget based on current costs to determine what kind of financial resources an immigrant must have to come to and live in America.

Sources

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Explorations in Iowa History Project; Malcolm Price Laboratory School University of Northern Iowa

Map Collections 1500-2003 Library of Congress
<http://lcweb2.loc.gov/ammem/gmdhtml/gmdhome.html>

Emigration to the United States in 1847
<http://www.theshipslist.com/1847/america.htm>

Immigration in the United States
http://www.yale.edu/ynhti/curriculum/units/1999/3/99_03.01.x.html