

Ellis Island: Entry to Opportunity

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Grade Level	5
Duration	2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 4: Human Systems

10. The characteristics, distribution and complexity of Earth's cultural mosaics.
12. The processes, patterns, and functions of human settlement

AZ Standards

ELA

Writing Production and Distribution of Writing

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

Arizona Social Science Standards

GEOGRAPHY

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

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

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

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

HISTORY

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Overview

From 1892-1924, more than twelve million individuals passed through Ellis Island. It has been estimated that nearly half of all Americans today can trace their family history to someone who passed through the Port of New York at Ellis Island.

Purpose

In this lesson students will learn about the history of Ellis Island and American attitudes toward immigration. Students will then look at their own family history.

Materials

- Rulers
- Colored pencils
- ½-inch graph paper
- Immigration Project sheet

- Ellis Island PowerPoint
- Brief History of Ellis Island
- Brief Timeline of American Immigration through Ellis Island reading
- Brief Timeline of American Immigration through Ellis Island Quiz and Answer Key
- United States Immigration Data 1820-1950 and Graph

Objectives

The student will be able to:

- Describe patterns of U.S. immigration.
- Construct a graph from family data.
- Complete a simple research interview.
- Identify key points in U.S. immigration policy.

Procedures

Note: This assignment may be challenging for Native American students who are not considered

Ellis Island: Entry to Opportunity

immigrants or children who do not know their biological backgrounds. You may need to think of an optional assignment or have them tell you how they would like to handle the assignment.

Prerequisite Skills: Students should have some experience with making a bar graph.

SESSION ONE

1. Begin the lesson by asking the class if they have heard of Ellis Island. Explain that Ellis Island is an important symbol of the United States, that it is a symbol of our belief in the rights and values of humans. It is also a symbol of how America welcomes immigrants—immigrants who have made America the multi-cultural nation that it is.
2. Ask for a show of hands: “How many of your ancestors came from some other country?” Make a list of countries shared by the students. (It is not expected that all students will respond at this time.)
3. Explain that the class will be doing a simple research project to find out the countries of origin of the students in the class. This information will then be turned into a bar graph that will reflect this data.
4. Project the Ellis Island PowerPoint. Discuss the images as students search for similarities and differences in clothing, hairstyles, etc. Have them look for emotion in the photos (sadness, happiness, afraid, confident, etc.).
5. Share the table of statistics and the graph that has been constructed from US immigration data. According to the graph, where do most Americans come from? (Germany). Where have the fewest Americans immigrants come from? (Africa). Are there any countries on the list that they have never heard of?
6. Project the Brief History of Ellis Island. Have students take turns reading the paragraphs. Explain the new vocabulary (gold piece, detained, excluded, etc.).
7. Pass out the Immigration Project sheet. Read over the data collecting sheet and explain that students will become researchers with their families tonight. Students have to ask family members about country(ies) of origin, sign their name to the form, and return it to school the next morning. Assure students who do not know this information that this is okay. They can also use stepparents and others in their research.

SESSION TWO

1. Have students share their countries of origin. Write the countries on the board and use counting

- marks to keep track of the number of families from each country.
2. Have students organize the data so that it can be interpreted. (greatest number of immigrants to least, or vice versa).
3. Show yesterday’s U.S. Immigration Graph to the class. Help the students decide what unit of measurement will be used on the graph paper. The graph from yesterday used figures in the millions. Would that work for their classroom?
4. Then determine the width of each bar (The more different countries the smaller the bars will be with 1/2 inch being the smallest bar possible.) Then have them decide what labels should be used for the X axis and the Y axis. Perhaps model making several bars with the students.
5. Explain how the graph assignment will be graded. Answer any questions that students might have.
6. Pass out graph paper. Remind students to make sure that each bar on the graph is labeled with country names, number of immigrants, measurement units and a title.
7. Distribute to the students the Brief Timeline of American Immigration through Ellis Island and the Quiz. Allow students to use this reading for the quiz.

Assessment

History and Geography

Using the Brief Timeline of American Immigration through Ellis Island reading, the graphs, and the PowerPoint, have students complete the quiz. Mastery will be seen as 80% or higher on the quiz.

Social Science and Writing

The graph can be graded using the following scoring guide:

Title	10 points
Country names	10 points
Numerical counts	10 points
Accuracy of graph:	30 points
Neatness:	20 points

Mastery will be considered 80% or higher of the total points.

Extensions

Have students map the locations from which their classmates’ families have originated on a world map.

Sources

History of Ellis Island

http://www.ellisland.org/genealogy/ellis_island_history.asp

Ellis Island: Entry to Opportunity

Photo Sources:

Immigrant Families at Ellis Island [Memory.loc.gov](http://memory.loc.gov)

Approved for Entry, These Immigrants Wait in the
Ellis Island Railroad Ticket Office

<http://www.archives.gov/press/press-kits/picturing-the-century-photos/immigrant-children-ellis-island.jpg>

Immigrant Family with Tags, at Ellis Island

Circa 1920 National Park Service

Immigrant Children archives.gov

Hungarian Mother and Daughters National Park
Service

Families at Ellis Island Archives.gov