

Tempest Tossed After Ellis Island

Students learn important lessons about hardships encountered by immigrants entering the United States during the period from 1850 – 1930.

Author Grade Level Duration Julie A.M. Leckman 7 and High School 2 class periods

National

Geography Standards 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 11. The patterns and networks of economic interdependence on Earth's surface.

Arizona Geography Strand

GRADE 7 Concept 1 The World in Spatial Terms PO 1. Construct maps, charts, and graphs to display geographic information. Concept 4 Human Systems PO 2 Describe the push and pull factors that cause

human migrations. PO 3 Describe the effects of human migration in the U.S. and regions of the world.

GRADE High School Concept 1 The World in Spatial Terms

PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat). **Concept 4 Human Systems**

PO 2. Analyze push/pull factors that contribute to human migration.

Other Arizona Standards Strand 1 American History Grade 7 **Concept 1: Research Skills for History** PO 1. Construct charts, graphs, and narratives using historical data. PO 7. Analyze cause and effect relationships between and among individuals and/or historical events. **Concept 7: Emergence of the Modern United** States PO 1. Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19th century. PO 3. Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g. geographic security, abundant natural resources, innovations in technology, available labor, global markets). PO 4. Discuss the relationship between immigration and industrialization. PO 7. Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion. **Strand 5 Economics Concept 1: Foundations of Economics** PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others. PO 2. Analyze how scarcity, opportunity costs, and trade-offs influence decision making. PO 4. Describe the characteristics of a market economy: a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government **Concept 5: Personal Finance** PO 1. Describe how scarcity influenced the historical times studied. PO 2. Describe how scarcity influences personal financial choices (e.g., buying on-margin,



Tempest Tossed A	After Ellis Island	
		budgeting, saving, investing, credit).
		Grade High School Strand 1 American History Concept 1: Research Skills for History PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data. Concept 7: Emergence of the Modern United States PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924) c. urbanization and social reform (e.g., health care, housing, food & nutrition, child labor laws) e. consumerism (e.g., advertising, standard of living, consumer credit) Strand 5 Economics PO 1. Analyze the implications of scarcity: limited resources and unlimited human wants influence choice at individual, national, and international levels PO 5. Interpret economic information using charts, tables, graphs, equations, and diagrams.
		Mathematics Common Core Standards Ratios of Proportional Relationships 7.RP.2. Recognize and represent proportional relationships between quantities. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. The Number System 7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. c. Apply properties of operations as strategies to multiply and divide rational numbers. 7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers. Expressions and Equations 7.EE.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px+q=r$ and $p(x+q)=r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic
		ARIZONA GEOGRAPHIC ALLIANCE

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Overview

Many immigrants came into the United States in the early 20th century. Those coming to the east coast of the United States may have gone through the facilities at Ellis Island. Why would these thousands of people come and what would their lives be like in this new land?

Purpose

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.

Materials

- Transportation and Industry in the US in 1860 map
- Paper, pencil, scratch paper
- Tempest Tossed after Ellis Island reading
- Worksheet #1 and Answer Key
- Worksheet #2 and Answer Key
- Worksheet #3 and Answer Key
- Worksheet #4 and Answer Key
- Worksheet #5 and Answer Key
- Worksheet #6 and Answer Key
- Calculators (optional)
- Colored Pencils (for extension activity)

Objectives

The student will be able to:

1. Describe financial hardships encountered by the immigrants and how this affected their future in America. solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

Standards for Mathematical Practice 7.MP.2. and HS.MP.2. Reason abstractly and quantitatively.

7.MP.8. and HS.MP.8. Look for and express regularity in repeated reasoning.

2. Explain the implications of the railroad system on centers of industry and population changes during the time period of 1850 - 1930.

- 3. Write standard rate equations.
- 4. Use function tables in context.

Procedures

Students should have had experience with function tables and Algebraic expressions.

SESSION ONE

1. To introduce the lesson, have the students read Tempest Tossed after Ellis Island.

2. Discuss financial solvency during the time period by establishing a budget. Students will use Worksheet #1 to convert this budget to current dollars and write an equation that will be used in forthcoming assignments.

3. Now have the students consider how immigrants migrated based on the costs of housing, wages, and travel expenses. (Worksheets #2 and #3) This could be a homework assignment.

SESSION TWO

1. Review some of Session One's key points about immigration. Then tell the students that they will need to select an occupation by which they can earn money for wages, housing, and transportation. (Worksheet #4)



Tempest Tossed After Ellis Island

2. Distribute the Transportation and Industry in the US in 1860 map. Have the students locate the rail lines and the manufacturing centers. Have the students practice measuring distance on the map using the scale. Conclude the lesson with Worksheet #5.

Assessment

Assessment is embedded in the creation of the rules, tables and graphs, and short answer questions.

Math: On Worksheet #1, questions 1, 2, and 3 can be graded for math. All of Worksheet 2, 3, and 4 can be graded for math accuracy. Mastery is considered 80% or higher.

Geography: On Worksheet #1, questions 4 and 5 can be graded for geography. Worksheet #5 can also be graded for geographic concepts. Mastery is considered 80% or higher.

Extensions

This lesson can be done as group work. This will help accommodate individual differences in math and reading abilities.

Use Worksheet #6 to add another dimension to the lesson, time factors.

Use Worksheet #7 to design the flow of traffic through Ellis Island.

Sources

A special thanks to Kay McClain, Vanderbilt University.

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

http://www.minneapolisfed.org/community_edu cation/teacher/calc/hist1800.cfm

Map Collections 1500-2003 Library of Congress http://lcweb2.loc.gov/ammem/gmdhtml/gmdhom e.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/199 9/3/99.03.01.x.html

Images:

Touring Turn-of-the-Century America: Photographs from the Detroit Publishing Company, 1880-1920 Prints and Photographs Division, Library of Congress

