Ellis Island

How do people’s lives change when they move to a new country?

Grade Level: 3rd  Extension Lesson- Social Studies/History/Civics

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<th>Sunshine State Standards</th>
<th>FL Frameworks for K-12 Gifted Learners</th>
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<tr>
<td><strong>Week #19</strong></td>
<td><strong>Goal 1</strong>: Thinking Creatively</td>
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<tr>
<td><strong>Learning Goal</strong>: Students will know the cultures that have settled in North America and be able to explain how the environment influenced settlement patterns.</td>
<td><strong>Objective 1</strong>: the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.</td>
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<td><strong>Big Ideas &amp; Benchmarks:</strong></td>
<td><strong>Goal 3</strong>: Use and manipulate information sources</td>
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<td>SS.3.G.4.2: Identify the cultures that have settled the United States, Canada, Mexico and the Caribbean.</td>
<td><strong>Objective 1</strong>: The student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.</td>
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<tr>
<td>SS.3.G.4.4: Identify contributions from various ethnic groups to the United States.</td>
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<td><strong>Common Core:</strong></td>
<td></td>
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<tr>
<td>R.I.1.1 Ask and answer questions about key details in a text.</td>
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</table>

Subject(s): (To be used during Week 34 on the 3rd Grade CCPS Social Studies Curriculum Map)

Description: Ever since its founding in 1776, and even before then, the United States has attracted immigrants from around the world. For well over two centuries, people have flocked under this nation’s protective wings as opportunists, sojourners, missionaries, refugees, and even illegal aliens. With the Statue of Liberty greeting Europeans entering Ellis Island, and The Golden Gate Bridge greeting Chinese and other Asians into San Francisco, the U.S. has long since been a refuge of the world, with opportunities abound and freedom for all. Over time, millions around the world have found emigrating to the U.S. as the only alternative to starvation, death, or a life full of hardship and suffering. With thousands from nations spanning the globe, America has become a mosaic of people, culture, and hope. The students will choose to create a biographical sketch, timeline, make a poster, write a poem or a play the experience of coming to America in the early 1900's, capturing the emotion of the trip over on a cramped steamship, to being received at Ellis and processed through to becoming an American.

Closure: As you wrap up this lesson, have discussions on how brave the immigrants were to come across the ocean to start a new life in America. Most importantly reflect how moving to the unknown to make a better life makes our country a melting pot of cultures and how this will help us to respect different cultures and recognize how we should learn from them.
Ellis Island

Teacher Activity Sheet

Goal: Ever since it's founding in 1776, and even before then, the United States has attracted immigrants from around the world. For well over two centuries, people have flocked under this nation's protective wings as opportunists, sojourners, missionaries, refugees, and even illegal aliens. With the Statue of Liberty greeting Europeans entering Ellis Island, and The Golden Gate Bridge greeting Chinese and other Asians into San Francisco, the U.S. has long since been a refuge of the world, with opportunities abound and freedom for all. Over time, millions around the world have found emigrating to the U.S. as the only alternative to starvation, death, or a life full of hardship and suffering. With thousands from nations spanning the globe, America has become a mosaic of people, culture, and hope. The students will learn about the experience of coming to America in the early 1900's, capturing the emotion of the trip over on a cramp steamship, to being received at Ellis and processed through to becoming an American.

Materials: Student Activity sheets printed for each student, highlighters, pencils, flip camera optional to video podcast/news report

Procedure:

1. Introduce the students to Ellis Island by reading the play *Ellis Island and Angel Island, Immigration (1892-1910)* from Scholastic News website: http://printables.scholastic.com/printables/f.jsp?id=43214
2. Assign students to In Depth read the student activity text of the Immigration to America that they will be reporting about. Once in their small cooperative groups the students will discuss their notes. As the students read the information they should use their In-Depth comprehension (see example shown in teacher resource section) to better understand and the selection of relevant information. (Common Core)
3. After open reflection of each text, have the students work together to give their reflection on how they will present their information about immigration. Students should pick a way to display their information by creating a biographical sketch, timeline, making a poster, writing a poem or a play.
4. When they have completed the reflection, have a class discussion about each group’s ideas. Then have the groups practice their idea before presenting their interpretation of what it was like to come to Ellis Island as an Immigrant.
5. You may also use the Hot-Dok Higher Order questions (at the bottom of this document) to help with discussion starters and may want to watch Discovery Education tradition videos on Angel if needed.
Student Activity Sheet

Goal: Ever since our country's founding in 1776, and even before then, the United States has attracted immigrants from around the world. For well over two centuries, people have flocked under this nation's protective wings as opportunists, sojourners, missionaries, refugees, and even illegal aliens. With the Statue of Liberty greeting Europeans entering Ellis Island, and The Golden Gate Bridge greeting Chinese and other Asians into San Francisco, the U.S. has long since been a refuge of the world, with opportunities abound and freedom for all. Over time, millions around the world have found emigrating to the U.S. as the only alternative to starvation, death, or a life full of hardship and suffering. With thousands from nations spanning the globe, America has become a mosaic of people, culture, and hope. You will pick a way to display their information by creating a biographical sketch, timeline, making a poster, writing a poem or a play the experience of coming to America in the early 1900's, capturing the emotion of the trip over on a cramped steamship, to being received at Ellis and processed through to becoming an American.

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1. You will be introduced to Immigration to America by reading a play *Ellis Island and Angel Island, Immigration (1892-1910)* from Scholastic News website: [http://printables.scholastic.com/printables/f.jsp?id=43214](http://printables.scholastic.com/printables/f.jsp?id=43214)
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3. After open reflection of each text, you will work together to give your reflection on how you will present your information about immigration. Students should pick a way to display their information by creating a biographical sketch, timeline, making a poster, writing a poem or a play.
4. When they have completed the reflection, have a class discussion about each group’s ideas. Then your group will practice their idea before presenting their interpretation of what it was like to come to Ellis Island as an Immigrant.
The Passage to America

Most of the immigrants who came to America through Ellis Island were from eastern and southern Europe. In many cases, they came to escape the poverty and religious intolerance that existed in small towns in countries such as Italy, Poland, and Russia.

They began their journey to America on foot, horseback, or train. Many trekked hundreds of miles across Europe to get to a seaport. When they arrived at the coast, they boarded a steamship.

The trip across the Atlantic Ocean lasted one to two weeks. The ships divided passengers by wealth and class. First- and second-class passengers stayed in staterooms and cabins. But most people were in third class, called "steerage." Steerage was a large, open space at the bottom of the ship.

As many as 3,000 people crowded the ships. They often came from different countries, spoke different languages, and belonged to different religions.

**Emigrant** and **Immigrant** are Related Words

An **emigrant** is someone who leaves her home country to settle in another country. An **immigrant** is someone who has come from another country to settle in a new place, usually permanently.

The Invention of Steamships Transformed Immigration

Before the invention of steamships, people took sailing ships to come to America. The trip could take anywhere from one to six months! On steamships, tickets were less expensive and the trip was shorter, which helped prevent diseases from spreading onboard. So many more people decided to make the trip.
Traveling in Europe was often difficult. People sometimes had to walk far distances, carrying their possessions with them.

Ships were crowded with thousands of passengers.

Passengers make time for dancing aboard the ship.
Symbolism of Ellis Island

From the first the Statue of Liberty was intended as a monument, a symbol; Ellis Island, separated from it by only a few hundred yards of water, became a symbol over time. The Statue of Liberty, expressing noble but abstract sentiments through its grand scale and graceful lines, seems perfectly French, reflecting its origins as a gift from France to the young American republic. Ellis Island, on the other hand-coldly efficient, recalling not only the massive railway stations of the turn of the century but also the sprawling factories of the newly industrialized nation-was in its concept and function thoroughly American. Given the varied uses to which Ellis was put, given the ambiguities surrounding the experience of immigration-in which tides of immigrants were often received with suspicion and hostility rather than open arms-the island became a symbol with a variety of contradictory meanings. (Charles Hagen, 1989)

To many it was the Island of Hopes, but to those unfortunate souls who were turned away from the golden door, Ellis was the Island of Tears. The process of inspection was a nerve-racking ordeal. Immigrants, especially large families, feared not reaching certain qualification and being separated from family members. The entire process included dozens of tests, questionnaires, examinations, and interviews. It was no wonder many immigrants identified Ellis Island with fear and agitation.

Children wave the flag of their new country.
The Regulations and Laws

In 1862, the first measure restricting immigration enacted by Congress was a law forbidding American vessels to transport Chinese immigrants to the U.S. 20 years later in 1882, Congress upped the constraint, passing the Chinese Exclusion Act restricting all Chinese immigrants entry into the U.S. At about the same time, acts passed by Congress in 1875, 1882, and 1892 provided for the examination of immigrants and for the exclusion from the U.S. of convicts, persons suffering from loathsome or contagious, diseases, and persons liable to become public charges. Also passed were the Aline Contract Labor Laws of 1885, 1887, 1888, and 1891, prohibiting the immigration to the U.S. of persons entering the country to work under contracts made before their arrival.

“The small white steamer, Peter Stuyvesant that delivered the immigrants from the stench and throb of the steerage to the stench and throb of New York tenements, rolled slightly on the water besides the stone quay in the lee of the weathered barracks and new brick buildings of Ellis Island. Her skipper was waiting for the last of the officials, laborers, and guards to embark upon her before he cast off and started for Manhattan. Since this was Saturday afternoon and this was the last trip she would make for the weekend, those left behind might have to stay over till Monday. Her whistle bellowed its hoarse warning. A few figures in overalls sauntered from the high door of the immigration quarters and down the gray pavement that led to the dock. It was May of the year 1907, the year that was destined to bring the greatest number of immigrants to the shores of the United States. All that day, as on all day since spring began, her decks had been thronged by hundreds of upon hundreds of foreigners, natives from almost every land in the world, the jowled close-cropped Teuton, the full-bearded Russian, the scraggly-whiskered Jew, and among them Slovack peasants with docile faces, smooth-cheeked and swarthy Armenians, pimply Greeks, Danes with wrinkled eyelids. All day her decks had been colorful, a matrix of the vivid costumes of other lands, the speckled green-and-yellow aprons, the flowered kerchief, embroidered homespun, the sliver-braided sheepskin vest, the gaudy scarfs, yellow boots, fur caps, caftans, dull gabardines. All day the guttural, the high-pitched voices, the astonished cries, the gasps of wonder, the reiterations of gladness had risen from her decks in a motley billow of sound. But now her decks were empty, quiet, spreading out under the sunlight almost as if the warm boards were relaxing from the strain and pressures of the myriads of feet. All those steerage passengers of the ships that had docked that day who were permitted to enter had entered.”
It was crowded and confusing but better then the ship that brought them over and their future was bright. Part of the Ellis Island experience was the steps, a physical examination (that lasted an average of six seconds), and the ability to answer 29 questions. The Steps: After claiming their baggage on the ground floor of Ellis Island, potential immigrants had to carry their bags up the "great staircase" to the second floor, where the medical exams were performed. This was done intentionally -- anyone who appeared to have trouble climbing the steps drew the attention of the doctors. The exam: On average, the medical exam took six seconds, with several doctors participating. Those who had difficulty with the steps drew extra attention. If the doctors determined that the immigrant had a physical problem, a symbol was drawn on their clothes with chalk. The questions: Potential immigrants then had to answer 29 questions before being allowed into the United States. The questions all pertained to their "value" as a potential citizen. What's your name? What's your occupation? Where is your final destination? Do you know anyone there? How much money do you have with you? If everything went right and our incoming immigrant had no difficulties with entering America.

After Ellis Island they would then be sent one of three ways: New York, New Jersey, or to the hospital on the island (if they had a curable illness). If they did not have a curable illness or problem, then the steamboat company that brought them to Ellis Island had to pay for their way back home.
Why we are going to America

Getting on the Steam Ship
The Long Journey on the Ship

Seeing the Statue of Liberty
Processing at Ellis Island

We are Americans!
Teacher Resources

Read with a Pen
Annotating Marks

- Circle powerful words or phrases
- Underline words or phrases you do not understand
- Write important thoughts in the margin

Read With A Pen Attribution Some rights reserved by Tracy Watanabe
Photo Attribution Some rights reserved by mrsdkrebs
**Hot DOK Questions 1**

- Can you recall_____?
- When did ____ happen?
- Who was ____?
- How can you recognize____?
- What is____?
- How can you find the meaning of____?
- Can you recall____?
- Can you select____?
- How would you write____?
- What might you include on a list about___?
- Who discovered___?
- What is the formula for___?
- Can you identify___?
- How would you describe___?

**Hot DOK Questions 2**

- Can you explain how ____ affected ____?
- How would you apply what you learned to develop ____?
- How would you compare ____? Contrast_____?
- How would you classify_____?
- How are____ alike? Different?
- How would you classify the type of____?
- What can you say about____?
- How would you summarize____?
• How would you summarize___?
• What steps are needed to edit___?
• When would you use an outline to ___?
• How would you estimate___?
• How could you organize___?
• What would you use to classify___?
• What do you notice about___?

**Hot DOK Questions 3**

• How is ____ related to ____?
• What conclusions can you draw _____?
• How would you adapt_____ to create a different____?
• How would you test____?
• Can you predict the outcome if____?
• What is the best answer? Why?
• What conclusion can be drawn from these three texts?
• What is your interpretation of this text? Support your rationale.
• How would you describe the sequence of____?
• What facts would you select to support____?
• Can you elaborate on the reason____?
• What would happen if___?
• Can you formulate a theory for___?
• How would you test___?
• Can you elaborate on the reason___?
Hot DOK Questions 4

- Write a thesis, drawing conclusions from multiple sources.
- Design and conduct an experiment.

Gather information to develop alternative explanations for the results of an experiment.

- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.

- What information can you gather to support your idea about___?

- DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.

- DOK 4 requires time for extended thinking.
## Available Rubrics

<table>
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<th>Score</th>
<th>Description</th>
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<tr>
<td>0</td>
<td>Even with help, no understanding or skill demonstrated. (I don't get it.)</td>
</tr>
<tr>
<td>1</td>
<td>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. (I kinda-sorta get it.)</td>
</tr>
<tr>
<td>2</td>
<td>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes. (I get it, but I can't explain it.)</td>
</tr>
<tr>
<td>3</td>
<td>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. (I get it, and I can explain it to others!)</td>
</tr>
<tr>
<td>4</td>
<td>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. (I get it, I can explain it to others, and I can extend my understanding to new situations!)</td>
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### Classroom Formative Assessment

#### Generic Rubric Design

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<tr>
<th>Scale</th>
<th>Student Language</th>
<th>Description</th>
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<tr>
<td>4</td>
<td>&quot;I know it better than my teacher taught it.&quot;</td>
<td>In addition to exhibiting level 3 performance, the student responses demonstrate in-depth inferences and applications that go beyond what was taught in class.</td>
</tr>
<tr>
<td>3</td>
<td>&quot;I know it just the way my teacher taught it.&quot;</td>
<td>The student’s responses indicate no major errors or omissions regarding any of the information and/or processes taught in class.</td>
</tr>
<tr>
<td>2</td>
<td>&quot;I know some of the simpler stuff, but can’t do the harder parts.”</td>
<td>The student’s indicate errors or incomplete knowledge of the information and/or processes; however they do not indicate major errors or omissions relative to simpler details and processes.</td>
</tr>
<tr>
<td>1</td>
<td>&quot;With some help, I can do it.”</td>
<td>The student provides responses that indicate a distinct lack of understanding of the knowledge. However with help, the student demonstrates partial understanding of some of the knowledge.</td>
</tr>
<tr>
<td>0</td>
<td>&quot;Even with help, I can’t do it.”</td>
<td>The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge.</td>
</tr>
</tbody>
</table>

Source: Robert Marzano, *Classroom Formative Assessment and Grading*