

**Unit: Immigration**

**Title of lesson: Ellis Island Reenactment**

**Timeframe:** 2-3 hours total, split into two separate days

**Standards addressed:** Alaska History Standard A-6

**Social Studies Knowledge, Skills, Dispositions:**

Data Gathering - organize and compile and interpret

Interpersonal – work cooperatively with others

**Learning objectives:** At the completion of this lesson, students will know what early immigrants to the United States experienced when they first arrived to this country.

**Materials Needed:**

Social Studies Notebook

Book: If Your name was Changed at Ellis island by Ellen Levine, New York Scholastic Inc. 1993, ISBN # 0-590-43829-8

Numbered pieces of paper for ID tags

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**Lesson Plan - Day 1**

1. Teacher will read selections from If Your Name Was Changed at Ellis Island and Kids Discover Ellis Island. Students will discuss story and make notes in notebooks about the experiences people had while on Ellis Island.
2. Students will be divided into family groups. They will have time to think about where they are from and why they have decided to immigrate to the United States. Students will already be familiar with why people immigrated to the United States. Students can use any resources that have been used during this unit. The students are allowed to dress up for the reenactment they are to experience the following day.

**The following day...**

1. The student “family groups” will enter the gym or other large open area. Each person will be given a tag with a number on it. When their number is called they begin the process.
2. There are several different stations for the students to experience; an adult supervises each.
3. The first station is a basic interview. It is good to have several adults who speak foreign languages to ask the students questions in different languages. Another person would write their answers on the student’s tag. The students then proceeded to the rest of the stations including a health check, following

directions, identification cards and a vision screening. At each station an adult was authorized to mark on the student's tag if the student had difficulties completing the activity or seemed confused. After all the stations were completed, a committee checked each student and decided if they could immigrate based on the student's abilities to complete the different stations. Some students easily immigrated, while others were sent before a review board or sent back.

4. After the activity we discussed how the students felt about the activity and the students were to write out a summary of the events in their history journals.

**Assessment** – Teachers will review the student's history journals and observe the Ellis Island process as the students are experiencing it.