

Lesson Planning/Design Template

Unit: Immigration

Title of lesson: Immigration Diary

Timeframe: 8-10 Days

Standards addressed:

Standards in Historical Thinking: 2.B, E, F; 4.B

Alaska State Content Standards: A.6, B.2, C.3, D.3

Social Studies Knowledge, Skills, Dispositions: The students will classify, analyze, summarize, and synthesize in order to show a basic understanding of immigration into the United States.

Learning objectives: At the completion of this lesson, students will know & be able to show:

- *reasons why immigrants emigrated
- *their own ancestry (at a minimum of two generations back)
- *methods of transportation used by immigrants
- *ethnically significant foods brought to this country
- *trepidation over health inspections at Ellis Island
- *educational difficulties experienced by immigrants in this country
- *what life was like for many immigrants in their new country

They will be able to explain several reasons immigrants emigrated, discuss methods of transportation used by immigrants, name several foods that were brought to this country by immigrants, describe the foremost difficulty immigrants were faced with in formal education in the U.S., identify several reasons immigrants were turned away from Ellis Island and sent back to their home country and explain the lifestyles of many immigrants upon arrival in the U.S.

Cooperative skills addressed: N/A

Technology inclusion: Internet research if available (either at home or school).

Materials needed: encyclopedias, text sets (Kids Discover: Immigration magazine, If Your Name Were Changed at Ellis Island, Ellis Island, Immigrant Kids, Coming to America), primary sources, internet access. Students will come up with their own design for the covers to their diaries

Lesson Plan/Lesson Design

1. Prior assignment/preparation -- Prior to this assignment, students will have had several lessons dealing with both immigration and reading/ analyzing primary sources. They will know the meaning of key vocabulary, which will help them in completion of this assignment. Each table group will have a text set, Kids Discover Immigration, Immigrant Kids, etc. Also they will have already read one of the “Dear America” series immigration books. Prior to introducing the assignment the students will be required to choose a country where they would like to emigrate from. On a 3 x 5 index cards the students will write the country, date and name of the immigrant they will be portraying for the next week to ten days. Here I emphasize how historical accuracy will assist them for this assignment. The students will take the 3 x 5 cards home and try to broaden their character, keeping in mind dates and the ethnic authenticity of their immigrant. (e.g. correct ethnic names from their particular region and dates of corresponding historical events).

2. Opening activity I will read excerpts from Hannah’s Journal. I will also show diaries from previous years. I will have the students read aloud their 3 x 5 cards and we will discuss the ethnicity of their immigrant and the historical significance of the time they’ve chosen to emigrate. (Note: Since a large part of the project is the Ellis/Angel Island experience, we don’t want the immigrant traveling prior to the opening of the inspection stations).

3. Specific lesson design—After I’ve introduced the assignment, and students have come up with a fictitious immigrant, I will use the overhead to show students the guidelines, rubric, and graphic organizer they will use to helping them create and organize their diaries. (See attached Diary Packet). The graphic organizer will be used both as an organizational tool and a rough draft.

The graphic organizer has four main sections:

1. Homeland
2. Travel/Transportation
3. Ellis/Angel Island
4. Life in America

Each main section is divided into several sub-sections, which include:

1. Date and place
2. Description of the setting and surroundings
3. Two historical facts and their source(s)
4. Rough draft with supporting details

The students will have 8-10 days to complete their diaries. Students will be given 30-45 minutes per day to work on their research, graphic organizers, and diaries. Once the project is completed we have an Immigration Celebration where students dress in their traditional ethnic clothing (optional) and bring in food from their country of origin (optional). Each student then presents their favorite diary entry.

4. **Assessment** – The students will be graded on the accuracy and use of their historical facts, their rough draft, and their final diary. (See attached packet)

5. **Bibliography**

1. Freeman, Russell: *Immigrant Kids* New York: Penguin Books 1995
2. Jacobs, William Jay *Ellis Island: New Hope in a New Land* New York Atheneum Books 1990
3. Levine, Ellen *If Your Name Was Changed at Ellis Island*. New York Scholastic Inc 1993
4. Maestro, Betsy *Coming to America* New York Scholastic 1996
5. *Kids Discover: Immigration* magazine New York Scholastic
6. *Kids Discover: Ellis Island* magazine New York Scholastic

THROUGH THE EYES OF AN IMMIGRANT: DIARY ENTRIES

Background:

In the late 1800's the Industrial Revolution was taking place in the United States. Workers were needed throughout the country. This need for workers, as well as the search for a new beginning, inspired many people to leave their homelands and immigrate to America.

Task:

Your task is to create a character and write his/her diary regarding immigration. Record at least three detailed diary entries describing the events surrounding each of the following sections of your journey:

- leaving your homeland,
- traveling to America (land and sea passage),
- going through processing at Ellis Island or Angel Island, and
- your new beginning in America.

(minimum 12 entries total)

Audience:

Your audience will be yourself and future generations. You will provide documentation for future readers about your immigration experience!

Procedure:

1. Review the Grading Record on the reverse side of this paper. Clarify with me anything you don't understand.
2. Use the provided PACKET to collect your facts.
3. SUBMIT the PACKET for review of FACTS and SOURCES.
4. Begin the rough draft of your entries.
5. Proofread your own entries and make necessary changes.
6. SUBMIT the PACKET for review of ROUGH DRAFT.
7. Revise all entries making necessary and recommended changes.
8. Create a neat, creative, and interesting way to display your final project
(this includes cover, paper, binding, etc.)
9. Proofread and edit your work.

DUE DATES:

Facts & Sources: _____

Rough draft: _____

Final Draft: _____

10.SUBMIT your FINAL DRAFT and PACKET

THROUGH THE EYES OF AN IMMIGRANT: DIARY ENTRIES

HISTORICAL FACTS:	
My historical facts are ACCURATE and PERTINENT.	_____ (30 points)
My sources are CITED CORRECTLY.	_____ (15 points)
My facts were turned in on the due date.	_____ (5 points)
HISTORICAL FACTS TOTAL:	_____ (50 points)
ROUGH DRAFT:	
Historical facts are interwoven throughout the story.	_____ (20 points)
I have at least 3 entries for each of the four sections of my diary.	
• Organization	_____ (20 points)
My story is focused, detailed, complete, logical, and sequential.	
• Ideas	_____ (10 points)
• Voice	_____ (10 points)
• Word Choice	_____ (10 points)
• Sentence Fluency	_____ (10 points)
• Conventions	_____ (10 points)
I have proofread my work (makes sense, stays on topic, checked conventions).	_____ (5 points)
My rough draft was turned in on the due date.	_____ (5 points)
ROUGH DRAFT TOTAL:	_____ (100 points)
FINAL DRAFT:	
I have crafted my diary in a neat and creative manner. (cover, design, paper, and binding)	_____ (30 points)
My final diary was turned in on the due date.	_____ (20 points)
FINAL DRAFT TOTAL:	_____ (50 points)

