

**Unit: Immigration****Title of lesson: Introduction to Immigration (Poster)****Timeframe: 4-5 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 student will classify, analyze, summarize, and synthesize information in order to gain a basic understanding of immigration into the United States. They will practice both personal and group interactive skills through working cooperatively.

**Learning objectives:** At the completion of this lesson, students will know:

- \*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:** Round Robin and Jigsaw

**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), 9"x12" white construction paper, poster board, primary sources, internet access

**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.

**2. Opening activity** – For this lesson I will literally “hook” the students. Prior to the lesson I will coordinate with a student and use a button hook to perform a false eye exam just like they did to immigrants at Ellis Island. This will get the students interested on some of the procedures conducted at the immigration inspection station at Ellis Island.

**3. Specific lesson design**—After the introduction I will explain the procedure for gathering information. The students will have a specific topic to research at each table group. The topics are as follows: Reasons for emigrating, transportation modes, Ellis/Angel Island inspections, ethnic foods, educational difficulties, life in the new country. Each student will learn/ research each topic.

I allow for 5 minutes of intense perusal/ research at each table group for each topic. Once the 5 minutes are up I have the students close their books and write two significant words that best represent the topic of study. (Note: This is a great reading comprehension strategy to help with paragraph writing in their own words.) In addition, the student will jot down 5-6 notes or pieces of information about the topic. I give them 5 minutes to write down their two words and 5-6 notes. Then each group rotates to the next table group and repeats the process.

Once all students have completed their note taking on all 6 topics I have them go back to their original table group and compare notes. This is a great time for them to add any information they may have missed and also discuss and defend why, or why not they felt certain information was significant. Here they are also determining what they feel are the 5 or 6 most significant facts in regard to their topic.

After they have decided the most significant facts for each topic they will decide who in their group will finalize/summarize each of the 6 main topics. Once decided, they will create a poster containing one to two paragraphs per topic. Each individual in the group will write one to two paragraphs which will be on the inside of a 9”x 11” which will be folded. Each student will create an illustration representing his/her topic, on the outside of the folded sheet.

Once they have completed the initial research, I try to find time for the next several days for them to work on their posters. At the conclusion they will be required to present their poster to the rest of the class. I tell the students that I will designate what topic they will be presenting just prior to their presentation. This helps ensure that they become familiar with each topic.

**4. Assessment** – The students will conduct a self-assessment, based on a 1-5 scale with 5 being expert and 1 being novice, on how much they learned about each of the 6 topics. In addition, they will be assessed on their poster production and presentation. They will reflect in their history journals, “Why was immigration difficult for so many cultures?”

#### **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