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A Day at Ellis Island

State Core Standards:

Standard: 6250-02 Students will understand how the growth of industry changed the United States

Objective: 6250-0203 Assess how the growth of industry affected the movement of people into and within the United States.

Indicator: a. Determine the demographic changes in population from the 1890s to the present. b. Investigate the influences that affected various immigrant groups entering the United States.

Common Core Standards:

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Enduring Understanding: Immigration was and is an integral part of the American Story.

Essential Questions:

Why is Ellis Island an important place in American History?

What do we learn about America by studying the history of Ellis Island?

Anticipatory set: open class by asking students to do a quick write about somewhere they have always wanted to go and what it was like once they got there, how they felt and what they experienced (yes it has to be somewhere they actually got to go. It may be a cool waterpark or jazz game, etc.) After they write, let a few students share their experiences with the class. Then teacher. Then

teacher take the opportunity to share a story of her own. Tell the class, with all the love and enthusiasm you feel inside, about your special day at Ellis Island! The teacher will show the personal pictures and walk the students through, their personal day at Ellis Island (of course spewing out interesting facts and stories learned on our tour and lecture, found in your reflective journal 🌟).

Next, introduce students to a fantastic site that allows them to have their own day at Ellis Island <http://teacher.scholastic.com/activities/immigration/tour/>. This site allows students to take an interactive tour. This could be done in class or as homework. Students can work alone, in pairs, in a jigsaw, or 3 in a group with each group being the expert on 1 station and presenting to the class using the tour itself in the presentation. These options can be used or modified depending on time and grade level. Students will travel through 10 stations at Ellis Island and learn about each station through summaries (Stories), primary source accounts and pictures, and at some stops, actual video footage. I have designed a guide sheet found on the next page for students to complete as they spend their day at Ellis Island.

Once students have completed their interactive tour, the teacher will bring the class back together for some synthesis discussion. Areas of focus include interesting primary source documents viewed or read, certain stations that students favored or found interesting, expressions of how students feel about Ellis Island, and of course new insights they gained about immigration and American history from the tour experience.

Extensions

You could have students do extension activities, such as writing a letter home to relatives about Ellis Island, a comparison study of the immigration process today, research through Ellis Island and Family Search of personal immigration history, and of course, you could do a test on the history of Ellis Island.

Welcome to Ellis Island!

We Hope You Enjoy Your Tour

At each of the ten stops please provide the following information:

A. Name & Stop # _____

B. Write a One-Two Sentence Summary of “Story”

C. Describe the two photos you found most interesting. What details did you notice?

1. _____

2. _____

D. If this stop provided a Video or Audio, please select one to watch or listen to, then write two to three sentences describing something interesting or new you learned from the primary source.

E. After you have completed the tour (all stations), write two important/distinct new insights you gained about American History from “touring Ellis Island.”

1. _____

2. _____
