

UNIT: Immigration: “My Journey to America”¹

Grades 5-8

Objective

Students will explore the topic of immigration through fiction and non-fiction sources, as well as other materials to better understand the role memory plays in history. Through creating a scrapbook of a fictional immigrant’s experience, students will begin to understand how we can learn about the past through a variety of sources.

Introduction: Background Information for Educators: *Immigration, Ellis Island, and Public Health*

OBJECTIVES, ESSENTIAL QUESTIONS, ASSESSMENTS, MATERIALS	NATIONAL STANDARDS	CONTENT VOCABULARY	LESSONS / ACTIVITIES EXAMPLES OF THE TYPE OF WORK STUDENTS SHOULD BE ABLE TO DO TO MEET THE NATIONAL STANDARDS FOR HISTORY AND SOCIAL STUDIES.	TECHNOLOGY INFUSION / WEB LINKS, BIBLIOGRAPHY
<p><u>Objectives:</u></p> <p>Students will be able:</p> <ul style="list-style-type: none"> -to understand the role that memory plays in understanding history -to understand how we learn about the past 	<p>I. Culture Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can</p> <ul style="list-style-type: none"> a. explore and describe similarities and differences in the ways groups, societies, and 	<p>alien ancestors assimilation asylum customs deport Ellis Island emigrant ethnic heritage immigrant Inspection journey keepsake</p>	<p>1. Write the following quote on board - “Most dear to me are the shoes my mother wore when she first set foot on the soil of America. You must see them to appreciate the courage my parents had and the sacrifices they made. My mother’s shoes tell the whole story.” Birgitta Fichter, Swedish immigrant (from Ellis Island Immigration Museum)</p> <p>- Have the students select a line or word from this quote that they feel is moving, and explain why they chose this word/line</p>	<p>Teacher Bibliography</p> <p>Video: <i>Island of Hope, Island of Tears</i> (https://www.c-span.org/video/?440119-1/island-hope-island-tears)</p> <p>Book: <i>My Grandfather’s Journey</i> https://www.youtube.com/watch?v=pGt5Olx-BzU</p>

¹ About this lesson: This lesson is based on an original lesson plan created by Beth Brislin, Rhonda Einhorn, Marita Fritzingler, Tara Horutz, and Barbara Noonan, who participated in the July 2006 Workshop for Language Arts Educators sponsored by *The Ellis Island Institute, a program of Save Ellis Island, Inc.* (www.saveellisland.org)

<p>through various sources -to develop empathy towards past experiences of individuals -to draw connections between the experiences people went through in the past and personal experiences today</p> <p><u>Essential Questions:</u></p> <p>What constitutes a memory?</p> <p>How do memories contribute to our understanding of the past?</p> <p>Why do people remember the same event differently?</p>	<p>cultures address similar human needs and concerns; b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference; c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture; d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;</p>	<p>legacy Manifest memoir memorabilia naturalization passport posterity quota refugee reminisce sacrifice steerage tenement visa</p>	<p>- Introduce the concept of memories – have the students define <i>what makes a memory</i> and <i>what is a memory</i>.</p> <p>- Discuss importance of objects in preserving memories. <i>Why should we keep objects? How can objects hold memories?</i></p> <p>2. Students should bring in pictures of something important to them – a person, an object, an event, a place – in small groups, they should share details about why is this important to them- discuss as a class <i>How could we write about these?</i></p> <p>-Give out and read aloud <i>The Smell of Fatigue</i> by Melida Rodas and discuss the meaning and message as a class- <i>What do we learn about the writer? How did we learn this?</i> Underline strong descriptive words and words which convey the writers’ feelings about her subject and share.</p> <p>3. Write a memoir: write for 5 minutes about one of the pictures you brought; number sentences; have person next to you choose a number without looking at the sentences; begin writing again for 5 minutes, with that sentence as your first sentence. - Repeat this activity twice. Working on editing process with peers/teacher, students create short memoir.</p>	
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<p><u>Materials:</u></p> <p>Reading: <i>The Smell of Fatigue</i> and <i>My Grandfather's Journey</i></p> <p>Pictures of immigrants at Ellis Island</p> <p>Video: Island of Hope and Island of Tears (https://www.c-span.org/video/?440119-1/island-hope-island-tears)</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> - Scrapbook rubric - Writing activities: memoir; postcard to family; two page story; - Responses to class discussions 	<p>II, Time, Continuity, & Change Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:</p> <ul style="list-style-type: none"> a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views; b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and 		<ol style="list-style-type: none"> 4. Read aloud <i>Grandfather's Journey</i> by Allen Say- students should select a quote- create a list on the board and the students should write a story or a poem using their selected quote. 5. Reading an image lesson: <ul style="list-style-type: none"> - Print copies of <u>photographs of immigrants</u>, have students discuss in small groups what they see in the pictures; follow Reading an Image lesson plan for grades 5 -8 and have students write a postcard as if they were someone in the photograph. 6. Visit Ellis Island, if possible. Ask students to look at artifacts/ articles saved by immigrants or museum staff as important in preparation for scrapbook. 7. Create an “archive”: teacher brings in a suitcase of objects (or an empty suitcase and they have to fill it after visit to Ellis Island) with ideas about what should go in <ul style="list-style-type: none"> -ask students to examine in small groups; follow lesson plan for Reading an object grades 5 – 8. 8. Write a minimum two-page story about a country of your family’s heritage. Include a biographical sketch of a character from that country you have chosen to portray, your reasons for coming to America, and your new life in America. 	
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	<p>recognize examples of cause and effect relationships;</p> <p>c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;</p> <p>d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;</p> <p>e. demonstrate an understanding that people in different times and places view the world differently;</p>		<p><i>Final Project</i></p> <p>A) Students will view <i>Island of Hope, Island of Tears</i> (check also your local library for copies of this video) and respond to movie.</p> <p>B) Discuss ways in which people preserve memories: photographs, journals, scrapbooks, memoirs. <i>How do these compare?</i> Create a Venn Diagram to explore the similarities and differences between these sources.</p> <p>C) Introduce <i>My Journey to America</i> Project for homework.</p> <p>-Brainstorm ideas for scrapbook pages: home country, travel on boat, Ellis Island, family heritage, life in America, etc.</p> <p>-Brainstorm ideas for items on pages: steamship ticket, item from ship, recipe, flag, postcard, map photographs, letters, song lyrics, quotes, etc.</p> <p>-After completing their projects, students will present final project to the class.</p> <p><i>Wrap-up:</i></p> <p>Ask students to reflect on the following questions in their journals, and then later for class discussion:</p> <ul style="list-style-type: none"> - <i>Why do you think we need to learn about immigration?</i> - <i>How does learning from the “memory” of immigration (oral histories, memoirs) compare to learning from the objects people brought with them?</i> 	
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