

Welcome to the Land of Opportunity!

Grade Level: Second Grade
Written by: Ashley Powley, Mountain View Core Knowledge School, Canon City, CO
Length of Unit: Nine lessons, approximately one to two hours each

I. ABSTRACT

Students will be exploring the experiences of immigrants who settled in the United States, especially from the 1800s to the mid-1900s. They will read stories about the lives of the immigrants and participate in simulations of travel by ship and processing through Ellis Island. They will also learn the meaning of citizenship and listen to a guest speaker who, as an immigrant, went through the process of becoming an American citizen.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students will develop a sense of empathy with the experiences of immigrants who came to America.
 - 2. Students will understand the idea of a citizen as being a member of a country who has certain rights and responsibilities.
 - 3. Students will recognize our national motto, “e pluribus unum,” as meaning “out of many, one” and as being descriptive of our country.
- B. Content from the *Core Knowledge Sequence*
 - 1. American History and Geography: Immigration and Citizenship (page 50)
 - a. America perceived as a “land of opportunity”
 - b. The meaning of “e pluribus unum” (a national motto you can see on the back of coins)
 - c. Ellis Island and the significance of the Statue of Liberty
 - d. Millions of newcomers to America
 - i. Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)
 - e. The idea of citizenship
 - i. What it means to be a citizen of a nation
 - ii. American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes)
 - iii. Becoming an American citizen (by birth, naturalization)
- C. Skill Objectives
 - 1. Students will demonstrate an understanding of the chronological order of history, group people, and events into major eras, and analyze historical relationships. (Colorado History Standard #1)
 - 2. Students will identify cause-and-effect relationships in a sequence of events. (Colorado History Standard #1C1)
 - 3. Students will obtain and analyze historical data to answer questions and test hypotheses. (Colorado History Standard #2B)
 - 4. Students will understand that societies and cultures are diverse, have changed over time, and have influenced one another. (Colorado History Standard #3)
 - 5. Students will demonstrate an understanding of the rights and responsibilities of citizenship in the American system of government. (Colorado History Standard #5)
 - 6. Students will recognize appropriate decision making and apply problem solving techniques, individually and in groups. (Colorado History Standard #7)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Hirsch, E.D., Jr. *What Your Second Grader Needs to Know (Revised Edition)*
 - 2. *Kids Discover Immigration* (Magazine)
 - 3. Maestro, Betsy. *Coming to America – The Story of Immigration*
- B. For Students
 - 1. Location of the seven continents and four oceans (Kindergarten and First Grade)
 - 2. Recognition of the Statue of Liberty (Kindergarten)
 - 3. History of World Religions – Awareness of religious intolerance as being a reason that people leave their countries and immigrate to new countries (First Grade)

IV. RESOURCES

- A. *An American Tail (Video)* (optional video for Lesson Six)
- B. *Collections for Young Scholars – Volume 2 Book 2* (book for Lessons One and Three)
- C. Maestro, Betsy. *Coming to America – The Story of Immigration* (book for Lesson Two)
- D. Maestro, Betsy and Giulio. *The Story of the Statue of Liberty* (book for Lesson Four)
- E. Bierman, Carol. *Journey to Ellis Island – How My Father Came to America* (book for Lesson Five)
- F. Markham, Lois. *Kids Discover – Immigration* (magazine for Lesson Six)
- G. Hirsch, E.D. *What Your Second Grader Needs to Know (Revised Edition)* (book for various lessons in this unit)
- H. Sima, Patricia; Coan, Sharon; Levin, Ina Massler; and Goldfluss, Karen. *Thematic Unit-Immigration* (book for Lessons Three and Five)

V. LESSONS

Lesson One: Our National Motto – E Pluribus Unum (approximately one to two hours long, combining history and reading times, if possible)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will recognize our national motto, “e pluribus unum,” as meaning “out of many, one” and as being descriptive of our country.
 - 2. Lesson Content
 - a. Immigration and Citizenship (page 50)
 - i. America perceived as a “land of opportunity”
 - ii. The meaning of “e pluribus unum” (a national motto you can see on the back of coins)
 - 3. Skill Objective(s)
 - a. Students will demonstrate an understanding of the chronological order of history, group people, and events into major eras, and analyze historical relationships. (Colorado History Standard #1)
 - b. Students will identify cause-and-effect relationships in a sequence of events. (Colorado History Standard #1C1)
 - c. Students will understand that societies and cultures are diverse, have changed over time, and have influenced one another. (Colorado History Standard #3)
- B. *Materials*
 - 1. Book: *Collections for Young Scholars – Volume 2 Book 2* (“Out of Many People, One Nation,” by Wiley)

2. Baking chips, $\frac{1}{4}$ cup each of semi-sweet chocolate, milk chocolate, butterscotch, peanut butter, and vanilla chips
 3. Measuring cup, (2-cup size, glass)
 4. Tablespoon
 5. Pretzels, one bag
 6. Quarter coins, several
 7. Appendix A – Coming to America
 8. Appendix B – Answer Key to Coming to America
- C. *Key Vocabulary*
1. Motto: a short saying that explains the beliefs of a group of people
 2. E Pluribus Unum: Latin words that mean, “out of many, one”
- D. *Procedures/Activities*
1. Ask the students to think about all of the people who are Americans. Then ask them, “When you walk around in large cities like Denver, do all of the people look the same? How are they different?” Call on the students to share their ideas of different skin colors, eye colors, hair colors, sizes and kinds of clothing.
 2. Ask them to pretend they were walking around in China, India, or Kenya (Africa). Ask, “Do the people of these countries look more alike?” Discuss the fact that most of them share the same skin color, eye color, and hair color.
 3. Call on the students to try to explain why there is such a variety of people in the United States, compared to many other countries. (Answer: Our relatives came from many different countries.)
 4. Explain that a very long time ago, the United States had no people living in it. Then the Native Americans came, and later they were followed by the Spanish, colonists from England, and others from Europe, Africa, and Asia.
 5. Show the students the 2-cup glass measuring cup. Explain that at first, the United States was like this measuring cup. (Open all of the bags of flavored baking chips.) Then mention the groups in Step Four and as each group is mentioned, pour in $\frac{1}{4}$ cup of a different kind of baking chip. Mix the chips well with a spoon.
 6. Explain that at first, it was easy to notice all the differences between the American people because they often spoke in different languages. (Have the students note the different kinds of chips in the cup, even though they are mixed up.)
 7. Tell the students that after many years of living together in America, the newcomers started to learn to speak English and to think of the United States as their home. (Microwave the cup of chips for one minute on high power. Stir. Microwave them again for 30 seconds at a time until they are melted.) Show the students the cup as you stir the chips until they all form one color.
 8. Discuss with the students the fact that all of the different kinds of people that have come to America come together to give us a special “flavor,” just like these chips. Explain that countries often have a special motto or saying to describe their beliefs. America’s special motto for this is, “e pluribus unum,” which means, “out of many, one.” Even though we come from many countries, we are now one country. Hand out pretzels to the students and let them dip the pretzels in the cooled melted baking chips and enjoy the snack.
 9. Have the students take out their reading books, *Collections for Young Scholars – Volume 2 Book 2* (Open Court Publishers), and open to page 174. Discuss the title, “Out of Many People, One Nation,” by Wiley and review the Latin words in our country’s motto: e pluribus unum. Pass around a few quarters and have the

students notice the motto on the “tails” side of the coin. Explain that this motto is on all of our money.

10. Have the students (in small groups or one group) begin to read the story aloud. As they read, have them fill in Appendix A – (Column One) Who Came to America? They will list the name of the groups that came to America. At the bottom, they should draw the eagle on the back of the quarter and write the words, “e pluribus unum.” Underneath the quarter, they should fill in: “Our country’s motto is: e pluribus unum and that means, out of many, one.”

E. *Assessment/Evaluation*

1. Students should hand in Appendix A – Who Came to America? This should be saved and completed during Lesson Two. It can be graded using Appendix B – Answer Key for Appendix A.

Lesson Two: Why Did They Come to America? (approximately one hour long)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop a sense of empathy with the experiences of immigrants who came to America.
 - b. Students will recognize our national motto, “e pluribus unum,” as meaning “out of many, one” and as being descriptive of our country.
2. Lesson Content
 - a. Immigration and Citizenship (page 50)
 - i. America perceived as a “land of opportunity”
3. Skill Objective(s)
 - a. Students will demonstrate an understanding of the chronological order of history, group people, and events into major eras, and analyze historical relationships. (Colorado History Standard #1)
 - b. Students will identify cause-and-effect relationships in a sequence of events. (Colorado History Standard #1C1)
 - c. Students will obtain and analyze historical data to answer questions and test hypotheses. (Colorado History Standard #2B)
 - d. Students will understand that societies and cultures are diverse, have changed over time, and have influenced one another. (Colorado History Standard #3)

B. *Materials*

1. Book: *Coming to America – The Story of Immigration*, by Betsy Maestro
2. Book: *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr. (optional reading if the above book is not available, page 165) (for every student, if possible)
3. Construction paper, white or manila, 12 in. by 18 in. (for every student)
4. Student school supplies: Crayons, colored pencils or markers

C. *Key Vocabulary*

1. Immigrant – a person who leaves his or her own country to live in a different country
2. Immigration – the movement of people from their own country to a different country

D. *Procedures/Activities*

1. Ask the students, “Have you ever dreamed of living in a different country? Why would you want to live in that country?” Have the students share their ideas.

2. Explain to the students that many people from all over the world have had dreams of making a new home in the United States. They came to America for different reasons, but all of these people hoped to have a better life.
 3. Take out the book, *Coming to America - The Story of Immigration*, by Betsy Maestro, and let them view the cover. Ask the students to describe how the people look and seem to feel in the picture. (They look happy, excited, and relieved.)
 4. Have students take out Appendix A – (Column One) Who Came to America? and (Column Two) Why Did They Come? Explain to the students that you will be reading a story to them about immigrants, people who leave their own countries and come to a new country. Review with the students the names of the countries that people came to America from in Lesson One (written in column one of Appendix A). Explain to the students that as they listen to this story, they need to find out why each group came to America and fill in that information on the blank in column two (Why Did They Come?)
 5. (Note: The teacher may read *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, page 165, if the above book is unavailable.)
 6. Begin reading *Coming to America - The Story of Immigration*, by Betsy Maestro. Pause after one of the immigrant groups is mentioned and allow the students to write the reason why that group came to America in their own words. (See Appendix B – Answer Key for Appendix A for suggested answers.) Have the students hand these in for evaluation.
 7. Explain to the students that as our country grew larger, with the Louisiana Purchase and the land we got from Mexico, we wanted more people to come to our country. The movement of people from their own countries to new countries is called immigration. As our country got more and more immigrants, our government made rules that allowed fewer people to come into our country, but still, there are thousands who immigrate to America every year.
 8. Discuss with the students the idea that many immigrants called America the “Land of Opportunity.” Ask, “What does that mean? What kind of opportunities were immigrants hoping to find in America?” (It means that in America, they would have more choices and a better chance for a good life. They were hoping to find jobs that paid well and to find free or cheap land.)
 9. Have the students pretend that they were in another country and they were trying to persuade people to come to America. Ask for ideas for what you could tell people about America. Remind students of the importance of being truthful. (The streets are not paved with gold.)
 10. Hand out a sheet of white construction paper, 12 in. by 18 in., to each student. Have the students design “Land of Opportunity” posters, first drawing the design with a pencil and then coloring them with markers or crayons. It should include words and pictures that would persuade people to want to immigrate to America.
 11. If time allows, students may share their posters with the other students.
- E. *Assessment/Evaluation*
1. Appendix A – Coming to America, should be evaluated using Appendix B – Answer Key to Coming to America.
 2. “Land of Opportunity” posters should be informally evaluated, making sure the students understand why the immigrants would want to come to America (it was not simply for the scenery).

Lesson Three: The Trip to America – Are We There Yet? (approximately 1-1/2 hours, combining history and reading lessons)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop a sense of empathy with the experiences of immigrants who came to America.
2. Lesson Content
 - a. Immigration and Citizenship (page 50)
 - i. America perceived as a “land of opportunity”
3. Skill Objective(s)
 - a. Students will demonstrate an understanding of the chronological order of history, group people, and events into major eras, and analyze historical relationships. (Colorado History Standard #1)
 - b. Students will identify cause-and-effect relationships in a sequence of events. (Colorado History Standard #1C1)
 - c. Students will obtain and analyze historical data to answer questions and test hypotheses. (Colorado History Standard #2B)
 - d. Students will understand that societies and cultures are diverse, have changed over time, and have influenced one another. (Colorado History Standard #3)

B. *Materials*

1. Book: *Collections for Young Scholars – Volume 2 Book 2* (“Watch the Stars Come Out,” by Riki Levinson, pages 210-219) (Note: this story is also available at libraries as a children’s book)
2. Reproducible Unit Book: *Thematic Unit - Immigration*, by Patricia Sima, Sharon Coan, Ina Massler Levin, and Karen Goldfluss (Step five activity is adapted from this book)
3. Masking tape, any thickness, one roll
4. Card stock or tagboard, white or manila, 8-1/2 in. by 11 in. (1/4 sheet for every student)
5. Appendix F – Note to Parents for the Ellis Island Simulation (for every student)

C. *Key Vocabulary*

Review previous vocabulary words

D. *Procedures/Activities*

1. Explain to the students that many immigrants came to America in the 1800’s as America was growing and people were moving westward. Ask: “How do you think people from Europe, Asia, and Africa traveled to America?” (by ship); “How long do you think the trip lasted?” (many weeks); “Do you think the people who immigrated to America during this time were rich or poor or in between?” (mostly poor); and “What do you think would be difficult about such a trip?” (seasickness, boredom, not enough food).
2. Have the students take out their reading books, *Collections for Young Scholars – Volume 2 Book 2*, and open them to page 210, “Watch the Stars Come Out,” by Riki Levinson. Read the first page of the story to the students and explain that the little girl who will be traveling on the ship in this story is the great grandmother (her mother’s mother) of the author of the story.
3. Discuss the illustrations in the story. Note that this story probably happened between the late 1800’s and early 1900’s. Have the students notice the clothing of the immigrants, especially the hats for the men and the shawls for the women. Explain to the students that these immigrants probably came from Europe and Russia.

4. Read the story aloud with the students, having them take turns reading. This can be done in small groups or as a whole group if necessary. Have the students discuss how the immigrants might be feeling during each step of the journey.
 5. To help the students further understand the crowding on the ships, have them participate in the following “Immigrant Journey Simulation” (adapted from *Thematic Unit - Immigration*, by Patricia Sima, Sharon Coan, Ina Massler Levin, and Karen Goldfluss). Use masking tape to tape down a large boat shape to the carpet or floor, the shape of one of the decks of a ship (approximately eight feet long and four feet wide). Begin by having four students put on any sweaters or jackets they have and sit inside the boat shape. Add one student at a time, with their extra clothing on, to come find a spot to sit in the boat. Continue adding students until there are no more spaces available. Throughout the simulation, ask the students how they are feeling. Ask individual students to try to take off a jacket or coat in these crowded conditions. Discuss the problems with this. This should be a short simulation in order to avoid too much discomfort.
 6. Ask the students to imagine being crowded like that for many days or weeks. Discuss what they could do to be more comfortable (go out on the deck). Discuss how the immigrants would feel when they first saw the Statue of Liberty and Ellis Island. Ask what seeing these landmarks would mean (the trip was almost over, freedom, hope for a good life).
 7. Hand out a ¼ sheet of white cardstock to each student. Tell the students to pretend that they are on the long voyage across the ocean to America. Have them write a postcard to one of their friends or relatives back in their old country. On the front, they should first draw and color a picture of something they would see: the ship, the ocean, the Statue of Liberty or Ellis Island. Then on the back, they should write a short note on the left side, telling what the journey to America has been like. On the right side, they can invent a name and address to send it to.
 8. Hand out Appendix F – Note to Parents for the Ellis Island Simulation. Explain to the students that we will be acting out the experiences of the immigrants when they first arrived at Ellis Island in a few days. Tell students that this note will be asking parent volunteers to help us on that day.
- E. *Assessment/Evaluation*
1. Students demonstrate their empathy with immigrants by completing original postcards about their journeys. The teacher should evaluate them for drawing a scene on the front that the immigrants would have seen (50% of the grade) and they should be evaluated for the brief note that would accurately describe an experience of an immigrant traveling on a ship (50% of the grade).

Lesson Four: First Landmark – The Statue of Liberty! (approximately one hour long)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop a sense of empathy with the experiences of immigrants who came to America.
2. Lesson Content
 - a. Immigration and Citizenship (page 50)
 - i. Ellis Island and the significance of the Statue of Liberty
3. Skill Objective(s)
 - a. Students will demonstrate an understanding of the chronological order of history, group people, and events into major eras, and analyze historical relationships. (Colorado History Standard #1)

- b. Students will identify cause-and-effect relationships in a sequence of events. (Colorado History Standard #1C1)
- c. Students will obtain and analyze historical data to answer questions and test hypotheses. (Colorado History Standard #2B)
- d. Students will understand that societies and cultures are diverse, have changed over time, and have influenced one another. (Colorado History Standard #3)

B. *Materials*

- 1. Book: *The Story of the Statue of Liberty*, by Betsy and Giulio Maestro
- 2. Flashlight
- 3. Appendix C – Statue of Liberty Crown (copied onto green construction paper, 9 in. by 12 in.) (for every student)
- 4. Appendix D – Statue of Liberty Torch (copied onto green construction paper, 9 in. by 12 in.) (for every student)
- 5. Construction paper, green, 9 in. by 12 in. (for every student)
- 6. Appendix E – Statue of Liberty Poem (one copy for every student)

C. *Key Vocabulary*

- 1. Landmark – something very large and noticeable on land that helps people recognize where they are

D. *Procedures/Activities*

- 1. Review with the students the story, *Coming to America – The Story of Immigration*, by Betsy Maestro (Lesson Two). Ask, “What were the hopes and dreams of those people who traveled to America? (freedom, good jobs, a better life for their families) What was the first thing they saw that told them that they had arrived? (the Statue of Liberty)
- 2. Explain that the Statue of Liberty was not placed in New York harbor on Liberty Island until after the Civil War, in 1886. The Statue of Liberty did not welcome any immigrants who came to America before that time. Explain that the Statue of Liberty was actually a gift to America from France.
- 3. Show the students the cover of *The Story of the Statue of Liberty*, by Betsy and Giulio Maestro. Fill in a KWL chart on the chalkboard or on a piece of white chart paper. Ask any students who have ever visited the Statue of Liberty to share their experiences.
- 4. Turn on the flashlight and turn off the lights in the classroom, closing all of the curtains and blinds to provide maximum darkness. Tell the students to imagine having been on a ship for weeks, crowded and tired and hungry. Have them imagine that they couldn’t sleep one night and that they decided to go out on the deck and look out at the ocean through the darkness. (Turn off the flashlight for a moment to allow them to imagine the darkness.) Then tell them to imagine a light off in the distance that began to grow brighter and brighter. (Turn on the flashlight.) That light would come from the torch of the Statue of Liberty.
- 5. Begin reading the book, *The Story of the Statue of Liberty*, by Betsy and Giulio Maestro. As you read, discuss with the students: Why were France and America friends? (They helped us in the Revolutionary War and sold the Louisiana Purchase to us.) Why did they admire America? (We were brave enough to fight for our freedom.) How many different groups of people helped in getting the Statue of Liberty to Liberty Island? (French artists, engineers, French people, American people, businessmen, a newspaper owner, a poet)
- 6. Hand out Appendix E – Statue of Liberty Poem. Read the top of the page to the students, about the author, Emma Lazarus. Explain to the students that the closing lines of this poem were inscribed, or carved into, the pedestal of the

Statue of Liberty. Ask the students why they think this poem was placed there. (To remind people that America welcomes immigrants.)

7. Then read the poem aloud to the students, pausing after each line to discuss it and explain it, if needed. Have the students practice reading the poem aloud together as a whole group. Have them try to memorize one line at a time as they read it aloud.
 8. Hand out Appendix C – Statue of Liberty Crown, Appendix D – Statue of Liberty torch, and one piece of green construction paper (9 in. by 12 in.). Have the students cut out and glue together both of the crown pieces. Ask students to roll up the green construction paper along the 12 in. edge and glue down the loose end. Also have them cut out the top piece of the torch and glue it to the top of the green “tube.” Then wearing their crowns and holding their torches high in the air, students should recite together (or read, if needed) the poem that is inscribed on the pedestal of the Statue of Liberty.
 9. Have the students take off their crowns and notice that there are seven spikes on the crown. Tell them that this represents the seven continents and seven seas of the Earth (North Atlantic, South Atlantic, North Pacific, South Pacific, Arctic, Antarctic and Indian – the old way that the seas were divided).
 10. Have the students think about seven things they learned about the Statue of Liberty that they did not already know. Have them write seven sentences about what they have learned, one on each spike.
- E. *Assessment/Evaluation*
1. Have the students take turns spending a few moments with a reading partner, sharing the things that were written on their crowns. They can switch partners and share again several times. Collect the students’ Statue of Liberty crowns and evaluate the seven new things that they learned about the Statue of Liberty.

Lesson Five: First Stop: Ellis Island! (approximately one and a half hours long)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop a sense of empathy with the experiences of immigrants who came to America.
 - b. Students will recognize our national motto, “e pluribus unum,” as meaning “out of many, one” and as being descriptive of our country.
 2. Lesson Content
 - a. Immigration and Citizenship
 - i. America perceived as a “land of opportunity”
 - ii. The meaning of “e pluribus unum” (a national motto you can see on the back of coins)
 - iii. Ellis Island and the significance of the Statue of Liberty
 3. Skill Objective(s)
 - a. Students will demonstrate an understanding of the chronological order of history, group people, and events into major eras, and analyze historical relationships. (Colorado History Standard #1)
 - b. Students will identify cause-and-effect relationships in a sequence of events. (Colorado History Standard #1C1)
 - c. Students will obtain and analyze historical data to answer questions and test hypotheses. (Colorado History Standard #2B)
 - d. Students will understand that societies and cultures are diverse, have changed over time, and have influenced one another. (Colorado History Standard #3)

- e. Students will recognize appropriate decision making and apply problem solving techniques, individually and in groups. (Colorado History Standard #7)

B. *Materials*

1. *Thematic Unit – Immigration* (Reproducible Unit by Teacher Created Materials), by Patricia Sima, Sharon Coan, Ina Massler Levin, and Karen Goldfluss
2. Appendix F – Note to Parents for the Ellis Island Simulation (for every student)
3. Book: *Journey to Ellis Island – How My Father Came to America*, by Carol Bierman
4. Opaque projector
5. Copier paper, white (8-1/2 in. by 11 in.) (four sheets)
6. Marker, wide tip, black
7. Sticky notes, (3 in. by 3 in.), any color, numbered from 1-30 (or how many students are in the class); additional sticky notes (six) of a different color
8. White lab coat and stethoscope (borrowed or can be a toy) – two each for parent volunteers
9. Appendix G – Teacher Info About Ellis Island
10. Appendix H – Ellis Island Checklist for Immigrants
11. Appendix I – Answer Key for “What I Learned From This Simulation” (bottom of Appendix H)

C. *Key Vocabulary*

1. Simulation – an activity where people act out an experience, almost as if it were the real experience

D. *Procedures/Activities*

1. Review the story, “Watch the Stars Come Out”, by Riki Levinson, from *Collections for Young Scholars – Volume 2 Book 2*. Have the students share what they remember about the experiences of the immigrants once they arrived at Ellis Island.
2. Read Appendix G – Teacher Info About Ellis Island, to the students. Then take out *Journey to Ellis Island – How My Father Came to America*, by Carol Bierman. Do not read this story to the students, but show them the pictures of the immigrants, especially beginning with page 22 through page 37. This can be done by using an opaque projector, or if that is not available, by carrying the book around the room. Have the students notice the main building on Ellis Island (page 22), immigrant boys being checked by a doctor (page 26), a woman being questioned by an inspector (page 30), inside the main building (page 33), and appearing before a Board of Special Inquiry (page 37).
3. Tell the students that today they will get the chance to see what it was like to be an immigrant arriving at Ellis Island. Explain that this kind of “acting out” is called a simulation and this experience will help them understand how the immigrants felt. (Note: This activity is adapted from *Thematic Unit – Immigration*, by Patricia Sima, Sharon Coan, Ina Massler Levin, and Karen Goldfluss, page 62.)
4. Place a sign on each of four locations in the room, using a marker to write the sign on a piece of white copy paper (8-1/2 in. by 11 in.). The signs should read: Arrivals, Medical Check, Government Inspector, Board of Special Inquiry. There should be at least one parent volunteer for “Arrivals” and “Government Inspector,” two for “Medical Check,” and three volunteers for the “Board.”
5. Instruct the students to line up at the “Arrivals” sign, wearing their hats or shawls. The Arrivals Volunteer will greet them and stick a number on the students with a “sticky note,” in the order that they are lined up.

6. One at a time, they should be sent forward to the “Medical Check” station, where an examiner will quickly pretend to check their eyes, ears and mouth (without actually touching the children). They should make every third student go on to the “Doctor” (the other volunteer at the station), who will pretend to be look at them more closely, as if something was wrong. The rest of the students should go on to the “Government Inspector” station.
 7. At the “Government Inspector” station, the volunteer should ask the students the following questions: “What is your name? How old are you? Are you married? Do you know how to read and write? Where in the United States are you going? Who will help you get a job?” Every fifth student should have a different colored sticky note put on, showing that the Board of Special Inquiry should ask him or her more questions. All students should go on to the “Board of Special Inquiry” when they are finished being questioned.
 8. At the “Board of Special Inquiry” station, student should stand in front of the three volunteers, one at a time, and have their paper checked. The Board will look over the paper, stamp it, and then students may return to their seats. The Board should ask additional questions to those students who have a different colored sticky note on them, such as, “How much money do you have with you? How did you pay for your trip on the ship? Have you been in prison before?” Then the Board should stamp their paper and send them back to their desks.
 9. When all students return to their desks, the teacher should read aloud the questions at the bottom of Appendix H – Ellis Island Checklist for Immigrants, pausing to allow students to fill in the answers.
- E. *Assessment/Evaluation*
1. Appendix H – Ellis Island Checklist for Immigrants (bottom) should be evaluated by the teacher to assess the students’ understanding of Ellis Island and the experiences of the immigrants. This can be graded by using Appendix I – Answer Key for “What I Learned From This Simulation.”

Lesson Six: Welcome to America! (approximately one hour long)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop a sense of empathy with the experiences of immigrants who came to America.
 - b. Students will recognize our national motto, “e pluribus unum,” as meaning “out of many, one” and as being descriptive of our country
 2. Lesson Content
 - a. Immigration and Citizenship
 - i. America perceived as a “land of opportunity”
 - ii. Millions of newcomers to America
 - a) Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)
 3. Skill Objective(s)
 - a. Students will demonstrate an understanding of the chronological order of history, group people, and events into major eras, and analyze historical relationships. (Colorado History Standard #1)
 - b. Students will identify cause-and-effect relationships in a sequence of events. (Colorado History Standard #1C1)
 - c. Students will obtain and analyze historical data to answer questions and test hypotheses. (Colorado History Standard #2B)

- d. Students will understand that societies and cultures are diverse, have changed over time, and have influenced one another. (Colorado History Standard #3)
- e. Students will recognize appropriate decision-making and apply problem solving techniques, individually and in groups. (Colorado History Standard #7)

B. *Materials*

- 1. *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr.
- 2. Magazine: *Kids Discover – Immigration*, by Lois Markham
- 3. Opaque Projector
- 4. White screen or wall for the projector
- 5. Animated Movie: *An American Tail*, by Universal City Studios (optional activity)
- 6. Copier paper, white, 8-1/2 in. by 11 in.

C. *Key Vocabulary*

- 1. Population – the number of people in one place
- 2. Debate – a discussion where one person shares how he or she feels about something and then the other person shares why he or she may or may not agree with that viewpoint

D. *Procedures/Activities*

- 1. Review with the students the experiences that immigrants would have gone through so far in their studies: leaving their homelands, traveling on crowded ships, seeing the Statue of Liberty, and going through Ellis Island. Remind the students that those who passed inspection at Ellis Island were allowed to take the ferry to New York City. Then ask them: What do you think happened to the immigrants in New York City? Write their ideas on the chalkboard.
- 2. Have the students take out their textbooks, *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr. and turn to page 166. Beginning at the bottom of page 166, read to the students or have them take turns reading, all the way to page 168 (top). Ask the students why they think the immigrants mostly went to large cities instead of small towns or farm areas. (Big cities would have more people from the immigrant’s homeland who could speak the same language and help them. There would also be more jobs in large cities.) Ask the students: Why did Americans sometimes treat the new immigrants badly? (Some Americans did not like the immigrants because they spoke a different language, wore different clothes, and sometimes had different beliefs.)
- 3. Take out the *Kids Discover – Immigration* magazine, by Lois Markham, and open it to page 6. Read aloud to the students the section called, “The Immigrant Experience.” Using the opaque projector, show the students the photographs on pages 6 and 7, reading the captions as you show the pictures. Explain to the students that many immigrants decided to move to very large cities like New York, Philadelphia, Boston, and San Francisco. Pull down or show a U.S. map and point out these major cities. Explain that these cities had very large populations, or numbers of people, and were very crowded. Ask a review question: Why did so many immigrants want to live in these large cities? (They could find others who had come from their countries and they could find more jobs.)
- 4. Have the students notice that even though the children often had to work, they also had time to play. Explain that these immigrants often had to invent things to use to play sports, such as a broomstick and a hard rubber ball for stickball

- (baseball). Ask students to imagine what they would have used to play other sports, such as basketball or football.
5. Discuss with the students some of the difficult experiences that the new immigrants had to go through when they first came to America. Ask the students: What are some of the hard things that immigrants faced as they lived in the big cities? What are some of the good things they experienced?
 6. Divide the class into two groups. Have one half of the class be immigrants who now lived in a big city in America and one half of the class be the immigrants friends or relatives still living in the old country. Match an “immigrant” with an “old country friend” and have them sit together.
 7. Tell the students that they are going to have a debate with their partner. Explain that a debate is a discussion where one person shares how he or she feels about something and then the other person shares why he or she may or may not agree with that viewpoint. Add that sometimes one side tries to persuade the other side to change his or her mind. On the chalkboard write down four topics: Good things about the old country (Old Country Friend talks first); Bad things about the old country (Immigrant talks first); Good things about America in the big city (Immigrant talks first); Bad things about America in the big city (Old Country Friend talks first).
 8. Instruct the students to follow the topics on the board. The “Old Country Friend” begins by sharing two or three good things about the old country. Then the “Immigrant” should disagree by sharing two or three bad things about the old country. The “Old Country Friend” can reply concerning the bad things said about the old country. Then the “Immigrant” shares two or three good things about living in the big city in America. The “Old Country Friend” responds by listing two or three bad things about living in the big city in America. Then the “Immigrant” can reply concerning the bad things said about America.
 9. If time allows, students may switch roles and find a different partner to debate the topics on the chalkboard.
 10. Optional Activity: Students may watch the animated movie, *An American Tail*, by Universal City Studios. Students may write or illustrate on one side of a white sheet of copy paper, the good things that Fievel experiences in America. Then on the back, they may write or illustrate the bad things that Fievel experiences in America.

E. *Assessment/Evaluation*

1. The teacher will walk around the classroom and observe and assess the students’ ability to understand the advantages and disadvantages that the immigrants experienced as they settled into big cities in America.

Lesson Seven: Becoming an American (approximately one and a half hours)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop a sense of empathy with the experiences of immigrants who came to America.
 - b. Students will understand the idea of a citizen as being a member of a country who has certain rights and responsibilities.
 - c. Students will recognize our national motto, “e pluribus unum,” as meaning “out of many, one” and as being descriptive of our country.
2. Lesson Content
 - a. Immigration and Citizenship
 - i. America perceived as a “land of opportunity”

- ii. The idea of citizenship
 - a) What it means to be a citizen of a nation
 - b) American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes)
 - c) Becoming an American citizen (by birth, naturalization)
 - 3. Skill Objective(s)
 - a. Students will demonstrate an understanding of the chronological order of history, group people, and events into major eras, and analyze historical relationships. (Colorado History Standard #1)
 - b. Students will identify cause-and-effect relationships in a sequence of events. (Colorado History Standard #1C1)
 - c. Students will demonstrate an understanding of the rights and responsibilities of citizenship in the American system of government. (Colorado History Standard #5)
- B. *Materials*
1. *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr.
 2. Guest speaker: a person who has gone through the process of becoming an American citizen
 3. Construction paper (9 in. by 12 in.), any light colors (three for each student)
 4. Appendix J – Citizenship Test
 5. Appendix L – My Relatives Came From Many Lands
- C. *Key Vocabulary*
1. Citizen – a person who is a legal member of a country
 2. Naturalization – becoming a citizen of another country, even though a person was not born in that country
- D. *Procedures/Activities*
1. Explain to the students that once the immigrants got settled in America, they were eager to begin the steps to become full “members” of our country, to become Americans. Add that a person who is a legal member of a country is called a “citizen.”
 2. Have the students take out their textbooks, *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr. and turn to page 168. Begin reading aloud to the students (or have them take turns reading) the section called, “Becoming a Citizen.” Have the students note that people who are born in the United States are automatically citizens, without ever having to take any tests. Ask the students: How can people prove that they are born in the United States? (Birth Certificates)
 3. Ask students to call out, in order, the steps that immigrants have to take to become American citizens. Write these steps on the chalkboard (Live in the U.S. five years, obey the law, pass a citizenship test, pledge to be loyal to the U.S.).
 4. Hand out three sheets of light colored construction paper (9 in. by 12 in.). Have students work with a partner. One student should stand on a sheet of construction paper and the partner should trace the two shoes. This should be repeated on the other two sheets of construction paper. Then the other students should stand on his or her sheets of construction paper while the partner traces the shoes.
 5. Ask students to cut out all of the “shoes” and stack all six, facing the same direction. The stack should be stapled at the top. On the first shoe, have the students write: Steps to Becoming a U.S. Citizen. On the second shoe, have students write: If you are born in America, you are a citizen. On the third shoe,

have students write: Immigrants must live in the U.S. five years and obey the law. On the fourth shoe, have students write: They must pass a Citizenship Test. On the fifth shoe, have students write: They must pledge to be loyal to the U.S. On the sixth shoe, have students write: Then an immigrant can be a naturalized citizen!

6. Invite the Guest Speaker (naturalized American citizen) to come up and share with the students his or her experiences coming to America, living in America, and becoming a naturalized citizen. When the speaker is finished, encourage students to ask questions, such as: Why did you want to become an American citizen? What can you do now that you could not do before you were a citizen? How did you feel when you became a citizen?
 7. Hand out Appendix J – Citizenship Test. Tell the students that these are some of the actual questions that immigrants are asked in order to become American citizens. Explain that these are a few of the easier questions for them to try. Read each question to the students and allow time for them to write their responses. These should not be graded, but can be taken home to be shared with their parents.
 8. For homework, have the students take their “Steps to Becoming a U.S. Citizen” home to read and practice with their parents. The next day, have them practice saying the steps with a partner, without looking at the booklet. Go around and observe and assess the students’ ability to correctly tell the steps to becoming an American citizen. Also for homework, students should take home Appendix L – My Relatives Came From Many Lands. Ask students to complete this form, with parent help, and return it to school in time for Lesson Nine.
- E. *Assessment/Evaluation*
1. The teacher will evaluate the students’ ability to correctly list the “Steps to Becoming a U.S. Citizen.”

Lesson Eight: Rights and Responsibilities of Citizenship (approximately one hour long)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the idea of a citizen as being a member of a country who has certain rights and responsibilities.
 2. Lesson Content
 - a. Immigration and Citizenship
 - i. The idea of citizenship
 - a) What it means to be a citizen of a nation
 - b) American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes)
 3. Skill Objective(s)
 - a. Students will identify cause-and-effect relationships in a sequence of events. (Colorado History Standard #1C1)
 - b. Students will demonstrate an understanding of the rights and responsibilities of citizenship in the American system of government. (Colorado History Standard #5)
- B. *Materials*
1. *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr.
 2. Card Stock or tag board (8-1/2 in. by 11 in.), white or manila (one for every student)
 3. Tongue depressor, wooden, large size

4. Permanent marker, fine tip, black (several for students to share)
 5. Appendix K - Reminder to Parents of the "Celebrate Our Heritage" Activity
- C. *Key Vocabulary*
1. Rights – things that people are allowed to do or are protected from
 2. Responsibilities – things that people must do because it is their job or task
- D. *Procedures/Activities*
1. Have students take out their "Steps to Becoming a U.S. Citizen" booklets and practice reciting them with a partner, without looking at the booklets.
 2. Explain to the students that becoming an American citizen allows us to do many things that we could not do as immigrants. Ask students if they can think of anything that the new citizens could now do. List these on the chalkboard.
 3. Explain to the students that some of these things are called "Rights," which are the things that people are allowed to do or are protected from. These "Rights" include the things that were written in the "Bill of Rights" that was added to the Constitution. Write the word "Rights" on the chalkboard and underline it. Then ask the students to raise their hands and call out rights that American citizens have: freedom of religion, freedom of speech, the right to vote, the right to hold office, and so on. Explain to the students that only citizens who are born in the U.S. are allowed to be president, but naturalized citizens can hold any other office.
 4. On the other side of the chalkboard, write the word "Responsibilities." Explain to the students that American citizens also have certain things that we must do and these things are our responsibilities. Ask students: What are the responsibilities of American citizens? (pay taxes, obey the law, volunteer in our communities, and so on) Write these things on the chalkboard as students share them.
 5. Hand out one sheet of card stock or tag board (8-1/2 in. by 11 in.) to each student. Ask students to fold it in half, to form two sections (8-1/2 in. by 5-1/2 in.) and cut across the fold.
 6. Holding one piece of cardstock vertically, students should use their rulers to make a 4-inch line, two inches below the top. They should write the word, "Rights," on this line and underline it. Underneath this line, student should make four more lines, one inch apart, and write down four of the "Rights" that are listed on the chalkboard. On the other piece of cardstock, students should follow the same procedure, but have the word, "Responsibilities," at the top.
 7. Ask students to glue the tongue depressor vertically on the bottom of the back of one of the pieces, with 1-1/2 inches glued on the cardstock. Then run a line of glue all the way around the backside of that same piece, about 1/4 inch from the edge. Ask students to carefully lay the second piece of cardstock on top of the first, with the printed side on the outside.
 8. Pass around several fine tip permanent black markers and have students write the word, "Citizens," on both sides of the handle for the sign.
 9. Have students once again, get together with a partner and tell their partners the rights and responsibilities of being an American citizen. Allow them to switch partners for further practice and take the signs home to read and share with parents. Walk around as the students practice to assess their understanding of the rights and responsibilities of citizenship.
 10. Send home Appendix K - Reminder to Parents of the "Celebrate Our Heritage" Activity that will occur on the day of the Culminating Activity.

- E. *Assessment/Evaluation*
1. Students will be observed by the teacher and assessed on their ability to list four rights and four responsibilities that American citizens have.

Lesson Nine: We ALL Come From Many Lands (approximately one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop a sense of empathy with the experiences of immigrants who came to America.
 - b. Students will recognize our national motto, “e pluribus unum,” as meaning “out of many, one” and as being descriptive of our country.
2. Lesson Content
 - a. Immigration and Citizenship
 - i. America perceived as a “land of opportunity”
 - ii. The meaning of “e pluribus unum” (a national motto you can see on the back of coins)
3. Skill Objective(s)
 - a. Students will demonstrate an understanding of the chronological order of history, group people, and events into major eras, and analyze historical relationships. (Colorado History Standard #1)
 - b. Students will identify cause-and-effect relationships in a sequence of events. (Colorado History Standard #1C1)
 - c. Students will obtain and analyze historical data to answer questions and test hypotheses. (Colorado History Standard #2B)
 - d. Students will understand that societies and cultures are diverse, have changed over time, and have influenced one another. (Colorado History Standard #3)

B. *Materials*

1. Appendix L – My Relatives Came From Many Lands
2. Handwriting paper, horizontal (11 in. by 8-1/2 in.) (for every student)
3. Copier paper, white (8-1/2 in. by 11 in.) (for every student)
4. Manila construction paper (12 in. by 18 in.) (for every student)
5. Computer and printer to access the website: “Flags of All Countries” - <http://www.wave.net/upg/immigration/flags.html>
6. Student school supplies:
 - a. Crayons
 - b. Colored pencils or markers
 - c. Glue

C. *Key Vocabulary*

Review previous vocabulary

D. *Procedures/Activities*

1. (To do in advance) Make a list of the countries from which the relatives of your students immigrated. Go online to “Flags of All Countries” – <http://www.wave.net/upg/immigration/flags.html> and print off the flags of those countries.
2. Ask the students to take out their homework from Lesson Seven, Appendix L – My Relatives Came From Many Lands. Students should have already written a story about a relative who immigrated to America.
3. Hand out to each student a piece of white copier paper (8-1/2 in. by 11 in.) and a piece of handwriting paper.

4. Divide the class in half. Have half of the class rewrite their immigration stories neatly on the handwriting paper.
 5. Hand out the copies of the world flags to the second half of the class, according to the country from which their relatives immigrated. Students should hold the paper horizontally and first draw, then color the flag. After allowing 20 minutes, the two halves of the class should switch project activities.
 6. When all students have finished their stories and flags, they should be given a piece of manila construction paper, 12 in. by 18 in. Holding the paper vertically, students should fold it in half to form two rectangles, 9 in. by 12 in. Then the students should glue their flags on the top rectangle and their stories on the bottom rectangle. These should be saved for evaluation and presentation during the culminating activity.
- E. *Assessment/Evaluation*
1. The teacher should evaluate the students' stories and flags on the day of the culminating activity. Please note that the rubric for evaluation is on Appendix M – Immigration Unit Quiz (bottom).

VI. CULMINATING ACTIVITY

- A. Assessment – Students will complete Appendix M – Immigration Unit Quiz, which also contains the rubric for assessment of the students' immigration stories. Teachers may use Appendix N – Immigration Unit Quiz Answer Key to grade the quiz.
- B. “Celebrate Our Heritage” Activity – Parents are invited to join the students in a celebration of their family's heritage during the lunch hour. Students will begin by either holding up their flag/stories or standing in front of their flag/story that could be displayed on the wall in the hallway. Students will explain, “This is the flag of _____ (country).” Then students may begin either reading the story they wrote or telling the story from memory. After all students have told their stories, parents will join the class for a potluck lunch, with dishes from around the world. A note explaining the “Celebrate Our Heritage” Activity will have already been sent home during Lesson Three, Appendix F – Parent News About Our Immigration Studies, and a reminder of the potluck lunch will have been sent home after Lesson Eight on Appendix J – Reminder to Parents of the “Celebrate Our Heritage” Activity.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Coming to America
- B. Appendix B: Coming to America Answer Key
- C. Appendix C: Statue of Liberty Crown
- D. Appendix D: Statue of Liberty Torch
- E. Appendix E: Statue of Liberty Poem
- F. Appendix F: Parent News About Our Second Grade Immigration Studies
- G. Appendix G: Teacher Info About Ellis Island
- H. Appendix H: Ellis Island Checklist For Immigrants
- I. Appendix I: Answer Key for Appendix H (What I Learned From This Simulation)
- J. Appendix J: Citizenship Test (Answer Key at the bottom)
- K. Appendix K: Reminder to Parents of the “Celebrate Our Heritage” Activity
- L. Appendix L: My Relatives Came From Many Lands
- M. Appendix M: Immigration Unit Quiz
- N. Appendix N: Immigration Unit Quiz Answer Key

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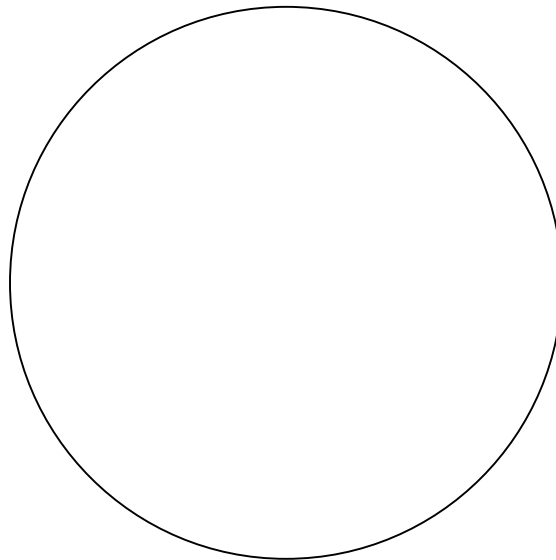
Appendix A

Name _____

Coming to America

Who Came to America?

Why Did They Come?



Directions: Look at the back of a quarter. Draw the eagle that you see on the back of a quarter and write in the words, "e pluribus unum."

Remember: The motto of the United States of America is _____ and that means,

_____.

Appendix B

Name _____

Coming to America – Answer Key

Who Came to America?

Native Americans

Spain

England

Africa

China

Why Did They Come?

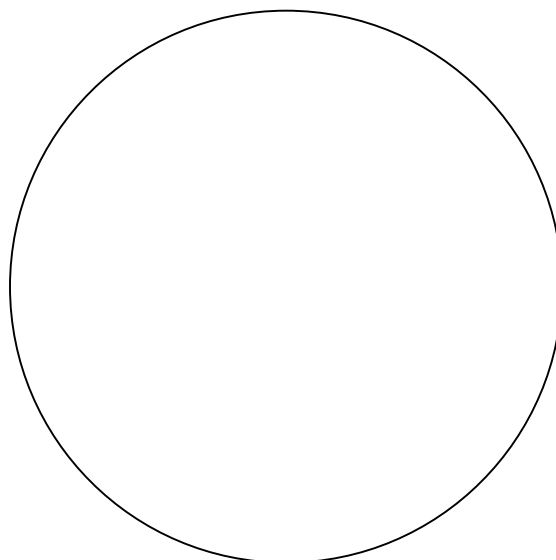
They were looking for food and homes for their families.

They were looking for gold.

They were looking for better lives and to worship freely.

They were forced to come as slaves.

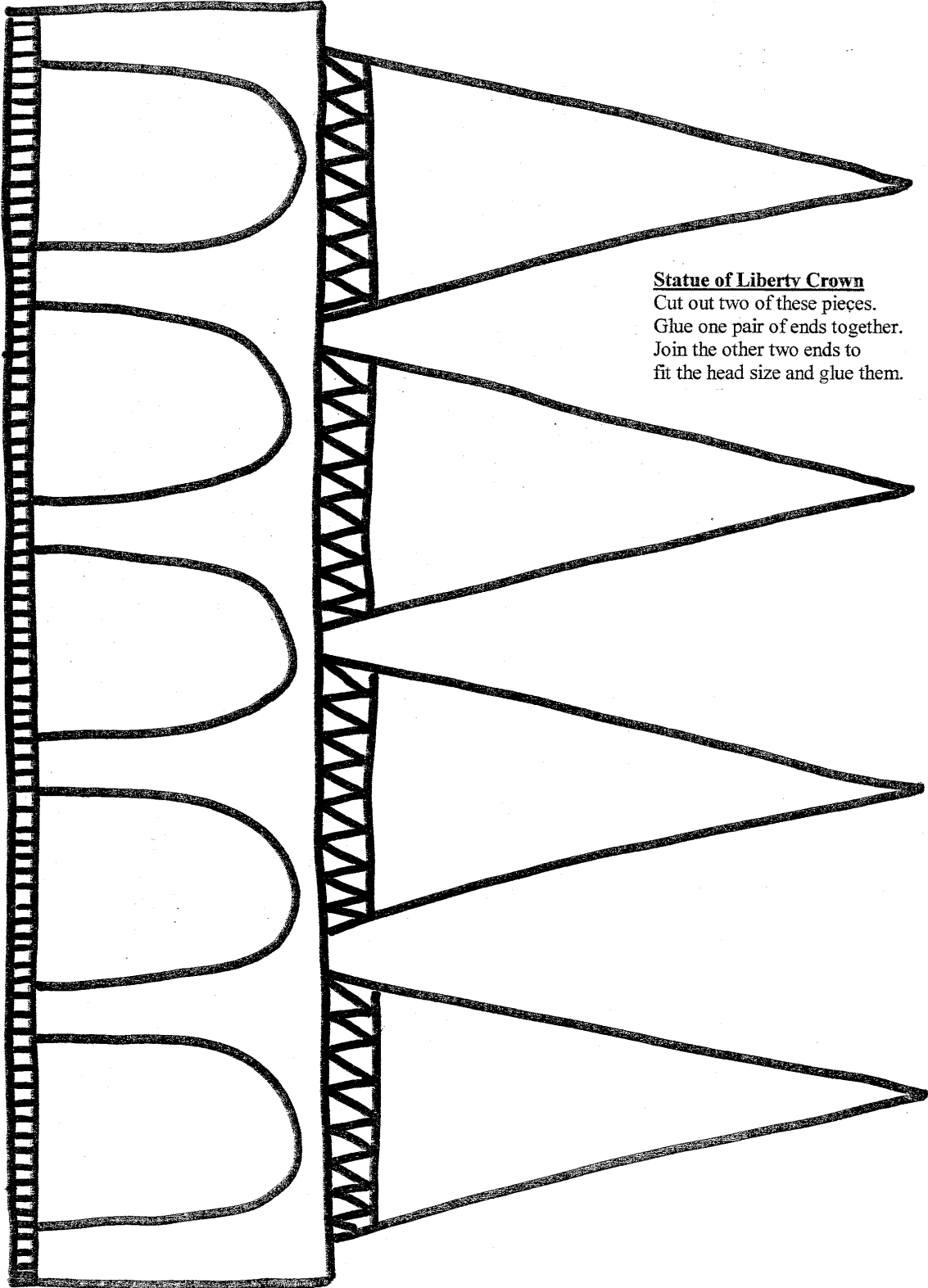
They were looking for better lives and for money.



Directions: Look at the back of a quarter. Draw the eagle that you see on the back of a quarter and write in the words, “e pluribus unum.”

Remember: The motto of the United States of America is
_____ e pluribus unum _____ and that means,
_____ out of many, one _____.

Appendix C
Statue of Liberty Crown

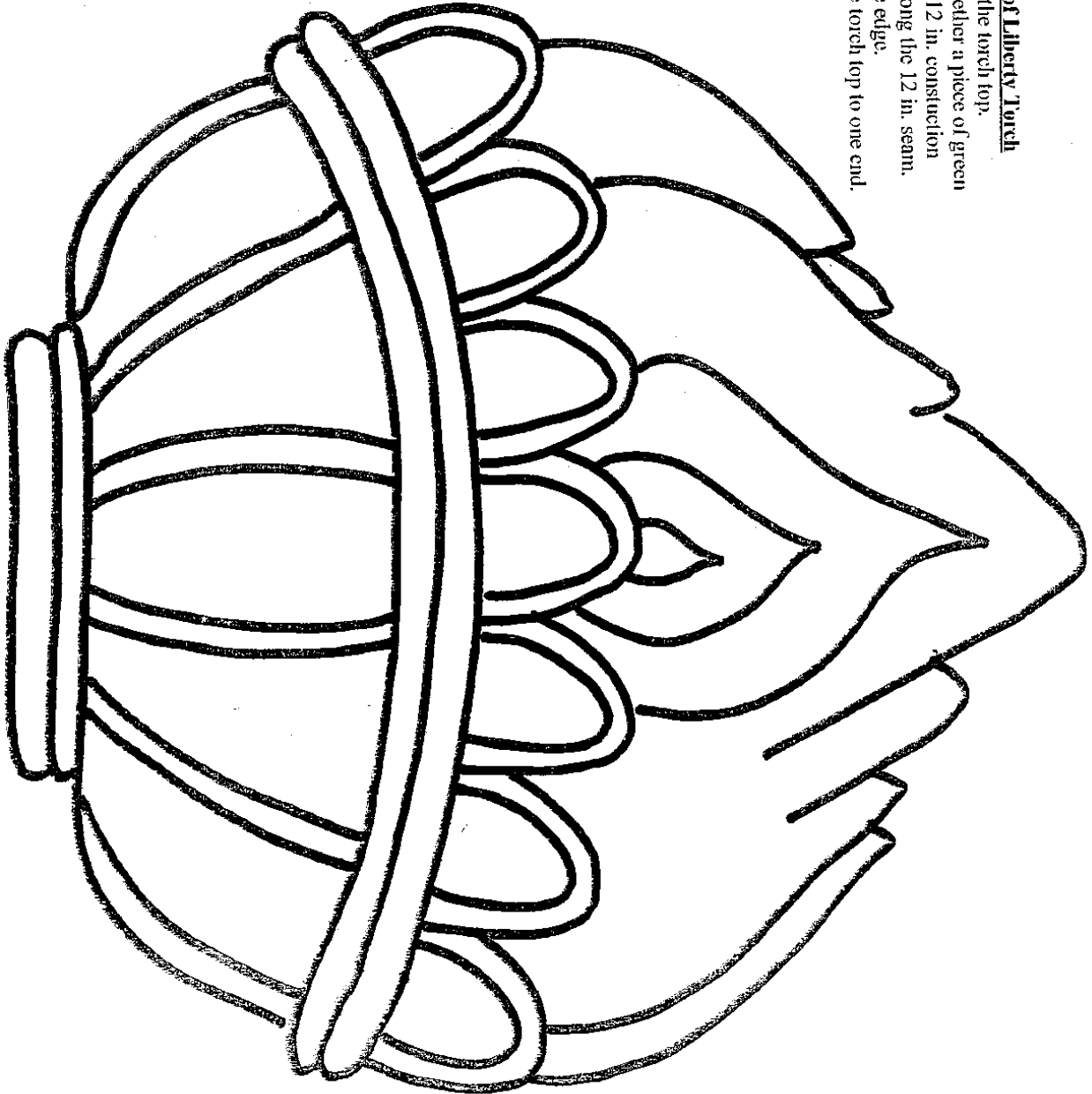


Statue of Liberty Crown
Cut out two of these pieces.
Glue one pair of ends together.
Join the other two ends to
fit the head size and glue them.

Appendix D Statue of Liberty Torch

Statue of Liberty Torch

Cut out the torch top.
Roll together a piece of green
9 in. by 12 in. construction
paper along the 12 in. seam.
Glue the edge.
Glue the torch top to one end.



Appendix E
Statue of Liberty Poem
“The New Colossus” (closing lines)
by Emma Lazarus

Note: This poem was written by an American named Emma Lazarus in 1883. She wrote this poem to help raise money to finish a pedestal or base for the Statue of Liberty. These closing lines are words that the poet imagined the Statue of Liberty would be saying to other countries.

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door.

Appendix F

Parent News About Our Second Grade Immigration Studies

Dear Parents,

We are studying Immigration to America as part of our Core Knowledge history studies and we are planning some exciting activities for your children. We feel that hands-on learning will help deepen your child's understanding of the challenges that immigrants have faced and the contributions that immigrants have made to our country. We are asking your help with two of these special activities:

Ellis Island Simulation

We are going to have the students pretend that they are immigrants going through Ellis Island for processing, before entering the United States. Students will be asked to wear old clothes and the girls should wear a shawl and the boys should wear a hat (not baseball cap). We would like to have parent volunteers to be the government workers at Ellis Island. This activity will be happen during this time period: _____. If you would like to help with this activity, please sign and return the form below.

Celebrate Our Heritage

As part of our immigration studies, we will be researching our relatives who once immigrated to America. Toward the end of this unit, your child will be bringing home a form asking for a story about how one relative first came to America. This might involve calling grandparents or other relatives for more information. This story will be written in the students' own words and will be attached to a mini-poster that will include a flag of the country from which the relative immigrated. One the last day of our unit, we will "Celebrate Our Heritage" by reading our stories to each other and by having an Immigration Pot-luck Lunch. Students may bring a dish from any country from which their relatives immigrated. Parents are welcome to join us for story time and lunch. This activity will occur during this time period: _____. We are asking all students to contribute to our Pot-luck Lunch, if possible. Thank you so much for your help!

-----cut here-----
Parent Name _____

___ I would like to help with the Ellis Island Simulation.

Appendix G

Teacher Info About Ellis Island

Ellis Island is a small island in New York harbor, close to Liberty Island – home of the Statue of Liberty. It was open from 1892 until 1952 and more than 12 million immigrants passed through its doors before entering the United States. Four out of every ten Americans have relatives who entered America through Ellis Island.

When it first opened in 1892, it had wooden buildings, but these were burned in a fire in 1897. In 1900, a large new building was constructed that resembled a castle. After Ellis Island closed, the buildings began to fall apart and vandals destroyed some parts of it.

In 1965 Ellis Island became part of the Statue of Liberty National Monument. Then in 1980, work began on restoring Ellis Island to its original beauty. Work was finally completed and on Monday, September 10, 1990, The Ellis Island Immigration Museum opened its doors. This museum contains exhibits with wall size original photographs of immigrants arriving at Ellis Island, clothing and items they carried with them, and an outside wall with the names of some of the 12 million immigrants who came through Ellis Island.

Appendix H

Ellis Island Checklist for Immigrants

Immigrant's Name _____

Papers are in order

Passport is correct

Greeted at "Arrival Station"

Passed Medical Exam

Correctly answered Inspector's questions

Passed by the Board of Special Inquiry (Stamp ->)

What I learned from this simulation:

1. How do you think immigrants felt as they stood in line waiting to be checked at the different stations? _____

2. What would happen to an immigrant if the doctor said he or she was too sick to enter the U.S.? _____

3. What would that person's family do if this happened? _____

4. Name one good thing about our government being so careful to check immigrants: _____

5. Name one bad thing about our government being so careful to check immigrants: _____

Appendix I

Answer Key for “What I Learned From This Simulation”

What I learned from this simulation:

1. How do you think immigrants felt as they stood in line waiting to be checked at the different stations? _____ *They felt nervous and afraid that they might not be allowed to enter the U.S.* _____
2. What would happen to an immigrant if the doctor said he or she was too sick to enter the U.S.? _____ *The immigrant might have to go to the hospital to get better, or she might have to return to her country.* _____
3. What would that person’s family do if this happened? _____ *They would have to choose to go back to their country with their family member or go on to America without that person.* _____
4. Name one good thing about our government being so careful to check immigrants: _____ *It kept criminals out of our country and kept diseases out of our country.* _____
5. Name one bad thing about our government being so careful to check immigrants: _____ *It could separate people from their families and it could keep people that were only a little sick from coming to America.*

Appendix J

Citizenship Test

Name _____

Directions: Fill in the blank to answer each question.

1. The stripes on the U.S. flag stand for: _____

2. In the Revolutionary War, who did we fight? _____

3. Who was the first president of the U.S.? _____

4. Who helped the Pilgrims in the New World? _____

5. How many states are there today? _____

6. What are the colors of the American flag? _____

7. What are the three branches of our government?

(Answer Key – Block this before printing it for students)

1. 13 original colonies; 2. England; 3. Washington; 4. Native American Indians; 5. 50;
6. red, white, and blue; 7. Congress, President; Supreme Court

Appendix K

Reminder to Parents of the “Celebrate Our Heritage” Activity

Dear Parents,

This is just a reminder that on _____, we will be having our “Celebrate Our Heritage” activity. You are invited to join in our celebration during our lunch hour from ____ to _____. Your child will be sharing a relative’s story of immigration and a flag of that relative’s former country. This will be followed by a potluck lunch. We are asking all students to bring one dish from a country from which a relative immigrated. (Note: This does not have to be the same country as the story.) Examples would be: Italy – spaghetti or pizza, Ireland – potato dish (or chips), Germany – hot dogs or German chocolate cake. Please contact me if you have any questions. Thank you so much for your help in this special activity and we hope you can join us!

Sincerely,

Appendix L

My Relatives Came From Many Lands

Student's Name _____

Dear Parents,

In two days our class will begin working on a special immigration project. We are asking students to research a little of their families' history and write a short story, in their own words and handwriting, about a relative who immigrated to America. This story should include: the country from which the relative immigrated, where he or she first arrived (Ellis Island, New York, etc.), and any other details about his or her life after settling here. Children are encouraged to talk with grandparents or other relatives, if needed. If very little is known, students may add details of what they think the relative might have done.

(a) Name of Relative _____

(b) Relationship to student _____

Story:

My _____ (b) _____ (a)

immigrated to America from _____.

Appendix M

Name _____

Immigration Unit Quiz

Directions: Circle the letter of the correct answer.

1. What is an immigrant?
 - a. a person who is poor
 - b. a person who leaves her country and moves to another country
 - c. a person who travels on ships
2. Why did immigrants have to first stop at Ellis Island before they could enter the U.S.?
 - a. It was a long trip and the people needed some rest.
 - b. Our government wanted to make sure the immigrants were healthy and had permission to come.
 - c. People could find jobs on Ellis Island.
3. What does “e pluribus unum” mean?
 - a. out of many, one
 - b. too many people
 - c. welcome to our country
4. What does it mean to be a citizen?
 - a. It is a good person.
 - b. It is person who lives in a city.
 - c. It is a member of a country.
5. Circle all of the things that an immigrant has to do to become a U.S. citizen.

| | |
|-------------------------|--------------------------------------|
| Have a lot of money | Live in the U.S. at least five years |
| Obey the law | Have many American friends |
| Pass a citizenship test | Own a house |
| Drive a car | Pledge to be loyal to the U.S. |

6. Why did the immigrants call the U.S. the “Land of Opportunity?”

7. Why did so many immigrants settle in large cities?

8. Why did the immigrants get so excited when they saw the Statue of Liberty?

Rubric For the “Celebrate Our Heritage” Project (Circle and average the scores) Grade: ____

1. Flag - Neatness: (E)Excellent (S)Satisfactory (N)Needs Improvement
Accuracy: (E)Excellent (S)Satisfactory (N)Needs Improvement
2. Story – Neatness: (E)Excellent (S)Satisfactory (N)Needs Improvement
Details: (E)Excellent(5+ details) (S)Satisfactory (3-4) (N) Needs Improvement (1-2)

Appendix N

Immigration Unit Quiz Answer Key

Directions: Circle the letter of the correct answer.

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| <u>Obey the law</u> | Have many American friends |
| <u>Pass a citizenship test</u> | Own a house |
| Drive a car | <u>Pledge to be loyal to the U.S.</u> |
6. Why did the immigrants call the U.S. the “Land of Opportunity?”

They believed that they could own land and get good jobs here.
7. Why did so many immigrants settle in large cities?

They wanted to live where other people from their country lived so they could get more help.
8. Why did the immigrants get so excited when they saw the Statue of Liberty?

It meant that they had arrived in America and they could begin their new life.