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Seminar in Teaching American History
Industry, immigration, and the Progressive Era
Fall 2006
Fitchburg State College



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Lesson Plan Two: Separate Entrances and Different times: Should we continue letting people into the United States?

CLASS: United States History 1

GRADE LEVEL: Grade 10 :28 students

STANDARDS: *Massachusetts History and Social Science Curriculum Framework: August 2003;*
page 70

United States History II Learning Standards

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)

Seminal Primary Documents to Read: Emma Lazarus, “The New Colossus” (1883)

TOPIC: Immigration and the United States past, present and future.

STATEMENT OF PURPOSE:

The United States was founded by individuals fleeing from hardships abroad. We are truly a country of immigrants. As a result, all of us can trace our ancestry back to Europe, Asia, South America or Africa some our relative came several generations ago while others immigrated here recently. The bottom line is we all came from somewhere else at one point. Yet, today many citizens do not want more immigrants to come here. Why?

LEARNING OBJECTIVES:

- Students will identify two major immigration points of entrance into the United States
- Student compare and contrast the two immigration stations
- Students will identify what major groups came into each location and when
- Students will decide if immigration is a positive or negative affect on the United States

SCHEDULE: 4 Days:72 minutes each

DAY 1:

1. Brainstorming/ Essential Question: (20-25 minutes)

- The teacher writes these questions on the board:
 - a. What is an immigrant?
 - b. Why do immigrants leave their “home” countries?
 - c. What does the United States have that people come here for?
- Students write down their thoughts/answers to these questions
- Students discuss in their ideas with a partner

2. Poetry Reading and Group Analysis: (20-25 minutes)

- The Teacher passes out **Handout 1: The Poem “The New Colossus” by Emma Lazarus**
- The teacher reads the poem to the class
- The teacher splits the class into 4 groups
- The teacher passes out **Handout 2: A Framework for Responding to Poetry**
- Each group now reads and begins to analyze the poem using the essential questions from handout 2
- Each student shares their ideas in their groups

3. Class share out: (15 minutes)

- The teacher fills the class in on the major message of the poem: “**The New Colossus**” by Emma Lazarus
- **Teacher lets students know where the poem is today**
- Teacher asks random students what they think the message of the poem is

Day 1 Homework: (5-10 minutes)

Students are asked to respond to these questions in writing for homework:

- a. Where did your family come from before they got to the United States?
- b. How long ago was it since the first person in your family came here?

DAY 2:

1. Information refresher: (5 minutes)

- The teacher gives a general definition of the word immigrant
- The teacher also defines immigration

2. Group share- out (20minutes)

- The teacher shares part of her family immigration story with the class
- The students share out part of their immigration history with 1 classmate
- Each student must have:
 - a. At least 1 country of origin
 - b. An average year when the first member of their family came here to the United States

3. Sorting Activity:(5 minuets)

- Students are asked to line up by whose family has most recently come to settle in the United States
- Students then count out by fours –meaning that at the end 4 groups have been formed with approximately 7 students in each group
- Each student is now a 1, 2 ,3 or 4
 - a. The students who are a one (1) or a two (2) will be researching Ellis Island
 - b. The students who are a three(3) or a (4) will be researching Angel Island
 - c. Each number group will be researching from one website about either Ellis or Angel Island. Each student must complete a handout that is either a timeline or a 5 ws chart based on information that they find on their website
 - d. By the end of today each student will have completed their handout on either Angel or Ellis Island

4. Laptop/Internet Research (35-40 minutes)

Websites for Ellis Island research:

- a. <<http://www.ellisland.org/Immexp/index.asp?>>.
- b. <http://www.history.com/minisite.do?content_type=mini_home&mini_id=1459>.

- The “a” group students are using **Handout 4: Ellis Island Timeline**
- The “b” group students are using **Handout 6: The Five W's of Ellis Island**

Websites for Angel Island research:

- a. <<http://www.aiisf.org/>>.
- b. <http://www.english.uiuc.edu/maps/poets/a_f/angel/angel.htm>.

- The “a” group students are using **Handout 3: Angel Island Timeline**
- The “b” group students are using **Handout 5: The Five W's of Angel Island**

Day 2 Homework:

Students will finish their research/handout for full group share out during the next class meeting

DAY 3 :

1. Teacher background information (10 minutes)

- The teacher supplies background information on both Angel Island and Ellis Island.
- This information includes:
 - a. Where each island is located
 - b. What each island is used for today
 - c.

2. Group Jigsaw/Share out (40-50 minutes)

- The teacher has set up the room so that there are 7 pod groups that include 4 seats each.
- At each pod group there are three blank copies of
 - a. Handout 3
 - b. Handout 4
 - c. Handout 5

d. Handout 6

- Each pod should have a student 1, 2, 3 and 4
- Each group member now shares out their information so that the whole group has 4 completed handouts: 2 on Angel Island and 2 on Ellis Island

3. Student self assessment:(5-10 minutes)

Handout 7: KLW Chart

Day 3 Homework:

Students finish self-assessment

DAY 4:

- 1. Teacher recap of past 3 days: (5-10 minutes)**
- 2. Teacher collects Handout 7: KLW Chart: (5 minutes)**
- 3. Compare/Contrast Activity: (20 minutes)**

Teacher creates a compare and contrast chart on the board

The teacher then asks for student input on 4 ways Angel and Ellis Islands are:

- a. different (4 unique characteristics for each or 8 differences)
- b. similar (4 ways total)

The class then discusses the differences and similarities

4. Letter Writing Activity: (40 minutes)

- Students are given: **Handout 8: Persuasive Letter Rubric**
- **The teacher now asks the class to decide if they are for immigration or against immigration**
- **The student will be creating a letter to the president of the United States in which they use their knowledge of Angel and Ellis Island as a foundation of whether or not to continue allowing immigrants (legal or otherwise) to come to the United States.**

Day 4 Homework:

Students finish their presidential letters

ASSESSMENT:

Student research

Student discussions

Students' essays

Student notes (from handouts)

Student Analysis of Images

Student museum experiences

Student analysis of essential questions

Student Self Evaluation/teacher evaluation

REFERENCES/BIBLIOGRAPHY

Books

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Flanagan, Alice K.. We the People: Angel Island. Minneapolis, Minnesota: Compass Point Books, 2006.

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Angel Island Immigration Station Foundation." Angel Island Immigration Station. 2003. Angel Island Immigration Foundation. 14 Oct 2006 <<http://www.aiisf.org/>>.

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<<http://www.cr.nps.gov/history/categrs/immg.htm>>.

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"The Statue of Liberty-Ellis Island Foundation, Inc." The Immigrant Experience. 2000. The Statue of Liberty-Ellis Island Foundation. 15 Oct 2006
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MATERIALS:

- Internet Access
- Teacher Handouts (included)

LESSON PLAN Handouts for:

Emma Lazarus' Famous Poem

The New Colossus

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips. "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!"*

Handout:2:

A Framework for Responding to Poetry

Introduction:

- What is the title of the poem and who is the poet.
- Briefly explain the subject of the poem.

Point One: Explore the Themes of the Poem

- Try to group the ideas in the poem is there a story that the poem tells?
- What do you think the poem is about?

Point Two: Imagery used to express themes

- What are the pictures in the poem?
- Are metaphors/similes used to explain ideas?
- Are the five senses used to evoke certain reactions in the reader?

Point Three: Form and Structure

How is the poem organized e.g. lines, verses, layout and shape.

Conclusion: Poet's message

- What is the poet trying to communicate to the reader?
- How effective are the devices/language that he uses?
- What is your response to the poem?

Handout 3: Angel Island Timeline

Angel Island Timeline	
DATES	EVENTS
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Handout 4: Ellis Island Timeline

Ellis Island Timeline	
DATES	EVENTS
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Name _____ Date _____

Handout 5: The Five W's of Angel Island

Fill in each row with details about Angel Island.

When: Did most of the people come to Angel Island?	
Where: did most of the people come from before they got to Angel Island? Countries?	
Why did most of the people who came to Angel Island leave their homelands?	
What happened to many immigrants when they came to Angel Island? What types of experiences did people have?	
Who created Angel Island? Who controlled what immigrants got into the United States and who did not?	

Name _____ Date _____

Handout 6: The Five W's of Ellis Island

Fill in each row with details about Ellis Island.

When: Did most of the people come to Ellis Island?	
Where: did most of the people come from before they got to Ellis Island? Countries?	
Why did most of the people who came to Ellis Island leave their homelands?	
What happened to many immigrants when they came to Ellis Island? What types of experiences did people have?	
Who created Ellis Island? Who controlled what immigrants got into the United States and who did not?	

Handout 7:

Immigration Centers in America

Directions: After learning About Angel and Ellis Island what basic facts did you know before? Did you learn from your group and finally, what facts or information are you still curious about? Fill in the chart with your personal ideas and questions

<p><i>K-What I Knew</i></p> <ul style="list-style-type: none"> ▪ About Angel Island ▪ About Ellis Island 	<p><i>L-What I Learned</i></p> <ul style="list-style-type: none"> ▪ About Angel Island ▪ About Ellis Island 	<p><i>W-What I Want To Find Out</i></p> <ul style="list-style-type: none"> ▪ About Angel Island ▪ About Ellis Island

Handout 8:

Persuasive Letter Rubric

Points	4	3	2	1
Opening Statement	Strongly and clearly states a personal opinion. Clearly identifies the issue.	Clearly states a personal opinion. Some references to the issue.	Personal opinion is not clearly stated. Little or no references to the issue.	Personal opinion is not easily understood with any reference to the issue.
Supporting Details	Provides 2 or more strong details, reasons and/or examples in support of the opinion	Provides 2 details, reasons and/or examples in support of the opinion.	Provides at least 1 detail, reason and/or example in support of the opinion.	Provides little or no support of the opinion.
Tone/ Language	Chooses words that are clear, descriptive and accurate. Maintains consistent persuasive tone throughout letter.	Adequately chooses words that are clear and descriptive. Demonstrates a persuasive tone in parts of the letter.	Chooses some words that are clear and descriptive. Lacks consistent persuasive tone.	Language and tone of letter is unclear and lacks description.
Format/ Organization	Sentences and paragraphs are complete, well written and varied.	Sentence and paragraph structure is generally correct.	Sentence and paragraph structure is inconsistent	Little or no evidence of sentence or paragraph structure.
Concluding Statement	Summarizes personal opinion in a strong concluding statement.	Summarizes personal opinion in a concluding statement.	Concluding statement is a weak summary of personal opinion.	Concluding statement makes no reference to personal opinion.
Mechanics and Grammar	Contains few, if any punctuation, spelling or grammatical errors.	Contains several errors in punctuation, spelling or grammar that do not interfere with meaning.	Contains many punctuation, spelling and/or grammatical errors that interfere with meaning	Contains many punctuation, spelling and/or grammatical errors that make the piece illegible.
Total Points /24 Total Grade: %				

