

A Nation of Immigrants

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Class Level:	Advanced
Unit of Study:	Citizenship
Goals:	To use authentic, relevant reading material in order to broaden students' knowledge about American immigration as well as to inspire students to reflect on and write about their own immigration stories.
Lesson Objectives:	<ul style="list-style-type: none">• Students will read and discuss an authentic text and study related vocabulary on the subject of Ellis Island in order to become familiar with that segment of U.S. immigration history.• Students will create a class native country "quilt" in order to reflect on the concept of immigration in the United States and on how their own lives fit into the national immigration story.• Students will generate a relevant, interactive English language learning forum as they authentically and cooperatively practice all four language skills.• Students will activate schemata related to immigration so that they will become inspired to read about others' as well as write about their own immigration stories.
VDOE Adult Education ESOL Content Standards:	<p>S5.2 Speak so that a listener not familiar with limited English speakers can generally understand a person at this level on familiar topics.</p> <p>L5.4 Use a variety of listening strategies to effectively overcome barriers to communication.</p> <p>R5.2 Interpret simplified connected text employing some higher-order rhetorical structures on familiar topics.</p> <p>W5.4 With support, organize and develop writing to address a range of written tasks.</p>

<p>Estimated Time:</p>	<p>4-8 hours</p>
<p>Resources and Materials Needed:</p>	<p>Handouts:</p> <ul style="list-style-type: none"> • Pictures of Ellis Island Immigrants (Handouts A) • Ellis Island KWL chart (Handout B) • My Decision to Come to the United States of America (Handout C) • The American Dream: Discussion worksheet or transparency (Handout D) • Vocabulary list (Handout E) • "Ellis Island" Vocabulary (cloze) Practice (Handout F, four pages) • Ellis Island article (Handout G, three pages) • The United States - A Nation of Immigrants worksheet or transparency (Handout H) • Tell Your Immigration Story (Handout I) <p>Materials:</p> <ul style="list-style-type: none"> • Squares of blank paper (One per student) • colored pencils, markers • Maps (USA and World) • Piece/Patch of Quilt Material • Patchwork Quilt • PWCS Adult Education ESOL Program publication <i>Our Voices</i>, April 2009 - examples of personal immigration stories (Handout J, eight pages)
<p>Warm-up/Review:</p>	<p>Display or distribute pictures of Ellis Island immigrants (Handout A). Start a discussion by asking your students these questions:</p> <ul style="list-style-type: none"> • What comes to mind when you look at the picture? Feelings? • What do you think these people are doing? • Where are they? • What do you find most interesting about the picture?
<p>Introduction to the lesson:</p>	<p>Explain to the class that these are all pictures of immigrants who came to the United States through the federal immigrant processing center called Ellis Island. Let your students know that they will read about and discuss the history of U.S. immigration as it relates to Ellis Island and about the concept of "The United States - A Nation of Immigrants."</p> <p>As a whole class, have students fill out the Handout B, Ellis Island KWL chart.</p>

<p>Presentation:</p>	<p>Write, "The United States - A Nation of Immigrants." Brainstorm the meaning of this phrase. Write student responses on the board. Distribute one square piece of paper to each student. Instruct students to draw a picture on their paper square depicting one very special thing they remember about their country of origin.</p> <p>Ask students to then think about their own immigration stories and the pros and cons of leaving their native country to come to the United States. Distribute the My Decision to Come to the United States of America worksheet (Handout C). Explain what pros and cons mean, then direct student through the decision making organizer to record their thoughts about their own immigration.</p> <p>Students who finish early can gather into groups of 3-4 to share their pictures and compare decision worksheets with peers as they wait for the whole class to finish their work.</p> <p>When everyone is finished, explain to students that each one will be coming up in front of the class and sharing thoughts about his/her immigration decision and then they will post their square on the board. Model first.</p> <p>After all students have presented, hold up one square of fabric. Explain that by itself this fabric may hold little value, but (holding up completed quilt) when combined it holds great value. Draw parallel between fabric and our class "quilt" created on the board.</p> <p>Next, in small groups or as a whole class, orally complete The American Dream: Discussion (Handout D) using worksheets or a transparency.</p>
<p>Practice Activities/ Application:</p>	<p>Let students know that they will be practicing reading, speaking, and listening skills by reading and discussing an article about an immigration facility that is important in American history.</p> <p>Distribute the Vocabulary list (Handout E), "Ellis Island" Vocabulary (cloze) Practice (Handout F, four pages), and Article about Ellis Island (Handout G, three pages). Go over the vocabulary and definitions with your class. Have students complete the vocabulary cloze practice as a whole class or in small groups.</p> <p>Read the article to your class. Next, have students reread the article aloud in small groups. Have each group make up several WH questions about the</p>

	<p>article to ask members of other groups (you can make a game out of this activity). Model first with who, what, when, where, why, and how questions of your own. Display overhead of world map. Point out location of Ellis Island. Ask:</p> <ul style="list-style-type: none">• How (transportation method) did immigrants arrive at Ellis Island?• Where were most immigrants from?• Do most immigrants come through Ellis Island today? Why/why not?• Where do you think most immigrants enter the United States in 2009?• Based on previous answer, where do you think most immigrants come from?• How/Why do immigrants move to areas away from the popular points of entry? <p>(optional) Examine The United States - A Nation of Immigrants worksheet or transparency (Handout H) graph with your class. Discuss the information. Have students make up WH questions to ask one another. Again, model first. Also, you may introduce math vocabulary such as <i>more than, less than, greatest, least, lowest, highest, etc.</i></p>
Evaluation Activities:	<p>Complete the W section of the Ellis Island KWL chart (Handout B) as a class.</p> <p>Evaluate students' comprehension throughout each exercise.</p>
Reflection Activity:	<p>Often when discussing the United States as a nation of immigrants, the term "Melting Pot" is used to describe the United States. Probe students about what they think this means? Follow up by asking if they think that term is still appropriate.</p> <p>Further explain that many individuals have adopted the "Salad Bowl" image to illustrate current immigration trends in this country. Probe students about what they think this means? Follow up by asking if they think that this description is accurate?</p>
Extension Activity:	<p>⇒ Read selected personal immigration stories to your class from <i>Our Voices, April 2009</i> (Handout J, eight pages). Distribute Tell Your Immigration Story (Handout I) worksheets to each student. Extend the reading lesson with a writing activity that asks students to write their own immigration stories. Be sure to brainstorm with students about what to include in their writing. Explain that the prompt questions can help them get ideas and think of interesting details. These are not just as a list of questions to answer.</p>

















Ellis Island

K	W	L
What I <u>know</u> it.	What I <u>want to know</u> about it.	What I have <u>learned</u> about it.

My Decision to Come to The United States of America

My name is _____.

I came to the United States from _____.

For me, the decision to come here was **easy** / **difficult** (circle one)

because _____.

The pros of immigrating to the U.S.	The cons of immigrating to the U.S.

Reflecting on your decision - Finish the following statement:

If I were still living in my native country, I would be

⇒ Discuss the following questions with your group:

Part A: The American Dream

- What is the "American Dream"?
 - Is it different from the dreams of other nations? Explain.
 - What was your "American Dream" before you came to this country?
 - What is your "American Dream" now? Has it changed since you came here?
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Part B: The United States of America - A Nation of Immigrants

- What is a nation?
 - What is an immigrant?
 - Why is the United States called "a nation of immigrants"?
 - What are the advantages and disadvantages of a "nation of immigrants"?
-

Part C: Immigrants to the United States at Ellis Island (around 1882)

- How do you think the people in this picture feel?
- What might they be thinking?
- Where is Ellis Island? How do you know?
- What happened to immigrants at Ellis Island?



Vocabulary

mouth - the place where the river enters the sea

location - the place or position of something

entry - a way into a place

facility - a place made to fulfill a service or a need

situated - the place or position of something, location

federal - involving or supporting the U.S. central government

inspected - examined; looked at carefully

peak year - the year with the highest or most activity

processed - preparation for something using a series of actions

occurred - happened; took place

visible - seen with the eyes

generally - in most cases or circumstances; usually

would-be - hoping to be or do something

rejected - not accepted; not good enough

outright - openly; completely; totally

denied - refuse request; not let somebody have something

origin - where someone or something comes from

chronic - long-lasting sickness or condition

contagious - able to be spread by direct or indirect contact from person to person

insanity - mental illness

transatlantic voyage - a trip across the Atlantic Ocean

symbols - something that stands for or represents something

potentially - being possible

inside out - a part that is normally on the inside facing out

lacking - without something that is needed; not available

mass - a large number or quantity

overseas - across or beyond a sea

primarily - mainly or mostly

reachable - able to arrive at a place

prior - earlier in time

merchant seaman - a sailor involved in transporting goods to buy or sell

trace - attempt (try) to find somebody or something

ancestry - former generations of somebody's family

dispersing - scattering or spreading out to other places

"Ellis Island" Vocabulary Practice

➡ Fill in the blanks with the correct words.

mouth entry facility location federal

1. Potomac Hospital is an excellent medical _____ where patients can receive good health care.
 2. I asked a friend to help me find the _____ of the nearest library so I could go and check out a book.
 3. The door mat at the _____ to his home reads, "Welcome."
 4. There are many _____ buildings in Washington DC where U.S. government officials work.
 5. Fishing is usually good at the _____ of a river.
-

situated denied processed generally inspected

6. It took a long time for her Green Card papers to be _____, because there were so many requirements for her to complete.
 7. Washington DC is _____ between Maryland and Virginia.
 8. _____ in the United States, it is acceptable for woman to wear pants for almost any occasion.
 9. When the mechanic _____ the car, he found that the breaks and the engine needed to be fixed.
 10. The man was _____ entry into the U.S. because he did not have a passport.
-

rejected origin would-be contagious peak years

11. A person can experience great emotional pain when he or she is _____ by others because of race, religion, or nationality.
12. Many _____ actors go to Hollywood, California hoping to become rich and famous.
13. On many documents, immigrants are asked about their native country or their place of _____.
14. 1901-1910 were _____ of immigration in the U.S. when 10.5 million new people came to this country.
15. The flu is very _____; so if you are sick, please stay home.

occurred visible symbols transatlantic voyage outright

16. His graduation _____ in June 2008.
17. He felt _____ shame and sorrow when his wife told the whole world she was going to leave him for another man.
18. The stars are only _____ at night.
19. The _____ from Europe to America is a lot faster today than it was 100 years ago.
20. The stars and stripes on the American flag are _____ that have special meaning.
-

primarily chronic insanity mass potentially

21. His _____ cough worried his family when it would not go away for over a month.
22. _____ anything can happen in America because it is a land of freedom and opportunity.
23. If you buy a _____ quantity of something, you can usually get it at a much cheaper price.
24. The great pain and constant stress in his life almost drove him to _____.
25. Some people say that Americans are _____ interested in making money. Others disagree.

inside out prior reachable ancestry lacking

26. The student was in such a hurry to get to class that he put his shirt on _____.
27. In some countries, many people are _____ basic needs such as food, housing, and health care.
28. The summit (top) of Mt. Everest is definitely not _____ by car.
29. When she filled out the job application, she had to write down all of her _____ work experiences so that the employer would know about her work history.
30. Tiger Wood's _____ includes people from Africa, Asia, Europe, as well as Native Americans.
-

dispersing

trace

merchant seaman

overseas

31. Because he changed his name, the officials were not able to _____ his family background.
32. During the terrible war, many families began _____ to other countries in order to escape the violence and bloodshed.
33. Because her family lives _____, she has to take an airplane or a boat to visit them.
34. Because of his job, the _____ _____ was able to travel all over the world.

➡ Choose three words that are new to you. Create new sentences with the words.

Word:

Sentence:

Word:

Sentence:

Word:

Sentence:

Ellis Island



Ellis Island, at the **mouth** of the Hudson River in New York Harbor, is the **location** of what was from January 1, 1892, until November 12, 1954 the main **entry facility** for immigrants entering the United States called the Ellis Island Immigrant Station. It is **situated** in Jersey City, New Jersey and New York City.

The **federal** immigration station opened on January 1, 1892 and was closed on November 12, 1954, but not before 12 million immigrants were **inspected** there by the US Bureau of Immigration (Immigration and Naturalization Service). 1907 was the **peak** year for immigration at Ellis Island with 1,004,756 immigrants **processed**. The all-time daily high also **occurred** this year on April 17 which saw a total of 11,747 immigrants arrive.

Those with **visible** health problems or diseases were sent home or held in the island's hospital facilities for long periods of time. Then they were asked 29 questions including name, occupation, and the amount of money they carried with them. **Generally** those immigrants who were approved spent from two to five hours at Ellis Island. However, more than three thousand **would-be** immigrants died on Ellis Island while being held in the hospital facilities. Some unskilled workers and immigrants were **rejected outright** because they were considered "likely to become a public charge (welfare)." About 2 percent were **denied** admission to the U.S. and sent back to their countries of **origin** for reasons such as **chronic contagious** disease, criminal background, or **insanity**. Ellis Island was sometimes known as "The Island of Tears" or "Heartbreak Island" because of those 2% who were not admitted after the long **transatlantic voyage**.

Symbols were chalked on the clothing of **potentially** sick immigrants following the six-second medical examination. The doctors would look at them as they climbed the stairs from the

baggage area up to the Great Hall. Immigrants' behavior would be studied for difficulties in getting up the staircase. Some only entered the country by secretly wiping the chalk marks off or by turning their clothes **inside out**.

Writer Louis Adamic came to America from Slovenia in southeastern Europe in 1913. Adamic described the night he spent on Ellis Island. He and many other immigrants slept on bunk beds in a huge hall. **Lacking** a warm blanket, the young man "shivered, sleepless, all night, listening to snores" and dreams "in perhaps a dozen different languages". The facility was so large that the dining room could seat 1,000 people.

Mass processing of immigrants at Ellis Island ended in 1924 after the Immigration Act of 1924 greatly restricted immigration and allowed processing at **overseas** embassies. After this time Ellis Island became **primarily** a detention and deportation processing center.

Today Ellis Island houses a museum **reachable** by ferry from Liberty State Park in Jersey City, New Jersey and from the southern tip of Manhattan in New York City. The Statue of Liberty, sometimes thought to be on Ellis Island because of its symbolism as a welcome to immigrants, is actually on nearby Liberty Island, which is about 1/2 mile to the south.

More than 12 million immigrants passed through Ellis Island between 1892 and 1954. The first immigrant to pass through Ellis Island was Annie Moore, a 15-year-old girl from County Cork, Ireland, on January 1, 1892. She and her two brothers were coming to

America to meet their parents, who had moved to New York two years **prior**. She received a greeting from officials and a \$10.00 gold piece. The last person to pass through Ellis Island was a Norwegian **merchant seaman** by the name of Arne Peterssen in 1954. Today, over 100 million Americans can **trace** their **ancestry** to the immigrants who first arrived in America through the island before **dispersing** to points all over the country.



Immigrants waited at Ellis Island. They wanted a new life in America.

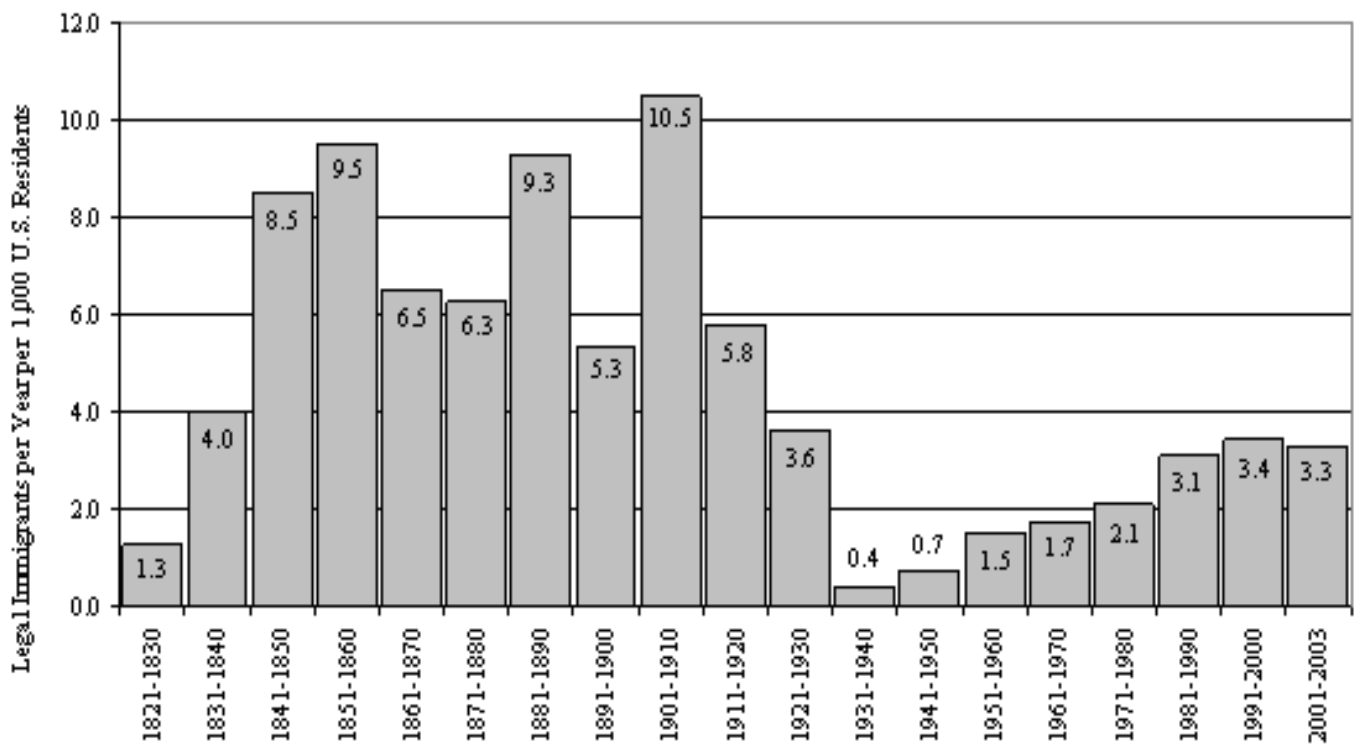


Immigrants being processed at Ellis Island, 1904

The United States - A Nation of Immigrants



American Immigration in Perspective, by Decade, 1820-2003



Source: U.S. Census Bureau, 2003 Yearbook of Immigration Statistics, U.S. Office of Immigration Statistics.

