

Life in a Suitcase: A History of Ellis Island



<http://www.loc.gov/pictures/resource/cph.3a13598/>

Overview/Prior Knowledge

The study of human migration, part of the discipline of geography, has influenced the history and culture of the United States and the World. Students need to understand the key terms associated with immigration as well as the patterns of immigration throughout history. Students should also develop a knowledge of major migration patterns. Through this lesson on Ellis Island, students will develop a basic knowledge of immigration and migration specific to the United States, but also generalizable patterns of human movement evident in the rest of the world.

Objectives

- Students will be able to identify the types of immigrants who are given preference to enter the United States.
- Students will be able to describe characteristics of immigrants to the United States.
- Students will be able to compare American and European attitudes toward immigrants.
- Students will be able to describe the evolution of United States quota laws.

Time Required

One 90-minute periods.

Recommended Grade Range

9-12

Subject/Sub-Subject

World Geography, English Language Arts

Standards

Social Studies

Mississippi: Advanced World Geography

AWG.5 Evaluate the characteristics and processes of human population and migration on Earth.

1. Utilize concepts including the crude birth rate, crude death rate, infant mortality rate, fertility rate, natural increase rate, and demographic transition model to explain the characteristics of a population over time.
2. Explain the relationship between the status of women and population patterns in a society.
3. Trace the major migration patterns in the United States and the world in terms of distance, origin, cause, and time.
4. Examine the various ways that nations manage intraregional, interregional, and international population flows.
5. Assess the conditions which produce refugees, asylum seekers, and internally displaced persons and the processes countries utilize to meet their needs.

NCSS Standards:

Time, Continuity, and Change
People, Places, and Environment
Individual Development and Identity
Individuals, Groups, and Institutions
Global Connections

English Language Arts

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS ELA WRITING STANDARDS:

- W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS ELA READING STANDARDS:

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Library of Congress - Teaching with Primary Sources Skills:

- Support inquiry by posing questions that are relevant to learning goals and require analysis of primary sources
- Use primary sources that connect to the subject/topic under study
- Provide for students of varying abilities, learning styles and interests to learn with primary sources
- Require students to demonstrate knowledge or skills gained from the analysis of primary sources

Highlighted Strategies:

- Observation / Zoom-In
- Sourcing/Bias
- Contextualization
- Multiple Perspectives

Credits

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Materials

- Primary Sources – See Resource Guide at the end of this document.
- <http://teacher.scholastic.com/activities/immigration/tour/>
- <http://www.libertyellisfoundation.org/oral-histories>
- <https://www.youtube.com/watch?v=8X4CypTaOQs&t=519s>

Procedures

Warm Up

- Students will enter the room with the song *Isle of Hope, Isle of Tears* playing. On each of their desks will be the lyrics to the song. After all students have entered the room, the song will be replayed after students have been instructed to follow along with the lyrics.
- After the song has played, students will brainstorm the meanings through the song. The lyrics will have Ellis Island whited out to ensure students are thinking beyond the topic.

During

- After the lesson introduction, students will each receive a historical photograph analysis worksheet (http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf). Students will be given a series of 5 historical photographs depicting Ellis Island or the immigrants who passed through the immigration depot. Students will analyze the photographs separately with a class discussion of each photo to follow. (Students should still be unaware that the photographs are depicting Ellis Island until the end)
- After the photograph analysis, students will view a short documentary on Ellis Island while answering a series of questions pertaining to the video. Students will also view two primary source videos pertaining to Ellis Island. (Primary Sources 1 & 2)
- Once the brief documentaries have concluded, students will be separated into groups of 3. Each group will “migrate” around the room to different stations. Each station will contain photographs of each stage of Ellis Island, along with a story discussing the immigrants’ voyages through Ellis Island, and letters the immigrant may have sent. Each student will be completing questions focusing on each station. The stations will include:
 - The Passage/Baggage Room (Primary Sources 1, 3, 4, 6, 11)
 - The Registry Room (Primary Sources 9 & 10)
 - The Medical Exam (Primary Sources 7, 8, 12)
 - Detainees/Stairs of Separation (Primary Sources 15, 16, 17)
 - The Kissing Post (Primary Sources 18)

Wrap Up/Closure

- After the stations have concluded, the students will debrief on the concept of Ellis Island. Students will describe life as an immigrant, referencing at least 2 letters, for an exit ticket.
- At home, students will use the Ellis Island website to listen to an immigrant’s testimony of going through Ellis Island. Students are required to document the story of the individual using the terms discussed in the chapter.

Assessment

- Documentary Questions
- Ellis Island Migration Packet
- Exit Ticket
- Migration Narrative with vocabulary

Differentiation

- Remediation- students will analyze less pictures while delving deeper into the ones they do analyze. The students will write a narrative using a pre-outlined template containing topic sentences.
- Enrichment- students are to create an online timeline of the evolution of Ellis Island including quota laws. Students may also create their own political cartoon describing immigration in the United States today.

Teaching with Primary Sources Resource Guide

Title: Life in a Suitcase: A History of Ellis Island

Historical Background:

Twelve million immigrants to the United States between 1892 and 1954 were processed at Ellis Island, situated in New York Harbor. Incorporated as part of the Statue of Liberty National Monument in 1965, Ellis Island was restored and reopened in 1990 as a museum of immigration.

Primary Source 1:

Title: Emigrants (i.e. immigrants) landing at Ellis Island

Link: <https://www.loc.gov/item/00694367/>

Purpose: Video introducing Ellis Island using actual footage of the event.

Primary Source 2:

Title: Arrival of emigrants (i.e. immigrants) Ellis Island

Link: <https://www.loc.gov/item/00694368/>

Purpose: Video introducing Ellis Island using actual footage of the event.

Primary Source 3:



Title: Immigrants on an Atlantic Liner (passageway)

Link: <http://www.loc.gov/pictures/resource/cph.3a13598/>

Purpose: Photographs of the passageway to use for the migration stations.

Primary Source 4:



Title: New York- Welcome to the Land of Freedom (photo analysis)

Link: <http://www.loc.gov/pictures/resource/cph.3b49155/>

Purpose: Students will analyze these pictures with the help of the teacher. Students will walk through the process to prepare to analyze pictures through the migration stations.

Primary Source 5:

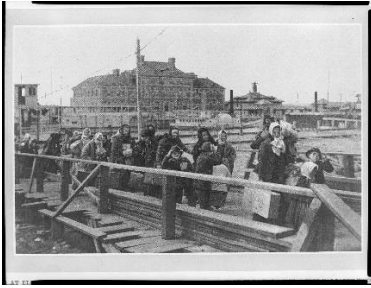


Title: Immigrants waiting to be transferred, Ellis Island, October 30, 1912 (passageway)

Link: <http://www.loc.gov/pictures/resource/cph.3a13599/>

Purpose: Photographs of the passageway to use for the migration stations.

Primary Source 6:



Title: Landing at Ellis Island (passageway)

Link: <http://www.loc.gov/pictures/resource/cph.3a14957/>

Purpose: Photographs of the passageway to use for the migration stations.

Primary Source 7:



Title: Immigrant Landing Station, N.Y. (photo analysis)

Link: <http://www.loc.gov/pictures/resource/cph.3a38144/>

Purpose: Students will analyze these pictures with the help of the teacher. Students will walk through the process to prepare to analyze pictures through the migration stations.

Primary Source 8:



Title: Emigrants coming to the "Land of Promise" (passageway)

Link: <http://www.loc.gov/pictures/resource/cph.3a09957/>

Purpose: Photographs of the passageway to use for the migration stations.

Primary Source 9:

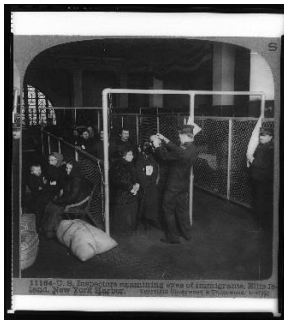


Title: Awaiting examination, Ellis Island

Link: <http://www.loc.gov/pictures/resource/ppmsc.00056/>

Purpose: Photographs of the medical examinations to use for the migration stations.

Primary Source 10:



Title: U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor

Link: <http://www.loc.gov/pictures/resource/cph.3a10036/>

Purpose: Photographs of the medical examinations to use for the migration stations.

Primary Source 11:



Title: Immigrants at Ellis Island (Registry)

Link: <http://www.loc.gov/pictures/resource/cph.3a27341/>

Purpose: Photo of the registration process to use for the migration stations.

Primary Source 12:



Title: Final Discharge from Ellis Island (Registry)

Link: <https://www.loc.gov/resource/cph.3b39451/>

Purpose: Photo of the registration process to use for the migration stations.

Primary Source 13:



Title: Immigrants walking across pier from bridge (passageway)

Link: <https://www.loc.gov/resource/cph.3b46739/>

Purpose: Photographs of the passageway to use for the migration stations.

Primary Source 14:



Title: Examination, Ellis Island (Medical Examination)

Link: <https://www.loc.gov/resource/ggbain.30550/>

Purpose: Photographs of the medical examinations to use for the migration stations.

Primary Source 15:



Title: Ellis Island Postcard (Photograph Analysis)

Link: <https://www.loc.gov/item/2013645890/>

Purpose: Students will analyze these pictures with the help of the teacher. Students will walk through the process to prepare to analyze pictures through the migration stations.

Primary Source 16:

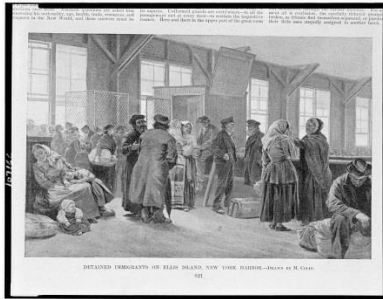


Title: Operating room in Ellis Island (medical)

Link: <https://www.loc.gov/resource/cph.3c12845/>

Purpose: Photographs of the medical examinations to use for the migration stations.

Primary Source 17:



Title: Detained immigrants on Ellis Island, New York Harbor (detainee)

Link: <https://www.loc.gov/resource/cph.3c07166/>

Purpose: Photographs of the detainees and stairs of separation to use for the migration stations.

Primary Source 18:

Image: People rest in dormitories on Ellis Island (detainee)

Title: People rest in dormitories on Ellis Island (detainee)

Link: <http://teacher.scholastic.com/activities/immigration/tour/stop8.htm#tab2-content>

Purpose: Photographs of the detainees and stairs of separation to use for the migration stations.

Primary Source 19:

Image: Staircase of Separation

Title: Staircase of Separation

Link: <http://teacher.scholastic.com/activities/immigration/tour/stop9.htm#tab2-content>

Purpose: Photographs of the detainees and stairs of separation to use for the migration stations.

Primary Source 20:

Image: Immigrants through processing

Title: Immigrants through processing

Link: <http://teacher.scholastic.com/activities/immigration/tour/stop10.htm#tab2-content>

Purpose: Photographs of the kissing booth to use for the migration stations.

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