



Teaching Immigration History

Immigration is central to the identity of the U.S. as a nation, and to the history of its citizens. For some people, the history of their ancestors' immigration to the U.S. is ancient. Native American peoples arrived in the western hemisphere across the Bering Straits many thousands of years ago. For others, the history is almost immediate – they are immigrants themselves. Between these two extremes lie many variations. Some families know which generation of their ancestors immigrated and from which country(ies). Other families have lost the knowledge or records of their past and don't know when or from where their ancestors came to the U.S. Still other families include children or parents who were adopted and may not have knowledge of their biological ancestry. Teachers need also to be sensitive to the possibility that children may be undocumented immigrants or that they may be political refugees and that discussing their heritage may be dangerous or uncomfortable.

The BHH immigration unit invites children to learn their ancestors' native countries of origin. This activity has the potential to engage and excite students as they learn about their family connections to a wider world and their own connections to the immigrant experience. It also has the potential, however, to alienate the students in your class who do not know their ancestry or family immigration history. To prevent this, the take home page for family ancestry offers several alternatives to citing a specific family immigration history. Children may “adopt” a country from which they can imagine their ancestors emigrated; they may list a country from which an adoptive parent's ancestors emigrated; they may list a country from which an adopted sibling or neighbor or friend emigrated.

Studying immigration provides an excellent natural context for children to be introduced to the incredible diversity of ethnicity and cultures in the U.S., and for children to imagine a nation of people coming together, all sharing the common experience of migration, albeit from different places. If your classroom has a majority of students from a particular part of the world, such as Europe or Mexico or Africa, pay particular attention to the children in your class from areas less represented. Emphasize the importance of diversity in the U.S., and celebrate that your class not only has many children from Scandinavia, but also from Mexico and Cambodia. Talk about how amazing it is that we all come from many different places, but now we're all together in Chicago (or Dallas or Indianapolis or Sioux Falls or Denver or Tucson...), playing on the same playground, coloring and reading and learning together. Too much emphasis on where we came from can be divisive. Ongoing celebration of our uniqueness together can create unity and friendship.

Finally, in this unit we have chosen not to introduce the forced migration of African American peoples into slavery. Because the immigration waves included in the BHH unit occurred in the 19th and 20th centuries and the nature of the material is simplified



for the 2nd grade level, this omission should not raise questions. Should you wish to explore the issue of enslavement and forced migration of African peoples, please see the pre-unit lessons for the 3rd grade Segregation unit for some activity ideas.



Narrative Introduction to the Unit

There was once a very beautiful land. It was bordered on the east by the Atlantic Ocean, on the west by the Pacific. In the east, much of the country was covered in trees and small mountains. A great river ran north to south through the middle. And in the west, prairies, deserts, and enormous rugged mountains alternated across the landscape. All this land lacked was a human population.

Then, thousands of years ago, no one knows exactly how many thousands, a group of people entered North America, traveling across a land bridge between Asia and Alaska. This land bridge is under the Bering Sea now. Gradually, the first people in the beautiful land worked their way southward and eventually settled throughout North and South America, including the area that would one day become the United States. The descendents of these first people to travel to the U.S. are considered Native Americans, because they lived in the U.S. for thousands of years before Europeans arrived in North America.

Because their ancestors lived in the United States for so many thousands of years, Native Americans are not considered immigrants. All other people in the U.S., however, are either immigrants themselves or are descended from immigrants. Immigrants are people coming from another country to live in the United States. President Kennedy and others have called America a "Nation of Immigrants."

About five hundred years ago, immigrants from other parts of the world, especially Spain, England and France, began settling in the United States. We will not, however, be studying a time quite that long ago. We are going to learn about people that immigrated to the United States around 100 years ago. We will learn about people who came to America, when they came and why, where they settled, how they were accepted and how they contributed and took part in American life. And then we will look at recent immigration, for immigration is always happening in the U.S. We will learn some of the stories of people who immigrated to the U.S. in just the past few years, in the time since you were born. (If you have a child in your class who immigrated to the U.S., you may wish to explain the unit to them in advance. If they are willing to participate on an expanded basis, this unit provides an opportunity for them to share their story, and to have their experience recognized and honored.)



Lesson Plans

This unit explores immigration to the United States, with an emphasis on the latter half of the 19th century. Because such time concepts typically are not meaningful for children, for the purposes of the unit we often refer to historic times as “long ago”. The unit’s first lesson uses a popular children’s feature cartoon, **Fievel, an American Tail**, to introduce the concept of immigration. The lessons then focus on who, what, when, where, why and how people immigrated. This format guides students through the unit content, and introduces them to one of the most important building blocks in historical inquiry -- systematic questioning using a who, what, when, where, why format.

Like all the Bringing History Home units, this one introduces or examines themes that appear in other units. Immigration provides an opportunity for classes to explore issues such as friendship, discrimination, and personal and cultural differences among people. These themes will recur in the third grade Segregation unit and in the fifth grade WW II Home Front and Native American units. The immigration experience specifically will appear again in the 4th grade Progressive era unit, in which students learn about popular and government responses to the problems in turn of the 19th/20th century factories and tenement slums.

Many, many resources are available on immigration. Enjoy exploring them! The picture book selection is exceptionally broad and deep. Web sites are often interactive and some offer resources and formatting to research family history. While such activities may lie beyond the scope of your class, the resources reflect a widespread interest in U.S. immigration history and offer many opportunities to enrich your students’ knowledge.

In recent decades, melting pot imagery was used to describe the immigrant experience in the U.S. The tapestry-of-cultures concept, however, has now largely replaced melting pot imagery. The tapestry concept honors ethnic differences among citizens and acknowledges the United States’ unique potential as a nation where citizens may share and exchange widely varying traits and values, without abandoning cultural traditions. The concluding festival for the unit reflects this by celebrating students’ varied ethnic heritages. The festival offers students a chance to share their cultural backgrounds, and introduces children to U.S. immigration as a multi-directional cultural exchange.

Before Beginning the unit, please read [Teaching Immigration History](#).



Introductory Activity: The First Americans

Resources:

- ❖ <http://www.ancestrybydna.com/largeMap.html>
- ❖ **Right Here on this Spot** (Clapp, J. & Addy, S.H., 1999. Houghton Mifflin Co.)

We begin this unit with an introduction to pre-historic human migrations. From the scientific fields of archaeology and DNA analysis, there is strong evidence all human beings descend from central African ancestors. Early migrations out of Africa have been dated at around 75,000 years ago. Over the course of at least 60,000 years, the migrations continued until human beings dwelled all across the earth, with the exception of Antarctica. By discussing with your students the concept we all originated from common ancestors, probably in the heart of Africa, you create an inclusive world vision from which to begin exploring the more specific migrations/immigrations to the United States.

- ❖ The Ancestry by DNA world map provides an excellent visual representation of the migration routes, and includes notations about the dates various continents were settled. You may wish to blow-up and print this map to share with your students. After you examine with your class the many arrows on the map depicting the spread of peoples, narrow your focus to the earliest residents in the area now the United States. The ancestors of Native American peoples are believed to have migrated into the Western Hemisphere from Asia, across the Bering Straits. Researchers believe this process began between 18,000 and 30,000 years ago, and continued up until approximately 6,000 years ago. This great migration took place on foot and perhaps by boat.
- ❖ European peoples, who originally migrated into Europe from the Middle East and Asia around 60,000 years ago, did not reach the Western Hemisphere until 1492. Read aloud **Right Here on this Spot** to help children understand Native American peoples almost certainly were the original families in your area.
- ❖ Finally, prepare students for the unit's immigration focus by explaining you will be studying the movement of peoples into this country after it became the United States, during the 19th and 20th centuries.

Activity 1: What is Immigration?

Content Goals:

- ❖ Children learn the definition of immigrant.
- ❖ Children learn we are all immigrants.



Process Goals:

- ❖ Watching a film for knowledge.
- ❖ Finding countries on a world map.
- ❖ Tracing a route of travel across a map.

Centerpiece:

- ❖ **Fievel, An American Tail**, take-home family origin worksheet.

Content:

- ❖ The concept of U.S. immigrant – a person who travels from another country to live in the United States.
- ❖ Learning about family background and history.

Process:

- ❖ Ask the class if they have heard the word “immigrant”?
- ❖ Define “immigration” for the children and ask if they know someone who has immigrated or if any students immigrated themselves.
- ❖ Introduce **Fievel** as a story of immigration from Russia. Examine with the children a map of the world. Find your local town first, then New York City and finally, Moscow in Russia. Watch the movie.
- ❖ After the movie, return to the map to discuss the distance Fievel’s family traveled to reach New York from Russia, about their journey crossing Europe and the Atlantic Ocean.
- ❖ Introduce the family origin worksheet by talking about how all of us who are not Native Americans are like Fievel, immigrants or descended from immigrants.
- ❖ Send the worksheet home with students to fill out with a caregiver or a friend.
- ❖ Conclude with a discussion of the surveys when the children bring them back to school.

Product:

- ❖ Family origins worksheet.

Resources:

- ❖ **Fievel, An American Tail**
- ❖ Family origins worksheet



Activity 2: KWL

Content Goals:

- ❖ Children take stock of their prior and current knowledge of immigration.
- ❖ Students learn Native Americans lived long, long ago in many places they no longer live today.

Process Goals:

- ❖ Children learn to frame history inquiries with “who, what, when, where, how and why” questions.

Centerpiece:

- ❖ KWL charts

Content:

- ❖ The children’s current knowledge of immigration.

Process:

- ❖ Review and discuss **Right Here on this Spot.**
- ❖ Class begins a KWL sheet for immigration study.
- ❖ Class discusses how to investigate history – by asking who, what, when, where, how and why to learn the pieces of a story. Use Fievel as an example and ask students the “W” questions based on the movie:
 - Who immigrated? (A Russian family of mice.)
 - When did they come to America? (1800’s)
 - Why did they immigrate to America? (To escape attack by cats – for freedom and a better way of life.)
 - Where did they arrive in America? (New York City)
 - How did they travel to America? (By train and ship.)
 - What happened to them in America?

Product:

- ❖ KWL chart

Resources:

- ❖ KWL chart



❖ **Right Here on this Spot**

Activity 3: Who and Where?

Content Goals:

- ❖ Students are introduced to a ship's manifest.
- ❖ Students learn immigrants came from many walks of life.

Process Goals:

- ❖ Mapping.
- ❖ Analyzing a ship's manifest for information about immigrants.

Centerpiece:

- ❖ World map, ships' passenger lists or manifests, Book: **Watch the Stars Come Out.**

Content:

- ❖ Countries of origin for various immigrant groups.

Process:

- ❖ Reading aloud **Watch the Stars Come Out** provides an introduction to this lessons' themes – who are/were immigrants and from where do/did they come?
- ❖ For mapping, begin with the students' ancestors' countries of origin as provided on the take-home sheets in Activity 1. Make a list on the board of the countries represented on the ancestor sheets.
- ❖ On a world map, students find the countries you listed on the board.
- ❖ Using lengths of yarn, students tape one end to each country of origin and the other to the U.S., until there is one piece of yarn representing immigration to the U.S. from each country identified on the children's ancestry sheets. Native American children may stretch yarn from their tribal place of origin to their current home.
- ❖ The children next tape their individual school pictures in the area of their current residence, i.e., if their school is in Nebraska, the students pictures will cluster in and around Nebraska on the map. If a child does not have a school picture, they can bring in any photo of themselves to use for the activity.



- ❖ Concluding the activity, you may wish to tape your class's group photo in the center of the individual photos, signifying "Out of many, one."
- ❖ Teacher introduces the ship's manifest by telling students they are going to be detectives looking for clues to details about various immigrants – trying to answer the "who" question. Were the immigrants on the ships men or women, young or old? What sorts of jobs did they do? A manifest, or ship passenger list, provides brief details about immigrants traveling to the U.S. Together the class looks at a manifest for information. Sample questions:
 - When were the dates of travel?
 - How many men? Women? Children?
 - What other information is on the list?
 - What does all this information tell us about immigrants as groups and as individuals? How were they alike? How were they different?

Product:

- ❖ Countries of origin mapped.

Resources:

- ❖ Children's countries of origin sheets
- ❖ World Map
- ❖ Ships' Manifests
- ❖ **Watch the Stars Come Out** (Levinson, R. & Goode, D., 1999. Bt Bound.)

Activity 4: When and Why? A Timeline

Content Goals:

- ❖ Children are introduced to the concept of immigration waves: large numbers of immigrants from the same country sometimes left/leave their homeland at the same time for a common reason; for example, the Irish exodus to escape the potato famine of the late 1840's.

Process Goals:

- ❖ Students make a timeline of immigrant waves.
- ❖ Students map immigrant waves.



Centerpiece:

- ❖ Photos and accounts of immigrant groups, world map, book: **Escaping to America**. Digital History Immigration Timeline (teacher resource).

Content:

- ❖ Dates and numbers of immigrant waves. Accounts of why immigrants left their countries of origin

Process:

- ❖ Introduce the activity by telling your students their detective challenge for the activity will be answering when and why did/do people immigrate. Read aloud and discuss **Escaping to America**. Explain this is a story based on many actual situations, that many people have immigrated to the U.S. to escape wars.
- ❖ Introduce the primary source research by exploring the difference between a book such as **Escaping to America** and actual accounts of immigration, which such books are based on.
- ❖ As a class, students study photos and personal accounts of reasons for immigration.
- ❖ Students divide into groups. Each group is assigned a different immigrant group to place on a class timeline. The groups write on the timeline the major dates of immigration for their immigrant wave and illustrate the major reason for the group's immigration.
- ❖ Each group finds its immigrant group's country of origin on the world map and draws a line from that country to the United States. Above the line, they may write the dates of large-scale immigration for that ethnic or national group.

Product:

- ❖ Timeline

Resources:

- ❖ Photos
- ❖ Accounts
- ❖ Butcher paper for timeline
- ❖ World map
- ❖ **Escaping to America** (Rosalyn Schanzer, 2000. HarperCollins.)



Activity 5: How?

Content Goals:

- ❖ Students learn about the actual physical process of immigrating – journey and arrival.
- ❖ Students learn about processes and immigrant experiences at Ellis Island.

Process Goals:

- ❖ Photo analysis

Centerpiece:

- ❖ Ellis Island photographs, book: Life at Ellis Island.

Content:

- ❖ Various means of travel to the U.S., the Ellis Island experience.

Process:

- ❖ Class reads Life at Ellis Island together and discusses. Focus on empathy questions and questions that ask students to consider why the policies at Ellis Island were considered necessary. For example, ask students how if they just arrived in a foreign country where they did not know the language. If they were at Ellis Island, how would they find a bathroom? Food? Drinking water? What if they got separated from their parents? What if they became ill?
- ❖ Class views Ellis Island photos, identifying images they recognize from the book.

Resources:

- ❖ Photos
- ❖ Life at Ellis Island (Sally Senzell Isaacs, 2002. Heinemann Library.)

Activity 6: Life in America

Content Goals:

- ❖ Immigrants encountered many new experiences in the U.S.
- ❖ Some immigrants lived in unsanitary, crowded and unsafe slum housing.
- ❖ Immigrants often used school and work opportunities to better their ways of life.



Process Goals:

- ❖ Photo and document analysis

Centerpiece:

- ❖ Immigrant accounts and photos, books: **Going Home**, **Apple Pie Fourth of July**.

Content:

- ❖ Immigrant experiences at home, work and school.

Process:

- ❖ Class reads individual immigrant accounts to discover what some immigrants experienced living their lives in America. What challenges did immigrants face? What did they enjoy about their new lives?"
- ❖ Photo analysis – examining photos of various immigrants in their contexts, students learn immigrants participated in all walks of American life – farming, banking, piecework, and city life.
- ❖ Immigration today – Introduce by asking any children in the class who have immigrated if they would like to share memories about their country of origin. Read and discuss with class **Going Home** and either **Apple Pie Fourth of July** or **The Keeping Quilt**.

Resources:

- ❖ Documents and photos
- ❖ **Apple Pie Fourth of July** (Wong, J.S. & Chodos-Irvine, M., 2002. Harcourt.)
- ❖ **Going Home** (Bunting, E. & Diaz, D., Reprint edition 1998. HarperTrophy.)
- ❖ **The Keeping Quilt** (Patricia Polacco, Reprint edition 2001. Aladdin Library.)

Activity 7: Mind Maps

Content Goals:

- ❖ Review of unit

Process Goals:

- ❖ Mind map construction
- ❖ KWL completion



Centerpiece:

- ❖ Materials from the unit's activities.

Content:

- ❖ Content from the unit as a whole.

Process:

- ❖ This is your students' chance to review and individually process what they have learned in the unit. Begin by brainstorming together what you have learned as a class. This may be done on the KWL charts.
- ❖ Class categorizes as many of the concepts as time allows. Teacher may offer the lesson plan titles as categories, or lead class to make their own choices. For example, if lesson categories are used, "Why did people immigrate to America?" might be one category heading. Within that category, students may come up with war, hunger, just wanted a better way of life, etc. When, where and why may be other categories.
- ❖ Students then may draw pictures to illustrate as many of the concepts as possible.
- ❖ The pictures and phrases may be posted on a bulletin board to make a mind map story of immigration.

Product:

- ❖ Mind Map

Resources:

- ❖ Materials from the unit.

Activity 8: Exchange of Cultures Festival

Content Goals:

- ❖ Students learn about cultural traditions and foods.
- ❖ Students celebrate recent immigrants to their communities.

Process Goals:

- ❖ Students host a community festival.



Centerpiece:

- ❖ Parents and any community members who wish to attend.

Content:

- ❖ Music, art, food, and games.

Process:

- ❖ If time and resources allow, a final celebration of cultures concludes the unit with fun and awareness that immigration is part of today.
- ❖ If an evening event is possible, parents may sign up to share a favorite family food dish, game, and/or music.
- ❖ Students display their history research (timelines, maps, photos, etc.)

Resources:

- ❖ Location such as the school cafeteria, gym or a park.
- ❖ Parent involvement.



Standards Alignment

The National Center for History in the Schools National Standards for History (1996)

Standard 5A – Students understand the movements of large groups of people into his or her own and other states in the United States now and long ago.

National Council for the Social Studies Curriculum for Social Studies (1994)

Standard 1 – Culture

Standard 2 – Time, Continuity and Change

Standard 9 – Global Connections

REVIEW OF SECOND GRADE UNIT "IMMIGRATION HISTORY" by Dr. M. Gail Hickey, Professor of Education

The Second Grade History Unit "Immigration" represents a strategy for introducing young students to the history of the early settlement of the U.S. Students are involved in meaningful, active learning experiences supplemented by film, historical photographs, and timelines. The unit is based upon appropriate pedagogical foundations. Dulberg (1998), for example, found engaging young students in instruction based on inquiry, explanation, and interaction with rich content is essential to their construction of historical perspectives. Sunal and Haas (2002, p. 280) recommend young children be encouraged to distinguish between "fact, fiction, artistic license, and the need to create a story that sustains the viewers' interest" when film and/or video are used in the classroom. Photographs represent primary sources of data, which help make history come to life for young children (Hickey, 1999).

The "Immigration" instructional unit also draws upon curriculum standards identified by national educational organizations. The National Standards for History (1996) recommends skills and conceptual understandings related to history to which students in grades K-4 should be exposed. Standards related to the "Immigration"



unit include "The causes and nature of various movements of large groups of people into and within the United States, now and long ago". Standards related to the "Immigration" unit also include the historical skills Chronological Thinking (distinguish between past, present, and future time; interpret data presented in timelines; create timelines); Historical Comprehension (identify the central question(s) the historical narrative addresses; draw on the visual data presented in photographs, paintings, cartoons, and architectural drawings); Historical Analysis and Interpretation (formulate questions to focus their inquiry or analysis; distinguish between fact and fiction; analyze illustrations in historical stories); Historical Research Capabilities (formulate historical questions). Each of these content standards and historical skills is present in one or more lessons in the second grade unit "Immigration."



Ellis Island Simulation

The second grade team was interested in making a real immigration experience at Ellis Island for our students. I had found a web site where a kindergarten teacher had given her students an Ellis Island experience. One of our second grade teachers had also been part of such an experience. Between his input, reading the experience from the internet, and our imagination, we developed our own Immigration Simulation at Stewart School.

The immigrants' day would consist of packing their things, taking their passport and loading a boat for America. Once at Ellis Island students would experience long lines, separation from family or friends, be evaluated, interviews, and questioned by officials, and finally deportation or admittance into America. We had also collected enough boxes for each student to have one as representation of trunks.

At the beginning of our unit, students took home Family Tiles to find out more about their family and where they immigrated from. We used that information to help students complete a passport. Small pictures of each child were also placed inside their passports. The passports included information about the child- first, middle and last name, height, date of birth, birthplace (country family was from), and signature. It also included where their passport was issued and signature from that place. The back of their passports were color coded with stickers letting us and them know which room was next on their trip.

Students selected a box, which later we told them what they would be used for. It was very interesting to see and hear the reactions after we explained they would be carrying these "trunks" with them to America and around Ellis Island. How quickly the students with BIG boxes wanted to trade! In their trucks students place a paper trunk they had filled out prior to this day. The trucks showed what the student would have brought with them to America. Some students also put some school supplies in their trunks. Students wore their coats and backpacks along with carrying their trucks.

With their passports in hand and trucks packed, they headed to their ship for America. We had taped off an outline of a boat with a loading deck in our gym. One student from each class was randomly selected to travel in first class (on the gym stage). The others were stuck in the crowded, hot boat down in steerage. We made it very crowded for them. While they were traveling we had ocean music playing in the background. We even had student pretending to be sea sick. After about five to ten minutes on the boat, immigrants were able to see The Statue of Liberty. One of our teachers held a poster of her coming out of our stage curtains. As they docked at Ellis Island, first class passengers were dismissed first. Officials were waiting to check their passports and let them know which room to visit first.



Students had five rooms to visit. They were Medical, Information, Baggage, Passport, and Interview. We had color coded each room (**medical=red**, **baggage=orange**, etc.). Each room had two or three parent volunteers and our principle was the main focus of **the passport room**. Students waited in lines to be evaluated and interviews.

MEDICAL – Students were examined by a nurse or doctor. Our school nurse was able to work in here too. They had their temperature taken (small candy canes were used as thermometers), skin looked at for rashes, eyes examined, and ears tested.

INFORMATION – We had a half page information sheet for immigrants to fill out. It included information from their passports and questions regarding their life in America. This room took the longest for students.

BAGGAGE – Immigrants trucks and backpacks were inspected. They were approved and signed by the principal. Some immigrants had their names changed.

INTERVIEW- Students were interviewed by officials. They were asked questions about their plans and intent in America. How would they earn money? Where were they planning to live?

At each room if immigrants were approved they would receive a stamp in their passport. They could then move on to the next room.

We did decide to include a **deportation room**. After much thought we really wanted students to have a true Ellis Island experience. Reality was, several immigrants were deported. We were very careful about this process. Teachers selected one or two students from their room who would have their feelings hurt if they were deported. We also made sure all deportees were let go in their final room, so they could experience all the rooms. We marked these students' passports with a black circle around their final sticker. When they went to the Deportation room, a teacher was there to talk with all the students about what had happened. They came into the gym and took part in our America celebration also. Several of us also explained our simulation as a game, some would make it some may not.

When all finished the immigrants went to our gym and celebration. We had patriotic music playing and students enjoyed red, white, and blue popsicles. We discussed the simulation and the whole Ellis Island process, including the deportation of some students.

We were very pleased with the outcome of the simulation. There were students who had not completely understood the immigration process until the end of our day. Students were very eager to share their thoughts and knowledge from the day. Our parent volunteers also enjoyed their part in the day. The simulation was a great way to end our unit. It was a fantastic activity for everyone.



Volunteer Recruitment and Information

Prepare Call for Volunteers Announcement

Immigration Simulation Volunteers Needed!

As a culmination activity to the third immigration unit, we will be having an Ellis Island simulation. The kids will be immigrants coming from their home country and trying to find their way around Ellis Island (AKA our school). We will have rooms set up like Ellis Island (Medical, Information, Baggage, Interview, and Passport). Each room will be set up with a list of questions or things for you to do with the kids. We need (if possible) a certified nurse/or doctor for the medical room to come dressed in their "work clothes". All other rooms required no special expertise. The simulation will be **[insert date]** from **[insert time begin/end]**. If you are able to help, please let me know by **[insert date]**, so that I have all supplies ready for volunteers.

Prepare Volunteer Information

Dear Volunteer,

Thank you so much for helping with our simulation today. We hope that you find it as enjoyable and valuable as we think the students will.

On the following pages are names of the different immigration rooms and the directions for what will happen in each room. Your page/room is marked with a post it note. Read through your page and we will answer any questions that you may have.

At 1:00 all passengers will be boarding the ship (in the cafeteria).

At approximately 1:20, the passengers will depart ship and proceed to Ellis Island. The students will be going to the rooms in the order of their stickers on the back of their passports. Helpers that are monitoring the hallways may use those for assisting immigrants. Please do not tell them exactly where to go, just tell them that it might be in this direction.



Immigration Rooms	
Boat	insert location
Baggage	insert location
Medical	insert location
Interview	insert location
Information	insert location
Passport	insert location
America	insert location

It usually takes about an hour for all of the kids to go through all of the rooms. Please keep in mind that we want the kids to have to wait in line, as the immigrants did at Ellis Island, so don't feel like you have to rush when you have a line of students.

At the end of the simulation we meet in the **[insert location]** for a “***Coming to America Celebration***” for ALL students. When the students are in their last room, direct them to the 2/3 application room when finished.

Thanks again and please let us know if you have any questions.

Second Grade Team



Prepare Volunteer Assignment List

Location	Volunteers Needed
Baggage Room (Teacher's Room)	2 staff/volunteer names
Medical Room (Teacher's Room)	2 staff/volunteer names
Interview Room (Teacher's Room)	2 staff/volunteer names
Information Room (Teacher's Room)	2 staff/volunteer names
Passport Room (Teacher's Room)	2 staff/volunteer names
Deportation Room (Teacher's Room)	2 staff/volunteer names
Baggage Room Door Monitor	1 Staff/Volunteer name
Medical Room Door Monitor	1 Staff/Volunteer name
Interview Room Door Monitor	1 Staff/Volunteer name
Passport Room Door Monitor	1 Staff/Volunteer name
Hallway Monitors	As many as deemed necessary

The Immigration Simulation Rooms

The Medical Room (red)

Here is a list of things you could do. Please don't feel you need to do everything on every child. If you have other things you would like to do that are not listed please feel free as well.

- ❖ check heart rate
- ❖ check eyes (there are popsicle sticks if you want them to "follow the stick")
- ❖ check skin (look at arms, legs)
- ❖ check their temperature (candy cane)



Questions to ask:

- ❖ Have you ever had the chicken pox? If not, have you had the shot?
- ❖ Have you ever been in the hospital? For what reason?

One could also be posted in the hallway watching for slow movers, tiredness, etc. You could ask the questions: Why are you moving so slowly? Why are you breathing so hard? Etc.

After they “pass” the medical exam you will put a “red cross” stamp on the medical part of his/her passport.

For the last group you will send one student you examine to the deportation room. You decide the reason: fast heart rate, bad eyes, no chicken pox shot, etc. We will let you know who the students are that we want you to “deport”. You will mark with chalk on their backs a letter, symbolizing why they are being deported.

Don't hurry. We want the kids to have to wait as if they are at Ellis Island.

Thank you so much for taking the time and helping us with this exciting learning experience for the students!

The Information Room (blue)

Students will be handed an information sheet to be filled out upon arriving in the information room. Please have them find a spot at one of the tables and fill out the information sheet.

Please stamp their passports when they are finished with this room.

As we near the end of our experiment, we will be deporting a few immigrants to the deportation room. We will provide you with a list of students that we would like you to deport. Reason: Information sheet not correctly filled out.

Have fun and thank you so much for making this such a great learning experience for our students!



Immigrant Information Sheet

My name is _____

I am _____ years old. I speak (language) _____

I come from _____

I earn a living by _____

I left my country because _____

I journeyed to America in (year) _____

When I first saw the Statue of Liberty I said, _____



The Baggage Room (green)

Immigrants will enter and must wait in line until it is their turn to have their bags inspected. Please do not hurry. We want them to have to wait in line, just like at Ellis Island.

- ❖ Ask to see their passport. Make sure the photo is the same as the person you are inspecting (look at them, look at passport- do that a few times).
- ❖ Please inspect their bags, boxes, coats, and backpacks.
- ❖ Ask each immigrant a couple of questions...
 - Why are you bringing this to America?
 - What is this?
 - Why is this important to you?
 - Do you have any money with you?
 - What are you going to do with it?
 - How are you going to make money then?

When or IF you give their baggage the okay, stamp the baggage section of their passport with the luggage stamp.

As we near the end of our experiment, we will be deporting a few immigrants to the deportation room. We will provide you with a list of students that we would like you to deport. Make up a reason: brought a red crayon, scissors are too sharp, don't have any money, etc.

Have fun and thank you so much for making this such a great learning experience for our students!



The Passport Room (yellow)

Students will stand in line and wait to be interviewed. Some questions to ask are:

- ❖ What is your family name?
- ❖ What is your first name?
- ❖ What is your place of birth?
- ❖ What is your year of birth?
- ❖ What is your age?
- ❖ What is your height?
- ❖ What is your hair color?
- ❖ What is the color of your eyes?

Please stamp their passports when they are finished with this room.

As we near the end of our experiment, we will be deporting a few immigrants to the deportation room. We will provide you with a list of students that we would like you to deport. Reason: Information on their passport was not accurate.

There will be two tables set up. One person will ask the passport questions and they will send them to the other to get their passports signed (**identify person to act as signatory**).



The Interview Room (orange)

Students will stand in line and wait to be interviewed. Some questions to ask are:

- ❖ Why did you immigrate here?
- ❖ What country did you immigrate from?
- ❖ What are your plans now that you are here?
- ❖ How are you going to support your family?

Have them locate where they came from on a globe.

Please stamp their passports when they have completed this room.

As we near the end of our experiment, we will be deporting a few immigrants to the deportation room. We will provide you with a list of students that we would like you to deport. A reason could be: no money to support family, no plan to get a job, too many immigrants from that country in America already, etc.

Have fun and thank you so much for making this such a great learning experience for our students!



The Deportation Room (purple)

Immigrants who have been deported need to sit quietly on the floor. They may read immigration books. Volunteers for this room will not be needed until near the end of the simulation.

Thank you so much for making this such a great learning experience for our students!



Deportation Information

During the last station, we are going to have several students be deported. The teachers have identified these students by putting a circle around the last sticker on the back of their passports. As the students come in to their last station, look at the back of the passport to see if they should be deported. You may let them start the station and then direct them to the deportation room ([insert room location]).

Here are the students to be deported:

Orange Room: (list the names of 2 students)

Green Room: (list the names of 2 students)

Yellow Room: Nick (list the names of 2 students)

Red Room: (list the names of 2 students)



Express Thanks to all the Volunteers

We want to thank you so much for taking the time and volunteering at our Immigration Simulation. We hope you had as much fun as the kids did. It is a wonderful learning experience for them. We would not have been able to do it without you.

Thanks again,

[name(s)]



<p style="text-align: center;">K</p> <p style="text-align: center;">What we observe</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">What we think we know and What we want to learn</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">Where/how will we learn?</p>
<p>People:</p>	<p>Why do you think they're doing this?</p>	<p>Where could you find the answers?</p>
	<p>How do you think they are feeling?</p>	
<p>Objects:</p>	<p>When do you think this picture was taken?</p>	
	<p>How do you know?</p>	
<p>Action (What are they doing?):</p>	<p>Other questions this photo raises</p>	



Vocabulary List

Discrimination	The practice of treating people in a less kind or fair way because of prejudice. Immigrants were often discriminated against.
“Entry port”	A city that served as a door or gate for entering the United States. There were many of these cities. Ellis Island in New York City was the most famous and the most used port.
Foreigner	A person who is from another country.
Immigrant	A person who comes into a foreign country to make a new home.
Manifest	A list of passengers or freight on a ship or plane.
Native	A person who was born in a certain place or region.
Origin	The point or place, from which someone comes.
“Push/Pull factors”	Unfavorable conditions in a country that pushed people to come to America or favorable things in America, which pulled them to come here.
Steerage	Inside the ship toward the bottom, usually used for cargo, was changed to hold passengers with bunk beds along the sides.
Unsanitary	A condition of being dirty, germ laden, unclean and unhealthy.
Visa	Something written or stamped on a passport by an official of a country. It shows that the person who holds the passport has permission to enter the country.



Family Immigration History: Take Home Sheet

In studying immigration history this month, we are learning people in the United States come from many different places in the world. During the course of this unit, we will talk about where our ancestors once lived. If you know any of the information requested below, please answer the questions to the best of your ability and return them to school with your child as soon as possible. Because you may not know or wish to share this information for various reasons, we offer an alternative way you can answer the questions and participate in the class activities. The information will be shared only with your child's teacher and the other children in the class. This is a learning exercise only.

Are you Native American? If, so to which tribe(s) do you belong?

Did you live in a different country before you came to the United States?

What was the name of that country?

If you did not immigrate, do you know where any of you and/or your child's ancestors lived before they came to the United States? (For example: Kenya, Ireland, China, Russia, El Salvador; or Africa, Europe, Asia, South America, Central America.) If you do not know this information, that's fine. This is a chance to use your imagination and "adopt" a country from which you would like to imagine your ancestors emigrated.



Do you know when any of your ancestors came to the United States?

Do you know how they traveled to arrive here?

Do you know where they settled originally? Do you still have family in that area?



Bringing History Home – Student Learning Chart

Activity #:		Student Name:	
Unit Title:			

Content Goals	Thorough Understanding Demonstrated by (4-5 pts)	Limited Understanding Demonstrated by (2-3 pts)	Does Not Understand Demonstrated by (0-1 pts)
Totals:			

Process Goals	Thorough Understanding Demonstrated by (4-5 pts)	Limited Understanding Demonstrated by (2-3 pts)	Does Not Understand Demonstrated by (0-1 pts)
Totals:			

Increasing Literacy through History Learning

Correlates to Immigration History Lesson Plans

http://www.bringinghistoryhome.org/downloads/Second/2_Imm_LessonPlans.pdf

Activity 1: What is Immigration?

Literacy Activities in the Lesson:

1. Vocabulary Building: Focus on "immigration."
2. Graphic Organizer: Find home town, state, New York and Russia on maps to build schema for video.
3. Questioning (before, during and after) the video to discuss Fievel's family travels (track on map).
4. Writing: family origin worksheet.

Activity 2: KWL

Literacy Activities in the Lesson:

1. Graphic organizer: KWL Chart. Access prior knowledge (schema) about immigration so far.
2. Questioning before, during and after read aloud of Right Here on This Spot.

Activity 3: Who and Where?

Literacy Activities in the Lesson:

1. Questioning before, during and after read aloud of Watch the Stars Come Out.
2. Determining Importance/Noting Detail- students examine a ship's manifest to determine if immigrants were male/female, young/old, job held.

Activity 4: When and Why? A Timeline

Literacy Activities in the Lesson:

No activities for this lesson.



Activity 5: How?

Literacy Activities in the Lesson:

1. Questioning before, during and after read aloud of **Life at Ellis Island**.
2. Visualizing - students examine photos and compare them to images from the book.

Activity 6: Life in America

Literacy Activities in the Lesson:

1. Questioning before, during and after read alouds of **Going Home** and **Apple Pie Fourth of July**.
2. Visualizing: students examine photos to see immigrants in all walks of American life.
3. Questioning before, during and after read aloud of **Going Home**.
4. Questioning before, during, and after read aloud of **The Keeping Quilt**.

Activity 7: Mind Maps

Literacy Activities in the Lesson:

1. Questioning before, during and after read alouds of **Going Home** and **Apple Pie Fourth of July**.
2. Visualizing: students examine photos to see immigrants in all walks of American life.
3. Questioning before, during and after read aloud of **Going Home**.
4. Questioning before, during, and after read aloud of **The Keeping Quilt**.

Activity 8: Exchange of Cultures Festival

Literacy Activities in the Lesson:

See below.



Literacy Activities incorporated by BHH pilot teachers, in addition to those in the original BHH lesson.

- ❖ Applied Writing - Students create passport by writing personal information.

Links to Selected Websites

Second Grade: Immigration History

- Topic: Timelines

Click on *The Peopling of America* box for timeline:
http://www.ellisland.org/immexp/wseix_4_3.asp

Landmarks in Immigration History
http://www.digitalhistory.uh.edu/historyonline/immigration_chron.cfm

- Topic: Maps

World Migrations
<http://www.ancestrybydna.com/welcome/whatisancestrybydna/migrationmap>

- Topic: Background Resources

Ship Manifests – Q & A user's guide
<http://www.immigrantships.net/newcompass/imnat/guides/cimorelli.html>

Ship's Manifests on the Web – Over 5,000 passenger lists are available on this amazing site.
<http://www.immigrantships.net/index2.html>

Indexed Links to Immigration Sites
<http://www.teacheroz.com/20thcent.htm#immigration>

Immigrant Photo Album
http://www.digitalhistory.uh.edu/photo_album/photo_album.html

Immigrant country of origin data – Immigration waves
<http://www.fairus.org/Research/Research.cfm?ID=1820&c=2&insearch=1821%20and%20-1995>

Ellis Island
<http://www.historychannel.com/exhibits/ellisisle/>
www.ellisland.org

An Interactive Tour of Ellis Island
Students take a virtual tour of Ellis Island.
<http://teacher.scholastic.com/activities/immigration/tour/index.htm>

Chinese immigration
<http://www.memory.loc.gov/ammem/ndlpedu/collections/chinese/index.html>

Northern Plains Immigrants
<http://www.memory.loc.gov/ammem/ndlpedu/collections/ngp/history.html>
(Scroll down for immigration.)

World migrations
<http://smithsonianeducation.org/migrations/tiers/people/peoples.html>

Other Resources
<http://americanhistory.about.com/cs/immigration/>
<http://www.ihrc.umn.edu>
<http://genealogy.about.com/cs/ports/index.htm>

Olive Tree Genealogy – Ship's Passenger Lists
<http://olivetreegenealogy.com/>



Booklist

Human Migration World Map, <http://www.ancestrybydna.com/largeMap.html>

Maps of the World, <http://www.immigration-usa.com/maps/>

Apple Pie Fourth of July (Wong, J.S. & Chodos-Irvine, M., 2002. Harcourt.)

Escaping to America (Rosalyn Schanzer, 2000. HarperCollins.)

Going Home (Bunting, E. & Diaz, D., Reprint edition 1998. HarperTrophy.)

The Keeping Quilt (Patricia Polacco, Reprint edition 2001. Aladdin Library.)

Life at Ellis Island (Sally Senzell Isaacs, 2002. Heinemann Library.)

Right here on this spot (Clapp, J. & Addy, S.H., 1999. Houghton Mifflin Co.)

Watch the stars come out (Levinson, R. & Goode, D., 1999. Bt Bound.)



BHH Essential Learnings Assessment

Washington CSD ♦ 2006

The assessment for this unit is pen and paper for students whose writing skills are adequate to draft a simple story based on the terms and questions listed below. The assessment should be oral for those students whose writing skills will not allow them to demonstrate their knowledge. Students are provided the list of terms and asked to use them to tell a story that includes what they understand about immigration. The assessment may be administered as a pre and post test. Especially when pre-tested, students should be given the option of crossing out (and so not using) terms they don't know, but this option is also appropriate for post-testing.

Essential Learnings	Assessment Terms for Immigration Narrative Assessment
<ul style="list-style-type: none"> ❖ Children learn the definition of immigrant. ❖ Children learn we are all immigrants. 	Immigrant.
<ul style="list-style-type: none"> ❖ Students learn Native Americans were the first humans to live in North American. 	Native Americans and/or Land Bridge.
<ul style="list-style-type: none"> ❖ Children are introduced to the concept of immigration waves: large numbers of immigrants from the same country sometimes left/leave their homeland at the same time for a common reason; for example, the Irish exodus to escape the potato famine of the late 1840's. ❖ Students learn about the actual physical process of immigrating – journey and arrival. ❖ Students learn about processes and immigrant experiences at Ellis Island. 	What were some of the reasons people immigrated to the United States?



Essential Learnings	Assessment Terms for Immigration Narrative Assessment
<ul style="list-style-type: none">❖ Students learn about the actual physical process of immigrating – journey and arrival.❖ Students learn about processes and immigrant experiences at Ellis Island.	Ellis Island.
<ul style="list-style-type: none">❖ Some immigrants lived in unsanitary, crowded and unsafe slum housing.❖ Immigrants often used school and work opportunities to better their ways of life.	Housing for Immigrants. Immigrants at School and Work.