On-site Activity

National Park Service
U.S. Department of the Interior

Education Department
Ellis Island Immigration Museum
Statue of Liberty National Monument

"The Journey"
Immersive Activity at Ellis Island
Grades 3 to 6

Overview:

Take part in *The Journey*, Ellis Island's newest immersive activity! In this program, students will play the role of newly-arrived immigrant as they wait "to be processed" in the United States. *The Journey* will help students recreate the experiences of traveling in steerage class, receive a legal and medical inspection, and decide where to live next. Have your class participate in the lived immigrant experience today!

Essential Question:

"What did it take immigrants to come to the United States?"

Time Frame:

Pre-visit – Two 30 minute activities
At Ellis Island: 30 minutes

Materials:

- Three immigrant storyboards
- Early 20th Century "immigrant clothing" (see "tips on what to wear")
- Inspection cards/ Manifest records
- Cardstock (for the post-visit activity)
- Masking Tape (Optional)

Objectives:

At the end of the lesson, students will be able to:

- Identify some of the challenges immigrants faced when traveling to the United States.
- Empathize with some of the complex emotions individuals encountered in a new land, through role-playing and lived interpretation.
- Analyze how newly-arrived immigrants utilized social and community networks to make decisions on where to live and work

Procedure:

Pre-Visit: Pre-Inspection Activity#1 (30 minutes)

Before starting the role-playing activity, ask students to define the word "immigrant." (A bunch of options would work. A sample definition can be "Someone who moves from one country to another to settle or live.")

Ask students: "Do you know any immigrants? Does anyone know of any family members or ancestors that may be immigrants?" Where are they from?"

Activity: Invite students to list what are the most important reasons why immigrants came to the United States. (Write all the responses on the white board.) Ask the class to break into groups of two and three and prioritize the top-five reasons that they found to be the most important and have them consider why they made those choices. Share the responses in class.

Inform the class that they will be learning about immigrants who traveled to the United States about 100 years ago. Tell the group that the big activity will take place at Ellis Island, where immigrants were checked to see if they were healthy and able to work. In order to do this, tell the class that they need to play the role of an immigrant getting ready to come to America.

Watch "Island of Hope, Island of Tears" as an introduction to immigration at Ellis Island – 30 minutes (*Optional*)

Picking an Immigrant- Activity #2 (30-minutes)

Invite the class to pick the role of an immigrant. This process will be done in three steps. First, each student will decide whether they want to play a male or a female. Next, each student will pick what country they want to immigrate from. Here are some of the choices:

- Austria - Hungary
- Russia
- Italy

Lastly, students will choose their first and last name. *(List of potential names can be found on page 6).* When completed, have each student fill out this information on their inspection card *(Page 7)*

Invite the class to read their immigrant story. *(Storyboards can be found in pages 8-10)*

Recreating a Manifest Record

Pass out the inspection card that corresponds to the immigrant the student has chosen to play in the activity. Ask the class to look at the manifest card closely *(a historic sample on page 11 is included).* Explain that this document contained very important details about the person (i.e.: the boat they

traveled on, how many people were in their family, etc.). Much of the same details are found on the manifest records.

Put the class into six different groups, categorizing them to what ship they traveled on. Instruct each student to fill out the information that they see on the card onto the manifest record. Some of the information can be found in the storyboard. *(Blank manifest records can be found in pages 12-14).*

Steerage Class Activity (Two options):

The Steerage Class Activity can really help set the tone of the immersive Ellis Island activity. Below please find two options that can really set forth the immigration journey.

Passenger Class Card Deck:

Create a deck of cards with the labels "1st Class," "2nd Class," and "3rd Class." Create a set where there are an overwhelming number of those traveling in 3rd Class. As an example, here is how the set should be broken down with a class of 25 students:

1st Class – 3 Students
2nd Class – 6 Students
3rd Class – 16 Students

Option #1 (10 minutes and 5-minutes to prep)

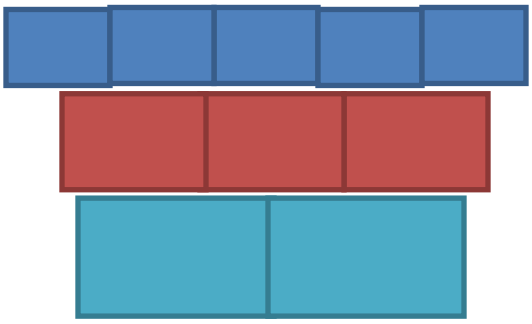
Materials needed: Masking Tape shaped into 1'x1', 2'x2', 3'x3' Boxes

When students enter the class, have each person draw a card from the deck (see text box on the right) or assign certain students to a box representing the different sections of the ship. Note: Please set up the boxes with masking tape (see below – not drawn to scale) before the activity. Once all the cards have been drawn, invite students that picked the "3rd Class" card to head to the 1'x1' box, those that pulled the "2nd Class" card to head to the 2'x2' box, and the "1st Class" card holders to head to the 3'x3' boxes. When situated ask students to try to move around their squares

3rd Class =

2nd Class =

1st Class =



Option #2 (20-minutes and 7-minutes to prep)

Materials needed: Divide the room into two sections: a "3rd Class/Steerage Class Section" where the chairs are right next to almost on top of one another (or offer no chairs and have them stand in a tight designated area) and on the other a "1st and 2nd Class Section" where the chairs are neatly spread out in mini circles. In the middle of this section, include a small table with snacks on them.

Separate the class into two sides of the room. As the students enter the room, ask each individual to take a seat in their respective section. Without informing the class the goal of the activity, ask the students sitting in first class if they would like refreshments while ignoring those that are sitting in the

"3rd Class/Steerage Class" Section. Continue to hold character for another five minutes. After the activity, ask the students their reactions to playing the role of an immigrant sitting in that section of the steamship. Explain to the class that immigrants shared many of the feelings that they had when they were on their two week journey.

Note: Inform students that the steerage-class ticket was not cheap. The $25.00 passage is close to $3,000 in today's currency.

Tips on What to Wear: *(Incorporate historic photos… what do you think you will wear?)*

Do not spend too much time or money on dressing up. The goodwill or second-hand store nearby can provide good value for the immigration activity. A pair of suspenders or a "Newsies hat" can help our younger audiences transport back to the early 1900s. Have the students put their lunch, passports, and/or notepad in a satchel or a pillowcase and really recreate the historic feel. A darker colored headband can be modified as a head scarf that can be extremely effective when wearing it to the Great Hall.

A used pillowcase as a luggage case (you can use that to hold lunch) and handkerchief (or bandanas) can go a long way to recreating the immigrant experience!

Scheduling a Trip to Ellis Island

Before booking a trip, please contact the Ellis Island Education Line at (646) 356-2180 or stli_education_department@nps.gov to make a reservation for this program. The Parks Representative will answer any questions about the program, including available dates.

Please contact our official boat concessionaires, Statue Cruises, for more information regarding purchasing ferry tickets and school group visits.

Field Day: Arriving at Ellis Island

When the class is on board the boat to Ellis Island, please contact the National Park Service Ranger about the class's impending arrival at (646) 356-2180. The students will go through improvised health inspections and legal inspections in order "to be processed" at Ellis Island.

Inform the classes that upon their arrival, there is *absolutely no speaking whatsoever* during the health inspection at Ellis Island. Also, tell the students that it is very important to remember their immigrant story when they arrive.

When the boat docks at Ellis Island, head toward the main entrance of the immigration building in order to get started, the on-site inspection should take about 15 to 20 minutes. Teachers and chaperones can be next to the students as they get inspected. They can also feel free to take photos of the examination process.

Important Note: Instruct students to bring the inspection card with them during the field trip. Teachers, please bring the manifest record that students compiled for the inspection activity.

Health and Legal Inspection (~15-20 minutes)

Follow the Park Ranger at the main entrance at Ellis Island. The park ranger will direct the class on where to head next. Once the group arrives at the Great Hall, they will undergo a modified medical and legal inspection. This can entirely be done by the park staff or adults and/or chaperones can help with the *legal inspection only*.

After the students complete the medical inspection, they will be informed to wait on the benches on the other side of the Great Hall. Please have two or three chaperones accompany them as they are waiting. While they are waiting to be questioned, chaperones should invite the students to recall their immigrant's story again.

During the legal inspection, each student will be asked five to seven questions based on their character's story. Some of the questions may require that the students make up several answers. Here is a list of sample questions students will be asked:

- What is your name?
- Where are you from?
- How old are you?
- Who is traveling with you?
- What does your parent do for a living?
- Why are you coming to the United States?
- *For Storyboard #3 only:* What family member(s) will be meeting you upon arriving?

Wrap –Up Activity (10 minutes)

The Park Staff will ask the group their initial reactions and feelings to "being processed" at Ellis Island. After eliciting several shared responses, the students will be asked to make a very important decision on the next step of their immigration journey, namely, deciding where to live next.

The class will be split into three groups, based on the character they played in the activity. Using five advertisements, they will have analyze what would be the best choice for the immigrant they were playing and their family.

Students will be given five minutes to look over the advertisements and two minutes to make a final decision. Groups will then be asked to share and defend their choices to the rest of the class.

The group will then be asked to think about people immigrating today and look at the choices they made, past and present.

Post-Visit: Postcard Activity *(Found in the last page of the Teacher's Guide)*

At the end of the activity, each student will be given "a historic postcard" and be asked to write a message home to their immigrant family who could not make the voyage. (Note: this last portion can be done in class).

Popular Hungarian Names:

Boys	Girls	Surnames
1. Bence 2. Máté 3. Levente 4. David 5. Balázs 6. Adam 7. Milan 8. Peter 9. Dominik	1. Jazmin 2. Anna 3. Hanna 4. Nora 5. Zsófia 6. Boglárka 7. Lili 8. Reka 9. Dora 10. Viktoria	1. Nagy 2. Kovács 3. Tóth 4. Szabó 5. Horváth 6. Varga 7. Kiss 8. Molnár 9. Németh 10. Farkas

Popular Italian Names:

Boys	Girls	Surnames
1. Francesco 2. Alessandro 3. Andrea 4. Lorenzo 5. Matteo 6. Gabriele 7. Mattia 8. Leonardo 9. Davide 10. Riccardo	1. Sofia 2. Giulia 3. Martina 4. Giorgia 5. Sara 6. Emma 7. Aurora 8. Chiara 9. Alice 10. Alessia	1. Rossi 2. Russo 3. Ferrari 4. Esposito 5. Bianchi 6. Romano 7. Colombo 8. Ricci 9. Marino 10. Amato

Popular Russian Names:

Boys	Girls	Surnames
1. Danil 2. Maxim 3. Artyom 4. Ivan 5. Alexandr 6. Kiryl 7. Dmitry 8. Nikita 9. Andrei 10. Mikhail	1. Sofiya 2. Anastasiya 3. Daria 4. Maria 5. Polina 6. Elizaveta 7. Anna 8. Viktoria 9. Valeria 10. Alissa	1. Ivanov 2. Smirnov 3. Kuznetsov 4. Popov 5. Sokolov 6. Lebedev 7. Kozlov 8. Novikov 9. Petrov 10. Morozov

Storyboard #1 - Italy

Your family lived together in a small cottage on the edge of the small town in Italy. You lived with your two younger brothers and an older sister in this small space, where there were only three beds. You had to share a bed with your older sister. The city that you lived in was by a lake and you knew all of your neighbors. Everyone in the city was very poor.

Mom was the only person in the family with a job. She worked in a garment (clothing) factory, sewing together the long sleeves to the body of elegant pink dresses. The work was very difficult and her eyes were very tired from making sure that the stitching was correct. Mom worked ten hours a day, every day, but earned little money. Mom worked very hard but did not make enough to buy enough food. You and your siblings ate potatoes and radishes daily, and everyone often fought over the leftover slices of bread and butter.

However, mom had been saving money for years. Today, she tells you that she has saved enough money to buy steamship tickets for the family to immigrate to the United States!

"We are going to America!" mom yells. "There will be lots of opportunities in the new country and we will be able to make more money. They say that you can make more money working in clothing factories there."

"One catch," mom says. "We have to leave today."

Storyboard #2 - Russia

"The soldiers are coming!" your sister Rachel shouts. She heard that the soldiers were approaching from the nearby mountaintops.

Neighbors had warned us about a war for months. You heard whispers at the grocery store, in the classroom, and even in the synagogue where your family worships. Now, the soldiers are close by.

Dad heard about what to do in case of war from his work at the tanning factory. Several days ago, the owner said that they will stop making leather goods until the fighting is over. Our neighbors next door, the Ivanov's, have stayed with us to listen to updates on the radio. But, we rarely heard anything. The broadcasts often gave off a lot of muffled sounds like "shhhhss" and "krrrrrs."

Thankfully, your family has prepared to move for months. Mom has purchased five steerage-class tickets on the steamship, the *U.S.S. Oceania*. With the soldiers nearby, you and your siblings have to pack quickly.

Mom and dad have allowed us to only bring one item to the United States. Abraham, your brother, has brought a one-eyed brown teddy bear with dark blue suspenders. (The other eye had been lost in a push-and-pull struggle when he snatched it from your hands). Your sister Rachel decides to keep a family photograph with your large gray stone house in the background. You are going to bring a journal.

"Hurry, we have to leave tonight to avoid the soldiers," your mom says. "Also, be patient. We need to travel three days to reach our ship."

Storyboard #3 – Austro-Hungary

You recognized her only by the faded photograph. The dark lipstick, the auburn hair tucked in a bun, and the flower dress are the only things that remind you of her.

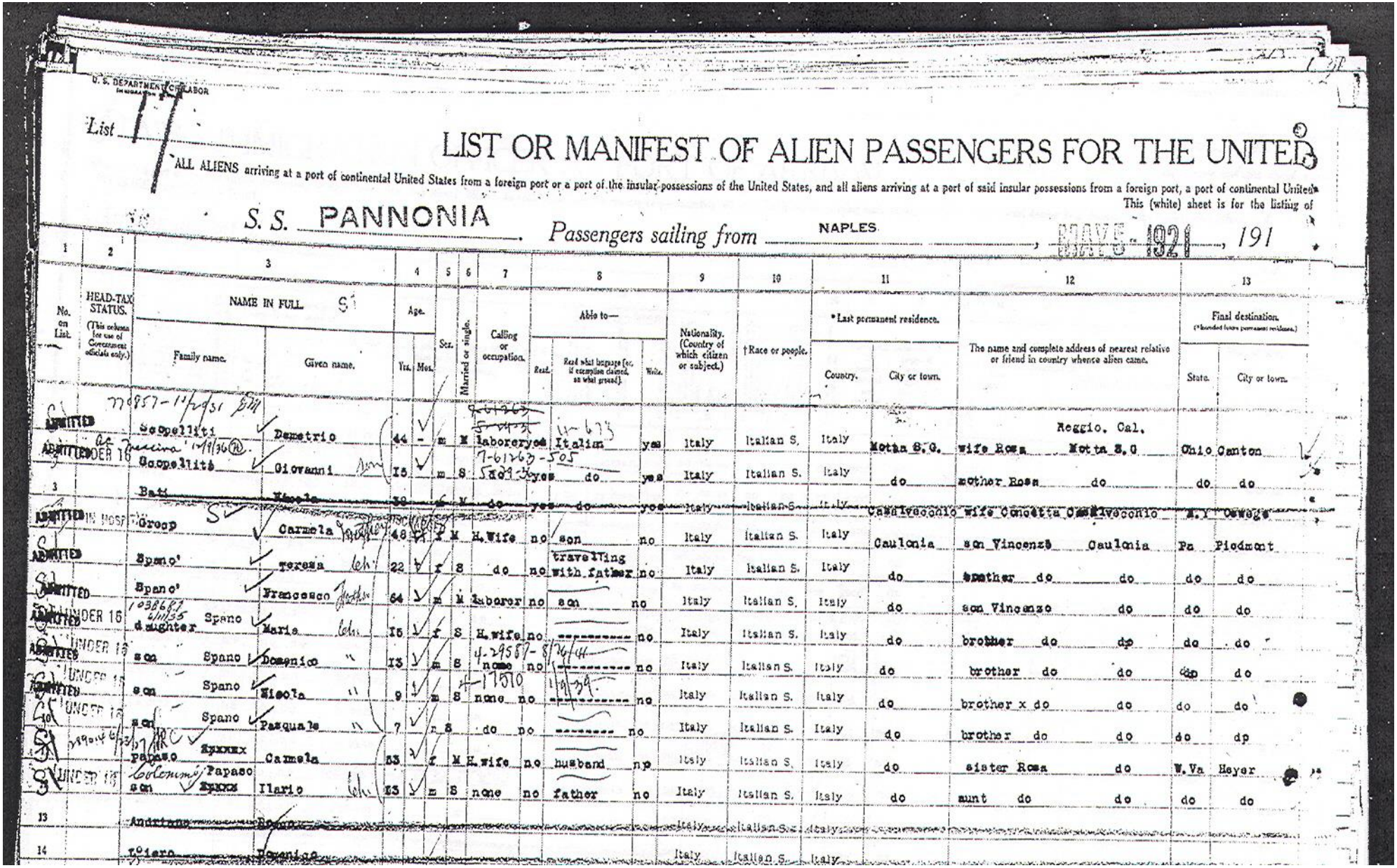
It has been nine years since you have seen your mother. You will never forget the last time you saw her. She gave you a firm hug, brushed your hair back and told you "things will get better."

Mom had immigrated to the United States years earlier to earn more money for the family. She shared a tenement apartment with your aunt and devoted her time to working as a milliner at a nearby department store. In letters mom wrote, she often bragged about the new English words she learned at the hat store. "A greenhorn," she explains "is someone who has just arrived to America. Do not act like a greenhorn."

The letters arrived at the General Store the last Thursday of every month. Mr. Nagy, the owner, informed your father any time a new package was delivered. When the parcel reaches the house, you and your two brothers typically scramble to the front, delicately ripping the package to see what your mom had bought. Mom often sent clothing, a photograph or two, along with a letter describing her time in America. You miss your mom greatly and wonder when you will be able to see her in person.

As your older brother rips the wrapping, you notice that this package looks different. The box looks much smaller. As your brother gets to the end, you notice only a letter and four fancy wrapped pieces of paper. You realize they are steamship tickets!

The tickets read: *White Stare Line: Third Class – One Admittance Only*



U. S. DEPARTMENT OF LABOR
Immigration Service

List 17

LIST OR MANIFEST OF ALIEN PASSENGERS FOR THE UNITED

ALL ALIENS arriving at a port of continental United States from a foreign port or a port of the insular possessions of the United States, and all aliens arriving at a port of said insular possessions from a foreign port, a port of continental United

This (white) sheet is for the listing of

S. S. PANNONIA Passengers sailing from NAPLES, MAY 5, 1921, 191

1	2	3		4		5	6	7	8			9	10	11		12	13	
No. on List.	HEAD-TAX STATUS. (This column for use of Government officials only.)	NAME IN FULL. Family name.	Given name.	Age. Yrs.	Mos.	Sex.	Married or single.	Calling or occupation.	Able to— Read.	Read what language (or, if exemption claimed, on what ground).	Write.	Nationality. (Country of which citizen or subject.)	†Race or people.	*Last permanent residence. Country.	City or town.	The name and complete address of nearest relative or friend in country whence alien came.	Final destination. (*Intended future permanent residence.) State.	City or town.
1	ADMITTED	Scopelliti	Demetrio	44	-	m	M	laborer yes		Italian	yes	Italy	Italian S.	Italy	Motta S.G.	wife Rosa Reggio, Cal.	Ohio	Canton
2	ADMITTED UNDER 16	Scopelliti	Giovanni	15	-	m	S	none yes		do	yes	Italy	Italian S.	Italy	do	mother Rosa do	do	do
3		Bati	Nicola	30	-	m	M	do yes		do	yes	Italy	Italian S.	Italy	Castelvecchio	wife Concetta Castelvecchio	N.Y.	Oswego
4	ADMITTED IN PROF	Group	Carmela	48	-	f	M	H.wife no		son	no	Italy	Italian S.	Italy	Caulonia	son Vincenzo Caulonia	Pa	Piedmont
5	ADMITTED	Spano'	Teresa	22	-	f	S	do no		travelling with father	no	Italy	Italian S.	Italy	do	mother do do	do	do
6	ADMITTED	Spano'	Francesco	64	-	m	M	laborer no		son	no	Italy	Italian S.	Italy	do	son Vincenzo do	do	do
7	ADMITTED UNDER 16	daughter Spano	Maria	15	-	f	S	H.wife no		----------	no	Italy	Italian S.	Italy	do	brother do do	do	do
8	ADMITTED UNDER 16	son Spano	Domenico	13	-	m	S	none no		----------	no	Italy	Italian S.	Italy	do	brother do do	do	do
9	ADMITTED UNDER 16	son Spano	Nicola	9	-	m	S	none no		----------	no	Italy	Italian S.	Italy	do	brother x do do	do	do
10	ADMITTED UNDER 16	son Spano	Pasquale	7	-	m	S	do no		----------	no	Italy	Italian S.	Italy	do	brother do do	do	do
11		Papaso	Carmela	53	-	f	M	H.wife no		husband	no	Italy	Italian S.	Italy	do	sister Rosa do	W.Va	Meyer
12	ADMITTED UNDER 16	Coleman/ Papaso son	Ilario	13	-	m	S	none no		father	no	Italy	Italian S.	Italy	do	aunt do do	do	do
13		Andriano	Rocco									Italy	Italian S.	Italy				
14		Piero	Domenico									Italy	Italian S.	Italy				

US DEPARTMENT OF LABOR
IMMIGRATION SERVICE

S.S. MS. ELLIS ISLAND

LIST OF MANIFEST FOR THE UNITED STATES IMMIGRATION OFFICER AT THE PORT OF ARRIVAL

No.	Passenger	Age	Country of Origin	Occupation	No. of family members traveling with you
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

US DEPARTMENT OF LABOR
IMMIGRATION SERVICE

S.S. MS. NEW JERSEY

LIST OF MANIFEST FOR THE UNITED STATES IMMIGRATION OFFICER AT THE PORT OF ARRIVAL

No.	Passenger	Age	Country of Origin	Occupation	No. of family members traveling with you
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

US DEPARTMENT OF LABOR
IMMIGRATION SERVICE

S.S. MS. OCEANIA

LIST OF MANIFEST FOR THE UNITED STATES IMMIGRATION OFFICER AT THE PORT OF ARRIVAL

No.	Passenger	Age	Country of Origin	Occupation	No. of family members traveling with you
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					