

*To What Extent has  
Immigration  
Impacted the  
United States During  
The late 19<sup>th</sup> and  
early 20<sup>th</sup>  
Centuries?*

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# **The Issue**

## **The Issue**

The issue that I have created has focused on the idea of Immigration, and how much of an impact it has on the United States. The students, after finish the unit, will be able to discuss the issue of Immigration, and how immigrants have helped build this country from the ground up, through many time periods. The time period, however, we will be focusing on is the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, where Immigration has made its largest impact. This unit will also look at the issue of the treatment of immigrants during this time period, and the issues of their experiences from the American citizens who may have felt threatened for their jobs. By combining both their experiences, as well as what impacts Immigrants made onto the United States during the time period of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, students will get an overall look of what Immigration truly was, and how important it is to United States History.

# **The Lessons and Matrix**

# Lesson 1

*Essential Lesson Question:* “To What extent did the New Immigrants create a diverse Population?”

## **Lesson Concept:**

1. Informational Knowledge:
  - a. Many of the Immigrants came to America in the late 19<sup>th</sup> century due to difficult conditions, such as famine, land shortages and religious persecution.
  - b. Between 1870 and 1920, almost 20 million Europeans came to the United States. However, we see a shift from where these people come from, as until 1890, it was mostly Western and Northern Europe, and from 1890 to 1920, it was mostly Southern and Eastern Europeans.
  - c. The West Coast saw hundred of thousands of Asian immigrants, especially due to the Gold Rush of the mid 19<sup>th</sup> century.
  
2. Procedural Knowledge:
  - a. Students will discuss how the immigration process changed the dynamic of the American Population.
  - b. Students will look at maps, and be able to see why the East Coast of America received much more of an influx in population than the west coast.
  - c. Students will listen to the teacher explain the influx of immigrants into America.
  
3. Basic Knowledge:
  - a. Students will write notes based on the discussion in class that is relevant to the topic.
  - b. Students may bring some of the discussion home and discuss with their family members.
  
4. Academic Disposition:
  - a. Students will be able to understand the changes the United States population received during the influx of Immigrants.

**NCSS Theme and Strand:** This unit will be able to relate to Theme 3, People, Places and Environments. The strand of this theme that really relates to the lesson would be “This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment.” This unit focuses on how the environment causes people to leave, and how their new environment is influenced. The strand that would be used also, would be strand G, “describing and compare how people create placed that reflect culture, human needs, government policy, and current values and ideal as they design and build specialized buildings, neighborhoods, shopping centers, urban centers and industrial parks.” This would lead into the areas that these Immigrants created when they did make their trip here.

**NYS Standards and Key Ideas:** This would focus on Standard 3 Geography, focusing how the new world that these immigrants have come to, and their impact on this new area. The Key Idea with this is that these immigrants left one Geographic area for a variety of reasons, and go to another and how do they impact that area. “Investigate the characteristics, distribution, and migration of human populations on the Earth’s surface.”

**Primary Sources:** Passports, letters from immigrants stating why they wanted to leave.

**Secondary Sources:** “On Gold Mountain” By Lisa See. This book looks at the author’s family’s journey to America and how their experiences. I feel it would be important for students to look at to see just what the experience was like.

**Place Based/Site Sources:** Ellis Island offers varies activities and exhibits on how the Immigrant changed the American population.

**Pictures/Photographs:** Tests that were used when these immigrants came to the new world.

**Political Cartoons:** How immigrants were portrayed as coming to the new world.

**Maps:** Maps of the time period, which show the population differences and increases, based on the immigrants.

**Assessment:** Students will be responsible to write an essay expressing their views on how immigration did change the landscape of American population, and its impact on the time period.

## **Lesson 2**

*Essential Lesson Question:* “To What extent was Immigration restricted during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries?”

### **Lesson Concept:**

#### *a) Cognitive/Informational Knowledge:*

- Students will learn what the idea of a Melting Pot is, and how it changes societies.
- Students will learn about Nativism, and how a growing Anti-Immigrant Sentiment grew in America.
- Students will look at the Chinese Exclusion Act, as well as the Gentlemen’s Agreement, two political decisions that were Anti-Asian.

#### *b) Procedural Knowledge:*

- Students will discuss the idea of Nativism, and how it played an impact against immigrants.
- Students will role-play a scenario where Immigrants would be shut out at a job because they could not speak English.
- The Teacher will introduce the topic to the students, so students can see just how tough it was for immigrants.

#### *c) Basic Skills Knowledge:*

- Students will write notes based on the discussion in class that is relevant to the topic.
- Students may bring some of the discussion home and discuss with their family members.

#### *d) Academic Disposition:*

- Students will be able to figure out why there are racial divides, from American history.
- Students will see that problems between racial groups have occurred before, and that the class will try to open their minds, and break away from that.

**NCSS Theme and Strand:** This lesson would fit in with theme 10, Civic Ideals and Practices, and strand E, analyze and evaluate the influence of various forms of citizen action on public policy. By looking at how Government has put these laws in, and how people react to it, it gives an interesting outlook on how Citizens react to policies. When Government puts different laws into effect, it is interesting to see how the people react to this.

**NYS Standards and Key Ideas:** This lesson would fit into Standard 1, United States History, and Key Idea 3, “compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States,

explaining their contributions to American society and culture.” This fits this lesson, as it shows how different ethnic groups were treated as they came to America, and what their experiences were like.

**Primary Sources:** The Documents of the Chinese Exclusion Act and the Gentlemen’s Agreement Act.

**Secondary Sources:** Textbooks, and readings that speak about their experiences.

**Placed Based Sources:** Ellis Island takes into effect how the Immigrant experiences were like in the New World, and how it was restricted.

**Pictures/Photographs:** Pictures showing Chinese Immigrants being attacked, and waiting to get into the country.

**Political Cartoons:** Cartoons mocking Chinese and Japanese Immigrants, as well as Europeans who did not speak English.

**Assessment:** Students will be assessed through the class discussion of Nativism, and their role plays in showing how Nativism really was unfair.

## **Lesson 3- Pre-Visit – Complete**

**Title:** Pre-Visit: The Journey and the Immigrant Experience

**Grade Level:** 11<sup>th</sup> Grade United States History

### **Logistics:**

- **Time allotted for lesson:** 45 Minutes, or 1 Period
- **Class Arrangement:** The class will be setup into five or six small groups, consisting of four students. Desks are setup into squares, where the students will face each other and not be distracted, but also have mobility to look at the teacher.

### **Relationships:**

- **Students:** The students will work together, in groups, and as a whole, working towards the common goal of understanding just what was involved with the immigrant journey.
- **Teacher:** The teacher will bring the information to the students, and give expert analysis and help the class reach their goal.
- **Task:** Students will work together, after a short lecture, to figure out a way to help the immigrant experience to be better.

**Rationale:** By looking at this lesson, students will be able to focus on the actual journey itself, and see just how difficult it truly was for these immigrants to come over to America. The Journey alone was a tremendous risk, and then on top of that, the students will see that when these immigrants get to America, it is a major change in lifestyle.

**Goal/Big Idea:** The goal of this lesson is to have students to recognize the hardship and risks that were involved in making the journey to the America.

**Issue:** “To what extent did Immigrants have to risk coming to America?”

### **Goal/Instructional Objectives:**

e) *Cognitive/Informational Knowledge:*

- Students will look into the creation of Ellis Island and Angel Island, two places where Immigrants were forced to go into for observation and inspection.
- Students will be made aware of the trips that immigrants would take across the Atlantic, or the Pacific, and see just how harsh it would be.
- Students will look into the decisions immigrants had when they came to America, and seeing what they should do in terms of a job, if not already prepared before coming.

f) *Procedural Knowledge:*

- Students will discuss the reasoning as to why Ellis and Angel Islands would be a major part of the immigration experience.

- Students will listen to the teacher talk about the limitations that immigrants faced in their choices of journeys and jobs that they would have here.

*g) Basic Skills Knowledge:*

- Students will be asked to write notes about the Immigration process and form their own ideas about it.
- Students will look at different views of the Immigration Process, and identify the differences.
- Students will attempt to find information that is complementary to the class discussion, at home for future assignments.

*h) Academic Disposition:*

- Students will be able to understand the true reasoning as to what the Immigrant experience was all about, from the Journey to the Arrival.

**NCSS Themes:** This lesson would fit in with theme 2, Time, Continuity and Change, and strand B, applying key concepts such as time, chronology, causality, change, conflict and complexity to explain, analyze and show connections among patterns of historical change and continuity. By looking back, and looking into the change that these immigrants made, we will see historically how much of an impact their journey made on American History.

**New York Standards:** This lesson would fit in with Standard 1, United States History, and Key Idea 2, compare and contrast the experiences of different groups in the United States. By looking at the experiences of the Immigrants, the students can compare their experiences with other groups who have come in, and even compare within different Immigrant groups.

**Materials and Resources:**

Teacher:

1. White Board to present information
2. Notes of the lesson to present to students

Student:

1. Pen and Paper
2. Text Book

**Instructional Procedures:**

Attention Getter (10 Minutes): To introduce the lesson to students, the teacher will introduce some of the experiences Immigrants have had. The teacher would talk about various experiences, including living in the bottom of a boat, with the luggage, eating anything from leather, rats, or whatever the immigrant could find. Also, another aspect could be talking about the original “Ghettos” where immigrant groups would live together in the new America.

Content Presentation (35 Minutes): The students will work together with the notes provided by the teacher, and a textbook, which would include information needed for this assignment to work. Each group would be expected to plan out their own trips, given a

limited amount of money. They would have to pick a mock boat, with their voyage information included, including what they could bring with them, and where they would have to stay in the boat. Also, a part of this would include the group to figure out what they would do when they arrived to America, as a list of jobs and places would be given to the students. The class would end with each group continuing their discussions, and bringing their decision back the next day and sharing it with the class.

**Student Evaluations:** Students would be evaluated on how well they participate in their groups. By being involved in their group discussion as to how their lives would be as they make their journey to America, the teacher will be able to see just how involved the student would be in their group. If the student is unable to discuss within their group, it is evident that the student has not done the proper work necessary for them to continue their learning experience.

**Assignment/Homework:** The Assignment will be the continuation of their class work assignment. Each student will be responsible to bring their choices to the class, and be prepared to discuss them with the class. This way, each student will show ownership of what was discussed in class, and that they will be able to carry on the content needed from the class.

**(This is the actual assignment)**

**Information Knowledge and Concept Understanding:** By accomplishing this assignment, students will be able to see just what was included in the journey to America. What job to choose, what would you bring with you, what boat would you take? These were just some of the questions that they would have to be concerned with to ensure that their assignment was successful.

**Procedural Knowledge:** Students will be asked to choose their voyage plans and career plans after their journeys.

**Academic Dispositions:** Students will be able to understand the true reasoning as to what the Immigrant experience was all about, from the Journey to the Arrival.

**Rubric for Assignment:**

**Extension/Alternate Activity:** In addition to this lesson, students can then compare with other groups, and see why other students chose different strategies and different jobs and voyages. Take time to allow students to share their reasoning, and to make sure that all the students are able to express their ideas as to why they chose the lifestyle that they did.

**Teaching Self-Assessment:**

After the lesson is over, the teacher should think about how the lesson went. Some of the questions a teacher may ask themselves are:

- Did I carefully explain Immigration?

- Were there parts of the lesson that the students did not grasp? Anything extra I should have included? What can I improve?
- Was the assignment too easy? Too hard? What can I change to improve the assignment?

# **Lesson 4- Visit**

**Title:** Visiting Ellis Island

**Grade Level:** Eleventh Grade United States History

## **Logistics:**

- **Time allotted for lesson:** An hour and a half of actual class work, travel time will vary based on your school's location.
- **Class Arrangement:** The class will be setup into five or six small groups, consisting of four students. These groups will work together throughout the entire trip, and come together when the students are asked to do so to share their findings.

## **Relationships:**

- **Students:** Students will be expected to work with their groups, as well as their teachers to address the task at hand.
- **Teacher:** The teacher will act as a guide throughout the day, working with the Park Ranger who will assist as a guide as well.
- **Task:** Students will be expected to take their assignment of going throughout the museum, with their worksheet and answer the questions as best possible. Then, the students will come together and discuss their findings as an entire class.

**Rationale:** By the end of this lesson, students will be expected to see just what Ellis Island was all about, and the reasoning it was created. By having visiting Ellis Island, our students will get a full frontal view of what immigrants endured coming into this country. The best way for students to learn about a topic is to be able to see the historical site in person, and to truly embrace the entire experience.

**Goal/Big Idea:** The big idea of this lesson is to show the students just what the experience of the immigrant truly was during this process.

**Issue:** "What was the Immigrant experience through Ellis Island?"

## **Goal/Instructional Objectives:**

*i) Cognitive/Informational Knowledge:*

- Students will see the various ways immigrants were inspected as they came through the doors at Ellis Island.
- Immigrants went through mental testing, physical testing, physical inspections and various stressful issues.
- Immigrants would also have to go into the hearing room, to fight for the right to stay if it was deemed that they were not capable of staying here.

*j) Procedural Knowledge:*

- Students will have to be able to read through various documents and signage in the museum to answer questions that will be discussed.

- Students will have to prepare themselves to be able to answer questions that are given to them.
- Students will have to be able to discuss the information that they have gone through during their time at the museum.

*k) Basic Skills Knowledge:*

- Students will be expected to be able to discuss, write down notes in an organized matter, and read notes that are based on Ellis Island that they have been expected to work on throughout the trip.

*l) Academic Disposition:*

- Students will be expected to see the importance of Ellis Island, and how it had impacted the immigration movement.

**NCSS Themes:** This lesson would fit theme 9, Global Connections, strand f, “Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.” With Ellis Island servicing immigrants from all over the world, and would have to accept or turn away immigrants, it would have to take in human rights as to the reason why or why not immigrants would be accepted or not.

**New York Standards:** This lesson would fit Standard 1, United States History, Key Idea 2, Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives, strand “examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions.”

**Materials and Resources:**

Teacher:

1. Handout to give to students to be able to prepare them for their journey through the museum.

Student:

1. Handout to work throughout the museum.
2. Pens and Paper.

**Lesson Plan:**

1. Students will meet with their teacher, as well as their Park Ranger who will assist on the trip today. After meeting the Park Ranger, students will be divided into groups, and each given a worksheet of questions that they have to be able to explore the museum and answer. **(Introductions: 10 minutes)**
2. After the students receive their questions, they are instructed to go to different parts of the museum first, so that each group will be able to spread out and travel through the entire museum. Students, in their groups, will be expected to answer all the questions that they have on their sheets, and work together in finding the

- answers. This is also time for students to be able to explore the museum freely, and gain as much knowledge as they can throughout their explorations of the museum. **(Group Breakouts: 30 minutes)**
3. After each group of students are finished with their worksheets, they will come together into the activity room. In this room, the students will be lead by the Park Ranger and the teacher in a discussion about what they have worked on so far during the day. During this time, the questions on their worksheets will be addressed, looking to spark discussion through the class. The Ranger or teacher can bring up questions that students were unsure of, or questions that really intrigued students. This activity will translate well into the next activity. **(Discussion: 20 minutes)**
  4. After this discussion, students will go back into their groups and be assigned to an activity station. There are 5 different stations that students can work on, ranging from a Dorm room, a Tenement Figurine House, a Naturalization test, a Railroad service, and Preparing for Travel. Each group will go into these stations and work on the questions provided for their station. After this is over, the students will explain to the rest of the group what exactly their group had done. **(Stations: 30 Minutes)**

**Student Evaluations:** Students will be evaluated throughout their actions during the day. Their questionnaire forms will be collected and graded to ensure that their work during the trip was done correctly, and the information was valid.

**Assignment/Homework:** The assignment for this lesson will be to compare and contrast how one would travel during this immigration period and today. What are some of the major differences we have seen over time? Students would be asked to write an essay explaining what they have seen at the museum, and compare it to modern-day travel.

**(This is the actual assignment)**

***Information Knowledge and Concept Understanding:***

- Students would understand the type of travel that was done by immigrants during this time period.
- Students would see how harsh this journey would be compared to modern-day travel, and how things have evolved over time.

***Procedural Knowledge:***

- Students will be able to write an essay conveying their knowledge, and explain just what the differences were between modern-day and the time period travels.
- Students will have to explain what they have learned through their essay, and use correct grammar structure to ensure this happens.

***Academic Dispositions:*** This assignment will enable students the understanding of just what was expected during the immigration process.

**Rubric for Assignment:**

**Extension/Alternate Activity:** Students also could work on writing an essay about their day's experience. The student can detail what they did throughout the day, and explain what they did, and their likes and dislikes about the trip.

**Teaching Self-Assessment:**

After the lesson is over, the teacher should think about how the lesson went. Some of the questions a teacher may ask himself or herself are:

- Did the assignment carefully present everything about Ellis Island that they have been able to see during the day?
- Were there parts of the lesson that the students did not grasp? Anything extra I should have included? What can I improve?
- Was the assignment too easy? Too hard? What can I change to improve the assignment?

# **Lesson 5 – Post Visit**

**Title:** Ellis Island and Angel Island

**Grade Level:** Eleventh Grade United States History

## **Logistics:**

- **Time allotted for lesson:** 45 Minutes, or 1 Period
- **Class Arrangement:** The class will be setup into five or six small groups, consisting of four students. Desks are setup into squares, where the students will face each other and not be distracted, but also have mobility to look at the teacher.

## **Relationships:**

- **Students:** The students will work together, in groups, and as a whole, working towards the common goal of understanding just what was involved with the creation of Ellis and Angel Islands.
- **Teacher:** The teacher will bring the information to the students, and give expert analysis and help the class reach their goal.
- **Task:** Students will work together, after a short lecture, to figure out how various groups were effected by the creation of the Immigrant stations at the Islands.

**Rationale:** By looking at this lesson, students will be able to understand why the need for Ellis and Angel Islands to be created. Both Ellis and Angel Island served as inspection houses for Immigrants coming in, and both were highly regarded as being safe havens for America. Along with Castle Clinton, this was one of the earliest Immigration inspection houses in the country.

**Goal/Big Idea:** The goal of this lesson is to have students to recognize the importance of both Angel and Ellis Island to maintain the stability and well-being of our population.

**Issue:** “To what extent did Ellis and Angel Island keep the integrity of the growing United States?”

## **Goal/Instructional Objectives:**

*m) Cognitive/Informational Knowledge:*

- Ellis Island, located in New York harbor, was built in 1892 and lasted until the 1950s, to maintain and inspect immigrants coming into the country, mostly from Europe.
- Angel Island, located off the coast of San Francisco, California, was built in 1910, and lasted until 1940.
- These islands served as immigration check points, and immigrants would have to go through numerous tests, including physical and mental testing.
- If Immigrants were to have failed tests, they would be detained, and even sent back.

*n) Procedural Knowledge:*

- Students will work in groups, and read about both Islands. The classes will be split up into five different groups, Southern Europeans, Northern Europeans, Asians, New Yorkers and San Franciscans.
- Each group will study the reasoning as to why the Islands were created, and how it would directly impact each of them.
- The groups will be expected to be able to discuss their findings, and how their group reacted and responded to the islands.

*o) Basic Skills Knowledge*

- Students will be expected to be able to discuss, write down notes in an organized matter, and read notes that are based on Ellis and Angel Islands.

*p) Academic Disposition:*

- Students will be able to understand the need of these two famous Immigration stations to persevere the country's integrity and contain its population in an organized manner.

**NCSS Themes:** This lesson would fit in with standard 5, Individuals, Groups and Institutions, as the idea of the Government putting these immigrant stations into effect would change the way the country was setup. It is the idea of government creating an institution, the two Islands, to ensure that the country was continuing to grow properly, and not taking in immigrants who would eventually hurt the country. This was a necessary action taken which would also ensure the safety of the citizens of the country already living here.

**New York Standards:** This lesson would fit in with standard 1, the United States History, strand "examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions". This government action, put into place, was an action that impacted Immigrants in their process of citizenship, and could have prevented the country from experiencing this idea of unity in the country. However,

**Materials and Resources:**

Teacher:

1. White Board to present information
2. Notes of the lesson to present to students

Student:

3. Pen and Paper
4. Text Book
5. Notes from their Ellis Island trip, as well as any other resources they received

**Instructional Procedures:**

Attention Getter (10 Minutes): To start the lesson, the teacher will ask students to share their experiences from the trip to Ellis Island. This will be a sharing session of all the students, and the teacher should ask general questions as to certain portions of the trip, or what the students felt about the trip in general. This would allow students to have a chance to discuss what they felt, and what they saw as they walked throughout Ellis Island's museum, and see what these immigrants had to go through.

Content Presentation (35 Minutes): This lesson, after seeing what the students went through for their experiences, the rest of the class will spend time in small groups with the question "How did Ellis and Angel Islands preserve the integrity of the United States?" The students, in their groups, will have to use notes and their work from the trip, will discuss and be required to present a short discussion on the question presented. Students will be expected to connect all of the things that they have worked on during their trip, and to see how these actions at the Island would truly help during the preservation of American integrity.

**Student Evaluations:** Each student will be asked to take part of the discussion their group gives, as well as be expected to individually talk and explain their views of what is being discussed. It is truly important for the students to be able to discuss their views, and this is how students will be evaluated.

**Assignment/Homework:** Each student will be expected to write an essay for homework, answering the topic question, "How well did Ellis and Angel Islands preserve the integrity of the United States?" Students can use their discussion notes, and work that they produced during the trip to answer this question.

**(This is the actual assignment)**

***Information Knowledge and Concept Understanding:***

- The students will be able to see the important reasons as to why Ellis and Angel Islands were created.
- To see why certain immigrants were turned away, and what would happen to these immigrants as it happened.
- The numbers of immigrants who were turned away, compared to who were accepted into the country.

***Procedural Knowledge:***

- Students will have to write an complete essay, including all parts, carefully explaining their point of view of the question.
- Students will have to look at different information regarding the subject, and have to decipher what they want to use as part of their essay.

***Academic Dispositions:***

- Students will be able to see the real reasoning as to why the Ellis Island would be able to control the country's actions against immigrants who were not up to the standard worker.

### **Rubric for Assignment:**

**Extension/Alternate Activity:** To further their learning, students would be asked to see about immigrants who were going back to their old countries, or who were forced to. Why did some of these immigrants make the trip back? Why were they not successful in the new world?

### **Teaching Self-Assessment:**

After the lesson is over, the teacher should think about how the lesson went. Some of the questions a teacher may ask themselves are:

- Did I carefully explain the integrity preservation that Ellis Island was able to accomplish?
- Were there parts of the lesson that the students did not grasp? Anything extra I should have included? What can I improve?
- Was the assignment too easy? Too hard? What can I change to improve the assignment?

## **Lesson 6-**

*Essential Lesson Question:* “To what extent did Immigration lead to the development of Urbanization?”

### **Goal/Instructional Objectives:**

*q) Cognitive/Informational Knowledge:*

- Urbanization was a major movement in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, as many people, especially immigrants moved into the cities, and away from the farms.
- An Americanization process, which its goal was to remove all ethnic diversities and bring all the cultures together, was brought out from this Urbanization movement.
- There were many issues with Urbanization, including Housing, Transportation, Sanitation, Crime and Fires, which all had to be addressed due to Urbanization.

*r) Procedural Knowledge:*

- Students will discuss the idea of Urbanization, and how it transformed the country’s economy
- Students will learn about why Immigrants lead the Urbanization of America, and their reasoning to do so.
- Students will focus on how the Americanization movement failed during this time period.

*s) Basic Skills Knowledge:*

- Students will write notes based on the discussion in class that is relevant to the topic.
- Students may discuss in class what the immigration process changed the way people lived during this time period.

*t) Academic Disposition:*

- Students will leave the class with the understanding that the cities we live in today were directly inspired by the Urbanization and Immigration process. Without these two processes, cities would not be as important as they are today.

**NCSS Theme and Strand:** This lesson would fit in with Theme 1, Culture, and strand D, Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change. By observing the urbanization process, and the development of ghettos, and cultures staying together, it would fit this theme, as the student would be able to see how these immigrants would adapt, or even if they would adapt at all.

**New York Standards:** This lesson would fit in with standard 1, United States History, and strand 2, which states Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and

interactions of people and events across time and from a variety of perspectives. By seeing how Urbanization spreads New York City into a power city, it would fit this strand exceptionally.

**Primary Sources:** An excellent source for the Urbanization process would be the book “How the Other Half Lives,” by Jacob Riis. This book focused on the tenement life in the Urban cities, and how difficult it would be for these people to survive.

**Secondary Sources:** Students would be able to use text books, look at maps that show the Urbanization of the country in which population is based in a few areas around the country.

**Placed Based/Site Sources:** Ellis Island, as well as the Tenement Museum in Manhattan, would both be great places for students to see what the Urbanization process was like in America.

**Pictures/Photographs:** Jacob Riis took many pictures of the Ghettos of the main cities, and these pictures truly showed what the city life was like for the immigrants.

**Maps:** Map showing the Urbanization of the country, where cities would be shown based on their population, and show the disproportion of the country’s population.

**Assessment:** Students would be asked to write an essay for homework, on what did Urbanization require to be developed?

## **Lesson 7**

*Essential Lesson Question:* “To what extent were Immigrants exploited during this time period?”

### **Goal/Instructional Objectives:**

#### *u) Cognitive/Informational Knowledge:*

- Some immigrants would have contracts to come to America to work for a company, in which their pay would be extremely low.
- Immigrants were also living in some of the worst conditions of the cities, and would have little room to move.
- Some immigrants were discriminated against, especially Chinese and Mexicans in the west, because they looked different than the traditional European Immigrant. This led to the creation of the Debt Peonage, and the Chinese Exclusion Act.
- Child Labor Laws, and as well as Political issues, such as Boss Tweed, and how immigrants were taken advantage of.
- Tragedies such as the Triangle Shirtwaist Factory fire and the Sacco and Vanzetti trial will be discussed as well.

#### *v) Procedural Knowledge:*

- Students will discuss the impact of discrimination against immigrants, and why it occurred.
- The teacher will introduce the idea of the Ghetto, and how this would impact Immigrant life.
- Students will role play situations where discrimination or exploitation would have taken place.

#### *w) Basic Skills Knowledge:*

- Students will write notes based on the discussion in class that is relevant to the topic.
- Students may discuss in class what the immigration process changed the way people thought of others during this time period,

#### *x) Academic Disposition:*

- Students will be able to see just how the Immigrants were exploited, and how it still continues to today, and continues to be an issue of ethnocentrism.

**NCSS Theme and Strand:** This lesson would fit under Theme 4, Individuals, Groups and Institutions, and under strand A, apply concepts such as role, status and social class in describing the connections and interactions of individuals, groups and institutions in society. By using this theme, students will be able to see how the various ethnic groups would relate to one another, and how their interactions would not always be successful. This would bring in the idea that immigrants’ roles were lesser than Americans, and create a clear social class.

**New York Standard and Key idea:** This lesson would fit into Standard 1, United States History, and work well with Key Idea 2, which states Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives. By seeing how Immigration created an idea of inequality and social issues, it would fit this strand exceptionally.

**Primary Source/Literature:** An excellent source for Immigrant Discrimination would be the book “How the Other Half Lives,” by Jacob Riis. This book focused on the tenement life in the Urban cities, and how difficult it would be for these people to survive. Riis, a Muckraker, who wanted to expose the issues of the country, wrote about how these immigrants, who were exploited in their living environments, and well as their work environments, especially in his book the “Jungle.” These two books would truly help the students see just what was happening.

**Secondary Sources:** Students would be able to use textbooks, and online resources that would enable them to learn more about the discrimination that Immigrants faced during this time period.

**Political Cartoons:** There are many cartoons of this issue, and [www.cartoonstock.com](http://www.cartoonstock.com) has quite a selection so students can take a look at how the American public looked at immigrants, especially Chinese.

**Technology:** Students would be shown “Real Gangs of New York,” a documentary done by the History Channel, which spoke about the issues of Immigrants facing discrimination and having to fight back.

**Assessment:** Students will be expected to give an oral presentation on one of the immigrant classes, and how they were discriminated against.

## **Lesson 8:**

*Essential Lesson Question:* To What Extent did Immigration have an impact on United States Government and Politics?

### **Goal/Instructional Objectives:**

#### *y) Cognitive/Informational Knowledge:*

- Muckrakers, people who tried to expose government failures or problems in the country would support immigrants in their struggle, and gave them awareness.
- The Progressive Party fought for Immigrants and minorities to receive equal rights.
- The Government had to pass many acts and bills against or for Immigration, that have been discussed throughout the unit, but also include the Emergency Quota Act of 1921, and prohibiting Japanese Immigrants coming over.

#### *z) Procedural Knowledge:*

- Students will be expected to discuss Muckrakers, and how they could influence government.
- Students will be introduced and listen to how the Progressive Party supported the immigrant movement and their rights.
- Students will read about the acts that government took against Immigration, and the allowance of the Ku Klux Klan, a hate group.
- Students will be asked to create their own quota on groups, and supported why they did so.

#### *aa) Basic Skills Knowledge:*

- Students will be asked to write notes about Government action on Immigration and form their own ideas about it.
- Students will look at different views of the Immigration from Government, and identify the differences.
- Students will attempt to find information that is complementary to the class discussion, at home.

#### *bb) Academic Disposition:*

- Students will be able to see just how little Government provided for Immigrants, and that Government should have taken more action.

**NCSS Theme and Strand:** This lesson would fit into Theme 6, Power, Authority and Governance, and work under strand D, Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity. The Government was asked to respond to forces of diversity, and this lesson would measure just how effective they were in doing so.

**New York Standard and Key Idea:** This lesson would fit into Standard 1, United States History and Key Idea 3, the study about the major social, political, economic, cultural,

and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. This would show how the United States Government acted against a large social group, and what occurred due from that.

**Primary Sources:** The book “United States History: Ideas in Conflict,” would be a great read for our students to see how Immigration was a tremendous issue in Government.

**Secondary Sources:** Students would be able to use textbooks, and online resources that would enable them to learn more about the actions Government did that helped and hurt Immigrants faced during this time period.

**Political Cartoons:** Pictures of the KKK, showing their hatred for Immigrants, and The Government doing nothing about it.

**Pictures:** Immigrants being discriminated against, HistoryCooperative.org has some great pictures that work well with this.

**Assessment:** Students will be asked to create their own plan if they were in government to assimilating immigrants into society, with the idea that the Immigrant deserves a fair shot, but should not be given everything.

# Lesson 1

*Essential Lesson Question:* “To What extent did the New Immigrants create a diverse Population?”

**Assessment:** Students will be responsible to write an essay expressing their views on how immigration did change the landscape of American population, and its impact on the time period.

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
<b>Focus or</b>	The thesis	The thesis	The thesis	The thesis	

<b>Thesis Statement</b>	statement names the topic of the essay and outlines the main points to be discussed.	statement names the topic of the essay.	statement outlines some or all of the main points to be discussed but does not name the topic.	statement does not name the topic AND does not preview what will be discussed.	
<b>Accuracy</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

## Lesson 2

*Essential Lesson Question:* “To What extent was Immigration restricted during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries?”

**Assessment:** Students will be assessed through the class discussion of Nativism, and their role plays in showing how Nativism really was unfair.

CATEGORY	4	3	2	1
<b>Information</b>	All information presented in the discussion was clear, accurate and thorough.	Most information presented in the discussion was clear, accurate and thorough.	Most information presented in the discussion was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Understanding of Topic</b>	The student clearly understood the topic in-depth and presented their information forcefully and convincingly.	The student clearly understood the topic in-depth and presented their information with ease.	The student seemed to understand the main points of the topic and presented those with ease.	The student did not show an adequate understanding of the topic.

<b>Presentation Style</b>	Student consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Student usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Student sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	The student had a presentation style that did not keep the attention of the audience.
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### Lesson 3

“To what extent did Immigrants have to risk coming to America?”

**Assignment/Homework:** The Assignment will be the continuation of their class work assignment. Each student will be responsible to bring their choices to the class, and be prepared to discuss them with the class. This way, each student will show ownership of what was discussed in class, and that they will be able to carry on the content needed from the class.

CATEGORY	4	3	2	1
<b>Amount of Information</b>	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.

<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
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## Lesson 4

**Issue:** “What was the Immigrant experience through Ellis Island?”

**Assignment/Homework:** The assignment for this lesson will be to compare and contrast how one would travel during this immigration period and today. What are some of the major differences we have seen over time? Students would be asked to write an essay explaining what they have seen at the museum, and compare it to modern-day travel.

CATEGORY	<b>4 - Above Stan dards</b>	<b>3 - Meets Stan dards</b>	<b>2 - Approaching Standards</b>	<b>1 - Below Stan dards</b>	Score
<b>Sentence Structure</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
<b>Evidence and Examples</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	

	author's position.	author's position.			
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
<b>Attention Grabber</b>	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	

	quotation, statistic, or question addressed to the reader.				
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## Lesson 5

**Issue:** “To what extent did Ellis and Angel Island keep the integrity of the growing United States?”

**Assignment/Homework:** Each student will be expected to write an essay for homework, answering the topic question, “How well did Ellis and Angel Islands preserve the integrity of the United States?” Students can use their discussion notes, and work that they produced during the trip to answer this question.

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	

<b>Focus or Thesis Statement</b>	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
<b>Accuracy</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

## **Lesson 6-**

*Essential Lesson Question:* “To what extent did Immigration lead to the development of Urbanization?”

**Assessment:** To what extent does Urbanization lead to other developments?

<b>CATEGORY</b>	<b>4 - Above Standards</b>	<b>3 - Meets Standards</b>	<b>2 - Approaching Standards</b>	<b>1 - Below Standards</b>	<b>Score</b>
<b>Support for Position</b>	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
<b>Focus or</b>	The thesis	The thesis	The thesis	The thesis	

<b>Thesis Statement</b>	statement names the topic of the essay and outlines the main points to be discussed.	statement names the topic of the essay.	statement outlines some or all of the main points to be discussed but does not name the topic.	statement does not name the topic AND does not preview what will be discussed.	
<b>Accuracy</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Name \_\_\_\_\_  
Immigration Exam

Mr. Gabel  
Date

**Multiple Choice: Choose the best possible answer.**

- 1) **At the turn of the century, why did most immigrants come to the United States settle in cities?**
  - a. Jobs were readily available.
  - b. Government relief programs required immigrants to settle in cities.
  - c. Labor unions leaders encouraged unrestricted immigration.
  - d. Immigrants were not permitted to buy farmland.
  
- 2) **Which statement about immigration to the United States during the 19<sup>th</sup> century is most valid?**
  - a. Organized labor supported unlimited immigration.
  - b. Most immigrants who came to the US were illegal aliens.
  - c. Industrial growth led to a demand for cheap immigrant labor.
  - d. Few immigrants came from western Europe.
  
- 3) **“America’s strength lies in its diversity. Many immigrants groups have joined the mainstream of American life, while maintaining their languages, religions, and traditions. This has made the United States a strong nation.” What does this author support?**
  - a. Nativism
  - b. Ethnocentrism
  - c. Cultural Pluralism
  - d. Limited Social mobility
  
- 4) **The intent of the United States immigration laws of the 1920s was to**
  - a. increase economic opportunities for recent immigrants.
  - b. Encourage cultural diversity
  - c. Restore an open-door policy toward immigration
  - d. Restrict immigration through the use of quotas
  
- 5) **Which expression most likely illustrates the concept of nativism?**
  - a. Help wanted – Irish need not apply
  - b. Go west young man
  - c. America, first in war and peace
  - d. The only thing you have to fear is fear itself.

**Vocabulary: Write in the best possible answer**

6) **Ellis Island:**

7) **Boss Tweed:**

**8) Urbanization:**

**9) Settlement Houses:**

**10) Melting Pot:**

**Short Answer: Write in the best possible answer**

**11) Which group of immigrants do you think faced the greatest challenges in the United States? Why?**

**12) What were the effects of the massive influx of immigrants in the late 1800s?**

**13) Why did immigrants tend to group together in cities?**

**14) Why were immigrants detained at Ellis Island?**

**15) What impact does Urbanization have on American growth?**

**16) What difficulties did these immigrants face?**

**17) How did politics take advantage of Immigrants?**

**18) What were the best solutions attempted by government and reformers in the 1800s?**

**19) To what extent were immigrants from Asia treated worse than Europeans?**

**20) To what extent did Immigrants have jobs before coming to America?**

**Essay: To what extent did Immigration have on the development of the United States during the late 19<sup>th</sup> and early 20<sup>th</sup> century?**

1) This is a chart that looks the amount of immigrants who came to America from 1880 to 1930. To see the growth of the immigrant during this time period gives you a better idea as to just how many people crossed into our country during this time period.

**IMMIGRATION TO THE UNITED STATES  
BY DECADE, 1880–1930**

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1881–1890	5,246,613
1891–1900	3,687,564
1901–1910	8,795,386
1911–1920	5,735,811
1921–1930	4,107,209

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2) “Chinatown declared a Nuisance” This was a pamphlet distributed by the working class of California, which describes the animosity towards the Asian immigrants who made their journey to America.

<http://www.druglibrary.org/schaffer/History/1870/wpcccontents.htm>

3) Jacob Riis: “How the other half lives.” This is Riis’ book about the immigrants and their living conditions during the late 19<sup>th</sup> century. This book is a clear example of just how harsh the life style was for the immigrants, and how they were disregarded.

<http://www.cis.yale.edu/amstud/inforev/riis/title.html>

4) This is a great website that has many resources as to the Chinese Exclusion Act. It has documents and cartoons that show just how the American people felt towards the Chinese during this time period, of the late 1880s. These images show the harshness and experiences the Chinese Immigrants felt during this time period.

[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic2a.html](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic2a.html)

5) After the Immigration Act of 1924, quota systems were put into place. This chart gives a detailed look as to just what the quota system limited during this time period.

<http://historymatters.gmu.edu/d/5078/>

6) Looking at the difference between the two images, the first is supposed to represent immigrants welcomed in by Uncle Sam. The second image, however, is representing the previous immigrants pushing other immigrants away. This is an interesting look at how immigration changed in America, and students will be able to decipher between the two as to why.



7) This was a picture of immigrants waiting at Ellis Island to be checked into America. Some of these immigrants did not necessarily make into the country.



8) This was a cartoon that showed Irish Immigrants rioting on St. Patrick's Day, drunk, in 1867 against Cops. This was a clear exploitation of Irish Immigrants, and how they were hurting the country's integrity.



9) This cartoon shows how immigrants were looked to be a part of the melting pot that is America. It symbolizes various immigrants being forced into together by Lady Liberty, and the American ideal of equal rights.



10) <http://www.aiisf.org/history> This is an website that gives information on Angel Island, and the history surrounding Ellis Island's west coast counter part.

## **Ellis Island Place Based Learning**

Ellis Island has so many various resources that are available to student hands-on learning. From records of passenger ships, and admittance to the country, it has a tremendous amount of educational opportunities that need to be tapped into. The island, at one point, saw most of the country's immigrants come into the country, can be a great way for students to get a better idea of how the immigration process was. One of the major aspects that I have wanted to explore would be the artifacts or letters that the immigrants brought with themselves as they passed through Ellis Island. The importance of looking at artifacts from this time period, would be to show the students how hard this travel was, and what the immigrant was thinking during this time period.

Many of our students have family members who, at one point, may have come across through Ellis Island. A educational program that I have been interested in creating would have students, in a controlled atmosphere, have access to true artifacts from the time period. Students would be able to see if passengers were limited in what luggage could have been brought and what exactly did the immigrant decide to bring. When immigrants decided to take these trips to America, these trips were not guaranteed to get them to safely come to the new world. The country was a way of a new life, and in their packing process, the immigrant would have to have decided what exactly they needed to bring with them, and choose what would be their most important possessions.

By using the artifacts that the Ellis Island Museum has from their immigrants, it would provide a great hands-on opportunity to see our students to get a better understanding of what the process was. This program, which I call in which students

could learn from primary sources, which the Museum is a perfect place for our students to get these sources, would be able to provide an enriched learning environment. As a pre-trip exercise, students should be working on Immigration, and what were some of the things that happened during the immigration process. This would create an introduction into what the students would be able to work on when they came to the island.

During their trip, students would first receive a talk about experiences that the immigrants had when they came to Ellis Island. This would enable the students to get a better understanding and appreciation as to what the immigrants had to go through. After this talk, which could take 15-20 minutes, the students could be brought to an artifact room, where students now can hands on, get a better understanding of what was carried, and brought over. Hopefully, the students will see all the various objects, other than clothes, these people brought with them on their experiences to the new world. This would be an extremely hard decision, as the immigrants were giving up their lives as they knew them, and change forever. After looking at these objects, which would take 20 minutes, the students can break out into a classroom, and form groups. They then would create their own voyage, and show just what they would have brought with them, circa 1900s, and explain what their reasoning was behind these ideas. This activity would take 30 minutes, and then they would be asked to share them with the group to explain what their thoughts were going into this assignment. This would take 20 minutes, and finish the activity. This is contingent on Ellis Island Museum, and the Rangers, willing to use these artifacts as a part of their learning process. The Rangers have so much valuable information, that during the group work, the Rangers can share their knowledge, or comment and help out the groups.

This would be a great opportunity for students to be able to get a better understanding, and it would be a part of their learning process of the Immigration unit. The students need to see, for themselves, hands-on learning materials which will help our students get a better appreciation of the hardships the immigrants went through. The trip would give the students an ownership of their experience, and make them feel as they truly had the immigrant experience.

Meeting with Ranger Smith a few times has really helped me out in my process of creating this unit. We sat and discussed some of the problems he was facing, with no educational support at Ellis Island, and the struggles of creating a program for High School students. He has an activity room that has focused on middle school students. I have decided to work on a question sheet and to modify the activity room into a way where high school students can use the room as well. We shared some ideas, and how it would relate to immigration, and it became a productive meeting. This led to some connections between lesson plans such as jobs when immigrants came here, the journey itself, and some other ideas that I have focused on.

After meeting with Ranger Smith, I have further developed my lessons to correlate the entire unit. I have felt that this program would connect my unit as a whole, and become well rounded. With lessons including creating diverse populations, immigration impact on politics, labor and restrictions placed on immigration, Ellis Island

has allowed me to bring all of these lessons together. From when I started, and now at the end, I have seen much involvement of the units I have selected, and the topics I have decided to focus on. With Ranger Smith's Help, I truly feel this unit will be successful, and Ellis Island will have a successful High School Program.