

IMMIGRATION AND ELLIS ISLAND

GRADE LEVEL:

Grade 4 - This will be carried out in the library to supplement the classroom study of Ellis Island

QUESTIONS:

- ✓ What is a PRIMARY SOURCE vs. SECONDARY SOURCE
- ✓ What feelings – impressions do you have of Ellis Island from these photos

OBJECTIVE:

- ✓ Identify difference between PRIMARY and Secondary sources
- ✓ Explore the emotions early immigrants might have had when they arrived in the United States while examining historic photos taken at Ellis Island
- ✓ Create a diary expressing feelings of immigrant from chosen photos

RESOURCES OR MATERIALS NEEDED:

- ✓ Paper and pencils
- ✓ Photos from website
- ✓ Activeboard with projector (optional)
- ✓ Keynote slideshow of PRIMARY vs. SECONDARY SOURCES
- ✓ Patriotic music and or music of the era

PRIMARY SOURCE:

- ✓ http://www.ellisland.org/photoalbums/ellis_island_then.asp
- ✓ http://www.loc.gov/rr/print/list/070_immi.html
- ✓ [http://memory.loc.gov/cgi-bin/query/h?ammem/papr:@field\(NUMBER+@band\(lcmp002+m2a10987\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/papr:@field(NUMBER+@band(lcmp002+m2a10987)))
(Edison Movie)
- ✓ [http://memory.loc.gov/cgi-bin/query/h?ammem/papr:@field\(NUMBER+@band\(lcmp002+m2a10987\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/papr:@field(NUMBER+@band(lcmp002+m2a10987)))
(Edison Movie)

LESSON:

Present the slideshow entitled Primary vs. Secondary sources. This will allow students to distinguish between the two. Discuss what daily activities would leave behind evidence. What of these items left behind would contribute to a historical record of this time period? What events in today's history would leave evidence for the future? As the students are giving ideas list them on the board.

All these items listed by students would be considered primary sources. The following would be guidelines for this discussion.

- Did you create any records of your activities (a diary, notes to yourself, a letter to a friend or relative, an e-mail message, a telephone message)?
- Would traces of your activities appear in records someone else created (a friend's diary, notes, or calendar entry; a letter or e-mail from a friend or relative)?
- Would traces of your activities appear in school records? in business records (did you write a check or use a charge card)? in the school or local newspaper? in government records (did you get your driver's license or go to traffic court)?
- Would anyone be able to offer testimony (or oral history) about your activities (who and why)?

Show a selection of the photos from the websites cited in this lesson. Play some music as they examine each to create a mood. Choose a select few photos that would allow students analyze. Have the following questions on a paper for the students to refer to. First review the questions they the students are to consider and then show the first picture. Give students time to reflect on the picture and then let them discuss it. The questions to give the students are as follows.

- Describe what you see
- What's happening in the photo?
- What can you learn from examining the photo?
- What do you wonder about as you look at the photo? Who? What? Why? When? Where?

An interesting experience for the students would be to show them the Edison movie indicated in this lesson. They do not necessarily have to analyze these because of time constraints, but it is fun to see these old films.

Once students have seen the selections (photos) you have chosen for them, break them into groups and have each group choose a photo. Have printed copies available for the groups to work with. Direct the students to write a diary entry for the character they choose in the photo. They can rely on the earlier discussion we had about what they observed in the photos. They can share their entries with the class and compile them into a book including the photo as mock diary for the photos.