

FLCHE-TPS Second Grade

Looking for Freedom and Opportunity

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

| | |
|---|-------------------------|
| <p>Enduring Understandings: Throughout history, immigrants came to the United States for freedom and opportunity. Ellis Island is a significant place in the United States. Ellis Island was the gateway for over 12 million immigrants to the United States, for over 60 years.</p> | |
| <p>Essential Questions: Why did people come to the United States over the years? Why is Ellis Island important? What can an interview tell us about history?</p> | |
| <p>Vocabulary/Targeted Skills: Ellis Island, immigration, freedom, interview, disembarking</p> | |
| <p>Unit Assessment/Culminating Unit Activity: Prompt: Write a caption for the photograph you analyzed with your first group. Be sure to include capital letters, end punctuation, and a complete second grade sentence with at least 8 words.</p> | |
| <p>Lesson title: Looking for Freedom and Opportunity</p> | <p>Time: 60 minutes</p> |
| <p>Standard(s): <u>Florida Social Studies Standards</u> SS.2.A.2.5 Identify reasons people came to the United States throughout history. SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954. (This lesson focuses on Ellis Island.) SS.2.A.2.7 Discuss why immigration continues today. SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital. <u>Language Arts Florida Standards</u> LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges. LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> | |

Content Purpose:

(I will) Use primary source photographs (so I can) create captions.

Assessment/Evaluation (for this lesson):

Each student will independently create a caption for the first primary source they analyzed.

Reading Materials/Primary Source links:

- <http://www.loc.gov/teachers/primary-source-analysis-tool/> Primary Source Analysis Tool
- <http://www.loc.gov/pictures/resource/det.4a25608/> New York, N.Y., immigrants' landing, Ellis Island [between 1910 and 1920]
- <http://www.loc.gov/pictures/resource/cph.3a10036/> U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor
- http://www.americaslibrary.gov/es/ny/es_ny_ellis_1_e.html An immigrant family from Italy arriving at Ellis Island
- <https://www.loc.gov/resource/ggbain.13361/> IMPERATOR - Immigrants & luggage
- <https://www.loc.gov/item/00694367/> Emigrants [i.e. immigrants] landing at Ellis Island
- <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentation/s/timeline/progress/immigrnt/saranoff.html> (transcribed version of the interview) The Saranoff Family Embraces America
- <https://www.loc.gov/item/wpalh000083> (primary source of Saranoff family interview)
- <https://www.youtube.com/watch?v=Fe79i1mu-mc> video of flow of immigration over the years using a globe for perspective

Suggested Procedures:

1. Form four teams of students. Using LOC Analysis tools (<http://www.loc.gov/teachers/primary-source-analysis-tool/>), have each team analyze a different photo, but without the caption. This will be completed using the Jigsaw method, where each team has a different photo and then number the students in each group 1-4 or 5, etc. Then all the ones get together and share details of their primary source photo. The twos, threes, and fours do the same thing.
- Document 1: <http://www.loc.gov/pictures/resource/det.4a25608/> New York, N.Y., immigrants' landing, Ellis Island [between 1910 and 1920]
 - Document 2: <http://www.loc.gov/pictures/resource/cph.3a10036/> U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor
 - Document 3: http://www.americaslibrary.gov/es/ny/es_ny_ellis_1_e.html An immigrant family from Italy arriving at Ellis Island

- Document 4: <https://www.loc.gov/resource/ggbain.13361/> IMPERATOR - Immigrants & luggage
2. After the groups are done sharing, ask students *what they think the photos have in common. Why do they think so? When do they think these photos took place? What helps us to determine specific times/eras?*
 3. Have students view this short primary source film clip to connect all the sources, <https://www.loc.gov/item/00694367/>: Emigrants [i.e. immigrants] landing at Ellis Island. Share: *Clip shows “a large open barge loaded with people of every nationality, who have just arrived from Europe, disembarking at Ellis Island, N.Y. A most interesting and typical scene. Length 140 feet. Class B. \$16.80. The film opens with a view of the steam ferryboat “William Myers,” laden with passengers, approaching a dock at the Ellis Island Immigration Station. The vessel is docked, the gangway is placed, and the immigrant passengers are seen coming up the gangway and onto the dock, where they cross in front of the camera.”*
 4. Explain to students what Ellis Island is, making sure they also understand the definition of an immigrant. An example: *Ellis Island was the gateway for over 12 million immigrants to the United States, for over 60 years. It has been estimated that close to 40 percent of all current U.S. citizens can trace at least one of their ancestors to Ellis Island.*
 5. Guide students’ comprehension as they read or as teacher reads aloud with the following interview transcript:
[http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentation/s/timeline/progress/immigrnt/saranoff.html](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/saranoff.html) (transcribed version of the interview) The Saranoff Family Embraces America
 6. (<https://www.loc.gov/item/wpalh000083> - primary source of interview.) This interview shares a few examples of why people immigrated to the U.S., as well as some negative results from the Land of the Free. Use at your discretion and read it in advance to prepare for where you want to stop reading. It is important to share that the kids were finally able to attend school, Jakob worked in poor conditions, Jakob could not risk taking off work to look for another job, and Solly was able to learn and play piano.
 7. Have students view video <https://www.youtube.com/watch?v=Fe79i1mu-mc> (3:45) of flow of immigration over the years using a globe for perspective. Pause the clip to point out where North America is located, where the United States is located, where Florida is located, where your town is located, and where New York is located.
 8. Each student will independently create a caption for the first primary source they analyzed. Allow the students to mix up the photographs and the captions and see if they can match the photos with the correct caption.
 9. Create a gallery with the photographs and the captions.

Extensions:

- Statue of Liberty infographic: <https://www.libertyellisfoundation.org/infographic>

- Read additional immigrant interviews:
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/index.html>
- Read *Immigration* (Student Discover Sets ebook for Apple devices):
<https://itunes.apple.com/us/book/immigration/id915929757>