

Lesson Plan

Name: Susan Marcellino
School: Gettysburg Seventh-day Adventist Church School
E-mail address: marcellinoj@gc.adventist.org
Title: Immigration and Ancestors
Subject: Social Studies
Intended Grade Level(s): 3rd – 5th

Description:

Students will listen to first-hand accounts of immigrant's experiences at Ellis Island; question family members about their ancestors who immigrated; and use KidPix and other media to create a poster including a map (see Activities/Procedures section on next page for additional requirements) of a country their forbears immigrated from.

Faith Integration:

Believing all people are created in God's image and are to be treated with kindness and respect, students will be led to view the immigrant experience on Ellis Island with these beliefs in mind. Through a guided discussion students will be reminded of the principles Christ gave for treating others in the 'golden rule' of Matthew 7:12.

Curriculum Benchmarks:

Students will become familiar with the term 'immigrant' and its meaning.

Students will understand the significance of Ellis Island in the immigrant experience during the late 1800s and early 1900s.

Students will demonstrate basic operations skills in using the computer and printer (NETS standard 1).

Students will create a multimedia project (NETS standard 3) with support from parents and teacher if necessary.

Materials:

Computer with Internet access

Color Printer

Monitor/TV hook-up—large enough for class or group to view

KidPix Deluxe 3 Broderbund

System Requirements:

Windows 95 or higher, Pentium 233MHz or faster, 32MB RAM, 100MB hard-disk space, 4x CD-ROM drive or faster, 800X600 display, 16 bit color, Windows-compatible sound card required

Poster board for each student

Markers, crayons, pens and pencils, glue, scissors

Worksheet-1 copy per student

Magazines

Encyclopedia

Teacher Preparation:

Preview Ellis Island web site

Set up monitor or TV for classroom viewing

Copy worksheet—1 per student

Be prepared to lead discussion of Christ-like treatment of others and application of this principle to the immigrants' situation on Ellis Island and elsewhere.

Copy requirements for poster—post at each computer

Schedule computer time for each student.

Student Preparation:

Students must be familiar with KidPix Deluxe 3 and be able to use the Text, Rubber Stamp, Background, Sticker and Animation tools as well as save and print a project.

Activities/Procedures:

Vocabulary—Introduce the words 'immigrant' and 'Ellis Island', giving definitions of each.

View--Teacher will access web site and lead class in reading text and listening to audioclips from the following Ellis Island web site—

<http://www.i-channel.com>--Click on the Education and Ellis Island headers and explore the sections in 'Through America's Gate'—(esp. Mental Testing, Legal Inspection and Detention sections).

Discuss--Have a follow-up discussion of how people were treated on Ellis Island.

-Was it right to deal with the immigrants in this way (separating families without making sure they understood why, not providing translators, dirty conditions, etc) considering all people are created in God's image?

-How did the large numbers of immigrants make it difficult to deal with them in a Christ-like way?

-How does Jesus say we should treat others? (See Matthew 7:12)

-If you and your family had lived in New York during this time, what could you have done to help the immigrants on Ellis Island as well as those who settled in New York?

Worksheet—Distribute 'My Ancestors' worksheet for students to take home and interview parents, grandparents and/or other relatives. (In the event a student is of Native American heritage, student will complete Worksheet and Poster project using their ancestor's tribe/nation in place of country.)

Poster—Each student will create a poster using KidPix Deluxe 3, markers, crayons, magazines, etc.

Assessment/Evaluation

Participated in class discussion

Completed worksheet

Created a poster—Use rubric to evaluate

Follow-Up Activities

Invite someone who has immigrated to America to speak about their experiences. Have students write interview questions for the guest.

Have an international potluck where students share food from the countries of their forbears.

Take a virtual tour of Ellis Island at:

<http://teacher.scholastic.com/immigrat/ellis/3dstop5a.htm>

Graph the number of students whose ancestors immigrated from individual countries.

If available, visit a nearby museum which relates the immigrant experience.

Poster Requirements

Use KidPix for at least two of the following requirements.

Choose one country your ancestors immigrated from, then include the following in your poster:

1. A map of the country –Labeled with its name.
2. The flag of the country.
3. Two labeled pictures that illustrate the culture or a famous place. (May be hand drawn, cut from magazine or created using KidPix)
4. One interesting fact about your ancestors—the city or region they came from; how they traveled to America; where they settled in America; if they came through Ellis Island; their name and relation to you, etc.
5. A title for your poster.

My Ancestors

Directions: Interview your parents or grandparents to learn about your ancestors.

Country

City or Region

Name of Ancestor

Interesting Fact

Country

City or Region

Name of Ancestor

Interesting Fact

Country

City or Region

Name of Ancestor

Interesting Fact

Making A Poster: **Ancestors Poster**

Teacher name: Susan Marcellino

Student Name _____

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.

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