

### Grade 7

#### Master Teacher

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#### Time Allotment

60 minutes

#### Overview

Students will watch the clips of Ellis Island and check Web sites to understand the history and the government of immigrants coming to America. Then they will compare the past immigration process and the process immigrants go through today by researching Web sites.

#### Differentiation of Instruction

Even though the video is captioned, the teacher may need to interpret as well.

Activities for this lesson are based on guidelines from SC Curriculum Standards Implementation Guide, Chapter Four, pages 7-8, 19. Differentiation of Instruction, (<http://www.myscschools.com/offices/cso/SIG/k5.htm>) modifications for special needs students are included in the lesson plan. The modifications support the achievement of the selected standards.

#### Subject Matter

Language Arts/Writing

#### Learning Objectives

Students will be able to:

- ✍ Describe and compare the hardships faced by immigrants coming to the United States during different historical periods;
- ✍ Explain the reasons people came to the United States from all over the world;

- ✍ Identify the feelings associated with being an immigrant;
- ✍ Write interview questions and conduct an interview.

#### South Carolina Standards

(These Standards are available online at <http://www.myschools.com/Offices/CSO/>.)

W1 The student will apply a process approach to writing.

7-W1.6.3: Demonstrate the ability to write essays, reports, articles, and proposals.

RS1 The student will select a topic for exploration.

7-RS1.1: Demonstrate the ability to ask questions to guide his or her research inquiry.

RS2: The student will gather information from a variety of sources.

7-RS2.1: Demonstrate the ability to use a variety of resources, including technology, to access information.

#### Media Components

##### Video

*Reading Rainbow*, Lesson 29: "Watch the Stars Come Out" begins with the narrator talking about immigrants coming to America in the 1900s. The segment used for the lesson shows yesteryear immigrants coming to Ellis Island.

##### Web Sites

*Yester and Today's immigrants to the U.S.* ([http://www.bergen.org/AAST/Projects/Immigration/who\\_are\\_the\\_immigrants.html](http://www.bergen.org/AAST/Projects/Immigration/who_are_the_immigrants.html)). This Web site allows students to explore immigrants in the past and present: who were/are the immigrants to the U.S.

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## *Biography of Today's Immigrants*

(<http://teacher.scholastic.com/immigrat/bio/>) This Web site lets students to read biographies of present immigrants and the reasons they are in America.

## *Timeline of Immigration*

(<http://www.historychannel.com/ellisland/timeline/index.html>) This Web site gives you information on the events in history that caused people to come to America during each period on the timeline. Plug-ins (Quicktime and RealAudio) are needed to view some of this Web site. Links to download and install the plug-ins are available on the Web site.

## **Materials**

blackboard and chalk  
Resident Alien card  
paper and pencils for note taking  
for each student

## **Equipment**

TV  
VCR with remote  
computers

## **Adapting NTTI Strategies for Deaf/Hard of Hearing and/or Visually-Impaired Students**

### **Adapting Video**

- ✍ Closed captioned and total communication for deaf students
  - Interpret (sign) closed-captioned video to provide total communication for deaf students.
    - Use visual communication to enhance understanding of the video scenes for students not reading at the vocabulary level of the captions.
    - Signing over narration helps students focus when

an emphasis on certain information is needed.

- ✍ PAUSE strategy and closed captioned
  - When using closed captioned, pausing the video can cause the loss of 1-3 sentences of closed captioned as the pause is released and the video begins to play at the pause point. Suggestions for modifying the PAUSE strategy:
    - The teacher may need to rewind after the pause and then begin to play the video.
    - Play closed captioned in longer segments and provide a video guide sheet with the **Focus for Media Interaction**.
    - Play the video segments through from the beginning point to the ending point. The **Focus for Media Interaction** would be given at the beginning. Tell the students that they will watch the entire segment, and then watch it again, pausing for them to answer the focus task for each segment. Tell them some of the caption is lost at pause points, read carefully the first time.
- ✍ Non-captioned video
  - Prepare to interpret (sign) the video for deaf students.
  - Arrange for a qualified interpreter to sign the video. Plan the lesson in advance to allow time for this arrangement.
- ✍ Screen size for visually-impaired students
  - Use a projection device with the VCR to project the video to a large screen.
  - Allow students to sit close to TV or large screen.
  - Determine how the students can touch the TV screen, if not by hand, then with a pointer (yardstick). Provide an

# 2003 National Teacher Training Institute

opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

## Adapting Web Sites

### ✎ Web sites with audio

- Provide an interpreter for each hearing-impaired student.
- Use with small groups with teacher interpreting and guiding the activity.
- Direct students to alternate text files for the video/audio if available.

### ✎ Screen size for visually-impaired students

- Use a projection device with the computer to project to a large screen.
- Allow students to sit close to computer screen or projector screen.
- Determine how the students can touch the screen, if not by hand, then with a pointer (yardstick). Provide an opportunity for the visually-impaired student to touch or trace images if touch would enhance the learning.

### ✎ Web sites with total communication for the blind

- Use sites encoded with Braille.
- Use sites with audio.
- Use sites that are easily read by text reader software. (Page is formatted from left to right allowing tab or arrow keys to move the reader through the text and images. Images have alternate text that identifies the image in relation to the text on the page.)

## Prep for Teachers

### ✎ Preview and cue the video.

✎ Preview and bookmark the Web sites on each computer to be used by students and teacher.

✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

## Introductory Activity

**Step 1:** Allow students to examine a Resident Alien Identification card. Facilitate a discussion about the use/need for the information required by the card.

**Step 2:** Write a K-W-L chart on the board and ask them what they know about immigrants, how they become U.S. citizens, and how they arrived in America over the years.

## Learning Activities

**Step 1:** Insert the video into VCR. PLAY the video at the point that LeVar Burton says, “Hi there and welcome to New York Harbor,” as he jumps from the upper level of the ferry to the lower deck. The ferry is on the water in the harbor.

Provide students with a **Focus for Media Interaction** asking them to answer the question, “How did the immigrants feel when they first saw Ellis Island?” PAUSE the tape when it shows the people on the boat, arriving at Ellis Island.

**Step 2:** Discuss with students what they think the trip over on the boat was like for the immigrants. PLAY from the pause point. PAUSE when the caption says: “Our whole village would fit it in.” Provide students with a **Focus for Media Interaction** by starting a discussion with them about the

## 2003 National Teacher Training Institute

conditions for the immigrants traveling to America during this time period.

**Step 3:** Ask students if they think families immigrated together. Which member of the family do they think came first? PLAY from the pause point. STOP the videotape when LeVar is on the screen sitting on the side of the ferry with Ellis Island in the background and the he says, "...children came to Ellis Island without their parents. Provide students with a **Focus for Media Interaction** by asking: "Are you correct in your opinion of how family groups immigrated. Upon arriving on Ellis Island are families greeted by friends and other family members immediately?" Facilitate a discussion of how families migrated to America and why they might have had to come separately.

**Step 4:** Have students take notes on what they saw on video: immigrants' emotions when they see America (Ellis Island), how did immigrants get to America, what did they have to do before they leave Ellis Island to live in America. REWIND and REPLAY the video to allow the students to compare and complete their notes to the information provided in the video. Allow students to determine PAUSE points by raising their hands if they need time to complete their notes.

**Step 5:** Tell students they will use the bookmarked Web sites to research the yesteryear and today immigrants—Are the hardships the same for both? How can immigrants become U.S. citizens? Tell them to read the biographies about today's immigrants. Provide students with a **Focus for Media Interaction** by telling them as

they read the information on the Web sites, they are to write down interview questions that they would ask an immigrant from yesteryear and an immigrant of today. They are to answer their interview questions based on the information from the video and Web sites.

### Culminating Activity



**Step 1:** Complete the K-W-L chart with what the students learned from the video and Web sites. Each student will then compile a list of questions for an interview with an immigrant. Pair the students and let them interview each other. Students will answer the interview questions based on the facts learned from the video and the Web sites.

**Step 2:** With teacher and parents help, students will identify immigrants to America in their school or community and ask to interview them. Students could also identify first or second generation descendants of immigrants and interview them about the stories that were told to them by their immigrant relatives.

### Cross-Curricular Extensions

**Social Studies/Math:** Create a timeline for the immigrants interviewed by the students. Include the reasons for immigrating, the method of travel, any hardships incurred.

### Community Connections

-  Immigrants from within the school or community can be invited to tell their story to the students.
-  Take a field trip to the nearest Immigration/Naturalization Office.