

## **2009 *Back to History* Lesson Plan**

### **Immigration/Migration**

<b>Team Members:</b>	Cameron Quick and Katie Pierce
<b>Instructional Unit:</b>	Social Studies Skills
<b>Title of Lesson:</b>	Timeline of Ellis Island and World Events
<b>Grade Level:</b>	6 <sup>th</sup> grade
<b>Description:</b>	Students will pin notecards with written descriptions and pictures of events of Ellis Island in order on a clothesline. They will then pin notecards with world events written on them on another clothesline producing a hands-on multiple tier timeline.
<b>Standards:</b> Include Standard, Benchmark Letters, and GLI numbers	History #1 6 <sup>th</sup> grade Construct a multiple tier timeline from a list of events and interpret the relationship between the events.
<b>Duration:</b>	1-2 class periods (40 mins)

#### **Materials and Resources:**

Description of Ellis Island through history 1630-2001 was found at:

<https://www.libertyellisfoundation.org/ellis-timeline>

Students will create own timelines so worksheets provided.

Students will find dates of world events like War of 1812, WWI and WWII from Internet and other resources from the library.

**Primary Source Materials:**

Description of Ellis Island through history 1630-2001 was found at:  
<https://www.libertyellisfoundation.org/ellis-timeline>

**Warm Up:**

Use pictures and stories retrieved from the following websites:  
<https://www.libertyellisfoundation.org/ellis-island-history> and <https://www.libertyellisfoundation.org/photo-albums> Students will be shown the pictures and we will discuss what they know about Ellis Island and what they can infer from the pictures. Teachers will read the stories and discuss how it might of felt being an immigrant.

**Instructional Strategies:**

Do a class KWL chart about Ellis Island. Make inferences based on primary sources. Construct a multiple tier timeline kinesthetically and copy information accurately on paper. Interpret the data found on the multiple tier timeline.

**Assessment Question:**

Students will be given the following questions and be asked to answer 1 of them. They will have to use the multiple tier timeline to make inferences and write responses.

\*Why do you think in 1907 there were more immigrants processed in Ellis Island than any other year?

\*Why do you think Congress had to pass a Immigration Quota Law in 1921?

\*Why do you think Ellis Island would be useful during a war?

\* Why do you think it is important to make Ellis Island a museum?

Students will earn 4 points if they restate the question, provide a logical answer that relates to the information from the time line, and the answer is written with no grammatical and spelling errors.

Students will have a point deducted for any of the following mistakes:

- question not restated
- answer doesn't have anything to do with the information
- major grammatical and spelling errors

Students will earn 1 point for attempting to answer the question.

Students will earn 0 points for not attempting to answer the question.

### **Re-teach Activity:**

As a class we will make a 6<sup>th</sup> grade curriculum timeline to cover all the major events 6<sup>th</sup> graders are responsible for knowing as we cover

them. Because they are responsible for B.C.E. as well as C.E. dates it will be valuable to have a constant visual reminder of how timelines work.

**Extension Activity:**

Students will be asked to create a multiple tier timeline on their own. One tier of the timeline will be about their personal lives. It must include 10 events with correct labeling. The other tier will be about American events. It must include 5 American events correctly labeled.