# Tempest Tossed After Ellis Island

Students learn important lessons about hardships encountered by immigrants entering the United States during the period from 1850 – 1930.

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| **Grade Level** | 6-8 |
| **Duration** | 2 class periods |

## National Geography Standards

**ELEMENT 2**

**Places and Regions 4.** The physical and human characteristics of place.

**ELEMENT 4**

**Human Systems**

**11.** The patterns and networks of economic interdependence on Earth’s surface.

## Arizona Geography Strand 4

**CONCEPT 4**

**Human Systems**

**GRADE 6**

PO 2 Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.

PO 3 Analyze the causes and effects of settlement patterns.

**GRADE 7**

PO 2 Describe the push and pull factors that cause human migrations.

PO 3 Describe the effects of human migration in the U.S. and regions of the world.

**GRADE 8**

PO 1 Identify the push and pull factors that drive human migrations.

## Arizona Math Standard

**STRAND 3: Patterns, Algebra, and Functions**

**CONCEPT 2: Function and Relationships**

**GRADE 6**

Describe the rule used in a simple grade level appropriate function (e.g. T-chart, input/output model)

**GRADE 7**

Describe the rule used in a simple grade level appropriate function (e.g. T-chart, input/output model)

**GRADE 8**

Describe the rule used in a simple grade level appropriate function (e.g. T-chart, input/output model)

**CONCEPT 3: Algebraic Representations**

**GRADE 6**

Use variables in contextual situations

**GRADE 7**

Use variables in contextual situations

**GRADE 8**

Use variables in contextual situations

## Overview

This is a look at what immigrants coming into the United States in the early 20th century faced, and how immigration changed and shaped the United States.

## Purpose

This lesson examines how migration of immigrants within the United States shaped expansion, population changes, and industrial centers.

## Materials

- Transportation and Industry in the US in 1860 map
- Paper, pencil, scratch paper
- Tempest Tossed after Ellis Island reading
- Worksheet #1 and Answer Key
Objectives
The student will be able to:

1. Describe financial hardships encountered by the immigrants and how this affected their future in America.

2. Explain the implications of the railroad system on centers of industry and population changes during the time period of 1850 – 1930.

3. Write standard rate equations.

4. Use function tables in context.

Procedures
Students should have had experience with function tables and Algebraic expressions.

SESSION ONE
1. To introduce the lesson, have the students read Tempest Tossed after Ellis Island.

2. Discuss financial solvency during the time period by establishing a budget. Students will convert this budget to current dollars and write an equation that will be used in forthcoming assignments.
   (Worksheets #1)

3. Now have the students consider how immigrants migrated based on the costs of housing, wages, and travel expenses.
   (Worksheets #2 and #3) This could be a homework assignment.

SESSION TWO
1. Review some of Session One’s key points about immigration. Then tell the students that they will need to select an occupation by which they can earn money for wages, housing, and transportation. (Worksheet #4)

2. Distribute the Transportation and Industry in the US in 1860 map. Have the students locate the rail lines and the manufacturing centers. Have the students practice measuring distance on the map using the scale. Conclude the lesson with Worksheet #5.

Assessment
Assessment is embedded in the creation of the rules, tables and graphs, and short answer questions.

Math: On Worksheet #1, questions 1, 2, and 3 can be graded for math. All of Worksheet 2, 3, and 4 can be graded for math accuracy. Mastery is considered 80% or higher.

Geography: On Worksheet #1, questions 4 and 5 can be graded for geography. Worksheet #5 can also be graded for geographic concepts. Mastery is considered 80% or higher.

Extensions
This lesson can be done as group work. This will help accommodate individual differences in math and reading abilities.

Use Worksheet #6 to add another dimension to the lesson, time factors.

Create a rule that could be used to convert different currencies. Use http://eh.net/hmit to find dollar values from different countries.
Sources

A special thanks to Kay McClain, Vanderbilt University.

Explorations in Iowa History Project; Malcolm Price Laboratory School University Of Northern Iowa

How much is that? http://eh.net/hmit/

Map Collections 1500-2003 Library of Congress
http://lcweb2.loc.gov/ammem/gmdhtml/gmdhome.html

Emigration to the United States in 1847
http://www.theshipslist.com/1847/america.htm

Immigration in the United States
http://www.yale.edu/ynhti/curriculum/units/199/9/3/99.03.01.x.html

Images: