Sojourners and Citizens: A Study of Immigration and Citizenship

Grade Level: Second Grade
Presented by: Mary Chris Rowe, The Fourth Presbyterian School, Potomac, MD
Length of Unit: Eight Lessons

I. ABSTRACT
The focus of this unit is to develop an appreciation for the heroic struggles experienced by immigrants coming to America. Secondary to that is cultivating delight in the privileges we enjoy as Americans. The eight lessons contained in this unit address the concepts as noted in the Core Knowledge Sequence for American History and Geography, Section V, Immigration and Citizenship. Through narrative, biography, poetry and personal experience, students will come to understand that many people have come to this country for many different reasons. Students will also study this in light of biblical teachings on the subject.

II. OVERVIEW
A. Concept Objectives
   1. Students will develop an understanding of symbols and their meaning.
   2. Students will develop empathy with immigrants.
   3. Students will develop an appreciation for the literature/customs of other cultures.
   4. Students will examine and appreciate the privileges and responsibilities which accompany citizenship.

B. Content
   1. America perceived as “land of opportunity”, page 50
   2. “e pluribus unum” means from many into one and serves as our national motto, page 50
   3. Ellis Island and the significance of the Statue of Liberty, page 50
   4. Millions of newcomers to America, page 50
   5. The idea of citizenship, page 50
   6. American citizens have certain rights and responsibilities, page 50
   7. Becoming an American citizen, page 50

C. Skill Objectives
   1. Identify the seven continents and the oceans.
   2. Identify each symbol in the Statue of Liberty.
   3. Define “e pluribus unum” and “melting pot”.
   4. Sequence the process of becoming an American citizen.
   5. Reverse paraphrasing
   6. Oral reading and listening comprehension.
   7. Active listening and critical thinking
   8. Oral discussion
   9. Following directions

III. BACKGROUND KNOWLEDGE
A. For Teachers
   1. A basic knowledge of immigration.
   2. Gesner, G. Anthology of American Poetry. Many of these poems are written by immigrants and are also useful for their symbolism. The work of Anne Bradstreet, pages 3-10, is helpful for both of these categories.
3. Jensen, Norma. *First We Have Coffee...And Then We Talk*. Written by the daughter of Norwegian immigrants, this book presents the culture and habits in a very charming manner.

B. For Students
1. Students should have a basic understanding of map skills. They should be able to identify the seven continents and oceans.
2. Students should know from the Core Knowledge kindergarten curriculum the following American symbols: the Liberty Bell, the American flag and the eagle.
3. Students should know the history of the first English settlers, especially the Pilgrims, from the Core Knowledge first grade curriculum.
4. Students should have memorized The Apostles Creed and question and Answer 1 from the Heidelberg Catechism.

IV. RESOURCES

V. LESSONS
Lesson One: Lovely Lady Liberty
A. Daily Objectives
1. Concept Objective:
a. The students will develop an understanding of symbols and their meaning.

2. Lesson Content:
   a. The Statue of Liberty- Her history and symbols
   b. “e pluribus unum” means from many into one and serves as our national motto

3. Skill Objectives
   a. Students will identify the seven continents and the oceans.

B. Materials
   1. teacher’s wedding ring, if married; otherwise, a small gift from a friend.
   2. map/handout (Appendix A)

C. Key Vocabulary
   1. symbol- a material object used to represent something unseen
   2. e pluribus unum- one from many
   3. melting pot- a place where immigrants from many countries and races form an integrated society
   4. liberty- freedom

D. Procedures/Activities
   1. Show students your wedding ring.
   2. Ask if they know what it is.
   3. Ask if they know what it stands for. Acceptable answers include love, it shows that you are married, etc.
   4. Ask students if the ring actually is your marriage. Acceptable answers include ‘no, it just stands for your marriage’, etc.
   5. Explain that they are right and that this was given to you by your spouse as a symbol of their love.
   6. Ask students if they can think of other symbols. Then ask them to think of symbols of the country, specifically the flag, the bald eagle, and the great seal on the back of a dollar bill.
   7. Tell students that you want to talk to them about another symbol, the Statue of Liberty.
   8. Read *The Story of the Statue of Liberty* by Betsy and Giulio Maestro. Take time to answer questions.
   9. Pass a world map/handout to each student (Appendix A). Explain that immigrants came from all over the world. Have students label the continents to help them remember where the travelers came from. Remind them the seven continents are represented by the seven spikes on Liberty’s crown.
   10. Have students identify and label oceans. Remind the students that crossing the oceans by boat was the only way the immigrants could reach the United States.
   11. Ask students to turn their papers over. Answer the questions together and have the students write their answers down.
   12. To finish the lesson, introduce the Statue of Liberty song (Appendix B).

E. Assessment/Evaluation
   1. Student maps and worksheets will be evaluated.
   2. Students will be evaluated by teacher observation of class discussion and student participation.

Lesson Two: Millions of Newcomers

A. Daily Objectives:
   1. Concept Objectives:
      a. Students will develop empathy with immigrants.

2. Lesson Content:
a. Millions of newcomers to America and their reasons for immigrating.

3. Skill Objectives:
   a. Oral reading and listening comprehension.

B. Materials
   1. “First Stop, Ellis Island!” by Michael Peros, a play from Immigration Then and Now by Karen Baicker, Scholastic.
   2. Appendix C

C. Key Vocabulary
   1. religious persecution- ill-treatment because of religious faith
   2. yellow fever, smallpox, typhus- highly infectious (and most likely fatal, at that time) diseases
   3. criminal records-history of law-breaking
   4. arthritis-disease that makes the joint ache
   5. special inquiry-set aside for more particular questioning
   6. quota- a number designated as an upper limit

A. Procedures/Activities
   1. Through class discussion, review the material from yesterday’s lesson.
   2. Explain that there were many reasons why immigrants came to America and that we will be reading a play in order to gain a better understanding.
   3. Pass out a copy of the play to each student.
   4. Assign parts.
   5. Read the play together, helping with vocabulary words.
   6. Lead a discussion following the play to insure comprehension.
   7. Pass a copy of the handout (Appendix C) to each student. Let them work in pairs to complete the list of characters they just read about, where they came from and why they left their home countries.
   8. Announce to students that they will soon enjoy the Ellis Island Experience for themselves. (Information about this is found in Lesson 8 and in Appendix I and J).
   9. Review the Statue of Liberty Song (Appendix B).

E. Evaluation/Assessment
   1. Students will be evaluated on participation in play.
   2. Handouts will be evaluated for accuracy and neatness.
   3. Students will be evaluated by teacher observation of class discussion.

Lesson Three: We Are Pilgrims, Too!

A. Daily Objectives
   1. Concept Objectives:
      a. Students will develop empathy with immigrants.
   2. Lesson Content:
      a. Ellis Island
      b. America perceived as “land of opportunity”
   3. Skill Objectives:
      a. Active listening
      b. Critical thinking (about themselves in light of the scriptures of the Bible.)

B. Materials
   1. Statue of Liberty Song (Appendix C)
   2. If Your Name Was Changed at Ellis Island by Ellen Levine
   3. Audiotape from Immigration Then and Now by Karen Baickman
   4. Bibles for each child.
   5. Worksheets from Appendix E
C. **Key Vocabulary**
1. sojourn - live temporarily in one place
2. stranger, pilgrim, alien - a person who is a temporary resident

D. **Procedures/Activities**
1. Review Statue of Liberty Song (Appendix B).
2. Read selections from *If Your Name Was Changed At Ellis Island* by Ellen Levine. Use this with questions as a review for the previous material.
3. Listen to testimonies on the audio tape. Instruct students to listen for key words about how the immigrants felt.
4. When the tape is finished, discuss with students their thoughts and feelings.
5. Use handout (Appendix D) to learn what the Bible says about people and immigration. Pay particular attention to God’s kindness and provision for His people. Finish with prayer of thanks.

**Lesson Four: Our True Home**

A. **Daily Objectives**
1. Concept Objectives:
   a. Students will develop empathy with immigrants.
2. Lesson Content:
   a. Review of the Apostles’ Creed and Question 1 from the Heidelberg Catechism (contained in handout, Appendix E)
   b. Content from Lesson 3
3. Skill Objective:
   a. Oral discussion.

B. **Materials**
1. *Molly’s Pilgrim* by Barbara Cohen
2. Handout (from Appendix E)

C. **Key Vocabulary**
1. sojourn - live temporarily in one place
2. stranger, pilgrim, alien - a person who is a temporary resident

D. **Procedures/Activities**
1. Read *Molly’s Pilgrim* by Barbara Cohen. Use this and discussion to lead a review of previous material.
2. Tell students that we will continue learning more today about how the Bible instructs us to think about ourselves.
3. Pass a copy of handout (Appendix E) to each student. Ask each student to complete this silently.
4. When students have finished, go over the answers together.

E. **Evaluations/Assessments**
1. Worksheets will be evaluated for accuracy and neatness.
2. Students will be evaluated by teacher observation of class discussion and activity.

**Lesson Five: The New Colossus**

A. **Daily Objectives**
1. Concept Objectives:
   a. Students will develop an understanding of symbols and their meaning.
   b. Students will develop empathy with immigrants.
2. Lesson Content:
3. Skill Objectives:
   a. Reverse paraphrasing.
B. Materials:
1. The Statue of Liberty by Stuart A. Kallen
2. Handout (Appendix F)
3. Statue of Liberty Song (Appendix C)

C. Key Vocabulary
1. huddled masses- groups of suffering people
2. tempest-tost- storm tossed
3. wretched refuse- unwanted, undesired, miserable people
4. teeming shore- a place full of people

D. Procedures/Activities
1. Sing the Statue of Liberty Song (Appendix C) as a review.
3. Give each student a copy of the handout (Appendix F) and complete this together in class, being careful to remind students that we are kind to others because God has been so kind to us.
4. Remind students of the upcoming Ellis Island Experience (Teacher and student directions for this are found in Lesson 8).

E. Evaluation/Assessment
1. Worksheets will be evaluated for accuracy and neatness.

Lesson Six: Becoming a Citizen
A. Daily Objectives
1. Concept Objectives:
   a. Students will examine and appreciate the privileges and responsibilities which accompany citizenship.
2. Lesson Content:
   a. The idea of citizenship
   b. American citizens have certain rights and responsibilities
   c. Becoming an American citizen
3. Skill Objectives:
   a. Sequence the process of becoming an American citizen.

B. Materials
1. Ellis Island: Doorway to Freedom by Steven Kroll
2. What Your Second Grader Needs to Know by E.D. Hirsch

C. Key Vocabulary
1. citizen- a legal member of a nation
2. oath- promise
3. loyal- faithful

D. Procedures/Activities
1. Read Ellis Island: Doorway to Freedom by Steven Kroll. Use this to lead discussion over the previous day’s material.
2. Remind students that their experience during the Ellis Island Experience will be similar. Go over requirements for pillow cases, etc., with them.
4. Give each student a copy of Appendix G. Students should complete worksheet silently. Ask if each one was able to pass the “test”. Go over worksheets together.
5. Assign homework: write a short paragraph answering this question- Which is easier, being born a citizen or becoming one through naturalization?
6. Teach students “To Become a Citizen” song (Appendix H).
7. Have students sing the Statue of Liberty (Appendix C) song for a grade.
E. **Evaluation/Assessment**
   1. Teacher will evaluate handouts for neatness and accuracy.
   2. Teacher will evaluate song for accuracy and presentation.

Lesson Seven: **Under Construction**
A. **Daily Objectives**
   1. Concept Objectives:
      a. Students will develop an appreciation for the literature/customs of other cultures.
      b. Students will develop empathy with immigrants.
   2. Lesson Content:
      a. Families and their cherished heirlooms.
      b. Millions of newcomers to America
      c. The idea of citizenship
   3. Skill Objectives:
      a. Following directions

B. **Materials**
   1. The Keeping Quilt by Patricia Polacco
   2. Statue of Liberty Song (Appendix C)
   3. To Become a Citizen Song (Appendix H)
   4. Paper Plate People by Bee Gee Hazell, page 12
   5. gray construction paper
   6. white construction paper
   7. black markers
   8. glue sticks
   9. scissors
   10. strong paper plates

C. **Key Vocabulary**
   1. heirlooms- a valuable possession passed down to each generation

D. **Procedures/Activities**
   1. Review songs.
   2. Review requirements for the Ellis Island Experience coming up tomorrow.
   3. Teacher reads The Keeping Quilt by Patricia Polacco to explain how immigrants missed their homes and cherished their heirlooms and heritage.
   4. Following directions from Paper Plate People, page12, put together Statue of Liberty masks as a class activity. While the students work, circulate among them to help out where needed and use this time to talk together and review the symbolism in Lady Liberty.

E. **Evaluation/Assessment**
   1. Teacher will evaluate masks for accuracy and presentation.

Lesson Eight: **The Ellis Island Experience**
A. **Daily Objectives**
   1. Concept Objectives:
      a. Students will develop empathy with immigrants.
   2. Lesson Content:
      a. Ellis Island and the significance of the Statue of Liberty.
   3. Skill Objectives:
      a. Following directions
      b. Critical thinking

B. **Materials**
1. identity cards (Appendix I)
2. instructions for doctor and inspector (Appendix J)
3. safety pins
4. small pieces of paper, 2” x 3”
5. marker or chalk

C. Key Vocabulary
1. heirlooms- a valuable possession passed down to each generation

D. Procedures/Activities
1. Pass out an identity card to each student first thing in the morning. After students read them and ask any questions for clarity, have them place the cards in their pillowcases.
2. About mid-morning, have students push their desks together into a small square. This will be the boat. Ask students to go and get their pillow cases and their lunch boxes from their cubbies. As each child enters the room, carefully weigh and inspect their bags. If it weighs more than ten pounds, send the child back out to his cubby with his bag to decide what he will leave behind. Also, remove and confiscate any inappropriate items, i.e., something that would not have existed at the time of our pretend journey.
3. When all of the bags have been approved, get everybody seated in the boat with their pillowcase and their lunch. Make sure that they are a bit crammed together. Turn off the lights and the air conditioning (turn on heat if necessary). Close the blinds. Try to create an atmosphere that is hot and stuffy and dim, similar to the conditions steerage passengers would have experienced.
4. Complete exercises together, i.e., your regular math and grammar lessons. Students should be uncomfortable enough to struggle just a bit with seeing the work and writing their answers.
5. Dismiss students for recess from 12:00-12:30, just as steerage passengers would go up on the deck of the boat for exercise. They must return to the boat for lunch. After lunch, things should be getting a little messy with crumbs, paper, etc. Encourage students to consider the conditions real steerage passengers would have experienced while they clean up from lunch. Remind students how much easier they have it because no one is experiencing sea sickness! That would make things really bad!
6. Complete more exercises together. Around 1:30 p.m., hang one of the Statue of Liberty masks created in yesterday’s lesson on the board and say, “Look! We are approaching the harbor of New York!”
7. Have students review their identity cards while you turn on the lights and air conditioning and open the blinds. Remind them that they must present their cards to the doctor and to the inspector as part of the game. Bring in the person playing the doctor and get them set up in one corner of the room. Bring in the inspector and get them set up in another corner. (Be sure that you have coached each one beforehand about how the game will proceed and what their duties are. Students must present their identity cards to the doctor and to the inspector so that they will know what to do with each student). Give both of them a marker.
8. Students must exit the boat by families (as per their identity cards). Pin a small piece of paper to the on the left shoulder of each student as they exit the boat. Leave desks in the square shape; this area will serve as the quarantine for ill immigrants and as the jail for those the inspector detains.
9. Observe children and how well they follow through with the game. It will be necessary for you to help some of them and the doctor and inspector may need to
consult with you, as well. When each immigrant has been approved by both the
doctor and the inspector, send him out to play.

10. When the entire class has had an opportunity to play outside for a few minutes,
bring everyone in for a brief discussion of their big adventure, pray together and
clean up the room.

E. Evaluations/Assessments
1. Teacher will assess student participation using the grading rubric on Appendix K.

VI. CULMINATING ACTIVITY
A. Have students write a friendly letter to their friends or family back home in the old
country. Letters should include a description of the trip, Ellis Island, etc. Use the rubric
in Appendix L.

VII. HANDOUTS/STUDENT WORKSHEETS
See attached Appendices A – L

VIII. BIBLIOGRAPHY


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Appendix A
World map (names of continents and oceans left out) on side 1, worksheet on side 2

Name____________________________________  Date______________________

1. The Statue of Liberty was designed by___________________________________________________

2. The statue was a gift from the people of _____________________________________________________
as a reminder of the friendship between the two countries.

3. Another name for the statue is _________________________________________________________
and that is why she holds a ________________________________________________. It is a symbol of
_____________________________________________________________________________________

4. The statue was begun in _________________________ and completed in ______________________.
How many years did the project take?______________________________________________________

5. The statue is a woman representing the ancient Roman goddess, ______________________________,
the goddess of freedom. That is why she is dressed in Roman clothing.

6. On Liberty’s head is a crown with ______________ spikes. This is a symbol for the ______________
_____________________________________________________________________________________

7. At Liberty’s feet is ____________________________________________________________________.
It is symbol for freedom from slavery and oppression everywhere in the world.

8. In her left hand, Liberty holds a tablet. In Roman numerals is the date July 4, 1776.
Why was this date chosen for the tablet? __________________________________________________
___________________________________________________________________________________

9. The Statue of Liberty was shipped to America in ________________ crates on
the French ship Isere. It took four weeks to cross the ocean.
Appendix A, continued

10. When it reached ________________________________, the statue was rebuilt. It was dedicated on ________________________________ with a big ceremony and lots of crowds.
Appendix A, continued  
Answer Key

1. The Statue of Liberty was designed by Auguste Bartholdi.

2. The statue was a gift from the people of France as a reminder of the friendship between the two countries.

3. The original name for the statue is Liberty Enlightening the World and that is why she holds a torch. It is a symbol of the flame of freedom and welcome.

4. The statue was begun in 1875 and completed in 1884. How many years did the project take? The project took about 9 years.

5. The statue is a woman representing the ancient Roman goddess, Libertas, the goddess of freedom. That is why she is dressed in Roman clothing.

6. On Liberty’s head is a crown with seven spikes. This is a symbol for the seven continents and the seven seas.

7. At Liberty’s feet is a broken chain. It is symbol for freedom from slavery and oppression everywhere in the world.

8. In her left hand, Liberty holds a tablet of law. In Roman numerals is the date July 4, 1776. Why was this date chosen for the tablet? This date was chosen because it is the date when America declared its independence from England.

9. The Statue of Liberty was shipped to America in 214 crates on the French ship Isere. It took four weeks to cross the ocean.

10. When it reached Bedloe’s Island, the statue was rebuilt. It was dedicated on October 28, 1886 with a big ceremony and lots of crowds.
Appendix B
The Statue of Liberty Song
To the tune of “Ta Ra Ra Boom-Tee-A”

Statue of Liberty
Oh, how we love to see
Your beacon burning bright
With freedom’s welcome light!

A gift to us from France
Our friendship to enhance
Fashioned of copper
Bartholdi’s work.

Symbol of slavery
Banished for-e-ver
A broken chain lies
There at your fe-et.

From every continent
You welcome immigrants
This is a land of
Op-portunity.
Appendix C

<table>
<thead>
<tr>
<th>Name _____________________________________</th>
<th>Date __________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions: Complete the following chart using your best handwriting and complete sentences.</td>
<td></td>
</tr>
<tr>
<td>1. Name and Country ____________________________</td>
<td>Reason for Leaving ____________________________________</td>
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<td>________________________________________________</td>
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<tr>
<td>Expectations of America __________________________________</td>
<td>____________________________________________________</td>
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<td>2. Name and Country ____________________________</td>
<td>Reason for Leaving __________________________________</td>
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<tr>
<td>Expectations of America __________________________________</td>
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</tbody>
</table>
Appendix D

Name______________________________________

Date_______________________________________

Directions: Use your Bibles to locate the Scriptures listed below. Fill in the blanks in complete sentences using your best handwriting.

1. Find and read Ruth 1:1- Who went to Moab?

_____________________________________________________________________________________

2. Why did Naomi’s family go to Moab?

_____________________________________________________________________________________

_____________________________________________________________________________________

3. Define what it means to ‘sojourn’.

_____________________________________________________________________________________

_____________________________________________________________________________________

4. Find and read Hebrews 11:8-13. Who went out?

_____________________________________________________________________________________

5. Why did Abraham leave?

_____________________________________________________________________________________

_____________________________________________________________________________________

6. Think about your history lessons from first grade. Where have you heard the words ‘pilgrim’ and ‘stranger’ before?

_____________________________________________________________________________________

_____________________________________________________________________________________
Appendix D, continued

8. Find and read John 15:19. What has Christ done for us?

_____________________________________________________________________________________
_____________________________________________________________________________________

9. Is this world your true home?

_____________________________________________________________________________________

_____________________________________________________________________________________
1. Naomi’s family went to Moab.
2. They went to Moab to escape a famine in their own land.
3. Sojourn means to be one who travels or is on the move.
4. Abraham went out.
5. Abraham left because God wanted him to go to a land of promise, a heavenly city
6. We learned these words when we studied the English settlers last year in first grade. Those words mean people who are traveling to a permanent place.
7. Christ has saved us out of the world.
8. This world is not my true home; heaven is my true home where I will live forever.
We learned yesterday that God’s people have always thought of themselves as pilgrims and strangers. We live in this world only for a time. We are going to live in heaven forever!

1. Will we have to get on a boat for our final journey?

_____________________________________________________________________________________

2. Where will we go? How will we get there?

_____________________________________________________________________________________

3. Think of the Apostles’ Creed. What line reminds us that we are going to heaven?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

4. Think of the answer to the first question of the Heidelberg Catechism. What does that say about going to heaven?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
Appendix E, continued
Answer Key

1. We will not have to get on a boat for our final journey.
2. We will go to heaven; God will take us there by His Spirit.
3. “…the resurrection of the body, the life everlasting…”
4. “…Christ, by His Holy Spirit, assures me of eternal life…”
On the pedestal of the Statue of Liberty, a poem written by Emma Lazarus has been inscribed on a plaque. Emma was a young Jewish woman from New York City. She thought she understood why people from other nations were coming to America. She thought they wanted freedom and opportunity. She wrote the poem as if Liberty herself is speaking. Here are the poem’s best-known words:

“Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore;
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

1. What words describe the people coming to America? __________________________________________

2. What should you feel when you read about people like this? ________________________________

3. Why should we want to show compassion for them? _______________________________________

4. Why do you think the door is called a “golden door”? _________________________________

5. In the space below, let’s write together the opposite meaning of this poem. When we finish, we will talk about the difference.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Appendix F, continued
Answer Key

1. Acceptable answers include tired, poor, wretched, etc.
2. We should feel compassion toward them and want to welcome and help them.
3. We should want to show compassion for them because Christ has been so kind to us.
4. It is called a “golden door” because it is a door or opportunity.
5. Don’t give *me* your tired and your poor!
   
   I put out my torch
   And slam the golden door!
Appendix G

Name________________________________________

Date_________________________________________

Directions: Fill in the blank.

1. What does it mean to be a “citizen” of a country?
   ___________________________________________________________________________________
   ___________________________________________________________________________________

2. List two privileges enjoyed by citizens of the United States.
   ___________________________________________________________________________________
   ___________________________________________________________________________________

3. List two responsibilities of each citizen of the United States.
   ___________________________________________________________________________________
   ___________________________________________________________________________________

4. Put the following in order from 1-4.
   _____ Take an oath to be loyal to the United States.
   _____ Obey the laws.
   _____ Take and pass a test on American history and government.
   _____ Live in the United States at least five years.

5. Which is easier: to be born a citizen or to be come one through the process above?
   ___________________________________________________________________________________
1. A citizen is a legal member of a nation.
2. Answers include: we have the right to hold office and the right to vote.
3. Answers include: it is our duty to pay taxes and obey the laws.
4. 4,2,3,1.
5. It is easier to be born a citizen and inherit the privilege from your parents.
To Become A Citizen Song
To the tune of “Gilligan’s Island”

To become a citizen
You must be 18
You must live at least five years in the United States.

To become a citizen
You must obey the laws
You must take a test and swear an oath of allegiance.
Appendix I
Identity Cards for the Ellis Island Experience

A. The Bartholdi sisters, going to live in New York and work as hatmakers.
   Sister #1- Claire Bartholdi, 20 years old; good health, but suspected of an eye disease and quarantined briefly.
   Sister #2- Natalia Bartholdi, 18 years old; good health
   Sister #3- Vanya Bartholdi, 16 years old; limps, but is in fine health

B. The Flanagan family, traveling to meet cousins in Chicago, left Ireland because of famine and poverty; all are lumberjacks and all are sent back to Ireland because of quota limits.
   Father- Drew Flanagan, 45; good health
   Son #1- Ellis Flanagan, 14; good health
   Son #2- Andrew Flanagan, 13; good health

C. Friends from Germany with money; can work as waiters or dishwashers in restaurants; they say they have no family or home, but are suspected as spies by the inspectors; later released and permitted into the country.
   Friend #1- Christopher Zimmerman, 17; orphan; good health
   Friend #2- Alexander Himmelhoffen, name changed to Alex Hoffen, 18; orphan; good health
   Friend #3- Devon Schmidt, name changed to Devon Smith, 19; good health; orphan.

D. Brothers from Russia, leaving because of government oppression; looking for jobs in New York; former students, rich men; all have name changed from Rubinstein to Stein.
   Brother #1- Edward Rubinstein, 21; good health, but wears glasses
   Brother #2-Andre Rubinstein, 19; still feeling very poorly from seasickness, but allowed to pass after being quarantined for observation
   Brother #3- Connor Rubinstein, 11; kid brother in good health.

E. Family from Italy, bakers, very thin and sickly looking; hobbling around; they are almost returned to Italy by the doctor, but they have money and their wives and children are in New York already; they convince the inspectors they are good cooks and can make a good living; one attempts to bribe the doctor and the doctor accepts.
   Baker #1- Nate Campagnoli, father, 55
   Baker #2- Daniel Campagnoli, son, 33
   Baker #3- Austin Campagnoli, son, 31
Appendix J
Instructions for doctor and inspector

Each child will present you with their identity card. It will explain what you are expected to do.

1. For the doctor- please speak in Spanish with some broken English. We want the children to have some difficulty communicating with you. Please use the pen to mark on the paper on each student’s shoulders according to the disease or condition they have or are suspected of having. Use the flashlight to look in their eyes, look in their throats and ears, etc. If you need to quarantine someone, send them into the middle of the desks. Pretend to be a real doctor! Announce very clearly whether or not they are permitted to go and see the inspector.

2. For the inspector- Please use the pen to mark on the paper on each student’s shoulder according to your suspicions, name changes, etc. Please give them a little bit of a hard time and ask lots of questions, i.e., Where are you from? Where are you going? How much money do you have? What can you do for a living?, etc. If you need to “jail” someone, send them into the middle of the desks. Please announce to them very clearly is they are admitted or denied entrance to the country.
Appendix K
Grading Rubric for Ellis Island Experience

Student Name__________________________________________

Participation
  Attitude 30% _______________________
  According to Identity 30% ______________
  Contents of pillowcase 30% ______________
  Discussion Afterward 10% ______________

Grade ______________

Comments: ______________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Appendix L
Grading Rubric for Friendly Letters

Student Name _____________________________________________________

Follows Format of Friendly Letters 30% _______

Contents Reflects the Material Covered 50% _______

Neat Handwriting 10% _______

Spelling/Mechanics 10% _______

Grade _______

Comments: ____________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________