



Destination America: Our Hope, Our Future

Unit Summary

History comes alive for students as they develop immigrant personas and become immigrants who make the journey from Europe to the United States. Once on American soil, they experience the immigration process as they participate in a simulation of the Ellis Island immigration station. Throughout this process, students create multimedia portfolios that illustrate their experiences. Students then assume the roles of their immigrants and share their experiences with the class. This exercise in creating historical fiction enables students to understand the motivations of immigrants and the challenges they faced. This is part of a larger immigration unit where students also study the experiences of other immigrant groups.

Curriculum-Framing Questions

- **Essential Question**
Why take the risk?
- **Unit Questions**
What was it like for immigrants as they traveled to, arrived at, and lived in the United States?
How did the immigration experience differ for different immigrant groups?
- **Content Questions**
Why did immigrants leave their homes to come to the United States between 1870 and 1930?
How did the United States try to restrict immigration between 1870 and 1900?
What is immigration and emigration?

Assessment Processes

View how a variety of student-centered [assessments](#) are used in the Destination America: Our Hope, Our Future Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

Instructional Procedures

Prior to Instruction

Compile resources (textbooks, encyclopedias, printed materials, and Internet resources) on European immigration from 1870 through 1930. Select primary source materials to help students learn about the “push” and “pull” factors that influenced immigration, such as government records, economic reports, and newspaper articles. Ships' registries and diaries will help students identify with individuals as they develop immigrant personas and engage in simulations.

Prepare student journals for students to use throughout the project to document research, relevant findings, and other responses to questions and discussions.

Getting Started

Discuss the Essential Question, *Why take the risk?* Engage students in a discussion about experiences in their lives or other people's lives that have motivated them to change.

After a class discussion, have students individually reflect on the question in their journals.

Introduction to the Unit

Next, discuss the question, *Who is an American?* As a group, write an operational definition of *American*. To illustrate the rich heritage in the classroom, compile a list of all the countries students represent ethnically. Locate and mark the

At a Glance

Grade Level: 6-8

Subject(s): American History

Topics: Immigration

Higher-Order Thinking

Skills: Synthesis,
Metacognition

Key Learnings: Push and Pull
Factors, Ellis Island,
Immigration Quotas

Time Needed: 3-4 weeks, 1
hour daily

Background: [From the
Classroom](#) in California, United
States

Things You Need

[Assessment](#)

[Standards](#)

[Resources](#)

countries on a world map. For students who are uncomfortable with this or do not know where they come from, be sure to include the United States.

Explain that between 1870 and 1930 approximately 30 million immigrants came to America from all over the world. Many of them were fleeing poverty, oppression, or disease in their native countries. Tell students that they are going to assume the role of a European immigrant who came to the United States during this time.

Share the project, explaining that students will choose an immigration group and conduct research about the group's immigration experience. Based on this research, each student creates an immigrant profile and uses a personal journal to document and prepare for the journey to America. After preparing for their journey, all fictitious immigrants participate in a simulation of an immigration station. Once in their new country, immigrants reflect on their immigration experience and send letters home sharing their stories.

This may be a good time to set expectations by sharing the [student project rubric](#) with students. After the rubric is reviewed, allow students time to set up their own project timeline based on the discussed expectations. Students are required to complete all the projects but use the student project rubric to monitor and self-assess one of the following projects: family heritage interview, immigrant persona, or letters home. Use the [teacher project rubric](#) to assess the project each student chooses.

Show an interactive timeline of different waves of immigration at [The Peopling of America*](#) Web site. Focus students on the waves of immigration that occurred during the nineteenth century, and introduce the idea that migration has two parts—*emigration* (leaving a place) and *immigration* (entering a place).

Discuss how the factors that influenced migration in the latter half of the nineteenth century included *pushing* factors (such as economic depression; climactic conditions, such as drought; social unrest; and overpopulation), and *pulling* factors (such as government incentives, personal opportunity, and free expression).

Have students begin thinking about the country of origin they would like to study. Introduce students to the human face of immigration through Seymour Rechtzeit's story at [Scholastic's Immigration Page*](#) or other stories at [Family Histories*](#) on the Ellis Island Web site.

Homework Assignment

To begin exploring the Unit Question, *What was it like for immigrants as they traveled to, arrived at, and lived in the United States?* have students interview family members to find out as much as they can about their origins and record the responses in their journals. If this is problematic for students, they can also interview teachers or friends. Questions might include, *Where did our ancestors come from? When did they come to this country? Why did they leave their country?*

Encourage students to examine family artifacts that can teach them about their heritage—artifacts include items such as photographs, war medals, old letters, and documents.

Provide sharing time in class the next day.

Immigrant Persona

Have each student select a national origin. They can choose the groups from which they actually descended or pick groups that they would like to learn more about. Choices may include German, Irish, Scandinavian, Hungarian, Italian, Greek, Turkish, Russian, Czech, Slovak, or Polish.

Using the Internet and other library resources, students should research their selected groups and create profiles of themselves based on the history of their groups. The profiles should be historical fiction. When researching information about immigrants from a selected country, each student should explore and record relevant findings in a journal. Students can use the following questions to guide their study:

- *Why did the group leave their native land?*
- *In what years did the majority of people leave?*
- *What was it like for the immigrants as they traveled to, arrived at, and lived in the United States?*
- *How did the immigration experience differ among immigrant groups?*
- *What was life like in the group's "old country"?*

The following Web sites are good places to start gathering immigrant information:

- [Immigration: The Living Mosaic of People, Culture, and Hope*](#)
- [The Second Wave: European Immigration from 1850-1920*](#)
- [150 Years in Brooklyn: A Family History*](#)

Based on research, students should create an immigrant persona about their lives in their native countries. Each persona should include the following:

- Name
- Age

- Family history
- Occupation and work experience
- Education
- Health history
- Description of life in the old country
- Reasons for wanting to leave the old country
- Reasons for wanting to enter the United States
- Plans once in the United States (*How will the immigrant persona contribute to America?*)

Encourage each student to prepare to journey to the United States by compiling fictitious documents, such as birth certificates, passports, health records, and so forth.

Immigration Station Simulation

Through this simulation experience, students begin to discover their answer to the Unit Question, *How did the immigration experience differ for different immigrant groups?* Students learn about European immigrants' first stop in America—Ellis Island—through a simulation. Because this takes quite a bit of organizing, you may choose to teach about the Ellis Island experience without doing the simulation. Many Web sites provide a detailed look at the immigration station, including the following:

- [Interactive Tour of Ellis Island*](#)
- [History Channel*](#)
- [Ellis Island Museum: The Immigrant Experience*](#)
- [International Channel Ellis Island Overview*](#)

In preparation for the simulation, ask other adults to act as immigration inspectors. Set up a room with different areas, such as a waiting room, medical inspection area, interrogation area, detaining area, money exchange booth, and cafeteria.

Be sure that each student is familiar with the character he or she will be portraying. Explain to students that they will be going through a mock physical and psychological medical inspection where a doctor will look for medical and physical defects, and for signs of disease. Students will be interrogated by a legal inspector. If granted permission to enter the United States, the students will be administered the Loyalty Oath, or they will be deported.

Specific details for organizing a simulation of Ellis Island are available in Gateway, a simulation curriculum offered by [Interact*](#).

Letters Home

After students have been through the immigration process, revisit the Curriculum-Framing Questions: *Why take the risk?*, *What was it like for immigrants as they traveled to, arrived at, and lived in the United States?*, and *How did the immigration experience differ for different immigrant groups?* As a class, discuss students' answers to these questions and how their answers may have changed with their new perspectives.

Students can now share their experience with family members back in their countries. They do this by writing letters to relatives or friends in their old country. In their letters, each student should share details and feelings about the crossing, Ellis Island processing procedures, first impressions of the new country, challenges faced by new immigrants, and so forth. Have students get peer feedback before final revisions are made to their letters.

Multimedia Presentation

Share and discuss the [presentation scoring guide](#). Have each student combine his or her work into a multimedia presentation about the immigration experience. The [student example](#) shows the immigrant persona and letters home. The multimedia slides can be used to support an oral presentation, in which each immigrant dresses in character and tells his or her personal immigration story.

Wrapping Up

Have students revisit the Essential Question, *Why take the risk?* and respond in their journals based on their research and experiences.

Differentiated Instruction

Resource Student

- Make modifications as dictated in the student's IEP
- Preselect Web sites and other research material appropriate for the student's reading level
- Assist the student with note-taking techniques by making photocopies and having the student first highlight important information and then record that information in note style

Gifted Student

- Have the student compare the immigration experiences at Ellis Island and Angel Island
- Call upon the student to assist with setting up the simulation to help make it a realistic experience
- Have the student read the book *Letters from Rifka*, about a young girl's immigration experience

English Language Learner

- Create templates to help the student with the immigrant profile
- Review the interrogation questions with the student before the simulation
- If possible, have the student share immigration stories and call upon the student as a resource and “expert”

Credits

Karen March participated in the Intel® Teach Program, which resulted in this idea for a classroom project. A team of teachers expanded the plan into the example you see here.

Designing Effective Projects: Destination America From the Classroom

History's Push and Pull

Karen March has her eighth-graders explore the “push and pull” factors of emigration and immigration as they study cultural geography in her U.S. History class. “We start by reading the quote on the Statue of Liberty in New York Harbor, and discuss its meaning,” she says. “Then we look at Ellis Island and the waves of immigrants who were processed there as they entered the United States.” She doesn’t stop there, but sends kids to study the Asian immigrant experience at California’s Angel Island, too. “There’s incredible poetry inscribed in the walls at Angel Island,” she says, “and kids get an East and West Coast perspective on immigration.”

Human migration isn’t just a relic of history, and people don’t just move east and west. These two facts are abundantly clear to Karen’s students at Yolo Junior High School in Newman, California. Many students travel with their families from California’s Central Valley to Mexico and back within a school year. These students—most from Hispanic families--can relate to the factors that drive human migration across time and place. Karen explains: “We have a strong agricultural base, and build our school year around the movement of kids, with an earlier start in the summer and a longer winter break to accommodate our itinerant families.”

When asked what prompted her to develop her geography and history plan during the Intel® Teach Program training, Karen says that it was an important and relevant topic she’d been developing for some time. “I had worked on the idea previously, but never fully expanded it into a teaching plan. When the Intel course came along, it seemed like a natural opportunity to develop it further.”

American Dreamers

The course of study, of which the unit plan presented on this site is only a part, causes students to consider the lofty idea of the American Dream, and what it means to different immigrant groups right up to this day. Karen asks her students to decide: Is the American Dream a one-size-fits-all promise of prosperity?

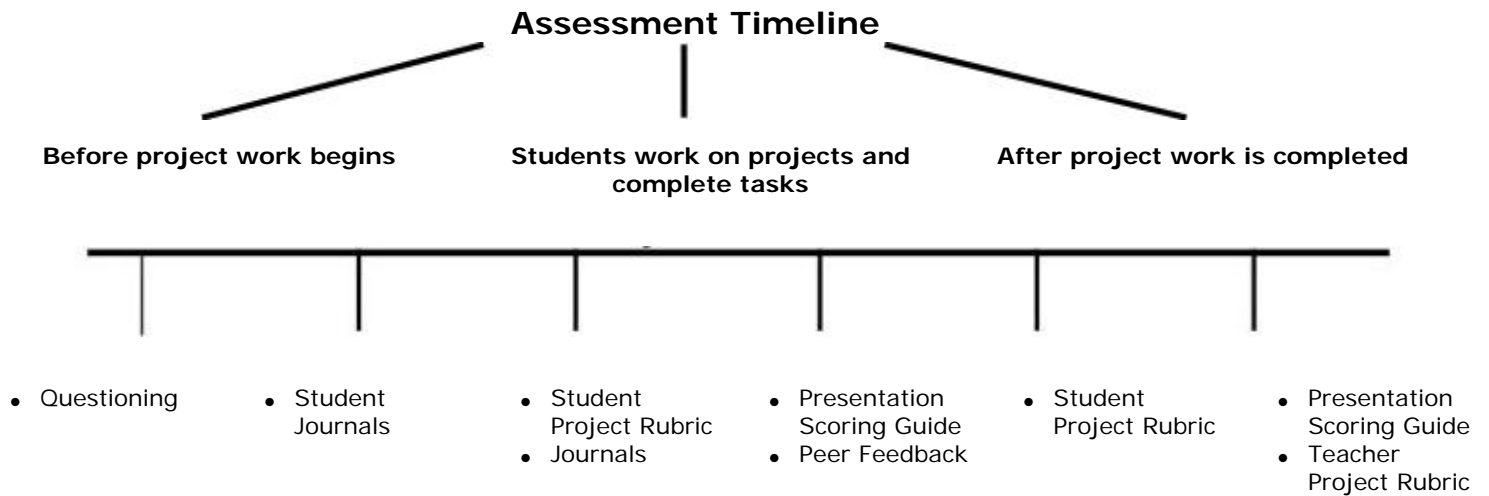
As they formulate their answers, students study primary source material (such as the diaries and poetry at the Angel Island Web site, <http://www.angelisland.org/immigr02.html>), and find that the history of immigration to the United States is complex. Not all immigrant groups have been welcomed with open arms. The “give me your tired and poor” salutation inscribed on the Statue of Liberty wasn’t always all-inclusive (generally, only immigrants of European descent were welcomed), and to the west, the Angel Island immigration station served to restrict the flow of Asian immigrants into the U.S.

How human migration in the past relates to practices in modern America is an important topic of study for all learners, and is especially apt for Karen’s students.

Karen has always enriched her lessons with hands-on, minds-on activities for kids, and the Intel course allowed her to develop more of the same for this teaching unit. She looks forward to the day when resources at her school will allow her to try out her teaching plan with her students.

Designing Effective Projects: Destination America Assessment Plan

Assessment Plan



Teacher questioning throughout the unit engages students in discussions and encourages students to think at higher-levels. Students keep journals to record their research findings and note any questions they develop. The journals can be collected and used as a way to keep informed about the progress of students and any difficulties they are having. Journal entries can serve as a springboard for class discussions. The [student project rubric](#) sets expectations and helps students to keep track of assignments. The [teacher project rubric](#) is used as a final assessment. Students and teacher use the [presentation scoring guide](#) to assess final presentations. Students collaborate with peers to review and revise letters.

Designing Effective Projects: Destination America

Content Standards and Objectives

Targeted Content Standards and Benchmarks

United States National History Standards

The Development of Industrial America (1870-1900)

Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

Standard 2A: The student understands the sources and experiences of the new immigrants.

- Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries. [Reconstruct patterns of historical succession and duration]
- Assess the challenges, opportunities, and contributions of different immigrant groups. [Examine historical perspectives]

Student Objectives

Students will be able to:

- Describe the wave of immigration during the late nineteenth and early twentieth centuries through the eyes of an immigrant
- Identify the "*push*" and "*pull*" influence on immigration
- Describe an immigrant's journey and entry to the United States
- Describe the immigration processing experience
- Describe living and working conditions for new immigrants during the nineteenth century and the challenges they faced
- Analyze the effects of immigration on one immigrant group in the United States
- Compare the immigration experiences of different immigrant groups

Designing Effective Projects: Destination America

Resources

Materials and Resources

Printed Materials

Immigration/Ellis Island

- Freedman, R. (1992). *Immigrant kids*. New York: Scholastic.
- Hesse, K. (1993). *Letters from Rifka*. New York: Hyperion Books for Children.
- Lawlor, V. (1995). *I was dreaming to come to America, Memories From the Ellis Island Oral History Project*. New York: Puffin Books.
- Levine, E. (1993). *If your name was changed at Ellis Island*. New York: Scholastic.
- Sandler, M (1995). *Immigrants: A Library of Congress book*. New York: Harper Collins Publishers.
- Stein, C. (1992). *Ellis Island*. New York: Children's Press.
- Takaki, R. (1989). *Strangers from a different shore*. New York: Little Brown & Co.
- Stein, C. (1992). *Ellis Island*. New York: Children's Press.
- Thompson, G. (1997). *You are there: Immigrants coming to America*. New York: Children's Press.
- Young, D. (2000). *Saving America's treasures*. Washington, D.C: National Geographic.

Angel Island

- Angel Island Association. (2001). *A teacher's guide to Angel Island Immigration Station*. Tiburon, CA: Angel Island Association.
- Chetin, H. (1982). *Angel Island prisoner 1927*. Berkeley, CA: New Seed Press.
- Lai, H. M. (1980). *Island: Poetry and history of Chinese immigrants on Angel Island, 1910-1940*. Seattle, WA: University of Washington Press.
- McCunn, R. L. (1979). *An illustrated history of Chinese in America*. San Francisco: Design Enterprises.
- McCunn, R. L. (1988). *Chinese American portraits*. San Francisco: Chronicle Books, 1988.
- Yung, J. (1986). *Chinese women of America*. Seattle, WA: University of Washington Press.
- Yung, J. (1982). *Unbound feet: A social history of Chinese Women in San Francisco*. Berkeley, CA: University of California Publisher.

Internet Resources

Immigration/Ellis Island

- Ellis Island: The Immigrant Experience
www.ellisland.org/Immexp/index.asp*
A Web site with two relevant areas—"The People of America" is an interactive timeline of the history of immigration to the United States, and "Family Histories" are family stories about immigration
- Scholastic Immigration
<http://teacher.scholastic.com/activities/immigration/seymour/index.htm>*
The story of an immigrant's journey from Poland
- Immigration: The Living Mosaic of People, Culture, & Hope
<http://library.thinkquest.org/20619/index.html>*
A WebQuest that explores the history of different immigrant groups
- The Second Wave: European Immigration from 1850-1920
www.memory.loc.gov/learn/educators/workshop/european/wimmlink.html*
An immigration resource page with links to many other Web sites
- 150 Years in Brooklyn: A Family History
www.geocities.com/Heartland/Ranch/7589/index.htm*
A personal story of a family's immigration experience
- Scholastic's Interactive Tour of Ellis Island
<http://teacher.scholastic.com/activities/immigration/tour/index.htm>*
An audio, video, and pictorial tour of Ellis Island
- History Channel
www.historychannel.com/ellisland/index2.html*
The History Channel's online exhibit of Ellis Island
- International Channel Ellis Island Overview
<http://old.internationalchannel.com/education/ellis/overview.html>*
The story of immigration through Ellis Island
- Interact Simulations
www.highsmith.com/webapp/wcs/stores/servlet/Production/Search.jsp?catalogId=10050&storeId=10001&langId=-1&N=796*
The immigration simulation, Gateway, is available from Interact Simulations

Angel Island

- Angel Island Immigration
www.angelisland.org*
Historical and current information about Angel Island
- Angel Island Poetry and Photographs
www.english.uiuc.edu/maps/poets/a_f/angel/angel.htm*
Information about the poems found on the walls of Angel Island
- Angel Island Immigration History
www.angel-island.com/history.html*
Stories from immigrants who were detained at Angel Island

Technology—Hardware

- Internet connection for persona research

Technology—Software

- Multimedia software for creating slideshow presentation
- Encyclopedia on CD-ROM for research

Destination America Teacher Project Rubric

	4	3	2	1
Sets Goals	<p>Sets challenging, achievable goals to exceed project expectations.</p> <p>Identifies and accesses the resources necessary to achieve goals and exceed project expectations.</p>	<p>Sets achievable goals to meet project expectations.</p> <p>Identifies and accesses some resources necessary to achieve goals and meet project expectations.</p>	<p>Begins the task without clearly defined goals and struggles to meet project expectations.</p> <p>Does not identify necessary resources and finds it difficult to meet project expectations.</p>	<p>Makes no effort to identify goals.</p> <p>Makes no effort to identify resources necessary to achieve goals and does not meet project expectations.</p>
Plans Timeline, Monitors and Adjusts as Needed	<p>Creates and sticks to a well-reasoned, detailed timeline.</p> <p>Consistently reviews progress and learning experiences to resolve problems that may be interfering with achieving goals.</p> <p>Asks for and takes into account feedback from many sources.</p> <p>Adjusts strategies to effectively complete goals.</p> <p>Consistently manages time and resources in an efficient manner to achieve goals.</p>	<p>Creates and sticks to a useful timeline.</p> <p>Usually reviews progress and learning experiences to resolve problems that may be interfering with achieving goals.</p> <p>Takes into account feedback from many sources.</p> <p>Adjusts strategies to complete goals.</p> <p>Usually manages time and resources in an efficient manner to achieve goals.</p>	<p>Creates an incomplete timeline.</p> <p>Reviews progress and learning experiences with some assistance to resolve problems that may be interfering with achieving goals.</p> <p>Takes into account some feedback.</p> <p>Makes limited attempts to adjust strategies to complete goals.</p> <p>Manages time and resources with some help to achieve goals.</p>	<p>Does not create a timeline.</p> <p>Reviews progress and learning experiences with ongoing assistance to resolve problems that may be interfering with achieving goals.</p> <p>Does not take into account feedback from others.</p> <p>Does not adjust strategies to complete goals.</p> <p>Needs ongoing help in managing time and resources to achieve goals.</p>
Perseveres	<p>Exhibits strong determination to find an answer or solution.</p> <p>Monitors commitment to the goals and develops and applies a wide variety of techniques to stay on task.</p>	<p>Exhibits determination to find an answer or solution.</p> <p>Monitors commitment to the goals, and develops and applies some techniques to stay on task.</p>	<p>Makes an effort to find an answer or solution.</p> <p>Does not monitor commitment to goals and applies techniques to stay on task with help.</p>	<p>Makes little effort to find an answer or solution.</p> <p>Does not consider techniques to stay on task, and easily gives up on the task.</p>
Assesses	<p>Consistently identifies and describes the criteria and</p>	<p>Usually identifies and describes the criteria and performance</p>	<p>Identifies and describes criteria and performance standards for</p>	<p>Cannot identify or describe the criteria and performance</p>

<p>Work and Reflects on Learning</p>	<p>performance standards for quality work.</p> <p>Identifies clearly what was learned using examples. Identifies strengths and weaknesses of the work in clear terms with examples and identifies areas for improvement.</p> <p>Reflects continuously to help in setting new goals. Effectively incorporates lessons learned from successes and failures.</p>	<p>standards for quality work.</p> <p>Identifies clearly what was learned. Identifies the strengths and weaknesses of the work in clear terms with examples and identifies areas for improvement.</p> <p>Reflects at the end of the work to help in setting new goals. Incorporates lessons learned from successes and failures.</p>	<p>quality work with some help.</p> <p>Identifies clearly what was learned but does not identify strengths, weaknesses, or areas for improvement.</p> <p>Does not use reflections to help in setting new goals. May consider but does not incorporate lessons learned from successes and failures.</p>	<p>standards for quality work.</p> <p>Reflections do not provide evidence of intended learning.</p> <p>Reflects on work and sets new goals with help. Does not consider lessons learned from success or failures.</p>
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Destination America Student Project Rubric

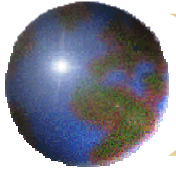
	4	3	2	1
Sets Goals	<p>I set challenging, achievable goals to exceed project expectations.</p> <p>I identify and access the resources necessary to achieve goals and exceed project expectations.</p>	<p>I set achievable goals to meet project expectations.</p> <p>I identify and access some resources necessary to achieve goals and meet project expectations.</p>	<p>I begin the task without clearly defined goals and struggle to meet project expectations.</p> <p>I do not identify necessary resources and find it difficult to meet project expectations.</p>	<p>I make no effort to identify goals.</p> <p>I make no effort to identify resources necessary to complete goals and do not meet project expectations.</p>
Plans Timeline, Monitors and Adjusts as Needed	<p>I create and stick to a well-reasoned, detailed timeline.</p> <p>I consistently review progress and learning experiences to resolve problems that may be interfering with achieving goals.</p> <p>I ask for and take into account feedback from many sources.</p> <p>I adjust strategies to effectively complete goals.</p> <p>I consistently manage time and resources in an efficient manner to achieve goals.</p>	<p>I create and stick to a useful timeline.</p> <p>I usually review progress and learning experiences to resolve problems that may be interfering with achieving goals.</p> <p>I take into account feedback from many sources.</p> <p>I adjust strategies to complete goals.</p> <p>I usually manage time and resources in an efficient manner to achieve goals.</p>	<p>I create an incomplete timeline.</p> <p>I review progress and learning experiences with some assistance to resolve problems that may be interfering with achieving goals.</p> <p>I take into account some feedback.</p> <p>I make limited attempts to adjust strategies to complete goals.</p> <p>I manage time and resources with some help to achieve goals.</p>	<p>I do not create a timeline.</p> <p>I review progress and learning experiences with ongoing assistance to resolve problems that may be interfering with achieving goals.</p> <p>I do not take into account feedback from others.</p> <p>I do not adjust strategies to complete goals.</p> <p>I need ongoing help in managing time and resources to achieve goals.</p>
Perseveres	<p>I exhibit a strong determination to find an answer or solution.</p> <p>I monitor commitment to the goals and develop and apply a wide variety of techniques to stay on task.</p>	<p>I exhibit determination to find an answer or solution.</p> <p>I monitor commitment to the goals, and develop and apply some techniques to stay on task.</p>	<p>I make an effort to find an answer or solution.</p> <p>I do not monitor commitment to goals, and I apply techniques to stay on task with help.</p>	<p>I make little effort to find an answer or solution.</p> <p>I do not consider techniques to stay on task, and I easily give up on the task.</p>

<p>Assesses Work and Reflects on Learning</p>	<p>I consistently identify and describe the criteria and performance standards for quality work.</p> <p>I identify clearly what was learned using examples. I identify strengths and weaknesses of the work in clear terms with examples and identify areas for improvement.</p> <p>I reflect continuously to help in setting new goals. I effectively incorporate lessons learned from successes and failures.</p>	<p>I usually identify and describe the criteria and performance standards for quality work.</p> <p>I identify clearly what was learned. I identify the strengths and weaknesses of the work in clear terms with examples and identify areas for improvement.</p> <p>I reflect at the end of the work to help in setting new goals. I incorporate lessons learned from successes and failures.</p>	<p>I identify and describe criteria and performance standards for quality work with some help.</p> <p>I identify clearly what was learned but do not identify strengths, weaknesses, or areas for improvement.</p> <p>I do not use reflections to help in setting new goals. I may consider, but do not incorporate lessons learned from successes and failures.</p>	<p>I cannot identify or describe the criteria and performance standards for quality work.</p> <p>My reflections do not provide evidence of intended learning.</p> <p>I reflect on work and set new goals with help. I do not consider lessons learned from success or failures.</p>
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Destination America Presentation Scoring Guide

	Effective	Adequate	Somewhat	Little or None
	10-9	8-7	6-4	3-0
Organization	<p>The beginning of my speech is very engaging and captures the audience's interest.</p> <p>My transitions between ideas are smooth, logical, and seamless.</p> <p>My conclusion effectively summarizes the speech and is related to the whole.</p> <p>I was prepared for my oral presentation and did not rely on my multimedia slides.</p>	<p>The beginning of my speech is engaging and mostly captures the audience's interest.</p> <p>My transitions between ideas are smooth and mostly logical.</p> <p>My conclusion summarizes the speech and is related to the whole.</p> <p>I was somewhat prepared for my oral presentation and somewhat relied on my multimedia slides.</p>	<p>The beginning of my speech is somewhat engaging.</p> <p>My transitions between ideas are somewhat logical, although rough or awkward.</p> <p>My conclusion is ineffective and may not relate to the whole.</p> <p>I relied heavily on my multimedia slides to present my oral presentation.</p>	<p>The beginning of my speech is not engaging.</p> <p>My transitions between ideas are rough and not logical.</p> <p>There is no logical plan to my speech.</p> <p>I read from my multimedia slides and was not prepared for my oral presentation.</p>
Immigrant Persona and Letters Home Address the Unit Question, <i>What was it like for immigrants as they traveled to, arrived at, and lived in the United States?</i> and the Content Question, <i>Why did immigrants leave their homes to come to the United States between 1870 and 1930?</i>	<p>The facts and ideas I share give the audience a very good sense of what life was like for my chosen immigrant persona.</p>	<p>The facts and ideas I share give the audience a sense of what life was like for my chosen immigrant persona.</p>	<p>The facts and ideas I share give the audience a minimal sense of what life was like for my chosen immigrant persona.</p>	<p>The facts and ideas I share do not give the audience a sense of what life was like for my chosen immigrant persona.</p>

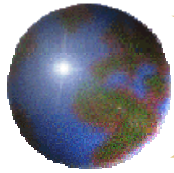
Role Play	I stay in character throughout all of the presentation.	I stay in character throughout most of the presentation.	I stay in character throughout some of the presentation.	I do not stay in character during the presentation.
Personal Perspective Address the Essential Question, <i>Why take the risk?</i>	My audience absolutely knows my opinion. My reasoning and examples are clearly described and explained. I have strong support and great examples to back my opinion.	My audience has a good idea of my opinion. My reasoning is described and explained. I have good support and examples to back my opinion.	My audience has to guess my opinion. My reasoning is partly described or explained. I have little support and few examples to back my opinion.	My audience does not know my opinion. My reasoning is not described or explained. I have no support or examples to back my opinion.



Frank Mordigliano (Morgan)

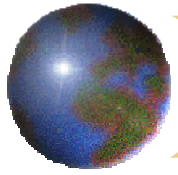
My Experiences in America

- Profiles
- Letters home



Frank's Profile: Background

- My name is Frank Mordigliano.
- I am 28 years-old.
- I was born in a small town near Naples, Italy.
- In Italy, my father was a construction worker in a small village outside of the city of Naples.
- I work in construction.
- My wife is Maria. I cannot afford to bring her to America, but I am planning to save money and send it to her and my two children, Luciano and Rosa.
- I have some education. I went to school until the 5th grade and then had to go to work to help support my family. My mother was sick at the time, and my father needed help to pay for her medical expenses.



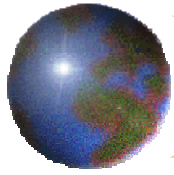
Frank's Profile: Life in Italy

Life in Italy

- Life in southern Italy is very hard.
- I was unable to find work. Many people are in the same position and are near starvation from hunger.
- Italy has been run by the very wealthy, and because of this, many poorer people are suffering. There is a King and rich people run everything.
- If someone says something to the wrong person about making changes in his life or helping other poor people, he could go to jail.
- Everyone is afraid for his life and family every day.

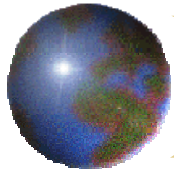
Why America?

- People say that in America there is a lot of freedom and you can say and do anything.
- There is no choice but to leave and try to find opportunity somewhere else. People say there are jobs in L'America and people can make a lot of money.



Frank's Profile: Dreams

- I want to go to America and help build railroads, bridges, or houses.
- I have experience in Italy. I helped build a house.
- I am hard working and willing to work long hours.
- I want to help the American people.
- I am strong with no real health problems.
- I want to bring my family to America.



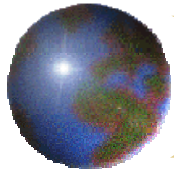
Coming to America: Letter Home



Other immigrants from the ship

My Dear Maria,

I miss you so. I am finally off the ship and have made it to L'America. I went through the inspection at Ellis Island. That was quite an experience! It was very confusing and tiresome for me, especially after the long journey. I longed to be with you. I have a new American name now. It is Frank Morgan. I think that the immigration official could not understand me when I said Mordigliano, so he changed my name to something less Italian.



Coming to America: Letter Home

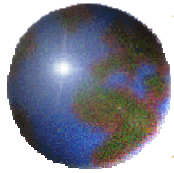


Immigrants

The government keeps passing new laws here against immigrants. So, because a law was just passed which does not allow people with physical or mental defects, and some diseases, the inspection process was very rigorous. Let me tell you all about my experience.

It was a long and very crowded journey on the S.S. Rose. There were people and baggage everywhere. Many people were getting sick because it was a bit rough at the time. So, we were all very happy to get off the boat when we landed at Ellis Island. When we got off the boat, the men had to go one way and the women and children had to go another way.

As we got off, some men put tags on our clothes with the number from the steamship. When we entered the building, we had to go to the baggage room first to check our belongings. Since I didn't have much with me, I decided to carry everything and not leave anything in case someone might steal it. After that, I had to wait in a very long line for the medical inspection on the second floor.



Coming to America: Letter Home

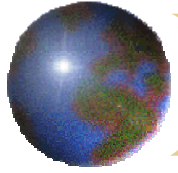


Catherine Noren/Photo Researchers, Inc.

Medical Inspection Area

When I finally made it to the front of the line, I was inspected by a medical officer. It didn't last long. I heard that they call it the "six second exam" because the medical inspectors look at six things: the scalp, face, hands, neck, gait, and general health condition. Then, they did a more thorough medical inspection.

One thing they did to me was that they took a buttonhook and pulled my eyelid back to look for eye infection. I was lucky because they didn't find any health problems with me. But, my friend, Mario, wasn't as lucky. They found an eye problem with him and wrote a big E with chalk on his jacket and sent him to another area. He will probably have to stay at Ellis Island in a dormitory until he his better and may even be sent back home. I feel bad for him.



Coming to America: Letter Home

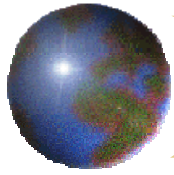
Then I was sent to the legal inspection. The questions asked seemed to be the same as the ones that I was asked by the shipping company before I left. I guess they want to make sure that I answer the same way and was telling the truth. Luckily, they had interpreters there so I could speak in Italian.

They asked me things about myself—my name, my age, if I was married, my job, if I could read and write, what my plans were in America, how much money I have, how I paid for my passage to America, if I know anyone here, and so forth. It was very tiresome!

I am very happy to be through that process and am excited that I made it. I had to take a loyalty oath at the end. I'm starting to feel like a true American!

But, I miss you and the kids terribly. I can't wait to get a job so that I can start sending money to you.

Love, Frank



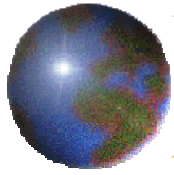
In L'America: Letter Home



Hello Again Maria,

Well, life in America is not as easy as I thought it would be. I am living in an area called the Lower East Side. My address is 94 Orchard Street. It's a big building with many apartments in it. There are immigrants from all over here.

I am living in a small apartment with many others from Naples. It is very crowded. I don't have a bed and just sleep on the hard floor. I haven't been able to find work in construction. But, I think that I may be able to get a job cleaning sewers because someone I know is doing that and said they could use some other workers. Since it is summer it is very hot. Sometimes, people sleep on the window sills just to stay cool and get some air at night.



In L'America: Letter Home

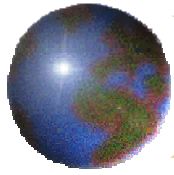


I have learned a little bit of English so I am very happy about that.

Oh, Maria, how I miss you and the children. I am going to try very hard to save money so I can come home and be with you. I miss your cooking. Sometimes I smell Italian cooking, but I also smell Greek and Armenian too.

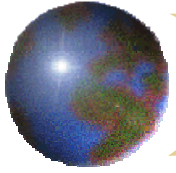
I am tired and will write more tomorrow.

I miss you, Maria.
Frank



Why take the risk?

- When I first heard this question, I could not think of many things I would take a risk for. Throughout my research, I saw that there were some who were willing to take the risk, and some who were not. Those that did were motivated by strong beliefs. While working on Frank's profile, I realized when you have a strong belief in something, like family, you are willing to take big risks, like leaving your country to live in another.



Sources

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<http://library.thinkquest.org/20619/index.html>
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