

Immigration – Coming to America

Grade Level: Second Grade

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Length of unit: 4 lessons and a culminating activity (approximately 9 days)

I. ABSTRACT

The goals of this unit are for students to develop a sense of historical empathy and to become aware of the contributions of immigrants. Much of the learning will be discovery based through role-play. Included are story cards needed for the students to assume the role of immigrants. Our country's motto *E Pluribus Unum*, the sacrifices of the immigrants both in leaving their homelands and arriving in a new country, as well as the requirements for citizenship will be addressed. The assessment activities included are directly related to the goals of this unit.

II. OVERVIEW

A. Concept Objectives

1. Develop an awareness of and respect for the contributions of others.
2. Develop a sense of historical empathy.
3. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. 2.7 (SS)

B. Specific Content from Core Knowledge Sequence

1. America perceived as a "land of opportunity"
2. The meaning of "*E Pluribus Unum*"
3. Ellis Island and the significance of the Statue of Liberty
4. Large populations of immigrants settle in major cities
5. The idea of citizenship
6. What it means to be a citizen of a nation
7. American citizens have certain rights and responsibilities
8. Becoming an American citizen - naturalization

C. Skills

1. The student writes for a variety of audiences and purposes, and in various forms. 2.14 (LA)
2. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. 2.2 (LA)
3. The student develops an extensive vocabulary. 2.8 (LA)
3. The student understands the historical significance of landmarks and celebrations in the community, state and nation. 2.1 (SS)
4. Produce a variety of types of writing – letter writing

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. *What Your Second Grader Needs To Know*

B. For Students:

1. Continents
2. Map skills (cardinal directions and key)
3. Appendix J – Background Knowledge

IV. RESOURCES

See Appendix J and Bibliography

V. LESSONS

Lesson One: One From Many (2 days)

A. Daily Objectives:

1. Concept Objectives
 - a. Develop an awareness of and respect for the contributions of others.
 - b. Develop a sense of historical empathy.
 - c. Understands how physical characteristics of places and regions affect people's activities and settlement patterns. 2.7 (SS)
2. Lesson Content
 - a. The meaning of "*E Pluribus Unum*"
 - b. Large populations of immigrants settle in major cities
3. Skill Objectives
 - a. The student writes for a variety of audiences and purposes, and in various forms. 2.14 (LA)
 - c. Students will be able to define "*E Pluribus Unum*"
 - d. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. 2.2 (LA)
 - e. The student develops an extensive vocabulary. 2.8 (LA)
 - f. Produce a variety of types of writing – letter writing

B. Materials:

1. Cut-out people (appendix A)
2. Coins
3. Magnifying glasses
4. Money from another country
5. Recipe for soup and cooking supplies
6. Recipe for salad and supplies
7. Family interview homework (appendix B)
8. Book - *Coming to America*

C. Key Vocabulary:

1. *E Pluribus Unum* – a Latin phrase meaning “one from many”
2. Ancestors – any person from whom one is descended in family line
3. Motto – words chosen to express the goals or ideals of a group or nation
4. Immigrant – people who come to a new land and make their home
5. Culture – the customs, skills, arts, etc. of a people or group that are passed along to other generations.
6. Melting pot – when various nationalities and races are blended together

D. Procedures/Activities

DAY ONE

1. Introduce the unit by looking at a map of the world.
2. Explain that the U.S. is a nation of immigrants.
3. Define immigrant.
4. Illustrate immigration with cutout people (appendix A), which you have placed on the world map.
5. Move each cutout one at a time to America from their homeland.
6. Describe the differences in appearance, clothing, food, etc. for each cutout.
7. Explain that the U.S. is a country made up of people from many different countries.
8. Read *Coming to America*, and discuss the history of immigration to the United States
9. Explain that each country has its own type of money.
10. Show some foreign currency. Ask if it looks like the money that we use in the U.S.
11. No matter which country you are from, if you live in the U.S. you must use U.S. coins. Explain and discuss why.

12. Pass out a variety of U.S. coins and magnifying glasses. Instruct the students to work in teams and list everything they notice about the coins.
13. Focus the students on the phrase *E Pluribus Unum*.
14. Tell the students the translation from Latin is “one from many”.
15. Explain that it is also on the Great Seal of the U.S. It is the motto of the U.S. Define motto.
16. Discuss why “one from many” might be our motto.
17. Assign the family interview sheet (appendix B) as homework.

DAY TWO

18. Ask the students to locate the countries their ancestors are from on a large world map with the information gathered from their homework.
19. Discuss how people from these many countries came together to form the “one” country of America.
20. Explain to students that we are going to make a pot of soup and a bowl of salad to illustrate how America became “one from many”.
21. Gather ingredients for soup. Put broth into the crock-pot. Add vegetables and discuss how the broth takes on the flavor of the vegetables. You can’t taste each vegetable individually in the broth instead the flavors blend to create a new taste. Decide if you would be able to separate the flavors. Talk about how the U.S. has been called “a melting pot.” How is our country like soup?
22. While the soup is cooking, get out the ingredients for the salad. Put one ingredient at a time into the bowl. Decide if you could separate the ingredients after the salad has been made and tossed. Talk about how America has been called “a tossed salad” of many cultures.

E. *Assessment/Evaluation*

1. Vocabulary test (appendix C)
2. *E Pluribus Unum* sheet (appendix D).
3. The students will explain the meaning of the motto.
4. The student will explain how America became “one of many” using pictures or words (can be made into a class book).
5. The teacher will check for understanding through class discussions.

Lesson Two: Land of Opportunity (2 days)

A. *Daily Objectives*

1. Concept Objectives
 - a. Develop an awareness of and respect for the contributions of others.
 - b. Develop a sense of historical empathy.
 - c. Understands how physical characteristics of places and regions affect people’s activities and settlement patterns. 2.7 (SS)
2. Lesson Content
 - a. America perceived as a “land of opportunity”
 - b. The significance of the Statue of Liberty
 - c. Ellis Island and the significance of the Statue of Liberty
 - d. Large populations of immigrants settle in major cities
 - e. The idea of citizenship
 - f. What it means to be a citizen of a nation
 - g. American citizens have certain rights and responsibilities
 - h. Becoming an American citizen - naturalization
3. Skill Objectives
 - a. The student writes for a variety of audiences and purposes, and in various forms. 2.14 (LA)

- b. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. 2.2 (LA)
- c. The student develops an extensive vocabulary. 2.8 (LA)
- d. The student understands the historical significance of landmarks and celebrations in the community, state and nation. 2.1 (SS)

B. *Materials*

- 1. *Journey to America*
- 2. *The Always Prayer Shawl*
- 3. Large cardboard box to be used as a ship or chalk outline on the floor
- 4. Immigrant nametags (appendix E)
- 5. Safety pins
- 6. *The Statue of Liberty*
- 7. Pictures and books related to the Statue of Liberty
- 8. Letter home worksheet (appendix I)
- 9. Fate slips (appendix F)

C. *Key Vocabulary*

- 1. Freedom – the state of being free from other person or power
- 2. Symbol – an object used to represent something else
- 3. Liberty – rele ase from slavery, imprisonment, captivity or any other form of control
- 4. Starvation – to suffer or become weak from hunger
- 5. Explorer – a person who explores an unknown land
- 6. Slave – a human being that is owned as property of another; the slave is without freedom or personal rights
- 7. Quarantined – when a person is set apart from the group to prevent the spread of contagious disease.

D. *Procedures/Activities*

DAY ONE

- 1. Make a graph – Have you ever moved?
- 2. Discuss the reasons the children moved and how they felt.
- 3. Explain that immigrants moved to America for some of the same reasons.
- 4. Review previous lesson.
- 5. Explain reasons for Columbus and Pilgrims coming to America.
- 6. Discuss other reasons people immigrate to America.
- 7. Have the students pretend they are leaving Russia (or another country based on the story you read). They can only take a few things, which they can carry.
- 8. Describe what they would take and what they would miss the most.
- 9. Place a large box in room (or draw a chalk outline on the floor). Choose volunteers to role-lay a voyage to America. Pin the immigrant nametags (appendix E) on the children.
- 10. The voyage role-play begins. Talk the students through the conditions of the voyage.
- 11. Children then select a slip of paper, which tells their fate on the voyage (appendix F).
- 12. Explain to students how their fates are tied to their experiences on the voyage – crowded, noisy, smelly, storms, scarcity of food, etc. Children continue to role-play the voyage.
- 13. Have students imagine the feelings of immigrant children.
- 14. Role-play arriving in New York harbor after many weeks at sea and role-play seeing the
- 15. Statue of Liberty. Describe feelings.
- 16. Read and discuss *Journey to America*.

DAY TWO – Statue of Liberty.

- 17. Discuss school mascot and what it symbolizes (strength, wisdom, pride, etc.).
- 18. Discuss the mascot as a symbol of the school in the same way the Statue of Liberty is a symbol of our nation. The Statue of Liberty symbolizes freedom.

19. Define and describe freedom.
20. Review lesson from previous day
21. Read and discuss *The Statue of Liberty*.
22. Discuss how the Statue of Liberty is a symbol of the hopes and dreams the immigrants had for America. They hoped to find better jobs, food, freedom from wars, and a place where they could practice their religion and live, as they wanted.
22. Brainstorm a list of words and phrases related to the Statue of Liberty.
23. Children will use these words to write a poem about the Statue of Liberty (can be made into a class poetry book).

E. *Assessment/Evaluation*

1. Draw an immigrant child. Write or draw what they will miss the most from their homeland (can be used to create a class book).
2. Write a letter to a friend explaining why you are going to America, what you hope to find in America and how you feel (can be used in the culminating activity).
3. The teacher will check for understanding through the class discussions.

Extensions:

1. Further study of involuntary immigration.
2. Further study on the Statue of Liberty.
3. Write a letter about your experiences on the voyage.
4. Write a letter to someone or describe your feelings about seeing the Statue of Liberty for the first time.

Lesson Three: Living in America (2 days)

A. *Daily Objectives*

1. Concept Objectives
 - a. Develop an awareness of and respect for the contributions of others.
 - b. Develop a sense of historical empathy.
 - c. Understands how physical characteristics of places and regions affect people's activities and settlement patterns. 2.7 (SS)
2. Lesson Content
 - a. Ellis Island and the significance of the Statue of Liberty
 - b. Large populations of immigrants settle in major cities
 - c. The idea of citizenship
 - d. What it means to be a citizen of a nation
 - e. Becoming an American citizen - naturalization
3. Skill Objectives
 - a. The student writes for a variety of audiences and purposes, and in various forms. 2.14 (LA)
 - b. The student develops an extensive vocabulary. 2.8 (LA)

B. *Materials*

1. *Journey to Ellis Island*
2. Large cardboard box to be used as a ship or chalk outline on floor
3. Immigrant nametags (appendix E)
4. Immigrant story cards (appendix G)
5. Hat or nametags for doctor and inspector
6. Map of U.S.
7. Letter home (appendix I)

C. *Key Vocabulary*

1. Courage – the act of facing and dealing with anything that is dangerous, difficult or painful
2. Ellis Island – an immigration center located in New York Harbor

3. Inspector – an official who examines others
4. Passage – a journey by water, voyage
5. Settle – to move to and set up a community
6. Orphanage – an institution that is a home for orphans
7. Sweatshop – a place where people work long hours at wages under poor working condition

D. *Procedures/Activities*

DAY ONE

1. Read and discuss *Journey to Ellis Island*
2. Review lesson 2
3. Take out the large box or draw a ship outline on the floor.
4. Pin immigrant nametags on role-playing volunteers. Explain that today we will discover what happens to each immigrant when they arrive in America.
5. Role-play immigrants leaving the ship. They stand in a line. Have two other volunteers act as a doctor and inspector who examine and question the immigrants. The Doctor and Inspector can wear hats.
6. The doctor checks each immigrant's health. Discuss how some immigrants were sent back if they were unhealthy. The immigrants then move to the inspector who asks:
 - a. Name:
 - b. Age:
 - c. Can you read and write English?
 - d. Who paid for your passage to America?
 - e. Do you have any money?
 - f. Will you return to the country you came from?

DAY TWO

7. Have the class form a circle and have each child read aloud from the immigrant story cards (appendix G) they were given.
8. Discuss what their lives must have been like.
9. Take out a map of the U.S. and have the students find the cities that the immigrants from the story cards settled in.
10. Discuss the reasons the immigrants settled where they did.

E. *Assessment/Evaluation*

1. Write a letter to a friend back in your home country (appendix I). Tell him/her what your life is like in America. Include the following:
 - a. Where you live?
 - b. What you do at school?
 - c. What do you do to help your family earn money?
 - d. What is the hardest thing to adjust to in America?
(This can be used in the culminating activity.)
2. The teacher will check for understanding through the class discussions.

Extensions:

1. Further study on Ellis Island
www.ellisland.org

Lesson Four: Citizenship

A. *Daily Objectives:*

1. Concept Objectives
 - a. Develop an awareness of and respect for the contributions of others.
 - b. Develop a sense of historical empathy.
 - c. Understand how physical characteristics of places and regions affect people's activities and settlement patterns. 2.7 (SS)

2. Lesson Content
 - a. The idea of citizenship
 - b. What it means to be a citizen of a nation
 - c. American citizens have certain rights and responsibilities
 - d. Becoming an American citizen - naturalization
3. Skill Objectives
 - a. The student writes for a variety of audiences and purposes, and in various forms. 2.14 (LA)
 - b. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. 2.2 (LA)
 - c. The student develops an extensive vocabulary. 2.8 (LA)
- B. *Materials*
 1. Citizenship application (appendix H)
- C. *Key Vocabulary*
 1. Citizen – a member of a state or nation
 2. Obey – to follow instructions, orders or rules
 3. Rights – freedoms given to people
 4. Responsibility – an obligation to be accountable for one’s behavior
 5. Taxes – a requirement to pay a part of your income to support the government
- D. *Procedures/Activities*
 1. Discuss that although immigrants lived in America they could not fully participate in all parts of American life (voting, running for office)
 2. Immigrants who were not citizens could be sent back to their home country.
 3. Have the students pretend they are immigrants who have lived in America for 5 years. Tell the class you are going to vote on having an extra recess. Would they like to vote? Explain that unfortunately immigrants can’t vote (you must be a U.S. citizen).
 4. Define citizen and requirements for citizenship:
 - a. Be at least 18 years old
 - b. Be able to read and write English
 - c. Pass a test about American history and government
 - d. Promise to obey this nation’s laws
 - e. Have lived in the U.S. at least 5 years
 5. Discuss rights of American citizens- speech, religious choice, Etc. Review Constitution
 6. Bill of Rights
 7. Discuss responsibilities of American citizens – respect others, obey laws, protect U.S., pay taxes, vote
 8. Ask if the class would like to role-play becoming citizens.
 9. Pass out citizenship applications (appendix H). Children complete.
 10. Collect applications and give oral American History exam (Ex: Who was the first president of the U.S? Who was President during the Civil War?, etc.)
 11. Ask if they promise to obey the nation’s laws.
 12. Congratulate the new citizens.
 13. Say the pledge together.
 14. Vote on having an extra recess.
 15. Discuss things citizens would vote on – President, officials, laws
 16. Discuss that from many different cultures people chose to become citizens of one country – America.
 17. Explain that immigrants still come to America. Read *Far From Home*.

E. *Assessment/Evaluation*

1. Write a letter to your friend back in your homeland explaining why you want or don't want to become a citizen (appendix I). Include at least 2 requirements for becoming a citizen. This can be used in the culminating activity.
2. The teacher will check for understanding through class discussions.

Extensions:

1. Have a guest speaker describe their experience on becoming a citizen of the U.S.

VI. CULMINATING ACTIVITIES

- A. Invite guest speakers from various cultures. Discuss contributions of each culture to America.
- B. Compile and bind each student's letters to create a book titled: *Immigration, What a Journey!*
- C. Take field trip to the Institute of Texan Cultures.

VII. HANDOUTS/WORKSHEETS

- A. Cut out people from different countries
- B. Family Interview – homework page
- C. Vocabulary test
- D. *E Pluribus Unum* worksheet
- E. Immigrant nametags
- F. Fate slips for voyage role-play
- G. Immigrant story cards
- H. Application for Citizenship
- I. Letter format
- J. Background Information for lessons

VIII. BIBLIOGRAPHY

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Appendix A: Immigration-Coming to America



Appendix B: Immigration-Coming to America

Name _____

Family Interview

A Nation of Immigrants

My mother's ancestors came from the countries of

My father's ancestors came from the countries of

Appendix C: Immigration-Coming to America

Name _____

Vocabulary Test

1. _____ means “one from many.”
2. America is called a _____ because it is made up of people from many different countries.
3. “E Pluribus Unum” is the _____ of the United States of America.
4. Your parents and everyone in your family born before them are your _____.
5. A person who comes to live in a country from another country is an _____.

ancestors

E Pluribus Unum

immigrant

motto

melting pot

Appendix E: Immigration-Coming to America

Name: Murray Youman

Age: 11

Country of origin: Finland

Settled in America at: Brooklyn, NY

Name: Anna Jordan

Age: 4

Country of origin: France

Settled in America at: Manhattan, NYC

Name: Isaac Youman

Age: 8

Country of origin: Finland

Settled in America at: Brooklyn, NY

Name: Adele Youman

Age: 4

Country of origin: Finland

Settled in America at: Brooklyn, NY

Name: Roberta Estobar

Age: 8

Country of origin: Portugal

Settled in America at: Lower East Side, NYC

Name: Osla Esen

Age: 10

Country of origin: Turkey

Settled in America at: Lower East Side, NYC

Appendix E: Immigration-Coming to America

Name: Larry Edelman

Age: 10

Country of origin: Poland

Settled in America at: Harlem, NYC

Name: Vera Winston

Age: 11

Country of origin: England

Settled in America at: Orphanage in NJ

Name: Jack Weinstock

Age: 9

Country of origin: Austria

Settled in America at: Schenectady, NY

Name: Stephen Brady

Age: 12

Country of origin: Ireland

Settled in America at: New York City

Name: Bessie Geistweit

Age: 8

Country of origin: Germany

Settled in America at:

Name:

Age:

Country of origin:

Settled in America at:

Appendix F: Immigration-Coming to America

I had dehydration due to seasickness and had to drink a lot of juices and water.

My little sister died from scarlet fever.

The doctor checked my eyelids and found that I had trachoma, a disease of the eye that can lead to blindness.

I had pneumonia and had to go to the ship's hospital, where I was cured.

I had an extreme case of seasickness. They had to give me dry crackers to eat to try to hold something in my stomach.

I had to be quarantined until my eye infection cleared up.

Due to the movements of the boat, I slipped on the deck and broke my leg.

I caught typhoid fever, a very contagious disease, so I had to be quarantined.

My little brother died from malnutrition. He ate almost nothing since we left our old home.

The ship was moving up and down and rolling so much that I fell down a stairwell (they call it a ladder) and broke my arm.

Appendix F: Immigration-Coming to America

I caught tuberculosis, a very contagious disease. I had to be quarantined and might not be allowed to enter the United States.

I was separated from my mother because she was found to have tuberculosis therefore she had to be quarantined.

Appendix G: Immigration-Coming to America

When I was 12 years old, I was in a second grade classroom with American born children. Everyone laughed at me because I was much bigger than everyone in class and I couldn't speak a word of English.

I spoke only a foreign language when I arrived in America. In my neighborhood you could hear about 18 different languages spoken on the streets of New York City. At school, everyone thought I was dumb because I couldn't speak English for a long time.

I worked in a textile factory and operated a mechanical loom. My mother worked and so did my 3 sisters and 2 brothers. Our tenement was broken down and the food was unhealthy.

My family and I lived in an overcrowded slum in New York City. My family had no furniture in our tenement and my bed was made of straw.

I had to drop out of school when I was 12. I tried to attend night classes, but after working a 10 – 12 hour day, it wasn't easy to sit in class and stay awake.

The only time I saw a nurse or a dentist was at school. We were too poor to pay for doctor bills or medicine.

My father died soon after we arrived in New York. My mother was unable to take care of me and my brothers and sisters. Since I was the youngest, I was sent to live in an orphanage.

I was one of eight children in my family. I never played with dolls. We couldn't afford toys. I had baby brothers and sisters to take care of and play with like other children played with dolls.

Appendix G: Immigration-Coming to America

I had a job delivering bread. I woke up every morning at 4:30 and rushed to deliver bread all around my neighborhood before I went to school. I had to help support my family. I was paid \$1.75 each week.

I lied about my age so I could get a job in a clothing factory. During the busy season I worked 10 hours a day, 7 days a week. When an inspector came I was put into a large wooden box and covered with clothes so the inspector wouldn't find me working there.

Everyone in my family worked at home. From the time we could follow directions, we worked alongside our parents rolling cigars. Our apartment became a small factory. It was not unusual for my parents to hire extra workers, and sometimes a dozen or more people would work in our tenement living room.

I was an orphan and lived in a lodging house for boys. Everyone who lived there sold newspapers. We had to pay six cents a night for a bunk bed in the dormitory, six cents for a breakfast of bread and coffee, and six cents for a supper of pork and beans- as much as we could eat. We had strict rules. A sign on the front of the house read, "Boys who swear or chew tobacco cannot sleep here."

Appendix H: Immigration-Coming to America

Application for Citizenship

Name _____

Age _____

Do you read English? _____

Write a sentence telling which country you are from.

How long have you lived in the United States? _____

Do you promise to obey the laws of the United States of America?

Appendix J: Immigration-Coming to America

Lesson Background Knowledge

Lesson 2:

Columbus was an explorer who came to America looking for new land, riches. Pilgrims came to America seeking religious freedom. Not all immigrants came to America freely (ex. Slaves).

Later immigrants came seeking relief from famine, disease, over population, war, religious persecution, better jobs, etc.

Journey on the Ship –Over 23 million immigrants arrived in the U.S. seeking a better life beginning in the late 1800's. Most were poor and many arrived in the U.S. penniless. Most immigrants were steerage passengers. Steerage was located in the deepest and darkest part of the ship. The immigrants were crammed into dark, foul smelling compartments and slept in bunk beds three high. They had no showers or dining rooms. Food was served from huge kettles and put into dinner pails by the Steamship Company. The immigrants were often sick, and so crowded that diseases spread rapidly. So many people died from diseases that some newspapers called the ships "swimming coffins."

Lesson 3:

Ellis Island served as an immigration center. It is located on an island in New York Harbor. It opened in 1892 and during the next 30 years more people came to America than at any other time. At least 12 million immigrants passed through Ellis Island. It is estimated that nearly one out of every two Americans has a relative who passed through Ellis Island. In 1954, Ellis Island was closed. In 1990, Ellis Island reopened as an immigration museum.

Most immigrants settled in large cities because they needed jobs quickly and cities offered the best chance at finding work. Three out of four people who settled in the cities of New York, Boston, Cleveland, Chicago and Detroit were immigrants. Because most immigrants could not speak English when they arrived in America and knew little about the laws and customs of America they clustered together. They lived in neighborhoods where they could speak their native language, share similar customs and feel at home. Immigrants often occupied the poorest and most congested parts of the city. A walk through a crowded immigrant neighborhood was like a visit to their home country.

Life in America during the late 1800's was difficult for most immigrants. Most immigrants lived in small, cramped apartments. The toilet (or water closet) was located outside the apartment, in the hallway of the building. It was used by at least 2 families. Many tenements were old and run down. Tenants usually got their water from a community faucet in the hallway on each floor. Tenement apartments had no refrigeration and supermarkets were not yet invented. Food was bought daily from various vendors. Many immigrants had to take in borders to help pay the rent. Five or six people might sleep in one crowded room. Children usually slept three or four to a bed. On hot summer days, tenement rooms were unbearable. Families sought relief up on the roof or down on the crowded noisy street.

Lesson Four:

The Constitution was written in 1787. It has been used in our country for over two hundred years. The Constitution is the law of our nation. The Constitution sets up the rules for how laws are made in this country and who makes the laws. The men who wrote the Constitution wanted our nation to be strong yet flexible enough to change with the times. The reason our Constitution is so powerful is because it respects the need of people to control and change their government when needed.

Bill of Rights - When the original Constitution was written there were no laws written to protect individual people from the power of government. So the Bill of Rights was added to the Constitution. Some of the rights include:

- Freedom of religion
- All people are given the right to trial by jury