

# PUTNAM!

## Stranger in a Strange Land

This 60-minute program will increase your students' awareness of the following:

1. Immigrants coming into Ellis Island in the early 20<sup>th</sup> century went through an extensive evaluation process.
2. Immigrants would settle in an area with their countrymen to share familiar language, customs, and values resulting in ethnic communities, which remain today.
3. Immigration is a process that continues today.

This is a **total immersion** program. The program begins with an interactive presentation in which students **become** part of the immigration process. An immigration officer will meet your class at the Connections Gallery to begin. Your class will then be led to the registry room for "interrogation" and will hear stories of the major settlements in this area.

Next, you will be led to our exhibit, *River, Prairie and People* where an educator will introduce your students to the immigrants' contributions to our local history. A "Treasure Hunt" will help focus your exploration of this exhibit.

This program was designed to aid educators in meeting the following National Standard for History and Social Studies:

Standard 17 - to understand the massive immigrations after 1870 and how social patterns, conflicts and ideas of national unity developed amid growing cultural diversity.

(Levels II and III).

Previsit materials include a "Make A Manifest" activity that helps each student to create their "role" for the experience. Instructions on how to complete the manifest are sent as part of the previsit packet.

Post visit materials are given to each teacher at the conclusion of the program. They include discussion questions, additional activities.

Sincerely,  
Jen Ong  
Education Specialist

### What's In A Name?

*Ask an adult in your family for clues about your first (given) name.*

My name is \_\_\_\_\_

1. What does my name mean?
2. What is the story of how my name was chosen?
3. Does anyone else in our whole family (from the past or present) have my name?
4. What other interesting names are there in our family?
5. Someday, if I have children, here are some of the names I might choose for them and the reasons why:

### **What is Your Heritage?**

*Do you know where your ancestors came from? In the space provided below, write down the continents, countries and regions from where you know (or believe) your ancestors came. Teachers: Feel free to create your own table with additional family members or to add additional space.*

<b>Relationship</b>	<b>Name</b>	<b>Continent</b>	<b>Country</b>	<b>Region/State/Province</b>
Mother				
Father				
Maternal Grandmother				
Maternal Grandfather				
Paternal Grandmother				
Paternal Grandfather				

### **Make a Manifest**

*Objective: Fill out the standard manifest form used by streamliner companies in the late 19<sup>th</sup> and early 20<sup>th</sup> century. This manifest was used in the questioning of*

*the steerage passengers prior to being released from Ellis Island and welcomed into the country as a U.S. citizen.*

**Teacher Preparation:**

1. Print out the Manifest Form.
2. Tape the pages of the form together to create one document.
3. Add additional lines for passengers as needed.

**Instructions:**

1. Explain to students that when they visit the museum, they will be taking part in a role-play.
2. Let students know that each one of them will have a part in this role-play.
3. Explain how each student will be an immigrant coming to America in search of citizenship. They will travel from their homelands to Ellis Island where they will attempt to gain entry to the United States.
4. Allow each student to decide who his or her character will be. Students may use their own names or make up a character. You may choose for students to write a description of themselves before completing their line on the manifest form.
5. Once students have developed a character, they should fill out the line on the manifest form. For yes and no questions, you may enter just a "y" or "n" in the space provided.
6. Ask the students to work together to name the steamship they will be traveling in and its port of origin. Assist students so that ports of origin and dates are historically accurate. A quick reference is [www.ellisland.org](http://www.ellisland.org).

**Why do this activity?**

1. Completion of this activity will allow students to more fully participate in the presentation during their museum visit.
2. Having a character to play will give students a sense of ownership in the actual experience.
3. The ability to fully participate in the role-play will allow students to experience the excitement, frustration, and oftentimes disappointment of those immigrants who traveled to the United States.

**Notes for the teacher:**

1. This activity need not take large portions of your classroom time. Once you have introduced the subject of immigration and explained the upcoming fieldtrip, allow students to have time to do their own research and reflection. Once students complete their individual work, they can then fill in the manifest form very quickly.
2. Remember to show your own enthusiasm for what they will be doing. The more exciting you find this opportunity for active learning, the more your students will want to participate. Keep it fun!

**Note: This activity will enhance your students' experience. Remember to bring your Completed Manifest form with you to the program**