SCCCRS for Adult Education **Reference the name and number of the standard(s) (i.e., Math, Number System,6.NS.3)**	<u>RLA: Inquiry-Based Literacy Standards, grades 6 – 8</u> <u>(NRS Level 4)</u> ***3.2 Examine historical, social, cultural, or political context to broaden inquiry.*** ***3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.*** ***3.4 Organize and categorize important information, revise ideas, and report relevant findings.*** <u>RLA: Language, Craft and Structure, grades 6 – 8</u> <u>(NRS Level 4)</u> ***2.2 Analyze and evaluate the credibility of information and accuracy of findings.*** <u>RLA: Meaning and Context, grades 6 – 8 (NRS Level 4)</u> ***7.2 Compare and contrast a literary depiction of a time, place, or character to a historical account of the same period to understand how authors use or alter history for rhetorical effect.*** <u>Math: Ratios and Proportional Relationships, grades 6 – 8</u> <u>(NRS Level 4)</u> ***6.RP.3e Understand that a percentage is a rate per 100 and use this to solve problems involving wholes, parts, and percentages.*** <u>Math: Data Analysis and Statistics, grades 6 – 8 (NRS Level 4)</u> ***6.DS.4 Select and create an appropriate display for numerical data, including dot plots, histograms, and box plots.*** (In the extension activity, students will create a pie chart using a spreadsheet.)
NRS Level(s) addressed	4 - 6
Essential Question(s)	What are some ways we distinguish fact from fiction or opinion? How and why do authors alter history for effect? Are all internet sources reliable? What makes some more reliable than others, and how do you know which sites you can trust?
Objectives ***The student will be able to:***	1. Use internet search engines to verify or refute facts used in song lyrics about Ellis Island. 2. Examine the historical context of Ellis Island, its origin, closing, and the first person to immigrate through its doors.

	3. Compare internet sources to determine which site is likely the most reliable and explain why it appears more reliable than others. 4. Report relevant findings with the class.
Optional: Contextualization (Connection to the World of Work (i.e., health care or manufacturing)	N/A
Digital Literacy Component *ISTE Standard:*	**3. Knowledge Constructor. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.** *a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.* *b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.* *c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.* *d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.*
Opening (Essential Question: above)	How do we distinguish fact from opinion, and how do we determine the reliability of our research sources?
Lesson and Practice Please include: • **Explanation/Modeling (I do)** • **Guided Practice (We do)** • **Application (You do)**	Teacher will show a video of the Irish group Celtic Woman singing a song about Ellis Island, written by Brenden Graham, called "Isle of Hope, Isle of Tears." https://www.youtube.com/watch?v=pDThVsJdnFl **NOTE: To be able to access this video in Laurens District 55, teachers must log out of their district accounts in Windows and log in with the user name "lab" and password "learning." (ALSO, skip to about 1:25 in the video to avoid listening to the uilleann pipes playing "The New Ground" prior to the song beginning. Many people don't care for the sound of pipes.)** Teacher will hand out a copy of the song lyrics after the video. (**See the last page of this lesson plan for the lyrics.)** Together, we highlight facts that we can verify or refute on the internet (i.e., the opening of Ellis Island, the name and age of the first person admitted, the closing of Ellis island, the number of people who immigrated via Ellis Island).

	We review the purpose of search engines and identify the one that all students will use (Google or Safari, depending on the devices available to the students at each site). Discuss why certain sites tend to come first during an internet search. (Assist less digitally literate students with internet searches, or pair a more digitally literate student with a less digitally literate student.)
	Terms to review:
	search engine – a computer program that searches documents, especially on the World Wide Web, for a specified word or words and provides a list of documents in which they are found. Example: Google, Firefox, Safari, Internet Explorer, Edge, etc.
	wiki – a website that allows anyone to add, delete, or revise content by using a web browser.
	blog – a website containing a writer or group of writers' own experiences, observations, opinions, etc., and often having images and links to other websites.
	search box within a web page – a box, usually with a magnifying glass icon or the word "Search" identifying it, which allows the researcher to search that website for specific information that the user types into the box.
	Students then use search engines to find **at least three sites** that include the information listed in the song lyrics. They must determine which sites appear to be most accurate and cite relevant textual evidence to support their reasoning.
Active Closure	Summary for closure:
	Discuss why the writer of the lyrics may have used inaccurate information in the song, or why he may have taken poetic license in writing the lyrics. Could the author have altered history to make a point, to exaggerate numbers, or simply to rhyme?
	This activity showed us that different websites can show conflicting information on details, so we must be discerning when it comes to depending on any one particular website, especially the first one that appears during the initial search. It is a good idea to check several websites before drawing any conclusions about accuracy of facts and to be aware of potential inaccuracies on wikis and blogs.

	Discuss types of websites that tend to be reliable and why they have to be reliable. Discuss the implications of information written in wikis and blogs and why they may be inaccurate or slanted towards a particular point of view.
Check for Understanding	Walk about the lab monitoring student progress. Ask/answer questions for clarification as needed. Have students report out their findings with citations of textual evidence to explain their reasoning.
Extension/Assignment	The websites below and the questions in the handout that follows relate to legal immigration to the United States and various reasons behind waves of immigration during different time periods. You will need access to a calculator and Open Office (spreadsheet program). This activity will take multiple days to complete. 1. Open a search for this website: http://teacher.scholastic.com/activities/immigration/immigration_data/index.htm You will be using many features in this website. Remember to click on tabs at the top of the screen, the left side of the screen, and the timeline at the top to help you find information. 2. Open a second tab for this website: https://www.census.gov/ You will need this site to help you find total population estimates.

Questions to Research Using Legal Immigration Data
Source for Data and Questions:
http://teacher.scholastic.com/activities/immigration/immigration_data/region.htm

1. What is the **total** number of immigrants who came to the United States from 1820 to 2010?

2. Choose a decade, and search for the population of the US during that decade. What percent of the total population during that decade were immigrants?

3. From 1820 to 2010, which three countries had the highest number of immigrants come to the US?

4. Choose one of the three countries from question #3. During which decade or time period did most of the immigrants come to the US? Why do you think they left their home country? Research your answer.

5. Immigration to the US doubled from the 1890s to the 1900s. What events may be responsible for those numbers? Consider events that happened all around the world during that time period. Research your answer.

6. In the 1930s, immigration to the US declined. Why? What was happening in the 1930s in the US? Research your answer.

7. Look at the immigration data from Ireland, China, and Vietnam. When did the greatest numbers of immigrants arrive from those countries? Using the historical timeline or other online resources, explain what events may be responsible for these numbers.

8. Choosing any country you want, repeat the activity from question 7. Why did you choose this country? What did you learn?

9. At one point in history, the greatest number of immigrants to the US came from Europe. Look at the data to determine in which decade that changed. From which continent were most people coming then?

10. From 2000 to 2010, from which continent or region did the most people come? From which country did the most immigrants come?

11. Think about how economics impact immigration. Use your research skills to find out which countries were the richest from 2000 to 2010. (Hint: This is usually determined by the GDP, or Gross Domestic Product.) How many immigrants came from those countries to the US? How does that compare to poor countries?

Group Project

1. Choose one fifty-year period between 1820 and 2010. With your group, research the major world events that happened in your time period. Events might include wars, economic declines or booms, religious persecution, or environmental disaster. Do you see a connection between your events and immigration to the US? Why or why not?

2. Choose one decade. Look at the total number of immigrants that came from each continent during this ten-year period. List each continent and the number of immigrants from that continent. Now determine the percentage of immigrants from each continent in this period.

3. Using your answers from question 2, create a pie chart in Open Office.

Here's how:

1. Double-click on the **Open Office** icon to open the program.
2. Select **Spreadsheet.**
3. Maximize the screen. If you need larger print, click on the little box above the first row and to the left of the first column to highlight the spreadsheet, and then change the font size.
4. Enter your data as follows:
   a. Beginning in Cell A1 – Type the name of the first continent. Continue down the same column, adding one continent's name to each cell until you have them all entered.
   b. Beginning in Cell B1 – Type the number of immigrants from the first continent in your list. Continue down the same column, adding each continent's number of immigrants.
5. Hold down the mouse to highlight all cells that have words or numbers in them.
6. Click on the icon at the top of the page that looks like a bar graph.
7. Select **Pie** on the dialog screen that asks you to choose a chart type.
8. Click **Next**.
9. Click **Next** on the dialog screen that asks you for your data range (it will automatically fill in for you).
10. Click **Next** on the dialog screen that asks you for your data series (it will automatically fill in for you).
11. Type a title for your pie chart on the dialog screen that appears. For example, **Immigrants from Each Continent, 1880 – 1890.** (Replace 1880 – 1890 with whichever decade you chose.)
12. Click **Finish** to show the graph.
13. Right-click on the pie chart itself.
14. Click **Insert Data Labels** to get the numbers to show on your pie chart.
15. Move the chart directly under the data cells by clicking at the top border, grabbing the handle, and dragging it under the data cells.
16. Click **File** and **Print**. Ask your teacher which printer to select (it varies by site).

Isle of Hope, Isle of Tears Lyrics

Performed by Celtic Woman

On the first day of January 1892
They opened Ellis Island and they let the people through
And the first to cross the threshold of that isle of hope and tears
Was Annie Moore from Ireland who was all of 15 years

Isle of hope, isle of tears
Isle of freedom, isle of fears
But it's not the isle you left behind
That isle of hunger, isle of pain
Isle you'll never see again
But the isle of home is always on your mind

In a little bag, she carried all her past and history
And her dreams for the future in the land of liberty
And courage is the passport when your old world disappears
But there's no future in the past when you're 15 years

Isle of hope, isle of tears
Isle of freedom, isle of fears
But it's not the isle you left behind
That isle of hunger, isle of pain
Isle you'll never see again
But the isle of home is always on your mind

When they closed down Ellis Island in 1943
17 million people had come there for sanctuary
And in springtime when I came here and I stepped onto its piers
I thought of how it must have been when you're 15 years

Isle of hope, isle of tears
Isle of freedom, isle of fears
But it's not the isle you left behind
That isle of hunger, isle of pain
Isle you'll never see again

But the isle of home is always on your mind
But the isle of home is always on your mind

Songwriters: Brendan Graham
Isle of Hope, Isle of Tears lyrics © Peermusic Publishing