

## Lesson Plan Ideas

### ART

In *The Arrival*, the main character was completely unfamiliar with the language of the country and needed to make his way around without any knowledge of language or customs. Have students create their own language full of signs and symbols. Other students can try to decipher what the symbols mean, perhaps through the aid of keys.

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=348](http://edsitement.neh.gov/view_lesson_plan.asp?id=348)

### ELA:

Writing/reflection:

- Describe a time when you really felt lost or out of place.
- Describe a behavior or custom or tradition that you have witnessed that you did not understand or thought was strange.
- What is it like communicating with someone who does not speak your own language?
- Who would you miss the most if you had to leave your home land by yourself? What day-to-day things can you think of that you would really miss?
- What five things would you take with you if you had to leave home immediately?
- What are some reasons you would want to move to another country?
- Compare the image on page 23 of the large statues of two men shaking hands with a picture of the Statue of Liberty. What are each of these countries trying to convey to new arrivals? What values do they represent?

### U.S. HISTORY

Have students debate the pros and cons of immigration policy and dissect the current legislation regarding such policies.

[http://www.pbs.org/independentlens/newamericans/foreducators\\_index.html](http://www.pbs.org/independentlens/newamericans/foreducators_index.html)

If possible, have students research their own last names and ancestors using Ellis Island's Passenger Search. If students cannot find their own name, have them research their favorite author, scientist, etc. Students can select certain passengers, see the passenger's residence, date of arrival to the states, and view the passenger record, ship manifest and a black and white photo of the ship in which the passenger arrived. \*Teacher or students must be a registered user with EllisIsland.org, but it is free and takes a short time to complete.

<http://www.ellisland.org/search/passSearch.asp>

Ellis Island photo albums

[http://www.ellisland.org/photoalbums/ellis\\_island\\_then.asp](http://www.ellisland.org/photoalbums/ellis_island_then.asp)

Have students create a timeline or graph of immigration waves and important dates in immigration history.

## SCIENCE

One of the greatest barriers to immigrants surviving their travels is health problems. In this lesson, students study the spread of infectious diseases and the importance of antibodies.

<http://school.discoveryeducation.com/lessonplans/programs/operationantibody/>

It is important to understand the effect globalization and immigration can have on the world environment. This lesson plan explores ways in which the globalized world attempts to address the environmental challenges posed by globalization.

<http://www.globalization101.org/uploads/File/EnvironmentLessonPlan.doc?PHPSESSID=3873e24e98a2c540b3c0b85c54a6ccd1>

## MISCELLANEOUS ACTIVITIES

- Try to have students communicate to each other without using words. They can draw and act out, but can not use English or any other primary language. This will demonstrate what it might be like to be an immigrant and the need to communicate with strangers to find sleeping quarters, food, police, etc., but be restricted by language barriers.
- Students can create mock passports and get stamps by completing writing activities, projects or workstations.