



## Across the Sea of Time

**Grades: 5-8**



### **APPLYING SKILLS:**

IDENTIFYING ETHNIC GROUPS,  
RESEARCHING EUROPEAN  
CULTURES

### **FOCUS**

"Ellis Island: An Immigrant Experience"

### **PRE-TEACHING/BRAINSTORMING**

1. Read aloud excerpts of the story, *If You Lived 100 Years Ago* by Ann McGovern
2. Explain to students that they will be viewing the IMAX film, "Across the Sea of Time" featuring a Russian immigrant arriving at Ellis Island in 1995
3. Place students in cooperative groups of 4-5. Assign each group a different European country (Ex., Italy, Germany, Ireland, Poland) and ask them to research information about the country's culture during the early twentieth century
4. For homework, each group member will choose one of the focus questions to research:
  - What types of food did they eat?
  - How did they dress?
  - What holidays did they celebrate?
  - Where did they work?
  - What did they do for recreation?

### **PERFORMANCE TASK/PROCEDURE**

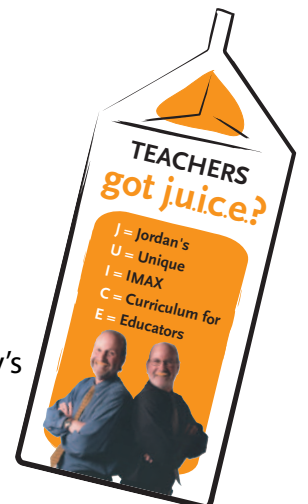
<b>TIME</b>	Pre-teaching/Brainstorm:	One 45-minute period plus homework
	Performance Task/Procedure:	One 45-minute period

### **MATERIALS**

- Notebooks
- Pens/pencils
- Reference books
- Book, *If You Lived 100 Years Ago* by Ann McGovern
- Focus question chart to post on board/overhead

### **POST-ACTIVITY:** (After viewing film)

1. Using information gathered for homework, students will share their focus questions and answers with their group
2. Ask students to copy the Focus Question Chart into notebooks (see below)
3. Each group will prepare a brief oral presentation on their European country's culture
4. During oral presentations, each student will complete his/her Focus Question Chart



## FOCUS QUESTION CHART

FOCUS ?	IRELAND	GERMANY	ITALY	POLAND	HUNGARY
Food					
Clothing					
Holidays					
Work					
Recreation					

### **ASSESSMENT/EVALUATION**

- Completed Focus Question Chart
- Oral group presentations

### **TEACHER/STUDENT RESOURCES**

#### **WEB LINKS:**

[http://www.cmp.ucr.edu/exhibitions/immigration\\_id.html](http://www.cmp.ucr.edu/exhibitions/immigration_id.html)  
<http://Gladstone.uoregon.edu/~lmortins/newyork/immigration.htm>  
<http://ellisland.org/>

#### **TRADE BOOKS:**

If Your Name was Changed at Ellis Island by Ellen Levine, Scholastic, Inc.  
If You Lived 100 Years Ago by Ann McGovern, Scholastic, Inc.  
Immigrants by Martin Sudler, Harper Collins

### **MASSACHUSETTS FRAMEWORKS**

- Grade 6 – Concept and Skills >History and Geography: 7 – Use the following demographic terms correctly: ethnic group, religious group, and linguistic group
- Grade 6 – Optional Topics for Study > History and Geography: Describe major ethnic and religious groups in various countries of Europe.



## Across the Sea of Time

**Grades: 5-8**



### **APPLYING SKILLS:**

INTERVIEWING, SETTING, ORAL PRESENTATIONS

### **FOCUS**

“Ellis Island: An Immigrant Experience”

### **“We all want to come from somewhere” PROJECT**

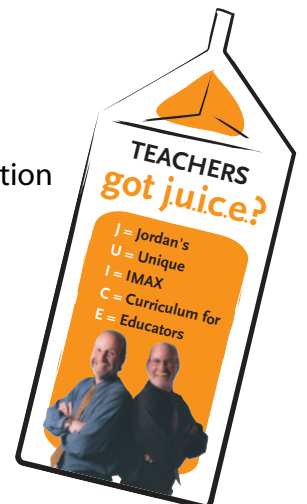
1. Explain to students that they will be viewing the IMAX film, “Across The Sea of Time” that chronicles the adventures of two Russian immigrants—Leopold who traveled to America in 1904 and his grandnephew, Tomas, who traveled to America in 1995
2. In preparation for the film, assign “We All Come From Somewhere” Project—ask students to use interviewing skills to interview a relative or friend regarding his/her ancestor’s immigration to America using the following interviewing questions as a guide.
3. Students will copy interview questions from the board/overhead into their notebooks
  - From what country did you or your ancestors immigrate?
  - Why did you/your ancestors decide to come to America?
  - What kind of transportation brought you to America?
  - How long was your journey?
  - What were the conditions like on your voyage to America?
  - When and where did you first arrive in America?
  - Did you have any other relatives in America when you arrived from your homeland? If so, who?
  - Tell me about your search for work
  - What type of job(s) did you do to support yourself when you arrived in America?
  - Were you able to speak English when you arrived?
  - Did you have trouble communicating with others?
  - What did you miss most about your homeland?
  - Are you a United States citizen?
  - Do you have any photographs showing your life in your homeland or America that you could share with me for my class project?

### **PERFORMANCE TASK/PROCEDURE**

<b>TIME</b>	Pre-teaching/Brainstorming:	One 45-minute period
	Performance Task/Procedure:	One 45-minute period
	Homework:	Interviewing, writing and collage preparation will be done at home

### **MATERIALS**

- Σ Writing journal
- Σ Photographs, magazines, graphics, illustrations
- Σ Construction paper/poster board
- Σ Glue
- Σ Markers/crayons



## **ACTIVITIES**

### **In-Class**

1. Plan to have oral presentations of interviews and pictorial collages one week to 10 days after project is assigned
2. Invite parents/other classes in to the classroom to view collages and hear student interview stories

### **At-Home**

1. Using responses from interview questions, students will create a pictorial collage. Collage should include photographs, magazine photos, and/or illustrations profiling the immigration experience.
2. Students must include the following on collage:
  - Name of immigrant
  - Map and name of country
  - Year of immigration
  - Mode of transportation
  - Map and name of point of entry
  - Select a minimum of five (5) additional interview questions to include which will be depicted by personal photographs, magazine photos, illustrations

## **ASSESSMENT/EVALUATION**

- Students will record responses gathered from interviewing a relative or friend
- Students will create a collage using above mentioned parameters
- Oral presentations to class/community

## **TEACHER/STUDENT RESOURCES**

### **REFERENCES:**

Statue of Liberty  
Ellis Island-National Monument  
National Park Service  
New York, NY 10004

**WEB LINKS:** [www.ellisland.com](http://www.ellisland.com)  
[www.ellisland.org/Immexp/indexframe.asp](http://www.ellisland.org/Immexp/indexframe.asp)

### **TRADE BOOKS:**

*If Your Name Was Changed At Ellis Island* by Ellen Levine  
*Arriving At Ellis Island* by Dale Anderson  
*A Place for Joey* by Carol Flynn Harris

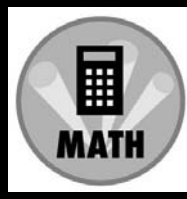
## **MASSACHUSETTS FRAMEWORKS**

- Grades 5-8>L.S. 2.3: Gather relevant information for research project or composition through interviews
- Grades 5-8>L.S. 3.8: Give oral presentations to explain information using visuals
- Grades 5-6>L.S. 9.4: Relate a literary work to information about its setting
- Grades 7-8>L.S. 9.5: Relate a literary work to information about its setting



**Across the Sea of Time**

**Grades: 5-8**



**APPLYING SKILLS:**  
MEAN, MEDIAN, MODE

**FOCUS**

“Ellis Island: An Immigrant Experience”

**PRE-TEACHING / BRAINSTORMING**

1. Explain to students that they will view an IMAX movie that chronicles the experiences of two Russian immigrants; one a young man in 1908, the other a young boy in 1995.
2. In the movie students will see the young boy purchase goods. Brainstorm with students how they think the cost of goods has changed from 1908 to 1995.
3. On an overhead transparency, teacher will provide students with a “Cost of Goods in 1908” list.
4. Students will copy the “Comparison of Cost of Goods” chart into notebooks.
5. Students will begin completing a “cost chart” by recording the cost of goods in 1908.
6. In cooperative groups students will estimate and record on the chart what they think the cost of goods were in 1995.
7. Assign each cooperative group five items on the “Cost of Goods in 1908” list to research.
8. Using the website provided, cooperative groups will calculate and record the actual 1995 prices (This may be assigned as individual homework if internet is not available at school)

**COMPARISON OF COST OF GOODS**

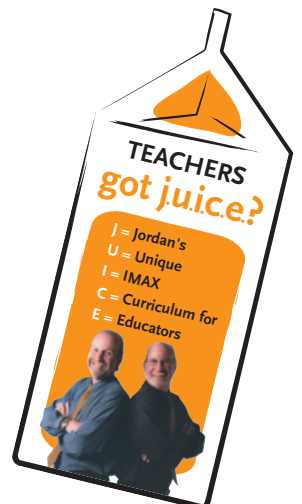
GOODS PURCHASED	1908 ACTUAL COST	1995 ESTIMATED COST	1995 ACTUAL COST	DIFFERENCE 1908-1995	% OF INCREASE 1908-1995

**PERFORMANCE TASK/PROCEDURE**

**TIME** Pre-teaching/Brainstorming: One 45 minute period  
 Performance Task/Procedure: One –two 45 minute periods

**MATERIALS**

- Blackline master of “Cost of Goods in 1908” list
- Website to research cost of goods in 1995 -The Inflation Calculator: <http://www.westegg.com/inflation calendar>



## ACTIVITY:

- #1— In cooperative groups, students will compare and record on cost charts the actual 1995 prices of the five (5) goods researched. (If there is a discrepancy in cost, students can calculate the mean of the group data)
- #2— Each group will share with the class the actual 1995 cost of the five goods by recording their data on an overhead transparency of the “cost chart”. Class will record presented data on individual “cost charts”
- #3— Using the data on cost chart, each student will calculate and record the difference between the cost of goods in 1908 and 1995. (Students in grades 7 and 8 may calculate the % of increase with or without the use of a calculator)
- #4— Students will \* the item on his/her completed chart that has increased the most. Students will circle the item that has increased the least.

## ASSESSMENT/EVALUATION

- Student notebooks
- Completed “Cost of Goods” chart
- Math worksheet showing all calculations

## TEACHER/STUDENT RESOURCES

### REFERENCES:

Statue of Liberty, Ellis Island National Monument, National Park Service, New York, NY 10004  
The Value of a Dollar, Scott Derks, Gale Research, Inc.

### TRADE BOOKS:

Immigrant Kids, Russell Freedman, Puffin Books  
A Place for Joey, Carol Flynn Harris, Boyd Mills Press  
If Your Name was Changed at Ellis Island, Ellen, Levine, Scholastic  
New Kids on the Block: Oral Histories of Immigrant Teens, Janet Bode, F. Watts

### WEB LINK:

The Inflation Calendar  
<http://www.westegg.com/inflation> Click on Inflation Calendar – Enter money amount – enter initial year –1908 - enter final year (1995) – Click on Submit

## MASSACHUSETTS FRAMEWORKS

- ∑ 6.N.9 Select and use appropriate operations to solve problems involving addition, subtraction multiplication, division with whole numbers and decimals
- ∑ 6.N.9 Accurately and efficiently add, subtract, multiply and divide (with double digit divisors) whole numbers and decimals
- ∑ 6.D.1 Describe and compare data sets using the concepts of median, mean, mode.
- ∑ 8.P.1 Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words
- ∑ 8.D.3 Find, describe, and interpret appropriate measure of central tendency (mean, median, mode)

### Cost of goods in 1908

Webster's Dictionary	\$.70	Piano	\$125.	Telephone	\$13.50	Newspaper (per day)	\$.01
Model T Ford	\$700.	Tooth brush	\$.05	Campbell's Soup (can)	\$.08	House (Randolph, MA)	\$365.00
Bicycle	\$20.	Men's shirts	\$.45	Sofa	\$4.50	Baseball	\$.05
Hershey Bar	\$.02	Bacon (lb)	\$.23	Lawn mower	\$2.25	Ketchup	\$.17
		Coffee (lb)	\$.25	Range (stove)	\$12.98		
		Eggs (dozen)	\$.17	Refrigerator	\$3.50		





## Across the Sea of Time

**Grades: 5-8**



### **APPLYING SKILLS:**

REFRACTION, REFLECTION,  
DESIGN PROCESS

### **FOCUS**

"Ellis Island: An Immigrant Experience"

### **PRE-TEACHING / BRAINSTORMING**

1. At least one week prior to this lesson, tell each group of four (4) students that they will need at least one shoebox and cover per group for this lesson's activity, "A Simple View"—Making A Pinhole Camera
2. Conduct a class discussion by asking students, "Have you ever used or seen a toy called the "Viewmaster or Viewfinder" that has two eyepieces you look through to view 3-D comics/pictures/scenes?" If possible, bring a Viewfinder to class and allow students to take turns looking through it.
3. Explain that in the IMAX film "Across The Sea of Time," the main character is a Russian immigrant named Tomas who travels to America in 1995. He is using an old fashioned Viewfinder called a stereoscope to compare black and white photographs of Ellis Island and New York City in the early 1900's to what he sees in 1995.
4. If your classroom/school has internet access, you or your students can print a picture of the stereoscope for each group: <http://courses.ncssm.edu/gallery/collections/toys/html/exhibit01.htm>
5. If the classroom/school does not have internet access, request students with home internet access go to the web site and print the stereoscope picture to bring to class.
6. Define stereoscope for students using this simplified meaning: "an instrument with two eyepieces (similar to binoculars/microscopes) through which two slightly different views of the same photo are seen giving the viewer a 3-D image"

### **PERFORMANCE TASK/PROCEDURE**

**TIME** Pre-teaching/Brainstorming:

One 45-minute period (students who research the stereoscope at home should do so before)

Performance Task/Procedure:

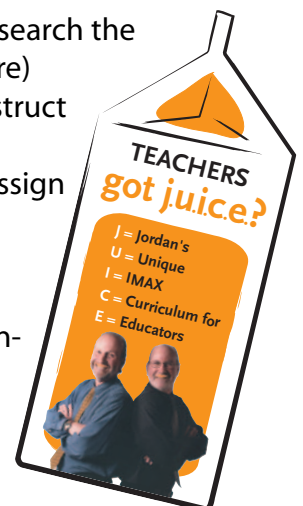
One 45 minute period to paint and construct pinhole cameras

Assessment/Homework (optional):

If extra time is needed for assessment, assign as homework

### **MATERIALS**

- One photocopy (per group of 4 students) of the stereoscope picture downloaded from internet
- One cardboard shoe box with cover (per group of 4 students)
- Black poster paint (hint: add a drop or two of Joy/Dawn detergent to paint for faster drying)



## **MATERIALS (Cont.)**

- Paintbrushes (one/two per 4 students)
- Tissue/tracing paper
- Glue/tape
- Student notebooks

## **ACTIVITY:** "A Simple View"—Making A Pinhole Camera

1. Distribute a small cup of black poster paint to each group of 4 students
2. Completely paint the inside of the shoebox and cover and allow to dry
3. Cut a small hole about  $\frac{1}{8}$  cm in the center of one end of shoebox (this is the camera "lens")
4. Make a "viewing screen" by cutting a rectangle (5 cm x 10 cm) in the opposite end of the shoebox. Glue/tape a piece of tracing paper over the opening
5. To use the shoebox for viewing, go outside in a sunny spot and aim the "lens" toward an object, what do you see on your paper screen?
6. Note: the image of the object you are viewing will be clearer if you can darken the viewing screen of your "camera"—cover your head and shoebox camera with a towel or shirt leaving only the "lens" outside the cover

## **ASSESSMENT/EVALUATION**

- Students will draw a representation of their "Simple View" activity that shows a diagram of their simple projection screen and the object(s) viewed
- After trying their "Simple View" camera, students will record their findings in their notebooks to discuss in class

## **TEACHER/STUDENT RESOURCES**

### **REFERENCES:**

Ellis Island: The Illustrated History of the Immigrant Experience by Ivan Chermayeff

Coming to America Series, New York: Delacorte Press

365 Simple Science Experiments with everyday materials by E. Richard Churchill, Louis V. Loeschig, and Muriel Mandell

**WEB LINKS:** <http://courses.ncssm.edu/gallery/collections/toys/html/exhibit01.htm>  
[www.usborne-quicklinks.com](http://www.usborne-quicklinks.com) (Interactive Activities connected with optics)  
<http://www.bitwise.net/~ken-bill/stereo.htm>

## **MASSACHUSETTS FRAMEWORKS**

- Physical Science>Grades 3-5>Learning Standard 12: Recognize that light travels in a straight line until it strikes an object or travels from one medium to the other, and that light can be reflected, refracted and absorbed
- Technology/Engineering>Grades 6-8>Identify and explain the appropriate tools, machines and electronic devices (e.g., cameras) used to produce and/or reproduce design solutions