



Part 3: Teacher's notes – Ellis Island worksheets

How to use the worksheets

You can use these worksheets as:

- an introduction lesson before students read *Ellis Island: Rosalia's Story* (OUP) graded reader
- a stand-alone lesson to practise reading skills, extend vocabulary, reinforce the simple past
- a starting point for cross-curricular projects.

Note the exercises could be for a lesson, or series of lessons. To avoid photocopying, you could project the worksheets onto your whiteboard for students to read.

Background information

Level: lower intermediate +

Age: teenagers / adults

Possible unknown vocabulary: (see also Glossary) gateway (n), immigration station (n), health check (n), exhibition (n), tonne (n), statue (n), aerial (adj), huge (adj), original (adj), torch (n), war (n), earthquake (n)

Lesson plan

- 1 Students in pairs discuss before-reading questions, then share ideas with the rest of the class.
- 2 Go through the reading task 2. Get students to number the paragraphs in the accompanying text. They then read the text and write the numbers next to the paragraph descriptions. Ask them to predict what conditions were like for the poorer passengers.
- 3 Go through reading task 3. Students read the text to find T/F answers, and check if they correctly predicted the conditions for poorer passengers. Class feedback.
- 4 Go through reading task 4. Students read and do task. Class feedback. Extension activity: show students video Statue of Liberty and Ellis Island 2 minute HD tour. Students identify things in video which are mentioned in the texts about the museums. Answers: ferry, Main Building of Ellis Island, huge Statue of Liberty torch. What other things can they see? Encourage students to use full sentences.
- 5 Go through the discussion questions 5 with students and ask them to read the text *Refugees today*, then discuss their ideas in pairs. Class feedback.
- 6 Students do number quest 6 in teams. Class feedback.
- 7 For vocabulary building exercise 7, show students how -ly adverbs are made, then ask them to do the task.

Possible project work

- 1 Students write about a typical day for a young migrant / refugee travelling today, or someone living in a refugee camp. Use end of Annie Moore text as model.
- 2 Students do a project about the Statue of Liberty and find out why it was important to immigrants to the US.

Useful websites about the topic

The Liberty Ellis Foundation www.libertyellisfoundation.org
Ellis Island - National Park Service www.nps.gov/ellis

Answers

1 Before reading – discussion questions

Students' own answers.

2 Reading task *Immigration and Ellis Island*

a 5 b 3 c 2 d 1 e 4

3 Reading task *Spotlight*

1 T 2 F nearly two weeks 3 F with her brothers 4 NM 5 T 6 NM 7 F for one hour a day 8 T

4 Reading task *Factfiles: two museums*

1 B 2 EL 3 B 4 EL 5 SL 6 SL

5 Discussion

1 A migrant is a general word for a person who moves from one place to another. It is often used for people who move to find work or better living conditions. A refugee is escaping danger.

2 Students' own answers.

6 Number quest

- 1 29 million
- 2 27 million
- 3 204 tonnes
- 4 One hour
- 5 272 million international migrants
- 6 Up to three

7 Vocabulary adverbs of frequency ending in -ly

- 1 constantly
- 2 usually
- 3 rarely
- 4 frequently

Example sentence:

The passengers constantly complained about the terrible conditions.