

## Family Search: We All Came to America



This unit will give us the opportunity to tie together  
personal discovery,  
a study in 8th grade Computers,  
and the study of the 8th grade Social Studies  
unit of Immigration.

We have watched the video of Ellis Island.  
Here's a small clip to refresh your memory...



**But now it's time to explore our  
own stories...**

Let's write *your* family's immigration story...



Do you know from where your ancestors have come?

Who were they?

How are you related?

When were they born?

Why did they immigrate?

When did they immigrate?

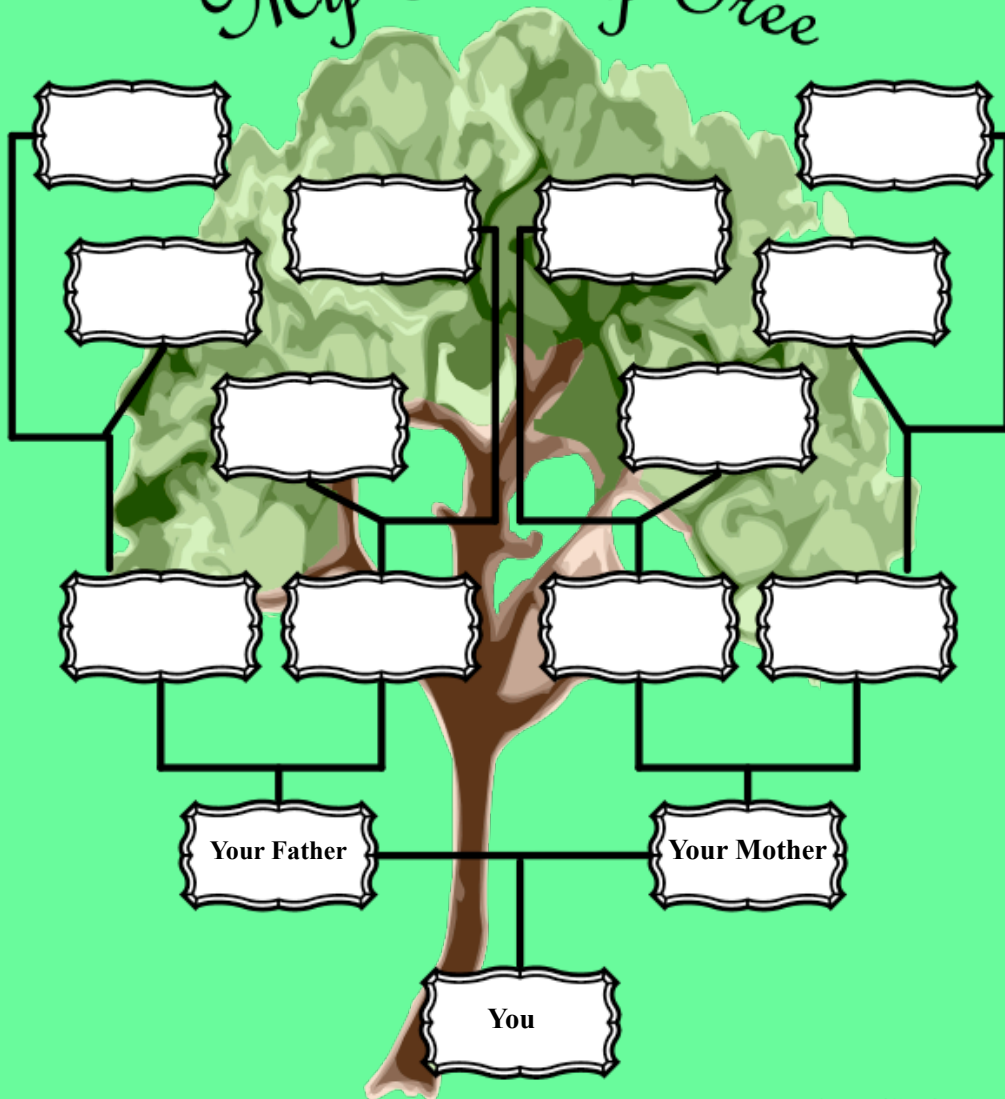
How did they get here?

Where did they land?

How, when & why did they did they settle in Central NY?

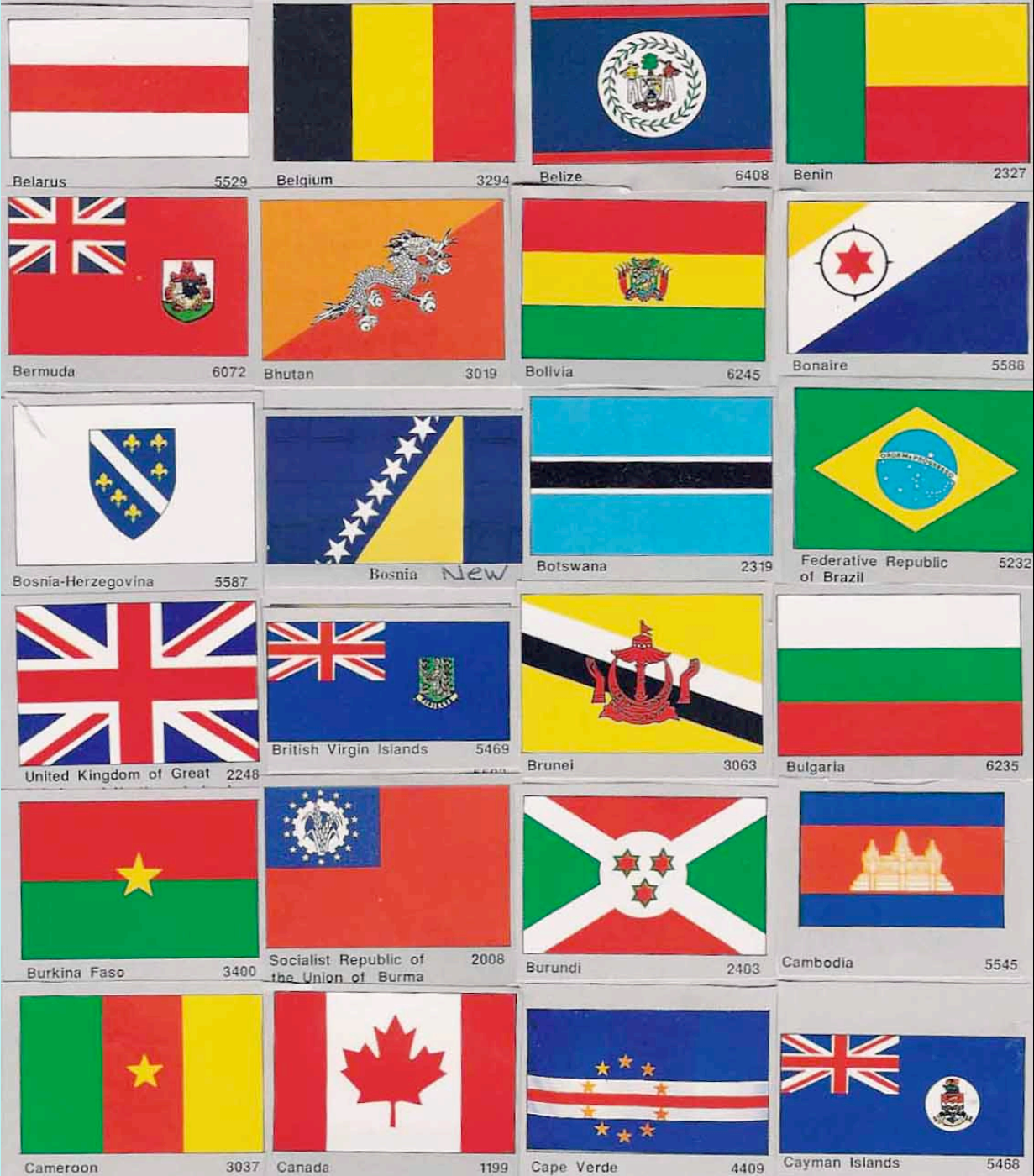
Can you fill in your family tree?

# My Family Tree



Let's find the flags of your  
ancestry.

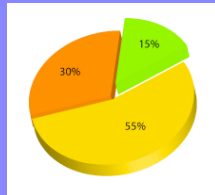
<http://www.flags.net/>



## Let's make a pie graph...

What program do we use?

**Excel**



**Let's begin...**

**Step 1:** What **nationalities** are part of your heritage?

**Step 2:** What **% (percent)** of each are you?

**Step 3:** Open an Excel workbook.

**Step 4:** Label your columns with "Nationality" and "%".

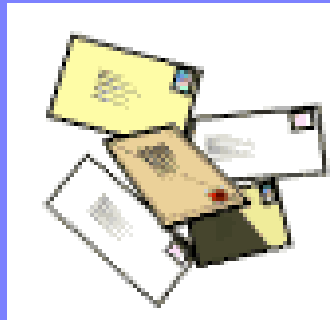
**Step 5:** Fill in the table with your data.

**Step 6:** Hi-light your data; click on the chart wizard & select your pie graph.

**Step 7:** On the graph, delete the "%" and substitute your name written in your choice of word art - format the way you'd like.

**Step 8:** Colorize your pie graph and print.

Can you identify the 5 Parts of a Friendly Letter?



**Let's give it a try...**

**Using your knowledge of a friendly letter's form and punctuation, write a friendly letter regarding the following:**

**Imagine that you are a 13 year old boy/girl living around 1920. Your grandmother has told you that your cousin's family is thinking of coming to America from "the old country." Write a letter to your cousin advising him/her whether or not you think they should come. How should they prepare? What should they expect? How might you help him/her and his/her family?**

**Use the information gained through the notes you took watching the Ellis Island Video and the interviews you took with your family. Include information which demonstrates your understanding of the trials and joys of the immigrant experience.**

In the movie, *Amistad*, the main character says,  
**"We are the reason that they ever were."**

- What does it mean?
- Do you believe it to be true?
- If so, what responsibilities does that hold for each of us?

**Explain it's meaning in 100 - 125 words.**

Culminating Activity:

***Ellis Island Essay – 500 words***

***Include a header: NAME***

***SECTION***

***COMPUTER# DATE***

- ***Change tab settings in header.***
- ***Remove center and right tabs from header***
- ***Add a left tab at 3.5 on the ruler***

***Add a title – centered; bolded***

***Include an introductory paragraph telling how we started the unit. Possible suggestions: finding and drawing flags of your heritage, interviewing our families, watching and taking notes from the Ellis Island video series, etc.***

**(Culminating Activity - continued)**

***Include an introductory paragraph telling how we started the unit.  
Possible suggestions: finding and drawing flags of your heritage,  
interviewing our families, watching and  
taking notes from the Ellis Island video series, etc.***

***You will need a minimum of 5 paragraphs.***

***In general you will want to include what you learned during the unit  
“We All Came to America.”***

- First be specific to your own family’s heritage, countries of origin,  
and immigration history.***
- Next include information describing what you learned of the immigrant  
experience of those people for whom Ellis Island is part of their family’s history.***
- Is it part of yours? Explain.***
- Summarize the unit and what you learned during it.***

**Anticipate how it may help you understand your own personal history in the future.**

***We will double space, but not until the end. (We’ll do it together before we print.)***