A Transliteracy Approach to Help Foster Creative Uses of Technology and Enhance Pedagogical Strategies Through Experiential Learning

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Experiential Learning Opportunities

- ★ Ellis Island
- ★ Forest Life
- ★ Leonardo DaVinci
- ★ Secrets of Easter Island
- ★ Smithsonian Museum of Natural History

Ellis Island Virtual Tour

The Ellis Island Virtual Tour allows the students to

- ★ hear first-hand stories told by people who came through Ellis Island;
- * see historical photographs and films;
- ★ read fascinating facts; and
- ★ discover the central role this station played in the story of American immigration.









1915

1916

1917

1918

1919

1920

178,416

141,390

129,446

28,867

26,731

225,206

U.S. Immigration Statistics:

HITTI ACC.			Immigration Station at Ellis Island, NY. (Source: Annual Reports of the Commissioner General of Immigration, 1892-1924.) Washington, D.C.
	<u>Year</u>	# of Aliens	Leading Countries of Origin or Nationalities (Race)
	1892	445,987	Germany, Russia, Austria-Hungary, Italy, Ireland, Sweden
	1893 1894	343,422 219,046	Germany, Italy, Austria-Hungary, Ireland, Russia, Sweden Germany, Italy, Russia, Austria-Hungary, Ireland, Sweden
	1895 1896	190,928 263,709	Ireland, Russia, Italy, Austria-Hungary, Germany, England Italy, Austria-Hungary, Russia, Ireland, Germany, Sweden
	1897	180,556	Italy, Austria-Hungary, Ireland, Russia, Germany, Sweden
	1898	178,748	Italy, Austria-Hungary, Russia, Ireland, Germany, Sweden
	1899 1900	242,573 341,712	Italian, Jewish, Polish, German, Scandinavian, Slovak, Croat Italian, Jewish, Polish, Irish, Scandinavian, German, Slovak
	1901	388.931	Italian, Jewish, Polish, Scandinavian, German, Irish, Slovak

Italian, English, Jewish, Scandinavian, Irish, German, Greek

Italian, English, Greek, Irish, French, Scandinavian, Scottish

Italian, English, Greek, French, Scandinavian, Irish, Jewish

English, Scandinavian, Greek, Spanish, French, Italian, African

English, French, Italian, Scandinavian, Irish, African, Spanish

Italian, English, French, Spanish, Scottish, Irish, Scandinavian

Italian, Jewish, Polish, Scandinavian, German, Irish, Slovak 1901 388,931 1902 493,262 Italian, Polish, Jewish, Scandinavian, German, Slovak, Croat 1903 631,835 Italian, Polish, Scandinavian, Jewish, German, Irish, Slovak 1904 606,019 Italian, Jewish, German, Polish, Scandinavian, English, Irish 788,219 Italian, Jewish, Polish, German, Scandinavian, Slovak, English 1905 1906 880,036 Italian, Jewish, Polish, German, Scandinavian, English, Croat Italian, Jewish, Polish, German, Magyar, Scandinavian, English 1907 1,004,756 1908 585,970 Italian, Jewish, German, Polish, English, Irish, Scandinavian 1909 580,617 Italian, polish, German, Jewish, English, Scandinavian, Magyar 1910 786,094 Italian, Polish, Jewish, German, English, Scandinavian, Croat 1911 637,003 Italian, Jewish, Polish, German, English, Scandinavian, Irish 1912 605,151 Italian, Polish, Jewish, German, English, Irish, Scandinavian 1913 892,653 Italian, Polish, Jewish, German, English, Russian, Croat/Slovene 1914 878,052 Italian, Jewish, Polish, German, English, Greek, Russian, Magyar

World War I

Information Literacy Frames Addressed

Research as Inquiry:

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Information Has Value:

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world.

Possible Social Studies Standards to Address

CULTURE AND CULTURAL DIVERSITY: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

TIME, CONTINUITY, AND CHANGE: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

PEOPLE, PLACES, AND ENVIRONMENTS: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

SCIENCE, TECHNOLOGY, AND SOCIETY: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

GLOBAL CONNECTIONS: Soci<mark>al studi</mark>es teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

Possible CC Math Standards To Address

- 4. Numbers and Operations in Base Ten: Generalize place value understanding for multi-digit whole numbers.
 - 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- 5. Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems.
 - 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
- 6. Statistics & Probability: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
 - 5. Summarize numerical data sets in relation to their context, such as by reporting the number of observations.
- 7. Statistics & Probability : Draw informal comparative inferences about two populations.
 - 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
- 8. Statistics & Probability: Investigate patterns of association in bivariate data.
 - 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

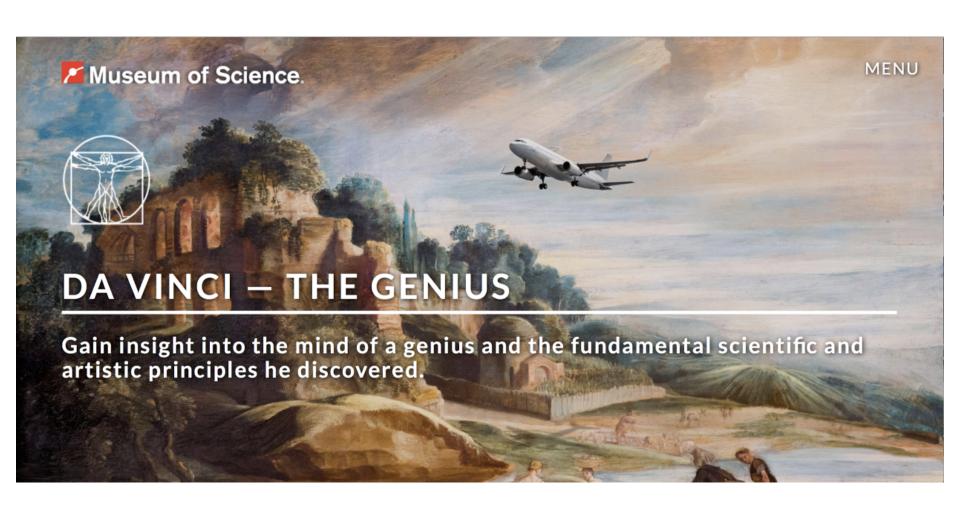
Ellis Island National Monument

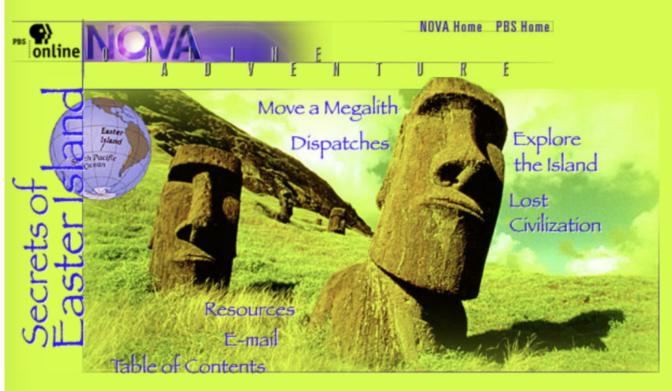
- * The National Park Service also has a nice website that focuses on Ellis Island
 - More dynamic than the Scholastic site
 - Has less of a "school use" focus
 - Provides many 360 degree images to explore
 - More about the buildings and physical structure (less about immigrants)
 - Nice accompaniment to the Scholastic site

Student Learning Outcomes

Students will be able to:

- ★ demonstrate understanding of the changes in immigration through Ellis Island over time
- ★ demonstrate understanding of the reasons for fluctuations in numbers of immigrants across time
- ★ demonstrate understanding of how to construct and interpret information in graphs
- * give credit to the original ideas of others through proper attribution and citation
- ★ seek multiple perspectives during information gathering and assessment
- ★ synthesize ideas gathered from multiple sources
- ★ follow ethical and legal guidelines in gathering and using information





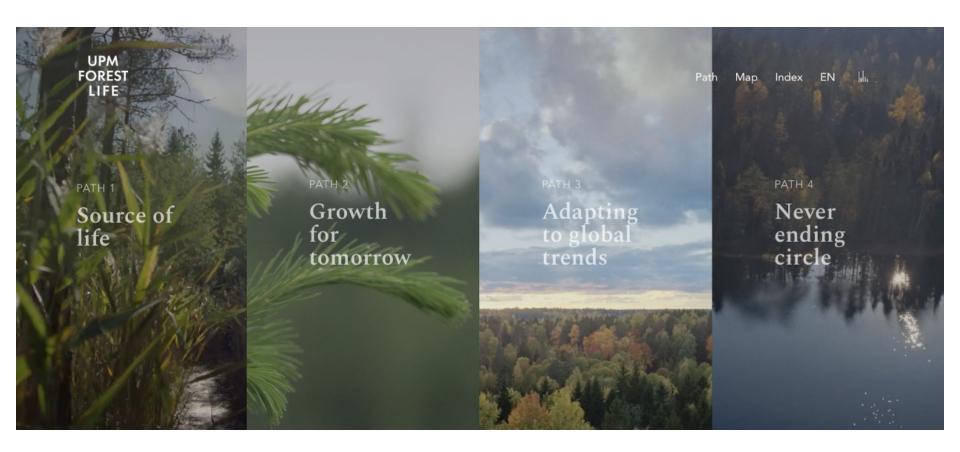
This is the story of a team of archaeologists and a 75-person crew who sought to unravel a central mystery of Easter Island: how hundreds of giant stone statues that dominate the island's coast were moved and erected. For one month, the team struggled to raise a 10-ton moai, using only the tools and materials available to the ancient Easter Islanders.

VISIT EXHIBITS RESEARCH EDUCATION EVENTS ABOUT JOIN US

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Thanks for your attendance!

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