



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.

Immigration

STORIES OF YESTERDAY AND TODAY

Explore the history of immigration in America and learn what it's like to be an immigrant today.

Explore
the Historical
Timeline



Explore Ellis Island

START THE INTERACTIVE TOUR



Virtual Field Trip To Ellis Island

WATCH NOW



Meet Young Immigrants

HEAR THEIR STORIES



Immigration Data

EXAMINE THE FACTS





U.S. Immigration Statistics: Immigration Station at Ellis Island, NY.

(Source: Annual Reports of the Commissioner General of Immigration, 1892-1924.)
Washington, D.C.

<u>Year</u>	<u># of Aliens</u>	<u>Leading Countries of Origin or Nationalities (Race)</u>
1892	445,987	Germany, Russia, Austria-Hungary, Italy, Ireland, Sweden
1893	343,422	Germany, Italy, Austria-Hungary, Ireland, Russia, Sweden
1894	219,046	Germany, Italy, Russia, Austria-Hungary, Ireland, Sweden
1895	190,928	Ireland, Russia, Italy, Austria-Hungary, Germany, England
1896	263,709	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	242,573	Italian, Jewish, Polish, German, Scandinavian, Slovak, Croat
1900	341,712	Italian, Jewish, Polish, Irish, Scandinavian, German, Slovak
1901	388,931	Italian, Jewish, Polish, Scandinavian, German, Irish, Slovak
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
1905	788,219	Italian, Jewish, Polish, German, Scandinavian, Slovak, English
1906	880,036	Italian, Jewish, Polish, German, Scandinavian, English, Croat
1907	1,004,756	Italian, Jewish, Polish, German, Magyar, Scandinavian, English
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
1915	178,416	Italian, English, Jewish, Scandinavian, Irish, German, Greek
1916	141,390	Italian, English, Greek, Irish, French, Scandinavian, Scottish
1917	129,446	Italian, English, Greek, French, Scandinavian, Irish, Jewish
1918	28,867	English, Scandinavian, Greek, Spanish, French, Italian, African
1919	26,731	English, French, Italian, Scandinavian, Irish, African, Spanish
1920	225,206	Italian, English, French, Spanish, Scottish, Irish, Scandinavian

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: Social studies 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



DA VINCI – THE GENIUS

Gain insight into the mind of a genius and the fundamental scientific and artistic principles he discovered.

Secrets of
Easter Island



Move a Megalith
Dispatches

Explore
the Island
Lost
Civilization

Resources

E-mail

Table of Contents

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.



NATIONAL
MUSEUM *of*
NATURAL
HISTORY

About the Museum

Museum Virtual Tours



The image shows a horizontal navigation menu for the UPM Forest Life website, divided into four vertical panels. Each panel features a different nature-themed background image: a forest stream, a close-up of a green leaf, an autumn forest under a cloudy sky, and a forest reflected in a lake. The menu items are: 'UPM FOREST LIFE', 'PATH 1 Source of life', 'PATH 2 Growth for tomorrow', 'PATH 3 Adapting to global trends', and 'PATH 4 Never ending circle'. A utility menu in the top right corner includes 'Path', 'Map', 'Index', 'EN', and a hamburger menu icon.

UPM
FOREST
LIFE

PATH 1

Source of
life

PATH 2


Growth
for
tomorrow

PATH 3

Adapting
to global
trends

PATH 4

Never
ending
circle

[Path](#) [Map](#) [Index](#) [EN](#) 

Thanks for your attendance!

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