

Level 5

| | |
|-------------------------|---|
| Suitable for: | young learners who have completed up to 250 hours of study in English |
| Type of English: | British |
| Headwords: | 1000 |
| Key words: | 20 (see pages 2 and 5 of these Teacher's Notes) |
| Subject words: | 15 (see pages 2 and 6 of these Teacher's Notes) |
| Key grammar: | <i>will</i> to talk about the future, <i>have to</i> for obligation, <i>going to</i> to talk about the future, adverbs (e.g. <i>carefully</i> , <i>fast</i>), reported speech, indefinite pronouns (e.g. <i>anything</i> , <i>everything</i>) |

Summary of the Reader

Ronan Dooley and his elder brother Patrick come from a farming family in the Republic of Ireland. Their uncle Dermot sends tickets and their father decides that they should emigrate to the United States, find work, and send money home just as their great-grandfather and their uncle did.

Patrick says goodbye to his girlfriend, Colleen, who promises to wait for him to send a ticket. Ronan meets an English girl called Anna on the ship.

As the ship arrives in New York, the boys see the Statue of Liberty and then land on Ellis Island, which was, at that time, an immigration station. There, they pass the various tests – they seem fit and healthy, and have some money sent to them by their uncle – and are allowed into the United States.

Patrick starts work as a builder on a new skyscraper and Ronan starts at school. By law, Ronan must go to school until he is fourteen. This is a challenge for him, since he cannot read or write, but Anna is at his school and offers to help him. Anna and Ronan's families don't want them to be friends but the children ignore their families. One day, Ronan finds out that Patrick has had an accident at work and has died.

Ronan's great-grand-daughter tells her own children the rest of Ronan's story. Ronan worked to send money home while he studied hard. He became a lawyer and a politician, with a special

interest in immigrants and the poor. He married Anna and they had six children. Back in Ireland, Patrick's girlfriend, Colleen, never married.

Introducing the topic

Before students read the book ...

- Get the students to look at the front cover and guess what the book might be about. Have students complete Activity 1 on page 31.
- Ask if anyone has ever been to New York and brainstorm information they already know about the city.
- Have students complete Activity 2 on page 31.

Did you know ... ?

A building with at least 50 floors is always a skyscraper; one with fewer than 30 may not be called one, although in the 19th century even a ten-floor building was sometimes called a skyscraper.

Different parts of New York have different names, such as China Town and Little Italy. These names came about because of the nationality of immigrants that were living in that area.

The characters

Ronan Dooley, at the start of the story Ronan is an illiterate eleven-year-old Irish boy who emigrates to the United States.

Patrick Dooley, 19, is Ronan's brother, who emigrates with him.

Dermot is the boys' uncle, who pays for them to emigrate and takes them into his New York home.

Nora is Dermot's wife.

Colleen is Patrick's girlfriend, who agrees to wait for him to send her a ticket to the US.

Liam works as a builder and is a friend of Dermot's.

Anna is an English girl who emigrates on the same ship as the boys and later marries Ronan.

Curriculum links

Geography

- The United States is mainly a country of immigrants; people have moved there from all around the world. Ask students about their own country. At certain times in history, have a lot of people migrated to or from their country? What were the reasons for these movements of people? Are there still a lot of new immigrants, or are there large groups of emigrants living permanently in other countries? Elicit some of the things students might miss if they left their country.
- Ask students if any of them have been to New York. If they have, what did they see? What did they like or dislike about the city? If not, what do they know about New York? What would they recognise from movies and television? What would they like to see and do there?

History

- It was dangerous work building skyscrapers a hundred years ago. Ask students why it was more dangerous then than now. Ask them to list ten jobs that are dangerous now, and write them all on the board. Discuss which is the most dangerous of all, which is the best or worst-paid, and which students would or would not like to do. Discuss whether these jobs have always been dangerous or not.

Key words

(see page 5 of these Teacher's Notes for the Key words in context)

| | |
|---------------|----------------|
| back (adv) | must (v) |
| beside (prep) | nothing (pron) |
| dream (n) | office (n) |
| each (det) | perhaps (adv) |
| enough (det) | sick (adj) |
| future (n) | still (adv) |
| hope (n) | study (v) |
| ladder (n) | travel (v) |
| lose (v) | uniform (n) |
| marry (v) | will (v) |

Subject words

(see page 6 of these Teacher's Notes for the Subject words in context)

| | |
|---------------|-----------------|
| disease (n) | official (n) |
| education (n) | opportunity (n) |
| emigrate (v) | passenger (n) |
| enter (v) | politician (n) |
| famine (n) | population (n) |
| fear (n) | war (n) |
| health (n) | worry (v) |
| immigrant (n) | |

Literacy

- Encourage students to find all the numbers in the books and to categorise them into dates, time periods, facts, people's ages, or other.
- Encourage students to find two facts using numbers in the book and to create a third one, which is incorrect. Students read them out and the class try and determine which is the incorrect one. Use the following as an example:
 - 1) The *Baltic* carried 3,000 people.
 - 2) At one time, 50,000 Italians lived in Little Italy.
 - 3) 3% of the world population moves country. (Answer: no. 2)

Maths

- Create simple calculations using information from the book. For example: The *Baltic* carries 3,000 people. If it travels three times a month, how many people travel by boat in one month?

Class Activities (After Reading)

Here are some activities to do with your class after reading *A Land of New Hope*.

1. Journeys

- Like all European immigrants at that time (and before), Ronan and Patrick have to make a long journey by ship to the United States. Ask students why this might be more or less pleasant than a long land journey on a train or a bus, or by car. How do students like to travel? Why?
- Think about this journey and encourage students to think of things they would take with them if they travelled to America to live there. Write the categories on the board and encourage them to think of items to pack: clothes, books, toys, personal items.
- Use a globe to map the path Ronan would have made from Ireland to America. Encourage students to list how Ronan may have felt: tired, hungry, scared, excited, sick, lonely. Ask students how long Ronan's journey on the *Baltic* was. Get students to create a mini-diary as if they are Ronan writing a few lines about how he was feeling for those six days on the boat.

2. Happiness survey

Materials: magazines to be cut up; poster paper; pens; pencils and crayons.

- This story talks a lot about happiness and sadness. Give pairs five pages to look through to find things that made the characters happy and sad. Elicit ideas from the class (possible suggestions: saying goodbye, leaving friends, leaving schools, making new friends, having a family, helping people).
- Now add to that list and think about life for the students. What makes people happy? What makes them sad? Use the chart opposite. Encourage students to add their own ideas to the list.

- Get students to create a happiness poster. They can cut out pictures or draw them to list all things which make them happy.

| |  |  |
|----------------------------------|---|---|
| 1 a famine | | ✓ |
| 2 a celebration | | |
| 3 a healthy child | | |
| 4 fear of the dark | | |
| 5 a child's tears | | |
| 7 a large crop | | |
| 8 disease | | |
| 9 no education | | |
| 10 money worries | | |
| 11 years of war | | |
| 12 high marks at school | | |
| 13 new opportunities | | |
| 14 moving to a new town or house | | |

3. Speaking activity: Planning a holiday

Materials: world map

- Ask students whether or not they would like to visit America for a holiday. If they have already visited it, get them to choose another country to visit.
- Discuss reasons for choosing a particular holiday destination. Talk about the attractions offered by the different countries. Don't forget to look at reasons for not choosing a particular place. For example, if a student doesn't like cold weather discuss places they wouldn't like to visit.
- Encourage students to write a few sentences about where they would like to go and why, and share that with the class.

4. Role-play

Materials: dressing up clothes

- Get students to choose one of the seven characters from the book. Get them to look through the book and find the pages when they speak. Split the class into groups containing those seven people and get them to choose a few scenes from the story to act out that contain those characters. These could be leaving Ireland, being on the boat, at school, at work, or in a new scene that is likely but not in the story.
- Walk round the class and help students to choose whether they want to mime the scene or say a few words. Help them with the language needed.

Get them to find out about when they work, whether they wear a uniform, where they work, what the good parts of the job are and what the difficult parts of the job are.

- Ask students to present the information to the class. This can be done in pairs, if students want to work together.

5. Patrick says

- As a class, collate some of the action words in the story that they can act out in this game. These could be: get on the ship, work on the skyscraper, go to school, hold your head up, say goodbye.
- Teach simple actions for each of these and play the game – when you say *Patrick says* the students do the action and when you don't they must stay still.
- Ask if a student would like to lead the game. Write the actions on the board to make it easier for them.

6. Jobs

- In preparation for this activity, have a race where students must find jobs within the story. In teams, get them to come to your desk one at a time with the job and the page they found it on.
- As a class list all these jobs on the board; official (p. 6), farmer (p. 9), builder (p. 19), doctor, social worker (p. 23), teacher (p. 25), lawyer, politician (p. 27).
- Get students to choose one of these jobs and for homework to research about that job.

Key words

- back**.....They often send money back to their families, (p. 29)
- beside**.....It was a beautiful spring morning. Patrick and Colleen sat beside the river. (p. 11)
- dream**.....Many Americans believed in 'The American Dream', and new immigrants believed in it too. (p. 21)
- each**.....But there was not enough work for Americans, so from 1921 the United States only took about 350,000 new immigrants each year. (p. 12)
- enough**.....But there was not enough work for Americans, so from 1921 the United States only took about 350,000 new immigrants each year. (p. 12)
- future**It was 1921, and now they had a future. (p. 7)
- hope**Now they had hope. (p. 7)
- ladder**.....There were, they believed, ways up from the bottom to the top of the ladder – to a good job, a nice home and money. (p. 21)
- lose**In World War I (1914–18), people lost family, friends, homes and land. (p. 12)
- marry**.....She never left Ireland, and she never married. (p. 28)
- must**But first you must study. (p. 20)
- nothing**She said nothing, but a tear fell from her eye. (p. 11)
- office**Ronan followed her to an office. (p. 25)
- perhaps**.....'I don't know. Perhaps they'll send her home.' (p. 4)
- sick**They don't want sick people in this country. (p. 4)
- still**.....Today New York, the largest city in the United States, is still a place of hope for new immigrants. (p. 26)
- study**But first you must study. (p. 20)
- travel**Many went to England, but half travelled to North America. (p. 10)
- uniform** 'Stay in line!' shouted a man in uniform. (p. 4)
- will** 'What will happen to her?' Ronan asked. (p. 4)

Subject words

- disease**.....In 1845, disease ruined the potato crop, the most important food for poor Irish people.
(p. 10)
- education**They needed book education and health education. (p. 23)
- emigrate**.....Irish men and women were not the only Europeans who had to emigrate in the 1920s.
(p. 12)
- enter**.....Most people only spent a few hours on the island and then entered the country. (p. 5)
- famine**It was the time of the Potato Famine. (p. 9)
- fear**He could see the fear in his brother's eyes. (p. 7)
- health**.....They needed book education and health education. (p. 23)
- immigrant**All new immigrants have to go to Ellis Island. (p. 3)
- official**.....‘Can you read and write?’ the official asked Ronan. (p. 6)
- opportunity**.....This is your opportunity. (p. 20)
- passenger**.....Ships brought cargo to Ireland and returned to North America with passengers. (p. 14)
- politician**After college, he became a lawyer, and then a politician. (p. 27)
- population**.....Every year, about 3 per cent of the world's population moves to another country. (p. 29)
- war**.....In World War I (1914–18), people lost family, friends, homes and land. (p. 12)
- worry**Don't worry. You'll have a bed. (p. 13)

While-Reading activities

Activity 1 (pages 3–7)

Rewrite each sentence in the correct order.

a new Ellis to immigrants All to go Island. have

.....

b went hundreds up stairs the with others. They of

.....

c spend to Some people had there. sick weeks

.....

d He eyes. fear in his see the brother's could

.....

Activity 2 (pages 8–12)

Read and write *T (True)* or *F (False)*. Then correct the False sentences.

- | | |
|--|--------------------------|
| a Patrick and Ronan sent a letter to their Uncle Dermot. | <input type="checkbox"/> |
| b Patrick's father wanted him to go to New York. | <input type="checkbox"/> |
| c Uncle Dermot left Ireland during the Potato Famine. | <input type="checkbox"/> |
| d The potato crop was the least important for the Irish people. | <input type="checkbox"/> |
| e Patrick and Colleen were both sad to say goodbye. | <input type="checkbox"/> |
| f After World War I many people wanted to emigrate to the US. | <input type="checkbox"/> |

Activity 3 (pages 13–16)

Answer the questions.

a How long did Patrick and Ronan travel on the boat to America?

.....

b How many people could the *Baltic* carry?

.....

c How many people died on the ‘coffin ships’?

.....

d How old was Anna when she met Ronan?

.....

Activity 4 (pages 17–21)

Circle the right words.

a The buildings in New York were **wider** / **taller** than the buildings in Ireland.

b Ronan thought the people looked **poorer** / **richer** than in Ireland.

c Working as a builder on a skyscraper was **dangerous** / **safe**.

d Ronan’s aunt thought he would have a **better** / **worse** future in New York.

e Immigrants were usually **rich** / **poor** when they came to America.

Activity 5 (pages 22–25)

Put the sentences in the correct order.

a Ronan told Anna about his aunt’s words.

☐

b Aunt Nora told Ronan to stay away from Anna.

☐

c Ronan’s first day at school was strange.

☐

d Ronan learnt about his brother’s death.

☐

e Uncle Dermot came to Ronan’s school.

☐

Activity 6 (pages 26–29)

Match. Draw lines.

- | | |
|---|---|
| 1 One in three people in New York | a on the streets. |
| 2 You can hear hundreds of languages | b English is not the first language. |
| 3 In about 50% of the homes in New York | c was born in another country. |
| 4 Ronan and Anna married and | d moves to another country. |
| 5 Every year, about 3% of the population | e had six children. |

After-Reading activities

Activity 1

Who said it? Write the name of the character.

Anna an immigration official Colleen Ronan Patrick

a We're here, Ronan! The United States of America!

b Can you read and write?

c Oh yes, Patrick, I'll wait.

d Where will we all sleep?

e Is this yours?

Activity 2

Choose the best words to complete the sentences.

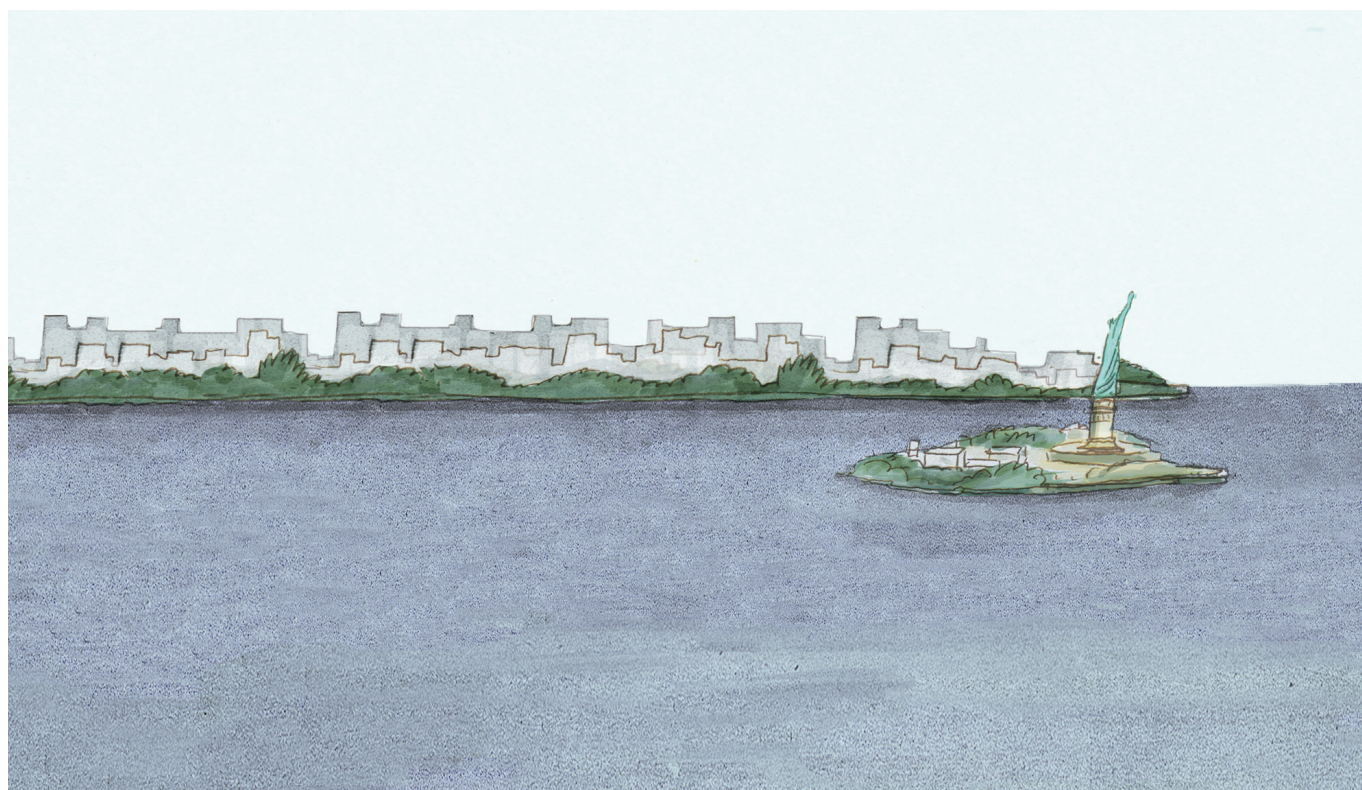
became changed entered had had to helps lived send spent wanted

- a** Most people only _____ a few hours on Ellis Island and then _____ the country.
- b** Most Irish immigrants to the United States _____ little money, so they _____ near New York and didn't travel to other parts of the US.
- c** The map of Europe _____ after World War I. Because of this, more than 15 million people _____ to move to North America.

- d** Schools _____ be parents, doctors and social workers.
 Slowly, young immigrants _____ good Americans.
- e** Immigrants often _____ money back to their families, and this
 _____ poorer countries.

Activity 3

Write two facts you have learnt about New York and two about immigration.



- a**
- b**
- c**
- d**

Answer Key

In the back of the Reader

Before You Read

- 1 a past b on a boat c close to New York
d happy e it was an adventure f people were
looking for a better life
- 2 1 b 2 d 3 a 4 e 5 c

After You Read

- 1 a1 b3 c3 d2 e1
- 2 a builder b he died c No, he went to school.
d Because English people are no good.
e He helped poor people and immigrants.
- 3 Students' own answers.

In these Teacher's Notes

While-Reading activities

Activity 1

- a All new immigrants have to go to Ellis Island.
b They went up the stairs with hundreds of others.
c Some sick people had to spend weeks there.
d He could see the fear in his brother's eyes.

Activity 2

- a F Uncle Dermot sent a letter to Patrick and
Ronan. b T c T d F The potato crop was the
most important crop for the Irish. e T f T

Activity 3

- a 6 days b 3,000 c 50,000 d about 12 years
old

Activity 4

- a taller b poorer c dangerous d better e poor

Activity 5

- c, b, a, e, d

Activity 6

- 1 c 2 a 3 b 4 e 5 d

After-Reading activities

Activity 1

- a Patrick b an immigration official c Colleen
d Ronan e Anna

Activity 2

- a spent, entered
b had, lived
c changed, wanted
d had to, became
e sent, helps

Activity 3

- Students' own ideas.