

# Immigration

Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 2







# Immigration

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 2

Core Knowledge Language Arts®



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# Alignment Chart for Immigration

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for Immigration

Core Content Objectives	Lesson									
	1	2	3	4	5	6	7	8	9	10
Explain the term <i>immigrant</i>	✓	✓	✓	✓						
Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)	✓	✓		✓	✓	✓	✓	✓		
Explain why the United States was and is called the “land of opportunity”		✓	✓	✓	✓	✓	✓			
Identify the meaning of <i>e pluribus unum</i>	✓	✓					✓	✓		
Explain the significance of Ellis Island and the Statue of Liberty		✓	✓				✓			
Describe how immigration has brought millions of newcomers to the United States		✓	✓	✓		✓	✓			
Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco			✓	✓	✓					
Describe why some immigrants settled in the Midwest						✓	✓			
Describe how their ancestors may have been immigrants who helped make America the country that it is today				✓			✓			
Demonstrate familiarity with the song “This Land Is Your Land”							✓			
Explain what it means to be a citizen of a country								✓		✓
Identify ways that a person becomes an American citizen								✓		
Identify that the government of the United States is based on the Constitution, the highest law of our land									✓	✓
Identify James Madison as the “Father of the Constitution”									✓	✓

## Alignment Chart for Immigration

### Lesson

	1	2	3	4	5	6	7	8	9	10
Explain that the United States is founded on the principle of consent of the governed, American citizens: "We the People"									✓	
Explain the basic functions of government (making and enforcing laws; settling disputes; protecting rights and liberties; etc.) by making analogies to familiar settings such as the family, the school, and the community									✓	✓
Identify the Bill of Rights as a document amending the Constitution									✓	✓
Describe the rights and responsibilities of an American citizen										✓
Demonstrate familiarity with the song "The Star-Spangled Banner"										✓

## Reading Standards for Literature: Grade 2

### Key Ideas and Details

<b>STD RL.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.									
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud									✓
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships									✓
<b>STD RL.2.3</b>	Describe how characters in a story respond to major events and challenges.									
<b>CKLA Goal(s)</b>	Describe how characters in a fiction read-aloud respond to major events and challenges			✓						




## Alignment Chart for Immigration

### Lesson

		1	2	3	4	5	6	7	8	9	10
<b>Integration of Knowledge and Ideas</b>											
<b>STD RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.										
<b>CKLA Goal(s)</b>	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot			✓	✓	✓	✓		✓		
<b>Reading Standards for Informational Text: Grade 2</b>											
<b>Key Ideas and Details</b>											
<b>STD RI.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.										
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					✓					
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓					
<b>STD RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.										
<b>CKLA Goal(s)</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud					✓					
<b>Craft and Structure</b>											
<b>STD RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.										
<b>CKLA Goal(s)</b>	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions					✓					

## Alignment Chart for Immigration

### Lesson

		1	2	3	4	5	6	7	8	9	10
<b>Integration of Knowledge and Ideas</b>											
<b>STD RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.										
<b>CKLA Goal(s)</b>	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud							✓			
<b>STD RI.2.8</b>	Describe how reasons support specific points the author makes in a text.										
<b>CKLA Goal(s)</b>	Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud	✓	✓	✓		✓			✓		✓
<b>STD RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.										
<b>CKLA Goal(s)</b>	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds			✓		✓	✓				✓
<b>Range of Reading and Level of Text Complexity</b>											
<b>STD RI.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.										
<b>CKLA Goal(s)</b>	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4										

**Alignment Chart for Immigration**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>Writing Standards: Grade 2</b>											
<b>Text Types and Purposes</b>											
<b>STD W.2.3</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.										
<b>CKLA Goal(s)</b>	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure							✓	✓		
<b>Production and Distribution of Writing</b>											
<b>STD W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.										
<b>CKLA Goal(s)</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing							✓	✓		
<b>Research to Build and Present Knowledge</b>											
<b>STD W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).										
<b>CKLA Goal(s)</b>	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)							✓		✓	
<b>STD W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.										
<b>CKLA Goal(s)</b>	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds	✓	✓	✓				✓		✓	✓
	With assistance, categorize and organize facts and information within a given domain to answer questions								✓		

## Alignment Chart for Immigration

### Lesson

		1	2	3	4	5	6	7	8	9	10
<b>Speaking and Listening Standards: Grade 2</b>											
<b>Comprehension and Collaboration</b>											
<b>STD SL.2.1</b>	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.										
<b>STD SL.2.1a</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).										
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.						✓				
<b>STD SL.2.1b</b>	Build on others’ talk in conversations by linking their comments to the remarks of others.										
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age						✓				
<b>STD SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.										
<b>CKLA Goal(s)</b>	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud						✓				
<b>STD SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.										
<b>CKLA Goal(s)</b>	Retell (orally or in writing) important facts and information from a fiction or nonfiction/ informational read-aloud						✓				
	Summarize (orally or in writing) text content and/or oral information presented by others		✓						✓		
<b>STD SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.										
<b>CKLA Goal(s)</b>	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue	✓			✓					✓	

## Alignment Chart for Immigration

### Lesson

		1	2	3	4	5	6	7	8	9	10
<b>Presentation of Knowledge and Ideas</b>											
<b>STD SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.										
<b>CKLA Goal(s)</b>	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences					✓	✓				
<b>STD SL.2.5</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.										
<b>CKLA Goal(s)</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	✓	✓	✓	✓	✓	✓				
<b>STD SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)										
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification						✓				

## Language Standards: Grade 2

### Vocabulary Acquisition and Use

<b>STD L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.										
<b>STD L.2.4b</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).										
<b>CKLA Goal(s)</b>	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions									✓	
<b>STD L.2.4c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).										
<b>CKLA Goal(s)</b>	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	✓			✓						

## Alignment Chart for Immigration

### Lesson

		1	2	3	4	5	6	7	8	9	10
<b>STD L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.										
<b>STD L.2.5a</b>	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).										
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )										
	Provide synonyms and antonyms of selected core vocabulary words						✓				
	Determine the meaning of unknown and multiple-meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions			✓				✓			✓
<b>STD L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).										
<b>CKLA Goal(s)</b>	Learn the meaning of common sayings and phrases		✓				✓				
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> )										
<b>Additional CKLA Goals</b>											
	Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic		✓	✓	✓	✓			✓	✓	
	Identify and express physical sensations, mental states, and emotions of self and others	✓		✓	✓	✓	✓	✓			✓
	Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions						✓				
	Share writing with others	✓	✓	✓	✓	✓	✓		✓		

These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



# Introduction to Immigration

This introduction includes the necessary background information to be used in teaching the *Immigration* domain. The *Tell It Again! Read-Aloud Anthology for Immigration* contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 6. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1A: “E Pluribus Unum” (40 min.)	Lesson 2A: “A Little Giant Comes to America” (40 min.)	Lesson 3A: “Life in the City” (40 min.)	Lesson 4A: “From Ireland to New York City” (40 min.)	Lesson 5A: “Gold Mountain” (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Lesson 6A: “A Land of Opportunity” (40 min.)	Pausing Point (60 min.)	Lesson 7A: “A Mosaic of Immigrants” (40 min.)	Lesson 8A: “Becoming a Citizen” (40 min.)	Lesson 9A: “We the People” (40 min.)
Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11	Day 12	Day 13	Day 14	
Lesson 10A: “Immigration and Citizenship” (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)	#
Lesson 10B: Extensions (20 min.)				#
60 min.	60 min.	60 min.	60 min.	

⑩ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## Domain Components

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Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for *Immigration*
- *Tell It Again! Image Cards* for *Immigration*
- *Tell It Again! Supplemental Guide* for *Immigration*

\*The *Tell It Again! Multiple Meaning Word Posters* for *Immigration* are found at the end of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN 978-1890517748

## Why Immigration Is Important

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This domain will introduce students to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Students will learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920. They will discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. These basic facts about immigration will help students further their awareness of U.S. history. Learning about immigration in the United States is also an opportunity for students to find out more about their family history and what brought them and/or their ancestors to the United States.

**Note:** We have intentionally not attempted to address slavery in this domain. If questions arise about ancestors who may have been slaves, you may wish to tell students that slavery was a terrible part of U.S. history of which we are not proud and that slaves are not included in this domain because they did not come to the United States by choice as other immigrants did.

In the last three read-alouds of the domain, students will also hear about becoming a citizen and what it means to be a citizen



of the United States. They will learn some basic facts about the Constitution and the Bill of Rights, and about one of their key creators, James Madison. Learning about the U.S. Constitution and the Bill of Rights will help students begin to understand the many privileges citizens have as well as some of the specific rights they will have as citizens when they get older. As students learn about the early years of immigration to the United States and the rights and responsibilities of citizens, they will be introduced to new vocabulary and concepts that will help them understand why the United States is called the “land of opportunity.”

The content in this domain is reinforced through the friendly letter writing genre.

## **What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1**

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The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Immigration*. This background knowledge will greatly enhance students’ understanding of the read-alouds they are about to enjoy:

### ***Columbus and the Pilgrims (Kindergarten)***

- Identify the continents of North America, South America, Europe, Africa, and Asia
- Describe why we remember Columbus on Columbus Day
- Explain why Europeans eventually thought Columbus had discovered a “New World”
- Identify reasons why the Pilgrims left England
- Describe the Pilgrims’ voyage on the *Mayflower*

### ***Presidents and American Symbols (Kindergarten)***

- Describe the differences between a president and a king
- Identify Thomas Jefferson as the primary author of the Declaration of Independence
- Describe the purpose of the Declaration of Independence as a statement of America’s liberty

- Identify the Statue of Liberty

### ***Early American Civilizations (Grade 1)***

- Locate the continents of Asia and North America on a world map or globe
- Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago

### ***A New Nation: American Independence (Grade 1)***

- Explain the significance of the Declaration of Independence
- Identify “We hold these truths to be self-evident, that all men are created equal . . . ” as a part of the Declaration of Independence
- Explain the significance of the Fourth of July
- Identify the U.S. flag, the Liberty Bell, and the bald eagle
- Explain the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols

# Core Vocabulary for Immigration

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The following list contains all of the core vocabulary words in *Immigration* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

## Lesson 1

ancestors  
freedom  
**immigrants**  
immigrate  
push and pull factors

## Lesson 2

center  
interpreter  
liberty  
**opportunity**

## Lesson 3

customs  
ethnic  
hostile  
newcomers  
**traditional**

## Lesson 4

**afford**  
blight  
emigrated

## Lesson 5

characters  
**exhausting**  
honor  
responsibilities  
wages

## Lesson 6

homestead  
legally  
officially  
**support**

## Lesson 7

descendants  
famine  
**settlers**

## Lesson 8

citizen  
**naturalized citizen**  
principles  
rights

## Lesson 9

amendments  
the Bill of Rights  
consent  
the Constitution  
**disagreements**

## Lesson 10

**guaranteed**  
jury  
refugees

## Comprehension Questions

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In the *Tell It Again! Read-Aloud Anthology for Immigration*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1) and Reading Standards for Informational Text 1 (RI.2.1).


*Inferential* questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2–4 and 6 (RI.2.2–RI.2.4; RI.2.6).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.2.8). Evaluative questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

*The Tell It Again! Read-Aloud Anthologies* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.


## ***Student Performance Task Assessments***

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In the *Tell It Again! Read-Aloud Anthology for Immigration*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

## ***Above and Beyond***

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In the *Tell It Again! Read-Aloud Anthology for Immigration*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

## ***Supplemental Guide***

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

## ***Recommended Resources for Immigration***

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### **Trade Book List**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

### ***Immigration***

1. *All the Way to America: The Story of a Big Italian Family and a Little Shovel*, by Dan Yaccarino (Knopf Books for Young Readers, 2011) ISBN 978-0375866425
2. *American Symbols: Ellis Island (First Facts)*, by Terri DeGezelle (Capstone Press, 2004) ISBN 978-0736847063

3. *Angel Island*, by Lori Mortensen (Picture Window Books, 2009) ISBN 978-1404847040
4. *At Ellis Island: A History of Many Voices*, by Louise Peacock (Atheneum Books for Young Readers, 2007) ISBN 978-0689830266
5. *Coolies*, by Yin and Chris Soentpiet (Puffin Books, 2001) ISBN 978-0142500552
6. *The Copper Lady*, by Alice and Kent Ross (Millbrook Press, 1997) ISBN 978-0876149607
7. *Ellis Island (A True Book)*, by Patricia Ryon Quiri (Children's Press, 1998) ISBN 978-0516263748
8. *Emma's Poem: The Voice of the Statue of Liberty*, by Linda Glasner (Houghton Mifflin Books for Children, 2010) ISBN 978-0547171845
9. *Everybody Cooks Rice*, by Norah Dooley (Lerner Publishing Group, Inc., 1991) ISBN 0876145918
10. *The Flag We Love*, by Pam Muñoz Ryan (Charlesbridge, 1996) ISBN 978-0881068450
11. *If Your Name Was Changed at Ellis Island*, by Ellen Levine (Scholastic Inc., 2006) ISBN 978-0590438292
12. *Immigration and Citizenship*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050218
13. *The Keeping Quilt*, by Patricia Polacco (Simon & Schuster, 1988) ISBN 978-0689820908
14. *Lady Liberty: A Biography*, by Doreen Rappaport (Candlewick, 2011) ISBN 978-0763653019
15. *Lily and Miss Liberty*, by Carla Stevens (Scholastic Paperbacks, 1993) ISBN 978-0590449205
16. *The Long Way to a New Land*, by Joan Sandin (HarperTrophy, 1981) ISBN 978-0064441001
17. *The Memory Coat*, by Elvira Woodruff (Scholastic Press, 1999) ISBN 978-0590677172
18. *Molly's Pilgrim*, by Barbara Cohen (HarperCollins, 2005) ISBN 978-0688162801

19. *My Name Is Yoon*, by Helen Recorvits (Farrar, Straus and Giroux, 2003) ISBN 978-0374351144
20. *One Green Apple*, by Eve Bunting (Clarion Books, 2006) ISBN 978-0618434770
21. *A Picnic in October*, by Eve Bunting (Voyager Books, 2004) ISBN 978-0152050658
22. *The Statue of Liberty*, by Lucile Recht Penner (Random House, 1995) ISBN 978-0679869283
23. *The Statue of Liberty (A True Book)*, by Patricia Ryon Quiri (Children's Press, 1998) ISBN 978-0516263854
24. *The Story of the Statue of Liberty*, by Betsy Maestro (HarperCollins, 1989) ISBN 978-0688087463
25. *This Land Is Your Land*, words and music by Woody Guthrie (Little, Brown and Company, 2008) ISBN 978-0316042727
26. *Watch the Stars Come Out*, by Riki Levinson (Puffin Books, 1985) ISBN 978-0140555066
27. *When Jessie Came Across the Sea*, by Amy Hest (Candlewick, 2003) ISBN 978-0763612740

### **Citizenship**

28. *The Bill of Rights*, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531147771
29. *The Constitution of the United States*, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531147795
30. *Francis Scott Key and "The Star-Spangled Banner,"* by Lynnea Bowdish and illustrated by Harry Burman (Mondo Pub, 2002) ISBN 978-1590341957
31. *If You Were There When They Signed the Constitution*, by Elizabeth Levy (Scholastic Inc., 2006) ISBN 978-0590451598
32. *James Madison*, by Jill K. Mulhall (Teacher Created Materials, Inc., 2008) ISBN 978-0743989084
33. *James Madison: Founding Father*, by Lynn George (Rosen Publishing Group, 2002) ISBN 978-0823963829



34. *A More Perfect Union*, by Betsy Maestro (HarperCollins, 1990) ISBN 978-0688101923
35. *The National Anthem (True Books: American History)*, by Elaine Landau (Children’s Press, 2008) ISBN 978-0531147832
36. *Shh! We’re Writing the Constitution*, by Jean Fritz (Puffin, 1997) ISBN 978-0698116245
37. *The Star-Spangled Banner*, by Peter Spier (Dragonfly Books, 1992) ISBN 978-0440406976
38. *We the Kids: The Preamble to the Constitution of the United States*, by David Catrow (Puffin Books, 2005) ISBN 978-0142402764

## Websites and Other Resources

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### ***Student Websites***

1. Immigration: Stories of Yesterday and Today  
<http://teacher.scholastic.com/activities/immigration>

### ***Teacher Websites***

2. The Statue of Liberty–Ellis Island Foundation, Inc.  
<http://www.ellisland.org/Immexp/index.asp>
3. Immigration: Then and Now  
<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now>



# E Pluribus Unum

# 1

## ✔ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Explain the term *immigrant*
- ✓ Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)
- ✓ Identify the meaning of *e pluribus unum*

### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify push and pull factors that support the author's points about why people immigrate (RI.2.8)
- ✓ Make personal connections to familiar foods brought to the United States by immigrants from other countries (W.2.8)
- ✓ Make personal connections to the experiences described in "E Pluribus Unum" of people leaving their home country and moving to another country (W.2.8)
- ✓ Ask a question to clarify the directions for an extension activity (SL.2.3)
- ✓ Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to "E Pluribus Unum" (SL.2.5)

- ✓ Use word parts to determine the meaning of the unknown Latin phrase *e pluribus unum* (L.2.4c)
- ✓ Identify how they would feel if they had to emigrate from their home country
- ✓ Share their puzzle piece drawing and sentence with others

## Core Vocabulary

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**ancestors, n.** The relatives who came before a person, their parents, and their grandparents

*Example:* Javier's ancestors lived in a country in Central America called Guatemala.

*Variation(s):* ancestor

**freedom, n.** Independence; the ability to choose how to live one's life

*Example:* In the United States, everyone has the freedom to voice their opinions, even children.

*Variation(s):* freedoms

**immigrants, n.** People who leave their home country to live in a new country

*Example:* Sasha's new neighbor is one of the many immigrants from Russia in his neighborhood.

*Variation(s):* immigrant

**immigrate, v.** To enter and make a home in a new country or region


*Example:* The Morton twins are going to immigrate to Germany because of their father's new job there.

*Variation(s):* immigrates, immigrated, immigrating

**push and pull factors, n.** The reasons that drive people away from something and draw people toward something else

*Example:* My empty fridge and the promise of a yummy meal are the push and pull factors that convinced me to go to Grandma's house for supper.

*Variation(s):* push and pull factor

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Do We Know?</b>		10
	<b>Domain Introduction</b>		
	<b>Essential Background Information or Terms</b>	chart paper, chalkboard, or whiteboard	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>E Pluribus Unum</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Immigrants</b>	world map or globe (optional)	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Vocabulary Instructional Activity: Factors</b>		20
	<b><i>E Pluribus Unum</i> Puzzle</b>	Instructional Master 1B-1; drawing tools	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-2, 1B-3	



# E Pluribus Unum

1A

## ***Introducing the Read-Aloud***

**10** minutes

### **What Do We Know?**

Review important aspects of the history of the United States prior to the time period of this domain. Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should remember learning about Native Americans, Columbus, the Pilgrims, and the Declaration of Independence. As a short review, you may wish to prompt discussion with the following questions:

- Why did people, such as the Pilgrims, choose to leave England and start a new life in North America? (They wanted to be free to practice their own religion.)
- Who already lived in the areas settled by the colonists? (the Native Americans)
- What official document was written to declare independence from England? (The Declaration of Independence)
- What name was chosen for the new, independent nation? (the United States of America)

### **Domain Introduction**

Ask students if they have ever had egg rolls, spaghetti, or tacos. Explain to students that these foods are not originally from the United States, but that these foods can be found here because of the many years of immigration. Share with students that immigration is the act of leaving one's homeland or home country, entering a new country, and making a new life there. Explain that the reason we have egg rolls, spaghetti, and tacos readily available to us in the United States is because people from other countries brought many of their customs and traditions—including the foods they eat—with them, and made new lives here. Ask students if

they know anyone who is from another country who has come to live in the United States. Ask students if they are familiar with special foods or customs from another country.

Tell students that when immigrants come to the United States, they bring more than just their native foods. Immigrants have done great things to help the United States become the country it is today. Share that over the next several days they are going to learn more about immigration to the United States. Students will hear why immigrants have come and continue to come to the United States, what kinds of hardships and opportunities immigrants have found or find upon arrival, and what it must be like to be a newcomer to the United States.



### Essential Background Information or Terms

#### ← Show image 1A-1: Coins showing phrase *e pluribus unum*

Ask students what they see in this picture. Explain to students that there is a very important phrase on the back of each U.S. coin and dollar bill. Help students find the phrase on the backs of the coins, and then read the words to the students: *e pluribus unum* [EE PLOOR-ih-bus OO-num]. Have students repeat the phrase. Tell students that if those words sound different, it's because they're not English words. Explain to students that the phrase *e pluribus unum* is Latin, a very old language that is no longer spoken in regular conversation today.

Write the phrase *e pluribus unum* on a piece of chart paper, a chalkboard, or a whiteboard. Point to the word *pluribus* and have students say the word after you. Ask students what they see or hear in the word *pluribus*. Encourage them to say the word *plural*. Have students explain where they have heard the word *plural* and ask them what it means. Point to the word *unum* and have students say the word after you. Ask students what they see or hear in the word *unum*. Help students understand that English words like *united* and *union* are related to the Latin word *unum*. Tell students that *unum* is the Latin word for *one*. Share with students that the phrase *e pluribus unum* means “out of many, one.” Tell students some nations have a motto, or saying, that is a short way of sharing what that nation believes is important. Share

that *e pluribus unum*, or “out of many, one” is the motto of the United States.

### **Purpose for Listening**

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Tell students to listen carefully to find out what connection the phrase *e pluribus unum*, or “out of many, one,” has with immigration to the United States. Also, tell students to listen carefully to learn about some of the first immigrants to the United States and the reasons that brought, and continue to bring, immigrants to the United States.



## E Pluribus Unum

### ← Show image 1A-2: Immigrants traveling

Here’s a question you may never have asked yourself: Why would someone leave the home he or she knew, travel across a wide, rolling ocean, perhaps under uncomfortable or dangerous conditions, and move to an entirely new country?<sup>1</sup>

This is one question we have to think about if we’re going to understand how the United States of America began and how it has become the country it is today—a nation made up of many different people from many different countries. The United States is sometimes called a country of **immigrants**. Immigrants are people who leave their home country to settle<sup>2</sup> in a new country.<sup>3</sup>

1 Why do you think someone would make such a dangerous and uncomfortable voyage?

2 or make a new home

3 [Ask students to say the word *immigrant* with you.]



### ← Show image 1A-3: Native Americans

You may have learned about some of the people who traveled from Europe to the “New World.”<sup>4</sup> This was long before there was a country called “the United States,” but there were *already* people living in North, South, and Central America and on some of the islands in the Caribbean Sea. We use the term Native American to refer to those—like the Wampanoag and the Lakota Sioux—who were already living in North America before the Europeans arrived. Maybe you remember the Maya and Aztec people, who lived in Mexico, or the Inca whose empire spread across Peru, Chile, and other lands in South America. To these groups, the places where they lived were not “new” at all, because their **ancestors**—the relatives who came before them—had lived there for centuries.<sup>5</sup>

4 European explorers called North America the “New World” because it was a new discovery to them.

5 [Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should remember some facts about the Wampanoag and the Lakota Sioux from the *Native Americans* domain, and about the Maya, Aztec, and Inca people from the *Early American Civilizations* domain. Ask one or two students to share something they remember about these groups.]



### ← Show image 1A-4: Columbus nearing land

Europeans traveled to the “New World” for many different reasons. For example, Christopher Columbus came looking for a shortcut from Europe to Asia. Spanish explorers such as Cortés came looking for wealth.<sup>6</sup> Later, more people came from Europe

6 [Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should remember learning about these early explorers.]



that were not just explorers. Some wanted to bring their religion to the people already living here. Some were poor men and women who thought there was a chance to make money to take back to their homeland, where they hoped to lead easier, more comfortable lives with their new wealth. Others were adventurers attracted to the excitement of a new place. The greater number of these travelers to North and South America did not actually want to settle in the Americas and make the “New World” their home for good. Instead, they wanted to return to their own home countries after gaining some wealth or making new discoveries.<sup>7</sup>

7 What are some reasons people first traveled to the “New World” or America?



← Show image 1A-5: Pilgrims

8 When people practice religion, they are meeting to share ideas, songs, and prayers that are connected to what they believe about the world and life.

Much later, a group of people we call the Pilgrims were looking for a place where they could follow their own religion without being told what to believe by the king of England.<sup>8</sup> Back in England, they were known as Separatists and they lived in fear of being arrested and thrown in jail for not having the same religious beliefs as their king. In order to meet together and practice their religion without fear, they decided to leave England behind. They hoped that there would be plenty of room in the “New World” in which to have the **freedom**<sup>9</sup> to live and practice their religion in their own way. The Pilgrims were not the very first settlers in the “New World,” part of which we now call the United States. They were important, however, because they helped to set an example by doing something new and different.

9 or the ability to choose how

So, what is an immigrant? An immigrant is someone who comes from another country to settle in a new place. Do you remember the question I asked you at the beginning of the lesson? Why might someone leave the home he or she knew and move to an entirely new country?



← **Show image 1A-6: Collage of push factors**

10 [Have students repeat the phrase *push and pull factors*.] Factors are the reasons that something happens or doesn't happen in a certain way.

11 What situations do you see in this picture that are push factors?

Reasons why immigrants leave their homes and come to live in a new country are **push and pull factors**.<sup>10</sup> Push factors are the problems in one's home country that would "push" you out of your country, or make you leave.<sup>11</sup> For many immigrants, money problems, trouble in their home government, and/or a lack of religious freedom have pushed people to **immigrate** or move to a new country.



← **Show image 1A-7: Collage of pull factors**

12 What pull factors do you see in the image?

On the other hand, having more freedom and more job opportunities than are available to them in their homelands have "pulled," or encouraged, people to immigrate to the United States of America.<sup>12</sup> There are many freedoms, such as freedom of religion and freedom of speech, that are protected by the American government. These freedoms and other opportunities have attracted people to the United States.



← **Show image 1A-8: Back of dollar bill featuring *e pluribus unum***

13 [Help students find the motto on the bill in the image. Have students repeat the phrase and its meaning after you.]

Although many immigrants come from different places and come for many different reasons, they all become part of the United States of America. Americans have come from *many* nations and have brought many ways of thinking in order to form *one* nation that allows and encourages different beliefs among people. *E pluribus unum* [*EE PLOOR-ih-bus OO-num*], meaning "out of many, one" in Latin, is a good motto for the United States. Remember the coins I showed you? If you look on the back of any U.S. coin or on the back of a U.S. dollar bill, you can find this motto.<sup>13</sup>



← **Show image 1A-9: Collage of Americans of many different backgrounds**<sup>14</sup>

14 What do you see in this picture?

15 What does the word *ancestors* mean?

Today's Americans are either immigrants themselves, or they come from a long line of immigrants before them. This means that most Americans' ancestors were immigrants.<sup>15</sup> In the days ahead, you will hear fascinating stories about some early immigrants.

You will also learn more about the enormous risks people took to immigrate to the United States. You will learn about the many hardships, or difficulties, immigrants faced when they first arrived in their new country. As you will learn, it's a chance new immigrants are still taking today.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is an immigrant? (someone who leaves his/her home country to settle and make a new life in a new country or region)
2. *Literal* The author makes the statement, "Reasons why immigrants leave their homes and come to live in a new country are called push and pull factors." What are some of the push factors that you heard the author give as examples of why people would leave their homelands? (fear and lack of freedom to practice one's religion; money problems; problems in the government)
3. *Literal* What are some of the pull factors that you heard the author give as examples of why people would come to the United States? (freedom of religion and speech, better job opportunities)
4. *Literal* What does the United States' motto *e pluribus unum* mean? ("out of many, one") Where can you find this motto? (on the backs of coins and dollar bills)
5. *Evaluative* Why is *e pluribus unum* a good motto for the United States? (The United States is a country made up of many different immigrants who have come together to form one nation.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Do you think it would be difficult to leave your home country and move to another country? Why or why not? (Answers may vary.)
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Immigrants

5 minutes

1. In the read-aloud you heard, “The United States is sometimes called a country of *immigrants*.”
2. Say the word *immigrants* with me.
3. Immigrants are people who leave their homeland to settle in a new country in order to have a better life.
4. Ami and her family are immigrants from Japan and have moved to the United States to find better jobs.
5. Can you think of some reasons why people become immigrants? Why would people leave their home country and settle in a new country? Try to use the word *immigrants* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Some people might become immigrants because . . . ”]
6. What’s the word we’ve been talking about? What part of speech is the word *immigrant*? (noun) How do we know it is a noun? (Immigrants are people.)

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the people in the sentence are immigrants, say, “They are immigrants.” If the people in the sentence are not immigrants, say, “They are not immigrants.”

**Note:** You may wish to point to the locations mentioned on a world map or globe.

1. Katy and her brother visited their grandmother in the state of Idaho. (They are not immigrants.)
2. Santiago and his parents left their home in Argentina in South America to live in the United States. (They are immigrants.)
3. For their vacation, Tony and Isabella came to the United States from Spain to visit Disneyland. (They are not immigrants.)
4. The Pilgrims came to live in North America because they wanted religious freedom. (They are immigrants.)
5. European explorers came to North America in search of wealth, but returned to their home countries. (They are not immigrants.)



**Complete Remainder of the Lesson Later in the Day**



# E Pluribus Unum

1  
B

## Extensions

20 minutes

### ↔ Vocabulary Instructional Activity

#### *Word Work: Factors*

1. In the read-aloud today, we heard, “Reasons why immigrants leave their homes and come to live in a new country are push and pull *factors*.”
2. Say the word *factors* with me.
3. Factors are the reasons that something happens or doesn’t happen a certain way.
4. Nutrition was one of the factors I considered when I chose what food to eat for lunch.
5. Push factors are reasons that cause people to leave their homelands. Pull factors are reasons that cause people to come to a new country. What push factors might cause a person to leave their homeland? What pull factors might cause a person to go to a particular new country? [Ask two or three students. If necessary guide and/or rephrase students’ answers, “A pull/push factor might be . . . ”]
6. What’s the word we’ve been talking about? Why is *factors* considered a noun?

Use a *Making Choices* activity for follow-up. Directions: I am going to ask several questions in which you are asked to think about what you would do based on the factor mentioned. If the factor would make a difference in your choice, say, “That would be a factor for me.” If the factor would not make a difference in your choice, say, “That would not be a factor for me.” (Answers may vary.)

1. Would you choose to eat a food based on its color? (That would/would not be a factor for me.)

2. Would you choose to play a game you really like based on whether you are friends with the other people who are playing? (That would/would not be a factor for me.)
3. Would you apologize to a friend or family member based on knowing you had hurt their feelings? (That would/would not be a factor for me.)
4. Would you volunteer to do a hard job based on knowing you would get a reward? (That would/would not be a factor for me.)

### ***E Pluribus Unum* Puzzle (Instructional Master 1B-1)**

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Remind students that they just learned the Latin phrase *e pluribus unum*. Have students repeat the phrase after you, and ask them the meaning of the phrase. Ask students if they can think of anything that takes many parts to make one thing. Remind students that they learned that *e pluribus unum*, meaning “out of many, one,” is a good motto for the United States because many different immigrants have come to the United States and made America one great country. Tell students that immigrants in the history of the United States are like individual puzzle pieces that, when put together, make up one image. Tell students that each immigrant brings something different to the United States, just like each puzzle piece added helps to complete the puzzle’s image.

Tell students that they are going to be making their own puzzles to help them remember some of the important things they learn about immigration to the United States. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What is an immigrant?
- What are some push and pull factors that bring immigrants to the United States?

Tell students that they will be designing one piece of the puzzle today using Instructional Master 1B-1. Have students draw a picture of something they learned from today’s read-aloud in the puzzle piece area. Then, they should write a word, phrase, or sentence along any one of the sides of the puzzle piece,

sharing facts learned about immigrants. Finally, students should share their drawing and writing with a partner. Ask students to describe how their drawing supports a main purpose or idea about immigrants and push and pull factors.

Save these puzzle pieces for making the complete puzzle at a later time. Tell students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.

Say: “Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, ‘What do we draw in the center of the puzzle piece?’ Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class.”

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-2 and 1B-3.





# A Little Giant Comes to America

## 2

### ✔ Lesson Objectives

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#### Core Content Objectives

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Students will:

- ✓ Explain the term *immigrant*
- ✓ Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)
- ✓ Explain why the United States was and is called the “land of opportunity”
- ✓ Identify the meaning of *e pluribus unum*
- ✓ Explain the significance of Ellis Island and the Statue of Liberty
- ✓ Describe how immigration has brought millions of newcomers to the United States

#### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify push factors that support the author’s points about why Charles Steinmetz left Germany (RI.2.8)
- ✓ Make personal connections to the contributions that Charles Steinmetz made to the United States and our lives today (W.2.8)
- ✓ Summarize how push and pull factors caused people in other countries to immigrate to the United States (SL.2.2)
- ✓ Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “A Little Giant Comes to America” (SL.2.5)

- ✓ Explain the meaning of “don’t judge a book by its cover” and use in appropriate contexts (L.2.6)
- ✓ Prior to listening to “A Little Giant Comes to America,” identify, orally, what they know and have learned about *e pluribus unum*, the term *immigrant*, and push and pull factors
- ✓ Share their puzzle piece drawing and sentence with others


## Core Vocabulary

**center, n.** A place where a particular activity or work is done  
*Example:* Chris made a picture frame for his mother at the art center.  
*Variation(s):* centers

**interpreter, n.** A person who turns speech from one language into another language  
*Example:* The interpreter that works at the doctor’s office translates English into Spanish for families who don’t speak English.  
*Variation(s):* interpreters

**liberty, n.** Freedom  
*Example:* Colonists in the American Revolution fought for their liberty so they would no longer be ruled by the English king.  
*Variation(s):* liberties

**opportunity, n.** A chance; a possibility  
*Example:* Billy was very grateful for the opportunity to go to science camp over the summer and learn more about his favorite subject.  
*Variation(s):* opportunities

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?		10
	Where Are We?	world map or globe	
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	A Little Giant Comes to America	Image Card 7; world map or globe	15
<b>Discussing the Read-Aloud</b>	Comprehension Questions	Image Card 1	10
	Word Work: Opportunity		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Sayings and Phrases: Don’t Judge a Book by Its Cover		20
	E Pluribus Unum Puzzle	Instructional Master 2B-1; drawing tools	



# A Little Giant Comes to America

2<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Ask students to share the motto they learned in the previous lesson, *e pluribus unum*, and its meaning. (“out of many, one”) To refresh students’ memories, you may wish to show images 1A-1 and 1A-8 from the previous lesson. Remind students that *e pluribus unum* is a good motto for a nation made up of immigrants because it means “out of many, one.” Ask students to define the term *immigrants*. (people who leave their home country to live in a new country) Ask students to summarize the push and pull factors they have heard so far that explain why people immigrate to the United States. (Some push factors they have heard about are fear and lack of freedom to practice one’s religion; money problems; and problems in the government. Some pull factors they have heard about are freedom of religion and speech; and better job opportunities.) Rephrase their answers into complete sentences when necessary, using the terms *push and pull factors*, *freedom*, and *job opportunities*.

### Where Are We?

Have students locate North America and the United States on a world map or globe. Remind students that people immigrate to countries like the United States from many different countries because of the push and pull factors discussed in the previous lesson. Tell students that over the next several days they will hear why different groups of people immigrated to the United States.

Share with students that today’s read-aloud is about one person who immigrated to the United States from Germany. Ask a student to point to the United States and to the continent of Europe on a world map or globe. Locate Germany for students. Tell students that Germany is a country on the continent of Europe. Tell students that from the country of Germany, Charles Steinmetz, the man they

will learn about today, crossed the Alps mountains into the country of Switzerland. Point to Switzerland on the world map or globe and show students the Alps. Trace with your finger his path from Germany to Switzerland and then across the Atlantic Ocean to the United States.

Point to New York City on the map. Tell students that they will hear about New York Harbor in today's read-aloud. Explain that a harbor is a body of water next to land that is deep enough for ships to anchor and where they will be protected from high winds and big waves.

### **Purpose for Listening**

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Tell students to listen carefully to find out why Charles Steinmetz immigrated to the United States and how his presence helped the United States.



## A Little Giant Comes to America

- ← Show image 2A-1: Charles and other passengers eager to see the Statue of Liberty<sup>1</sup>

1 [Point to the Statue of Liberty in the image.] This copper statue in the background is the Statue of Liberty. She was a gift from the people of France to the people of the United States. The word *liberty* in her name means freedom, one of the main reasons immigrants came and still come to America.

“Look! There she is!” With cries of excitement, the ship’s passengers rushed to the railing. It was the summer of 1889 when this ship of European immigrants made its way into New York Harbor. In the distance stood the sight they had dreamed of seeing: the Statue of **Liberty**, a symbol of freedom and hope, welcoming them to their new home in the United States of America.

There were many push and pull factors that led many people to come to America. Some wanted to own their own farms or businesses and knew that there was a greater chance of doing that in America than in their old countries. Others came from poor places, where finding food or shelter had been a desperate, daily struggle. They hoped that if they worked hard in this new place, they and their families could be sure of warm meals and a suitable place to take shelter and call home.<sup>2</sup>

2 What kinds of things did newcomers hope for in America?



- ← Show image 2A-2: Charles in Germany

Among the passengers was a man from Germany who, although an adult, stood only four feet tall, and whose body, instead of growing straight, seemed to bend to one side.<sup>3</sup> His name was Charles Steinmetz, and he was a mathematician, or expert in mathematics, and an engineer—a person trained to design and build machines, bridges, or buildings. He had left his home in Germany for two reasons.<sup>4</sup>

3 [Show with your hand the height of four feet from the floor.] He was about this tall.

First, he had trouble finding work in his homeland because he looked different. Many people did not understand that a powerful mind and a kind heart lay inside Charles’s body. Second, Charles had written an article that said his nation’s government was to blame for many problems. In many countries, writing such an article could land a person in trouble. One day, a friend warned Charles, “My brother, who works for the government, says that the police are going to arrest you and put you in jail.”<sup>5</sup>

4 Listen carefully to find out the push and pull factors that led Charles to America.

5 Do you think Charles should be sent to jail for writing an article about what he thought of his nation’s government?



← **Show image 2A-3: Oscar encouraging Charles to immigrate to America**

To avoid being sent to jail, Charles fled over the Alps, a large mountain range in Europe, to Switzerland. There, a friend of his named Oscar gave him a place to stay. Over dinner one night, Oscar said, “I am moving to America, Charles. Come with me. There you can find work and be free to write or say what you think.”<sup>6</sup>

“If only I could,” Charles sighed. “I cannot afford to buy a ticket.”

Oscar smiled. “My uncle moved to America and made a fortune. He is paying for my ticket. I wrote to him, and he has offered to pay for yours, too.”<sup>7</sup>

6 Being able to find work and being free to write or say what you think are two pull factors, or reasons, why people immigrate to the United States.

7 How do you think Charles felt when he heard that Oscar’s uncle had offered to pay for him to go to America?



← **Show image 2A-4: Charles and Oscar at the railing**

Now, less than two months later, Charles and Oscar, along with many other European immigrants, were sailing into New York Harbor on the East Coast of the United States.<sup>8</sup> Charles was too short to see over the heads of the other passengers, but Oscar cleared a path for him through the crowd. A minute later, the two friends stood at the railing staring up at the statue whose lamp lit the way toward a new homeland.<sup>9</sup>

Beyond the Statue of Liberty, on its island in New York Harbor, was another island called Ellis Island. There were enormous buildings and docks on this island where ships could anchor and unload passengers.<sup>10</sup>

Charles thought, “That is Ellis Island. That is where the American government decides who gets to enter the country and who might be turned away. I know that only a few people are turned away: those who are dangerous, sick, or do not have the papers saying they can move to a new country. Will they let me in after my trouble back home? Will they look at the way my body bends to one side and say I am too small and weak to be welcome in America?”<sup>11</sup>

8 Two months might seem like a long time to travel somewhere, but some voyages across the Atlantic Ocean from England and other parts of Europe could take up to six months or longer!

9 What statue did they see?

10 [Show Image Card 7 (Ellis Island).] From the late 1880s to the 1950s, Ellis Island was the main immigrant processing center on the East Coast of the United States. Listen carefully to find out what the phrase *immigrant processing center* means and what happens at such a place.

11 Why was Charles scared he would be turned away at Ellis Island? Do you think Charles will be turned away?



← **Show image 2A-5: Charles looking apprehensive in the Immigration Center**

12 A *row* is a straight line of people or things that are next to each other. *Row* can also mean to move a boat through water using oars.

13 How do you think Charles might have felt if he had traveled for two months to settle in a new country and was turned away?

Hours later, Charles stood in a huge room in a building called the Immigration **Center**. Long lines of immigrants waited to approach a row of desks.<sup>12</sup> This is where government clerks would ask questions to determine whether the travelers would be allowed to enter the United States. In another part of the building, doctors waited to examine the immigrants. Most people were allowed in, but Charles worried, “What will I do if they turn me away? I cannot return home. If I do, I will be sent to jail.”<sup>13</sup>

Finally he reached the head of the line. A government clerk asked him a question, but Charles did not understand English. The clerk called over an **interpreter** who knew many languages, including German. Using the interpreter to turn his English words into German, the clerk asked, “What is your name?”



← **Show image 2A-6: Charles being interviewed by clerk**

Charles said his name, and the clerk wrote it in a book. Then without looking up, he asked, “Do you have a job waiting here for you?”

“No,” Charles answered.

“Do you have any money to live on until you find a job?”

“No,” Charles admitted.

Now the clerk looked up at Charles and shook his head. “So you have no money and no job, and you speak no English. I am sorry, but we want people who can add something to our nation.”

Just then, Charles’s friend Oscar stepped forward. “If you turn this man away,” he said, “you will be making the greatest mistake of your life. This is Charles Steinmetz, one of the greatest scientific and mathematical thinkers in the world! He may be only four feet tall, but he has many talents. You want citizens who can improve this country. He can! I am so sure of it that I will pay all his expenses until he has a job.”



14 Notice that this image is a photograph. Photographs record images of things and people that are real. We can tell by this photograph that Charles was a real person, not a fictional character.

15 What are the products from inventors called? That's right, inventions.

← **Show image 2A-7: Steinmetz hard at work, creating new technology**<sup>14</sup>

Two hours later, Oscar's uncle welcomed Oscar and Charles to his big house in New York City. Soon afterward, Charles Steinmetz began to learn English and went to work at a large company, using his powerful mind to invent useful new products.<sup>15</sup> He helped improve the way electricity is carried through wires in order to bring electric power to buildings and houses. He helped to make electric streetlights possible and worked with the famous American inventor, Thomas Edison. Charles wrote books that helped other scientists understand electricity. He made more than *two hundred* scientific discoveries!



← **Show image 2A-8: Charles older**

These discoveries made Charles Steinmetz famous and earned him a great deal of money, but he never forgot how other people had helped him. While continuing his scientific work, Charles began teaching at a college near New York City. He refused to take any pay for his teaching, saying, "Teaching others how to create useful inventions is the best way to repay the United States for taking me in."<sup>16</sup>

16 Why did Charles refuse, or not accept, pay for his teaching?

His friend Oscar understood. He explained in later years, "Like so many others, Steinmetz came to America so he could help others with his talents and also have a good job and life for himself. That is why they call the United States the 'land of **opportunity**'." Like many other immigrants, the move to America gave Charles a new chance to achieve something.

Oscar continued, "I believe that each person brings something good to share. Putting all our talents together can make the United States and its citizens stronger and happier. But just think: that clerk at Ellis Island almost turned Charles Steinmetz away!"





← **Show image 2A-9: Many different immigrants at Ellis Island**

17 [Show students a world map or globe.] Who can point to the continent of Europe?

Charles Steinmetz and his friend Oscar were two of the twenty-three million immigrants who came to the United States between the years of 1880 and 1920. The majority of these immigrants were from the European continent.<sup>17</sup> Like Charles, these European immigrants sailed into New York Harbor and were registered into the United States at Ellis Island. Sometimes immigrants' names were recorded and changed or shortened to make them easier to say. And sometimes, as almost happened to Charles, immigrants were turned away if they were too sick or did not have the right papers. Can you imagine what your life would be like today if Charles Steinmetz had been sent back to Germany?

## **Discussing the Read-Aloud**

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* [Show Image Card 1 (Statue of Liberty).] What statue welcomed immigrants to the United States? (the Statue of Liberty) What does she symbolize? (freedom and hope)
2. *Inferential* In today's read-aloud you heard about Charles Steinmetz, a mathematician and engineer. What were some of the push factors the author tells about that caused Charles to leave Germany? (He had trouble finding work in Germany. He criticized the German government in an article he wrote and feared he might be put in jail.) How was Charles able to come to the United States? (through the help of a friend and the friend's uncle)

3. *Inferential* Where did Charles’s ship dock in New York Harbor? (at Ellis Island) What happened to immigrants at Ellis Island? (Government clerks would ask the travelers questions to see if they should be allowed to enter the United States.)
4. *Literal* Why did the government clerk almost send Charles back to Europe? (He had no money, could not speak English, and had no job.)
5. *Inferential* Why did Charles’s friend Oscar call the United States the “land of opportunity”? (Because he believed that the United States was a place where most people had chances or possibilities to achieve what they wanted.)
6. *Literal* What were some of the things Charles did to make the United States a better place? (He helped perfect the way electricity is carried through wires; created the technology that made electric streetlights possible; organized his area of science, electrical engineering, for the first time; and made more than two hundred scientific discoveries.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* How do you think your life would be different if Charles had been sent back to Germany without the chance to make the contributions described in the read-aloud? (Answers may vary.)

➤ **Above and Beyond:** You may wish to give students a research opportunity to investigate other contributions Charles Steinmetz made to the United States if students have any further questions about his life, his work, and/or his inventions.

8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Opportunity

5 minutes

1. In the read-aloud you heard, “That is why they call the United States the ‘land of *opportunity*’.”
2. Say the word *opportunity* with me.
3. The word *opportunity* means a chance or possibility to achieve something.
4. Julian was given the opportunity to take music lessons.
5. Have you ever been presented with an opportunity to do or try something? Try to use the word *opportunity* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I had the opportunity to . . . ”]
6. What’s the word we’ve been talking about?

Use a *Discussion* activity for follow-up. Directions: I will ask a question about something you may have already had the opportunity to do or you might like to have the opportunity to do in the future. Be sure to use the word *opportunity* when you answer. (Answers may vary.)

1. Have you ever had or would you like to have the opportunity to cook?
2. Have you ever had or would you like to have the opportunity to learn to play a new game?
3. Have you ever had or would you like to have the opportunity to make a new friend?
4. Have you ever had or would you like to have the opportunity to hold a baby?



**Complete Remainder of the Lesson Later in the Day**



# A Little Giant Comes to America

2<sub>B</sub>

## Extensions

20 minutes

### Sayings and Phrases: Don't Judge a Book by Its Cover

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students that in today's read-aloud, the great inventor Charles Steinmetz was almost turned away at the Ellis Island Immigration Center. Have two or three students share why Charles was nearly turned away. You may need to remind students that immigration officials almost sent Charles back to Germany because he could not speak English, had no money, no job, and because his body wasn't formed like other people's. Luckily for Charles, and for the United States, Charles's friend Oscar told the clerk, "If you turn this man away, you will be making the greatest mistake of your life. He may be only four feet tall, but he is a mental giant." Oscar could have also told the clerk, "Don't judge a book by its cover." Have students repeat the saying.

Tell students that the saying "don't judge a book by its cover" means that you should not decide the value or worth of something or someone based solely on appearance. If the clerk had decided that Charles should not enter the United States just because of his appearance, then we might not have street lights today! Can you imagine?

Ask students if they can think of any situations when they might use this proverb. Have two or three students share with the class.

## ***E Pluribus Unum* Puzzle (Instructional Master 2B-1)**

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Remind students that the phrase *e pluribus unum*, meaning “out of many, one,” is a good motto for the United States because many different immigrants have come to the United States and made America one great country. Tell students that they are going to design another puzzle piece to help them remember some of the important things they learn about immigration to the United States. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- Who was Charles Steinmetz and where was he from?
- What push and pull factors brought Charles Steinmetz to the United States?
- What were some of his contributions to the United States?

Using Instructional Master 2B-1, have students draw a picture of something they learned from today’s read-aloud in the puzzle piece area. Then, they should write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration. Finally, students should share their drawing and writing with a partner.

Save these puzzle pieces for making the complete puzzle at a later time. Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.



# Life in the City

# 3

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain the term *immigrant*
- ✓ Explain why the United States was and is called the “land of opportunity”
- ✓ Explain the significance of Ellis Island and the Statue of Liberty
- ✓ Describe how immigration has brought millions of newcomers to the United States
- ✓ Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how Marie responds to the changes in her life brought on by her family’s immigration (RL.2.3)
- ✓ Use information gained from the illustrations and words in “Life in the City” to demonstrate understanding of Marie and her new life as an immigrant in the city (RL.2.7)
- ✓ Identify reasons given in the text that support the author’s point that many immigrants chose to live in big cities (RI.2.8)

- ✓ Compare and contrast Marie’s old life in Italy with her new life in America (RI.2.9)
- ✓ Make real-life connections between the word *traditional* and its use in “Life in the City” and traditional foods, clothing, and customs found in their homes and communities (W.2.8)
- ✓ Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “Life in the City” (SL.2.5)
- ✓ Identify meanings for the word *coast* and apply them accurately (L.2.5a)
- ✓ Prior to listening to “Life in the City,” identify orally what they know and have learned about Charles Steinmetz’s immigration to the United States
- ✓ Identify how they would feel about living in a big city as a new immigrant to the United States
- ✓ Share their puzzle piece drawing and sentence with others

## Core Vocabulary

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**customs, n.** Established, or traditional, ways of doing things  
*Example:* One of the many customs for celebrating the Chinese New Year is to have a big dinner with family.  
*Variation(s):* custom

**ethnic, adj.** Characteristics of a particular group of people who share a common language and national, religious, or cultural customs  
*Example:* There were many ethnic neighborhoods in New York City, where new immigrants and settled immigrants lived close together.  
*Variation(s):* none

**hostile, adj.** Unkind or unwelcoming  
*Example:* “Bullying and other hostile behavior is not allowed at our school,” the principal said.  
*Variation(s):* none

**newcomers, n.** People who are new to a place or a group  
*Example:* “Today, we have two newcomers to our class, so please help me welcome them,” Mrs. Smith said.  
*Variation(s):* newcomer

**traditional, adj.** Customary or long-established; describes something that has been done in the same way over a long period of time  
*Example:* At the school talent show, Fiona performed a traditional Irish dance that her mother had learned from her grandmother back in Ireland.  
*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Where Are We?</b>	world map or globe	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Life in the City</b>	U.S. map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	U.S. map	10
	<b>Word Work: Traditional</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Coast</b>	Poster 2M (Coast)	20
	<b><i>E Pluribus Unum</i> Puzzle</b>	Instructional Master 3B-1; drawing tools	





# Life in the City

3A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Ask students to share what they learned in the previous read-aloud about the immigration process and Charles Steinmetz. You may prompt discussion with the following questions:

- Who is an immigrant? (someone who leaves his/her home country to settle and live in a new country or region)
- Why did Charles Steinmetz choose to become an immigrant in the United States? (He wanted a better life.)
- What did Charles and Oscar see as their ship pulled into New York Harbor? (the Statue of Liberty) What is the Statue of Liberty a symbol of? (freedom and hope)



- ← **Show image 2A-5: Charles looking apprehensive in the Immigration Center**
- What place did Charles have to visit first? Hint: It is a center where the American government would decide which immigrants were allowed to enter into the United States. (Ellis Island)
  - What did Charles contribute or give to the United States? (He invented many useful new products and made many new discoveries with electricity that helped people in the United States live better lives.)
  - Why is the United States called the “land of opportunity”? (It provides many opportunities to its people.)

### Where Are We?

Have students locate North America, Europe, and the United States on a world map or globe. Remind students that in the last lesson they heard about Charles Steinmetz, who immigrated to the United States from Germany, and that Germany is a country in Europe. Ask a student to point to Germany on the map.

Point to New York City and tell students that it is located on the East Coast of the United States. Tell students that a coast is the area of land near the ocean. Ask a student to trace the East Coast of the United States. You may wish to point out the compass rose on the map and how it can be used to tell which direction is east. Ask students if they remember the name of the immigrant processing center that was located on the East Coast. (Ellis Island) Remind students that immigrants from Europe entered the United States through this center.

Tell students that today they will also hear about another immigration processing center that was located on the West Coast of the United States. Ask a student to trace the West Coast. Point to the city of San Francisco and tell students that the immigration processing center on the West Coast admitted immigrants from Asia. Point to the country of China and tell students that early immigrants came from this country across the Pacific Ocean to the United States.

### **Purpose for Listening**

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Tell students to listen carefully for the name of the immigration center on the West Coast. Remind students that, like Charles and Oscar, many immigrants settled in the big cities of the United States. Tell students to listen carefully to find out what life was like for immigrants in a big city.



## Life in the City

- ← **Show image 3A-1: Marie looking out her window to the busy street below**

Marie awoke to the sound of a voice outside her window calling,  
“Buy my fresh fruit, good to eat!

Crunchy apples, red and gold,

Sweet cherries,

Strawberries,

Buy my fresh fruit, good to eat!”

Then, like the different-colored yarns her grandmother knitted together to make a scarf, the sounds of the city began to weave together, one after another. First, Marie heard the clear ringing of bells hanging around the necks of the goats that provided goat’s milk to some of the neighbors’ homes. Then, she heard a creaking sound she knew belonged to Mister Jacobi’s wagon. He delivered cow’s milk and cheese from his dairy across town.

Now Mister Diplas, a jolly Greek man, started calling,

“Knife sharpener!

Knife sharpener!

Axes, scissors, shovels, picks,

Blades and handles I can fix.”

Marie liked the grinning little man. He was built as solidly as a bull, and he walked the city streets pushing a cart that held his sharpening stone and tools.



- ← **Show image 3A-2: Marie awakening her younger siblings**

Marie awakened her two younger sisters, who shared the bed with her, then crossed the little room in two steps to wake her baby brother, who was still small enough to sleep in an open drawer of their old, wooden dresser. “Everybody up!” she said.



← **Show image 3A-3: Marie's papa and mama getting ready for a long work day**

Marie's day was just beginning, but Papa would have already left in the dark—hours before dawn—for his job at a mattress factory. Mama would have woken up with him to brew his coffee and cook his breakfast. As he started down the seven flights of wooden stairs, she would have handed him his metal lunch pail with the sandwich she had made for him.



← **Show image 3A-4: Marie helping siblings get dressed**

“Our new home is not like our quiet, little village in Italy,” Marie thought for the thousandth time as she helped her youngest sister and brother get dressed. “So many people here! So much noise! And Papa has to work so hard for so many hours every day in that smoky factory.”

“Still,” she thought, “at least Papa has a job. Back home, there were no jobs, very little to eat, and the floors in our little house were made of dirt. Here in America, there is plenty to eat and we live in a good building. I wish there were not so many people crowded in with us, though. However, I like having so many friends, and I enjoy the city, but sometimes I would like it to be quiet, the way it was in our little village in Italy. But I am very thankful to be here in America where there are so many opportunities.”<sup>1</sup>

1 How do you think Marie feels about her new life in America?



← **Show image 3A-5: Immigrants at Ellis Island**

Marie's life was typical of the lives of the millions of immigrants who came from Europe and Asia to the United States for better job opportunities in the 1800s and early 1900s. The largest wave or group of immigrants, twenty-three million people, came to the United States between 1880 and 1920.<sup>2</sup> Immigrants from Europe entered through Ellis Island in New York Harbor, and many stayed near the harbor, living in or around New York City on the East Coast.<sup>3</sup> Other immigrants moved away from New York to join friends or relatives who were already living farther north in Boston, south in Philadelphia, or west in the great cities of the Midwest, such as Chicago, Detroit, or Cleveland.<sup>4</sup>

2 Twenty-three million is a big number, isn't it? That's more people than in the entire state of Florida today!

3 The *coast* is the area along or near a sea or ocean. Another meaning of *coast* is to move along easily, as when you coast on a bicycle or sled.

4 [Point out these cities on a U.S. map.]



← **Show image 3A-6: Immigrants at Angel Island**

Meanwhile, Chinese and other immigrants from Asia came to the West Coast of the United States through the city of San Francisco, passing through the Angel Island Immigration Center in San Francisco Bay.<sup>5</sup> There were fewer Asian immigrants, so the immigration center on Angel Island was not as large as the immigration center on Ellis Island in New York Harbor. Still, there was a steady stream of immigrants, and these Chinese and other Asian immigrants settled in cities around the San Francisco Bay or moved inland away from the ocean. They would often stop in the mining camps of the California mountains in search of gold, joining other gold seekers from across the United States and from other nations around the world. After finding no gold, many Chinese went to find work building the railroads that would soon join the east and west coasts of the country.<sup>6</sup>

5 Who can show us on a U.S. map where Angel Island and San Francisco Bay are located?

6 What was the name of the railroad you learned about in the *Westward Expansion* domain that linked the east and west coasts of the United States? That's right, the transcontinental railroad.



← **Show image 3A-7: Immigrant factory workers**

Although many immigrants settled in the countryside as farmers or villagers, most of them made their homes in the big cities of America.<sup>7</sup> Many immigrants settled in these large cities because there were more jobs there. Earlier immigrants remembered the hardships and difficulties they had experienced settling in a new country and often helped the **newcomers**<sup>8</sup> to find jobs. City immigrants worked in factories, making everything from shirts and dresses to the buttons and buckles that closed them; from small wooden picture frames to huge wooden railroad cars; from loaves of bakery bread to huge ovens in which to do the baking. Some owned their own businesses, little shops and stores that sold produce to eat or goods from their home countries. Others sold items from carts or wagons, which they pushed themselves or had horses pull for them.<sup>9</sup>

7 What are some of the big cities you just heard about?

8 or people who had recently arrived in the United States

9 What were some of the hardships that newcomers faced?



← **Show image 3A-8: Old photo of ethnic neighborhood in New York City**

10 Customs are the beliefs and ways of doing things that have been long established. Different immigrants have different customs and traditions depending on where they are from.

Wherever they came from and wherever they settled, the newcomers found other immigrants who had brought with them the **customs**, the foods, and the languages of their home countries.<sup>10</sup> Many immigrants who lived in the cities gathered in **ethnic** neighborhoods with other immigrants from their native countries. People would say, “That’s Little Italy over there,” or “This neighborhood is called ‘Chinatown’.” Germans, Poles, Italians, the Irish, African Americans, European Jews, Japanese, Norwegians, and many other groups had what they thought of as their parts of town. They felt at home there. Cafés and restaurants served their **traditional** foods made with old and familiar recipes. Crowded apartments were decorated with familiar items from home, and all around them they heard the languages from their homelands. By living close together, immigrants not only felt more at home, they were also able to support each other in finding jobs and learning English.



← **Show image 3A-9: People on the street**

11 or very unfriendly and unwelcoming

Immigrants felt safer and more comfortable in these neighborhoods, but they would often have to travel outside their parts of town to work and live. Sometimes, when they left their neighborhoods and met people from other places, they learned from one another and enjoyed it. Sometimes they met only unfriendliness or even hatred. Immigrants discovered that some people from outside their community could often be **hostile**<sup>11</sup> toward them because they were different. Some Americans believed that immigrants were coming into the country and taking their jobs.

However difficult their new lives in America could be, the lives of many immigrants improved when they moved to and settled in the United States. The longer immigrant families lived in the United States, the less hostility they felt.<sup>12</sup> Over time, children of immigrants felt even less hostility, as did their children’s children. And in time they were accepted as Americans, just like everyone else.

12 You just heard that *hostile* means unfriendly or unwelcoming. The word *hostility* comes from *hostile*. What do you think it means?

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* In today's read-aloud you heard about Marie, an immigrant who lived in the city. Compare and contrast her city life in the United States with her life back home in Italy. (Her village in Italy was much smaller than a city and there were less people, so it was quieter. In Italy there were no jobs, there was very little to eat, and her house had dirt floors. In the United States, Marie and her family had plenty to eat, her father had a job, and they lived in an apartment building.)
2. *Inferential* What did Marie not like about living in the city? (the noise, the crowds of people) What did Marie appreciate about her new life in America? (Her family had plenty to eat; her father had a job; they lived in an apartment building; etc.)
3. *Inferential* What were some of the pull factors that brought immigrants from Europe and Asia to the United States? (the opportunity for a better life; more job opportunities; the possibility of wealth; welcoming ethnic neighborhoods)
4. *Literal* The largest number of immigrants, over twenty-three million, came to the United States between 1880 and 1920. What are the names of the two immigration centers that were used to process these immigrants? Hint: One is on the East Coast and one is on the West Coast of the United States. (Ellis Island and Angel Island) Charles Steinmetz and Marie's family entered the United States through which one of these immigration centers? (Ellis Island)

5. *Literal* Through which immigration center did many Chinese and other Asian immigrants enter the United States? (Angel Island) What was one of the pull factors that attracted the Chinese immigrants to the California mountains? (hopes of finding gold and becoming wealthy)
6. *Literal* [Have a U.S. map available to identify the cities mentioned.] Many immigrants who entered through Ellis Island chose to live in nearby New York City. In what other cities that you heard about did immigrants settle? (Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco)
7. *Inferential* What reasons did you hear the author give to explain why immigrants often choose to live in the big cities of America? (There were more jobs there, and earlier immigrants, remembering the hardships that came with settling in a new country, often helped the newcomers find jobs and learn English. Immigrants could feel comfortable keeping their customs and traditions.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* If you were an immigrant during the 1880s to 1920s, what would you have liked about living in a big city? Why? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]



## Word Work: Traditional

5 minutes

1. In the read-aloud you heard, “Cafés and restaurants served their *traditional* foods . . . .”
2. Say the word *traditional* with me.
3. *Traditional* means customary or long-established, and describes something that has been done in the same way for a long time.
4. Larry’s mother and father decorate their house in a traditional way as their grandparents had many years ago.
5. Do you and your family have any traditional recipes, dinners, or clothes? Do you have any traditional customs? Try to use the word *traditional* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My family has a traditional . . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence describes a common or long-standing way of doing things, say, “That is traditional.” If the sentence describes a way of doing things that’s new or only recently used, say, “That is not traditional.”

1. Candice made the pizza the same way her mother, grandmother, and great-grandmother made their pizzas. (That is traditional.)
2. Matt and Kim arranged the crops in a new pattern instead of the way their father and grandfather had taught them. (That is not traditional.)
3. Instead of going to a movie on Friday night, the way they usually did, the Millers played board games at home. (That is not traditional.)
4. Trip would always have turkey as part of his Thanksgiving dinner, just like his parents did when they were his age. (That is traditional.)
5. Every year on the Fourth of July there are fireworks at the nation’s capital. (That is traditional.)



**Complete Remainder of the Lesson Later in the Day**



# Life in the City

3<sub>B</sub>

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Coast*

1. [Show Poster 2M (Coast).] In the read-aloud you heard, “Immigrants from Europe entered through Ellis Island in New York Harbor, and many stayed near the harbor, living in or around New York City on the East Coast.” Here *coast* means the area along or near the sea or ocean. What body of water does the East Coast of the United States lie near? It is easy to see the location of a coast on a map. [Have a student point to the part of the poster that shows this meaning.]
2. *Coast* also means the seashore and the land along its edge, such as the sand dunes or rocky cliffs. [Have a student point to the part of the poster that shows this meaning.]
3. Another meaning of *coast* is to move along easily. For example, you might coast down a hill on a sled or a bicycle, or a car might slowly coast through an intersection. [Have a student point to the part of the poster that shows this meaning.]
4. [Point to the map of the United States.] With your neighbor, talk about what you think of when you see this kind of coast. I will call on a few of you to share your response. Remember to be as descriptive as possible and use complete sentences. (When I see the coast of a country, I think of maps, journeys, borders of countries, oceans, ships, etc.) [Call on three or four students to share their answers.]
5. [Point to the shore.] With your neighbor, talk about what you think of when you see this kind of coast. I will call on a few of you to share your response. Remember to be as descriptive as possible and use complete sentences. (When I see the coast along a shore, I think of the beach, sand, rocks, wind,

seagulls, sand dunes, marsh grasses, etc.) [Call on three or four students to share their answers.]

6. [Point to the child on the bike.] With your neighbor, talk about what you think of when you see this kind of coast. I will call on a few of you to share your response. Remember to be as descriptive as possible and use complete sentences. (When I see something coasting along, I think of sledding, bicycling easily down a hill or easy stretch of road, wind in my hair, excitement, easing to a stop at the end of a roller coaster ride, etc.) [Call on three or four students to share their answers.]

### ***E Pluribus Unum* Puzzle (Instructional Master 3B-1)**

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Remind students that the phrase *e pluribus unum*, meaning “out of many, one,” is a good motto for the United States because many different immigrants have come to the United States and made America one great country. Tell students that they are going to design another puzzle piece to help them remember some of the important things they learn about immigration to the United States. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What was Ellis Island and where was it located? What was Angel Island and where was it located?
- What push and pull factors brought Chinese and other Asian immigrants to the West Coast of the United States?
- What were some jobs that immigrants would take on?
- What are ethnic neighborhoods?

Using Instructional Master 3B-1, have students draw a picture of something they learned from today’s read-aloud in the puzzle piece area. Then, they should write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration to large cities. Finally, students should share their drawing and writing with a partner.

Save these puzzle pieces for making the complete puzzle at a later time. Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.



# From Ireland to New York City

## 4

### ✔ Lesson Objectives

#### Core Content Objectives

Students will:

- ✓ Explain the term *immigrant*
- ✓ Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)
- ✓ Explain why the United States was and is called the “land of opportunity”
- ✓ Describe how immigration has brought millions of newcomers to the United States
- ✓ Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco
- ✓ Describe how their ancestors may have been immigrants who helped make America the country that it is today

#### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart or additional standards addressed in all lessons in this domain.

Students will:

- ✓ Use information gained from illustrations and words in “From Ireland to New York City” to demonstrate understanding of Aunt Cathleen’s belief that the United States is a “land of opportunity” (RL.2.7)
- ✓ Ask and answer a *who* question to deepen understanding of what they heard in “From Ireland to New York City” (SL.2.3)

- ✓ Add a drawing to a puzzle piece to clarify ideas, thoughts, and feelings related to “Life in the City” (SL.2.5)
- ✓ Determine the meaning of the word *emigrate* from knowledge of the words *immigrate* and *immigrant* (L.2.4c)
- ✓ Prior to listening to “From Ireland to New York City,” identify orally what they know and have learned about immigrants and the immigration processing centers
- ✓ Identify how they would feel if, like Uncle Brendan, old friends and neighbors from their home country unexpectedly appeared
- ✓ Share their puzzle piece drawing and sentence with others

### Core Vocabulary

**afford, v.** To have enough of something, especially money or time, available to buy or do something

*Example:* William could not afford to buy his sister a gift, so he made her a gift instead.

*Variation(s):* affords, afforded, affording

**blight, n.** A sudden and quick death of plants or crops because of a disease


*Example:* The blight killed the farmer’s tomato crop.

*Variation(s):* blights

**emigrated, v.** Left a country or region to settle in another

*Example:* Charles Steinmetz emigrated from Germany.

*Variation(s):* emigrate, emigrates, emigrating

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Essential Background Information or Terms</b>	U.S. map; world map or globe	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>From Ireland to New York City</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Afford</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Syntactic Awareness Activity: Adjectives</b>		20
	<b><i>E Pluribus Unum</i> Puzzle</b>	Instructional Master 4B-1; drawing tools	



# From Ireland to New York City

4<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

---

Ask students to share what they learned in the previous lesson about immigration to the city. You may prompt discussion with the following questions:

- What is an immigrant? (someone who leaves their home country to settle and live in a new country or region)
- Why did immigrants come from Europe and Asia to the United States? (for a better life and job opportunities)
- What are the names of the two immigration processing centers used at that time? (Ellis Island and Angel Island) Where were they located? (New York Harbor and San Francisco Bay)
- Why did immigrants choose to settle in the big cities? (There were more jobs in the cities, and earlier immigrants often helped the newcomers find jobs.)
- Why did many immigrants choose to live near one another? (By living close together, immigrants felt more at home and were able to support each other in finding jobs and learning English.)

### **Essential Background Information or Terms**

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Tell students that today's read-aloud takes place in New York City. On a U.S. map, have students locate the city of New York, New York. Ask students to name any other landmarks learned in this domain that are located in or near New York. (Ellis Island, New York Harbor, the Statue of Liberty) Remind students that many immigrants who entered through Ellis Island settled in New York City. Tell students that Irish immigrants were some of the people who settled in New York City. Tell students that Irish immigrants are from the country of Ireland. Show students Ireland on a world map or globe. Share with students that it is thought that as many

as four and a half million Irish immigrated to the United States between the years 1820 and 1930.



← **Show image 4A-1: Healthy potato crop/failed crop**

Tell students that one push factor occurred in Ireland in 1845. In that year, the potato crop in Ireland, the main food crop there, suddenly died. When this happened, many people in Ireland had very little to eat, so many people decided to immigrate to the United States for a better life and job opportunities.

Remind students that the word *immigrate*, spelled with an ‘i’, means to enter into a new country and settle down. Ask students what they think the word *emigrate*, spelled with an ‘e’, means. Tell them that the word *emigrate* means to leave one country or region to go to another. Tell students that in this read-aloud they will hear about a family from Ireland that emigrated from Ireland and immigrated to the United States.

### **Purpose for Listening**

---

Tell students to listen carefully to this read-aloud to find out what made the United States a land of opportunity for families who immigrated to the United States because of the potato blight in Ireland.



## From Ireland to New York City

### ← Show image 4A-2: Sean and Fiona entering Uncle Brendan's restaurant

For once, Sean and Fiona Murphy were grateful for the crowds of people on their street in New York City. It was a freezing cold day in 1858, and all those bodies helped block the powerful wind blowing in from the Hudson River. Fiona told Sean, “Let’s go into Uncle Brendan’s,” and a minute later they entered their uncle’s little restaurant named “Murphy’s” after their family. The cold followed them in, so they quickly shut the door behind themselves.

A familiar voice called out, “Well now, look who the cat dragged in!” It was Uncle Brendan.

“It wasn’t a cat,” Sean laughed, “It was Fiona. I’m hungry, Uncle Brendan.”

“You’re a fifteen-year-old boy,” his uncle answered. “You’re *always* hungry. Sit down and I’ll get each of you a plate. But Sean, don’t you eat so much that you leave nothing left for my paying customers.”



### ← Show image 4A-3: Aunt Cathleen and Fiona talking

Just then, Aunt Cathleen came out from the kitchen and walked over. Quietly she asked, “How’s your ma?”

Fiona grew serious. “Not so good, Auntie. She says she should be used to this cold after living in a drafty, one-room shack back in Ireland, but this New York winter is doing something to her. And you know Pa. He never says he’s worried, but when he was home last month, I could see it in his eyes. I’ve been wishing he could be home more.”

Cathleen replied, “He’s lucky to have a job. Working to lay railroad tracks out West may take him away often, but his pay is putting food in your mouth and paying for whatever heat we can get in our home.” Fiona’s family, including her aunt and uncle, had



1 Who can tell me what *emigrated* means?



2 Bacon joint is a traditional Irish dish made up of various pieces of smoked and salted pork.

3 A blight is a kind of plant disease that causes the sudden death of the plant or crop.

4 What does the phrase *land of opportunity* mean?

been sharing a tiny apartment ever since they had **emigrated** from Ireland to settle in the United States.<sup>1</sup> Uncle Brendan’s restaurant, Murphy’s, was doing well now, but he and his brother Peter, Sean and Fiona’s father, were still paying back the money they owed for buying the restaurant. Any money they earned helped the whole family.

← **Show image 4A-4: Sean smelling the food**

By now, plates of food had appeared in front of Sean and Fiona. Sean breathed in the familiar smells of the food from his home country, Ireland. “Ah, bacon joint and potatoes,” he told Aunt Cathleen. “It reminds me of Ireland every time I smell your cooking.”<sup>2</sup>

“It should,” she answered, “since I cooked the same foods for you there. Only we have more to eat here. There was never enough food to eat after the potato **blight** ruined our main food source in Ireland.<sup>3</sup> Even your pa, the strongest man I know, was getting weak from hunger. It’s a blessing to come to a country where there’s food to eat—the ‘land of opportunity’, indeed. Back in Dublin, Ireland, we worked just as hard and had a lot less.”<sup>4</sup>

“Aye,” said Uncle Brendan, “we would never have been able to own a restaurant back in Ireland, and even if we could have, no one had money enough to be a paying customer. We had so many hardships back home. We complained when all we had to eat in Ireland was potatoes, but we suffered tremendously when the potatoes were no longer there. Our family had to pay a lot of money to immigrate to America, and even with all the difficulty we are going through, it has all been worth it. We have a good place to live in a neighborhood of Irish folks like us. Sure, some people have been hostile toward us, but there’s more food on our table than we ever had back home in Ireland and crowded as it may be, I prefer New York City to farming the rocky Irish soil. Still, I do miss a lot of the folks we left behind when we emigrated from Ireland.”



← **Show image 4A-5: Uncle Brendan greeting Michael Connolly**

As he was saying this, the door opened and a voice shouted out, “Well, I’m glad to hear that, Brendan, for we’ve no plans to go back!”

Uncle Brendan’s face burst into a huge grin. “Michael Connolly!” he exclaimed. Turning, he saw his old neighbors from Ireland walking through the door.<sup>5</sup> They were new immigrants to the United States now. After a happy reunion, Brendan said, “Sit down, all, and we’ll bring you a good, warm meal.” Later, after the Connolly family was full of Cathleen’s hearty food, Brendan asked Michael, “Have you a place to stay? And what are you doing about work?”

“We are staying with my brother for now,” his old neighbor replied. “As for work . . .” He shrugged.

“I’d hire you myself,” Brendan said, “but I couldn’t **afford** to pay you.<sup>6</sup> But there’s a fellow here from the old country who needs wagon drivers to deliver ice in the summer and coal for fires in the winter. No man alive knows more about horses than you do, Michael. I’ll take you to meet him. It’s hard work, but what isn’t? At least you’ll be near your new home—not like my brother, Peter, out West laying railroad track with a pick and a shovel.”<sup>7</sup>

5 How do you think Uncle Brendan felt when he saw Michael?

6 If Brendan couldn’t afford to pay Michael, that means he didn’t have enough money or wouldn’t be able to pay Michael for his work if he gave him a job.

7 How is Uncle Brendan going to help Michael Connolly?



← **Show image 4A-6: Sean, Fiona, and Uncle Brendan at table**

At this, his niece, Fiona, said, “But not for long, Uncle. That’s what I was starting to tell you. We got a letter. Pa says his boss thinks so highly of his work that he’s bringing him back to New York City to work in an office!”

Her brother, Sean, added, “Pa will be home at the end of the month. He says that it’s a lucky thing he can read and write, or he would not have been given this new job opportunity. He says it will pay better than building the railroad out West. What’s even better is that now he will be close to home to care for Ma. You should have seen her face when I read her the letter. I think maybe she’ll get better now with Pa around.”

Uncle Brendan nodded. “Aye, Sean, when your pa is around, your mother perks up like a flower that just got watered. And see how important it is that you and Fiona learned to read and write so well at an early age! One day you’ll have better job opportunities than any of us.”



← **Show image 4A-7: Sean and Uncle Brendan shaking hands**

Sean smiled. “Fiona and I are very lucky now to live here in the land of opportunity, but we will never forget where we came from and what sacrifices our family had to make to get here.”

“Well,” said Uncle Brendan, “It seems we all have a great deal to be grateful for here in America. Cathleen and I are lucky enough to own a restaurant; the Connollys are newcomers here; my brother will be with us soon, and working in a better job; and I believe your ma will get better, children. All in all, I’d say that as hard as the changes sometimes are, coming to America was a good idea.”

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Where did the characters in today’s read-aloud emigrate from? (Ireland) Where did they immigrate to? (America)
2. *Evaluative* You heard in the introduction to today’s read-aloud that approximately four and a half million Irish people immigrated to the United States. How would you describe that number? (Answers may vary.)

3. *Inferential* What important push factor caused Sean and Fiona, their family, and many other Irish families to leave Ireland? (the potato blight; They did not have enough to eat or enough money in Ireland.) What pull factors brought the Murphys to the United States? (hope for a better life; better job opportunities; etc.)
4. *Inferential* How were Uncle Brendan and Fiona’s father, Peter, able to make a living in the United States? (by owning a restaurant and working on the railroad out West)
5. *Evaluative* Why do you think the Murphys settled in New York City? (Because there were other Irish immigrants there; it was close to Ellis Island; etc.)
6. *Inferential* How was Uncle Brendan going to help Michael Connolly, his old neighbor, who was a newcomer to America? (He was going to help Michael get a job by introducing him to a fellow immigrant who needed workers/wagon drivers.)
7. *Inferential* Why did Aunt Cathleen call the United States a “land of opportunity”? (There was more food in the United States than in Ireland; there were more job opportunities; Fiona and Sean will have better opportunities in their future; etc.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Afford

5 minutes

1. In the read-aloud you heard, “Uncle Brendan said to his old friend and neighbor, ‘I’d hire you myself, but I couldn’t *afford* to pay you.’”
2. Say the word *afford* with me.
3. To *afford* means to have enough of something, especially money or time, available to buy or do something.
4. After practicing for several months for a concert, Mary was able to afford a few days without practice when she was sick.
5. Have you ever been able to afford to do something? Try to use the word *afford* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was able to afford to . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the person in the sentence has enough time or money available to do or buy something, say, “S/he could afford \_\_\_\_\_.” If the person in the sentence is not able to afford something, or does not have enough money or time for something, say, “S/he could not afford \_\_\_\_\_.”

1. Penny had enough money for a sandwich and a lollipop. (She could afford the sandwich and lollipop.)
2. Graham wanted new seeds for his garden but did not have enough money. (He could not afford the new seeds.)
3. Luke had already missed four days of school, and if he missed another he would not do well on his first test. (He could not afford to miss another day of school.)
4. Leslie was very good at soccer, so her coach was not worried when she needed to miss one practice. (She could afford to miss one practice.)
5. The school bought eight new computers with the money they had saved up. (The school could afford the new computers.)



**Complete Remainder of the Lesson Later in the Day**



# From Ireland to New York City

4B

## Extensions

20 minutes

### Syntactic Awareness Activity: Adjectives

The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

1. What is a noun? (A noun is a person, place, or thing.) Today we will practice using adjectives, which are words or phrases that are used to describe nouns.
2. [Show image 4A-2.] Describe this image to your partner. I will call on a few of you to share. [As students share, repeat what they say and put emphasis on the adjectives and adjective phrases, e.g., It is *cold*; the wind was *freezing*; the girl *with a red scarf on her head* walks with her brother on the *busy* street; the boy *wearing the brown hat* opens the *green* door. After each example, remind students that adjectives describe nouns.]
3. In the read-aloud you heard, "It was a *freezing cold* day in 1858, and all those bodies helped block the *powerful* wind blowing in from the Hudson River."
4. What kind of day was it? (It was a *freezing cold* day.) What is the adjective used to describe the day? (*freezing cold*) What was the wind like? (The wind was *powerful*.) What is the adjective used to describe the wind? (*powerful*)
5. *Freezing cold* is the adjective that is used to describe the noun *day*. *Powerful* is the adjective that is used to describe the noun *wind*.

6. Now you try! Tell your partner the temperature or weather for today. You can say, “Today is a \_\_\_\_\_ day.” Then continue to describe what the day is like using more adjectives. [You may wish to have students look out the window and describe what they see.]

**Note:** You may wish to extend this activity by having students describe one of the images of immigrants in this domain. Encourage students to use a variety of adjectives, e.g., instead of *happy*, students could use *joyful*, *cheerful*, *contented*, *bright*, etc. Encourage students to describe a certain person by describing their clothes, hair color, and other distinguishing characteristics.

### ***E Pluribus Unum* Puzzle (Instructional Master 4B-1)**

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Remind students that the phrase *e pluribus unum*, meaning “out of many, one,” is a good motto for the United States because many different immigrants have come to the United States and made America one great country. Tell students that they are going to design another puzzle piece to help them remember some of the important things they learned about immigration to the United States. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- Where were the Murphys from? What immigration center did they have to go through?
- What push and pull factors brought the Murphys to the United States?
- What did the Murphys do to earn a living in the United States?
- How did immigrants help each other?

Using Instructional Master 4B-1, have students draw a picture of something they learned from today’s read-aloud in the puzzle piece area. Then, they should write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration. Finally, students should share their drawing and writing with a partner.

Save these puzzle pieces for making the complete puzzle at a later time. Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.



# Gold Mountain

# 5

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)
- ✓ Explain why the United States was and is called the “land of opportunity”
- ✓ Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Use information gained from the illustrations and words in “Gold Mountain” to demonstrate understanding of Lin Wen’s and his father’s decisions and views (RL.2.7)
- ✓ Identify reasons given in the text that support the author’s point that some European Americans were hostile to Chinese immigrants (RI.2.8)
- ✓ Compare and contrast the new lives of Chinese immigrants like Lin Wen as described in “Gold Mountain” and Irish immigrants like Fiona and Sean as described in “From Ireland to New York City” (RI.2.9)
- ✓ Recount a personal experience involving the saying “turn over a new leaf” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)



- ✓ Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “Gold Mountain” (SL.2.5)
- ✓ Distinguish between and categorize examples of situations that illustrate the word *exhausting* and those that illustrate its antonym *refreshing* (L.2.5a)
- ✓ Explain the meaning of “turn over a new leaf” and use in appropriate contexts (L.2.6)
- ✓ Prior to listening to “Gold Mountain,” identify orally what they know and have learned about Irish immigration, the U.S. immigration processing centers, and related geography
- ✓ Identify how they would feel if, similar to the way Lin Wen and other Chinese immigrants were treated, people in their new country were hostile to them
- ✓ Share their puzzle piece drawing and sentence with others

## Core Vocabulary

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**characters, n.** Symbols used in a system of writing

*Example:* The Cherokee writing system that Sequoyah invented has eighty-four characters.

*Variation(s):* character

**exhausting, adj.** Extremely tiring

*Example:* Traveling the Oregon Trail was a very exhausting journey for many people.

*Variation(s):* none

**honor, v.** To treat someone with respect or show respect toward someone

*Example:* Nathan’s parents hosted a party to honor his grandfather and his good deeds.

*Variation(s):* honors, honored, honoring

**responsibilities, n.** Things you are in charge of or are depended on to care for


*Example:* Perry’s responsibilities as hall monitor included making sure everyone had a hall pass and that no one ran in the halls.

*Variation(s):* responsibility

**wages, n.** The money you give someone for doing work

*Example:* Ken’s parents owned a restaurant and gave wages to their workers.

*Variation(s):* wage

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Image cards 7, 8; U.S. map; world map or globe	10
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Gold Mountain</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Exhausting</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sayings and Phrases: Turn Over a New Leaf</b>		20
	<b><i>E Pluribus Unum</i> Puzzle</b>	Instructional Master 5B-1; drawing tools	



# Gold Mountain

5<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Ask students if they remember and can share anything about the Murphy family. You may need to remind students that in the previous read-aloud, Fiona's and Sean's family were Irish immigrants who lived on the East Coast in New York City in 1858.

[Show Image Card 7 (Ellis Island).] Ask students to tell you the name of the famous immigration center on the East Coast. (Ellis Island) Have students recall that European immigrants came through Ellis Island on the East Coast, settling in nearby cities, and sometimes moved to the Midwest. Help students find New York City, the East Coast, and the Midwest on a U.S. map.

[Show Image Card 8 (Angel Island).] Remind students that some immigrants to the United States entered the United States by the West Coast. (Angel Island) Ask students if they remember the name of the immigration center on the West Coast. Have students recall that immigrants who came through Angel Island usually came from Asia and settled in the city of San Francisco and in other areas on the West Coast. On a U.S. map, point out the West Coast and the city of San Francisco.

Ask a volunteer to point to Europe, Asia, and the East Coast and West Coast of the United States on a world map or globe.

### **Purpose for Listening**

Tell students to listen carefully to find out what push and pull factors inspired two Chinese immigrants to emigrate from China and settle in the United States at about the same time that Fiona and Sean emigrated from Ireland.



## Gold Mountain

← **Show image 5A-1: Lin Wen hurrying down the stairs**

One day in 1858, Lin Wen hurried down the steep stairway and out onto the street that cut through his neighborhood in San Francisco, California. Lin Wen’s neighborhood in San Francisco was called “Chinatown” because it was the area of town where many immigrants from China settled.



← **Show image 5A-2: Fabled Gold Mountain gleaming in the sun**

Like other immigrant groups, the Chinese came to America for many reasons.<sup>1</sup> “Gold Mountain,” or “Gam Saan,” as the Chinese called it, was one of the main reasons the Chinese immigrated to the United States. After word reached China of the discovery of gold in the mountains of California, Chinese people were soon crossing the Pacific Ocean in large numbers, hoping to make their fortune. People claimed, “There is a whole mountain made of gold gleaming in the sun. You just chip away pieces of the mountain and soon you are as rich as the Emperor of China!”<sup>2</sup>

1 What phrase do we use for the reasons people immigrate? (push and pull factors)

2 Do you think there was actually a mountain made of gold in California? “Gold Mountain” was a myth. Who can tell me what a myth is?



← **Show image 5A-3: Lin Wen and his father sailing into San Francisco; Angel Island is visible**

Lin Wen and his father traveled to America, hoping to make a better life for themselves and their family. They had come on a great steamship, leaving behind Lin Wen’s mother, his two sisters, and his grandmother in China. On the journey to the United States, Lin Wen’s father had told him, “We will make enough money to bring over the rest of our family, too, or we will take the money home and live as rich men.”<sup>3</sup>

3 What push and pull factors brought Lin Wen and his father to the United States?



← **Show image 5A-4: European Americans talking about Lin Wen and his father**

Since coming through the immigration center on Angel Island, Lin Wen and his father had discovered that life in the United States was not as easy as they had expected it to be. Chinese

4 What does it mean that Lin Wen and his father experienced hostility?

5 or pay

6 Who did we hear about who emigrated from Ireland and worked on the railroad?

7 or extremely tiring

8 These jobs required the workers to start in the early morning and to leave late at night. Many immigrants, not just Chinese immigrants, had to work long, exhausting hours.



← **Show image 5A-5: Lin Wen walking through Chinatown**

immigrants, like Lin Wen and his father, experienced hostility from Americans in California.<sup>4</sup> Some Americans believed Chinese immigrants would take all of their jobs because they were willing to work for lower **wages**.<sup>5</sup> Sometimes jobs paying lower wages were all the Chinese could get because some Americans at that time would not hire them to work in jobs that paid better. The few jobs Chinese immigrants were allowed to do were often hard and dangerous, such as helping to build the railroad that crossed the continent and would link the eastern and western sections of the United States. Some Irish immigrants also helped build that historic railroad.<sup>6</sup> Other Chinese immigrants took jobs working long, **exhausting**<sup>7</sup> hours in woolen mills, washing dishes in restaurant kitchens, or working in laundries where the clothes were washed in large wooden kettles of boiling water.<sup>8</sup>

Americans who were hostile to the Chinese did not like how the Chinese had very different traditions and customs from Americans. European immigrants that were settled into their new American life had trouble accepting immigrants who didn't come from their own homelands in Europe. But not all Americans were hostile to Chinese immigrants; some realized how difficult a new life in America could be for the newcomers. Many Americans were welcoming and kind to the many different immigrants in the United States.

Lin Wen and his father never got as far as the gold mines or the mountains, and they quickly learned that it was not as easy to find gold as they had heard. They ended up in Chinatown where Lin Wen's father worked in a laundry and Lin Wen was lucky enough to work in a grocery store selling traditional Chinese foods. Lin Wen was on his way to work now, but he had a stop to make first. Winding his way through the streets, he followed a side street to a small door. After passing through it, he climbed some stairs and entered a room.



← **Show image 5A-6: Lin Wen and shopkeeper**

9 Here, the word *characters* refers to the symbols used in the Chinese system of writing.

No one would have guessed from the street that this rundown building could hold such a beautiful room. Hanging on the walls were red silk cloths bearing gold-colored Chinese **characters**.<sup>9</sup> On the floors were plush, silk cushions, and the air was fragrant with the sweet smell of incense—wood that, when burned, filled the place with a smell like flowers.

10 or show respect for

An old Chinese man nodded a welcome. He asked, “You are here to **honor**<sup>10</sup> the memory of your grandfather?”

11 Sticks of incense are made from a material that burns slowly and produces a sweet and pleasant smell.

“Yes, please,” Lin Wen answered. Remembering a person’s ancestors was—and still is—an important Chinese belief. “We owe our being here to those who came before us,” Lin Wen’s father had taught him. “One way to show our respect is to say special prayers and burn incense in their memory.”<sup>11</sup> Lin Wen’s grandfather had died long before Lin Wen and his father had come to America, but they continued to honor him. Lin Wen bought a thin stick of incense from the old man, lit the end of it with a match, and said a few prayers. Afterward, he thanked the old man and continued on his way to work.



← **Show image 5A-7: Mr. Wong, Lin Wen’s father, and Lin Wen at the market**

The market was crowded with shoppers buying ducks, chickens, vegetables, rice, and other produce for traditional Chinese recipes. The owner of the market, Mr. Wong, had known Lin Wen’s family back in China. After arriving in San Francisco, Lin Wen and his father had gone to see their old friend Mr. Wong, who said, “I can hire you or your son to work in my store.”

Lin Wen’s father had answered, “This is an act of great kindness, my friend. Let my son work with you. Another friend has offered us a job at his laundry. I will take that job because it will be more demanding, and that way my son will have some time to study and learn.”



← **Show image 5A-8: Lin Wen's father urging him to get a good education**

At the time, Lin Wen had said nothing, but that night, he had quietly asked his father, “Father, should I not respect you as the head of our family? Yet, you will not let me take seriously the **responsibilities**<sup>12</sup> for our family that you have taught me are mine. I should take the job in the laundry. I am young and strong; it will be easy for me to work the long hours there. You should work in the grocery.”<sup>13</sup>

Lin Wen's father said, “Lin Wen, the only thing as important as respecting your elders is getting an education. If you work in the laundry, you will not have time to study and educate yourself. That is also one of your responsibilities. I have made my decision, but your offer to work in the laundry means a great deal to me. I hope that someday we will have enough money so that we can bring our family here. But even if we never make a lot of money, I know now that I am a rich man, for I have something more valuable than gold: a son of whom I am very proud.”

12 or things I am counted on to do

13 Why do you think Lin Wen's father would rather his son work at the grocery than the laundry?



← **Show image 5A-9: Lin Wen talking to customer**

Remembering this moment, Lin Wen smiled as he was selling spices to a customer. She noticed Lin Wen's smile. “Why are you so happy today?” she asked, handing him her money. “This market is not exactly ‘Gold Mountain’, you know.”

“Perhaps it is,” Lin Wen answered. And he smiled as he handed back her change.<sup>14</sup>

14 Why do you think Lin Wen thought of the market as being “Gold Mountain”?

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Where did the characters in today's read-aloud emigrate from? (China) What immigration center did they come through on the West Coast? (Angel Island)
2. *Literal* What pull factors brought Lin Wen and his father to the United States? (Rumors of "Gold Mountain" and other opportunities brought the Lins and other Chinese immigrants to the United States.)
3. *Literal* How did Mr. Wong help Lin Wen and his father? (He offered them a job in his grocery.)
4. *Evaluative* Why do you think Lin Wen and his father decided to live in San Francisco's Chinatown rather than in another part of San Francisco? (They had friends there; other Chinese immigrants lived there; they were able to practice their beliefs there; etc.)
5. *Inferential* What kinds of jobs did many Chinese immigrants have? (dangerous and difficult jobs; jobs in woolen mills, laundries; building railroads; etc.)
6. *Inferential* The author tells us that Chinese immigrants sometimes experienced hostility from other Americans. What are some of the reasons the author gives for this? (They had different traditions and customs; they were not from their own homelands; some felt they would take their jobs.)
7. *Evaluative* Do you think Lin Wen and his father may have called the United States the "land of opportunity"? Why or why not? (Answers may vary.)



8. *Evaluative* How was life as an immigrant the same for Chinese immigrants like Lin Wen and Irish immigrants like Sean and Fiona? (They both had hardships; they were thankful for new opportunities; etc.) How was it different? (They settled in different places; they maintained different traditions; they came for different reasons; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Do you remember the proverb “don’t judge a book by its cover”? How do you think you would have felt if you were a Chinese immigrant in the late 1800s and people were hostile toward you because you had different beliefs and ate different foods? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Exhausting

5 minutes

1. In the read-aloud you heard, “Other Chinese immigrants took jobs working long, *exhausting* hours in woolen mills, washing dishes in restaurant kitchens, or working in laundries . . . ”
2. Say the word *exhausting* with me.
3. The word *exhausting* means extremely tiring.
4. “That quiz was exhausting!” Shirley exclaimed. “It was too long.”
5. Have you ever had to do something or had an experience that was exhausting? Try to use the word *exhausting* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ was exhausting because . . . ”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite, or antonym, of *exhausting* is *refreshing*. Something that is exhausting makes you extremely tired. Something that is refreshing gives you energy and makes you feel less tired. I am going to name a situation. If it is something that you would find exhausting, say, “That would be exhausting because . . . ” If it describes something that you would find refreshing, say, “That would be refreshing because . . . ” (Answers may vary for all.)

1. jumping into a pool on a hot summer day
2. spending the day helping to clean the house
3. reading a book
4. carrying a heavy load
5. swinging in a hammock
6. drinking a glass of lemonade
7. playing a game of soccer



**Complete Remainder of the Lesson Later in the Day**



# Gold Mountain

5<sub>B</sub>

## Extensions

20 minutes

### Sayings and Phrases: Turn Over a New Leaf

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students that in today’s read-aloud, they learned that many immigrants to the United States came in search of a better life. These immigrants might have said to each other once they landed, “Now, we can turn over a new leaf.” The proverb “turn over a new leaf” means to make a fresh start. This proverb can also mean to make an important change in the way you act. Have the students repeat the proverb. Ask students if they can think of any situations when they might use this proverb. Ask if they have ever turned over a new leaf. For example, “My room is usually very messy, but I’ve turned over a new leaf. I clean my room every day now!” Have two or three students share with the class.

### *E Pluribus Unum* Puzzle (Instructional Master 5B-1)

Remind students that the phrase *e pluribus unum*, meaning “out of many, one,” is a good motto for the United States because many different immigrants have come to the United States and made America one great country. Tell students that they are going to design another puzzle piece to help them remember some of the important things they learn about immigration to the United States. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- Where were Lin Wen and his father from?
- What push and pull factors brought Lin Wen and his father to the United States?
- Was “Gold Mountain” real, or was it a myth?
- What kinds of jobs did Lin Wen and his father do to earn a living?

Using Instructional Master 5B-1, have students draw a picture of something they learned from today’s read-aloud in the puzzle piece area. Then, they should write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration. Finally, students should share their drawing and writing with a partner.

Save these puzzle pieces for making the complete puzzle at a later time. Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.



# A Land of Opportunity

# 6

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)
- ✓ Explain why the United States was and is called the “land of opportunity”
- ✓ Describe how immigration has brought millions of newcomers to the United States
- ✓ Describe why some immigrants settled in the Midwest

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Use information gained from the illustrations and words in “A Land of Opportunity” to demonstrate understanding of Lars’s and Karin’s feelings about owning their own land (RL.2.7)
- ✓ Compare and contrast the new lives of immigrants to the Midwest like the Anderssons as described in “A Land of Opportunity” and Chinese immigrants like Lin Wen and his father as described in “Gold Mountain” (RI.2.9)
- ✓ Recount a personal experience related to the word *support* and its use in “A Land of Opportunity” (SL.2.4)

- ✓ Add a drawing to illustrate the word *support* to clarify ideas, thoughts, and feelings (SL.2.5)
- ✓ Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “A Land of Opportunity” (SL.2.5)
- ✓ Identify new meanings for the word *land* and apply them accurately (L.2.5a)
- ✓ Identify how they would feel about living in a big city or in the countryside as a new immigrant to the United States
- ✓ Prior to listening to “A Land of Opportunity,” orally predict how living in the countryside as an immigrant might be different from living in the city, and then compare to descriptions heard in the read-aloud
- ✓ Share their puzzle piece drawing and sentence with others

### Core Vocabulary

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**homestead, n.** A farmhouse or other kind of house and the surrounding buildings and land

*Example:* Truman’s family had a homestead out West with a house, barn, and stable for horses.

*Variation(s):* homesteads

**legally, adv.** Allowed by law

*Example:* When Cate’s sister turned sixteen, she was legally allowed to drive.

*Variation(s):* none

**officially, adv.** Approved of by someone in charge


*Example:* Even though Jenny finished first, she was not officially declared the winner until after all of the races were finished.

*Variation(s):* none

**support, v.** To be loyal to or to encourage someone or something

*Example:* Tony’s older sister always came to his soccer games to support him.

*Variation(s):* supports, supported, supporting

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Making Predictions About the Read-Aloud</b>	U.S. map; world map or globe	10
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>A Land of Opportunity</b>	world map or globe	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Support</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Land</b>	Poster 3M (Land)	20
	<b><i>E Pluribus Unum</i> Puzzle</b>	Instructional Master 6B-1; drawing tools	



# A Land of Opportunity

6<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **Making Predictions About the Read-Aloud**

On a U.S. map, show students the area that makes up the Midwest of the United States. Also show students the area of Northern Europe (Germany, Norway, Sweden, and Denmark) on a world map or globe. Tell students that today's read-aloud is about two immigrants from Northern Europe who moved to the countryside in the Midwest. Tell students that they moved to a farm in the state of Wisconsin. Tell students that other immigrants moved to nearby states, including Minnesota. Help students locate Wisconsin and Minnesota on a U.S. map. Ask students to predict how living in the countryside as an immigrant might be different from living in the city.

### **Purpose for Listening**

Tell students to listen carefully to find out whether or not their predictions are correct.





## A Land of Opportunity

### ← Show image 6A-1: Lars with dirt in hand, with Karin

Lars and Karin Andersson looked out over the field. The rich, dark brown soil of Wisconsin reminded them of the best farmland back in Sweden. Lars knelt down and scooped up some dirt in his hand, and Karin thought, “Lars can ‘read’ the soil the way some people can read books. Somehow he knows if it is good or bad for growing crops.”

1 *Land* means an area of ground. Lars will turn this land into farmland. *Land* can also mean to come down out of the air, as an airplane or a bird does.

Now Lars stood up. “This is fine land,” he told his wife.<sup>1</sup> She could hear excitement in his voice. “Here we will grow wheat and corn. Over there,” he said pointing, “we can raise dairy cows for milk and butter.”

Karin walked a few feet away and said, “And over here we can build a house and raise a family.”

“Yes,” Lars agreed, “that is the most important thing of all.”



### ← Show image 6A-2: Poor European farmers

The Anderssons, like many other immigrants who settled in the American Midwest, came from Northern Europe. This means they emigrated from countries like Germany, Norway, Sweden, Denmark, and other nearby European nations and then moved to the United States.<sup>2</sup> These immigrants brought with them their knowledge of farming and a strong sense of working together as families and as neighbors.

2 [Ask a volunteer to point to the countries mentioned on a world map or globe.]

Immigrants like the Anderssons came to the United States because they could not own land in Europe. In Europe, kings and princes kept tight control over who was allowed to buy and own land. People who were not friends of the king, or of a rich nobleman or noblewoman whose family had owned land for many years, had trouble buying farmland. Without owning farmland, it was hard for many people in Northern Europe to make a living.<sup>3</sup> Friends of the Anderssons who had already settled in Wisconsin

3 How do you think you might feel if you had to be friends with the king in order to own land?

and nearby Minnesota had written letters back home to Sweden saying, “Join us in America! Things are different here in the United States. Here you don’t have to be the king’s friend to buy and own land; you just have to be willing to work very hard.”



← **Show image 6A-3: Abraham Lincoln**<sup>4</sup>

4 Who remembers the name of this U.S. president?

5 One acre of land is almost the same size as an American football field. Can you imagine owning and farming 160 football fields worth of land?

6 according to the law

During the American Civil War, in 1862, the American government under President Lincoln gave huge amounts of government-controlled land to homesteaders. A **homestead** is land someone settles on to live and farm. The government made it easy for farmers to own as much as 160 acres of land, which was more than enough for a successful farm.<sup>5</sup> A homesteader had to build a house on the land and farm the land for at least five years. At the end of that time, for a fee of eighteen dollars, the person or family would **legally** own the land.<sup>6</sup>

Many different people could become homesteaders. For example, unmarried men or women could become homesteaders. People coming to America as immigrants could become homesteaders. The United States gave all sorts of people a chance to own land and make a new life. Millions of people from across the United States and immigrants from many other nations came to the Midwest to lend their farming skills and worked hard to build up the United States.



← **Show image 6A-4: Lars and Karin coming to Wisconsin**

7 Many people had to sell everything they owned in order to afford to immigrate to the United States. [Ask a volunteer to point to Wisconsin on a U.S. map.] What immigration center do you think they went through?

With the hope of owning land and making a better life for themselves and their children, Karin and Lars sold nearly everything they owned in Sweden, bought tickets to America, crossed the sea on a ship, and ended up among the low, gently rolling hills of Wisconsin.<sup>7</sup>

Now that they had made it to Wisconsin, they had to decide what to do with their land. Lars said to Karin, “We will leave that patch of forest for now and start with the land that is already cleared. We will get a mule and a plow to loosen the soil and get the land ready to plant. To afford this, we will have to borrow some money and add that to the money we still have left from Sweden.”



← **Show image 6A-5: Lars and Karin working on their farm**

“And we will build a house,” Karin said. “It doesn’t have to be a big one. We can add on to it later when we’re more settled and have earned more money.”

And that is what they did. All across the Midwest of the United States, other immigrant farmers were doing the same things—working hard and starting a new life. Working long, hard hours, immigrants and other homesteaders turned the American Midwest into some of the finest farmland on Earth, pitching in to help one another through hard times, and sharing the joy of one another’s successes in this new land. With the help of their neighbors, the Anderssons built a house partly shaded by the trees they had decided to leave standing. They built a barn and painted it red. They grew wheat and corn to sell, and paid back the money they owed. They watched over every dollar they earned and every penny they spent. In time, both the little house and their family grew bigger. They now had a boy, Stefan, and two girls, Ingrid and Margareta.



← **Show image 6A-6: Family getting ready**

One day, five years after they arrived in the United States and claimed their land, the Anderssons were ready to pay their eighteen dollars so that their land, along with their house, barn, and farmland, would be theirs—**officially** approved by those in charge. That morning, the whole family took turns bathing in the large metal tub in the kitchen, into which they poured warm water heated on the stove.<sup>8</sup> Because it was such a special day, they dressed in their best clothes, which they usually saved for church. Karin even dressed up little Margareta in her best outfit. Then Lars said, “It is time. Everyone get into the wagon.” With a cry of “Git up!” to the two mules he had hitched to the front of the wagon, Lars shook the reins, and they started down the five miles of dirt road toward town. As they passed each neighboring farm, the neighbors waved and called out, “Congratulations, Karin!” or “We’re proud of you, Lars!”<sup>9</sup> Karin and Lars waved back and smiled—they were grateful for the **support** of their neighbors.

8 Remember, this story takes place in the late 1800s before there were bathtubs and showers like we have today.

9 How do you think the Anderssons felt?



← **Show image 6A-7: Mr. Ellgard congratulating the family**

At last the Anderssons reached town. Lars stopped the wagon in front of a government building and helped Karin and the children from the wagon. They walked inside and up to the counter. Proudly, Lars told the clerk, “Good morning, Mr. Ellgard. We have come to claim our land.”

Less than five minutes later, Mr. Ellgard smiled and held out his hand to shake.

“Congratulations, Lars,” he said. “Congratulations, Karin.” Then he turned to the two oldest children, Stefan and Ingrid, and said, “And congratulations to you, too. Thanks to your mother and father, one day you will own the land, too.” And Lars and Karin Andersson, farmers and now official landowners, proudly walked out the door and took their family home.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Evaluative* Were your predictions correct about how life for immigrants who settled in the countryside was different than life in the city? Why or why not? (Answers may vary.)
2. *Literal* Where did Lars and Karin emigrate from or leave? (Sweden, in Northern Europe)
3. *Inferential* Why did Lars and Karin settle in the Midwest rather than in a big city? (They wanted to own their own land for farming and could not farm in a big city in the United States.)
4. *Literal* What pull factor brought Lars and Karin and other immigrants from Northern Europe to the Midwest? (the opportunity to own their own land for farming)
5. *Inferential* Why was the United States a “land of opportunity” for Lars and Karin? (They would be able to own their own land and make a better life for themselves and their children.)
6. *Evaluative* How would America be different today if immigrants like Lars and Karin did not settle in the Midwest? (Answers may vary.)

7. *Evaluative* Compare and contrast the new lives of immigrants to the Midwest like the Anderssons and the new lives of Chinese immigrants to the West Coast like Lin Wen and his father as described in “Gold Mountain.” (Answers may vary.)
8. *Evaluative* Did this story take place long ago or is it a modern story? (long ago) How do you know? (traveled in a wagon, bathed in a metal tub, etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* If you were an immigrant during the 1880s to 1920s, where do you think you might have lived: the city, or the countryside? Why? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Support**

*5 minutes*

1. In the read-aloud you heard, “Lars and Karin waved back and smiled—they were grateful for the *support* of their neighbors.”
2. Say the word *support* with me.
3. *Support* means to be loyal to or to encourage someone or something.
4. Betty and her whole family went to the theater to support her little sister in her first play.
5. Have you ever done or said something to support someone else? Try to use the word *support* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I have given support when . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Think about a time when another person supported you in some way. What was happening? How did s/he offer support to you? Draw a picture of that time and include important details. [After drawing, have students write a sentence about the picture, making sure to use the word *support*. Some students may need to dictate their sentences to an adult, whereas others may be able to write their sentences independently. Give students the opportunity to share their drawings and writing with the class or a partner.]



### **Complete Remainder of the Lesson Later in the Day**



# A Land of Opportunity

6<sub>B</sub>

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Land*

1. [Show Poster 3M (Land).] Refer to the numbers of the pictures on the poster:
2. '1' for an area of ground
3. '2' for a country or nation
4. '3' for returning to the ground

Students can refer to the numbers in their answers, or they can walk up to the poster and point to the picture of the sense of the word you are describing.

1. In the read-aloud you heard Lars tell his wife, “This is fine *land* . . . here we will grow wheat and corn. Over there we can raise dairy cows for milk and butter.” Here *land* means an area of ground. Which picture of *land* matches the way Lars uses it in his conversation with his wife? (1)
2. *Land* can also mean other things, like a country or a nation. Which picture matches this description of *land*? (2)
3. In addition, *land* can mean to come down out of the air. For example, when a plane is about to land on a runway, it lowers its landing gear. Which picture matches this description of *land*? (3)
4. Now with your neighbor, quiz each other on the different meanings of the word. Think of an example of one of the uses of the word *land*. Remember to be as descriptive as possible and use complete sentences. For example, you could say, “It was interesting to watch the duck fly in and land in the water.” And your neighbor should respond, “That’s ‘3’.”

5. In this read-aloud and throughout the domain, you have heard the phrase “land of opportunity.” Which definition do you think matches the way *land* is used in this phrase? In what ways is it like definition ‘1’? In what ways is it like definition ‘2’?

### ***E Pluribus Unum* Puzzle (Instructional Master 6B-1)**

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Remind students that the phrase *e pluribus unum*, meaning “out of many, one,” is a good motto for the United States because many different immigrants have come to the United States and made America one great country. Tell students that they are going to design another puzzle piece to help them remember some of the important things they have learned about immigration to the United States. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What country were Lars and Karin from?
- What push and pull factors brought the Anderssons to the United States?
- What contributions did immigrants in the Midwest make to the United States?
- What did it mean to be a homesteader?

Using Instructional Master 6B-1, have students draw a picture of something they learned from today’s read-aloud in the puzzle piece area. Then, they should write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigrants who settled in the Midwest. Finally, students should share their drawing and writing with a partner.

Save these puzzle pieces for making the complete puzzle at a later time. Remind students that after all of their puzzle pieces are complete, they will cut them out and put them together to see the complete image.





# Pausing Point

PP

## **Note to Teacher**

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You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of immigration. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## **Core Content Objectives Up to This Pausing Point**

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Students will:

- ✓ Explain the term *immigrant*
- ✓ Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)
- ✓ Explain why the United States was and is called the “land of opportunity”
- ✓ Identify the meaning of *e pluribus unum*
- ✓ Explain the significance of Ellis Island and the Statue of Liberty
- ✓ Describe how immigration has brought millions of newcomers to the United States
- ✓ Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco
- ✓ Describe why some immigrants settled in the Midwest
- ✓ Describe how their ancestors may have been immigrants who helped make America the country that it is today

## Student Performance Task Assessment

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### 10 Push and Pull Factors (Instructional Masters PP-1, PP-3)

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Distribute copies of PP-3 to students. Have them cut out the factor strips on the Instructional Master. Then distribute copies of PP-1 and PP-2 to students. As you read each factor strip, have students decide whether it is a push factor or a pull factor and place the strip under the correct heading.

### 10 Map Work (Instructional Master PP-4)

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Distribute a copy of PP-4 to each student. As you read the words and phrases in the word bank, ask students to write the word or phrase in the correct box.

## Activities

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### Image Review

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

### Image Card Review

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#### Materials: Image Cards 1–8

Using Image Cards 1–8, divide students into five groups, giving each group an Image Card. In their groups, have students describe what they see in the image. You may wish to walk around the classroom and prompt discussion with the following questions: Where is the place shown in the image? What are the people in this image doing? Are the people in these images immigrants? How do you know? Then, in their groups, have students share anything they learned in the read-alouds that connects to the image card in their hands. You may once again need to prompt discussion by asking the following:

- What were the names of the two immigration centers?
- Which immigrants passed through Ellis Island? Angel Island?
- Where did many new immigrants live?

- Why did immigrants come to the United States?
- What kinds of jobs did immigrants have in the city? In the countryside?
- Were new immigrants always welcomed by Americans?

## Domain-Related Trade Book or Student Choice

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### Materials: Trade book

Read a trade book to review a particular concept or event; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

## Key Vocabulary Brainstorming

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### Materials: Chart paper, chalkboard, or whiteboard

Give the students a key domain concept or vocabulary word such as *immigration*. Have them brainstorm everything that comes to mind when they hear the word, such as *push and pull factors*, *freedoms*, *opportunity*, etc. Record their responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

## Somebody Wanted But So Then

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### Materials: Instructional Master PP-5

Explain to the students that they are going to retell the story of Charles Steinmetz, first individually, and then together as a class. Tell students that they are going to retell Charles's story using Instructional Master PP-5, a Somebody Wanted But So Then worksheet. Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be very familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the exercise. Have these students work in pairs to orally fill in the chart together while one person acts as the scribe. If you have students who are new to the Core Knowledge Language Arts program, you may wish to work with them individually or in a small group, guiding them through this exercise.

If time allows, have students share their charts with the class. As they recount the story, you may wish to refer back to Flip Book images 2A-1 through 2A-8. As students retell the read-aloud, make

sure to use complete sentences and domain-related vocabulary to expand upon their responses.

For your reference, completed charts should follow these lines:

<b>Somebody</b>	Charles
<b>Wanted</b>	Wanted to immigrate to the United States from Germany.
<b>But</b>	But because Charles couldn't speak English, didn't have a job, had no money, and his body bent to one side, the clerk wanted to send him back to Germany.
<b>So</b>	So, Charles's friend Oscar told the clerk that Charles was a mental giant and that he would pay for Charles's way until he found a job.
<b>Then</b>	Then, the clerk let Charles into the United States. Charles made many scientific inventions and discoveries, worked with Thomas Edison, and helped the United States with his talents.

## Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I left my home country and settled in another country. Who am I? (an immigrant)
- I am an immigrant who came to the United States from China looking for "Gold Mountain." What immigration center did I go through? (Angel Island)
- I welcomed immigrants whose ships came through New York Harbor to America. What am I? (the Statue of Liberty)
- I came to the United States because the potato blight made it difficult to find food. Who am I? (an Irish immigrant)
- I was almost turned away at Ellis Island because of my appearance and other issues, but ended up being a great help in bringing electricity to more people. Who am I? (Charles Steinmetz)
- I am an immigrant who came to the United States from Europe looking for a better life. What immigration center did I go through? (Ellis Island)
- I am the Latin phrase that means "out of many, one." What phrase am I? (*e pluribus unum*)

- I am a phrase that describes the many reasons people left their home countries. What am I? (push factors)
- I am a part of the United States that has a lot of open land. Homesteaders built their homes and farmed here. (the Midwest; Wisconsin)
- I am the traditional ways of doing things, and include foods, decorations, and celebrations from one's homeland. What am I? (customs)

## Venn Diagram

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### Materials: Instructional Master PP-6

Tell students that they are going to use a Venn diagram to compare and contrast some of the things they have learned thus far about immigration. Remind them that to *compare* is to tell how people or objects are similar, and to *contrast* is to tell how people or objects are different.

Write the following list on a piece of chart paper, a chalkboard, or a whiteboard. Have students choose something from the list to compare and contrast.

- the lives of new immigrants in New York City and in the Midwest
- Ellis Island and Angel Island
- the Chinese immigrants and the Irish immigrants
- push factors and pull factors

**Note:** You may wish to have students draw a picture to accompany their diagram. For assessment, students should complete Instructional Master PP-6 individually; however, you may wish to have students complete it in groups or as a class.

## Class Book: Immigration

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### Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about the following: why people immigrate; Charles Steinmetz; Ellis

Island and Angel Island; life in the city as an immigrant; life in the Midwest as an immigrant; and the challenges of immigration. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

### ***Machina: Out of Many, One***

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To reinforce the Latin phrase *e pluribus unum* (“out of many, one”) tell students that they are going to create a fictional machine, which we will call a *machina*, the Latin word for “machine.” Tell students that they are going to be the parts of this machine. Have students decide what the machine will do and discuss how they all come together as many parts to make one working machine—out of many, one. You may also want to apply this motto to your class, telling students that out of many students from different families and different neighborhoods, one classroom community is formed.

### **Research Activity: Ellis Island and Angel Island**

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#### **Materials: Image Cards 7 and 8**

Review with students what they have already learned about Ellis Island and Angel Island. Remind students that both Ellis Island and Angel Island are no longer used as immigration centers. Both are now museums that the public may visit to better educate themselves about the history of immigration to the United States. If students have any further questions about either one of these historical immigration centers, you may want to provide students with an opportunity to do research. You may do this research as a class or have students do their research individually. Encourage students to present their findings to a group of students or to the class.

If you choose to focus your research on Ellis Island, the following website offers an excellent interactive tour of Ellis Island: [teacher.scholastic.com/activities/immigration/tour/index.htm](http://teacher.scholastic.com/activities/immigration/tour/index.htm). Since this website is intended for older students, you may wish to go through the interactive tour as a class in a computer lab or

with the use of a projector, if at all possible. Make sure to reinforce domain vocabulary whenever possible as you go through the interactive tour.

## **Research Activity: The Statue of Liberty**

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### **Materials: Image Card 1**

Remind students that they have heard a lot about the Statue of Liberty and what a hopeful sight it was for the many immigrants who passed through Ellis Island. Show students Image Card 1 and Flip Book images 1A-7, 2A-1, and 2A-4, where the Statue of Liberty appears. If students are interested, have them research some facts about the history of the Statue of Liberty. As a starting point, you may wish to look through the trade book listing in the Introduction for nonfiction books on the Statue of Liberty.

You may also wish to read the poem engraved on the pedestal upon which the Statue of Liberty stands, called “The New Colossus,” by Emma Lazarus. You may need to rephrase some parts of the poem in order to enhance students’ understanding. Additionally, you may have students create their own poem about the Statue of Liberty and the hope it gave immigrants arriving in New York after their long journey. Make sure to reinforce domain concepts and domain vocabulary throughout this activity.

## **Writing Prompts**

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Students may be given an additional writing prompt such as the following:

- People immigrate to the United States because . . .
- The day I landed at Ellis Island . . .
- The day that I first saw the Statue of Liberty . . .



# A Mosaic of Immigrants

# 7

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)
- ✓ Explain why the United States was and is called the “land of opportunity”
- ✓ Identify the meaning of *e pluribus unum*
- ✓ Describe how immigration has brought millions of newcomers to the United States
- ✓ Describe how their ancestors may have been immigrants who helped make America the country that it is today
- ✓ Demonstrate familiarity with the song “This Land Is Your Land”

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:


- ✓ Interpret information from map images about early immigration to America and modern immigration to the United States (RI.2.7)
- ✓ As a class, plan and draft a narrative letter written by a new immigrant to family members in their homeland and that tells them what life is like in the United States (W.2.3)
- ✓ With guidance and support from adults and peers, focus on writing a letter and strengthen it as needed by revising and editing (W.2.5)



- ✓ Participate in shared brainstorming of ideas about immigration after listening to several read-alouds and produce a letter as a class (W.2.7)
- ✓ Make personal connections to newcomers to the United States who choose to live in ethnic neighborhoods with others from their home countries (W.2.8)
- ✓ Through discussion and an acting activity, summarize information learned about immigrant settlers as heard in read-alouds throughout the *Immigration* domain (SL.2.2)
- ✓ Prior to listening to “A Mosaic of Immigrants,” orally identify what they know and have learned about immigration
- ✓ Identify how they would feel as a newcomer to the United States who might consider moving to an ethnic neighborhood

### Core Vocabulary

- descendants, n.** People that are related to earlier ancestors  
*Example:* When Marco’s grandfather moved to the United States as a young boy, he knew his descendants would be American citizens.  
*Variation(s):* descendant
- famine, n.** A great shortage of food  
*Example:* The lack of water over many years produced a famine in the country.  
*Variation(s):* famines
- settlers, n.** People who make their homes in a new area or country  
*Example:* The immigrant settlers in the Midwest turned the region into some of the finest farmland on earth.  
*Variation(s):* settler

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?		10
	Essential Background Information or Terms	Image Card 9	
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	A Mosaic of Immigrants	Image Card 9	15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Settlers		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Postmarked from America	Instructional Masters 7B-1, 8B-1	20



# A Mosaic of Immigrants

7  
A

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Remind students that in the last read-aloud, they heard about two European immigrants who settled in the Midwest of the United States. Ask students to explain why Lars and Karin, the characters from the previous read-aloud, immigrated to the United States and how they were able to have farmland in the Midwest upon their arrival.

Ask students to recount what they have learned about immigrants and immigration to the United States thus far. Emphasize that they have learned a great deal, so in order to help them remember, prompt them with the following questions:

- Why do people emigrate from their home countries? (push factors such as being unable to speak freely; not having the freedom to practice one's religion; not enough food or jobs; not being able to own land; etc.)
- What are some pull factors that cause people to immigrate to the United States? (pull factors such as freedom of speech and religion; more jobs and land available; possibility of living a good life; etc.)
- What were the two major immigration centers that you have learned about? Remember there was one on the East Coast and one on the West Coast. (Ellis Island in New York Harbor; Angel Island in San Francisco Bay)
- What statue welcomed immigrants to the United States on the East Coast in New York Harbor? (the Statue of Liberty)
- Why did Sean and Fiona's family immigrate to the United States? (There wasn't enough food due to the potato blight.) Why did Lin Wen and his father immigrate to the United States? (They hoped to make enough money to live a better life.)

- Why is *e pluribus unum* an appropriate motto for the United States? (From many immigrants, one nation is formed.)
- Why has the United States been called the “land of opportunity”? (There are many opportunities for jobs, owning land, and having a good life.)

Tell students not to worry if they cannot remember all of these details, because today’s read-aloud and the next read-aloud will help to review the important information they have heard thus far.

### **Essential Background Information or Terms**

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Ask students to name some of the people they have heard about in this domain who are immigrants. (Charles Steinmetz from Germany; Marie and her family from Italy; Sean and Fiona Murphy, their parents, Aunt Cathleen, and Uncle Brendan from Ireland; Lin Wen and his father from China; Lars and Karin Andersson from Sweden) Ask them which person was a real-life immigrant. (Charles Steinmetz) Tell students the other immigrants they have heard about are fictional—made-up characters that are like many real immigrants who came to America long ago as well as more recently.

Ask students if they know what a mosaic is. Show students Image Card 9 (Mosaic). Tell students that a mosaic is a decorative design made from many small tiles, stones, or other objects placed together to form a pattern or a picture. Show students how this image of a bird is formed from tiny pieces of different colors of tile. Each individual piece has its own characteristics—together the pieces form a mosaic that is interesting and beautiful.

Ask students to think about how the many immigrants of the United States are like the pieces of a mosaic. You may wish to allow time to share the students’ ideas.

### **Purpose for Listening**

Tell students to listen carefully to see what else they can learn about immigration and to listen to find out how immigration today is similar to and different from the immigration stories they have heard thus far.



## A Mosaic of Immigrants

### ← Show image 7A-1: The many faces of immigrant ancestors

The United States is a nation of immigrants. Many of the people who live in the United States today left their homelands in other countries to come to America. Those who are not immigrants themselves can probably point to ancestors who came to the United States as immigrants in earlier times. Some can point to a mother or father who immigrated to the United States. They might have a grandparent or great-grandparent who came to the United States as an immigrant. Others have to reach back a little farther in their family's history.



### ← Show image 7A-2: Native Americans today

The people who have lived in North America the longest are the Native Americans. Their ancestors are the first known people to live in what is now called the United States. They made their way from Asia into North America thousands of years ago. The Native Americans spread out across North and South America. Today many Native American **descendants** live all across the United States.<sup>1</sup>

1 Descendants are those who are born after or much later than their ancestors. Ancestors are the relatives who came before or long ago.



### ← Show image 7A-3: Early European immigrants

For many years the people of Europe did not know that the Americas existed. Europe and the Americas were two separate worlds. The voyages of Christopher Columbus in 1492 changed that. After these voyages, Europeans began to settle in the Native American lands of North and South America.

The earliest immigrants came from a handful of countries in Northern Europe. Many came from England and Scotland. But there were **settlers** from other countries as well. Some came from France and Spain. Others came from Germany and the Netherlands. They settled down and made their homes in this new land called America. Many of the early settlers who fought in the Revolutionary War<sup>2</sup> could point to ancestors from one of these six countries.<sup>3</sup>

2 in which America fought for its independence from England

3 What is the main idea represented by the map in this image?

Later, immigrants began to come to the United States from other countries in Europe. And, later still, they began to arrive from many other parts of the world.

Why do people become immigrants? Why do they leave the countries where they were born? And why have so many been drawn to the United States? Usually there is something that pushes immigrants out of their homelands. And usually there is something that pulls them to the United States.<sup>4</sup>

4 What is the name for the reasons that immigrants leave their homeland and go to another country? (push and pull factors)



← **Show image 7A-4: Pilgrims**

The Pilgrims who came to New England in the 1600s felt both pushed out of their homeland and pulled to the United States (although it wasn't called the United States at the time). They were pushed to leave England because the English king would not allow them to practice their religion in the way that seemed best to them. They were pulled to North America because they believed they would have religious freedom there.



← **Show image 7A-5: Scottish and Irish immigrants**

The Scottish people who came to America in the late 1700s also felt push and pull factors. Many of them were pushed off the land they farmed by the landowners who wanted to use the land to raise sheep. They were pulled to the American colonies because in America they could get farmland of their own.

Many of the Irish who came to the United States in the 1840s and 50s came because of a **famine**<sup>5</sup> in Ireland. All across Ireland, potatoes went bad. They turned black and shriveled up. They were not good to eat and many Irish starved. Many were pushed out of their homeland by the famine. The Irish heard there were farms and jobs in the United States. These stories helped pull them to the United States.

5 or great shortage of food



← **Show image 7A-6: Chinese immigrants**

Many of the Chinese immigrants who came to the United States in the 1840s and 50s were pushed out of their homeland because they were poor. Some were pulled to the United States

by the prospect, or possibility, of finding gold in the mountains of California. Others were drawn here by jobs building railroads.

Most of these immigrants saw America as a land of opportunity. It was a place where Separatists would have the opportunity to practice their religion in their own way. It was a place where the Irish would have an opportunity to work on the railroads or work in their communities in other jobs. Many groups were able to own their own land and provide for their families.<sup>6</sup>

6 What kinds of things do you think immigrants wanted to provide for their families?



← **Show image 7A-7: Modern immigrants from all over the world**

Today, immigrants continue to come to the United States from all over the world, from countries such as Mexico, China, India, the Philippines, the Dominican Republic, Ethiopia, and Russia. Over a million immigrants arrive each year from these and many other countries. That is about three or four thousand people every day. This read-aloud will last about fifteen minutes. By the time it is finished, thirty or forty people will have immigrated to the United States.<sup>7</sup>

7 What is the main idea represented by the map in this image?

Today's immigrants no longer come into the United States through Ellis Island and Angel Island. Many immigrants today arrive by plane, though some come by boat, car, or on foot.



← **Show image 7A-8: At work in our communities**

Many people leave their homelands because they are not able to live and work in safe and healthy conditions. Some people must leave their countries because of problems in the government or the dangers of war. People all around the world continue to view the United States as a land of opportunity. They see the United States as a place where people can make a new start in life—they can get an education, find jobs and medical care, and create a new home for themselves and their families. They can contribute their skills and hard work to the communities in which they live.

8 What challenges have you heard about in this domain that immigrants sometimes face?

As in the past, new immigrants still face challenges, or difficulties, in their new country.<sup>8</sup> Today's immigrants must still say good-bye to loved ones in their homelands and make new friends in the United States. It takes time to become familiar with

new ways of living—the food, language, the weather, and ways of getting around may be different. Immigrants sometimes can use help getting used to a new life.



← **Show image 7A-9: A celebration from another country**

It is still common for immigrants to settle in cities. Many immigrants move to places where others from their homelands have settled and can help the newcomers find jobs and places to live. Here, they can continue to share familiar customs and traditions even as they learn other ways of doing things in their new country. In this way, new and delicious foods are introduced. People can enjoy a variety of festivals and traditions from other countries. New forms of art and music become part of our communities. Workers bring new ideas and skills to their places of work.<sup>9</sup>

9 Do you know any songs or foods that come from another country?



← **Show image 7A-10: *E pluribus unum* on a nickel**

This is a nickel. Do you see the words on top of the nickel? They say *e pluribus unum*.<sup>10</sup> That is a phrase from the Latin language. It means, “from many, one.” One of the powerful ideas about the United States is that it is a country where people from many different countries join together and form one nation. From many, one.

10 [Ask students to repeat this phrase with you.]

You can think of the United States as a mosaic of people from many different countries. The place where people come from is an important part of who they are. To the mosaic each person brings interesting customs, new talents and ideas, and hard work. Like the tiles of a mosaic, each person contributes to making one nation. From many, one.<sup>11</sup>

11 [Show Image Card 9 (Mosaic).] How is this mosaic like the phrase “from many, one”?



← **Show image 7A-11: Postcards from the United States**

There are many songs that celebrate the unity, or oneness, of the American people. One of them is “This Land Is Your Land,” by Woody Guthrie. You may know some of the words to this song:

*This land is your land, this land is my land.  
From California to the New York Island,  
From the Redwood Forest to the Gulf Stream waters,  
This land was made for you and me.*

California and the Redwood Forest are on the West Coast. New York and the Gulf Stream waters are on the East Coast. Most of America lies in between. What Woody Guthrie was trying to say is that the land belongs to all Americans. It is not just *my* country; it is also *your* country, wherever you may live in the United States, and also wherever your ancestors may have come from.



← **Show image 7A-12: Mosaic of modern immigrants**

From the earliest Native Americans and those ancestors who came long ago from other continents such as Europe, Africa, and Asia through history until today, people have come to the land that is now the United States for many reasons. Many people who live in the United States today are immigrants themselves. Others have parents or grandparents who were immigrants. Still others have ancestors who they never knew who immigrated to America long ago. More than almost anywhere else on Planet Earth, the United States is a nation of immigrants and their descendants—a beautiful mosaic of people who have come to America from all over the world.<sup>12</sup>

12 How is this image a mosaic?

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

1. *Evaluative* Did you hear any new information about immigration in today's read-aloud? (Answers may vary.)
2. *Literal* Who were the first known people to live in America? (Native Americans/Indians)
3. *Inferential* What were some of the push factors that caused the earliest European and Asian immigrants to come to the Americas? (not enough food or jobs; lack of religious freedom; not able to own land)
4. *Inferential* What are some of the difficulties that immigrants face when coming to a new country? (learning a new language; finding jobs and homes; making friends; learning the laws and customs)



5. *Evaluative* Newcomers often lived near others from their homeland in ethnic neighborhoods. If you were a newcomer to the United States, would you have done the same? Why or why not? (Answers may vary, but should demonstrate an understanding of the following: it was comforting to be around people that spoke the same language and shared similar traditions and customs; immigrants were supportive of each other; etc.)



← **Show image 7A-12: Mosaic of modern immigrants**

6. *Evaluative* What does it mean when people say that the United States is a “mosaic” of immigrants? (Answers may vary, but should demonstrate an understanding of the following: People from many different countries come to the United States and bring their own customs, skills, and traditions. New citizens learn new ways as they become part of a new nation, but the old ways add to the beauty of the nation as a whole.)
7. *Evaluative* All of the immigrants in this story and in this domain came and settled in the United States because of many different push and pull factors. Do you think immigrants come to the United States today for the same reasons as the immigrants of long ago, or for different reasons? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* What are some things that you think would be important for immigrants to learn when they come to the United States? (Answers may vary, but may include an understanding of the following: learning the English language; learning about U.S. laws; learning about their new neighborhood, city, state, and country; learning about American food; learning about American holidays; etc.)

9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Settlers

5 minutes

1. In the read-aloud you heard, “. . . there were *settlers* from other countries as well.”
2. Say the word *settlers* with me.
3. Settlers are people who make their homes in a new region or place.
4. The settlers, a group of immigrants from Europe, made their way westward.
5. Can you name any of the settlers from this domain? Try to use the word *settlers* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ were settlers in . . . ”]
6. What’s the word we’ve been talking about? What part of speech is the word *settlers*? (noun) How do we know it is a noun? (Settlers are people.)

Use an *Acting* activity for follow-up. Directions: Think about the settlers (real or fictional) that you have heard about in this domain. Act out something about one of the settlers for your classmates. See if you can guess which settler your classmate is portraying. When you think you know the answer, be sure to use the word *settler* when you share.



**Complete Remainder of the Lesson Later in the Day**



# A Mosaic of Immigrants

7<sub>B</sub>

## Extensions

20 minutes

### Postmarked from America (Instructional Masters 7B-1 and 8B-1 [optional])

Remind students that they have learned a lot about different immigrant groups and their journeys. Ask them to name some push and pull factors that have brought immigrants to the United States. Ask students to briefly describe the life of immigrants in the United States.

Tell students that they are going to pretend they are immigrants living in the United States and are writing letters back home. This letter will be postmarked from America and will tell people in their homeland what life is like in the United States. Share with students that a postmark is a standard mark made by a rubber stamp or machine on the envelope of a letter that says from where and when the letter was mailed. Tell them that, as a class, they are going to write a letter to their family members who are still in their homeland.

Tell students that before you begin to write your class letter, you have to plan, or brainstorm, some things you might say in the letter. Write the word *newcomers* in an oval on the board with four spokes that say, “city/neighborhood,” “work,” “feelings,” and “sights.” Students may fill in their own brainstorming chart using Instructional Master 7B-1. To help students brainstorm, ask: “What city do we live in? What kinds of things might we see as newcomers to America? Near whom might we live? What might we do to make money, and how might we feel to be a newcomer in a new land?”

Tell students that, when working together as a class, they will use one or two of these examples in the body of the letter, but that they should save their instructional masters for the next lesson when they will use them again. Tell students that they will use their

brainstorming charts to write their own letters using Instructional Master 8B-1. You may wish to show students the Instructional Master.

Then, guide students through the five parts of the letter: date, greeting/salutation, body, closing, and signature. Repeat the parts of the letter as many times as necessary, since students will write their own letters in Lesson 8. After you have written your class letter, reread the letter out loud. Ask students if there is anything wrong with the letter or if there is anything they wish to change.

As you proceed with this extension, remember to rephrase students' responses and suggestions whenever necessary to include domain vocabulary learned thus far.



# Becoming a Citizen

# 8

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)
- ✓ Identify the meaning of *e pluribus unum*
- ✓ Explain what it means to be a citizen of a country
- ✓ Identify ways that a person becomes an American citizen

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Use information gained from the illustrations and words in “Becoming a Citizen” to demonstrate understanding that President Ford might think *e pluribus unum* is a good motto for the United States (RL.2.7)
- ✓ Identify reasons that support the author’s points about immigrants’ desires to become naturalized citizens of the United States (RI.2.8)
- ✓ Draft a narrative letter written by a new immigrant to family members in their homeland that tells them what life is like in the United States (W.2.3)
- ✓ With guidance and support from adults and peers, focus on writing a letter and strengthen it as needed by revising and editing (W.2.5)

- ✓ With assistance, categorize particular examples as situations in which a person is or is not a naturalized citizen (W.2.8)
- ✓ Prior to listening to “Becoming a Citizen,” orally identify what they know and have learned about immigration
- ✓ Share writing with others

## Core Vocabulary

**citizen, n.** A person who has rights given to them by a country’s government and has responsibilities that go along with those rights  
*Example:* I am proud to have been born in America and to be a citizen of the United States.

*Variation(s):* citizens

**naturalized citizen, n.** A person born in another country who earns the same rights as native citizens of a different country  
*Example:* Luca’s mother, who was born in Spain, became a naturalized citizen of the United States and was then able to vote in her first presidential election.

*Variation(s):* naturalized citizens

**principles, n.** General beliefs or rules


*Example:* Eating meat went against Becca’s principles as a vegetarian.

*Variation(s):* principle

**rights, n.** Freedoms belonging to a person that the government cannot, and should not, take away

*Example:* The Declaration of Independence says that people are born with certain basic rights such as “life, liberty, and the pursuit of happiness.”

*Variation(s):* right

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>	class letter from Lesson 7	10
	<b>Essential Background Information or Terms</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Becoming a Citizen</b>	U.S. map; world map or globe	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Naturalized Citizen</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Postmarked from America</b>	Instructional Masters 7B-1, 8B-1	20
<b>Take-Home Material</b>	<b>Family Letter</b>	Instructional Master 8B-2	



# Becoming a Citizen

8<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Tell students that they have learned a lot about the many journeys immigrants have taken to get to the United States. Read the letter that you wrote together as a class in Lesson 7. Remind students they will each write letters of their own following today's read-aloud. Review with students what they have learned about immigration. You may wish to ask the following questions to guide discussion:

- What are some reasons, or push factors, that have pushed immigrants to leave their homelands? (Answers may vary, but may include: lack of jobs; problems in the government; lack of freedom of speech and religion; etc.)
- What are some reasons, or pull factors, that have pulled immigrants to come to the United States? (Answers may vary, but may include: freedom of speech and religion; better job opportunities; ability to own land; etc.)
- What was the immigration center through which many European immigrants passed? (Ellis Island) Where was it located? (on the East Coast; New York Harbor)
- What was the immigration center through which many Asian immigrants passed? (Angel Island) Where was it located? (on the West Coast; San Francisco Bay)
- Do immigrants still go through Ellis Island? (no) What are some ways immigrants today travel to get to their new country? (boat, plane, car, foot)
- Is building a new life easy for newcomers to the United States? (Answers may vary.)

- What are some things immigrants have to do in their new country to build a new life? (Answers may vary, but may include: learn a new language; learn new customs and traditions; make new friends; find new jobs; etc.)

### **Essential Background Information or Terms**

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Explain to students that immigrants are protected by the Constitution, “the law of the land,” but do not have a lot of the same benefits as the people born within the United States, such as voting, until they become U.S. citizens. Share with students that after immigrants have lived in the United States for a while, they have the opportunity to become U.S. citizens.

Share with students the word *rights*. Ask students if they know what rights are. Share that often when people talk about being a citizen, they talk about rights. Rights are freedoms or things you can do, say, or believe that the government or other people can’t, and shouldn’t, take away from you.

### **Purpose for Listening**

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Tell students to listen carefully to the read-aloud to find out what it means to be a citizen and how immigrants can become citizens of the United States.





## Becoming a Citizen

### ← Show image 8A-1: Fireworks <sup>1</sup>

1 Why do Americans celebrate the Fourth of July? Do you remember who wrote the Declaration of Independence? [If students don't remember, tell them to listen to find out.]

On the Fourth of July in 1976, Americans held the biggest birthday party anyone could remember. That day was the two hundredth birthday of the United States of America. July 4, 1976, was exactly two hundred years after leaders of the original thirteen English colonies agreed to support the Declaration of Independence and start a new nation. Two hundred years later, people attended concerts and parades and many fireworks lit up the night sky all across the United States.



### ← Show image 8A-2: Monticello

2 [Point to central Virginia on a U.S. map.]

But for one group of people, a group of immigrants, the day was going to be even more special. In the morning, this group of people woke up and got dressed in their best clothes. They left their homes and traveled to the top of a very special hill not far from Charlottesville, Virginia. <sup>2</sup> It was at the top of this hill that Thomas Jefferson, the author of the Declaration of Independence and the third president of the United States, had built his home two centuries earlier. Jefferson's home is called Monticello (mon-ti-*CHEL*-oh). That morning in 1976, the president of the United States at that time, Gerald Ford, would be there to help each immigrant become a **citizen** of the United States.



### ← Show image 8A-3: Naturalization ceremony

3 When someone born in another country is naturalized, that means s/he is given full citizenship and has all of the rights that other citizens in that country have.

A citizen is someone who has **rights** given to them by a country's government and responsibilities that go along with those rights. A person whose parents are U.S. citizens is automatically a U.S. citizen. But someone who is born in another country can become a U.S. citizen, too. A person who becomes a U.S. citizen after already being a citizen of another country is called a **naturalized citizen**. <sup>3</sup> To become a naturalized citizen, a person might do certain things, such as live within the new country for a

certain period of time, learn to speak the language spoken in that country, and learn about the laws and history of the new country. Often, naturalized citizens must take a test in their new language about the laws and history of their new country. To complete the process, there is a special ceremony where a group of immigrants gathers together to take an oath, swearing to be loyal to their new country. Naturalization ceremonies are held all over the country throughout the year, but the one in Virginia in 1976 was special because President Gerald Ford was going to speak. Usually, the president does not speak at naturalization ceremonies, but because 1976 marked the two hundredth birthday of the United States, this ceremony—and other ceremonies like it on July 4 and 5—was an exception.<sup>4</sup>

4 or different from what normally happened



← **Show image 8A-4: Jahleel and Layla**

Earlier that morning, in an apartment a few miles away, husband and wife Jahleel (jah-*LEEL*) and Layla (*LAY*-la) were ready to become American citizens. They had come to the United States from Central Africa six years earlier.<sup>5</sup> They left because of troubles in their home country and arrived in the United States with very little money. Once they arrived, they worked very hard to start a new life and make a living. Jahleel delivered pizzas all over the town of Charlottesville. Layla found a job placing products on the shelves of a grocery store. Jahleel told his wife, “This is America, Layla. If we work hard, we have the opportunity to have a good life.”

5 [Point to Central Africa on a world map or globe.]



← **Show image 8A-5: Jahleel, Layla, and Nia**

Six years later, Jahleel was the manager of the pizza restaurant, and he and Layla had a newborn daughter, Nia (*NEE*-uh). On the fifth of July, the three of them drove toward Jefferson’s hill and Monticello for the naturalization ceremony.<sup>6</sup>

6 What happens at a naturalization ceremony?

“There!” Layla said, pointing at a highway sign. “Turn there!”



← **Show image 8A-6: Pilar and Enrique**

As Jahleel made the turn, another car followed. In the other car were Enrique (en-*REE*-kay) and Pilar (pee-*LAHR*) Gomez and their four children. The Gomez family had come to the United States from Northern Mexico, moving first to Texas, then later to Virginia.<sup>7</sup> Pilar worked at a company that published books, and Enrique taught history at the nearby University of Virginia. The Gomez family had been in the United States for twelve years now. When they first immigrated to the United States, they had thought, “We are Mexican, and will continue to enjoy our Mexican customs even though we live and work in America.” But now they also wanted to become U.S. citizens. Enrique remembered the family discussions that had led to this day.

7 [Ask a volunteer to point to Northern Mexico on a world map or globe, then to the states of Texas and Virginia on a U.S. map.]



← **Show image 8A-7: Pilar, Enrique, and friends talking over dinner**

One night three years ago, while eating dinner with some friends, Enrique thought, “How can I make a life outside of Mexico and not be a citizen in the new country in which I am living?<sup>8</sup> How can I teach American history and not become a part of it? I want to vote for the leaders of this country and make my home here.”

Their friend, who was born in the United States, encouraged them, “It’s quite a process to become a U.S. citizen, but I know you can do it!”

“Yes, it is quite a process. First of all,” Pilar said, “you have to be at least eighteen years old. Then you have to have lived in the United States for at least five years. You also have to promise to obey<sup>9</sup> the laws. You have to learn about U.S. history and show that you understand how the U.S. government works by taking a test.”

Their friend grinned. “Yes, it is helpful to understand how the government works—though it does sometimes seem *very* complicated.”

They all laughed. Enrique said, “We don’t have to explain every little detail, we just have to know about the birth of this nation, some basic parts of the U.S. Constitution, and some facts about how the U. S. government works.”<sup>10</sup>

8 Remember, a citizen is someone who has rights and responsibilities in a country. A U.S. citizen can live, work, and vote in the United States.

9 or follow

10 The Constitution and the Bill of Rights are the most important documents in the U.S. government.

“What about your children?” asked another one of their friends. “If you and Pilar become citizens, do your children become citizens, too?”

Enrique answered, “Yes, if we become citizens of the United States, our children will be as well. In fact, that’s one of the main reasons we want to become naturalized citizens. We want our children to grow up as United States citizens.”<sup>11</sup>

11 Were any of your parents naturalized, making you citizens, too?



← **Show image 8A-8: Both families arriving at the ceremony at Monticello**<sup>12</sup>

12 Do you see both families in the crowd at Monticello? [Ask a volunteer to point to each family.]

So now Enrique and Jahleel, along with their families, gathered in front of Monticello and joined the crowd on the wide, green lawn where a stage had been set up and a band was playing.<sup>13</sup>

13 A *band* is a small group of musicians who play music together. A *band* can also be a piece of some material that holds things together, like a rubber band or a hair band.

President Ford and a few other speakers came out, and the President began to speak to the crowd.



← **Show image 8A-9: President Ford speaking**

14 What do you think President Ford meant when he said this? (You can’t use money to buy a person’s love for their new country.)

He began, “I am very proud to welcome all of you as fellow citizens of the United States of America . . . In 1884, France, as a birthday gift, presented the United States with a statue—the Statue of Liberty in New York Harbor . . . but you have given us a birthday present beyond price—yourselves, your faith, your loyalty, and your love.”<sup>14</sup> We thank you with full and friendly hearts.”

15 or to rule

Pointing at Thomas Jefferson’s house, President Ford continued, “Jefferson and his [fellow leaders] . . . set out to construct [or create] a new kind of nation [based on a new idea] ‘Men may be trusted,’ Jefferson said, ‘to govern<sup>15</sup> themselves . . .’ He and all the other patriots who [gave us] our Declaration and our Constitution studied [different kinds] of government [before they created the U.S. government.] How well they built it is told by millions [of people] who came, and are still coming, from almost everywhere . . . These new Americans . . . brought [pieces of the homes] they left behind—a song, a story, a dance, a tool, a seed, a recipe, the name of a place, the rules of a game, a trick of the

16 President Ford is saying that the U.S. Constitution and its protection from the government was and continues to be a pull factor that brings many immigrants to the United States.



17 or general beliefs and rules

18 He meant that all citizens have the same opportunities for a good future.

19 Do you think President Ford would agree that *e pluribus unum* is a good motto for the United States? Why do you think so?

trade. [These additions] of traditions and cultures . . . have made America unique among nations and Americans a new kind of people.”<sup>16</sup>

← Show image 8A-10: New citizens congratulating each other

President Ford continued, “To be an American is to [share in] those **principles**<sup>17</sup> which the Declaration proclaims [or states] and the Constitution protects . . .” Looking at his audience, Ford said, “You came as strangers and you leave here as citizens, equal in . . . rights, equally [protected by] the law, with an equal share in the promise of the future.”<sup>18</sup> Jefferson wrote about ‘the pursuit of happiness.’ Our Constitution does not [promise] that any of us will find [happiness.] But we are free to try.”

When the president finished speaking, everyone cheered. Enrique and Pilar hugged one another, and then they hugged their children. Next to them in the crowd, Jahleel and Layla were doing the same. Then Layla turned to hug Pilar and Enrique turned to hug Jahleel. “Congratulations!” they said to one another. “Now we are American citizens!”<sup>19</sup>

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

1. *Literal* What does it mean to be a citizen of a country? (Being a citizen means that you are given rights by a country’s government and have responsibilities that go along with those rights.)
2. *Literal* What do you call someone who immigrates to a new country and is given the full rights of citizenship in that country? (a naturalized citizen)

3. *Inferential* If you are born in another country, to be a naturalized citizen of the United States you first have to be eighteen years old. What else do you have to do or know to become a citizen? (live in the U.S. for at least five years; promise to obey the laws; know certain facts about U.S. history and the Constitution; understand how the U.S. government works; take a test; participate in a special ceremony where you promise to be loyal to your new country)
4. *Evaluative* Do you think it is easy or difficult to become a naturalized citizen? (Answers may vary.)
5. *Inferential* By telling Pilar and Enrique’s story, the author helps us understand why immigrants sometimes want to become U.S. citizens. What reasons do Enrique and Pilar have for wanting to become naturalized citizens? (They want to vote for the laws and leaders of their new country; they want their children to grow up as U.S. citizens; etc.)
6. *Evaluative* Why do you think Monticello is a fitting setting for a naturalization ceremony? (It is the home of Thomas Jefferson, the author of the Declaration of Independence.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Why do you think people are willing to study and learn about the country to which they have immigrated so that they can pass a test and become naturalized citizens? (Answers may vary.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Naturalized Citizen

5 minutes

1. In the read-aloud you heard, “A person who becomes a U.S. citizen after already being a citizen of another country is called a *naturalized citizen*.”
2. Say the words *naturalized citizen* with me.
3. A naturalized citizen is a person born in another country who earns the same rights as native citizens of their new country.
4. After many years of living in the United States, Lizette, who was born in Argentina, made an oath to be loyal to the United States and became a naturalized citizen.
5. What does being a naturalized citizen mean? Try to use the words *naturalized citizen* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Being a naturalized citizen means . . .”]
6. What are the words we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence describes a person who moved to a new country and went through a process to receive the same rights as native citizens of that country, say, “\_\_\_\_\_ is a naturalized citizen.” If the sentence describes a person who is not a naturalized citizen, stay silent.

1. Candice was born in the United States and has lived there her entire life.
2. Mateo was born in Italy. He moved to the United States as an adult, learned English, and after six years, took an oath to be loyal to the United States. (Mateo is a naturalized citizen.)
3. Juliette was born in Sweden. Her family moved to the United States, lived here for many years, learned about the history of the United States, took a test, and made an oath to be loyal to the United States. (Juliette is a naturalized citizen.)
4. Charles was born in the United States and when he turned eighteen, he was old enough to vote.

5. Paola was born in Mexico. Her family moved to the United States when she was two years old; they lived here for many years, learned English, took a test and made an oath to be loyal to the United States. After she turned eighteen, she was able to vote in her first presidential election. (Paola is a naturalized citizen.)

After you complete this *Making Choices* activity, reinforce that naturalized citizens are just as much citizens as people who were born in the United States. All U.S. citizens, whether naturalized or natural born, share the same rights and responsibilities. Tell students that in the next two lessons they will learn more about the rights and responsibilities all citizens share.



### **Complete Remainder of the Lesson Later in the Day**





# Becoming a Citizen

8<sub>B</sub>

## Extensions

20 minutes

### Postmarked from America

Tell students that they are going to pretend that they are immigrants to the United States, living in a big city on the East Coast, Midwest, or West Coast (e.g., New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco, etc.). Tell students they will be writing letters back home, telling people in their homeland what life is like in the United States. Tell students that their letters will be postmarked from America. Remind students that a postmark is a standard mark made by a rubber stamp or a machine on the envelope of a letter that says from where and when the letter was mailed. Tell them that today they are going to write their own letters to “family members” who are still in their homelands.

Remind students that in the previous lesson they did some brainstorming about what they are going to put in their letters. Have students use Instructional Master 7B-1 to get ideas for their own letters, reminding them that they only need to use one or two of these examples in their letters.

When students are ready to write their letters, have them use Instructional Master 8B-1. As students write, remind them of the five parts of a friendly letter: date, greeting/salutation, body, closing, and signature. Depending on your class, you may wish to have students work in pairs or small groups, using only one student as the scribe. As students begin to finish their letters, have them read their letters out loud to a partner to catch any mistakes. Ask partners to listen carefully to hear if there is anything they would change in the letter. As you proceed with this extension, remember to rephrase students’ responses and suggestions whenever necessary to include the domain vocabulary learned thus far.

Have students place the letters in envelopes and address them to their make-believe homelands. You may wish to convert an old shoe box into a mailbox to use for this extension. Collect the students' letters, or have them place the letters in the mailbox. As time allows, ask students to share their letters with the class or with a partner.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Master 8B-2.



# We the People

# 9

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify that the government of the United States is based on the Constitution, the highest law of our land
- ✓ Identify James Madison as the “Father of the Constitution”
- ✓ Explain that the United States is founded on the principle of consent of the governed, American citizens: “We the People”
- ✓ Explain the basic functions of government (making and enforcing laws; settling disputes; protecting rights and liberties; etc.) by making analogies to familiar settings such as the family, the school, and the community
- ✓ Identify the Bill of Rights as a document amending the Constitution

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Compare and contrast similarities and differences between the rights citizens are given by the U.S. Constitution and the lack of those rights that some people experienced in their homelands as heard in read-alouds in this domain (RI.2.9)
- ✓ Participate in shared brainstorming of ideas as they write and amend a “Classroom Constitution” after listening to “We the People” (W.2.7)

- ✓ Make personal connections to the U.S. Constitution and the writing of a Classroom Constitution (W.2.8)
- ✓ Make personal connections to the process of creating amendments and the process called “consent of the governed” as they amend and vote on the Classroom Constitution (W.2.8)
- ✓ Ask and answer a *what* question to deepen understanding of what they heard in “We the People” (SL.2.3)
- ✓ Use known words to determine meanings of unknown words formed when the prefix *dis-* is added to a known word, such as *agreements/disagreements* (L.2.4b)

### Core Vocabulary

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**amendments, n.** Changes; improvements

*Example:* Cassie and Devon made several amendments to the list of books they wanted to read during their summer vacation.

*Variation(s):* amendment

**the Bill of Rights, n.** A document that contains additions to the Constitution which limit the power of the government

*Example:* The Bill of Rights is made up of the first ten amendments to the Constitution.

*Variation(s):* none

**consent, n.** Approval or permission

*Example:* Peter’s mom gave her consent, allowing him to go to the arcade with his friends.

*Variation(s):* none

**the Constitution, n.** A document that lays down the foundation for the laws of the United States and explains how the U.S. government works


*Example:* James Madison is often called the Father of the Constitution.

*Variation(s):* none

**disagreements, n.** Arguments or differences of opinion

*Example:* Disagreements between the colonists and the king of England eventually led to the Revolutionary War.

*Variation(s):* disagreement

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>We the People</b>	U.S. map	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Disagreements</b>	chart paper, chalkboard, or whiteboard	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Classroom Constitution</b>	chart paper	20



# We the People

9<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Ask students how much they know about the U.S. government. Students who have previously participated in the Core Knowledge Language Arts program will have already learned about some key presidents and American symbols, and will have heard the story of our nation's birth. If some students in your class are unfamiliar with any facts about the U.S. government, you may wish to prompt discussion by asking the following questions:

- Who is the leader of our country? (the president)
- Where does the U.S. president live? (the White House, in Washington, D.C.)
- The United States is not a kingdom but a . . . ? (democracy) If a country has a democracy, that means it is a country ruled by the people.
- What official document was written to declare independence from the King of England? (the Declaration of Independence)
- What do we mean when we say the “Founding Fathers”? What did they write? Hint: It was a plan for how the new country of the United States should be run. (The Founding Fathers were the leaders from each state who helped write the Constitution.)

Tell students that today they are going to learn more about the U.S. Constitution, what it does, and who did the most to write it.

### **Purpose for Listening**

Tell students to listen carefully to learn more about the Constitution, one of the people who helped write it, and why it is so important to the citizens of the United States.



- 1 [Point to the Constitution on the left and the Bill of Rights on the right.]
- 2 Today these two important documents are located at the National Archives Building in Washington, D.C. [Point to Washington, D.C. on a U.S. map.]



## We the People

### ← Show image 9A-1: The Constitution and the Bill of Rights

**The Constitution** and **the Bill of Rights** are two of the most important documents in U.S. history.<sup>1</sup> A constitution is a document that describes the basic plan for the laws and government of a country. It explains the main laws of a country and how its government works. That means that the U.S. Constitution states the basic laws of the United States and explains how the U.S. government works.<sup>2</sup>

### ← Show image 9A-2: James Madison

One of the men who helped write the U.S. Constitution was James Madison. A small, quiet man, James Madison was born in 1751 in Virginia. He did not enjoy crowds, nor did he enjoy speaking to them. When he did, he had such a soft voice that listeners had to lean closer in order to hear Madison's words. Yet, many people took the trouble to do so, because they thought Madison's words were worth hearing. He was well-known for having great ideas and making the most confusing problems clear.



### ← Show image 9A-3: Continental Congress

Often at the end of a conversation, this polite, quiet man would inspire people to think seriously about his important ideas. That is what happened when leaders of the new nation called the United States of America met in 1787 to decide what sort of government they wanted to form.<sup>3</sup> The leaders came from all parts of the country, and had all sorts of ideas. In the end, however, Madison's ideas had the greatest influence, or effect, in shaping the organization of the new American government. For example, Madison's idea of having three branches, or sections, of government—a president, a Congress, and a Supreme Court—is very important today. Together these three branches in the American government balance each other's power so that no one

- 3 This was just a few years after the colonists declared their independence from England in 1776.

branch can be too powerful and make all of the nation's decisions. When it was time to write down what they had agreed upon, Madison did more than anyone else to write the Constitution of the United States.



← **Show image 9A-4: Madison working on the Bill of Rights**

James Madison's job was not done after the Constitution was written. In 1789, Madison helped write an extra part to add to the Constitution, called the Bill of Rights. The Bill of Rights consists of the first ten **amendments** to the Constitution. The Bill of Rights protects the rights of Americans, such as freedom of speech and freedom of religion.<sup>4</sup> Over the years, as the United States changes, Americans have found that the Constitution needs to change a little bit, too. To do this, Americans add amendments, which are changes or additions to the Constitution. The amendments are believed to make the Constitution better for the lives of the American people.

4 Do you remember how the Separatists were persecuted in their homeland for having a religion different from the king? The U.S. Constitution protects the rights of American citizens to practice their own religion.



← **Show image 9A-5: Madison as president**

James Madison's fine work in developing the U.S. Constitution earned him the nickname the "Father of the Constitution." Later, James Madison was elected to serve as the fourth president of the United States. Today, hundreds of years later, America's government and laws are based on what Madison and his fellow Founding Fathers created. The U.S. Constitution is the highest law of the land, so no one and no state is allowed to pass a law that goes against the Constitution's principles.<sup>5</sup>

5 Who remembers what principles are?



← **Show image 9A-6: Close-up of "We the People"**

But what does the Constitution say? Well, right from the start the authors made a bold<sup>6</sup> statement. The Constitution begins with a very famous introduction, called the Preamble.<sup>7</sup> It starts, "We the People of the United States . . ." This means that the greatest power behind the American government is the American people—all citizens—rather than a king or queen, or just the Founding Fathers who wrote the Constitution. The government

6 or brave

7 [Have students repeat the word *preamble* after you.] A preamble is an introduction or opening.



8 If I ask to borrow your book, and you say, “yes,” then you are giving me consent, or approval, to borrow your book. Who gives consent and is the greatest power behind the American government?



of the United States represents all of the citizens of the United States. The citizens of the United States can vote to change how our government does things. This is called “the **consent** of the governed.” In return for this power, the people agree to live by and follow the laws.<sup>8</sup>

← **Show image 9A-7: White House, Capitol building, Supreme Court, fighter jet**

The Preamble goes on to say that citizens want the Constitution to make the nation run fairly for everyone, and the states will unite, or work together, to help make the nation work smoothly. The Preamble, or introduction to the Constitution, also tells us that American laws, or rules, must protect the liberties, or freedoms, of *all* citizens, not just some. It is an agreement that the Constitution is our most important set of rules. The Preamble says that the federal government will include an army, navy, and other military forces to protect Americans from enemies. It also says that the government and the laws are meant to protect the liberties or freedoms for Americans now and in the future.<sup>9</sup>

9 What are some things the Preamble tells us? How does the Constitution affect you?

10 [As you read the next sentence, point to the following images for the following references: the image of the White House for the office of the president, the image of the Capitol building for the Congress, and the image of the Supreme Court building for the Supreme Court.]

11 What does the Constitution go on to say after the Preamble?

12 Why do you think it would be difficult to plan for problems that do not yet exist?

This long list of big jobs is just in the Preamble! The rest of the Constitution goes on to describe the different things the government is supposed to do. The government makes laws and carries them out. It solves problems. And the government protects Americans from certain dangers. It tells us how we are supposed to make those things happen.<sup>10</sup> The Constitution also created the office of the President of the United States, the Congress, and the Supreme Court, which are made up of people who try to follow the principles of the Constitution.<sup>11</sup> One reason the writers of the Constitution are still so admired is that they did an amazing job of creating a form of government that would not only help solve the problems of their own time, but would also help solve all sorts of problems they thought might come along later.<sup>12</sup>



← **Show image 9A-8: Madison and other Founding Fathers**

Today, “We the People of the United States” have a Congress made up of people from every state where laws are made. We

have a president to carry out those laws and courts to help us settle **disagreements**<sup>13</sup> and keep the peace. Our country has military forces to protect us. And there are other parts of the government, all of which are based on the ideas that James Madison and other Founding Fathers wrote down over two hundred years ago in the U.S. Constitution. As time goes on and our country grows, bringing new problems and wonderful new opportunities, we continue to add laws to deal with these new problems. Whenever we do, it is our job—our responsibility—to make sure that the new laws agree with the principles in the Constitution. So the Constitution is not something that stopped being important a long time ago. It is still at the center of how our government is supposed to work even today.

## Discussing the Read-Aloud

15 minutes



### Comprehension Questions

10 minutes

#### ← Show image 9A-6: Close-up of “We the People”

1. *Literal* What important document begins with the words “We the People”? (the Preamble to the Constitution)
2. *Inferential* Why is the Constitution so important to the citizens of the United States? (It lays the foundation for the laws and government of the United States.)



#### ← Show image 9A-5: Madison as President

3. *Literal* Who was nicknamed the “Father of the Constitution”? (James Madison) Why? (because he helped to write a great deal of the U.S. Constitution) What other title did Madison have? (President of the United States)
4. *Evaluative* Why are the words “We the People” in the Preamble so important and remembered by U.S. citizens? (Those words are important because they let everyone know that American citizens are the greatest power behind the American government.)

5. *Inferential* What are some things the Preamble and the Constitution say? (The people want the Constitution to make the nation run fairly for everyone. American laws must protect the liberties, or freedoms, of all the people. The people can use the government to make laws and carry them out, to settle arguments among Americans, to protect Americans from certain dangers, etc.)
6. *Inferential* What is the Bill of Rights? (The Bill of Rights consists of the first ten amendments to the Constitution. It protects the rights of the American people, including freedom of speech and freedom of religion.) Who have you heard about in this domain who immigrated to this country and benefited from these rights? (Answers may vary, but may include the Pilgrims who were looking for the freedom to practice their religion and Charles Steinmetz who valued freedom of speech.)
7. *Evaluative* What are some adjectives you might use to describe the people who wrote the Constitution of the United States? (Answers may vary.)
8. *Evaluative* How is the U.S. Constitution important to you? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

9. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What did you learn about in today’s read-aloud?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Disagreements

5 minutes

1. In the read-aloud you heard, “[We] have a Congress [that is made up of people from every state where laws are made; a president to carry out those laws; [and] courts to help us settle *disagreements* . . . .”
2. Say the word *disagreements* with me.
3. Disagreements are arguments or differences of opinion.
4. Sometimes Gabriella and her brother have disagreements, but they talk and work things out.
5. Have you ever had any disagreements? Try to use the word *disagreements* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My best friend and I had many disagreements about . . . .”]
6. What’s the word we’ve been talking about?

Use a *Word Parts* activity for follow-up. Write the words *agreements* and *disagreements* on a piece of chart paper, a chalkboard, or a whiteboard. Ask students what they notice about the words. Prompt them to see that the word *disagreements* has the prefix *dis-*. Tell the students that the prefix *dis-* is often added to the beginning of a word to mean the *opposite of* or *not*. For example, disagreements are the opposite of agreements. Directions: I will say several words with the prefix *dis-*. Listen carefully to the word that you hear after the prefix *dis-* to help you discover the meaning of the word. For example, if I say, “disagreeable,” then you would say, “That means not agreeable.”

1. disrespecting (That means not respecting.)
2. disorder (That means not in order.)
3. dissatisfied (That means not satisfied.)
4. disliked (That means not liked.)
5. disorganized (That means not organized.)



**Complete Remainder of the Lesson Later in the Day**



# We the People

9<sub>B</sub>

## Extensions

20 minutes

### Classroom Constitution

Remind students that the Constitution and the Bill of Rights are the two most important documents in the United States government, and that the Constitution is the highest law of our land. Tell students that the word *constitution* can describe any laws and/or principles that outline the functions and limits of an organization or group. Tell students that their classroom is a kind of group or organization. If you have classroom rules, tell students that the rules of your classroom are like laws, and all of these rules together are your classroom constitution. Share with students that as a class you will share these rules and that you, the teacher, will write them down as a “Classroom Constitution,” just like James Madison wrote everything down when the Founding Fathers created the U.S. Constitution.

Using a large piece of chart paper, have your students recite the classroom rules as you write them down. Then label the document “Classroom Constitution.” Once the rules are written down, reread them to the class. Tell students you will now vote on these rules. To help students vote, you may wish to ask if they think they will be able to follow the rules, if they think the rules are fair, or if they think the rules will benefit everyone in the class. Students may wish to change some of the rules. If they do, ask students to vote on whether they all like or dislike the proposed changes. Tell students that if the majority of them like the proposed changes, these changes will become amendments to their Classroom Constitution. Take this moment to reinforce the term *amendment*. Share with students that, in our Constitution, amendments are very rare—only twenty-seven have been added since the Constitution was first approved more than two hundred years ago.

After the class has voted on all of the rules and amendments, explain to students that as citizens of the classroom they have the power to change how the classroom is run. Tell students that they just made these changes by voting and that this is called “the consent of the governed.” Ask if everyone is in favor of these rules as a Classroom Constitution. If students are in favor of the rules, have them all sign the Classroom Constitution.

If you do not have classroom rules, you may wish to use this extension to brainstorm some classroom rules and to vote on them.



# Immigration and Citizenship

10

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain what it means to be a citizen of a country
- ✓ Identify that the government of the United States is based on the Constitution, the highest law of our land
- ✓ Identify James Madison as the “Father of the Constitution”
- ✓ Explain the basic functions of government (making and enforcing laws; settling disputes; protecting rights and liberties; etc.) by making analogies to familiar settings such as the family, the school, and the community
- ✓ Identify the Bill of Rights as a document amending the Constitution
- ✓ Describe the rights and responsibilities of an American citizen
- ✓ Demonstrate familiarity with the song “The Star-Spangled Banner”

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify reasons and facts that support the author’s points about the responsibilities of becoming a naturalized citizen of the United States (RI.2.8)
- ✓ Make personal connections to responsibilities that they may have at home (W.2.8)

- ✓ Make personal connections to a time they may have gone with a family member or adult friend who went to vote (W.2.8)
- ✓ Make personal connections to what life would be like in the United States if the U.S. Constitution did not guarantee freedom of religion and freedom of speech (W.2.8)
- ✓ Identify meanings of the word *run* (L.2.5a)
- ✓ Identify how they feel when they hear “The Star-Spangled Banner” and how they might feel hearing this song if they were an immigrant to the United States

### Core Vocabulary

**guaranteed, v.** Promised that something will be done or that a person will receive something; made certain

*Example:* As a U.S. citizen, I am guaranteed certain rights and protections from the U.S. government.

*Variation(s):* guarantee, guarantees, guaranteeing

**jury, n.** A group of people chosen from the public to listen to facts during a trial in order to decide whether a person on trial is guilty or not guilty


*Example:* The jury listened carefully to both sides of the argument and found the man not guilty of trespassing.

*Variation(s):* juries

**refugees, n.** People who flee from their home country to a foreign country for safety

*Example:* Many refugees leave their homelands because their government does not treat them fairly.

*Variation(s):* refugee

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Essential Background Information or Terms		10
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	Immigration and Citizenship		15
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Guaranteed		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	<i>E Pluribus Unum</i> Puzzle	puzzle pieces from previous lessons; glue or tape; construction paper	20
	Song: “The Star-Spangled Banner”	Instructional Master 10B-1	





# Immigration and Citizenship

10<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **Essential Background Information or Terms**

Remind students that in the previous read-aloud they learned about James Madison and his important ideas for the U.S. Constitution and the Bill of Rights. Remind students about the Preamble to the Constitution and the significance of “We the People.”

Ask students what the word *rights* means. (freedoms belonging to a person that the government cannot, and should not, take away) Ask students if they remember what the Bill of Rights is, and ask if they recall any specific rights protected in the Bill of Rights. (The Bill of Rights includes freedom of speech and freedom of religion.) Remind students that the first ten amendments to the Constitution are called the Bill of Rights. Tell students that these amendments are meant to protect us from the government if it ever tries to take away our rights or decide who gets them and who doesn't.

Tell students that through the U.S. Constitution, the Bill of Rights, and the amendments, American citizens are promised certain rights. Share with students that no one owns these rights and that they are not given as a reward.

### **Purpose for Listening**

Tell students to listen carefully to hear about some of the rights and responsibilities we have as citizens.



## Immigration and Citizenship

### ← Show image 10A-1: Native Americans, European explorer, Pilgrims

For a long time now, you have been learning about the history of the United States. You heard about Native Americans who were living here before Europeans arrived. You learned about those Europeans who explored North and South America, and you also learned about the Pilgrims who left Europe on the *Mayflower* because they wanted to practice their religion freely.



### ← Show image 10A-2: Washington, Jefferson, and Madison

Then you learned how, much later, George Washington, Thomas Jefferson, James Madison, and other leaders started a new nation called the United States of America, and about how difficult it was to create a new type of government for this new nation.<sup>1</sup> You learned about Thomas Jefferson's great Declaration of Independence and James Madison's brilliant Constitution and Bill of Rights. These Founding Fathers believed they were doing the right thing for this new nation, and their hard work continues to serve our country well today.

1 or country

### ← Show image 10A-3: Modern immigrants



You have also learned about immigrants, people who leave their home country to settle in a different country. Even today, immigrants are still coming to the United States. Why are immigrants still coming to the United States? Well, if you remember, people have immigrated to the United States because of certain push and pull factors. Dangers in their home countries, not enough jobs, and not being able to practice their religion or speak freely are some factors that have pushed people to leave their homelands. On the other hand, jobs, land, and freedoms given to American citizens in the Bill of Rights are some of the factors that have pulled people to America, the “land of opportunity.” These are some reasons why immigrants want to come to the United States and become U.S. citizens.<sup>2</sup> Remember,

2 Do you remember what we call people born as citizens of another country who become U.S. citizens?

a citizen is a person who has rights given to them by a country's government and responsibilities that go along with those rights. Let's find out more about what it means to be a citizen.



← **Show image 10A-4: James Madison**

James Madison did so much to create the Constitution that he is considered the “Father of the Constitution.” Later, Madison and other leaders added some more laws to the Constitution. Doing this is called *amending* the Constitution, so the parts they added were called amendments. Madison and the other Founding Fathers wrote a list of amendments to the U.S. Constitution called the Bill of Rights, and later on, other leaders added more amendments protecting more rights for U.S. citizens.<sup>3</sup>

3 The first ten amendments to the Constitution are called the Bill of Rights. Who remembers what amendments are?



← **Show image 10A-5: Bill of Rights**

The Bill of Rights is a list of rights **guaranteed**<sup>4</sup> to citizens of the United States. Rights are freedoms that the government cannot, and should not, take away from its citizens.

4 or promised

A bill of rights was a new idea in the world when it was created. In most countries many years ago (and in some countries even today), kings, queens, or generals ran the government any way they liked. Everyone living in that country was expected to do what the ruler said to do or they might be arrested and put into jail or be forced to leave the country.<sup>5</sup> Someone who was arrested might not get the chance to tell their side of the story to a judge in order to get out of jail; or if they did, the judge might work for the king and not really listen or care to be fair.<sup>6</sup>

5 Who can name a person who was going to be put into jail for writing about his government? (Charles Steinmetz)

6 How would you feel if you got in trouble for something without getting to tell your side of the story?



← **Show image 10A-6: Courtroom with judge and jury**

In the United States, however, laws are supposed to protect citizens from such problems. For example, no one is supposed to arrest another person just because he doesn't like that person or that person's ideas. If someone is arrested for a crime or doing something that is against the laws of the country, the government cannot just keep him or her in jail for as long as they want. That person has the *right* to tell his or her side of the story to a judge

7 A judge helps a jury come to a fair decision. Perhaps you know someone who has served on a jury in a court. [Point to the members of the jury shown in the image.]



8 When you turn eighteen years old, you can fill out a form so you can vote. The people in this picture are exercising their right to vote. There are often voting booths to allow for privacy.

9 These are all jobs that are part of running our government.

10 *Run* means to try to be elected to a government position. Can you think of other meanings of the word *run*?

11 So can a naturalized citizen ever run for president?

12 Raise your hand if you have ever gone with a family member or adult friend when they went to vote.



13 Responsibilities are duties you are in charge of, or things someone else trusts you to do.



14 The person in the picture is filling out a tax form to figure out how much is owed to the government.

and/or to a **jury**, a group of people who listen to all the facts and both sides of an argument before deciding if a person is guilty or not guilty. Anyone that comes before a judge and/or jury is considered innocent and must be proven guilty before being sent to jail.<sup>7</sup>

← **Show image 10A-7: Americans voting**

Another very important right and duty of citizens is the right to vote.<sup>8</sup> Adult U.S. citizens decide who will be their president, who will represent them in the Senate or the House of Representatives, or who will be their local mayor.<sup>9</sup> U.S. citizens vote for the people they want to do these jobs, and whoever receives the most votes gets to serve in that job. Any adult citizen can run for most elected positions or jobs.<sup>10</sup> The Constitution says that people who were not born in the United States cannot run for the presidency.<sup>11</sup>

If you are a U.S. citizen and were born in the United States, when you grow up you may decide to run for government office. That means you let other people know you want a job in the government, and you hope citizens will vote to have you represent them in the government. As an adult citizen, even if you do not run for office, you will get to vote for your representatives in government offices. Voting is one of your rights and duties as a U.S. citizen.<sup>12</sup>

← **Show image 10A-8: Protestor holding a sign symbolizing freedom of speech**

Freedom of speech, freedom of religion, the right to vote, and the right to a fast and fair trial are just a few of the rights listed in the Bill of Rights. But citizens also have responsibilities.<sup>13</sup> For example, even though you have freedom of speech, you still have a responsibility to not say things that might put people in danger or say things that might hurt others.

← **Show image 10A-9: Person filling in tax form**

Notice how *rights* and *responsibilities* go together. The same thing happens when it comes to laws. We are supposed to follow the laws of our country and pay taxes—money we are required by law to give to our government that pays for things all citizens enjoy.<sup>14</sup> Our taxes pay for things like public schools

where you can learn; public parks, where you can play; public libraries where you can check out your favorite books; and the roads and sidewalks that help you get to those places. That's the *responsibility* part of being a U.S. citizen.



← **Show image 10A-10: People in a foreign country protesting for freedom**

When the United States began, few countries offered so many rights to their citizens. After the people of the United States decided to make these rights a part of their country's laws, citizens of many other countries decided that they wanted the same rights and freedoms. Citizens around the world insisted on new laws to protect their rights, and many countries changed their laws. However, this did not happen everywhere. Even today, people in many nations do not enjoy the same rights that citizens enjoy here in the United States. In such places, some people think, "I want to leave my country and go to the United States. There I will be free to decide what I want to do or say. I will not have to be afraid that government leaders will punish me just for disagreeing with them."<sup>15</sup>

15 Is this a push or pull factor?

Sometimes people living in countries with threatening governments have to leave their old country because they fear their government, or they have gotten into trouble with the leaders there. If there is a war, people have to leave and move to other countries because they are no longer safe. The United States government and other governments around the world often let such people, called **refugees**, come to their countries for safety.<sup>16</sup> The United States allows only a certain number of refugees each year, so in less serious cases, refugees often have to wait their turn to come to the United States. One reason for this is to make sure there are enough jobs for the newcomers, so that they can earn the money they need to support themselves and provide themselves with necessities such as food, clothes, and a place to stay.

16 Can you hear the word *refuge* in the word *refugee*? Refugees leave the dangers of their homelands for the refuge or safety of another country.



← **Show image 10A-11: Open campaign stage**

James Madison and his fellow leaders, whose ancestors were immigrants to America, wrote laws, or rules, that all United States citizens must follow. Today's citizens can vote to change those

laws to make them better, or to make new laws. Still, all United States laws must go along with the principles in the Constitution and the Bill of Rights. These two documents were intended to guarantee the rights of all citizens—whether naturalized or born in the United States—both now and in the future.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Inferential* What is a citizen? (a person who lives in a country and has rights given them by the government) What is a naturalized citizen? (a person who moves to a particular country and wants to be a part of it, even though they were not born there; They, too, must learn about and follow the rules of a particular country. They have to live in their new country for a few years, learn the country's language, take a test, and participate in a ceremony in order to become a naturalized citizen.)
2. *Inferential* What are some rights and freedoms all U.S. citizens enjoy? (right to vote, right to fair trial, right to free speech, right to religious freedom, etc.)
3. *Literal* People come to the United States because of the freedoms given to American citizens. Which important documents guarantee these freedoms to U.S. citizens? (the Bill of Rights and the Constitution)
4. *Literal* What is the Bill of Rights? (the first ten amendments to the Constitution, which list the freedoms guaranteed to U.S. citizens) What do we call the responsibility and right that allows us to choose people for certain government offices? (the right to vote)
5. *Inferential* The author tells us that with all of these rights come responsibilities. What are some responsibilities you heard about that U.S. citizens have? (to obey the law; to pay taxes)
6. *Evaluative* How might your life in the United States be different if the U.S. Constitution did not guarantee citizens freedom of speech or freedom of religion? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* What are some responsibilities you have at home? What do others count on and trust you to do for yourself or for your family? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Guaranteed

5 minutes

1. In the read-aloud you heard, “. . . the Bill of Rights is a list of rights *guaranteed* to citizens of the United States.”
2. Say the word *guaranteed* with me.
3. If something is guaranteed, that means it is a sure thing, is promised to someone, or that someone has promised that something will be done.
4. The seller at the bookstore guaranteed that the book I wanted to read would be delivered tomorrow.
5. Has anyone ever told you that something was guaranteed? Try to use the word *guaranteed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: “I was once guaranteed . . . ”]
6. What is the word we've been talking about?

Use a *Discussion* activity for follow-up. Directions: I am going to ask you some questions about things that are guaranteed. Be sure to use the word *guaranteed* when you answer. (Answers may vary.)

1. What kinds of things are U.S. citizens guaranteed?
2. What kinds of things are guaranteed to you as students?



### Complete Remainder of the Lesson Later in the Day



# Immigration and Citizenship

10<sub>B</sub>

## Extensions

20 minutes

### *E Pluribus Unum* Puzzle

Tell students that they have finished all the puzzle pieces they need and that they may now cut out each piece and put the various puzzle pieces together. Help students arrange the puzzle pieces and identify the completed image. Have students tape or glue their completed puzzle to a piece of large construction paper.

After students have completed their puzzle, ask students what U.S. motto their completed puzzles represent. Remind students that the phrase *e pluribus unum*, meaning “out of many, one,” is a good motto for the United States because many different immigrants have come to the United States and made America one great country.

### Song: “The Star-Spangled Banner” (Instructional Master 10B-1)

Play the first few seconds of “The Star-Spangled Banner” for students. Ask students if they know what song you are playing. Tell students that the song you just played is the U.S. national anthem, “The Star-Spangled Banner.” Tell students that a national anthem is a patriotic song often sung at special, public events, and that the national anthem is the official song of our country. “The Star-Spangled Banner” is a symbol of our country just like the Statue of Liberty is. Ask students where they have heard this song played or sung. Ask students what they remember learning about “The Star-Spangled Banner” during their study of *The War of 1812* domain.

Share with students that the words or lyrics to the national anthem were not always song lyrics. Remind students that the words to “The Star-Spangled Banner” began as a poem. Explain that the lyrics to “The Star-Spangled Banner” were written as a poem in 1814 by a lawyer named Francis Scott Key. Remind them that



Francis Scott Key wrote the poem after seeing a battle between Great Britain and the United States fought many, many years ago during the War of 1812. Share that this poem was so popular, it was put to music and eventually became the national anthem of the United States.

Tell students that they are going to listen to this song. Ask students how they feel when listening to this song. Ask students how they think immigrants would feel when listening to and singing this song. The music and lyrics may be found on Instructional Master 10B-1.

**Note:** If your school has a music teacher, you may want to collaborate with him/her to teach this song to your students.



# Domain Review

DR

## **Note to Teacher**

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You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## **Core Content Objectives Addressed in This Domain**

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Students will:

- ✓ Explain the term *immigrant*
- ✓ Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)
- ✓ Explain why the United States was and is called the “land of opportunity”
- ✓ Identify the meaning of *e pluribus unum*
- ✓ Explain the significance of Ellis Island and the Statue of Liberty
- ✓ Describe how immigration has brought millions of newcomers to the United States
- ✓ Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco
- ✓ Describe why some immigrants settled in the Midwest
- ✓ Describe how their ancestors may have been immigrants who helped make America the country that it is today
- ✓ Explain what it means to be a citizen of a country
- ✓ Identify ways that a person becomes an American citizen
- ✓ Identify that the government of the United States is based on the Constitution, the highest law of our land
- ✓ Identify James Madison as the “Father of the Constitution”

- ✓ Explain that the United States is founded on the principle of consent of the governed, American citizens: “We the People”
- ✓ Explain the basic functions of government (making and enforcing laws; settling disputes; protecting rights and liberties; etc.) by making analogies to familiar settings such as the family, the school, and the community
- ✓ Identify the Bill of Rights as a document amending the Constitution
- ✓ Describe the rights and responsibilities of an American citizen
- ✓ Demonstrate familiarity with the songs “This Land Is Your Land” and “The Star-Spangled Banner”

## ***Review Activities***

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### **Image Review**

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Show the Flip images from the *Tell It Again! Flip Book for Immigration*, and have students retell a read-aloud using the images.

### **Image Card Review**

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#### **Materials: Image Cards 1–9**

In your hand, hold Image Cards fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for Angel Island, a student may say, “I am the place where immigrants from Asia entered the United States.” The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

### **Domain-Related Trade Book or Student Choice**

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#### **Materials: Trade book**

Read a trade book to review a particular concept; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

## Immigration Fill-In

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### **Materials: Instructional Master DR-1**

Using Instructional Master DR-1, have students review what they have learned. Tell students that on the worksheet they will find six sentences. Explain that above these sentences is a word box and that the answers to the sentences below can be found in the word box. To demonstrate, complete the first sentence as a class. Read the sentence aloud: “Many people in foreign lands see the United States as a land of *blank*.” Then tell students to look in the word box, and as a class, choose the correct answer. Tell students to write the word *opportunity* on the blank line because that answer best fits.

Depending on your class, you may wish to have students complete this assignment individually or as a class.

## Brainstorming Links

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### **Materials: Chart paper, chalkboard, or whiteboard**

Tell students that one of the key words they have learned in this domain was *citizen*. Write the word *citizen* in an oval on the board. Tell students to think about what they have learned. Ask: “When I say the word *citizen*, what other words do you think of?” Students should be able to add words like *naturalized*, *naturalization*, *voting*, *Constitution*, and *Bill of Rights*, as well as phrases like “eighteen years old” and “obey the laws.”

If time allows, give students a piece of paper, and have them draw a picture that represents a concept from the brainstorming session. Have students write a few words or short sentences that define or describe their pictures. Make sure to reinforce any domain vocabulary from previous lessons.

## Key Vocabulary Brainstorming

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### **Materials: Chart paper, chalkboard, or whiteboard**

Give the students a key domain concept or vocabulary word such as *the Constitution* or *the U.S. government*. Have them brainstorm everything that comes to mind when they hear the word, such as *written in part by James Madison*, *explains how*

*the U.S. government works, etc; or making and enforcing laws, settling disputes, protecting rights and liberties, etc.* Record their responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

## **Riddles for Core Content**

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Ask the students riddles such as the following to review core content:

- I am considered the “Father of the Constitution” since I helped write most of the Constitution and the Bill of Rights. Who am I? (James Madison)
- I am a document made up of the first ten amendments to the Constitution. What am I? (the Bill of Rights)
- I am a document that explains how the U.S. government works and lays down the foundation for the laws of the United States. What am I? (the Constitution)
- I am the introduction to the Constitution and begin with the words “We the People.” What am I? (the Preamble)
- The American government gives me certain rights, and in return, I have certain responsibilities. Who am I? (a U.S. citizen)

## **Class Book: Immigration and Citizenship**

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to finish their class book to help them remember what they have learned in this domain about immigration, citizenship, the U.S. government, and the freedoms that bring immigrants to the United States. Have the students brainstorm important information about these topics. Students may also include any information they have learned about being an American citizen, rights and responsibilities, and the U.S. government. Have each student choose one idea to draw a picture of and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Immigration*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II & III of the assessment address the core content targeted in *Immigration*.

## 10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Ancestors:** Some people's ancestors lived in West Africa many years ago. (smiling face)
2. **Immigrant:** An immigrant is a person who enjoys vacationing in different countries all over the world. (frowning face)
3. **Rights:** The Bill of Rights states the rights that U.S. citizens have. (smiling face)
4. **Citizen:** A citizen of a country is given certain protections by that country's government. (smiling face)
5. **Hostile:** Someone who is kind and welcoming is hostile. (frowning face)
6. **Immigrated:** We can say a family immigrated when they moved from one city in the United States to another city in the United States. (frowning face)

7. **Emigrated:** Some people emigrated from their home countries to escape war. (smiling face)
8. **Customs:** Immigrants in ethnic neighborhoods often share familiar customs from their homelands. (smiling face)
9. **Descendants:** Our descendants were people who lived many, many years ago. (frowning face)
10. **Responsibilities:** Feeding the dog and bringing in the mail are two responsibilities that some students have at home. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Factors:** Some factors to think about when choosing a game to play include how much you like the game and how much time you have to play. (smiling face)
12. **Opportunity:** A science teacher received an opportunity to travel to Brazil to learn about the Amazon Rainforest. (smiling face)
13. **Traditional:** When someone has a new idea that no one else has ever tried, we can say that idea is traditional. (frowning face)
14. **Guaranteed:** Some advertisements claim you are guaranteed to like their product. (smiling face)
15. **Support:** We can show support to a team by cheering and clapping. (smiling face)

## 10 Part II (Instructional Master DA-2)

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Directions: I am going to ask several questions related to what you have learned. After each question is read, look at the row of three pictures. Let's read the words that label the pictures in each row together. Then circle the picture that shows the correct answer.

1. What is the motto of the United States that is found on the back of all U.S. coins? Hint: It means "out of many, one."
  - Would your answer be "We the people," "Vote no!" or "*e pluribus unum*"? Circle the image that matches your answer. (*e pluribus unum*)
2. Which shows the first three words of the U.S. Constitution?
  - Would your answer be "We the people," "Vote no!" or "*e pluribus unum*"? Circle the image that matches your answer. (We the People)
3. Which is the document that explains how the U.S. government is supposed to work? Hint: James Madison is the Father of this document.
  - Would your answer be "We the people," "Vote no!" or "*e pluribus unum*"? Circle the image that matches your answer. (We the People)
4. Which shows a person exercising one of the rights guaranteed in the Constitution?
  - Would your answer be "We the people," "Vote no!" or "*e pluribus unum*"? Circle the image that matches your answer. (Vote No!)
5. Who was born in another country and has earned the same rights as citizens born in the United States?
  - Would your answer be "James Madison," "The Pilgrims," or "naturalized citizens"? Circle the image that matches your answer. (naturalized citizens)



6. Who came to America to practice their religion freely?
  - Would your answer be “James Madison,” “The Pilgrims,” or “naturalized citizens”? Circle the image that matches your answer. (The Pilgrims)
7. Who is called the “Father of the Constitution”?
  - Would your answer be “James Madison,” “The Pilgrims,” or “naturalized citizens”? Circle the image that matches your answer. (James Madison)
8. What is the name of the place that processed many immigrants in New York City on the East Coast?
  - Would your answer be “The Statue of Liberty,” “Ellis Island,” or “Angel Island”? Circle the image that matches your answer. (Ellis Island)
9. What statue greeted many immigrants who entered New York Harbor?
  - Would your answer be “The Statue of Liberty,” “Ellis Island,” or “Angel Island”? Circle the image that matches your answer. (Statue of Liberty)
10. What is the name of the place that processed many immigrants near San Francisco on the West Coast?
  - Would your answer be “The Statue of Liberty,” “Ellis Island,” or “Angel Island”? Circle the image that matches your answer. (Angel Island)

### 10 Part III (Instructional Master DA-3)

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Directions: Let's read each question together. Think about the answer to the question. For the first four questions, write three words, phrases, or sentences that come to mind when you hear the question. For the last question, write one word, phrase, or sentence for each of the two parts of the question.

**Note:** You may need to have some students respond orally if they are not able to respond in writing.

1. What is an immigrant?
2. Why do some people leave their home countries and immigrate to another country?
3. Why did many immigrants settle in large cities?
4. What does it mean to be a citizen of the United States of America?
5. Name one right and one responsibility held by U.S. citizens.



# Culminating Activities



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## **Note to Teacher**

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Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

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## **Remediation**

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You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

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## **Enrichment**

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### **Guest Speaker**

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Invite parents or trusted community members who are naturalized citizens to talk about being an immigrant and/or the process of becoming a citizen. Invite them to bring in any photographs or other objects that were part of this history. You will want to share with your

guest speakers, ahead of time, what you have already discussed in class so that they are better able to address the students.

## Personal Connections

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Your students should have taken home a family letter (Instructional Master 1B-2), which introduced the domain to a family member. This letter also asked a family member or adult friend to share with students their immigration story or their family's immigration history. Have students retell the immigration history told to them by the adults in their lives. Encourage students to bring in any photographs or items they might have to help them share this history. If students are unprepared for this exercise, you may wish to share your own family's immigration history as an example.

## "The Star-Spangled Banner"

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**Materials: A recording of "The Star-Spangled Banner"; drawing paper, drawing tools**

Have students listen to "The Star-Spangled Banner" again. While they listen, have them draw what information comes to mind from the domain. You may wish to work with your school's music teacher to have your students learn this song.

## "We the People" Crossword

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**Materials: Instructional Master CA-1**

Using Instructional Master CA-1, read and discuss the Preamble with your students. ("We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.") As you discuss the Preamble, you may wish to prompt responses with the following questions:

- What do we call the introduction to the Constitution? (the Preamble)
- What does the Preamble say the people want the Constitution to do? (have the states form a more perfect union so the nation runs more fairly)

- What does the Preamble say that American laws must do?  
(establish justice or protect the liberties and freedoms of all the people)

Tell students that each numbered item on the instructional master is a clue to a word in the box. Explain that students will need to first read the clue, then find the matching word, and finally write the matching word in the puzzle. Depending on your class, you may wish to complete one example together as a group and/or read all of the clues out loud, having students silently write the matching word in the puzzle.

Additionally, *Schoolhouse Rock!* has a song and a video of the Preamble that your students may enjoy. After you watch the video or listen to the song about the Preamble, you may wish to lead students in a discussion about the Preamble, the Constitution, and its significance to the American people. Make sure to reinforce domain vocabulary and concepts throughout the discussion.

### **Latin Soup: Out of Many, One**

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**Materials:** Soup pot; different vegetables; different spices

**Note:** Be sure to follow your school’s policy on food distribution and allergies.

Remind students that they learned *e pluribus unum* means “out of many, one.” Ask students if they can think of anything that takes many parts or ingredients to make one thing. Students may suggest cakes, pizza, or salads. Show students the soup pot. Tell students that they are going to make one class soup out of many ingredients. Provide students with different vegetables and different spices. Call out the name of each ingredient, and have students put that ingredient into the pot.

As students place their ingredients into the pot, reiterate that just as all of these different ingredients come together to make one soup, many different immigrants have come to the United States and made one great country. Tell students that each immigrant brings something different to the United States, just like each ingredient brings a different taste to the soup. Explain that all of these immigrants, just like all of the ingredients, can work together to make something wonderful.

## On Stage: Coming to America

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### Materials: Image Cards 7, 8

Have a group of students plan and then act out a journey to America and their entrance into the United States through either Ellis Island Immigration Center or Angel Island Immigration Center. You may wish to use Image Cards 7 (Ellis Island) and 8 (Angel Island) beforehand to prompt discussion of what they know about both places.

Have students share what country they are pretending to emigrate from. You may even encourage students to assume the identity they wrote about in their friendly letters. Set up different stations in your classroom for students to visit as they pretend to be immigrants going through Ellis Island or Angel Island. As the teacher, you may wish to act as an immigration officer and/or a medical examiner. You may also wish to enlist the help of other teachers for this simulation. Prepare questions in advance, similar to the questions asked of Charles Steinmetz when he arrived at Ellis Island. Have some students successfully pass through, and tell others they must turn back to their homelands. To help determine this, you may wish to prepare index cards with health statements for each student. Have some cards say, “In good health,” and other cards describe an ailment such as “bad cough,” “rash,” etc. Have students choose these cards at random prior to the simulation.

After the simulation has been completed, have students share their feelings about going through an immigration center, either in writing or as an oral presentation to the class. Make sure to reinforce domain vocabulary throughout the simulation and in the students’ discussions.

## On Stage: Naturalization Ceremony

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Review what it means to be a naturalized citizen in the United States. Review what immigrants must do in order to become naturalized citizens. Ask students what kinds of questions they think would be on a naturalization test. Ask students if they think it would be hard to learn a completely new language and take a test in it. Have some student volunteers pretend they are all immigrants who will become naturalized citizens. Have the volunteers take an oath of loyalty to the United States as people would during the

naturalization ceremony. Encourage the use of domain vocabulary throughout the activity.

## Exploring Mosaics

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### **Materials: Pictures of mosaics; art materials**

Have students use available resources to search for examples of mosaics. You may wish to make a display of mosaic images students find. Point out to students that some of the mosaics show animals, people, or objects; others are patterns and designs.

Have students create mosaics of their own. They may wish to use small squares of paper, photos, tiles, or another material to create mosaic pictures or designs. Allow students to share or display their mosaics.

## This Land Is Your Land

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### **Materials: Trade book *This Land Is Your Land*, words and music by Woody Guthrie and paintings by Kathy Jakobsen; a recording of the song**

Tell students that there is a well-known song that celebrates the natural beauty of America and the American people. Share with students that the song is called “This Land Is Your Land” and was written by a singer and songwriter named Woody Guthrie. Share with students that most people know this song today as a celebration of America as a nation of freedom and hope. Tell students that freedom and hope are two reasons, or pull factors, that bring immigrants to the United States. Explain that the United States is a land, or nation, that becomes an immigrant’s new home, and it becomes just as much their home as it is home for people who have lived in the United States for decades.

If available, play the song for students. After students listen to the song, help them summarize the message in each verse and in the chorus. You may need to read each verse or play the song multiple times. Ask students how they feel when listening to this song. Ask students how they think immigrants would feel when listening to and singing this song.

To further your discussion of the meaning of this song, you may also wish to read the trade book *This Land Is Your Land*, with words and music by Woody Guthrie and paintings by Kathy Jakobsen.

**Note:** If your school has a music teacher, you may want to collaborate with him/her to teach this song to your students.

### Letter to James Madison

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Have students use what they learned about the friendly letter format to write a letter to James Madison. You may wish to guide students through the five parts of the friendly letter again before they begin brainstorming. The students may write about what they think of the Constitution and the Bill of Rights, or ask any questions they have about these two documents.

### Role-Play a Scene

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Have students work in pairs to role-play this scene: It's the year 1900. You and your partner are sailing into New York Harbor together, coming to your new home—America! How would you feel at that moment? What would you say? Make up dialogue for the scene and act it out.

### Research Activity: Famous Immigrants

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Remind students they have learned a lot about the history of immigration to the United States. Remind students they have learned that the United States is referred to as a land of immigrants. If students are interested, have them research famous immigrants that have made improvements to the United States, like Charles Steinmetz. Their research does not have to focus on the field of science; they may look into the arts, music, literature, etc. Encourage students to present their findings to a group of students or to the class.

### Writing Prompts

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Students may be given an additional writing prompt such as the following:

- The day I became a naturalized citizen . . .
- To be a citizen means . . .
- The United States is a “land of opportunity” because . . .

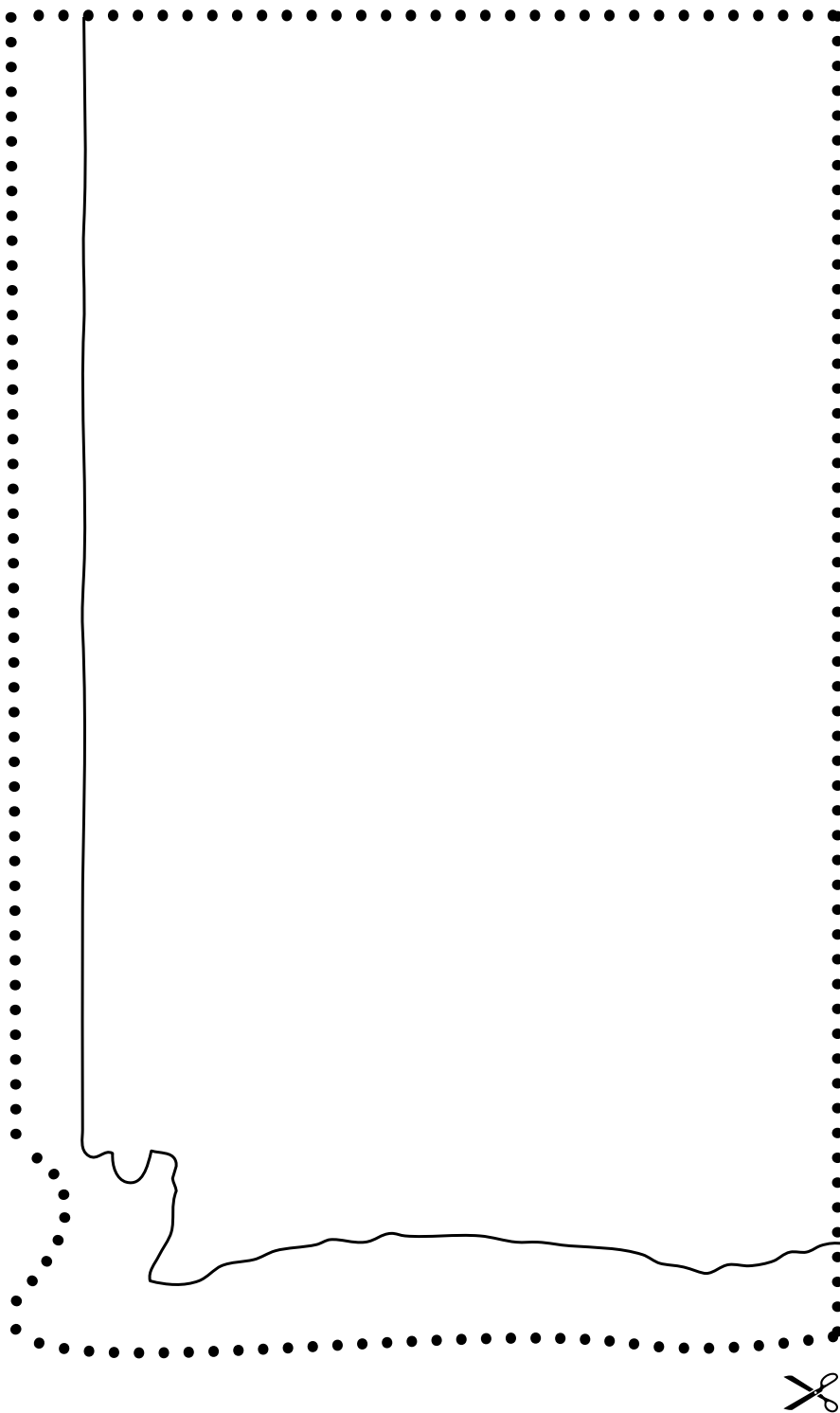


**For Teacher Reference Only:**  
Copies of *Tell It Again! Workbook*





*Directions: Draw a picture of what you have learned about immigration within the puzzle piece. Then, write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration.*







Dear Family Member,

During the next several days, your child will begin learning about some of the most pivotal years in U.S. immigration history, the mid-1800s to the early 1900s. S/he will learn about some of the groups that immigrated to America during that time, some of the reasons why people immigrate to other countries, and why people immigrate to the United States in particular. S/he will also learn about the national motto, *e pluribus unum* (out of many, one), why many immigrants chose to settle in the city, and what life was like for those immigrants.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about U.S. immigration in the late nineteenth century.

### **1. Personal Connections**

Share with your child your family's immigration history. When did your family first come to the United States? From where did they emigrate? Later in the domain, your child will have an opportunity to retell this family history to his/her class.

### **2. Statue of Liberty**

Talk with your child about this famous statue. Discuss the history of the Statue of Liberty and any personal experiences you have with it. You may also wish to have your child draw and/or write about the Statue of Liberty. Ask questions to encourage your child to use the vocabulary learned at school as s/he draws or writes.

### **3. Sayings and Phrases: Don't Judge a Book by Its Cover**

Your child will talk about this saying and its meaning in relation to the immigrant and mathematician Charles Steinmetz. Talk with your child about the meaning of and the situations in which you can use this saying. Have your child share with you who Charles Steinmetz was and how this saying relates to his life.

### **4. Song: "This Land Is Your Land"**

Listen to the song "This Land Is Your Land" with your child. Discuss what this song means and how it can relate to immigration.

## 5. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *immigrant*—Charles Steinmetz was an immigrant from Germany.
- *push and pull factors*—Many push and pull factors bring immigrants to America.
- *ancestors*—A person’s ancestors are their relatives who lived long ago.
- *opportunity*—America is known as the “land of opportunity.”
- *customs*—Newcomers to America kept many of their customs and traditions.

## 6. Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and also time to listen to your child read to you. Attached is a list of recommended trade books related to immigration. Many of these may be found at the library.

Be sure to let your child know how much you enjoy hearing what s/he has learned at school.



## Recommended Resources for Immigration

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### Trade Book List

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#### *Immigration*

1. *All the Way to America: The Story of a Big Italian Family and a Little Shovel*, by Dan Yaccarino (Knopf Books for Young Readers, 2011) ISBN 978-0375866425
2. *American Symbols: Ellis Island (First Facts)*, by Terri DeGezelle (Capstone Press, 2004) ISBN 978-0736847063
3. *Angel Island*, by Lori Mortensen (Picture Window Books, 2009) ISBN 978-1404847040
4. *At Ellis Island: A History of Many Voices*, by Louise Peacock (Atheneum Books for Young Readers, 2007) ISBN 978-0689830266
5. *Coolies*, by Yin and Chris Soentpiet (Puffin Books, 2001) ISBN 978-0142500552
6. *The Copper Lady*, by Alice and Kent Ross (Millbrook Press, 1997) ISBN 978-0876149607
7. *Ellis Island (A True Book)*, by Patricia Ryon Quiri (Children's Press, 1998) ISBN 978-0516263748
8. *Emma's Poem: The Voice of the Statue of Liberty*, by Linda Glasner (Houghton Mifflin Books for Children, 2010) ISBN 978-0547171845
9. *Everybody Cooks Rice*, by Norah Dooley (Lerner Publishing Group, Inc., 1991) ISBN 0876145918
10. *The Flag We Love*, by Pam Muñoz Ryan (Charlesbridge, 1996) ISBN 978-0881068450
11. *If Your Name Was Changed at Ellis Island*, by Ellen Levine (Scholastic Inc., 2006) ISBN 978-0590438292
12. *Immigration and Citizenship*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050218

13. *The Keeping Quilt*, by Patricia Polacco (Simon & Schuster, 1988) ISBN 978-0689820908
14. *Lady Liberty: A Biography*, by Doreen Rappaport (Candlewick, 2011) ISBN 978-0763653019
15. *Lily and Miss Liberty*, by Carla Stevens (Scholastic Paperbacks, 1993) ISBN 978-0590449205
16. *The Long Way to a New Land*, by Joan Sandin (HarperTrophy, 1981) ISBN 978-0064441001
17. *The Memory Coat*, by Elvira Woodruff (Scholastic Press, 1999) ISBN 978-0590677172
18. *Molly's Pilgrim*, by Barbara Cohen (HarperCollins, 2005) ISBN 978-0688162801
19. *My Name Is Yoon*, by Helen Recorvits (Farrar, Straus and Giroux, 2003) ISBN 978-0374351144
20. *One Green Apple*, by Eve Bunting (Clarion Books, 2006) ISBN 978-0618434770
21. *A Picnic in October*, by Eve Bunting (Voyager Books, 2004) ISBN 978-0152050658
22. *The Statue of Liberty*, by Lucile Recht Penner (Random House, 1995) ISBN 978-0679869283
23. *The Statue of Liberty (A True Book)*, by Patricia Ryon Quiri (Children's Press, 1998) ISBN 978-0516263854
24. *The Story of the Statue of Liberty*, by Betsy Maestro (HarperCollins, 1989) ISBN 978-0688087463
25. *This Land Is Your Land*, words and music by Woody Guthrie (Little, Brown and Company, 2008) ISBN 978-0316042727
26. *Watch the Stars Come Out*, by Riki Levinson (Puffin Books, 1985) ISBN 978-0140555066
27. *When Jessie Came Across the Sea*, by Amy Hest (Candlewick, 2003) ISBN 978-0763612740





### *Citizenship*

28. *The Bill of Rights*, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531147771
29. *The Constitution of the United States*, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531147795
30. *Francis Scott Key and "The Star-Spangled Banner,"* by Lynnea Bowdish and illustrated by Harry Burman (Mondo Pub, 2002) ISBN 978-1590341957
31. *If You Were There When They Signed the Constitution*, by Elizabeth Levy (Scholastic Inc., 2006) ISBN 978-0590451598
32. *James Madison*, by Jill K. Mulhall (Teacher Created Materials, Inc., 2008) ISBN 978-0743989084
33. *James Madison: Founding Father*, by Lynn George (Rosen Publishing Group, 2002) ISBN 978-0823963829
34. *A More Perfect Union*, by Betsy Maestro (HarperCollins, 1990) ISBN 978-0688101923
35. *The National Anthem (True Books: American History)*, by Elaine Landau (Children's Press, 2008) ISBN 978-0531147832
36. *Shh! We're Writing the Constitution*, by Jean Fritz (Puffin, 1997) ISBN 978-0698116245
37. *The Star-Spangled Banner*, by Peter Spier (Dragonfly Books, 1992) ISBN 978-0440406976
38. *We the Kids: The Preamble to the Constitution of the United States*, by David Catrow (Puffin Books, 2005) ISBN 978-0142402764

## Websites and Other Resources

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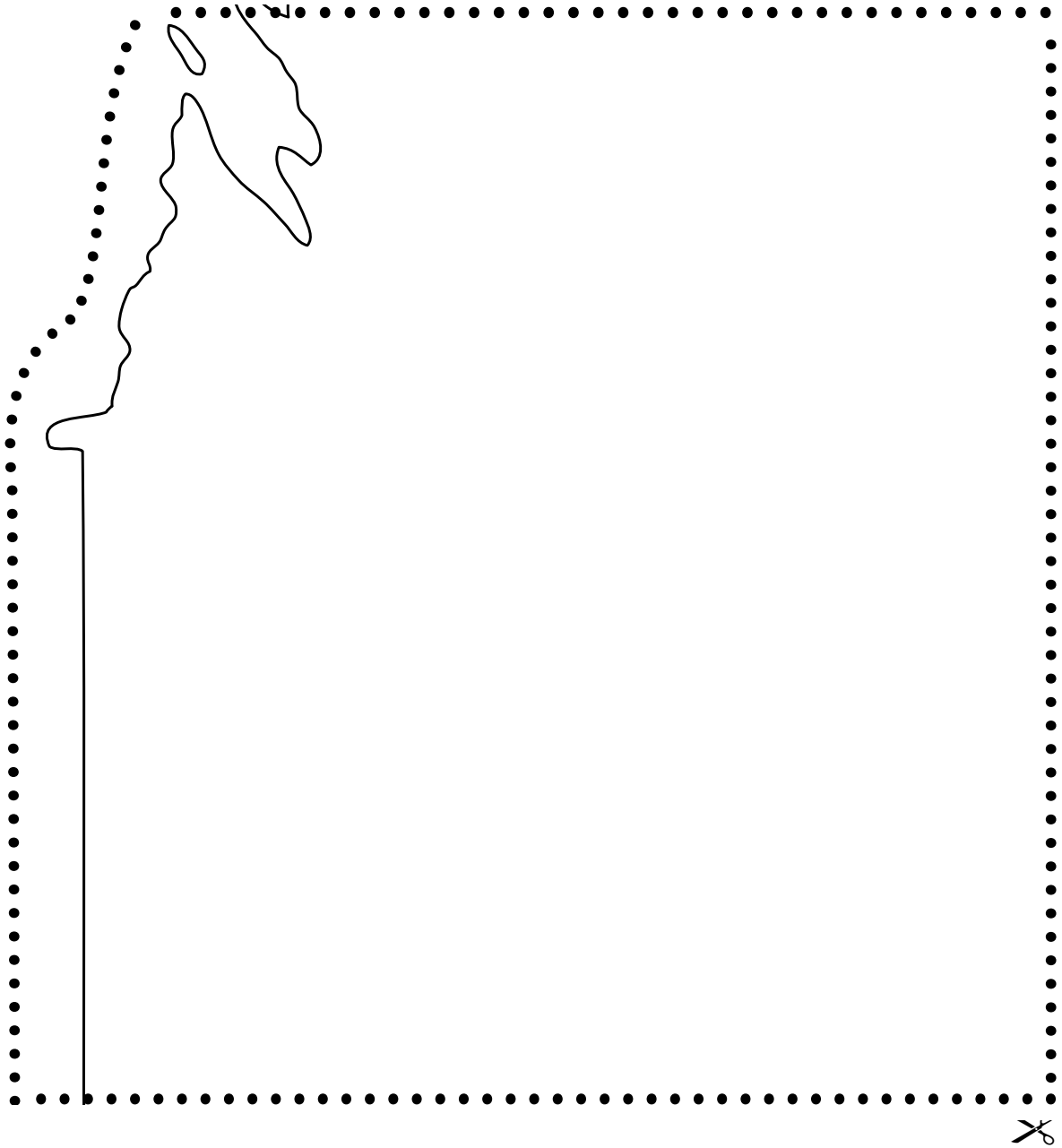
### *Student Websites*

1. Immigration: Stories of Yesterday and Today  
<http://teacher.scholastic.com/activities/immigration>

### *Family Websites*

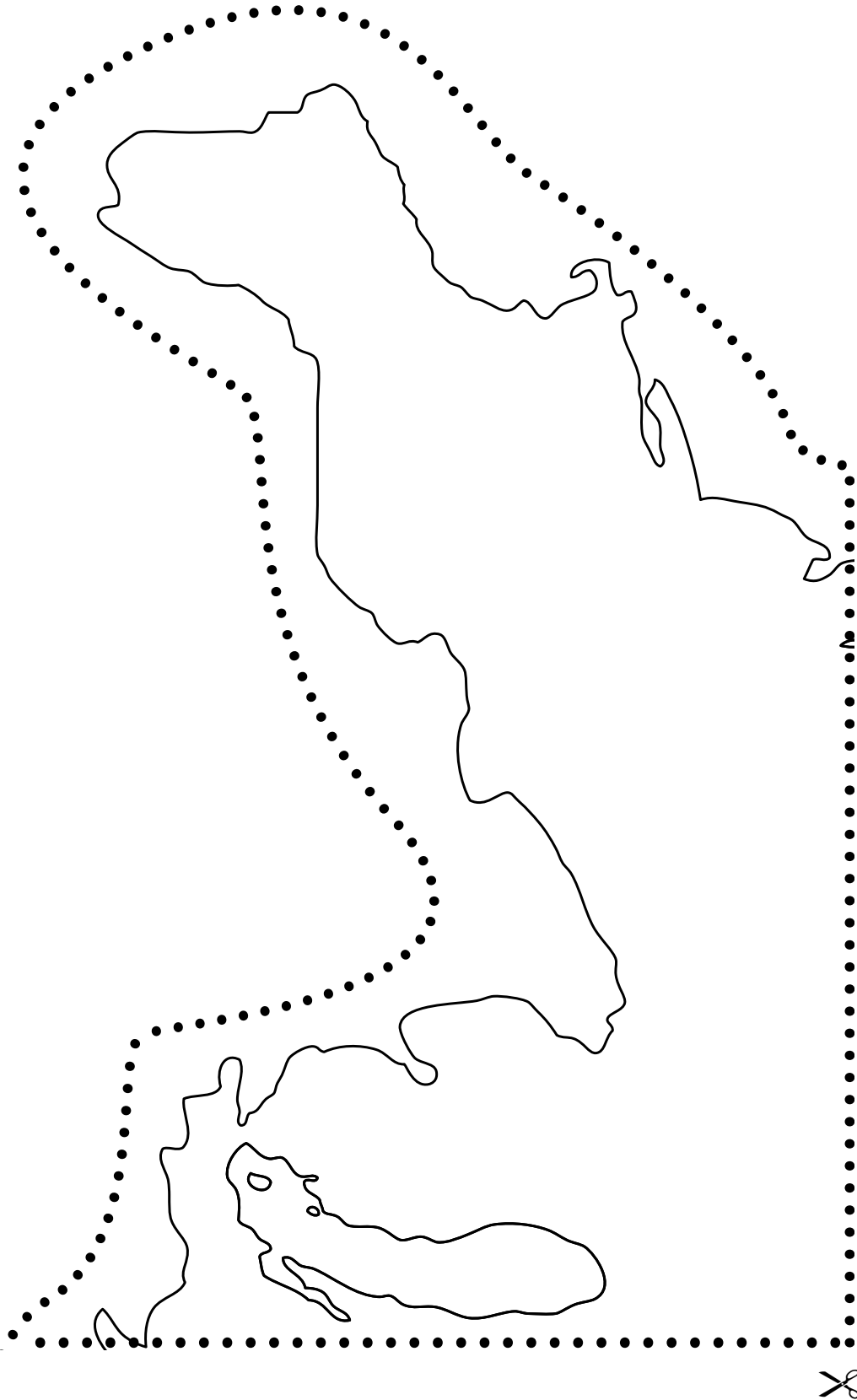
2. The Statue of Liberty–Ellis Island Foundation, Inc.  
<http://www.ellisland.org/Immexp/index.asp>
3. Immigration: Then and Now  
<http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now>

Directions: Draw a picture of what you have learned about immigration within the puzzle piece. Then, write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration.



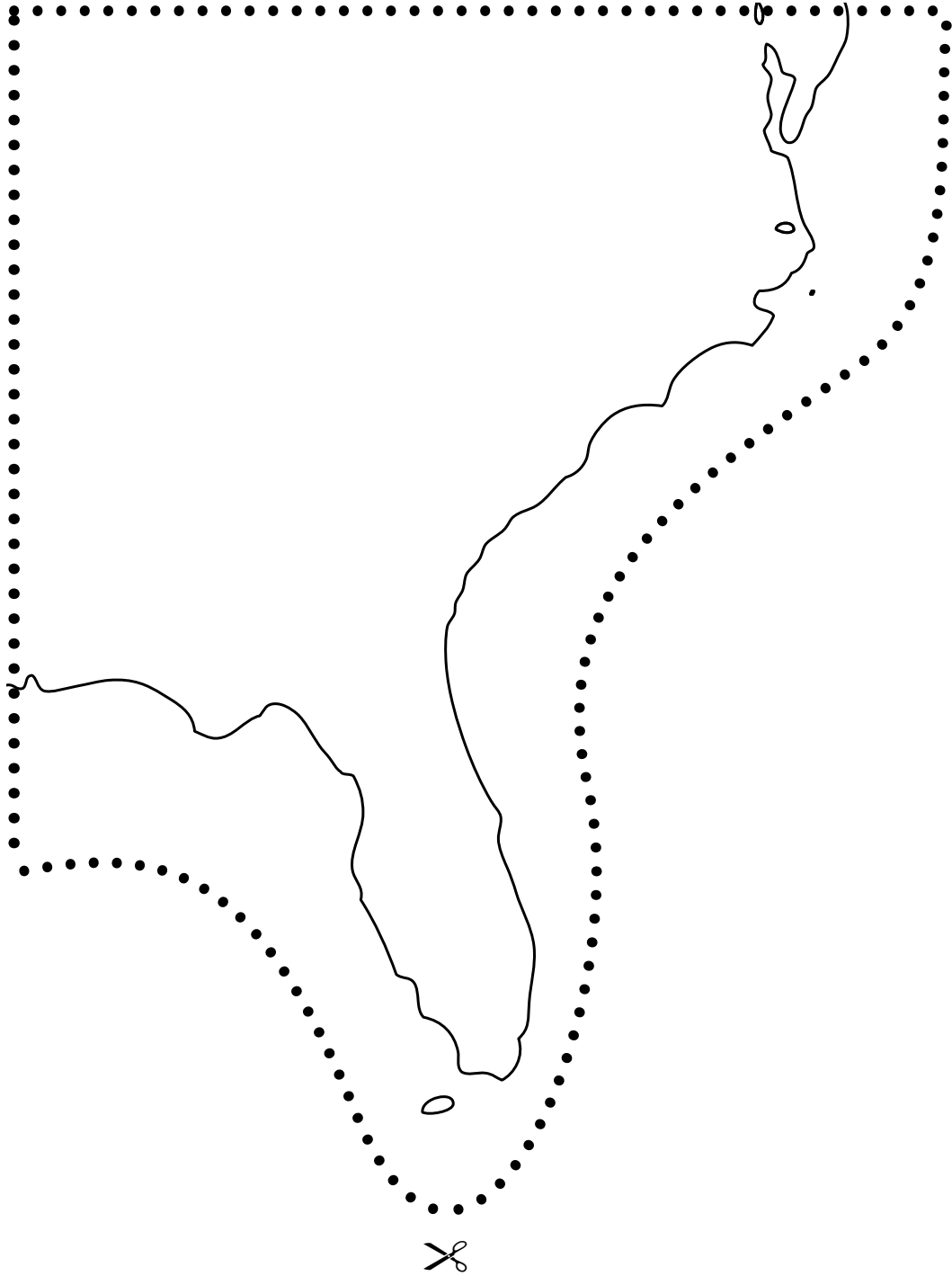


Directions: Draw a picture of what you have learned about immigration within the puzzle piece. Then, write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration to large cities.





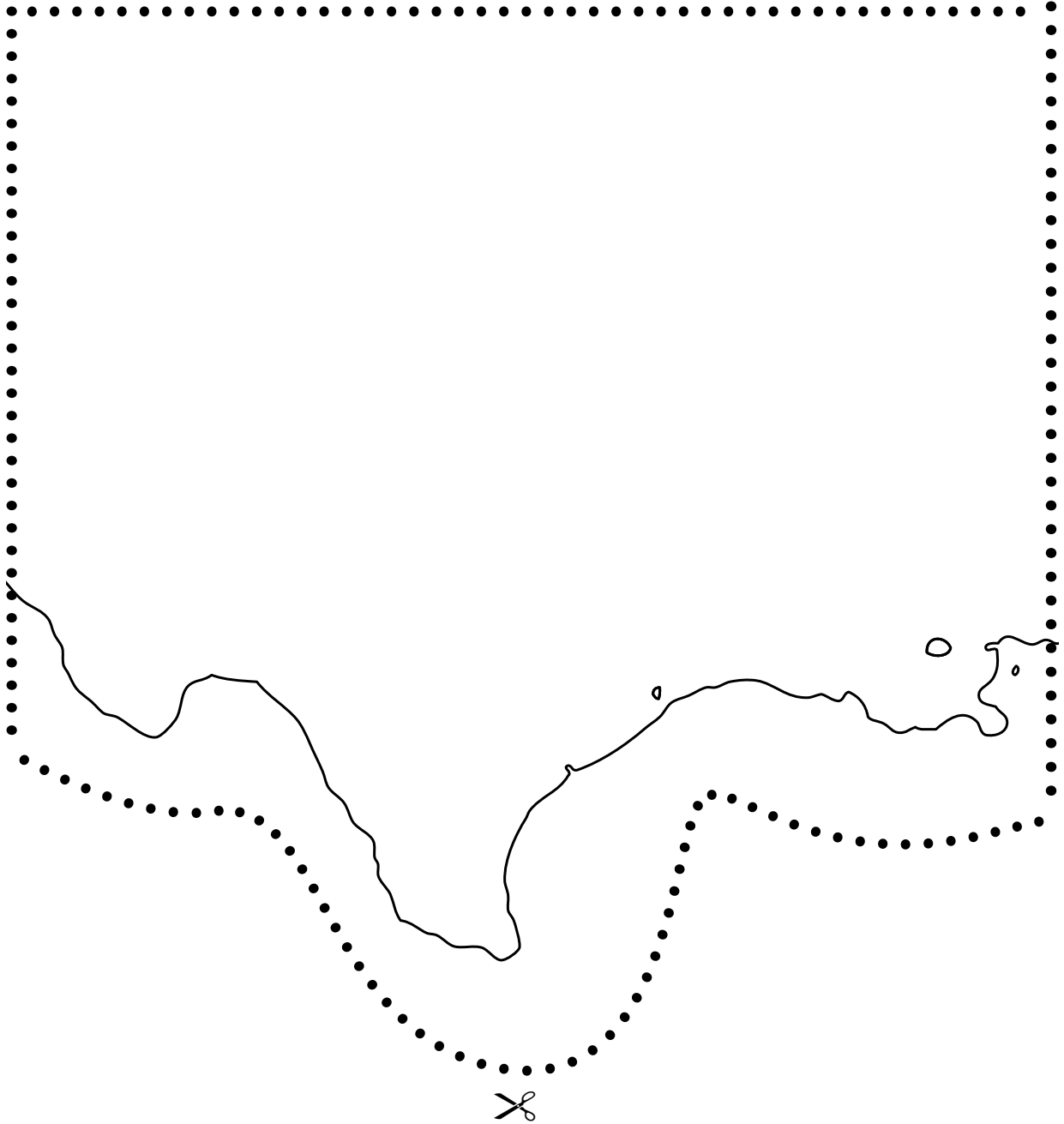
*Directions: Draw a picture of what you have learned about immigration within the puzzle piece. Then, write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration.*





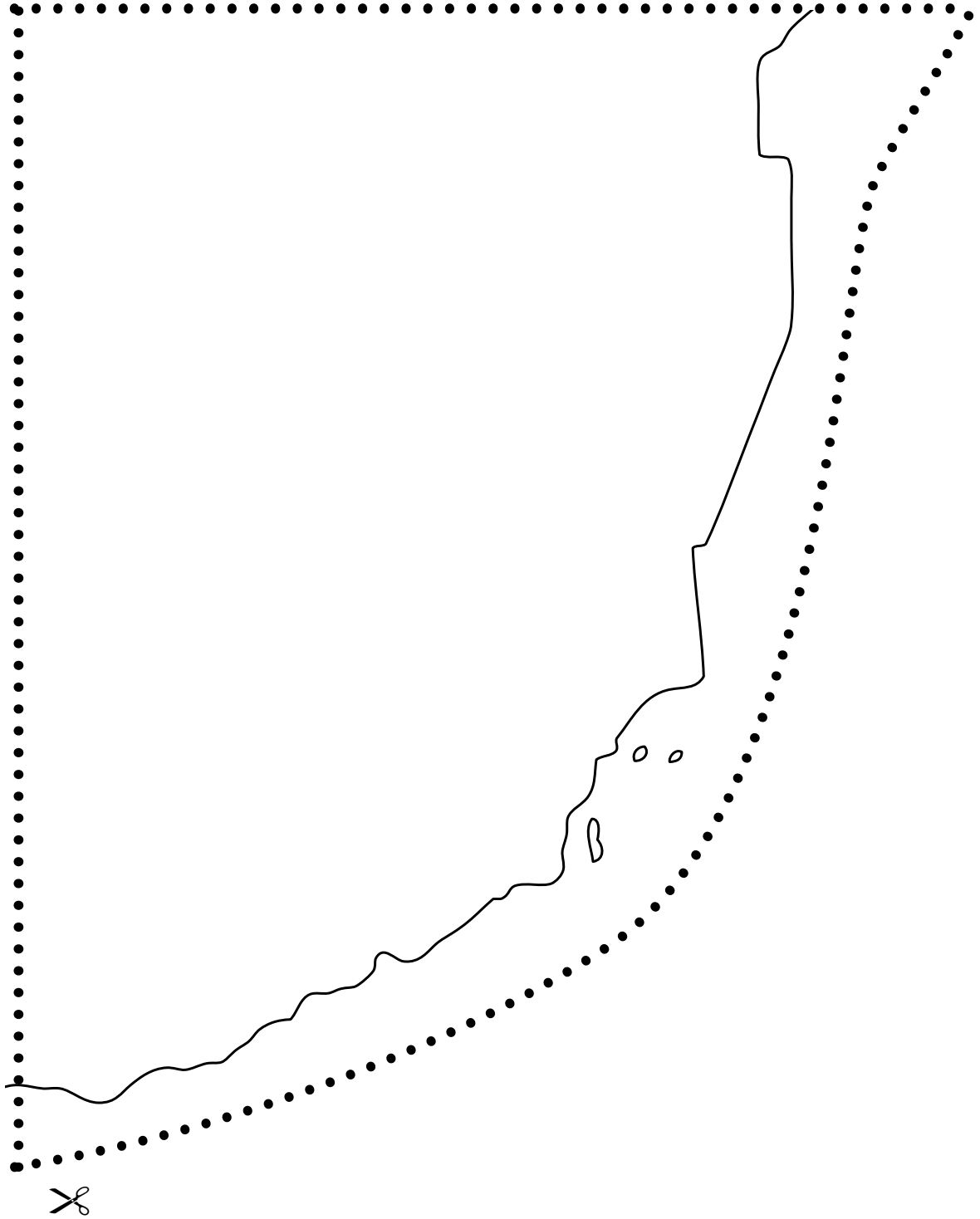


Directions: Draw a picture of what you have learned about immigration within the puzzle piece. Then, write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration.





Directions: Draw a picture of what you have learned about immigration within the puzzle piece. Then, write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration.





## Push Factors

*Directions: Cut out the factor strips on Instructional Master PP-3. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.*





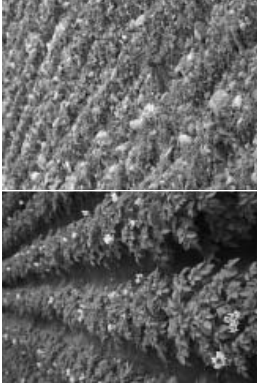




## Pull Factors

*Directions: Cut out the factor strips on Instructional Master PP-3. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.*





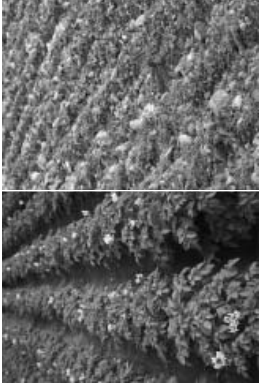






Directions: Cut out the factor strips on this page. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.

<p>Marie's parents and others found jobs in America.</p> 	<p>Lars and Karin could own land in America so they could farm.</p> 
<p>People were hungry due to the potato blight in Ireland.</p> 	<p>Charles Steinmetz was afraid to speak about his ideas in Germany.</p> 
<p>The Pilgrims were not free to practice their religion in their own way in England.</p> 	<p>Chinese immigrants hoped for gold and wealth in America.</p> 



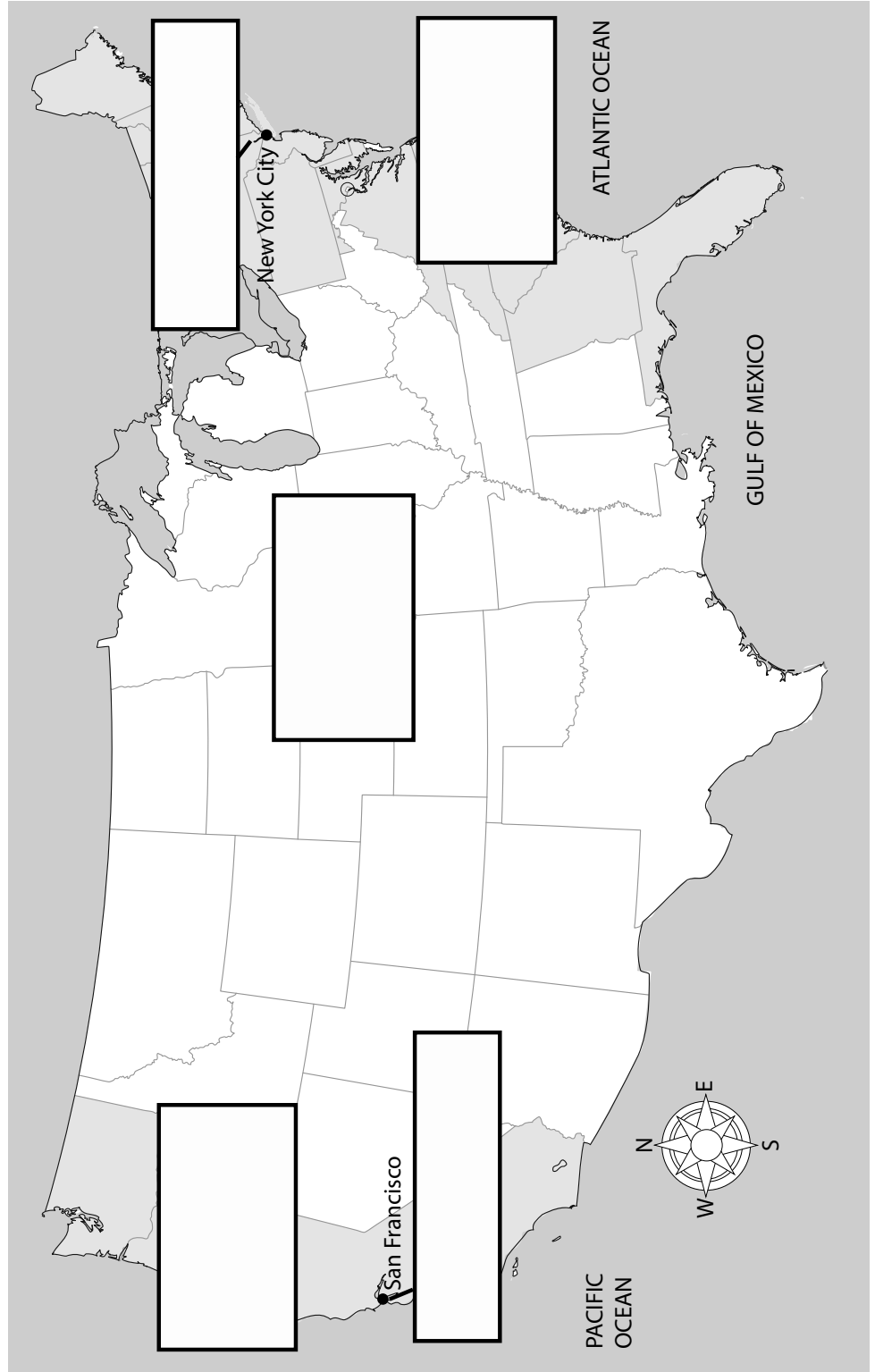
Directions: Cut out the factor strips on this page. As your teacher reads each strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip in the correct place on the chart. Glue or tape the factor strip in place.

<p><b>Marie's parents and others found jobs in America.</b></p> <p><b>Pull Factor</b></p> 	<p><b>Lars and Karin could own land in America so they could farm.</b></p> <p><b>Pull Factor</b></p> 
<p><b>People were hungry due to the potato blight in Ireland.</b></p> <p><b>Push Factor</b></p> 	<p><b>Charles Steinmetz was afraid to speak about his ideas in Germany.</b></p> <p><b>Push Factor</b></p> 
<p><b>The Pilgrims were not free to practice their religion in their own way in England.</b></p> <p><b>Push Factor</b></p> 	<p><b>Chinese immigrants hoped for gold and wealth in America.</b></p> <p><b>Pull Factor</b></p> 



Directions: Place these names in the correct place on the map. Note: Three are names for big areas of land. Two are names for specific places.

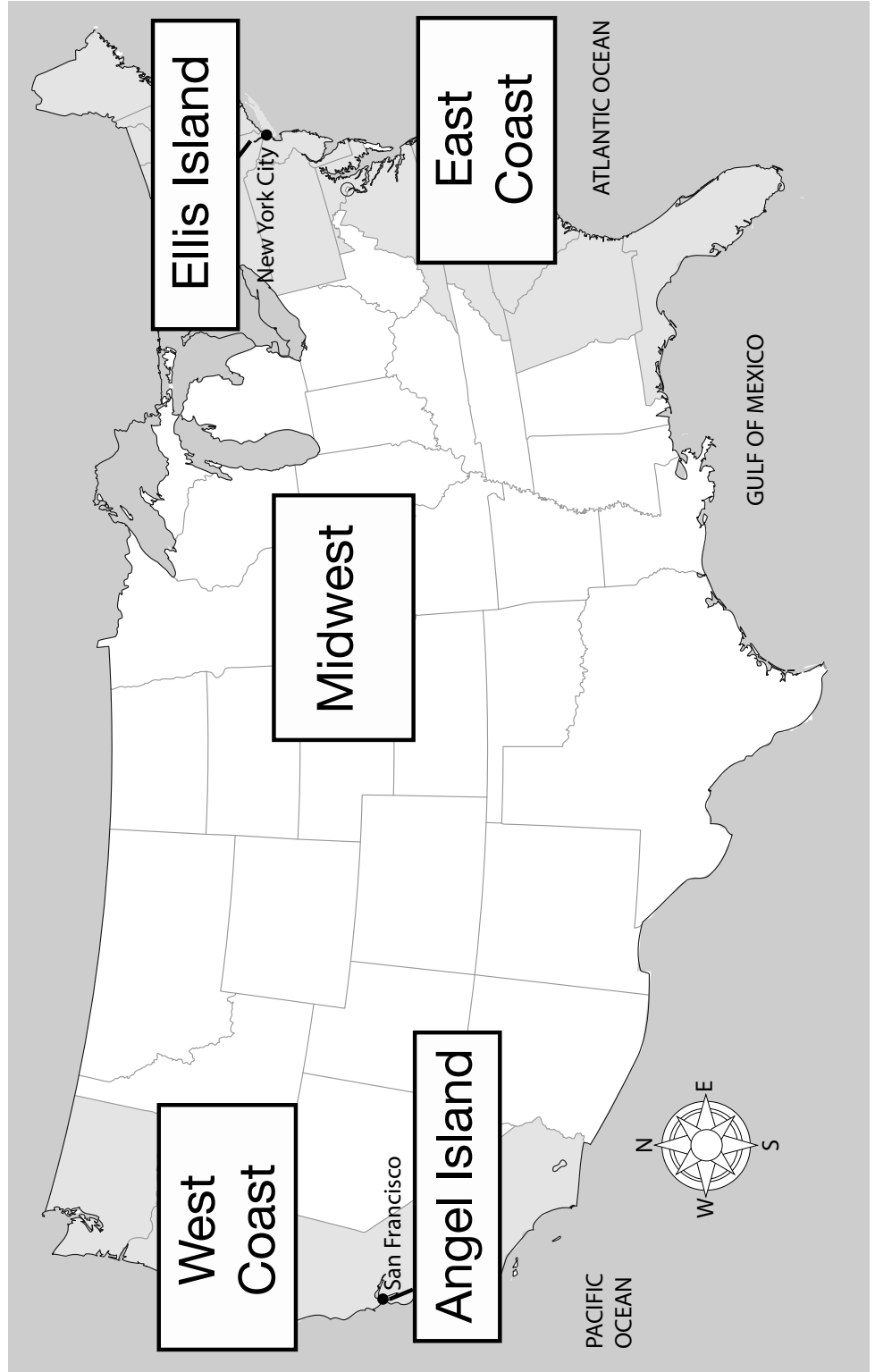
East Coast      Angel Island      Midwest      West Coast  
Ellis Island





Directions: Place these names in the correct place on the map. Note: Three are names for big areas of land. Two are names for specific places.

East Coast	Angel Island	Midwest
Ellis Island	West Coast	







*Directions: Think about what you have heard in the read-aloud, and then fill in the chart using words or sentences.*

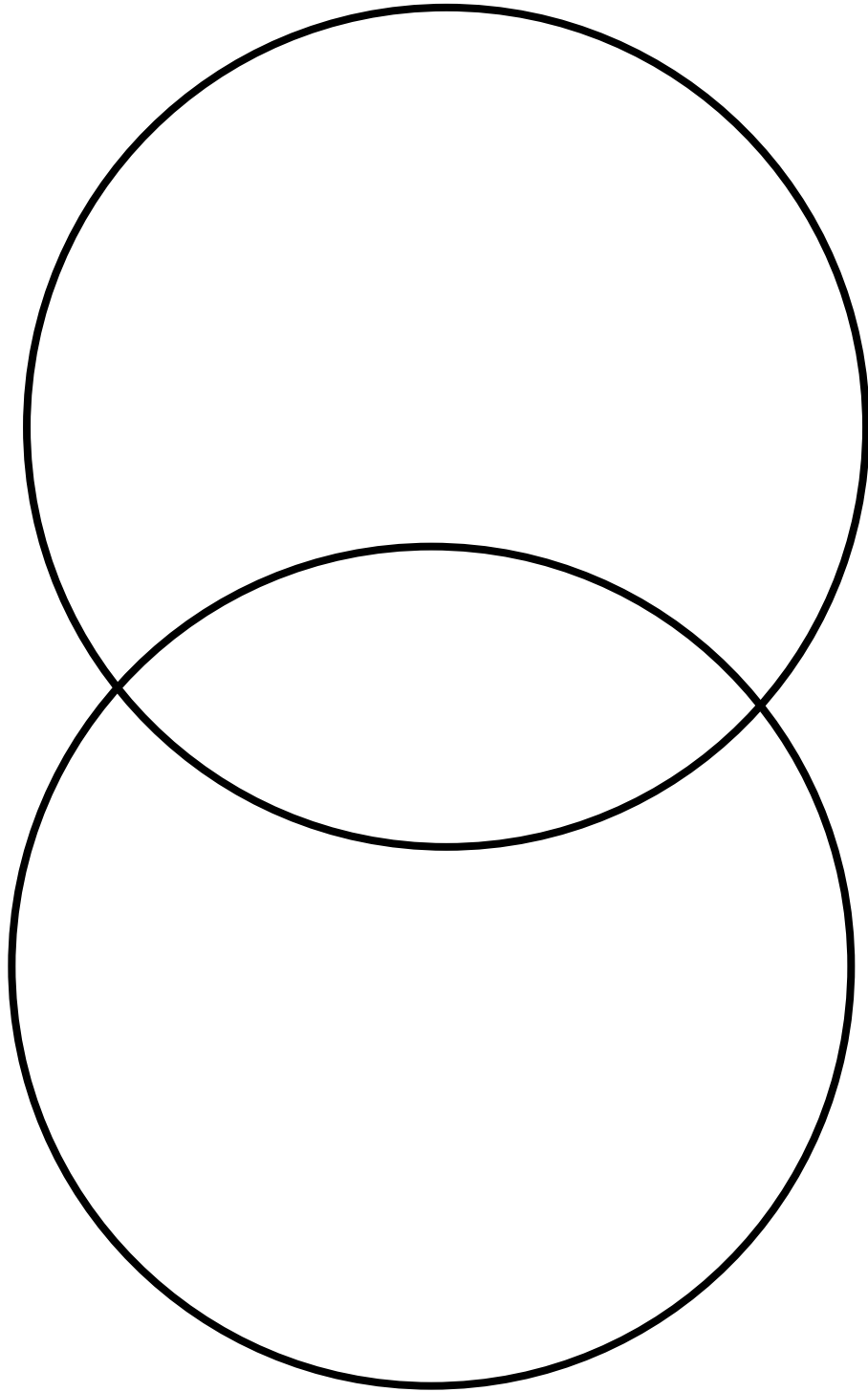
<p><b>Somebody</b></p>	
<p><b>Wanted</b></p>	
<p><b>But</b></p>	
<p><b>So</b></p>	
<p><b>Then</b></p>	



*Directions: On the line over each circle, write the name of each of the two things being compared and contrasted. Write how the two things you are comparing are alike in the overlapping part of the Venn diagram. Write how the two things you are contrasting are different in the nonoverlapping part of each circle.*

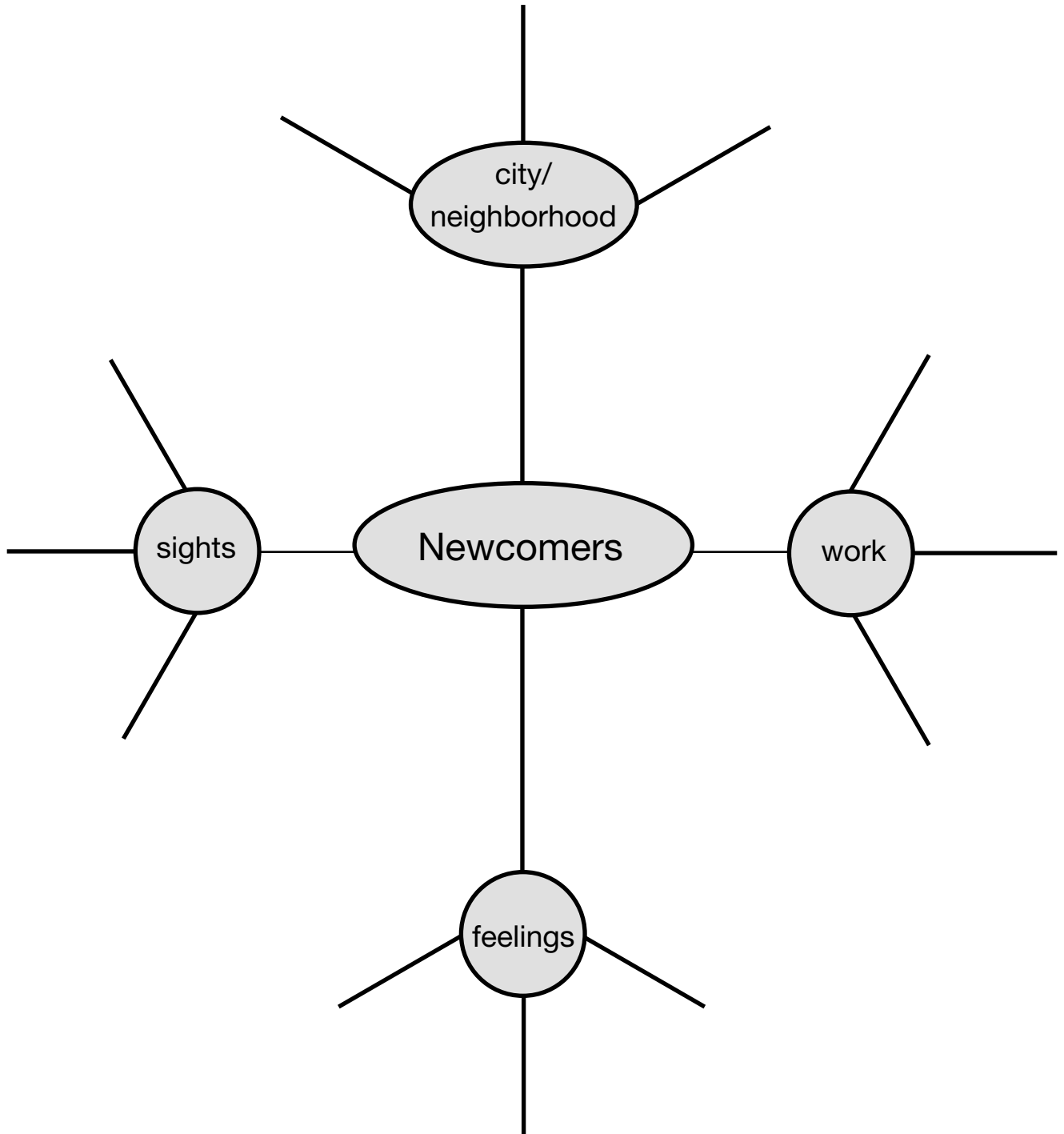
\_\_\_\_\_

\_\_\_\_\_





Directions: Listen to the questions posed by the teacher to brainstorm what life might be like as an immigrant in a U.S. city.





Name \_\_\_\_\_

Month

Day

Year

1. Date

\_\_\_\_\_ , \_\_\_\_\_

2. Salutation Dear

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Body

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Closing Your Friend,

5. Signature

\_\_\_\_\_

*Directions: Pretend you are an immigrant in the United States. Write a friendly letter to your friends and/or family in your homeland. Remember to include the five parts of a friendly letter.*







Dear Family Member,

Today your child learned how an immigrant can become a naturalized citizen. This read-aloud is the first of three read-alouds that discuss citizenship in the United States and what it means to be a citizen. S/he will learn some basic facts about the Constitution and the Bill of Rights, some basic functions of the government, and about the “Father of the Constitution,” James Madison. S/he will also learn about the rights the Constitution gives U.S. citizens and the responsibilities that come with those rights. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about U.S. citizenship.

### **1. The Constitution and the Bill of Rights**

Have your child share with you what s/he has learned about the Constitution, the highest law of the United States, and the Bill of Rights. Have your child tell you why these documents are so important to the United States. You may wish to discuss with your child what the United States might be like if these documents did not exist.

### **2. James Madison**

Talk with your child about this important historical figure. Ask your child what role Madison had in creating the Constitution and the Bill of Rights. Have your child share what other roles James Madison played in the U.S. government.

### **3. Rights and Responsibilities**

Talk with your child about some of the rights you have as a citizen. Have your child share some of the rights s/he has learned about in class, and together talk about the responsibilities you have as a citizen to properly exercise those rights. For example, you have the right to vote, but you also have a responsibility to learn about the candidates.

### **4. Song: “The Star-Spangled Banner”**

Listen to the song “The Star-Spangled Banner” with your child. Discuss why this song is the national anthem of the United States. Together, share what you both know about the meaning and history of this song. You may also want to share with your child any memorable experiences you have had singing or listening to “The Star-Spangled Banner.”

## 5. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *naturalized citizen*—A person who becomes a U.S. citizen after already being a citizen of another country is called a naturalized citizen.
- *citizen*—A citizen is someone who has rights given to them by a country’s government and has responsibilities that go along with those rights.
- *responsibilities*—Responsibilities are things a person is in charge of doing and depended on to carry out.
- *amendments*—Americans have added amendments, or additions, to the Constitution.
- *consent*—In return for the power to change the government, the people agree to live according to the laws. This is called “the consent of the governed.”

## 6. Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and also time to listen to your child read to you. Use the recommended trade book list sent with the previous family letter.

Be sure to let your child know how much you enjoy hearing what s/he has learned at school.



# The Star-Spangled Banner

During the War of 1812, Francis Scott Key (1779–1843) witnessed the all-night bombardment of Ft. McHenry in Maryland. Despite the fierce assault, Key was elated to see in the morning that the American flag was still proudly waving over the fort, meaning that the fort was still manned. Inspired, he wrote this poem to celebrate the event. “The Star-Spangled Banner” was declared the national anthem in 1931.

With spirit (♩ = c. 104)

Melody by John Stafford Smith  
Lyrics by Francis Scott Key

Soprano  
Alto

Tenor  
Bass

Piano

Oh, say can you see by the dawn's ear - ly light, What so proud - ly we

6  
S  
A  
T  
B  
hail'd at the twi-light's last gleam - ing? Whose broad stripes and bright stars thro' the per - il - ous

12  
S  
A  
T  
B  
fight, O'er the ram - parts we watch'd were so gal - lant - ly stream - ing? And the

*f*

*mf*



17

S  
A

rock - et's red glare the bombs burst - ing in air, Gave proof thro' the night that our

T  
B

17

17

17

23

S  
A

flag was still there. Oh, say does that — Star - Span - gled Ban - ner — yet —

T  
B

23

23

23

28

S  
A

wave, — O'er the land — of the free and the home of the brave!

T  
B

28

28

28

## Immigration Fill-In

immigrants	opportunity	Angel Island
Ellis Island		Statue of Liberty

1. Many people in foreign lands see the United States as the “land of \_\_\_\_\_.”
2. People who come to the United States from other countries are called \_\_\_\_\_.
3. People coming from Asia arrived at \_\_\_\_\_.
4. People coming from Europe arrived at \_\_\_\_\_.
5. To many immigrants, the most welcoming symbol of freedom standing in New York Harbor was the \_\_\_\_\_.

Directions: Use the words in the box to complete the sentences.



## Immigration Fill-In




















immigrants	opportunity	Angel Island
Ellis Island		Statue of Liberty

1. Many people in foreign lands see the United States as a “land of **opportunity**.”
2. People who come to the United States from other countries are called **immigrants**.
3. People coming from Asia arrived at **Angel Island**.
4. People coming from Europe arrived at **Ellis Island**.
5. To many immigrants, the most welcoming symbol of freedom standing in New York Harbor was the **Statue of Liberty**.

Directions: Use the words in the box to complete the sentences.





1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

11. 



12. 



13. 























14. 













15. 

































1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.
















11.  
12.  
13.  
14.  
15.  
















Directions: Your teacher is going to ask several questions. After each question, look at the pictures in the row and circle the picture that shows the right answer.

1.			
2.			
3.			
4.			
5.			

6.			
7.			
8.			
9.			
10.			

Directions: Your teacher is going to ask several questions. After each question, look at the pictures in the row and circle the picture that shows the right answer.

<p>1. What is the motto of the United States that is found on the back of all U.S. coins?</p>	 We the People	 Vote No!	 e pluribus unum
<p>2. Which shows the first three words of the U.S. Constitution?</p>	 We the People	 Vote No!	 e pluribus unum
<p>3. What is the document that explains how the U.S. government is supposed to work?</p>	 We the People	 Vote No!	 e pluribus unum
<p>4. Which shows a person exercising one of the rights guaranteed in the Constitution?</p>	 We the People	 Vote No!	 e pluribus unum
<p>5. Who was born in another country and has earned the same rights as citizens born in the United States/.</p>	 James Madison	 The Pilgrims	 naturalized citizens

<p>6. Who came to America to practice their religion freely?</p>	 <p>James Madison</p>	 <p>The Pilgrims</p>	 <p>naturalized citizens</p>
<p>7. Who is called the “Father of the Constitution”?</p>	 <p>James Madison</p>	 <p>The Pilgrims</p>	 <p>naturalized citizens</p>
<p>8. What is the name of the place that processed many immigrants in New York City on the East Coast?</p>	 <p>Statue of Liberty</p>	 <p>Ellis Island</p>	 <p>Angel Island</p>
<p>9. What statue greeted many immigrants who entered the New York City harbor?</p>	 <p>Statue of Liberty</p>	 <p>Ellis Island</p>	 <p>Angel Island</p>
<p>10. What is the name of the place that processed many immigrants near San Francisco on the West Coast?</p>	 <p>Statue of Liberty</p>	 <p>Ellis Island</p>	 <p>Angel Island</p>



*Directions: Listen carefully as your teacher reads each sentence. Think about the answer to the question or statement. Write three words, phrases, or sentences that come to mind when you hear each question.*

1. What is an immigrant?

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2. Why do some people leave their home countries and immigrate to another country?

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3. Why did many immigrants settle in large cities?

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4. What does it mean to be a citizen of the United States of America?

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5. Name one right and one responsibility held by U.S. citizens.

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## We the People

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

peace

create

united

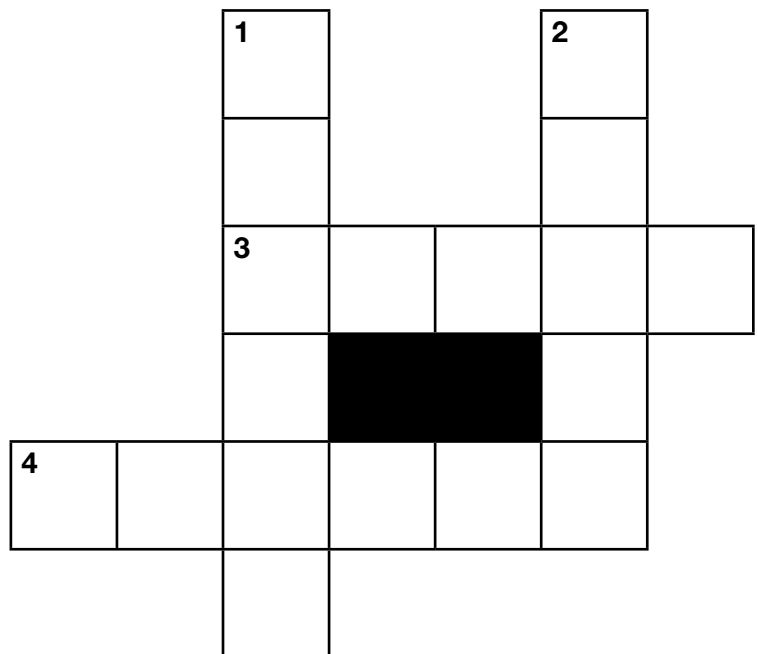
ideal

**Down**

- 1. an antonym for **divided**
- 2. a synonym for **tranquility**

**Across**

- 3. a synonym for **perfect**
- 4. a synonym for **to form**



Directions: Read and discuss the Preamble with your teacher. Then, match each puzzle clue to a word in the box. Write the matching word in the puzzle.



## We the People

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

peace

create

united

ideal

**Down**

1. an antonym for **divided**
2. a synonym for **tranquility**

**Across**

3. a synonym for **perfect**
4. a synonym for **to form**

		U			P	
		N			E	
		I	D	E	A	L
		T			C	
C	R	E	A	T	E	
		D				

Directions: Read and discuss the Preamble with your teacher. Then, match each puzzle clue to a word in the box. Write the matching word in the puzzle.



# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

# Tens Conversion Chart

## Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate



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