

Immigration

Tell It Again!™ Read-Aloud Supplemental Guide



Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 2



Immigration

Transition Supplemental Guide to the
Tell It Again![™] Read-Aloud Anthology

Listening & Learning[™] Strand

GRADE 2

Core Knowledge Language Arts[®]



Core Knowledge[®]

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2014 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Immigration

Transition Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Preface to the <i>Transition Supplemental Guide</i>	v
Alignment Chart for <i>Immigration</i>	xvii
Introduction to <i>Immigration</i>	1
Lesson 1: E Pluribus Unum	15
Lesson 2: A Little Giant Comes to America.	34
Lesson 3: Life in the City	55
Lesson 4: From Ireland to New York City	76
Lesson 5: Gold Mountain	93
Lesson 6: A Land of Opportunity	110
Pausing Point	129
Lesson 7: A Mosaic of Immigrants.	137
Lesson 8: Becoming a Citizen	156
Lesson 9: We the People	177
Lesson 10: Immigration and Citizenship	194
Domain Review	211
Domain Assessment	215
Culminating Activities	219
Appendix	225



Preface to the Transition Supplemental Guide

This preface to the *Transition Supplemental Guide* provides information about the guide’s purpose and target audience, and describes how it can be used flexibly in various classroom settings.

Please note: The *Supplemental Guides* for the first three domains in Grade 2 contain modified read-alouds and significantly restructured lessons with regard to pacing and activities. These early *Supplemental Guides* provided step-by-step, scaffolded instruction with the intention that students receiving instruction from teachers using the *Supplemental Guide* for the first part of the year would be ready to participate in regular Listening & Learning lessons, and that teachers who have used the *Supplemental Guide* for the first part of the year would be equipped with the instructional strategies to scaffold the lessons when necessary. This shift from the full *Supplemental Guide* to the *Transition Supplemental Guide* affords teachers more autonomy and greater responsibility to adjust their execution of the lessons according to the needs of their classes and individual students.

Transition Supplemental Guides for the remaining domains will still contain Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, the *Transition Supplemental Guides* do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide* is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology*. We have, however, augmented the introductions and extensions of each lesson in the *Transition Supplemental Guides* so teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction or extension activities. Teachers will need to make informed and conscious decisions in light of their particular students’ needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.


Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Transition Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose individual activities from the *Transition Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. For example, teachers might use the Vocabulary Instructional Activities, Syntactic Awareness Activities, and modified Extensions during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Transition Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content.

Transition Supplemental Guide Contents

The *Transition Supplemental Guide* contains tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. The Domain Assessments and Family Letters have been modified. In some instances, the activities in the Extensions as well as the activities in the Pausing Point, Domain Review, and Culminating Activities have been modified or rewritten. Please refer to the following sample At a Glance Chart to see how additional support is communicated to the teacher.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Introductory Content	[Additional materials to help support this part of the lesson will be listed here.]	[A brief explanation about how the material can be used.]
Vocabulary Preview	[There will be one or two vocabulary preview words per lesson.]	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
<p>Note: It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.</p>		
Title of Read-Aloud	[Materials that may help scaffold the read-aloud will be listed here.]	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Extension Activities	[Additional Extension activities may include a Multiple Meaning Word Activity, a Syntactic Awareness Activity, a Vocabulary Instructional Activity, and modified existing activities or new activities.]	

The additional materials found in the *Transition Supplemental Guide* afford students further opportunities to use domain vocabulary and demonstrate knowledge of content. The lessons of this guide contain activities that create a purposeful and systematic setting for English language learning. The read-aloud for each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Transition Supplemental Guide's* focus on oral language in the earlier grades

addresses the language learning needs of students with limited English language skills. These students—outside of a school setting—may not be exposed to the kind of academic language found in many written texts.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are those that are likely in the basic repertoire of native English speaking students—words such as *family, home, and country*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *freedom, opportunity, and traditional*.
- Tier 3 words are content-area specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words like *immigrants, Ellis Island, and the Bill of Rights*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that

sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and their retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities focus on sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but they might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Transition Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

English Language Learners

The *Transition Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) and to strengthen ELLs' understanding of the core content presented in the domains.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their

first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
Entering	<ul style="list-style-type: none"> • Produces little or no English • Responds in nonverbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use gestures (e.g., point, nod) to indicate comprehension • Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words • Use pre-taught words to complete sentence starters • Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the”) • Use normal intonation, emphasize key words, and frequent checks for understanding • Model oral language and practice formulaic expressions • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content
Emerging (Beginner)	<ul style="list-style-type: none"> • Responds with basic phrases • Includes frequent, long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses • Use manipulatives, visuals, realia, props • Use small-group activities • Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary • Use illustrated core vocabulary words • Use pre-identified words to complete cloze sentences • Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Allow for longer processing time and for participation to be voluntary • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content

Transitioning (Intermediate)	<ul style="list-style-type: none"> • Speaks in simple sentences • Uses newly learned words appropriately • With appropriate scaffolding, able to understand and produce narratives • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Use more complex stories and books • Continue to focus on Tier 2 vocabulary • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use increasingly difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Provide some extra time to respond • Pair with high-level English speakers for activities and discussions focused on the English language
Expanding (Advanced)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Continue work with academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use questions that require opinion, judgment, and explanation • Pair with native English speakers
Commanding (Proficient)	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences. • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Use questions that require inference and evaluation • Pair with students who have a variety of skills and language proficiencies

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Transition Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

References

1. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus: SRA/McGrawHill.
2. Franzone, Ellen L. 2009. "Overview of Task Analysis." Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.
3. Hall, Tracey, Anne Meyer and Nicole Strangman. 2003. "Differentiated Instruction and Implications for UDL Implementation." National Center on Accessing the General Curriculum.
4. Hirsch, Jr., E. D. and Alice K. Wiggins. 2009. *Core Knowledge Preschool Sequence and Teacher Handbook*. Charlottesville, VA: Core Knowledge Foundation.
5. National Governors Association Center for Best Practices, Council of Chief State School Officers. 2010. "Appendix A," in *Common Core State Standards: English Language Arts Standards*. Washington DC: National Governors Association Center for Best Practices, Council of Chief State School Officers.
6. New York Department of Education. 2013. *New York State Bilingual Common Core Initiative*. Accessed October 8. <http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative#progressions>.
7. Rao, Shaila M. and Brenda Gagie. 2006. "Learning Through Seeing and Doing: Visual Supports for Children with Autism." *Teaching Exceptional Children* 38 (6): 26–33.
8. Scruggs, Thomas E., Margo A. Mastropieri, Sheri Berkeley, and Janet E. Graetz. 2010. "Do Special Education Interventions Improve Learning of Secondary Content? A Meta-Analysis." *Remedial and Special Education* 31: 437–449.
9. Smyk, Ekaterina, M. Adelaida Restrepo, Joanna S. Gorin, and Shelley Gray. 2013. "Development and Validation of the Spanish-English Language Proficiency Scale (SELPS)." *Language, Speech, and Hearing Services in Schools* 44: 252–65.
10. Stahl, Robert J. 1990. "Using 'Think-Time' Behaviors to Promote Students' Information Processing, Learning, and On-Task Participation: An Instructional Module." Tempe, AZ: Arizona State University.

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	Lesson									
	1	2	3	4	5	6	7	8	9	10
Core Content Objectives										
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

Note: The Language Arts Objectives in the Lessons may change depending on teacher’s choice of activities.

Key Ideas and Details

STD RL.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.									
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when, why, 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					✓				
STD RL.2.3	Describe how characters in a story respond to major events and challenges.									
CKLA Goal(s)	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
Integration of Knowledge and Ideas											
STD RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.										
CKLA Goal(s)	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot			✓	✓	✓	✓		✓		
Reading Standards for Informational Text: Grade 2											
Key Ideas and Details											
STD RI.2.1	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.										
CKLA Goal(s)	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	✓									
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.										
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud	✓									
Craft and Structure											
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.										
CKLA Goal(s)	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
Integration of Knowledge and Ideas											
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.										
CKLA Goal(s)	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							✓			
STD RI.2.8	Describe how reasons support specific points the author makes in a text.										
CKLA Goal(s)	Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud	✓	✓	✓		✓			✓		✓
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.										
CKLA Goal(s)	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			✓		✓	✓				✓
Range of Reading and Level of Text Complexity											
STD RI.2.10	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.										
CKLA Goal(s)	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
Writing Standards: Grade 2											
Text Types and Purposes											
STD W.2.3	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.										
CKLA Goal(s)	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							✓	✓		
Production and Distribution of Writing											
STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.										
CKLA Goal(s)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing							✓	✓		
Research to Build and Present Knowledge											
STD W.2.7	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).										
CKLA Goal(s)	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)							✓		✓	
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.										
CKLA Goal(s)	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
----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

Speaking and Listening Standards: Grade 2

Comprehension and Collaboration

STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.									
STD SL.2.1a	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).									
CKLA Goal(s)	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.					✓				
STD SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.									
CKLA Goal(s)	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					✓				
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.									
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud					✓				
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	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		✓					✓		
STD SL.2.3	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.									
CKLA Goal(s)	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
Presentation of Knowledge and Ideas											
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.										
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences					✓	✓				
STD SL.2.5	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.										
CKLA Goal(s)	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	✓	✓	✓	✓	✓	✓				
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)										
CKLA Goal(s)	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											
STD L.2.4	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.										
STD L.2.4b	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>).										
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions									✓	
STD L.2.4c	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>).										
CKLA Goal(s)	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
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.										
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).										
CKLA Goal(s)	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			✓				✓			✓
STD L.2.6	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>).										
CKLA Goal(s)	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>)						✓				
Additional CKLA Goals											
	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.



Immigration

Transition Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Immigration* domain. The *Transition Supplemental Guide 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.	

ⓐ Lessons include Student Performance Task Assessments.

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

Lesson Implementation

It is important to note that the interactive activities in the *Transition Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, “While we are reading this part of the read-aloud, I want you to think about . . .,” or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances, beginning English Language Learners would benefit from being in a group of three. Also, pairing an older student or an adult volunteer with a student who has a disability may prove to be an advantage for that student. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Immigration* domain.

- *Immigration* World Map (Instructional Master 1A-1)—This is a student copy of a world map. Students may use this map to identify the countries mentioned in the read-alouds. Students will draw arrows from those countries to the United States to show that immigrants have come from those countries to the U.S.

- *Immigration* U.S. Map (Instructional Master 3A-1)—This is a student copy of a U.S. map. Students will label their maps with the regions (i.e., East Coast, West Coast, Midwest) and landmarks (i.e., Ellis Island, Angel Island) as they are presented in the read-alouds.
- Push and Pull Factors Charts (Instructional Masters 1B-2 and 1B-3)—Use these charts and image strips to help students understand the various push and pull factors presented in the read-alouds. Each chart has an additional two rows for students to fill in their own push and pull factors at the end of this domain.
- Rights and Responsibilities T-Chart (Instructional Master 9A-1)—Use this T-Chart to record information about the rights and responsibilities of U.S. citizens.
- *E Pluribus Unum* Puzzle—This is the domain-wide writing project. Students will write a word or phrase about the main topic of the read-aloud and write a sentence using that word or phrase. There are six pieces to the puzzle that go along with the first six lessons of this domain. When put together, they become a complete image of the outline of the United States.
- Writing a Friendly Letter—There are two opportunities in this domain for students to write a friendly letter. Students will pretend to be an immigrant in America and write a letter back to family members in their home country about their new life in the U.S. In Lesson 7, the teacher will model how to fill out a brainstorming chart (Instructional Master 7B-1) and explain the five parts of a friendly letter (Instructional Master 7B-2). In Lesson 8, students will write their own letter on a postcard format activity page (Instructional Master 8B-1). In Lesson 10, students will write a friendly letter to the President of the United States or to the principal of the school (Instructional Master 10B-2).
- Music connections—You may wish to coordinate with the school’s music teacher to practice singing the songs presented in this domain: “This Land Is Your Land” and “The Star-Spangled Banner.”

Anchor Focus in Immigration

This chart highlights three Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.2.2	<i>E Pluribus Unum</i> Puzzle—Students will write about the main topics of the lessons. Relevant academic language: <i>main topic, phrase, sentence, design, describe, share</i>
	W.2.3	Writing a Friendly Letter Relevant academic language: <i>brainstorm, describe, explain, date, salutation, body, closing, signature</i>
Language	L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.

Domain Components

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*

*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

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

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

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. The inclusion of 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
U.S. Constitution
disagreements

Lesson 10

guaranteed
jury
refugees

In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service list of the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. Moreover, a conscious effort has been made to include words from the Primary Priority Words according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for Life in the City			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Asia Chinese factory immigrant Italy newcomers village	appreciate* ethnic hardships hostile job opportunities traditional* wealthy	big city country family gold neighborhood
Multiple Meaning	<u>coast</u> customs harbor	center settled	
Phrases	Angel Island East Coast/West Coast Ellis Island ethnic neighborhoods New York City pull factors San Francisco	felt at home the longer . . . the less . . .	
Cognates	Asia chino(a) factoría inmigrante Italia <u>costa</u>	apreciar* étnico hostil oportunidad tradicional* centro	ciudad familia

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

In the *Transition Supplemental Guide 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).

Supplemental Guides 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

In the *Transition Supplemental Guide 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 *Supplemental Guide* 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

In the *Transition Supplemental Guide for Immigration*, there are numerous opportunities in the lessons and in 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

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

Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

Recommended Resources for Immigration

Trade Book List

The *Transition Supplemental Guide* 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

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**

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)
- ✓ Identify the meaning of *e pluribus unum*

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 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

ancestors, n. People in a family who lived a long, long time ago

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

Variation(s): ancestor

freedom, n. Independence; the state of being free to act or move as you wish

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: Hardships in their home country and the chance of having a better life are the push and pull factors that cause many people to immigrate to America.

Variation(s): push and pull factor

Vocabulary Chart for E Pluribus Unum

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.


Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ancestors England Europe homeland immigrants* <i>immigrate</i> motto Pilgrims religion	attracted opportunities wealth	America country home leave money question
Multiple Meaning		factor <u>freedom</u> problems reasons settle	new place
Phrases	e pluribus unum push and pull factors		United States
Cognates	ancestro Europa inmigrante* <i>inmigrar</i> peregrino(a) religión	atraído oportunidad factor problemas razón	América Estados Unidos

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Do We Know?	world map	Invite different students to identify the seven continents: North America, South America, Europe, Africa, Asia, Australia, and Antarctica. Refer to the world map whenever continents and countries are mentioned in this domain.
	Instructional Master 1A-1 (Immigration World Map); blue crayon or marker	Throughout this domain, invite students to draw lines from different parts of the world to America. Have students draw a blue arrow from England to America to show that the Pilgrims moved from England to America.
Domain Introduction	food samples	Bring in samples of food that are not originally from the United States.
Essential Background or Terms	Image 1A-1; chart paper	Write the phrase “e pluribus unum” on chart paper. Have students practice saying the motto “e pluribus unum.” Explain that a motto is a short saying that is a reminder of a belief or rule for behavior.
	one-dollar bills, U.S. coins	Show students where they can find the words “e pluribus unum” on the dollar bill (above the eagle) and on the back of U.S. coins (penny, nickel, dime, and quarter).
Vocabulary Preview: Immigrate, Freedom	Images 1A-2 and 1A-7	
Purpose for Listening	chart paper	Write the question: “Why might someone leave the home he or she knew and move to a new country?” Have students listen carefully to the read-aloud to answer this question.

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
E Pluribus Unum	world map or globe	Locate the continents and countries as they are mentioned in the read-aloud.
	one-dollar bills, U.S. coins	Invite students to find the motto “e pluribus unum” on the back of the dollar bill or U.S. coins.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	chart paper with the question: “Why might someone leave the home he or she knew and move to a new country?”	Record student responses for questions 2 and 3.
Word Work: Immigrants	world map or globe	
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Push and Pull Factors: The Pilgrims	Instructional Master 1B-1 (optional)	If necessary, use Instructional Master 1B-1 to help students understand the concept of push and pull.
	Instructional Masters 1B-2 and 1B-3	Use the Push and Pull Factors Chart (Instructional Master 1B-2) and image sheet (Instructional Master 1B-3) throughout this domain.
E Pluribus Unum Puzzle (Piece #1)	Instructional Master 1B-4; drawing and writing tools; completed example of an <i>E Pluribus Unum</i> Puzzle	Display an example of a completed puzzle as students work on their own puzzle pieces.
Take-Home Material		
Family Letter	Instructional Masters 1B-5–7	

Advance Preparation

Make a copy of Instructional Master 1A-1 for each student. Refer to it as their *Immigration* World Map. Students will be drawing arrows from different parts of the world to the United States on this map.

Bring in samples of food that are not originally from the United States for students to try (e.g., egg rolls, spaghetti, tacos).

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

Bring in dollar bills and U.S. coins for students to see the motto “e pluribus unum” written on them.

Make copies of Instructional Masters 1B-2 and 1B-3 for each student. Refer to them as the Push Factors Chart and the Pull Factors Chart. Students will cut images from the image sheet and place them on the correct chart. The charts and image sheet will be used throughout this domain.

Make a copy of Instructional Master 1B-4 for each student. This will be the first puzzle piece of their *E Pluribus Unum* Puzzle.

Notes to Teacher

The title of today’s lesson is the motto, “e pluribus unum,” which is Latin for “out of many, one.” Explain that this is a good motto for the United States because the United States is made up of many different people from many different places and yet is one country.

Explain that a motto is a short saying that is a reminder of a belief (e.g., “in God we trust”) or rule for behavior (e.g., “try your best”). Many different countries, companies, and organizations have their own motto. If your school has a motto, remind students of the school’s motto and what it means.

Students will begin the domain-wide writing project—their *E Pluribus Unum* Puzzle. There are six pieces to the puzzle for the first six lessons of this domain. Have students save their puzzle pieces. You may wish to provide a large envelope or folder for students to save their puzzle pieces. After all six puzzle pieces have been completed, instruct students to cut them out and put them together to see the complete image of the outline of the United States. This should be done during the Pausing Point or Domain Review.



E Pluribus Unum

1
A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Do We Know?

5 minutes

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

10 minutes

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

5 minutes

← 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.

Vocabulary Preview

5 minutes



Immigrate

← Show image 1A-2

1. In this domain you will hear about people who immigrate to the United States.
2. Say the word *immigrate* with me three times.
3. To immigrate means to move and to make a home in a new country.
4. People from all over the world immigrate to the United States.
5. Look at the image and tell your partner what you think this family is doing. Do you think they are immigrating? What makes you think they are immigrating?



Freedom

← Show Image 1A-7

1. In today’s read-aloud you will learn that people immigrated to America to have more freedom.
2. Say the word *freedom* with me three times.
3. Freedom is being free to act or move as you wish.
4. In America, people have many freedoms such as freedom of religion and freedom of speech. [Point to the images that represent freedom of religion and freedom of speech.]
5. I will say a few sentences. If my sentence describes people who have freedom, say, “They have freedom.” If my sentence describes people who do not have freedom, say, “They do not have freedom.”

- The colonists decided to move west, so they could have more land. (They have freedom.)
- The Native Americans were forced to move to a different place to live. (They do not have freedom.)
- The king told the people which religion they must follow. (They do not have freedom.)
- The Pilgrims moved to America so they could practice their own religion. (They have freedom.)

Purpose for Listening

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?¹

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 settle² in a new country.³

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.”⁴ 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.⁵

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.⁶ Later, more people came from Europe that were not just explorers. Some wanted to bring their religion

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

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



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.

9 or the ability to choose how

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.⁷

← **Show image 1A-5: Pilgrims**

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.⁸ 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**⁹ 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.

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**.¹⁰ Push factors are the problems in one's home country that would "push" you out of your country, or make you leave.¹¹ 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?

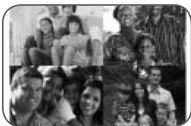
On the other hand, having more freedom and more job opportunities than are available to them in their homelands have "pulled," or encouraged, people to immigrate to the United States of America.¹² There are many freedoms, such as freedom of religion and freedom of speech, that are protected by the American 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.¹³



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

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 many Americans have ancestors who were immigrants.¹⁵ 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 for many different reasons.
4. Mieko and her family are immigrants from Japan. Her family moved from Japan to the United States so that her parents could find better jobs.
5. Can you think of some reasons why people become immigrants? Why would people leave their home country and move to a new country?
[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Some people 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 went to Kansas to visit their grandmother for two weeks. (They are not immigrants.)
2. Santiago and his parents left their home in South America to live in the United States. (They are immigrants.)
3. Tony's family traveled from Spain to the United States for a family vacation. (They are not immigrants.)
4. The Pilgrims from England sailed to America because they wanted to live in a land that has religious freedom. (They are immigrants.)
5. Jane's family will move from the United States to France because her mother found a better job in France. (They are immigrants.)



Complete Remainder of the Lesson Later in the Day



E Pluribus Unum

1
B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Push and Pull Factors: The Pilgrims (Instructional Master 1B-1, optional; Instructional Masters 1B-2 and 1B-3)

15 minutes

- Remind students that in the read-aloud they heard, “Reasons why immigrants leave their homes and come to live in a new country are *push and pull factors*.”
- Have students say the phrase *push and pull factors* with you while doing motions that show *push* and *pull*.
[For additional practice with the terms *push* and *pull*, have students complete the worksheet on Instructional Master 1B-1.]
- Explain that push factors are reasons that cause people to leave their home country. Hardships, war, lack of food, and lack of freedom are examples of push factors. Pull factors are reasons that cause people to come to a new country. Better jobs, better education, and freedom are examples of pull factors.
- Distribute Instructional Masters 1B-2 (Push Factors Chart and Pull Factors Chart) and 1B-3 (Image Sheet). Help students identify the Push Factors Chart and the Pull Factors Chart.
- Help students find the pictures related to the Pilgrims on the image sheet. Read the following sentence about the Pilgrims: “The King of England forced everyone to practice his religion.” Ask: “Is this a push factor or pull factor?” (It is a push factor because the Pilgrims were forced to have a religion they did not want.) Then read the sentence: “The Pilgrims wanted to be free to practice their own religion.”

Ask: “Is this a push factor or pull factor?” (It is a pull factor because the Pilgrims wanted to have the freedom to practice their own religion.)

- Have students cut out the images related to the Pilgrims and paste them onto the correct charts.
- Save the charts and image sheet for use in future lessons.

***E Pluribus Unum* Puzzle**

(Piece #1—Instructional Master 1B-1)

20 minutes

- 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. Remind students that they learned that *e pluribus unum*, meaning “out of many, one.” This phrase is a good motto for the United States because many different immigrants have come to the United States from different countries 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. There are six pieces total for the puzzle.
- Have students recall important details from today’s read-aloud. You may prompt discussion with the following questions:
 - What is an immigrant? (An immigrant is someone who comes from another country to make his or her home in a new country.)
 - What are some push factors that cause people to become immigrants? (Push factors that cause people to become immigrants include wars, lack of food, and lack of freedom.)
 - What are some pull factors that cause people to become immigrants? (Pull factors that cause people to become immigrants include better jobs, better education, and freedom.)

- Give students Instructional Master 1B-4. Tell students that they will be designing the first piece of the puzzle.
 - First, they should write a word or phrase about the main topic of the read-aloud in the box (e.g., suggestions: immigrants, *e pluribus unum*, freedom, and push and pull factors.)
 - Next, they should write one or two sentences about what they have learned, using the word or phrase in the box. They should write the sentence within the puzzle piece.
 - Then, students may either draw a picture about their sentences or shade in and design their puzzle piece.
 - Finally, students should share their writing with their partner, small group, or home-language peers.

Checking for Understanding

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

[Be sure that students understand the four-part instructions to this activity.]

Take-Home Material

Family Letter

Send home Instructional Masters 1B-5–7.



A Little Giant Comes to America

2

✔ 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”
- ✓ 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

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 and his mother went to the shopping center to buy decorations for their apartment.

Variation(s): centers

interpreter, n. A person who turns speech from one language into another language

Example: The doctor’s office has an interpreter who helps to translate English into Spanish.

Variation(s): interpreters

liberty, n. Freedom from control; the power to choose, think, and act for oneself

Example: The colonists in America fought for their liberty so they would no longer be ruled by England.

Variation(s): liberties

opportunity, n. A chance; a possibility

Example: Attending school gives children the opportunity to learn many things.

Variation(s): opportunities

Vocabulary Chart for A Little Giant Comes to America

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.


Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	clerk electricity engineer Europe Germany government immigrant interpreter mathematician Oscar streetlights	examine job liberty opportunity* passenger	America friend home jail money uncle
Multiple Meaning	article dock	center chance freedom poor teaching ticket trouble work	building <u>row</u>
Phrases	Charles Steinmetz <i>Ellis Island</i> “land of opportunity” New York Harbor push and pull factors Statue of Liberty		
Cognates	electricidad ingeniero(a) Europa gobierno inmigrante intérprete matemático(a) artículo	examiner libertad oportunidad* pasajero(a) centro	

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	chart paper from Lesson 1 with “e pluribus unum” written on it	Write the meaning of this motto on the chart paper: “out of many, one.” You may wish to ask students to share with the class which country their family or ancestors were originally from. Record the countries on the chart paper.
	chart paper from Lesson 1 with the question “Why might someone leave the home he or she knew and move to a new country?”	Review information that is already on the chart paper. Record additional push and pull factors.
Where Are We?	<i>Immigration</i> World Map; world map or globe; U.S. map; green crayon or marker	Review that the Pilgrims moved from England to America. Have students draw a green arrow from Germany to America to show that Charles Steinmetz moved from Germany to America.
Vocabulary Preview: Ellis Island, Liberty	Image 3A-5; Image Card 7 (Ellis Island)	
	Image 2A-1; Image Card 1 (Statue of Liberty)	
Purpose for Listening	Image 2A-4	Identify the two main characters in today’s read-aloud—Charles and Oscar. Explain that these men were real immigrants who moved from Germany to America over one hundred years ago.

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
A Little Giant Comes to America	Image Card 7; world map or globe	
	chart paper, whiteboard, or chalkboard	List the questions that the clerk asked Charles: Do you speak English? Do you have a job? Do you have money?
	images of electricity wires and electric streetlights	Show students pictures of present-day electricity wires and streetlights. Explain that Charles's work helped to improve these things.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Image Card 1	
	images of electricity wires and electric streetlights	Use these images to help students answer questions 6 and 7.
Word Work: Opportunity		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Sayings and Phrases: Don't Judge a Book by Its Cover		
Multiple Meaning Word Activity: Row	Poster 1M (Row)	
Push and Pull Factors: Charles Steinmetz	Push Factors Chart; Pull Factors Chart; image sheet	Add the push and pull factors related to Charles Steinmetz to the charts.
<i>E Pluribus Unum</i> Puzzle (Piece #2)	Instructional Master 2B-1; drawing and writing tools	
Domain-Related Trade Book	trade book about Ellis Island or the Statue of Liberty; drawing paper, drawing and writing tools	Trade book suggestions: Items 2, 4, 6, 7, 8, 11, 14, 15, 22, 23, and 24 from the trade book list.

Advance Preparation

Find images of electricity wires and electric streetlights to show students.

Make a copy of Instructional Master 2B-1 for each student. This will be the second puzzle piece of their *E Pluribus Unum* Puzzle.

Find a trade book about Ellis Island or the Statue of Liberty to read aloud to the class.

Notes to Teacher

Charles Steinmetz was a talented mathematician and engineer. Explain that a mathematician is someone who studies math and works with numbers and shapes. An engineer is someone who uses his or her knowledge of math and other subjects to build useful things such as machines and buildings. Emphasize that Charles Steinmetz was an immigrant who used his talent and knowledge as a mathematician and an engineer to make America a better place.



A Little Giant Comes to America

2_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

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?

5 minutes

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.

Vocabulary Preview

5 minutes

Ellis Island



← Show image 3A-5

1. In today's read-aloud you will hear that millions of immigrants passed through a place called *Ellis Island* before entering the United States.
2. Say the name *Ellis Island* with me three times.
3. [Show Image Card 7 (Ellis Island).] Ellis Island was the place where the American government decided who got to enter into the country and who might be turned away and have to go back to their home country.
4. At Ellis Island, the immigrants stood in long lines to be questioned and to take a medical exam to determine if they would be allowed into America.
5. Where are the people in this picture going? (Ellis Island) Why do you think the American government used Ellis Island to question immigrants and give them a medical exam before they could enter the United States?



Liberty

← Show Image 2A-1

1. In today's read-aloud you will hear that the immigrants on the ship were excited to finally see the Statue of *Liberty* after sailing for almost two months on a ship to America.
2. Say the word *liberty* with me three times.
3. Liberty is freedom from control and the power to choose, think, and act for yourself.
4. The colonists in America fought for their liberty so they would no longer be ruled by England.
Liberty is one of the main reasons immigrants came to America.
5. [Show Image Card 1 (Statue of Liberty.)] Can you name this American symbol? The Statue of Liberty is a symbol of freedom and hope. It welcomes immigrants to their new home in America. How do you think the immigrants on the ship felt when they saw the Statue of Liberty?



Purpose for Listening

← Show image 2A-4

Identify Charles Steinmetz and his friend Oscar. Tell students that they will find out why Charles Steinmetz left Germany and immigrated to the United States. Students will also hear about his experience at Ellis Island and find out some things that Charles did to make the United States a better place.

A Little Giant Comes to America



← Show image 2A-1: Charles and other passengers eager to see the Statue of Liberty¹

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.²

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



← Show image 2A-2: Charles in Germany

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

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.³ 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.⁴

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

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.”⁵

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.”⁶

“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.”⁷

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.⁸ 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.⁹

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.¹⁰

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?”¹¹

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.¹² 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.”¹³

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. Do 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**¹⁴

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.¹⁵ 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."¹⁶

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.¹⁷ 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. In the United States, Charles had the opportunity to use his talents and knowledge to improve the lives of people in America.
5. Attending school gives you the opportunity to do and learn many things. For example, going to school gives you the opportunity to learn math or to make new friends. Think of one opportunity that going to school gives you.
[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Going to school gives me the opportunity to . . .”]
6. What’s the word we’ve been talking about?

Use a *Discussion* activity for follow-up. Directions: I will name some activities. Tell your partner whether you have had the opportunity to do that activity or whether you might like to have the opportunity to do that activity in the future.

[Follow up by having students share their experience or talk about what they would do if they had the opportunity to do that activity.]

1. cook dinner for your family
2. fly on an airplane
3. ride on a train
4. take music (art/sports/dance) lessons



Complete Remainder of the Lesson Later in the Day



A Little Giant Comes to America

2_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

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

5 minutes

Note: 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 has many talents." 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 streetlights 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.

↔ Multiple Meaning Word Activity

5 minutes

Sentence in Context

Note: You may choose to have students hold up one or fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Row).] In the read-aloud you heard, “Long lines of immigrants [at Ellis Island] waited to approach a *row* of desks.” Here *row* means a straight line of people or things. Which picture shows this meaning of *row*?
2. *Row* also means to move a boat through the water using oars. Which picture shows this meaning of *row*?
3. Now with your partner, make a sentence for each meaning of *row*. Remember to be as descriptive as possible and use complete sentences. I will call on a few partner pairs to share their sentences.
[Call on a few pairs to share their sentences. Have them point to the part of the poster that relates to their use of *row*.]

Push and Pull Factors: Charles Steinmetz

10 minutes

- Remind students that push factors are reasons that cause people to leave their home country. Hardships, war, lack of food, and lack of freedom are examples of push factors. Pull factors are reasons that cause people to come to a new country. Better jobs, better education, and freedom are examples of pull factors.

- Help students find the pictures related to Charles Steinmetz on the image sheet. Read the following sentence: “Charles Steinmetz was going to be put into jail because of his writings about Germany.”

Ask: “Is this a push factor or pull factor?” (It is a push factor because the German government wanted to put him in jail.)

Then read the sentence: “Charles Steinmetz wanted to find work in a new country.”

Ask: “Is this a push factor or pull factor?” (It is a pull factor because Charles wanted to find a job.)

- Have students cut out the images related to Charles Steinmetz and paste them on to the correct charts.
- Save the charts and image sheet for use in future lessons.

***E Pluribus Unum* Puzzle**

(Piece #2—Instructional Master 2B-1)

20 minutes

- Ask students what the phrase *e pluribus unum* means. (“out of many, one”) Remind students that this phrase is a good motto for the United States because many different immigrants have come to the United States from different countries and made America one great country.
- Have students recall important details from today’s read-aloud. You may prompt discussion with the following questions:
 - What place did you learn about in today’s read-aloud? (Ellis Island)
 - Which American symbol of freedom did the immigrants on the ship want to see? (the Statue of Liberty)
 - Who was Charles Steinmetz? (Charles was a mathematician and engineer. Although Charles was an adult, he was only four feet tall and seemed to bend to one side.)
 - What push factors brought Charles to the United States? (Charles had trouble finding work because of the way he looked. He wrote something negative about the government and was going to be put into jail.)

- What are some pull factors that cause people to become immigrants? (Charles wanted to find a job and help others with his talents.)
- Give students Instructional Master 2B-1. Tell students that they will be designing the second piece of the puzzle.
 - First, they should write a word or phrase about the main topic of the read-aloud in the box. (suggestions: Ellis Island, Statue of Liberty, Charles Steinmetz)
 - Next, they should write one or two sentences about what they have learned, using the word or phrase in the box. They should write the sentence within the puzzle piece.
 - Then, students may either draw a picture about their sentences or shade in and design their puzzle piece.
 - Finally, students should share their writing with their partner, small group, or home-language peers.

Checking for Understanding

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

[Be sure that students understand the four-part instructions to this activity.]

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Ellis Island or the Statue of Liberty to read aloud to the class. [Suggested trade books are: Items 2, 4, 6, 7, 8, 11, 14, 15, 22, 23, and 24.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator.

Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write two or three sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.



Life in the City

3

☑ **Lesson Objectives**

Core Content Objectives

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

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

customs, n. Ways of acting or 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 group of people who share a common language and national, religious, or cultural customs

Example: There are many ethnic neighborhoods in big cities where immigrants from the same home country live 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. Relating to customs and ways of doing things in a particular culture that are passed down from parents to children


Example: Fiona attended special classes on the weekend to learn traditional Irish dance.

Variation(s): none

Vocabulary Chart for Life in the City			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Asia Chinese factory immigrant Italy newcomers village	appreciate* ethnic hardships hostile job opportunities traditional* wealthy	big city country family gold neighborhood
Multiple Meaning	<u>coast</u> customs harbor	center settled	
Phrases	Angel Island East Coast/West Coast Ellis Island ethnic neighborhoods New York City pull factors San Francisco	felt at home the longer . . . the less . . .	
Cognates	Asia chino(a) factoría inmigrante Italia <u>costa</u>	apreciar* étnico hostil oportunidad tradicional* centro	ciudad familia

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?		
Where Are We?	<i>Immigration</i> World Map; world map or globe	Review the green arrow from Germany to Switzerland to America that shows how Charles Steinmetz moved from Germany to America.
	Instructional Master 3A-1 (<i>Immigration</i> U.S. Map); writing tools	Help students fill in the following information on the map: East Coast, Ellis Island, and West Coast. Identify two large cities: New York City and San Francisco.
Vocabulary Preview: Ethnic	Image 3A-8	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Life in the City	chart paper for brainstorming, writing tools	Before starting the read-aloud, invite students to tell you what comes to their mind when they think of a big city. Record responses on the chart paper.
	chart paper for T-Chart, writing tools	Create a T-Chart to list the differences between a little village and a big city. (Use this T-Chart to answer Comprehension Question #1.)
	Instructional Master 3A-2 (Idea Web); chart paper for Idea Web, writing tools	Create an Idea Web to record answers to the question: Why do immigrants choose to live in big cities? (Use this Idea Web to answer Comprehension Question #7.)
	U.S. map	Identify where major cities are located on the map.

Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	T-Chart; Idea Web; U.S. map	
Word Work: Traditional	images of traditional clothing (folk costumes); video clips of traditional dance; audio clips of traditional music	Use examples of traditional clothing, performances, or music to help students understand the concept of <i>traditional</i> .
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Coast	Poster 2M (Coast)	
Syntactic Awareness Activity: Adjectives and Adverbs		
Vocabulary Instructional Activity: Appreciate		
Immigration U.S. Map	<i>Immigration</i> U.S. Map; U.S. map; writing tools	
<i>E Pluribus Unum</i> Puzzle (Piece #3)	Instructional Master 3B-1; drawing and writing tools	

Advance Preparation

Find examples of traditional clothing, performances, or music to help students understand the concept of *traditional*.

Make a copy of Instructional Master 3A-1 for each student. Refer to it as their *Immigration* U.S. Map. Students will be labeling this map with information they hear from the lessons.

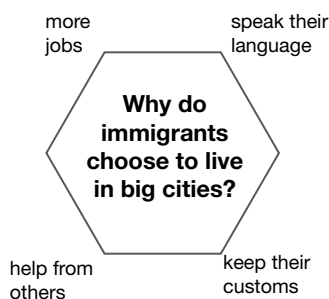
Make a copy of Instructional Master 3B-1 for each student. This will be the third puzzle piece of their *E Pluribus Unum* Puzzle.

Create a T-Chart to compare Marie’s life in a little village and her life in a big city.

Little Village	Big City

Create an Idea Web to record student answers to the question: Why do immigrants choose to live in big cities?

- ✈ Above and Beyond: Make copies of Instructional Master 3A-2 for students to fill in their own Idea Web to answer this question.





Life in the City

3A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

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?

5 minutes

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.

Vocabulary Preview

5 minutes

Ethnic

← Show image 3A-8



1. In today's read-aloud you will hear that many immigrants who lived in big cities settled in *ethnic* neighborhoods with other immigrants from their home countries.
2. Say the word *ethnic* with me three times.
3. *Ethnic* means relating to a group of people who share a common language and national, religious, or cultural customs.
4. In big cities you can find many ethnic neighborhoods where immigrants from the same home country live close together.
5. Describe the ethnic neighborhood in this image. What do you see? What would you hear?

Purpose for Listening

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.”¹

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 1920.² 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.³ 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.⁴

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**

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**

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?

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.⁵ 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.⁶

Although many immigrants settled in the countryside as farmers or villagers, most of them made their homes in the big cities of America.⁷ 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**⁸ 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.⁹



← **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.¹⁰ 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**¹¹ toward them because they were different. Some Americans believed that immigrants were coming into the country and taking their jobs.

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

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.¹² 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.

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 relating to customs and ways of doing things in a particular culture that are passed down from parents to children.
4. Larry’s mother uses traditional recipes passed down from her great-grandmother to cook a special family dinner. Fiona attended a special class on the weekends to learn traditional Irish dance.
5. Do you and your family have any traditional recipes for food, traditional decorations for the home, traditional clothes for cultural events, or traditional music for entertainment? [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “My family has a traditional . . .”]

Note: You may wish to show examples of traditional clothing, performances, or music to help students understand the concept of *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 what my sentence describes is traditional or has been part of the culture for a long time, say, “That _____ is traditional.” If what my sentence describes is not traditional, say, “That _____ is not traditional.”

1. Candice makes pizza the same way her mother, grandmother, and great-grandmother made their pizzas. (That pizza is traditional.)
2. Brain and his brothers play a game that his grandfather used to play in his home country. (That game is traditional.)
3. Julie enjoys listening to popular music from her favorite singer on the radio. (That music is not traditional.)
4. Xiaoli wears a costume for the fan dance that her grandmother used to wear. (That costume is traditional.)

5. Jason's family decorates their home with art from their home country that has been passed down from his great-grandparents. (That art is traditional.)
6. Carol likes to play the newest game on the Internet. (That game is not traditional.)



Complete Remainder of the Lesson Later in the Day



Life in the City

3_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Context Clues: Coast

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Coast).] In the read-aloud you heard that “many [immigrants] stayed near the harbor, living in or around New York City on the East Coast.” In this sentence, *coast* means the area near a sea or ocean. Which picture shows this meaning of *coast*?
2. *Coast* also has other meanings. *Coast* also means to move along easily. For example, a child coasts down the path on his bike. Which picture shows this meaning of *coast*?
3. A coast is also the seashore and the land along its edge. Which picture shows this meaning of *coast*?
4. I’m going to say some sentences with the word *coast*. Hold up one finger if my sentence tells about *coast* in picture one; hold up two fingers if my sentence tells about *coast* in picture two; or hold up three fingers if my sentence tells about *coast* in picture three.
 - Immigrants from Europe entered America through Ellis Island on the East Coast.

- Immigrants from Asia entered America through Angel Island on the West Coast.
- Lidia and her little brother collect seashells on the coast.
- The airplane coasts across the sky.
- Kevin could see the coast from the window of the house next to the beach.
- The children coast down the snowy hill on their sleds.
- New York City is a big city on the East Coast.

↔ Syntactic Awareness Activity

5 minutes

Adjectives and Adverbs

Note: 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. 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. We know that some words describe other words.
Words that describe nouns—people, places or things—are called adjectives.
Words that describe verbs—action words—are called adverbs.
2. In the read-aloud you heard Marie think, “Our new home is not like our *quiet*, little village in Italy.” *Quiet* is an adjective. What does *quiet* describe? (little village in Italy)
Quiet is an adjective that describes a noun—*village*.
3. In the read-aloud you also heard people *noisily* shouting things such as, “Buy my fresh fruit, good to eat!” *Noisily* is an adverb. What does *noisily* describe? (shouting)
Noisily is an adverb that describes a verb—*shouting*.
4. I will ask some questions. If my question asks you to describe a noun, use the adjective *quiet* or *noisy* in your answer. If my question asks you to describe a verb (an action) use the adverb *quietly* or *noisily* in your answer. [Place stress on the italicized words.]

- How should you *walk* around the room if a baby is sleeping? (I should walk quietly.)
 - How does a baby *cry*? (A baby cries noisily.)
 - How would you describe a busy city *street* with honking cars and people shouting? (a noisy street)
 - How should you *read* at your desk for silent, independent reading? (I should read quietly.)
 - How would you describe a *car* that does not make much noise when someone drives it? (a quiet car)
 - How would you describe the school’s *playground* during recess? (a noisy playground)
5. What are words that describe nouns called? (Adjectives describe nouns.)
 What are the words that describe verbs—action words—called? (Adverbs describe verbs.)

↔ **Vocabulary Instructional Activity**

5 minutes

Word Work: Appreciate

1. In the read-aloud you heard that Marie and her family *appreciate* that in the United States her father could find a job, there is plenty to eat, and they live in a good building.
2. Say the word *appreciate* with me three times.
3. *Appreciate* means to be grateful or thankful for something or to someone.
4. Immigrants appreciate the freedoms they have in the United States.
5. What are some things immigrants appreciate about living in the United States? Try to use the word *appreciate* when you tell about it.
 [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Immigrants appreciate . . . about living in the United States.”]
6. What’s the word we’ve been talking about?

Use a *Discussion* activity for follow-up. Directions: With your partner, discuss what you appreciate about the following things: [You may wish to have partner pairs make a list.]

- school
- your family
- our town/city

Immigration U.S. Map

10 minutes

- Review the following information that students have on their *Immigration U.S.* maps.
 - Have students trace the East Coast of the United States with their fingers.
 - Ask students if they remember where the immigrants from Europe first had to pass through before they could enter America. (Ellis Island)
 - Help students locate New York City. Ask which coast New York City is located on. (East Coast)
 - Have students trace the West Coast of the United States with their fingers.
 - Help students locate San Francisco. Ask which coast San Francisco is located on. (West Coast)
- Remind students that many immigrants from Asia had to pass through Angel Island before entering America. Help students locate the icon for Angel Island on the West Coast. Have students write *Angel Island* in the box.

E Pluribus Unum Puzzle

(Piece #3—Instructional Master 3B-1)

20 minutes

- Ask students what the phrase *e pluribus unum* means. (“out of many, one”) Remind students that this phrase is a good motto for the United States because many different immigrants have come to the United States from different countries and made America one great country.

- Have students recall important details from today’s read-aloud. You may prompt discussion with the following questions:
 - What was Ellis Island, and where was it located? (the place where immigrants from Europe had to pass through before entering America; East Coast)
 - What was Angel Island and where was it located? (the place where immigrants from Asia had to pass through before entering America; West Coast)
 - Why did Marie’s family immigrate to America? (find jobs, have enough food to eat, live in better conditions)
 - What are ethnic neighborhoods? (neighborhoods in big cities where people from the same home country live close together)
- Give students Instructional Master 3B-1. Tell students that they will be designing the third piece of the puzzle.
 - First, they should write a word or phrase about the main topic of the read-aloud in the box (e.g., ethnic neighborhoods, big cities, East Coast/West Coast, Marie.)
 - Next, they should write one or two sentences about what they have learned, using the word or phrase in the box. They should write the sentence within the puzzle piece.
 - Then, students may either draw a picture about their sentences or shade in and design their puzzle piece.
 - Finally, students should share their writing with their partner, small group, or home-language peers.



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 money to pay for something or time to 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 country

Example: Charles Steinmetz emigrated from Germany to the United States.

Variation(s): emigrate, emigrates, emigrating


Vocabulary Chart for From Ireland to New York City

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	blight emigrate / <i>immigrate</i> immigrant Ireland/Irish newcomer	familiar grateful hardships job lucky opportunity	aunt/uncle city country brother/sister eat family food money mother/father pay potato railroad restaurant
Multiple Meaning		afford* better enough help settled working	leaves spread
Phrases	“land of opportunity” “look who the cat dragged in” New York City potato blight push and pull factors		ciudad familia pagar patata restaurante
Cognates	emigrar / <i>inmigrar</i> inmigrante Irlanda	familiar agradecido(a) oportunidad	

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	<i>Immigration</i> U.S. Map; Idea Web (from Lesson 3)	Have students locate Ellis Island and Angel Island on their maps. Use the Idea Web to review why immigrants chose to live in ethnic neighborhoods in big cities.
Where Are We?	<i>Immigration</i> World Map; world map or globe; yellow crayon or marker	Have students draw a yellow arrow from Ireland to America to show that many Irish moved from Ireland to America.
Vocabulary Preview: Emigrate/Immigrate, Blight	world map or globe	
	Image 4A-1	
Purpose for Listening	Images 4A-4 and 4A-5	Identify the two main characters in today’s read-aloud—Sean and Fiona. Identify Uncle Brendan and Aunt Cathleen. Tell students that they are in the same family and live together in New York City. On image 4A-5, identify Michael Connolly and his wife. Tell students that they are newcomers to the U.S. and were Uncle Brendan’s neighbors back in Ireland. Explain that they are fictional characters, but their experiences reflect what really happened among many Irish immigrants who moved to the United States at that time.
Presenting the Read-Aloud (15 minutes)		
From Ireland to New York City		Note: Make sure that students are aware of the characters in the Flip Book images and what their relationship is with one another.

Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Afford		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Push and Pull Factors: Sean and Fiona	Push Factors Chart; Pull Factors Chart; image sheet	Add the push and pull factors related to Sean and Fiona to the charts.
E Pluribus Unum Puzzle (Piece #4)	Instructional Master 4B-1; drawing and writing tools	
Domain-Related Trade Book	trade book about immigration and adjusting to a new life in a new country; drawing paper, drawing and writing tools	Trade book suggestions: Items 13, 16, 17, 19, 20, 21, 26, and 27 from the trade book list.

Advance Preparation

Make a copy of Instructional Master 4B-1 for each student. This will be the fourth puzzle piece of their *E Pluribus Unum* Puzzle.

Find a trade book that presents a story about immigration and adjusting to a new life in a new country to read aloud to the class.



From Ireland to New York City

4_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

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.)

Where Are We?

5 minutes

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.

Vocabulary Preview

5 minutes

Emigrate/Immigrate

1. You have learned that the word *immigrate* means to enter a new country and settle down.
In today’s read-aloud you will hear about people who *emigrate* out of their home country to come to America.
[Write the words *immigrate* and *emigrate* on the board.]
2. Say the word *emigrate* with me three times.
3. To *emigrate* means to leave your home country to go live in another country.
[Point to the word *emigrate*.] *Emigrate* begins with the letter ‘e.’ Try to remember that *emigrate* begins with ‘e’ and *exit* also begins with ‘e.’ To emigrate means to leave—or exit—your home country.
4. Charles Steinmetz emigrated from Germany.
5. Decide whether my sentence describes *immigrate* or *emigrate*.
 - Charles Steinmetz moved to America. (immigrate)
 - The Pilgrims left England. (emigrate)
 - The Pilgrims settled down in America. (immigrate)
 - Miguel’s family moved to Puerto Rico to live there. (immigrate)

- Tran’s family moved away from Vietnam. (emigrate)

Blight



← Show Image 4A-1

1. In today’s read-aloud you will hear about one push factor that caused many Irish to immigrate to the United States—the potato *blight*.
2. Say the word *blight* with me three times.
3. Blight is the sudden and quick death of plants or crops because of a disease.
4. The blight killed the farmer’s tomato crop.
5. Which side of the image shows a healthy potato crop? Which side shows a potato blight? Why do you think a potato blight in Ireland would cause many Irish immigrants to come to America?

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 been sharing a tiny

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?

apartment ever since they had **emigrated** from Ireland to settle in the United States.¹ 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.”²

“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.³ 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.”⁴

“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.⁵ 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.⁶ 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.”⁷

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 money to pay for something or time to do something.
4. After saving money for a few months, Charles could finally afford to buy the new game he wanted.
5. Why wasn’t Uncle Brendan able to afford to pay his old friend to work for him? Try to use the word *afford* in your answer. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Uncle Brendan was not able to afford to pay his friend because . . . ”]
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 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 to get more seeds for his garden but did not have enough money. (He could not afford more seeds.)
3. Luke already was late to school four times, and if he was late again, he would be marked absent. (He could not afford to be late to school.)
4. Leslie practiced hard at every soccer practice, so her coach was not worried when she needed to miss one practice. (She could afford to miss one soccer practice.)
5. Jason had enough money to buy the used book he wanted at the bookstore. (He could afford the used book.)



Complete Remainder of the Lesson Later in the Day



From Ireland to New York City

4B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Push and Pull Factors: Sean and Fiona

10 minutes

- Remind students that push factors are reasons that cause people to leave their home country. Hardships, war, lack of food, and lack of freedom are examples of push factors. Pull factors are reasons that cause people to come to a new country. Better jobs, better education, and freedom are examples of pull factors.
- Help students find the pictures related to Sean and Fiona on the image sheet. Read the following sentence: “The potato crop in Ireland died. Many people were starving.”

Ask: “Is this a push factor or pull factor?” (It is a push factor because many Irish people did not have enough to eat.)

Then read the sentence: “Sean and Fiona have enough to eat in America.”

Ask: “Is this a push factor or pull factor?” (It is a pull factor because there is enough food for them to eat.)

- Have students cut out the images related to Sean and Fiona and paste them on to the correct charts.
- Save the charts and image sheet for use in future lessons.

***E Pluribus Unum* Puzzle**

(Piece #4—Instructional Master 4B-1)

20 minutes

- Ask students what the phrase *e pluribus unum* means. (“out of many, one”) Remind students that this phrase is a good motto for the United States because many different immigrants have come to the United States from different countries and made America one great country.
- Have students recall important details from today’s read-aloud. You may prompt discussion with the following questions:
 - Where were the Murphys from? (Ireland)
 - Where do the Murphys live? (New York City)
 - What push and pull factors brought the Murphys to the United States? (push factor: potato blight; pull factors: having enough food, finding a job, better opportunities)
 - What did the Murphys do to earn a living in the United States? (opened a restaurant, lay railroad tracks in the West)
 - What did Uncle Brendan want to do to help his old neighbor who was a newcomer? (help find a place to live and help to find a job)
- Give students Instructional Master 4B-1. Tell students that they will be designing the fourth piece of the puzzle.
 - First, they should write a word or phrase about the main topic of the read-aloud in the box (e.g., New York City, Irish immigrants, the Murphys.)
 - Next, they should write one or two sentences about what they have learned, using the word or phrase in the box. They should write the sentence within the puzzle piece.
 - Then, students may either draw a picture about their sentences or shade in and design their puzzle piece.
 - Finally, students should share their writing with their partner, small group, or home-language peers.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book that presents a story about immigration and adjusting to a new life in a new country to read aloud to the class. [Suggested trade books are: Items 13, 16, 17, 19, 20, 21, 26, and 27.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write two or three sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.



Gold Mountain

5

✔ **Lesson Objectives**

Core Content Objectives

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

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

characters, n. Symbols used in a writing system

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.

Variation(s): none

honor, v. To show respect toward someone

Example: The city will honor the people in the military with a parade.

Variation(s): honors, honored, honoring

responsibilities, n. Things that you are in charge of taking care of

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. Pay that is given to someone for doing work

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

Variation(s): wage


Vocabulary Chart for Gold Mountain

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ancestors China/Chinese Chinatown emigrate immigrant	different difficult/easy dangerous education hostile jobs responsibilities traditions	family father/son friend gold money railroad street
Multiple Meaning	characters customs honor laundry wages	exhausting* reasons rich settled study work	
Phrases	Angel Island “don’t judge a book by its cover” Gold Mountain Pacific Ocean respecting your elders San Francisco “turn over a new leaf” West Coast	not as easy as	grocery store long hours
Cognates	ancestro China/chino(a) emigrar inmigrante carácter honrar lavandería	diferente difícil educación hostil responsabilidades tradiciones razones rico estudiar	familia

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	<i>Immigration</i> World Map; world map or globe; purple crayon or marker	Review the yellow arrow from Ireland to America that shows how Sean and Fiona moved from Ireland to America. Have students draw a purple arrow from China, across the Pacific Ocean, to the West Coast of America to show that many Chinese moved from China to America.
	Image Cards 7 and 8; <i>Immigration</i> U.S. Map; U.S. map	Have students locate Ellis Island, New York City, Angel Island, and San Francisco on the map. Tell students that today’s read-aloud takes place in San Francisco.
Vocabulary Preview: Honor, Responsibilities	Image 5A-6	
	Image 5A-9	
Purpose for Listening	Images 5A-3 and 5A-7	Identify the two main characters in today’s read-aloud—Lin Wen and his father. Tell students that they are approaching Angel Island. On image 5A-7, identify the store owner, Mr. Wong. Tell students that Mr. Wong knew Lin Wen’s family in China; Mr. Wong wants to help the newcomers, Lin Wen and his father, find jobs. Explain that they are fictional characters, but their experiences reflect what really happened among many Chinese immigrants who moved to the United States at that time.

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
Gold Mountain	images and realia: San Francisco's Chinatown in the 1850s, pieces of fake gold, Chinese calligraphy, and incense sticks	Use images and realia as necessary during the read-aloud, and encourage students to use their five senses to take in the read-aloud.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Exhausting		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Sayings and Phrases: Turn Over a New Leaf	various leaves	Use actual leaves to show the literal meaning of the saying and to contrast that with its figurative meaning.
Push and Pull Factors: Lin Wen	Push Factors Chart; Pull Factors Chart; image sheet	Add the push and pull factors related to Lin Wen to the charts.
<i>E Pluribus Unum</i> Puzzle (Piece #5)	Instructional Master 5B-1; drawing and writing tools	

Advance Preparation

Bring in images and realia, such as the following: pictures of San Francisco's Chinatown in the 1850s, pieces of fake gold, Chinese calligraphy, incense sticks, and leaves.

Make a copy of Instructional Master 5B-1 for each student. This will be the fifth puzzle piece of their *E Pluribus Unum* Puzzle.



Gold Mountain

5_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

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.

Vocabulary Preview

5 minutes

Honor



← Show image 5A-6

1. In today's read-aloud you will hear how the character, Lin Wen, along with many other Chinese immigrants, *honor* their ancestors such as their grandparents.
2. Say the word *honor* with me three times.

3. To *honor* means to show respect to that person or group of people.
4. The city will honor the people in the military with a parade.
5. In this image Lin Wen enters into a room to honor one of his ancestors, his grandfather. Close your eyes and try to imagine this scene:

On the floors were plush, silk cushions (or soft and smooth pillows), and the air was fragrant with the sweet smell of incense that smelled like flowers. An old Chinese man nodded a welcome and asked, “Are you here to honor the memory of your grandfather?”

Why do you think Lin Wen honors his grandfather? [Tell students to look and listen carefully to the read-aloud to find out about how Lin Wen practiced an important Chinese tradition.]

Responsibilities



← Show Image 5A-9

1. In today’s read-aloud you will hear Lin Wen’s father tell Lin Wen about his *responsibilities*.
2. Say the word *responsibilities* with me three times.
3. Responsibilities are things that you are in charge of taking care of.
4. Lin Wen’s responsibilities are respecting and showing kindness to his elders and getting an education. This means that he needs to treat those that are older than he is with respect and kindness, and that he needs to study hard to learn many things. Lin Wen worked at a grocery store, which is also one of his responsibilities.
5. Do you have responsibilities at home and at school? Think about how your responsibilities are similar to and different from Lin Wen’s responsibilities.

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.¹ “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!”²

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. In China, their family, along with many other Chinese families, were very poor. It was hard for Lin Wen’s father to support his family. He decided to take Lin Wen to America and search for gold.

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.”³

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**

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.

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 immigrants, like Lin Wen and his father, experienced hostility from Americans in California.⁴ Some Americans believed Chinese immigrants would take all of their jobs because they were willing to work for lower **wages**.⁵ 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.⁶ Other Chinese immigrants took jobs working long, **exhausting**⁷ 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.⁸

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.



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

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**.⁹ 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**¹⁰ 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.”¹¹ 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**¹² 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."¹³

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.¹⁴

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. “Washing clothes by hand at the laundry for the whole day is exhausting work!” exclaimed Lin Wen’s father.
5. Have you ever had to do something 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: “I had to . . . and that was exhausting!”]
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 think would be exhausting, say, “That would be exhausting.” If it is something that you think would be refreshing, say, “That would be refreshing.”

1. jumping into a pool on a hot summer day
2. spending the whole day to clean your home
3. reading a one-hundred-page book
4. carrying all the groceries from the market to your home
5. swinging at the playground
6. drinking a glass of lemonade
7. running ten times around the school’s field



Complete Remainder of the Lesson Later in the Day



Gold Mountain

5_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Sayings and Phrases: Turn Over a New Leaf

5 minutes

Note: 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.

Push and Pull Factors: Lin Wen

10 minutes

- Review push and pull factors with students by asking the following questions:
 - What are push factors? (reasons that cause people to leave their home country)
What are some examples of push factors? (hardships, lack of food, lack of freedom, no jobs)
 - What are pull factors? (reasons that cause people to come to a new country)
What are some examples of pull factors? (better jobs, enough food to eat, better education, freedom)
- Help students find the pictures related to Lin Wen on the image sheet. Read the following sentence: “Lin Wen and his father came to America to find the ‘Gold Mountain.’”

Ask: “Is this a push factor or pull factor?” (It is a pull factor because many Chinese immigrated to America to find gold.)

Then read the sentence: “Many Chinese were very poor in China.”

Ask: “Is this a push factor or pull factor?” (It is a push factor because the Chinese were poor and could not make a living.)

- Have students cut out the images related to Lin Wen and paste them onto the correct charts.
- Save the charts and image sheet for use in future lessons.

E Pluribus Unum Puzzle

(Piece #5—Instructional Master 5B-1)

20 minutes

- Ask students what the phrase *e pluribus unum* means. (“out of many, one”)
Ask students why *e pluribus unum* is a good motto for the United States. (Many different immigrants have come to the United States from different countries and made America one great country.)
- Have students recall important details from today’s read-aloud. You may prompt discussion with the following questions:
 - Where were Lin Wen and his father from? (China)

- Where did Lin Wen live? (San Francisco, Chinatown)
- What pull factors brought Lin Wen and his father to the United States? (gold, better life)
- Was “Gold Mountain” real, or was it a myth? (myth)
- What kinds of jobs did Lin Wen and his father do to earn a living? (working at a grocery store and laundry)
- Give students Instructional Master 5B-1. Tell students that they will be designing the fifth piece of the puzzle.
 - First, they should write a word or phrase about the main topic of the read-aloud in the box (e.g., Gold Mountain, Chinatown, San Francisco, Chinese immigrants, Lin Wen.)
 - Next, they should write one or two sentences about what they have learned, using the word or phrase in the box. They should write the sentence within the puzzle piece.
 - Then, students may either draw a picture about their sentences or shade in and design their puzzle piece.
 - Finally, students should share their writing with their partner, small group, or home-language peers.



A Land of Opportunity

6

✔ **Lesson Objectives**

Core Content Objectives

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

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

homestead, n. Land that someone settles on to live and farm

Example: Truman’s family moved west so that they would have enough land to build their homestead.

Variation(s): homesteads

legally, adv. Allowed by law

Example: When Cate’s sister turned sixteen, she was eligible to get a driver’s license.

Variation(s): none

officially, adv. Approved of by someone in charge

Example: Immigrants had to pass through Ellis Island or Angel Island before they were officially allowed into the U.S.

Variation(s): none

support, n. Help or encouragement someone, especially during hard times

Example: Newcomers receive support from friends who have lived in America for a long time.

Variation(s): supports


Vocabulary Chart for A Land of Opportunity

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	countryside emigrate Europe farmland homestead / homesteader immigrant landowners <i>Midwest</i> Sweden wagon Wisconsin	afford allowed borrowed congratulations* knowledge legally officially proudly reminded	build child friend house king neighbor own wife
Multiple Meaning	soil	control read rich settled support*	farm <u>land</u>
Phrases	“land of opportunity” Northern Europe	pitching in starting a new life	
Cognates	emigrar Europa <i>inmigrante</i> <i>mediaoeste</i> vagón	legalmente oficialmente controlar	

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Making Predictions About the Read-Aloud	<i>Immigration</i> World Map; world map or globe; orange crayon or marker	Review the purple arrow from China to America that shows how Lin Wen and his father moved from China to America. Have students draw an orange arrow from Sweden, across the Atlantic Ocean, to the Midwest of America to show that many from countries in Northern Europe, such as Sweden, moved from Northern Europe to America.
	Instructional Master 6A-1 (Venn Diagram); chart paper, writing tools	Draw a City vs. Countryside Venn Diagram on a large piece of chart paper. Fill in information for the left side—City—based on information from previous read-alouds. Invite students to think about what life might have been like for immigrants living in the countryside.
Vocabulary Preview: Midwest, Homestead	<i>Immigration</i> U.S. Map; U.S. map	Help students label the Midwest on their maps.
	Image 6A-1; images of homesteads in the Midwest	
Purpose for Listening	Image 6A-5	Identify the two main characters in today’s read-aloud—Lars and Karin. Remind students that they were from a country in Northern Europe called Sweden. They immigrated to the countryside in the Midwest. Explain that they are fictional characters, but their experiences reflect what really happened among many immigrants from Northern Europe who moved to the United States at that time.

Exercise	Materials	Details
Presenting the Read-Aloud (15 minutes)		
A Land of Opportunity	images of farmland in the Midwest	Point out the farmhouse, barn, and fields.
	eighteen dollars	Note: Ask students for different ways to make \$18. Have students think of some things they could buy with \$18. Explain that \$18 during Lars and Karin's time, over a hundred years ago, was worth much more than \$18 today.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Venn Diagram	Fill in the Venn Diagram as the class answers Questions 1 and 7.
	Images 6A-4 and 6A-6	Use these Flip Book images to help students answer Question 8.
Word Work: Support		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity: Land	Poster 3M (Land)	
Syntactic Awareness Activity: Adjectives and Adverbs		
Vocabulary Instructional Activity: Congratulations	construction paper; writing and drawing tools [optional]	Have students create their own "Congratulations!" greeting card to give to somebody they know.
Push and Pull Factors: Lars and Karin	Push Factors Chart; Pull Factors Chart; image sheet	Add the push and pull factors related to Lars and Karin to the charts.
E Pluribus Unum Puzzle (Piece #6)	Instructional Master 6B-1; drawing and writing tools	

Advance Preparation

Find images of homesteads and farmland in the Midwest to show students.

Create a Venn Diagram on a large piece of chart paper, using Instructional Master 6A-1 as a guide. Use this Venn Diagram to help students compare and contrast immigrant life in the city and the countryside.

✈ Above and Beyond: Make copies of Instructional Master 6A-1 for students who are ready to complete this diagram on their own.

Make a copy of Instructional Master 6B-1 for each student. This will be the sixth and final puzzle piece of their *E Pluribus Unum* Puzzle.



A Land of Opportunity

6_A

Introducing the Read-Aloud

10 minutes

Making Predictions About the Read-Aloud

5 minutes

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.

Vocabulary Preview

5 minutes

Midwest

1. The characters, Lars and Karin, in today's read-aloud emigrated from Sweden to the *Midwest* in the United States.
2. Say the word *Midwest* with me three times.
3. [Point out the Midwestern region of the U.S. on a map: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.] The Midwest is the northern central part of the United States.
4. In the Midwest there is plenty of land on which to farm.
5. [Help students write *Midwest*, which is circled on their *Immigration U.S. Map*.] Let's write the word *Midwest* on your maps, where it belongs. Show your partner where the East Coast, West Coast, and Midwest are located on your maps.



Homestead

← **Show Image 6A-1**

1. In today's read-aloud you will hear that Lars and Karin decided to settle in the Midwest because they could live and work on their own *homestead*.
2. Say the word *homestead* with me three times.
3. A homestead is land that someone settles on to live and farm.
4. Many families moved West where there was enough land to build their homesteads.
5. [Show additional images of homestead in the Midwest.] How would you describe this homestead? Why do you think people need a large piece of land to build their homestead?

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.¹ 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.² 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.³ 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**⁴

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.⁵ 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.⁶

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.⁷

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.⁸ 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!”⁹ 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* is the help or encouragement you give to someone, especially during hard times.
4. The homesteaders offered support to their new neighbors in creating their farms by letting them borrow some tools and volunteering to help them plow and plant seeds.
5. Is there someone at home or at school who has given you support in doing something? For example, “Aunt Jenny gives me support on my homework.” Try to use the word *support* when you tell about this person.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: " _____ has given me support by . . . "]

6. What's the word we've been talking about?

Use a *Discussion* activity for follow-up. Directions: [Split students into five small groups. Assign each small group a point.] We will review the ways different groups and people gave support the immigrants who moved to America. In your small group, make a list or draw a picture of how this group or person gave support the immigrants when they first moved to the United States.

1. How did the Native Americans give support to the Pilgrims?
2. How did Charles Steinmetz's friend, Oscar, give support to Charles?
3. How did Uncle Brendan give support to Sean and Fiona's family?
4. How did Mr. Wong give support to Lin Wen and his father?
5. How did homesteaders in the Midwest give support to one another?



Complete Remainder of the Lesson Later in the Day



A Land of Opportunity

6_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Definition Detective: Land

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *land* in this sentence, “This is fine *land*. . . Here we will grow wheat and corn. Over there, we can raise dairy cows.”
2. With your partner, think of as many meanings or ways you can use the word *land*.
3. [Show Poster 3M (Land).] Which picture on the poster shows the way *land* is used in the read-aloud?
4. *Land* also means other things. *Land* means to return or go back down to the ground. Which picture shows this meaning of *land*?
5. *Land* also means a country or nation. For example, America is a land of opportunity. Which picture shows this meaning of *land*?
6. Did you or your partner think of any of these definitions?
7. Now quiz your partner on the different meanings of *land*. For example you could say, “America is a land of many freedoms. Which *land* am I?” And your partner should say, “That’s number ‘2.’”

Adjectives and Adverbs

Note: 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. 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. We know that some words describe other words.
 Words that describe nouns—people, places or things—are called adjectives.
 Words that describe verbs—action words—are called adverbs.
2. In the read-aloud you heard Lars and Karin’s neighbors say, “We’re *proud* of you, Lars.” Proud is an adjective that means feeling pleased and happy for someone else. Who does *proud* describe? (the neighbors)
Proud is an adjective that describes a noun—the *neighbors*.
3. In the read-aloud you also heard, “Lars and Karin, now official landowners, *proudly* walked out [of the office] and took their family home.”
Proudly is an adverb that means an action is done in a way that shows the person is pleased and happy with himself or herself. What action does *proudly* describe? (*walk*)
Proudly is an adverb that describes a verb—*walk*.
4. I will ask some questions. If my question asks you to describe a noun, use an adjective in your answer. If my question asks you to describe a verb—an action—use an adverb in your answer. [Place stress on the italicized words.] (Answers may vary. Suggested answers have been provided.)
 - How did Lars and Karin *walk* out the office? (Lars and Karin walked proudly.)
 - How did Lars and Karin’s *neighbors* feel about Lars and Karin becoming landowners? (The neighbors were proud of Lars and Karin.)

- What is the *countryside* like? (The countryside is large, vast, spacious, fertile, green, etc.)
 - What is a big *city* like? (A big city is busy, crowded, noisy, bustling, etc.)
 - How do you think *immigrants* felt when they first arrived in America? (Immigrants felt hopeful, happy, tired, exhausted, grateful, etc.)
 - How did some people treat the immigrants? (Some people treated the immigrants hostilely.)
5. What are words that describe nouns called? (Adjectives describe nouns.)
What are the words that describe verbs—action words—called? (Adverbs describe verbs.)

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Congratulations

1. In the read-aloud you heard that as Lars, Karin, and their family passed each neighboring farm, the neighbors waved and called out, “*Congratulations, Karin!*”
2. Say the word *congratulations* with me three times.
3. *Congratulations* is what someone says to express good wishes and praise to another person.
4. Many people said, “Congratulations!” when they found out that Marie’s mother was pregnant. They also said “Congratulations!” to Marie because she was going to be a big sister.
5. Has anyone ever said “Congratulations!” to you before? Why did that person say “Congratulations!” to you?
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Someone said, ‘Congratulations!’ to me for . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing and Drawing* activity for follow-up. Directions: With your partner, make a list of when you would say,

“Congratulations!” to someone else.

[Suggestions: You say “Congratulations!” when someone gets married; has a baby; passes a test; wins a prize; graduates; wins a race.]

Optional Activity

Have students think of someone to whom they would like to say, “Congratulations!” Then have them design and write a congratulatory greeting card for that person.

Push and Pull Factors: Lars and Karin

10 minutes

- Review push and pull factors with students by asking the following questions:
- What are push factors? (reasons that cause people to leave their home country)
What are some examples of push factors? (hardships, lack of food, lack of freedom, no jobs)
- What are pull factors? (reasons that cause people to come to a new country)
What are some examples of pull factors? (better jobs, enough food to eat, better education, freedom)
- Help students find the pictures related to Lars and Karin on the image sheet. Read the following sentence: “It was very hard for Lars and Karin to own land and make a living in Sweden.”
Ask: “Is this a push factor or pull factor?” (It is a push factor because it was very hard to own land in Sweden.)
Then read the sentence: “Lars and Karin could own land and have their own farm in America.”
Ask: “Is this a push factor or pull factor?” (It is a pull factor because Lars and Karin had the opportunity to use their farming skills and own their own land.)
- Have students cut out the images related to Lars and Karin and paste them on to the correct charts.
- Review the information on the Push Factors Chart and the Pull Factors Chart.

***E Pluribus Unum* Puzzle**

(Piece #6—Instructional Master 6B-1)

20 minutes

- Ask students what the phrase *e pluribus unum* means. (“out of many, one”)
Ask students why *e pluribus unum* is a good motto for the United States. (Many different immigrants have come to the United States from different countries and made America one great country.)
- Have students recall important details from today’s read-aloud. You may prompt discussion with the following questions:
 - What country were Lars and Karin from? (Sweden)
 - What push and pull factors brought the Anderssons to the United States? (Push factor: They could not own farmland in Sweden, making it hard for them to earn a living. Pull factor: They would be able to own their own land for farming.)
 - What contributions did immigrants in the Midwest make to the United States? (They turned the land in the Midwest into very good and rich farmland.)
 - What did it mean to be a homesteader? (A homesteader is someone who settles on a homestead, or land on which the homesteader must build a house and farm for five years before the homesteader can buy the homestead.)
- Give students Instructional Master 6B-1. Tell students that they will be designing the sixth and final piece of the puzzle.
 - First, they should write a word or phrase about the main topic of the read-aloud in the box (e.g., Midwest, homestead, farmland, Swedish immigrants, Lars and Karin.)
 - Next, they should write one or two sentences about what they have learned, using the word or phrase in the box. They should write the sentence within the puzzle piece.
 - Then, students may either draw a picture about their sentences or shade in and design their puzzle piece.
 - Finally, students should share their writing with their partner, small group, or home-language peers.



Pausing Point



Note to Teacher

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

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

10 Push and Pull Factors (Instructional Master PP-1)

Directions: Listen carefully as I read the sentences inside the boxes in the middle of the page. Decide whether the sentence is an example of a push factor or a pull factor. Then draw a line from the sentence box to either the picture for “Push Factor” or the picture for “Pull Factor.”

1. King James did not allow the people in his kingdom to practice their own religion. (Push Factor)
2. Marie’s father was able to find a job in America. (Pull Factor)
3. Lin Wen heard about the “Gold Mountain” and wanted to find it. (Pull Factor)
4. Charles Steinmetz was going to be put in jail by the German government. (Push Factor)
5. Many Irish were starving because of the potato blight. (Push Factor)
6. Lars and Karin could own their own land in the Midwest. (Pull Factor)

10 Map Work (Instructional Master PP-2)

Directions: I will read the words in the Word Bank. Label the map with the words in the Word Bank.

Activities

Image Review

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

Image Card Review

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?

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 together by putting the numbers at the corner of each piece in the correct order and lining up the arrows with each other. Have students tape or glue their completed puzzle to a piece of large construction paper.

Ask students what they see when they put all the pieces together.
(outline of the United States)

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.

Domain-Related Trade Book or Student Choice

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.

Somebody Wanted But So Then

Materials: Instructional Master PP-3

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:

Somebody	Charles
Wanted	Wanted to immigrate to the United States from Germany.
But	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.
So	So, Charles's friend Oscar told the clerk that Charles has many talents and that he would pay for Charles's way until he found a job.
Then	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

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

Materials: Instructional Master PP-4

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.

Machina: Out of Many, One

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

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. 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

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. Suggested trade book from the list: *Emma's Poem: The Voice of the Statue of Liberty*, by Linda Glasner

Writing Prompts

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**

Core Content Objectives

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

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 who come from the same ancestors

Example: Marco and his sister are descendants of their great-grandfather, who immigrated to America from Italy.

Variation(s): descendant

famine, n. A great shortage of food

Example: Having very little rain 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


Vocabulary Chart for A Mosaic of Immigrants

Core Vocabulary words are in **bold**.
 Multiple Meaning Word Activity word is underlined.
 Vocabulary Instructional Activity words have an asterisk (*).
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ancestors/ descendants* Europe famine immigrants <i>mosaic</i> nation Pilgrims settlers	education language opportunity tradition	country home
Multiple Meaning	customs	challenges	land
Phrases	e pluribus unum ethnic neighborhoods land of opportunity Native Americans push/pull factors	getting used to new start in life	
Cognates	ancestor/ descendiente* Europa inmigrante <i>mosaico</i> nación Peregrino costumbre	educación oportunidad tradición	

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.


Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	<i>Immigration</i> World Map	Use this map to review the immigrant characters students have met and identify from which countries they came. (Charles Steinmetz—Germany; Sean and Fiona—Ireland; Lin Wen—China; Lars and Karin—Sweden)
	Push Factors Chart; Pull Factors Chart	Have students use these charts to review why people emigrate from their home countries (push factors) and why people immigrate to the United States (pull factors).
	<i>Immigration</i> U.S. Map	Have students locate the East Coast and Ellis Island, and the West Coast and Angel Island.
Vocabulary Preview: Settlers, Mosaic	Images 2A-4 (Steinmetz), 4A-2 (Sean and Fiona), 5A-3 (Lin Wen), 6A-1 (Lars and Karin)	Use these images to review the settlers students have heard about from this domain.
	Image Card 9 (Mosaic); additional images of mosaics	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
A Mosaic of Immigrants	Push Factors Chart; Pull Factors Chart	Invite students to refer to their charts when they hear about the reasons different immigrants moved to the U.S.
	world map	Point to the countries on the world map as they are mentioned in the read-aloud.
	Image Card 9 (Mosaic)	

Exercise	Materials	Details
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Idea Web from Lesson 3	Use the Idea Web to help answer Question 5. Record additional student responses.
Word Work: Ancestors/Descendants	world map; sticky notes or small tab—one per student	Have students write their name on the sticky note or tab and place it on the world map to show where their ancestors were from.
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Song: “This Land is Your Land”	audio recording and/or video of “This Land is Your Land” (Trade Book list #25); images of Redwood Forest and the Gulf Stream	Use the images to show that the land from the west, where the Redwood forests are, to the east, where the Gulf Stream travels, belongs to all Americans. (Note: The Gulf Stream is a powerful and warm ocean current that starts off the southern coast of Florida and goes along the East Coast.)
Postmarked from America—Class Activity	Instructional Masters 7B-1 and 7B-2	
Take-Home Material		
Family Letter	Instructional Masters 7B-3 and 7B-4	

Advance Preparation

Find images of mosaics and an audio recording and/or video of the song, “This Land is Your Land.” (A trade book list suggestion is Item 25.)

Create a large brainstorming chart, using Instructional Master 7B-1 as a guide. You will lead the class in brainstorming about a newcomer’s experience.

 **Above and Beyond:** Make copies of Instructional Master 7B-1 for students who are ready to fill in this chart on their own.

Reproduce the letter on Instructional Master 7B-2 on a large piece of chart paper or onto a transparency. You will lead the class in writing a letter to an imaginary friend.

- ✈ Above and Beyond: Make copies of Instructional Master 7B-2 for students who are ready to write a letter on their own.

Note to Teacher

For the activity, *Postmarked from America*, teachers will lead the class in brainstorming and writing a letter. Scaffold the brainstorming, as necessary, by focusing on one section of the chart at a time and by asking questions to prompt ideas. Then, guide students through the five parts of a letter: date, greeting/salutation, body, closing, and signature. Students will have the opportunity to create their own brainstorming chart and write their own letter during the next lesson. It is important that all students have the opportunity to write their own letter by the end of this domain.



A Mosaic of Immigrants

7_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Have students 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.

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.

Vocabulary Preview

5 minutes

Settlers

1. In today’s read-aloud you will hear more about the settlers who came to the United States to start a new life.
2. Say the word settlers with me three times.
3. Settlers are people who make their homes in a new region or place, such as a new country, state, or city.
4. The settlers moved westward where there was more land.



← Show image 2A-4



← Show image 4A-2



← Show image 5A-3



← Show image 6A-1

5. [Show Flip Book images one at a time.] Tell me who you see in this image. Where did they make their new home? Use the word *settlers* while you talk about them. You can say, “The settlers, [name of immigrants], made their home in [name of city or region].” For example “The settlers, Charles Steinmetz and Oscar, made their home on the East Coast in New York City.”

Mosaic

1. The title of today’s read-aloud is “A *Mosaic* of Immigrants.”
2. Say the word *mosaic* with me three times.
3. [Show Image Card 9 (Mosaic).] A mosaic is a decorative design made from many small tiles, stones, or other objects placed together to form a pattern or a picture. Can you tell what this mosaic is an image of? (a bird)
4. The mosaic of a bird is formed by tiny pieces of colorful tiles placed together to make a picture of a bird.
5. [Show additional images of mosaics.] What is this a mosaic of? Why do you think today’s read-aloud is called “A Mosaic of Immigrants”? (Emphasize that similar to the motto, *e pluribus unum*, which means “out of many, one,” America is like a mosaic to which immigrants bring their talents, ideas, traditions, and hard work to contribute to one nation.)

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.¹

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 War² could point to ancestors from one of these six countries.³

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.⁴

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**⁵ 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.⁶

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.⁷

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.⁸ 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.⁹

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*.¹⁰ That is a phrase from the Latin language. It means, “out of 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. Out of many, one.¹¹

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.¹²

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: Ancestors/Descendants

5 minutes

1. In the read-aloud you heard that the Native Americans’ “ancestors are the first known people to live in what is now called the United States. Today many Native American *descendants* live all across the United States.”
2. [Point behind you.] Say the word *ancestors* with me.
[Point in front of you.] Say the word *descendants* with me.
3. Ancestors are people from your family who lived several generations, or a long time, ago. Ancestors are people who lived in the past. [Point behind you.] Descendants are people who come from the same ancestors. Descendants are the future of a family. [Point in front of you.]
4. Chen-Wei’s ancestors came to America from China over one hundred years ago.
The United States is a nation of immigrants and their descendants.
5. Most people who live in the United States are immigrants or are descendants of immigrants. Do you know where your ancestors came from?
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My ancestors came from _____.”]
6. What are the words we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: We will place a tab on the world map to show where your ancestors were originally from. [You may wish to follow up by naming the continents of the countries your students’ ancestors were from and creating a bar graph showing the number of students with ancestors from each continent.]



Complete Remainder of the Lesson Later in the Day



A Mosaic of Immigrants

7_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Song: This Land is Your Land

15 minutes

- 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 first stanza of the song for students and invite them to sing along.

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.

- 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.

Postmarked from America (Instructional Masters 7B-1 and 7B-2)

20+ minutes

Brainstorming Chart

- Show students the brainstorming chart you have created. Tell students that they will use the brainstorming chart to describe the life of newcomer immigrants to the United States. Remind students to use the information and details they have heard about different immigrant groups in the read-alouds. Tell students that later they will write a letter using information from the brainstorming chart.
- Tell students that before they begin to write their class letter, they will plan, or brainstorm, some things they might say in the letter. Read the word “newcomers” in the middle and the words on the four spokes: “city/neighborhood,” “work,” “feelings,” and “sights.” To help students brainstorm, ask the following questions:
 - 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?
 - How might we feel to be a newcomer in a new land?
- Have students choose two or three items from the chart to write about in the letter.

Writing the Letter

- Show students the outline of the letter. Tell students that they will pretend that they are immigrants living in the United States and are writing letters back home to tell the people in their homeland what life is like in the United States. This letter will be postmarked from America. 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.

- 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.
- After the letter has been written, invite a student to reread the letter out loud.
- Ask students if there is anything wrong with the letter or if there is anything they wish to change.
- Tell students that they will write their own letter in the next lesson.

Take-Home Material

Family Letter

Send home Instructional Masters 7B-3 and 7B-4.



Becoming a Citizen

8

✔ **Lesson Objectives**

Core Content Objectives

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

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 member of a country who has rights given to him or her by a country’s government and has responsibilities that go along with those rights

Example: To be a U.S. citizen, you must either be born in the United States or you must go through a legal process to become a citizen.

Variation(s): citizens

naturalized citizen, n. Someone who immigrates to a new country and, after going through a process, becomes a citizen of that 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: No state is allowed to pass a law that goes against the Constitution’s principles.

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

Vocabulary Chart for Becoming a Citizen			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>citizen</i> government immigrant Monticello law	ceremony* cultures exception history loyal principles responsibilities rights traditions	children country family
Multiple Meaning	vote	<u>band</u> equal <i>process</i> reasons	live
Phrases	Declaration of Independence naturalization ceremony naturalized citizen* U.S. Constitution	take an oath	
Cognates	<i>ciudadano(a)</i> gobierno inmigrante votar Declaración de la independencia ceremonia de naturalización ciudadano naturalizado*	ceremonia* culturas excepción historia leal principios responsabilidades tradiciones banda igual <i>proceso</i> razones	familia

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	class letter from Lesson 7	
	Push Factors Chart; Pull Factors Chart	Have students use these charts to review reasons that have pushed immigrants to leave their homelands (push factors) and reasons that have pulled immigrants to come to the U.S. (pull factors).
	<i>Immigration</i> U.S. Map	Have students locate the East Coast and Ellis Island, and the West Coast and Angel Island.
Essential Background Information or Terms		
Vocabulary Preview: Citizen, Process	Image 7A-12 Instructional Master 8A-1 (Citizenship Checklist)	
Purpose for Listening	Images 8A-5 and 8A-6	Identify the characters in today’s read-aloud—Jahleel and Layla (from Africa), and Enrique and Pilar (from Mexico). Explain that they are fictional characters, but their experiences reflect the experiences of modern immigrants becoming citizens.
Presenting the Read-Aloud (15 minutes)		
Becoming a Citizen	Citizenship Checklist	Help students fill out the checklist as they listen to the read-aloud.
	U.S. map; world map or globe	Point to the states and countries as they are mentioned in the read-aloud.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Citizenship Checklist	Use the checklist to answer Question 3.
Word Work: Naturalized Citizen		
 Complete Remainder of the Lesson Later in the Day		

Exercise	Materials	Details
Extensions (20 minutes)		
Multiple Meaning Word Activity	Poster 4M (Band)	
Syntactic Awareness Activity: Adjectives and Adverbs		
Vocabulary Instructional Activity: Ceremony		
Postmarked from America— Individual Activity	class letter from Lesson 7; Instructional Master 8B-1; Instructional Master 7B-1 (optional)	Provide copies of the brainstorming chart to students who want to brainstorm before they write their letters.

Advance Preparation

Make a copy of Instructional Master 8A-1 for each student. Students can use their Citizenship Checklists to record how someone can become a U.S. citizen.

Make a copy of Instructional Master 8B-1 for each student. Students will write their own letters. Provide copies of the brainstorming chart (Instructional Master 7B-1) to students who want to make their own charts.

Note to Teacher

Students will learn that a citizen of a country is a person who has *rights* that are protected by the government and who also has *responsibilities* to their country. Students will hear the words *rights* and *responsibilities* throughout this lesson. These words will be more clearly defined in lessons 9 & 10. Provide examples that students can relate to when describing these words. For example, in America, citizens have the *right* or freedom to choose their religion. This right was what attracted the Pilgrims to come to America from England. In America, citizens have the *right* or freedom to say or write about their opinions, even if they are negative. This was a right Charles Steinmetz did not have in Germany, so he immigrated to America. In America, citizens also have *responsibilities*. For example, citizens have the *responsibility*, or duty and job, to obey the laws of the country.

[A Rights and Responsibilities T-Chart is provided on Instructional Master 9A-1.]



Becoming a Citizen

8A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

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

5 minutes

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.

Vocabulary Preview

5 minutes

Citizen



← Show image 7A-12

1. In today’s read-aloud you will hear about how immigrants can become a *citizen* of the United States.
2. Say the word *citizen* with me three times.
3. A citizen is a member of a country who has rights given to him or her by that country’s government and has responsibilities that go along with those rights.
4. There are two ways to become a U.S. citizen. Listen carefully to the read-aloud to learn how people become citizens of the United States.

5. Every person in this image can be a U.S. citizen. How does this image represent the motto *e pluribus unum*? (This image shows many different people who are part of, or are citizens of, one nation—America. Out of many, one.)

Process

1. In today's read-aloud you will learn about the *process* immigrants can go through to become U.S. citizens.
2. Say the word *process* with me three times.
3. A process is a series of steps or actions that need to happen in order to reach a goal.
4. The process Charles Steinmetz had to go through to start a new life in America included sailing across the Atlantic Ocean, being questioned and examined at Ellis Island, learning English, and finding a job.
5. [Give students Instructional Master 8A-1 (Citizenship Checklist).] We will fill in this checklist during the read-aloud as you hear about the process immigrants can go through to become a U.S. citizen.

Purpose for Listening

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 ¹

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. ² 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**. ³ 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.⁴

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.⁵ 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.⁶

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.⁷ 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?⁸ 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 obey⁹ 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 certain facts about U.S. history, some basic parts of the U.S. Constitution, and some facts about how the U. S. government works.”¹⁰

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.”¹¹

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



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

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.¹³ President Ford and a few other speakers came out, and the President began to speak to the crowd.

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.



← **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.”¹⁴ We thank you with full and friendly hearts.”

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 govern¹⁵ themselves . . .’ He and all the other patriots who [have written] our Declaration of Independence 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

15 or to rule

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?

of a game, a trick of the trade. [These additions] of traditions and cultures . . . have made America unique among nations and Americans a new kind of people.”¹⁶

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

President Ford continued, “To be an American is to [share in] those **principles**¹⁷ which the Declaration of Independence 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.”¹⁸ 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!”¹⁹

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:* In his speech at a naturalization ceremony, President Ford thanked the new citizens for bringing their traditions and cultures to America. Can you think of ways in which new citizens have helped to make America unique and special? (Answers may vary. Encourage students to think about examples from their own communities and families.)
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 someone who immigrates to a new country and, after going through a process, becomes a citizen of that 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. How can someone who was a citizen of another country become a naturalized citizen of the United States? [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “S/he can become a naturalized citizen by . . .” (living in the U.S. for at least five years, learning about U.S. history, knowing about the U.S. Constitution and how the government works, taking a test, and making an oath to be loyal to the U.S.)]
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_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Sentence in Context: Band

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Band).] In the read-aloud you heard, “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.” Which picture shows this meaning of *band*?
2. A band is also a loop that holds things together. Which picture shows this meaning of *band*?
3. Now with your partner, make a sentence for each meaning of *band*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences. [Call on a few pairs to share one or all of their sentences. Have them point to the part of the poster that relates to their use of *band*.]

Adjectives and Adverbs

Note: 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. 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. We know that some words describe other words.
What do we call words that describe nouns—people, places, or things? (adjectives)
What do we call words that describe verbs—action words? (adverbs)
2. Listen carefully to my sentences. Then tell me whether the word I am emphasizing is an adjective or an adverb, and tell me what it describes.
For example, if I say, “Marie and her family lived in an apartment next to a *bustling* street,” you should say, “*Bustling* is an adjective that describes the noun *street*.”
 - Charles *nervously* waited his turn to talk to the clerk at Ellis Island. (*Nervously* is an adverb that describes the verb *waited*.)
 - The restaurant serves *traditional* foods from Italy. (*Traditional* is an adjective that describes the noun *foods*.)
 - During the potato blight in Ireland, many *starving* Irish immigrated to America. (*Starving* is an adjective that describes the noun *Irish*.)
 - Fiona *tightly* hugged her father when he returned home from building railroads out west. (*Tightly* is an adverb that describes the verb *hugged*.)
 - Lin Wen rushed down the *steep* stairway to make it to work on time. (*Steep* is an adjective that describes the noun *stairway*.)

3. Now you try! With your partner, make up a sentence using these adjectives and adverbs.
- silent/silently
 - happy/happily
 - angry/angrily
 - careful/carefully
 - proud/proudly

↔ **Vocabulary Instructional Activity**

5 minutes

Word Work: Ceremony

1. In the read-aloud you heard, “To complete the process [for citizenship], there is a special *ceremony* where a group of immigrants gathers together to take an oath, swearing to be loyal to their new country.”
2. Say the word *ceremony* with me three times.
3. A ceremony is a formal event to honor a special occasion.
4. Jahleel and Enrique had their naturalization ceremony at Monticello.
5. What occasion does a naturalization ceremony celebrate?

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “A naturalization ceremony celebrates . . .”]

6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: Tell your partner about other types of ceremonies you have heard of or attended. [Record student responses and encourage students to explain the special occasion and describe what happens at that ceremony. (marriage ceremony, graduation ceremony, various religious ceremonies, opening/closing ceremonies for the Olympics)]

Postmarked from America (Instructional Master 8B-1)

20 minutes

- Read the letter that the class wrote together in Lesson 7. Review the five parts of the letter: date, greeting/salutation, body, closing, and signature.
- Give students Instructional Master 8B-1. Tell students that they are going to pretend that they are immigrants living 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 postcards 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. [Once students have decided which city their postcards will be postmarked from, instruct them to write the name of that city on the line near the “stamp.”]
- Tell students that they are going to write their own postcards to “family members” who are still in their homelands. [Once students have decided who they would like to write their postcards to and the location of their homelands, instruct them to write the receiver’s name and country on the lines under the “stamp.”]
- Remind students that in the previous lesson they did some brainstorming about information they could include in their letters. Students may use the class’s brainstorming chart from Lesson 7, or they may choose to create their own brainstorming chart by using Instructional Master 7B-1. Remind students that they will choose two examples or details from the brainstorming chart to include in their letters.
- Before students begin writing their postcards, ask them to identify the five parts of a friendly letter: date, greeting/salutation, body, closing, and signature.
- Once students finish writing their postcards, have them read their writing out loud to a partner to catch any mistakes or to

see if there is anything they would change in their letters.
[As you proceed with this extension, remember to rephrase students' responses and suggestions whenever necessary to include the domain vocabulary learned thus far.]



We the People

9

☑ **Lesson Objectives**

Core Content Objectives

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

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

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 his friend’s house for the afternoon.

Variation(s): none

U.S. Constitution, n. A document that states the basic laws and explains how the government works

Example: James Madison is often called the Father of the Constitution because he wrote most of the U.S. 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

Vocabulary Chart for We the People			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	amendments citizen Congress government military Preamble	consent disagreements* freedom important problem protect	
Multiple Meaning	constitution courts	balance change clear document power right	branch run
Phrases	<i>Bill of Rights</i> Founding Fathers freedom of speech/ religion James Madison/ “Father of the Constitution” <i>U.S. Constitution</i> Supreme Court “We the People”		
Cognates	enmienda ciudadano(a) Congreso gobierno constitución	consentimiento importante problema proteger claro(a) documento poder	

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
What Have We Already Learned?	images of current U.S. president, White House, and Founding Fathers	Show these images as the class answers the review questions.
Vocabulary Preview: U.S. Constitution, Bill of Rights	Image 9A-1 (right-side covered)	
	Instructional Master 9A-1 (Rights and Responsibilities T-Chart)	Begin recording information on this T-Chart by adding the rights from the first amendment.
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
We the People	Rights and Responsibilities T-Chart	Fill in this T-Chart with information from the read-aloud.
	U.S. map	
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions		
Word Work: Disagreements	chart paper, chalkboard, or whiteboard	
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Classroom Constitution	classroom rules written out; Instructional Master 9B-1; chart paper, writing tools	
Domain-Related Trade Book	trade book about James Madison, the U.S. Constitution, or the Bill of Rights; drawing paper, drawing and writing tools	Trade book suggestions: Items 28, 29, 32, 33, 34, 36, and 38 from the trade book list.

Advance Preparation

Find images of the current U.S. president, the White House, and Founding Fathers Washington and Jefferson to show students.

Make a copy of Instructional Master 9A-1 for each student. Students can use their Rights and Responsibilities T-Chart to record important information from this read-aloud and the next read-aloud.

Make a copy of Instructional Master 9B-1 for each small group. Small groups will write their suggested amendments to the classroom rules.

Find a trade book about James Madison, the U.S. Constitution, or the Bill of Rights to read aloud to the class.

Notes to Teacher

Students will hear a lot of information about the U.S. government. Stress the importance of the Constitution and how it helps the United States run smoothly. Tell students that when they hear the word *constitution* in this lesson, you are referring to the constitution of the United States or the U.S. Constitution. Explain that many other countries have their own constitutions with different laws.

By the end of this lesson, students should be familiar with the phrase “We the People” in the Constitution and understand that it means that the greatest power behind the American government is the people, the citizens. Students should also be cognizant that the Constitution states that the U.S. government will have the office of the President, a Congress, and a Supreme Court (i.e., the three branches of government); it also states that the government should have a military, including an army and navy. The Constitution helps the U.S. run smoothly and protects the rights of all citizens.

For the Classroom Constitution activity, students will write their suggested amendments to the classroom rules in small groups. Use this opportunity to repeat vocabulary from the read-aloud, such as, *Constitution, laws, amendments, citizens, power, voting,* and “the consent of the governed.”



We the People

9_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

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 about the beginning of the United States. 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.

**U.S. Constitution****← Show image 9A-1 (Cover image on the right side)**

1. Today's read-aloud is about the importance of the *U.S. Constitution* and what the *Constitution* does.
2. Say the name *U.S. Constitution* with me three times.
3. A constitution is a document, or paper, that states the laws of a country and explains how its government works. The constitution for the United States is called the U.S. Constitution.
4. The U.S. Constitution was written by the Founding Fathers over two hundred years ago. It begins with the phrase "We the People." [Point to the phrase on the image.]
5. Why do you think it is important for a country to have a constitution? Why do you think the U.S. Constitution begins with the phrase "We the People"? (A country needs a basic plan and some laws. "We the People" shows that most of the power in the government is with the people.)

Bill of Rights

1. In today's read-aloud you will hear about a part of the U.S. Constitution called the *Bill of Rights*.
2. Say the name *Bill of Rights* with me three times.
3. The Bill of Rights is a document added to the original Constitution, but is part of the Constitution. The Bill of Rights includes the first ten amendments, or changes, to the Constitution.
4. The Bill of Rights protects the rights of Americans, such as freedom of speech and freedom of religion.
5. [Give students Instructional Master 9A-1 (Rights and Responsibilities T-Chart).] We can fill in two things under the column for "Rights." With your partner, think of an example of freedom of speech and an example of freedom of religion.

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.

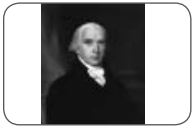


We the People

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

- 1 [Point to the Constitution on the left. The image on the right is the Declaration of Independence. Mention that the Constitution was written after the Declaration of Independence.]
- 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.]

The Constitution and **the Bill of Rights** are two of the most important documents in U.S. history.¹ 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.²



← 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

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

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.³ 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 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.⁴ 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.⁵

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 bold⁶ statement. The Constitution begins with a very famous introduction, called the Preamble.⁷ It starts, "We the People of the United States . . ." This means that the greatest power behind the American government is the American

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?



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? (It describes the three branches of the U.S. government.)

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



13 or arguments

people—all citizens—rather than a king or queen, or just the Founding Fathers who wrote the Constitution. The 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.⁸

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

The Preamble, or introduction to the Constitution, tells us that American laws, or rules, must protect the liberties, or freedoms, of *all* citizens, not just some. And the laws are meant to protect the liberties or freedoms for Americans now and in the future. The Preamble also says that the federal government will include an army, navy, and other military forces to protect Americans from enemies.⁹

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.¹⁰ The Constitution created the office of the President of the United States. The Constitution created the Congress, which makes and passes the law. And the Constitution created the Supreme Court, which are made up of judges who decide whether the laws follow the principles of the Constitution.¹¹

The writers of the Constitution 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.¹²

← **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. Congress is where laws are made. We have a president to carry out those laws. And we have courts to help us settle **disagreements**¹³ and keep the peace.

These parts of the government were created over two hundred years ago; they were based on the ideas of James Madison and other Founding Fathers who wrote the U.S. Constitution.

As time goes on and our country grows, bringing new problems and wonderful new opportunities, new laws are being added to deal with problems and to protect the people. Whenever a new law is added, it is our job—our responsibility—to follow the new law or to speak out if we feel that the law does not agree with the principles in the Constitution.

Although the Constitution was written over two hundred years ago, it still tells us 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 (. . .) where laws are made. We have a president to carry out those laws. And we have 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 with anyone? Who did you have disagreements with? What did you disagree about? 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: “_____ 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_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Classroom Constitution (Instructional Master 9B-1)

20 minutes

- Remind students that the Constitution and the Bill of Rights are the two most important documents in the United States government. The Constitution is the highest law of our land.
- Ask students: “What might the constitution of our classroom be?” (classroom rules)
- Remind students of the rules in their classroom. Tell students that the rules in their classroom are like laws, and all of these rules together make up the classroom’s constitution. Read the classroom rules together with the class. Using a large piece of chart paper, have your students repeat the classroom rules as you write them down. Then label the document “Classroom Constitution.”
- Tell students that as citizens of the classroom they have the power to change how the classroom is run. Explain that students will have the opportunity to make amendments, or changes, to the “Classroom Constitution” in small groups.
- Each small group should choose a scribe to write down their amendments. As students think of amendments, encourage them to consider and discuss with their group the following questions:
 - Will they be able to follow the rules?
 - Is this rule fair?
 - Will this rule benefit everyone in the class?

- After the small groups have written down their amendments, they should choose a representative to present the proposed changes to the “Classroom Constitution.”
- Lead the students in a vote to see whether the amendment will pass. Share with students that, in the U.S. 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 the amendments, add the amendments that passed to the “Classroom Constitution.” 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.”

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about James Madison, the U.S. Constitution, or the Bill of Rights to read aloud to the class. [Suggested trade books include Items 28, 29, 32, 33, 34, 36, and 38.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write two or three sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.



Immigration and Citizenship

10

✔ **Lesson Objectives**

Core Content Objectives

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

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 to someone that he or she will receive something or that something will be done

Example: The librarian guaranteed that the book I put on hold will be available in two days.

Variation(s): guarantee, guarantees, guaranteeing

jury, n. A group of citizens who sit in court and listen to facts during a trial in order to decide whether a person is guilty or not guilty

Example: After listening carefully to both sides, the jury found the person not guilty.

Variation(s): juries


refugees, n. People forced to leave their home country to seek safety and protection in another country

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

Variation(s): refugee

Vocabulary Chart for Immigration and Citizenship			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	amendment citizen government history immigrant jury law refugees taxes	freedom duties guaranteed* <i>rights/</i> <i>responsibilities</i>	country enjoy jail
Multiple Meaning	bill judge trial vote		<u>run</u>
Phrases	Bill of Rights freedom of speech/religion naturalized citizen push/pull factors right to vote		
Cognates	enmienda ciudadano(a) gobierno historia inmigrante jurado refugiado(a) juez votar ciudadano naturalizado	garantizado* <i>responsabilidad</i>	

Note: Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
Introducing the Read-Aloud (10 minutes)		
Essential Background Information or Terms	Rights and Responsibilities T-Chart	Use the Rights and Responsibilities T-Chart to review the rights students have learned about already.
Vocabulary Preview: Rights/Responsibilities	Image 10A-7; Rights and Responsibilities T-Chart	
Purpose for Listening		
Presenting the Read-Aloud (15 minutes)		
Immigration and Citizenship	Push Factors Chart; Pull Factors Chart	Add additional push and pull factors to the charts.
	Rights and Responsibilities T-Chart	Continue filling in this chart during the read-aloud.
Discussing the Read-Aloud (15 minutes)		
Comprehension Questions	Rights and Responsibilities T-Chart	Use this chart to help answer Questions 2, 4, and 5.
Word Work: Guaranteed		
 Complete Remainder of the Lesson Later in the Day		
Extensions (20 minutes)		
Multiple Meaning Word Activity	Poster 5M (Run)	
Song: "The Star-Spangled Banner"	Instructional Master 10B-1; audio recording of "The Star-Spangled Banner"	
Letter to the President	Instructional Master 10B-2, writing tools; Instructional Masters 7B-2 and 10B-3 [optional]	

Advance Preparation

Find an audio recording of “The Star-Spangled Banner” to play for the class.

Make a copy of Instructional Master 10B-2 for each student. Students will write their own letters to the President (or to the principal). Provide copies of a blank brainstorming chart (Instructional Master 10B-3) to students who would like to brainstorm ideas for their letter before writing it. Use Instructional Master 7B-2 to help scaffold students’ writing, if necessary.



Immigration and Citizenship

10_A

Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

5 minutes

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.

Vocabulary Preview

5 minutes

Rights/Responsibilities

← Show image 10A-7



1. In today's read-aloud, you will hear more about the *rights* and *responsibilities* of citizens.
2. Say the words *rights* and *responsibilities* with me three times.
3. Rights are freedoms that you have that the government cannot, and should not, take away.

Responsibilities are your jobs and duties; the things you are in charge of taking care of.

4. All U.S. citizens have the same rights and responsibilities. Rights and responsibilities go together.
[Review the information that you have on the Rights and Responsibilities T-Chart so far.]
5. Today, you will hear about another right and responsibility of citizens.
What are the people in this picture doing? (They are voting.)
A U.S. citizen who is eighteen years old or older has the right and responsibility to vote.

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.¹ 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.

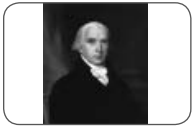
1 [Invite students to point to the Founding Fathers as they are mentioned.]



← **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, being about to find jobs, being able to own land, and having the 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

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



← **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.³

- 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 (document at the top)**

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

- 4 or promised

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

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.⁵ 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.⁶

- 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

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.



person has the *right* to tell his or her side of the story to a judge 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.⁷

← **Show image 10A-7: Americans voting**

Another very important right and duty of citizens is the right to vote.⁸ 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.⁹ 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.¹⁰ The Constitution says that people who were not born in the United States cannot run for the presidency.¹¹

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.¹²

← **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.¹³ 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. Notice how *rights* and *responsibilities* go together.

← **Show image 10A-9: Person filling in tax form**

We have the responsibility to follow the laws of our country. We also have the responsibility to pay taxes—the money we are

14 The person in the picture is filling out a tax form to figure out how much is owed to the government.



required by law to give to our government that pays for things all citizens enjoy.¹⁴ 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. Can you name something that you enjoy that has been created using money from taxes?

← **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."¹⁵

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.¹⁶ 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.

15 What are the push and pull factors in this example? (Push factor: afraid of punishment from the government. Pull factor: freedom to decide what to do and say.)

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 promised to someone that she or he will receive something or that something will be done.
4. The librarian guaranteed that the book I put on hold will be available in two days.
5. Have you ever been guaranteed something? Have you ever been promised that you would receive something or that something would be done? Use the word *guaranteed* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ guaranteed that . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some sentences. If my sentence is an example of someone who guaranteed something, say “[Name of person] guaranteed it.” If my sentence is not an example of someone who guaranteed something, say, “[Name of person] did not guarantee it.”

1. Ms. Schmidt announced that the Spring Fair will be held on May 4th, rain or shine. (Ms. Schmidt guaranteed it.)
2. Marie’s mother promised to take her to get ice cream on Saturday, after her doctor’s visit. (Marie’s mother guaranteed it.)
3. The clerk at Ellis Island could not promise everyone that they could enter the U.S. (The clerk did not guarantee it.)
4. Lin Wen’s father wrote to his family in China and said that he was not sure if he could find gold in California after all. (Lin Wen’s father did not guarantee it.)
5. The U.S. government promised to sell the homestead for eighteen dollars, after Lars and Karin had worked on it for five years. (The U.S. government guaranteed it.)
6. The Bill of Rights gives the people the freedom of speech that no one can take away. (The Bill of Rights guaranteed it.)



Complete Remainder of the Lesson Later in the Day



Immigration and Citizenship

10_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Definition Detective: Run

Note: You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *run* in this sentence, “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.”
2. With your partner, think of as many meanings or ways you can use the word *run*.
3. [Show Poster 5M (Run).] Which picture on the poster shows the way *run* is used in the read-aloud?
4. *Run* also means other things. *Run* means to move quickly by using your legs. Which picture shows this meaning of *run*?
5. *Run* also means to operate a machine. For example to run the vacuum cleaner. Which picture shows this meaning of *run*?
6. *Run* also means to flow. Which picture shows this meaning of *run*?
7. Did you or your partner think of any of these definitions?

8. Now quiz your partner on the different meanings of *run*. For example you could say, “The streams run through the field. Which *run* am I?” And your partner should say, “That’s number ‘3.’”

**Song: “The Star-Spangled Banner”
(Instructional Master 10B-1)**

15 minutes

- 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.

Letter to the President (Instructional Master 10B-2)

20 minutes

- Remind students that they have written a friendly letter in a previous lesson. [You may wish to read the letter from Lesson 7 out loud to students.]
- Give students Instructional Master 10B-2 (or 7B-2). Tell students that today they will write a friendly letter to the President of the United States (or to the principal of the school).
- Before students begin writing their letters, review the five parts of a friendly letter. Then, ask them to identify the five parts of a friendly letter: date, greeting/salutation, body, closing, and signature.
- Once students finish writing their letters, have them read their writing out loud to a partner to catch any mistakes or to see if there is anything they would change in their letters. [Remember to rephrase students' responses and suggestions whenever necessary to include domain vocabulary.]



Domain Review

DR

Note to Teacher

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

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

Image Review

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

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.

E Pluribus Unum Puzzle

Note: If students have not put together their puzzle, have them do so at this time. Refer to the directions in the Pausing Point.

Have students present their puzzles in small groups. Encourage students to ask each other questions about what is written on their puzzles. Encourage students to compare and contrast each other’s puzzles.

Push and Pull Factors Charts

Materials: Push Factors Chart; Pull Factors Chart

Review the entries on the charts to refresh students' memory of the push and pull factors that resulted in immigrants coming to the United States.

Rights and Responsibilities T-Chart

Materials: Rights and Responsibilities T-Chart

Review the entries on this chart to review the rights and responsibilities of U.S. citizens.

Immigration Fill-In

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

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.

Riddles for Core Content

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)



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 I will 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. **Mosaic:** A mosaic is a design made from many small tiles, stones, or other objects that are placed together to form a pattern or a picture. (smiling face)
2. **Immigrant:** An immigrant is a person who goes to another country for a vacation. (frowning face)
3. **Coast:** The coast is an area along or near the ocean. (smiling face)
4. **Ellis Island:** In the past, immigrants from Europe entered the U.S. through Ellis Island in New York Harbor. (smiling face)
5. **Angel Island:** Today, immigrants from all over the world enter the U.S. through Angel Island. (frowning face)
6. **Citizen:** A citizen is someone who is treated unfairly by the government and has his or her rights taken away. (frowning face)

7. **Homestead:** A homestead is land that someone settles on to live and farm. (smiling face)
8. **Rights:** Rights are freedoms belonging to a person that the government cannot, and should not, take away. (smiling face)
9. **Descendants:** Descendants are people who lived many, many years ago. (frowning face)
10. **U.S. Constitution:** The U.S. Constitution states the laws of the country and explains how the U.S. government works. (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. **Responsibility:** A responsibility is a job or duty you are expected to do. (smiling face)
12. **Opportunity:** An opportunity is a chance or possibility to do something. (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:** If somebody guaranteed something to you, he or she promised you that you will get it. (smiling face)
15. **Exhausting:** You will feel refreshed and full of energy after doing work that is exhausting. (frowning face)

10 Part II (Instructional Master DA-2)

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. What 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 picture 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 on the East Coast in the New York Harbor that immigrants first needed to pass through before entering the United States?

- 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 on the West Coast near San Francisco that immigrants first needed to pass through before entering the United States?
- 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)

Directions: Let’s read each question together. Think about the answer to the question. Write one or two sentences to answer each question.

Note: You may need to have some students respond orally if they are not able to respond in writing.

1. What does *e pluribus unum* mean?
2. Why is *e pluribus unum* the motto for the United States?
3. Why do some people leave their home countries?
4. Why do immigrants come to the United States?
5. Name one right and one responsibility of a U.S. citizen.



Culminating Activities



Note to Teacher

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.

Remediation

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

Enrichment

Guest Speaker

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

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"

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

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

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.

Exploring Mosaics

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

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

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

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

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

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

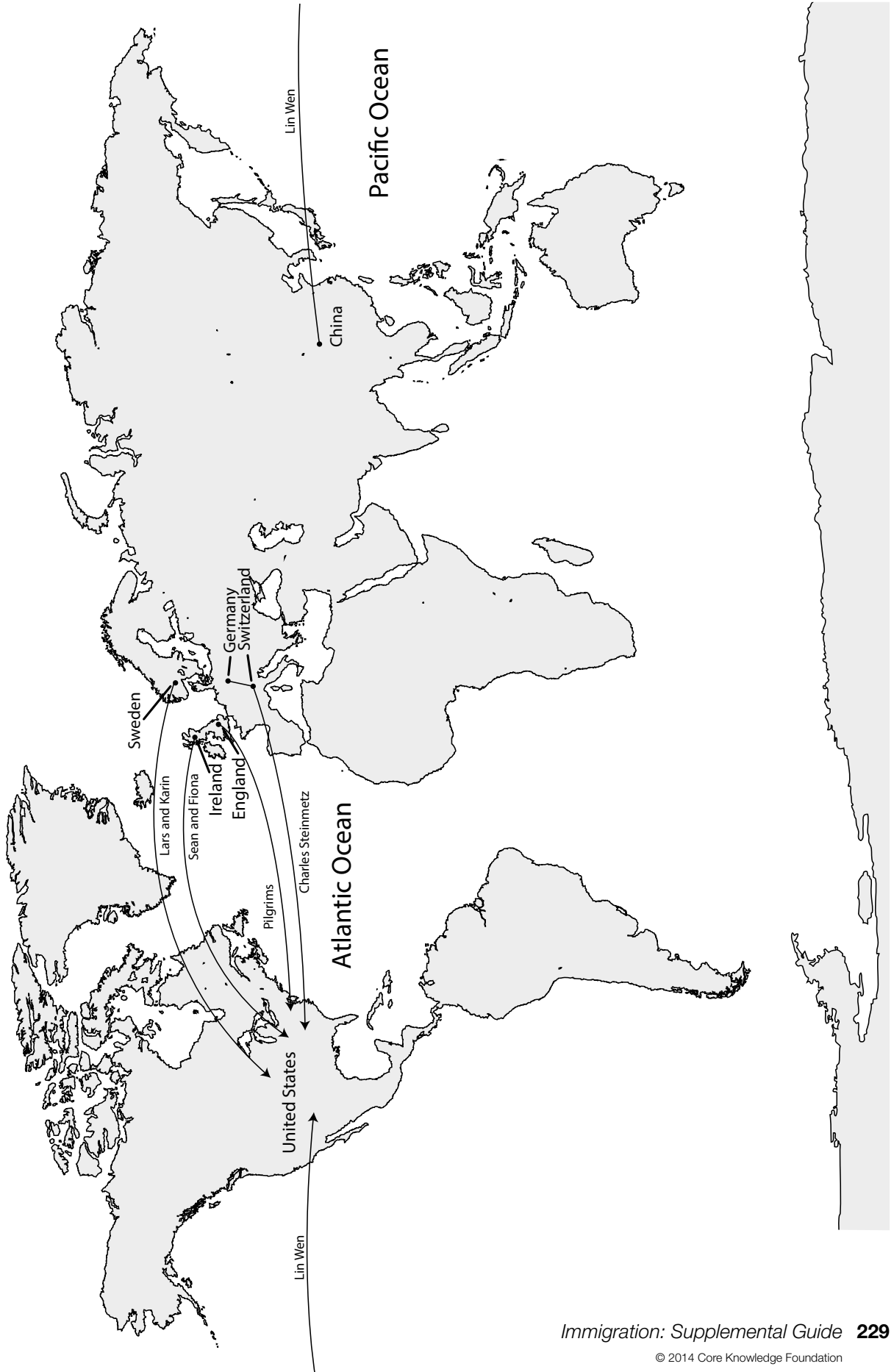
- The day I became a naturalized citizen . . .
- To be a citizen means . . .
- The United States is a “land of opportunity” because . . .

For Teacher Reference Only:

Instructional Masters for
Immigration





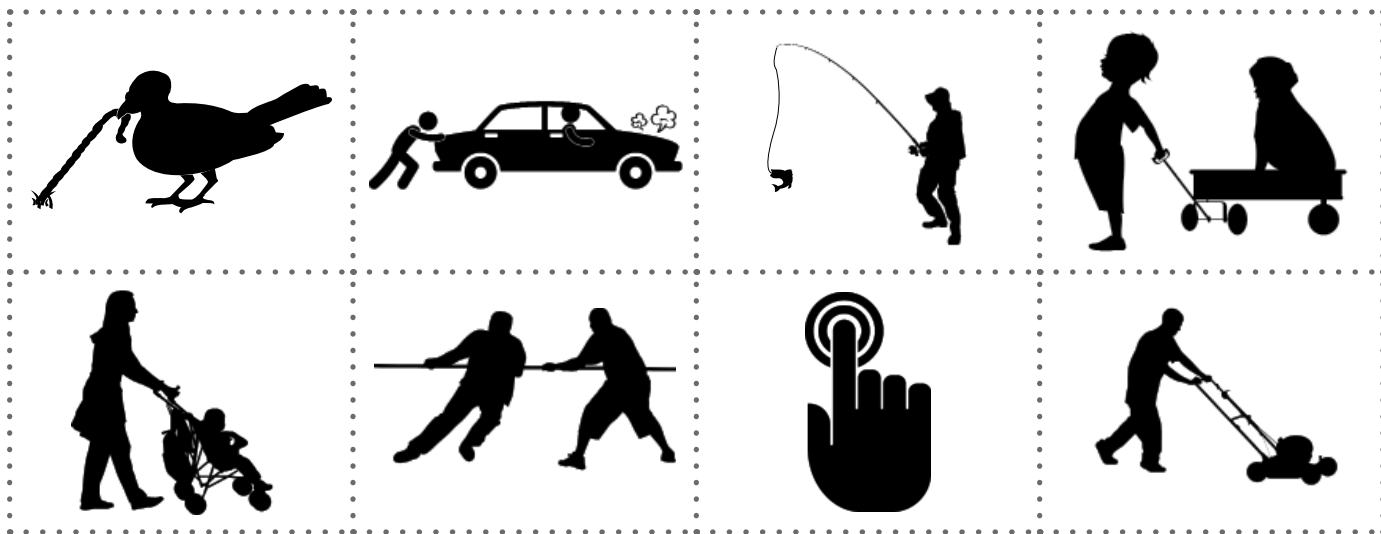




Push



Pull





Push Factors

Directions: Cut out the factor strips on Instructional Master 1B-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 on the correct chart. Glue or tape the factor strip in place.

Pull Factors



Directions: Cut out the factor strips on Instructional Master 1B-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 on the correct chart. Glue or tape the factor strip in place.

The Pilgrims wanted to be free to practice their own religion.



The King of England forced everyone to practice his religion.



Charles Steinmetz was going to be put into jail because of his writings about Germany.



Charles Steinmetz wanted to find work and have a better life.



The potato crop in Ireland died. Many people were starving.



Sean and Fiona had enough to eat in America.



Lin Wen and his father came to America to find the "Gold Mountain."



Many Chinese were very poor in China.



It was very hard for Lars and Karin to own land and make a living in Sweden.



Lars and Karin could own land and have their own farm in America.



The Pilgrims wanted to be free to practice their own religion.



Pull

The King of England forced everyone to practice his religion.



Push

Charles Steinmetz was going to be put into jail because of his writings about Germany.



Push

Charles Steinmetz wanted to find work and have a better life.



Pull

The potato crop in Ireland died. Many people were starving.



Push

Sean and Fiona had enough to eat in America.



Pull

Lin Wen and his father came to America to find the "Gold Mountain."



Pull

Many Chinese were very poor in China.



Push

It was very hard for Lars and Karin to own land and make a living in Sweden.



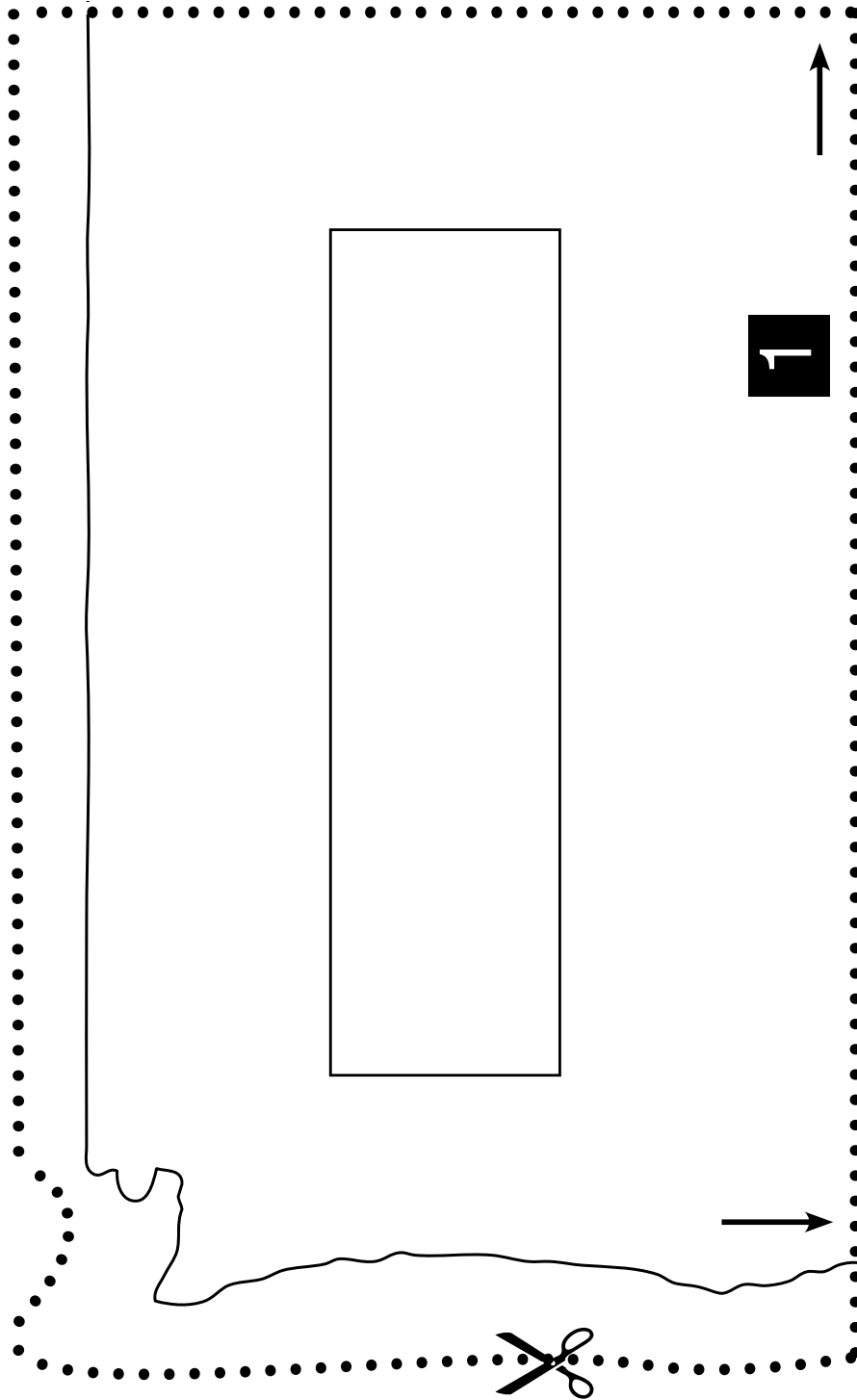
Push

Lars and Karin could own land and have their own farm in America.



Pull







Dear Family Member,

Your child will begin learning about the history of immigration in the United States from the mid-1800s to the early 1900s. S/he will learn about some of the groups that immigrated from Europe and Asia to America during that time. Your child will learn about some of the various reasons why people left their home countries to make their homes in a new country. Your child will also learn the national motto, *e pluribus unum* (EE PLOOR-ih-bus OO-num), which means “out of many, one.”

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about immigration in class.

1. Around the World

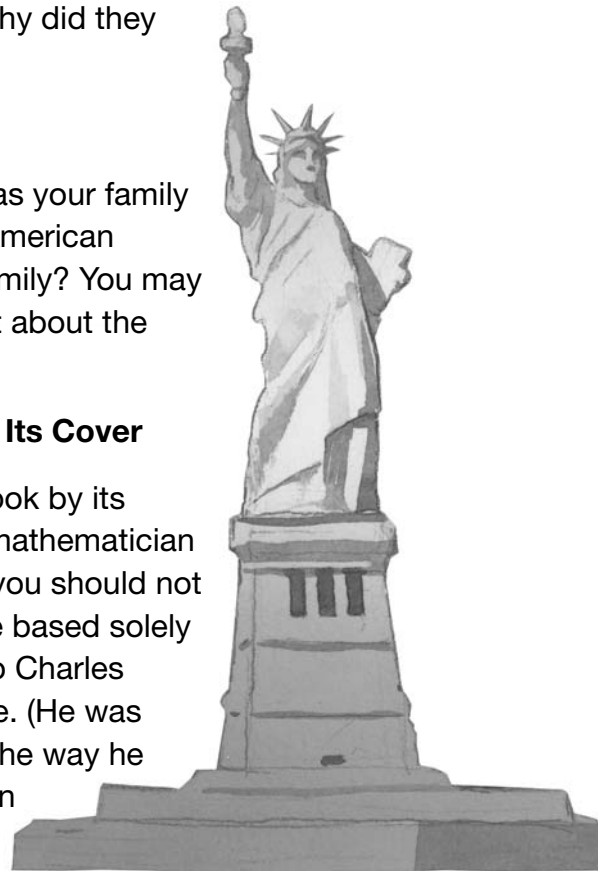
Help your child locate and label the seven continents on the activity page: Africa, Europe, Asia, North America, South America, Antarctica, and Australia. Tell your child whether you have family members living on different continents. Share with your child your family’s immigration history. When did your family first come to the United States? Which country did they emigrate from (or leave)? Why did they immigrate to the U.S.?

2. Statue of Liberty

Talk with your child about this famous statue. Has your family ever gone to visit the Statue of Liberty? Does this American symbol mean something special to you and your family? You may wish to choose a storybook from the trade book list about the Statue of Liberty to read to your child.

3. Sayings and Phrases: Don’t Judge a Book by Its Cover

Your child will learn the saying “Don’t judge a book by its cover” in a lesson about a German immigrant and mathematician named Charles Steinmetz. This saying means that you should not decide the value or worth of something or someone based solely on appearance. Have your child share with you who Charles Steinmetz was and how this saying relates to his life. (He was about to be turned away at Ellis Island because of the way he looked.) Talk with your child about other situations in which you can use this saying.



4. 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. I have included a list of books related to immigration.

Be sure to let your child know how much you enjoy hearing what s/he has learned at school.

Recommended Resources for Immigration

Trade Book List

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







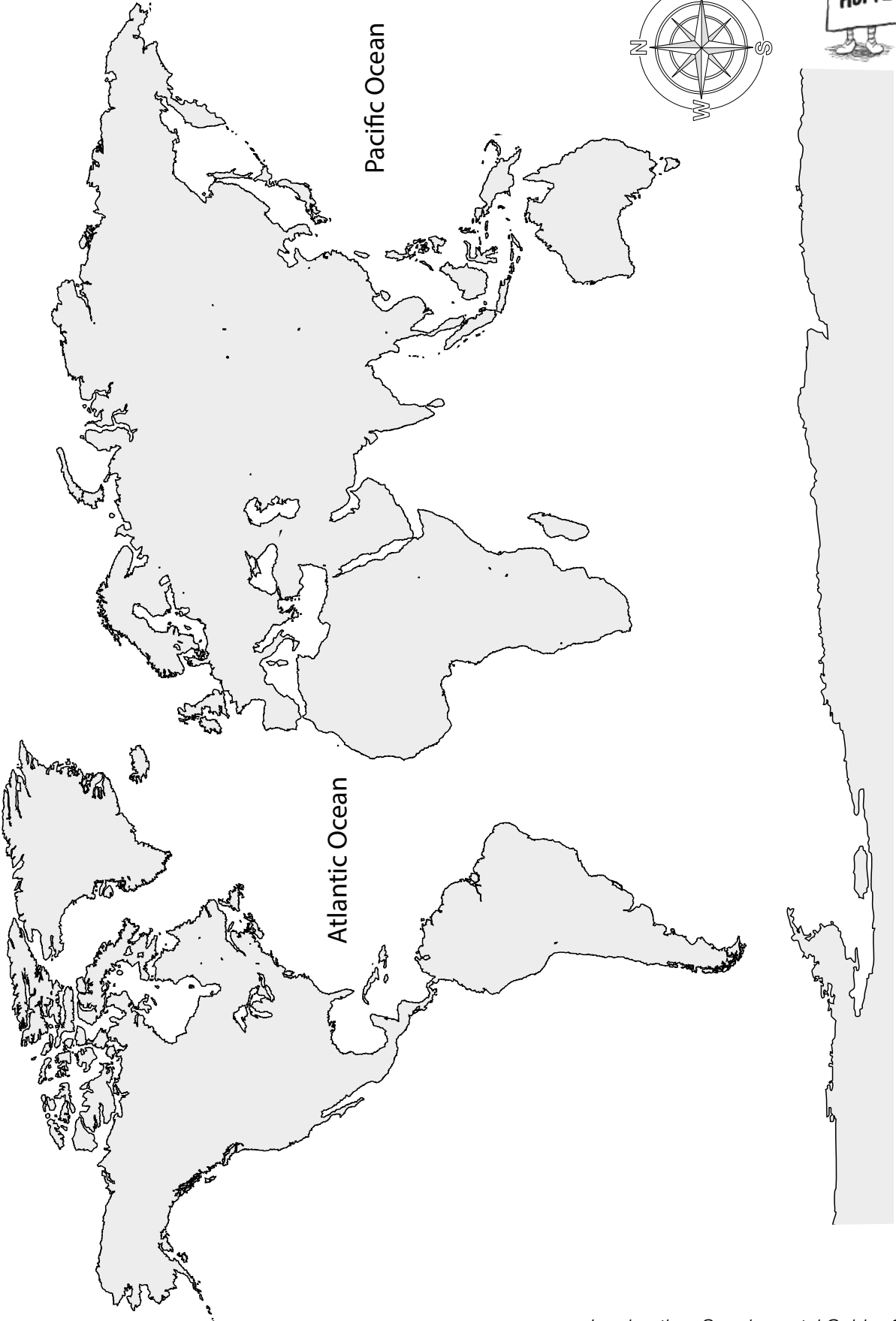
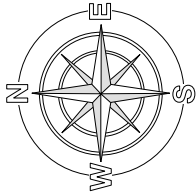
Vocabulary List for Immigration (Part 1)

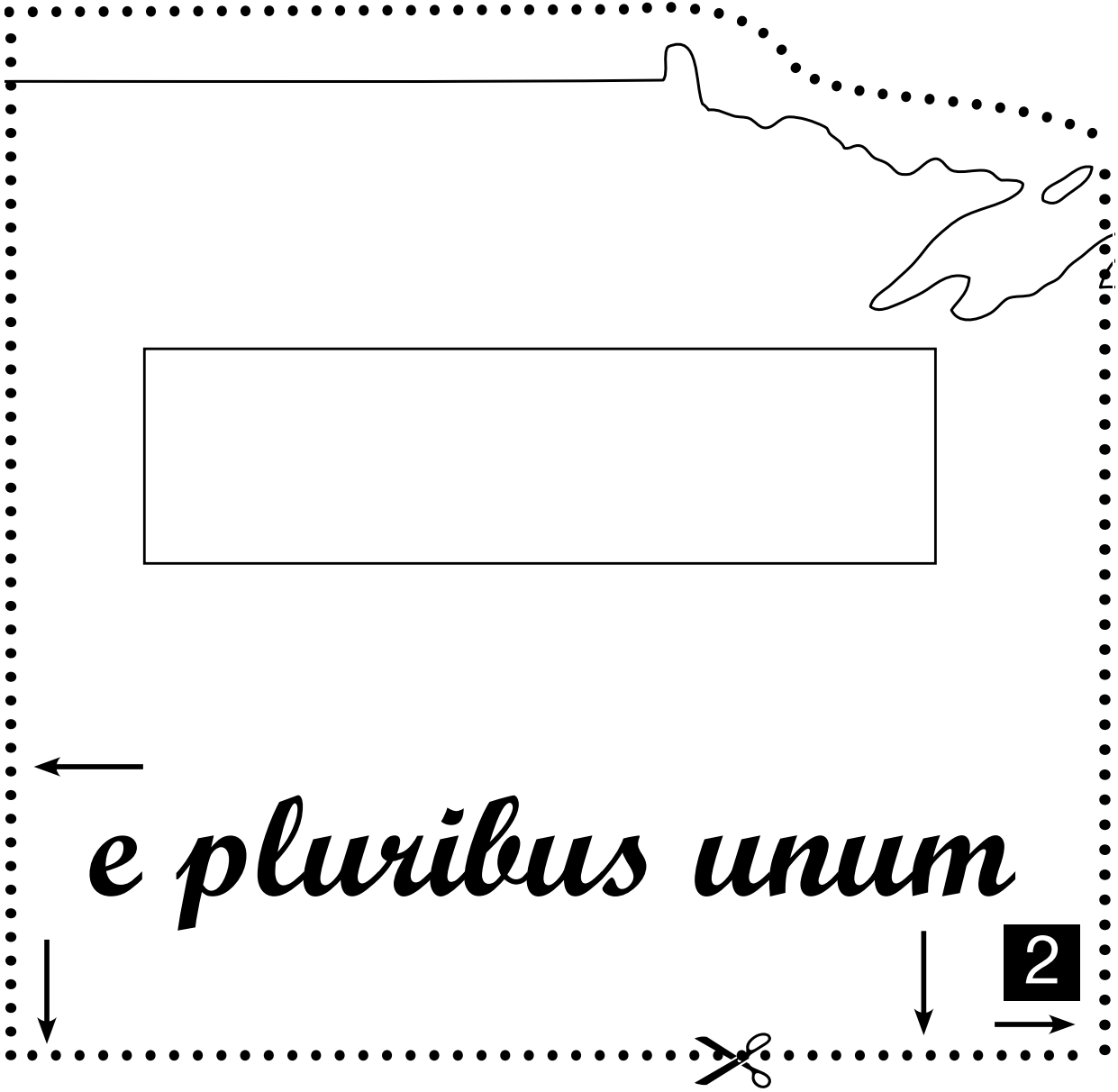
This list includes many important words your child will learn about in *Immigration*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ancestors
- freedom
- immigrants
- push and pull factors
- liberty
- opportunity
- ethnic
- traditional
- afford
- emigrated
- exhausting
- responsibilities

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

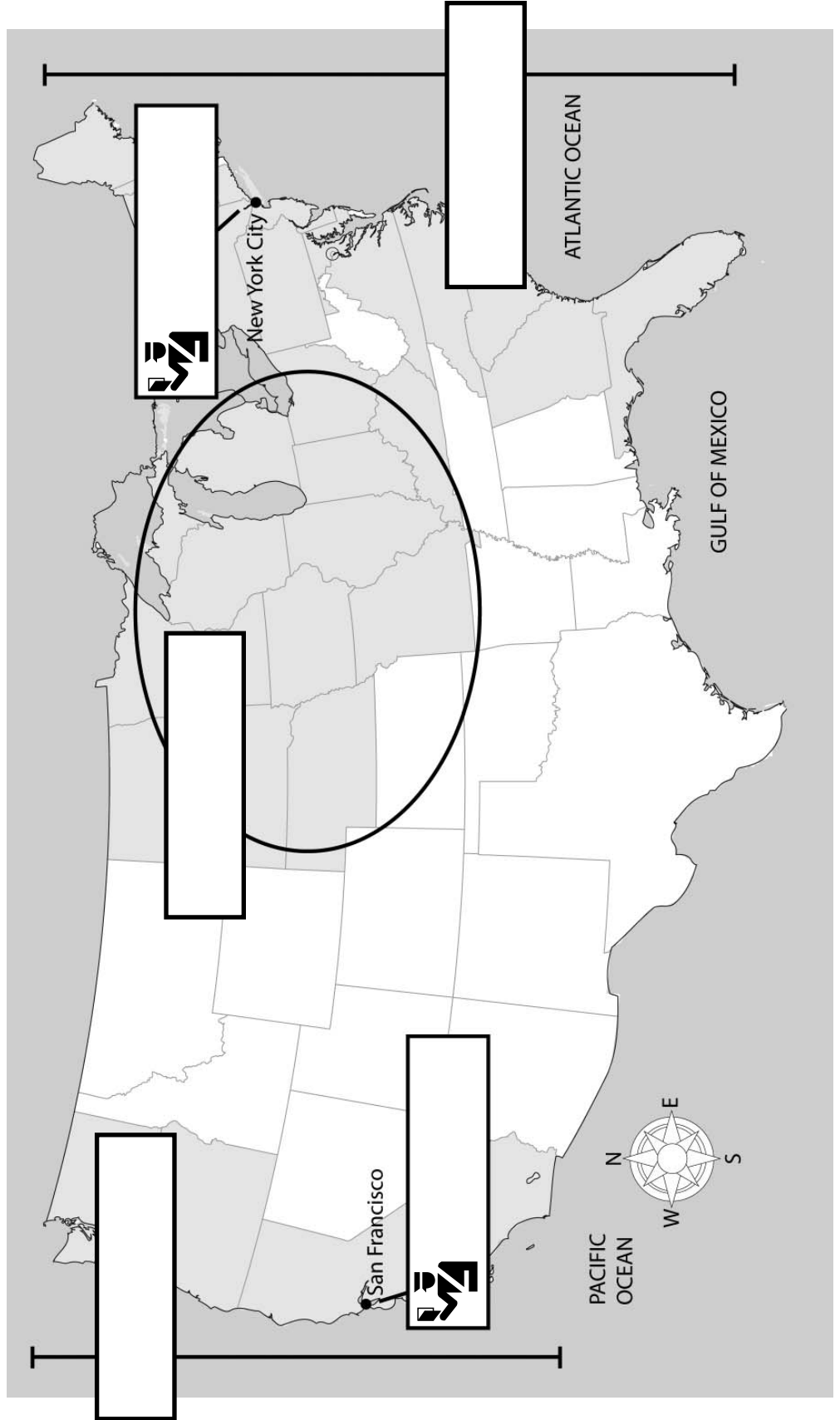
	Draw it
	Use it in a sentence
	Find one or two examples
	Tell a friend about it
	Act it out
	Make up a song using it



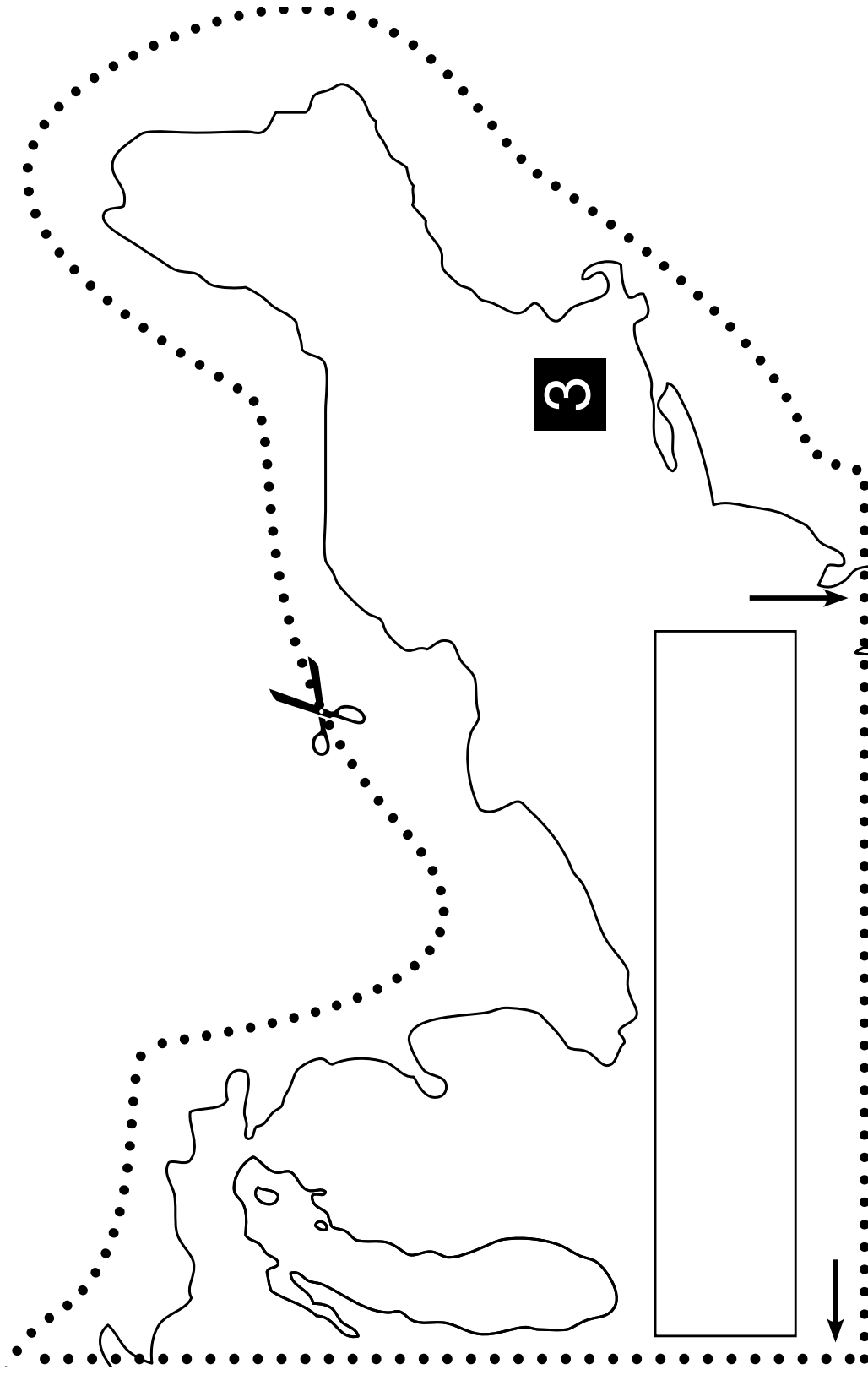


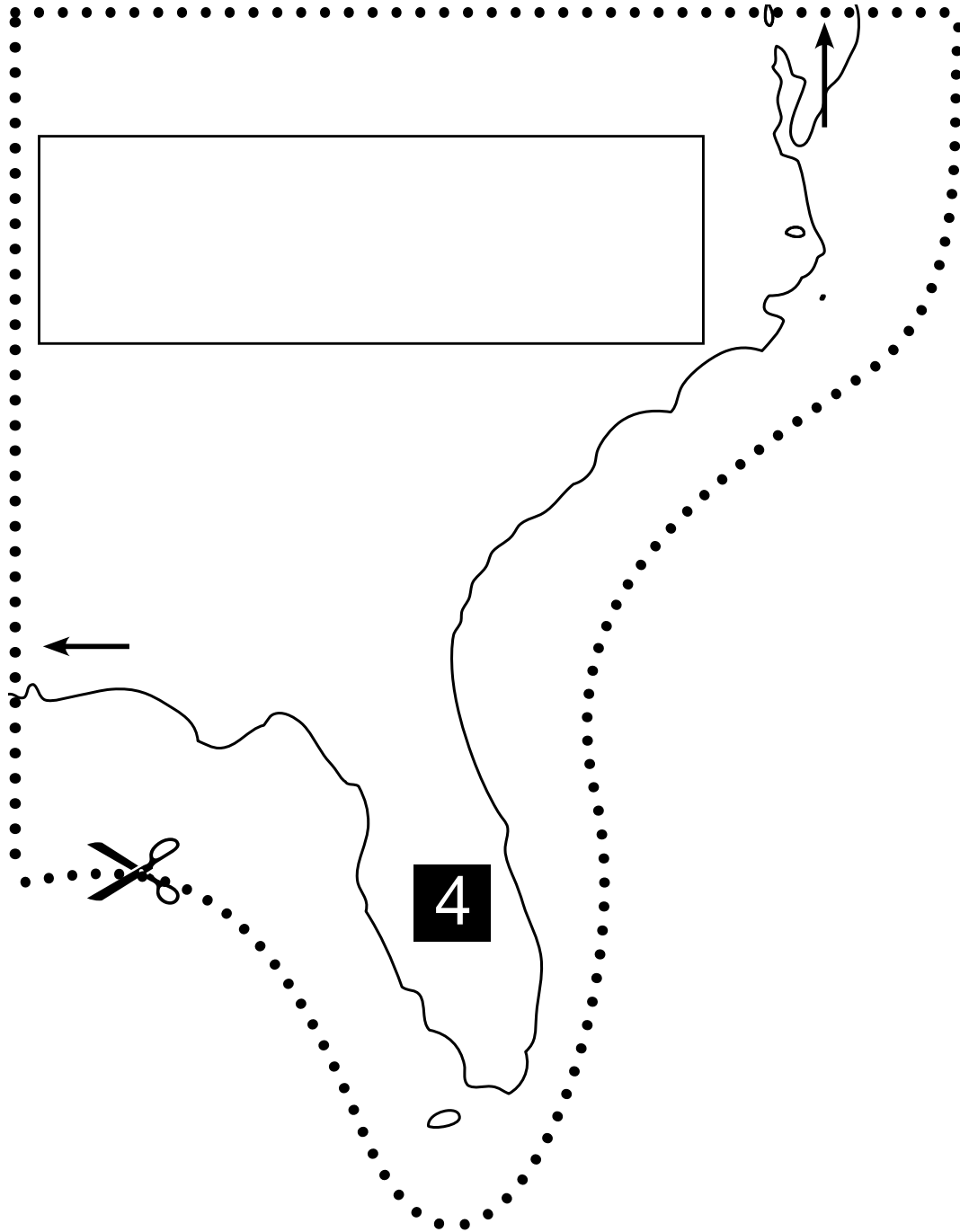
Directions: Place these names in the correct place on the map. Note: Three are names for big areas of land. Two are names for specific places.

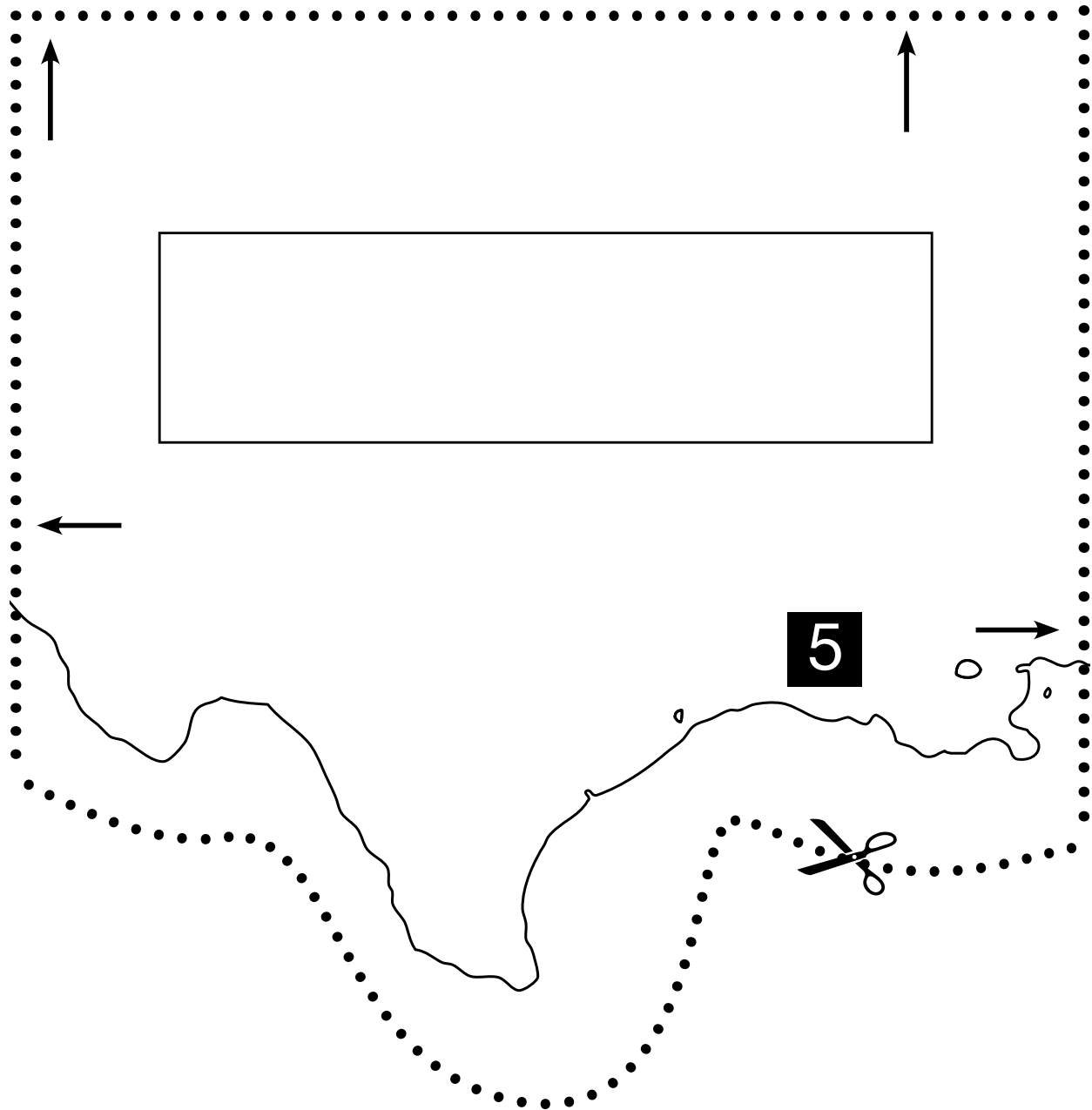
- | | | |
|--------------|--------------|---------|
| East Coast | Angel Island | Midwest |
| Ellis Island | West Coast | |



**Why do immigrants
choose to live in
big cities?**

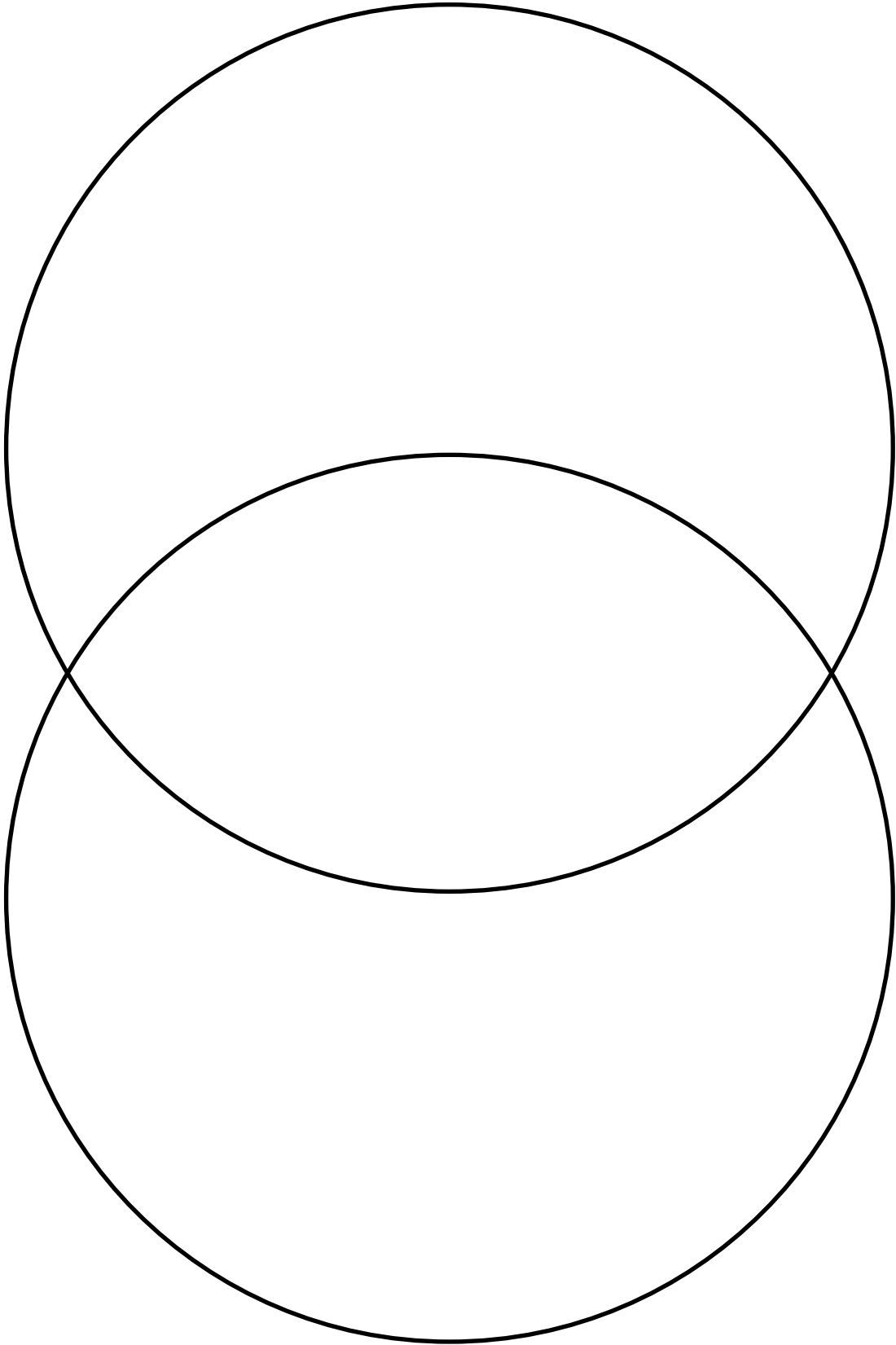


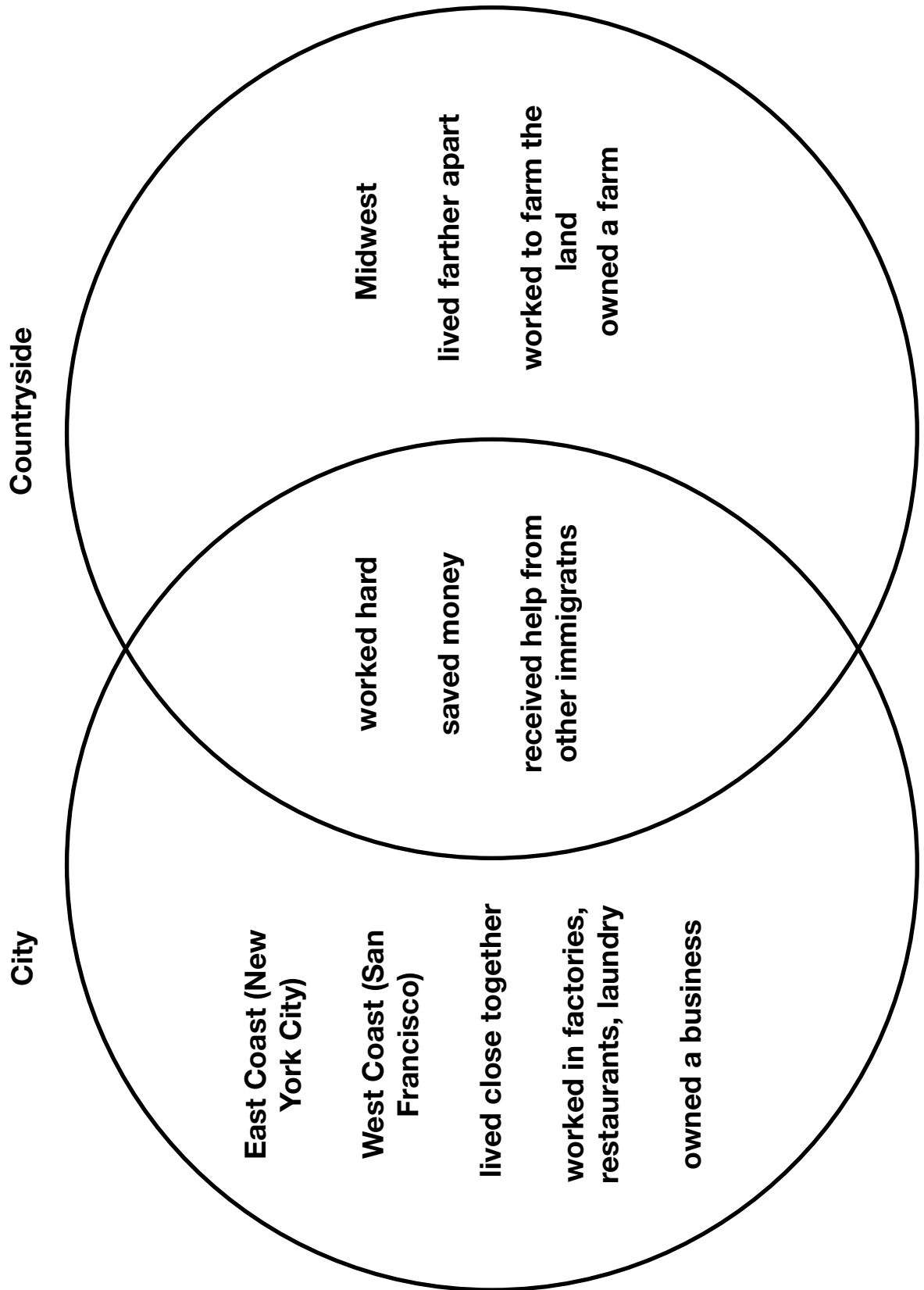


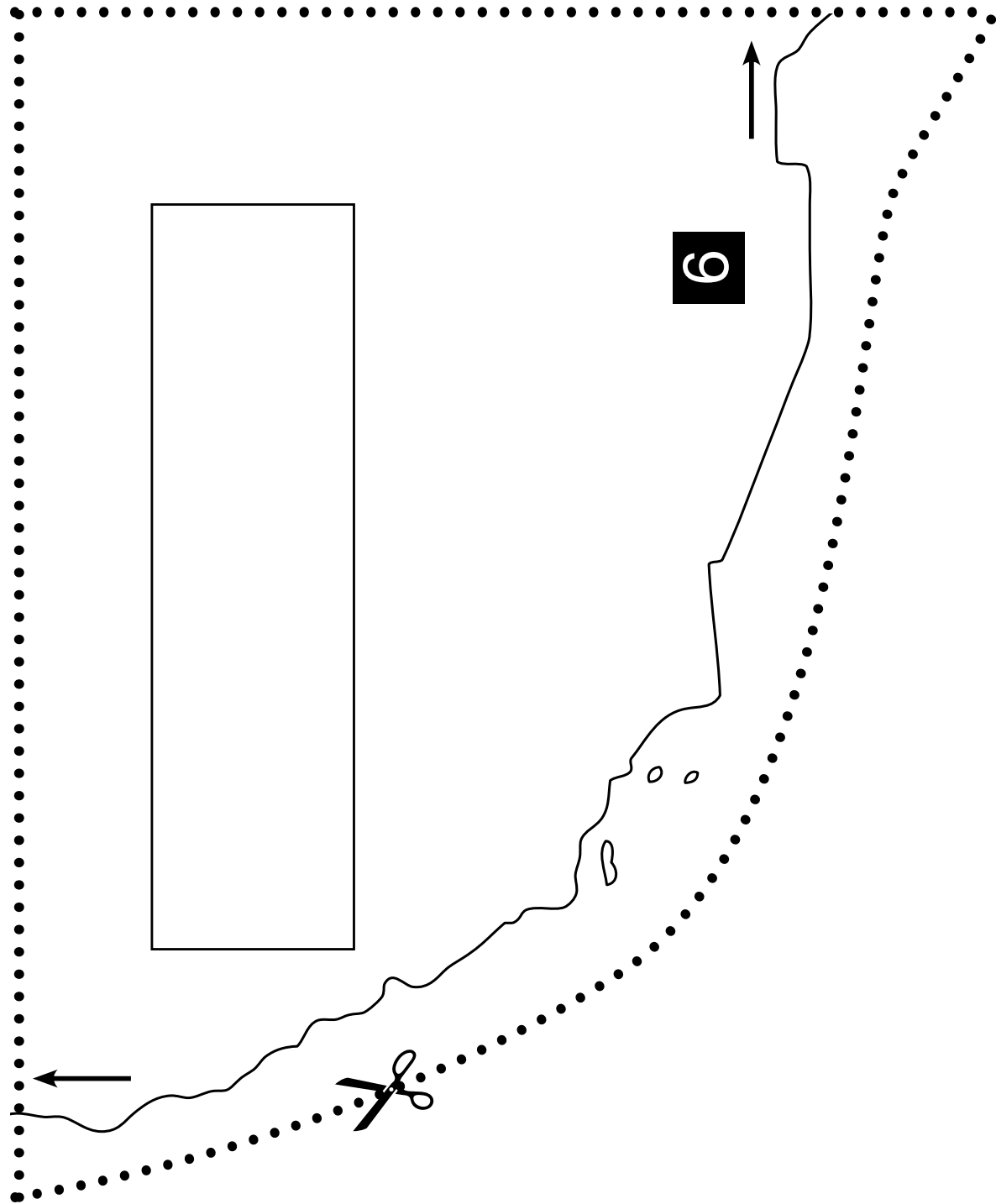


Countryside

City







Directions: Draw a line from each sentence to either "Push Factor" or "Pull Factor."

King James did not allow the people in his kingdom to practice their own religion.

Marie's father was able to find a job in America.

Lin Wen heard about the "Gold Mountain" and wanted to find it.

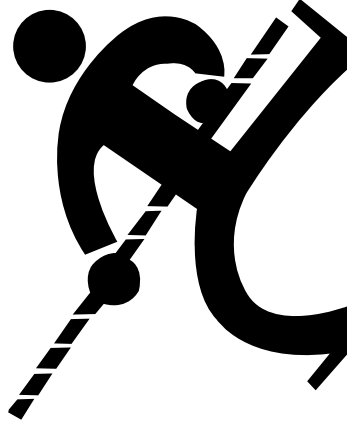
Charles Steinmetz was going to be put in jail by the German government.

Many Irish were starving because of the potato blight.

Lars and Karin could own their own land in the Midwest.



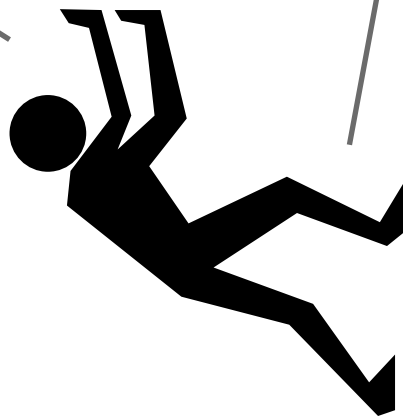
Push Factor



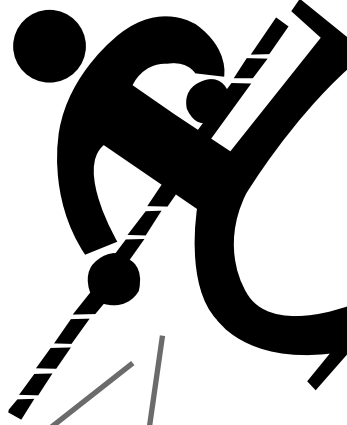
Pull Factor

Directions: Draw a line from each sentence to either "Push Factor" or "Pull Factor."

- King James did not allow the people in his kingdom to practice their own religion.
- Marie's father was able to find a job in America.
- Lin Wen heard about the "Gold Mountain" and wanted to find it.
- Charles Steinmetz was going to be put in jail by the German government.
- Many Irish were starving because of the potato blight.
- Lars and Karin could own their own land in the Midwest.



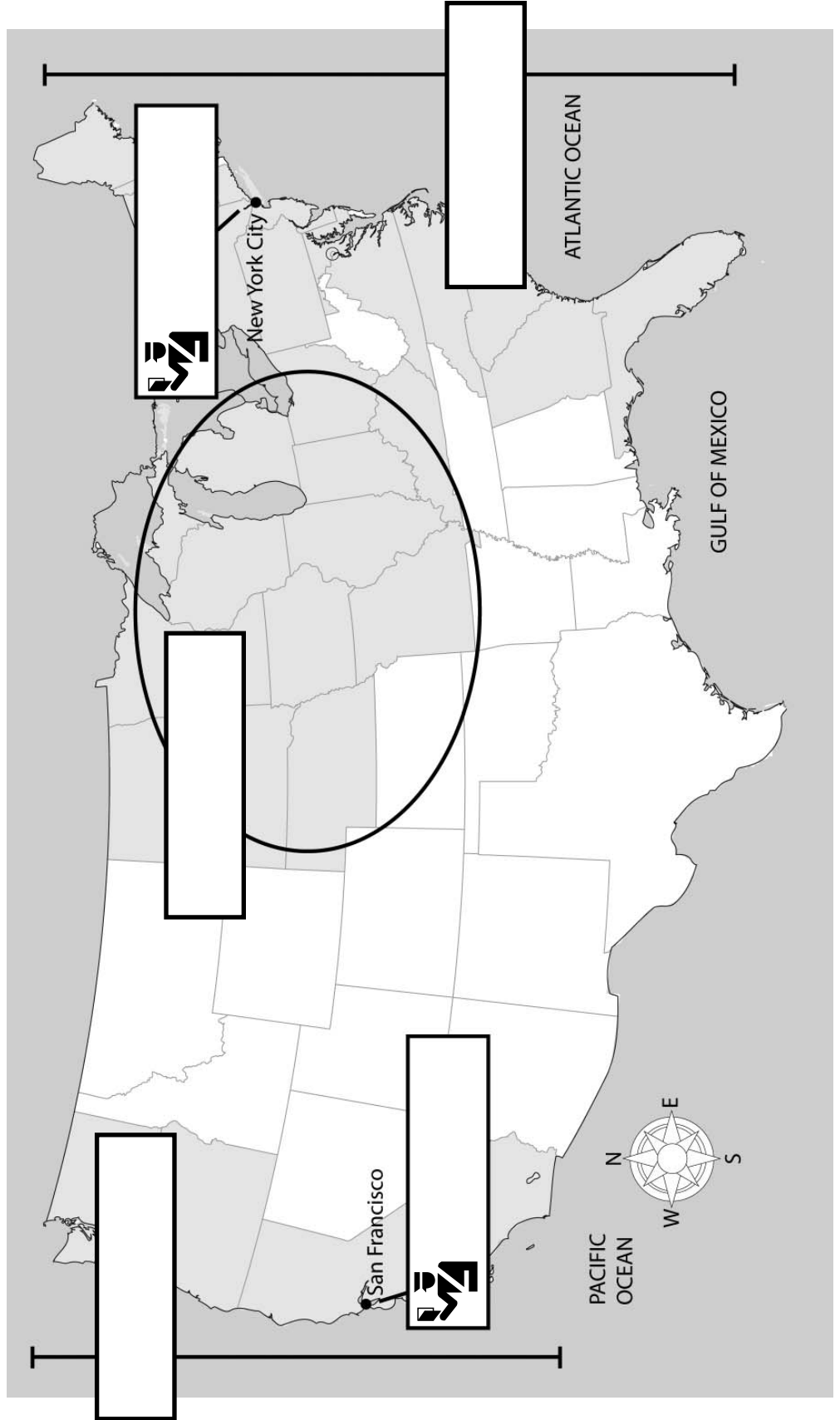
Push Factor



Pull Factor

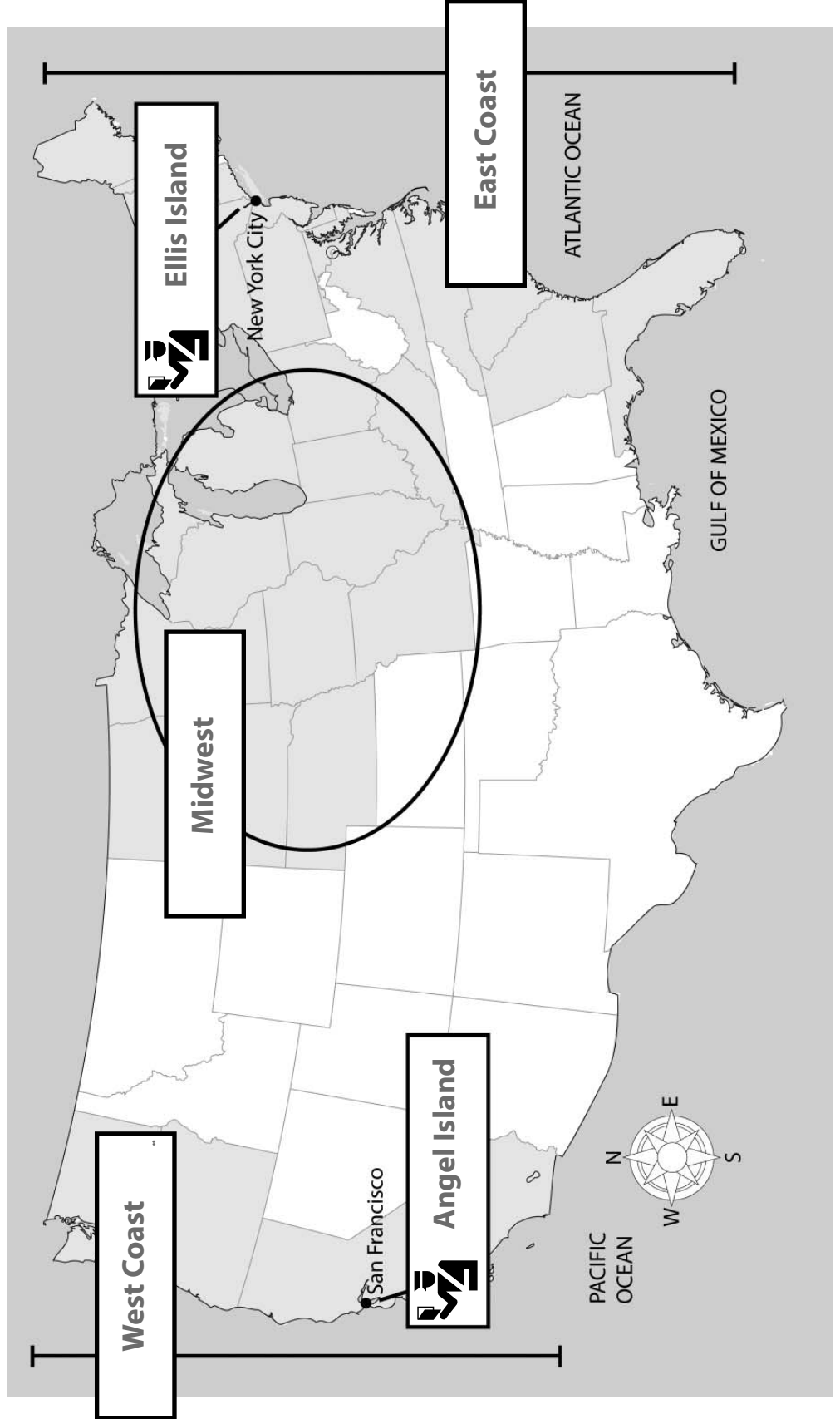
Directions: Place these names in the correct place on the map. Note: Three are names for big areas of land. Two are names for specific places.

- | | | |
|--------------|--------------|---------|
| East Coast | Angel Island | Midwest |
| Ellis Island | West Coast | |



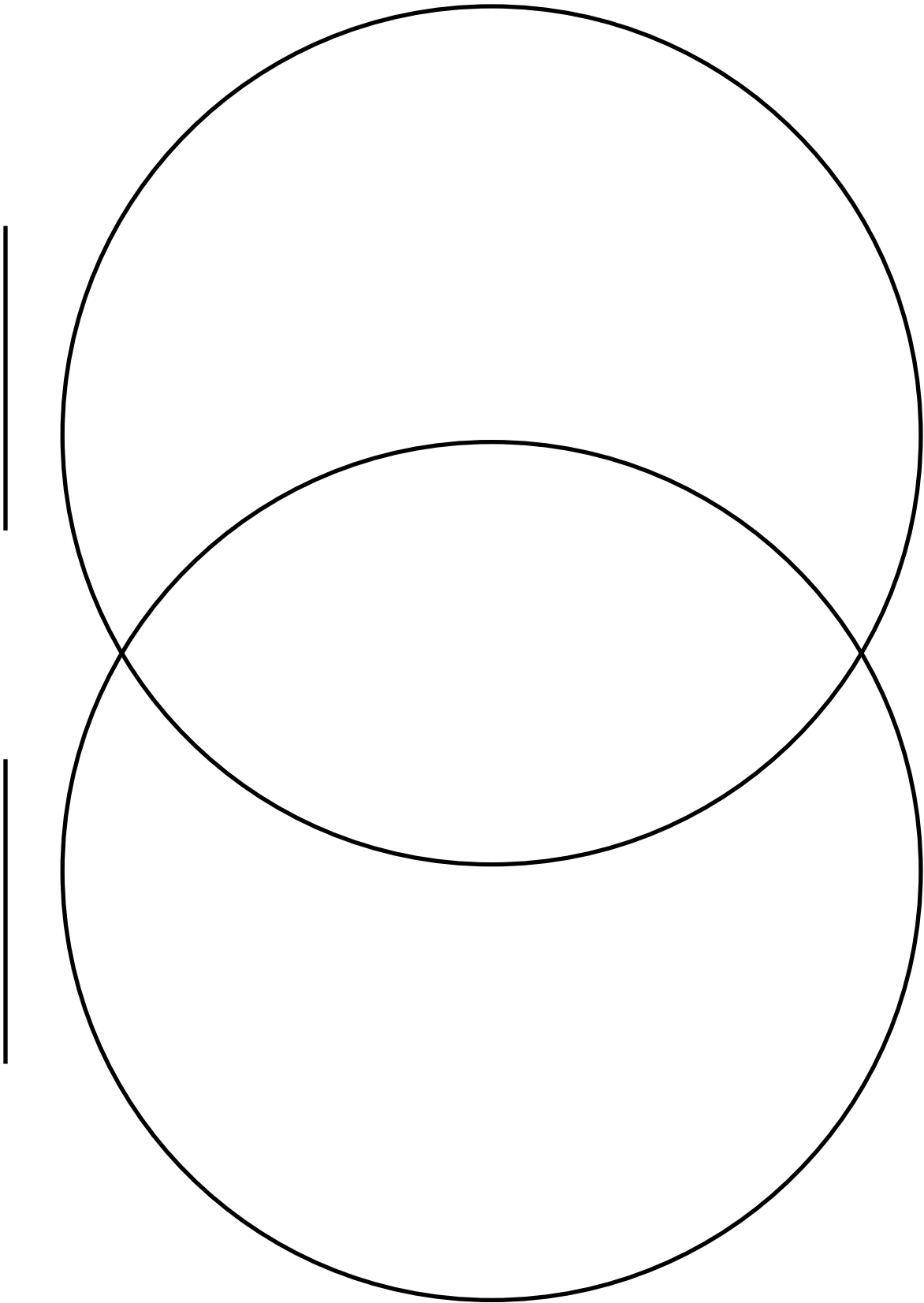
Directions: Place these names in the correct place on the map. Note: Three are names for big areas of land. Two are names for specific places.

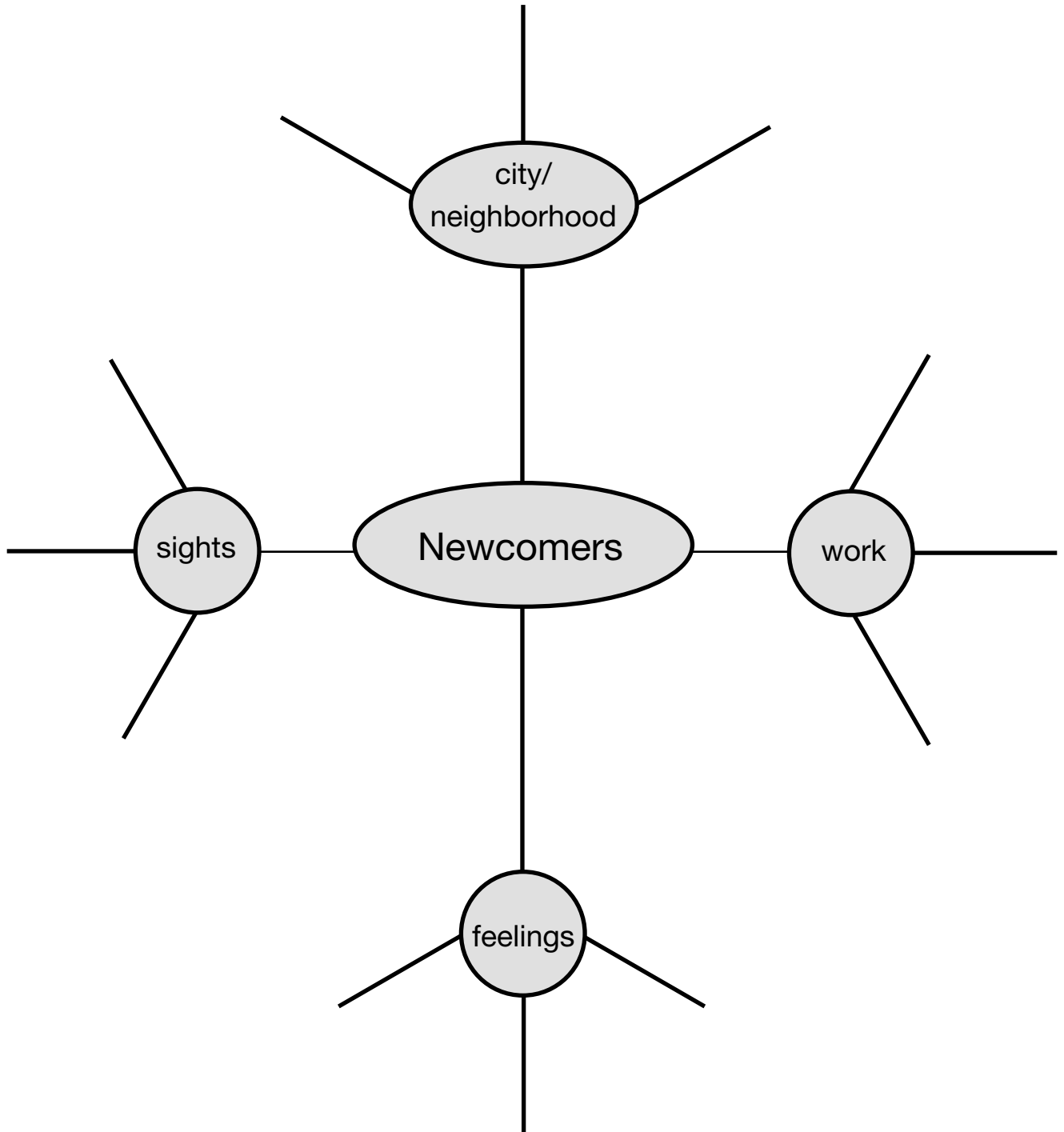
- | | | |
|--------------|--------------|---------|
| East Coast | Angel Island | Midwest |
| Ellis Island | West Coast | |



Directions: Think about what you have heard in the read-aloud, and then fill in the chart using words or sentences.

<p>Somebody</p>	
<p>Wanted</p>	
<p>But</p>	
<p>So</p>	
<p>Then</p>	





Name _____

1. Date

_____, _____
(Month) (Day) (Year)

2. Salutation Dear _____,

3. Body

4. Closing Your Friend,

5. Signature



Dear Family Member,

Your child will begin learning about citizenship in the United States and what it means to be a citizen. S/he will learn that a citizen has rights and also responsibilities that go along with those rights. Your child will learn 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.

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 Land of the Free: What I Appreciate About America . . .**

Invite your child to think about what s/he appreciates about living in America. Your child may also wish to ask other family members what they appreciate about living in America. Then, have your child write down what s/he, as well as others, are thankful for on the stripes of the U.S. flag.

2. **The U.S. Constitution and the Father of the Constitution: James Madison**

Have your child share with you what s/he has learned about the Constitution, the highest law of the United States. Have your child tell you why this document is so important to the United States. Ask your child what role Madison had in creating the Constitution and the Bill of Rights.

3. **Song: “This Land Is Your Land”**

Your child will learn this song. Ask your child to teach you how to sing this song and explain what the words in this song mean.

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,

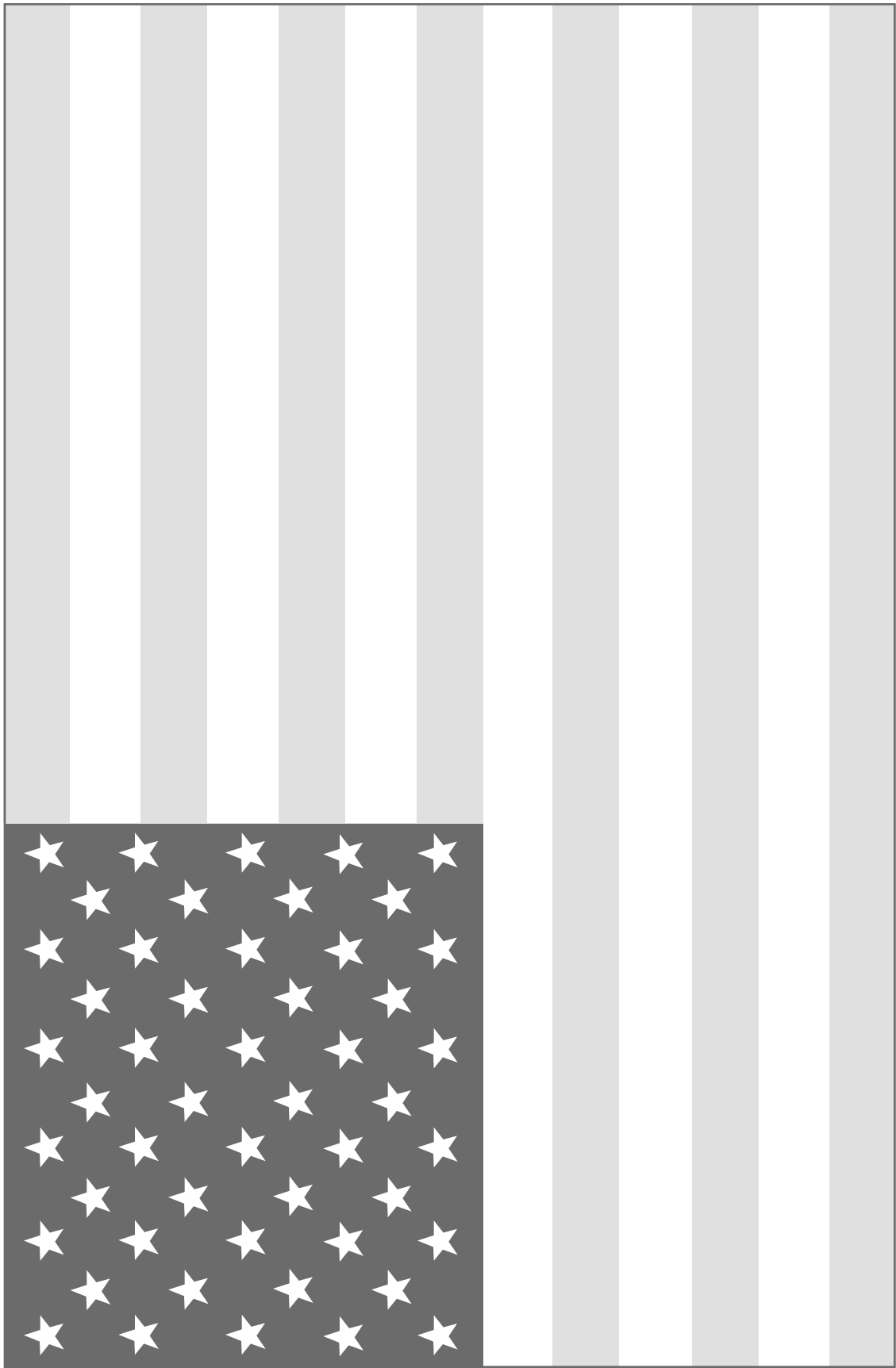
This land was made for you and me.



4. **Read Aloud Each Day**

Please continue to set aside time to read to your child and also time to listen to your child read to you.

Be sure to let your child know how much you enjoy hearing what s/he has learned at school.





Vocabulary List for Immigration (Part 2)

This list includes many important words your child will learn about in *Immigration*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

descendants

settlers

citizen

rights

amendments



the Bill of Rights

the Constitution

disagreements

guaranteed

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Use it in a sentence
	Find one or two examples
	Tell a friend about it
	Act it out
	Make up a song using it

How to become a U.S. citizen

Or you must:

How to become a U.S. citizen

Or you must:

How to become a U.S. citizen

born in the U.S. or both parents are U.S. citizens

Or you must:

be at least eighteen years old

have lived in the United States for at least five years

learn about U.S. history

know about the U.S. Constitution and how the U.S. government works

take a test

attend a ceremony and take an oath to be loyal to the U.S.

How to become a U.S. citizen

born in the U.S. or both parents are U.S. citizens

Or you must:

be at least eighteen years old

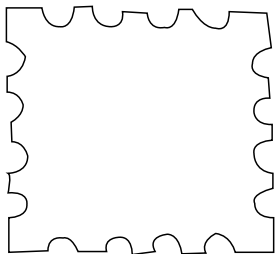
have lived in the United States for at least five years

learn about U.S. history

know about the U.S. Constitution and how the U.S. government works

take a test

attend a ceremony and take an oath to be loyal to the U.S.



(Name of city)

Send to:

(Name of friend)

(Country)

Dear _____,

Your Friend,

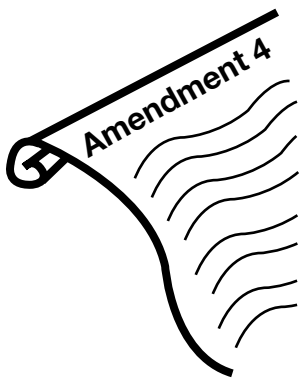
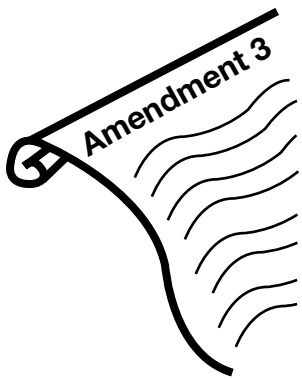
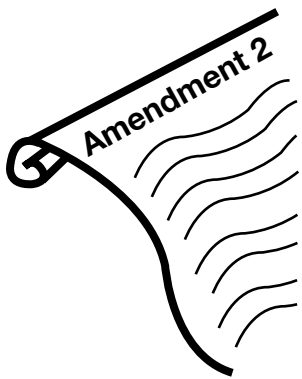
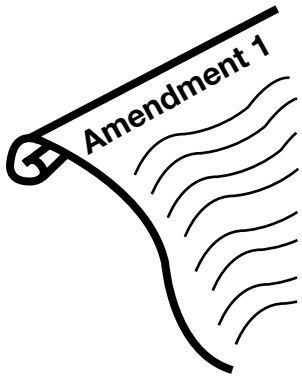
Rights

Responsibilities

<i>Rights</i>	<i>Responsibilities</i>

<i>Rights</i>	<i>Responsibilities</i>
freedom of speech	follow the laws
freedom of religion	speak up if you feel a law does not agree with the Constitution
vote for government leaders	vote for leaders
vote for laws	vote for laws
have a fair trial	pay taxes

We the People of _____





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

23

S
A

flag was still there. Oh, say does that — Star - Span - gled Ban - ner — yet —

T
B

23

23

28

S
A

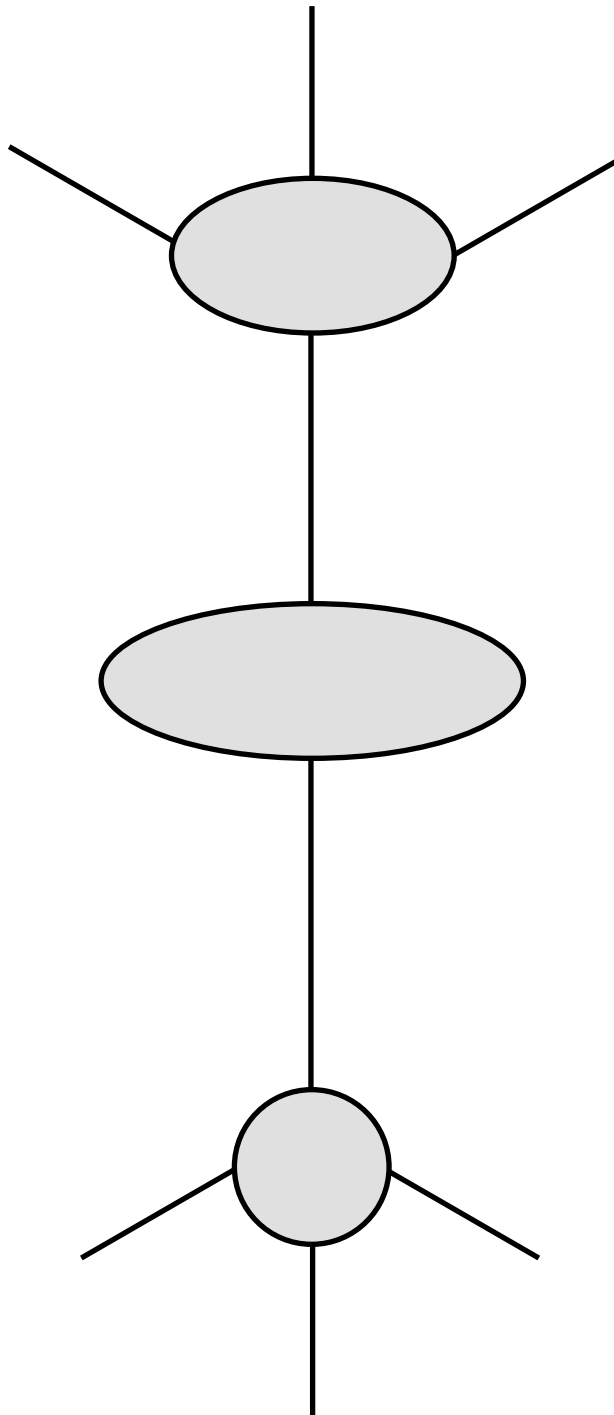
wave, — O'er the land — of the free and the home of the brave!

T
B

28

28

Name _____



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.

































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 picture 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 New York 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 one or two sentences to answer each.

1. What does *e pluribus unum* mean?

2. Why is *e pluribus unum* the motto for the United States?

3. Why do some people leave their home countries?

4. Why do immigrants come to the United States?

5. Name one right and one responsibility of a U.S. citizen.

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

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in *Bringing Words to Life* (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

EXPERT REVIEWER

Wilfred McClay

WRITERS

Matthew M. Davis, James Weiss, Core Knowledge Staff

ILLUSTRATORS AND IMAGE SOURCES

Cover: Steve Morrison; Title Page: Steve Morrison; Domain Icon: Shutterstock; Take Home icon: Core Knowledge Staff; 1A-1: Shutterstock; 1A-2: Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-30546; 1A-3: Scott Hammond; 1A-4: Shutterstock; 1A-5: Shari Griffiths; 1A-6: Shutterstock; 1A-7: Shutterstock; 1A-8: Shutterstock; 1A-9: Shutterstock; 2A-1: Kristin Kwan; 2A-2: Kristin Kwan; 2A-3: Kristin Kwan; 2A-4: Kristin Kwan; 2A-5: Kristin Kwan; 2A-6: Kristin Kwan; 2A-7: Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-16010; 2A-8: Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-33962; 2A-9: By Brown Brothers, ca. 1908, Records of the Public Health Service (90-G-125-29), NARA; 3A-1: Kristin Kwan; 3A-2: Kristin Kwan; 3A-3: Kristin Kwan; 3A-4: Kristin Kwan; 3A-5: Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-30546; 3A-6 (top left): Library of Congress, Prints & Photographs Division, Arnold Genthe Collection: Negatives and Transparencies, LC-USZC4-6893; 3A-6 (top middle): Library of Congress, Prints and Photographs, LC-USZ62-97491; 3A-6 (top right): Library of Congress, Prints and Photographs, LC-USZ62-111750; 3A-6 (bottom): Library of Congress, Prints and Photographs, LC-DIG-ds-03059; 3A-7 (top): Library of Congress, Prints and Photographs Division, National Child Labor Committee Collection, LC-DIG-nclc-04455; 3A-7 (bottom): Library of Congress, Prints and Photographs Division, National Child Labor Committee Collection, LC-DIG-nclc-04455; 3A-8: Library of Congress, Prints and Photographs Division, Detroit Publishing Company Collection, LC-DIG-det-4a28391; 3A-9: Library of Congress, Prints and Photographs Division, Arnold Genthe Collection: Negatives and Transparencies, LC-G403-BN-0250-B; 4A-1: Shutterstock; 4A-2: Kristin Kwan; 4A-3: Kristin Kwan; 4A-4: Kristin Kwan; 4A-5: Kristin Kwan; 4A-6: Kristin Kwan; 4A-7: Kristin Kwan; 5A-1: Jed Henry; 5A-2: Jed Henry; 5A-3: Jed Henry; 5A-4: Jed Henry; 5A-5: Jed Henry; 5A-6: Jed Henry; 5A-7: Jed Henry; 5A-8: Jed Henry; 5A-9: Jed Henry; 6A-1: Scott Hammond; 6A-2: public domain; 6A-3: Library of Congress, Prints & Photographs Division, LC-DIG-ppmsca-19191; 6A-4: Scott Hammond; 6A-5: Scott Hammond; 6A-6: Scott Hammond; 6A-7: Scott Hammond; 7A-1 (top left): Library of Congress, Prints and Photographs, LC-USZ62-20622; 7A-1 (top middle): Library of Congress, Prints and Photographs, LC-USZ62-97491; 7A-1 (top right): Library of Congress, Prints and Photographs, LC-USZ62-97491; 7A-1 (bottom left): Library of Congress, Prints and Photographs, LC-USZ62-23711; 7A-1 (bottom middle): Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-22287; 7A-1 (bottom right): Library of Congress, Prints and Photographs, LC-USZ62-26617; 7A-2: Shutterstock; 7A-3: Core Knowledge Staff; 7A-4: Library of Congress, Prints and Photographs, LC-DIG-pga-03473; 7A-5: Library of Congress, Prints & Photographs Division, National Child Labor Committee Collection, LC-DIG-nclc-05054; 7A-6: Library of Congress, Prints & Photographs Division, Arnold Genthe Collection: Negatives and Transparencies, LC-USZC4-6893; 7A-7: Core Knowledge Staff; 7A-8: Shutterstock; 7A-9: Shutterstock; 7A-10: Shutterstock; 7A-11: Shutterstock; 7A-12: Shutterstock; 8A-1: Shutterstock; 8A-2: Shutterstock; 8A-3: Shutterstock; 8A-4: Shari Griffiths; 8A-5: Shari Griffiths; 8A-6: Shari Griffiths; 8A-7: Shari Griffiths; 8A-8: Shari Griffiths; 8A-9: Shari Griffiths; 8A-10: Shari Griffiths; 9A-1: Shutterstock; 9A-2: public domain; 9A-3: Library of Congress, Prints and Photographs, LC-H8-CT-C01-062; 9A-4: Scott Hammond; 9A-5: Library of Congress, Prints and Photographs Division, LC-USZ62-16960; 9A-6: Shutterstock; 9A-7: Shutterstock; 9A-8: Library of Congress, Prints and Photographs, LC-H8-CT-C01-062; 10A-1 (left): Tyler Pack; 10A-1 (middle): Scott Hammond; 10A-1 (right): Scott Hammond; 10A-2 (left): public domain; 10A-2 (middle): public domain; 10A-2 (right): public domain; 10A-3: Shutterstock; 10A-4: public domain; 10A-5: Shutterstock; 10A-6: Shutterstock; 10A-7: Shutterstock; 10A-8: Shutterstock; 10A-9: Shutterstock; 10A-10: Shutterstock; 10A-11:

Shutterstock; 1A-1: Shutterstock; 1A-1 (Answer Key): Shutterstock; 1B-1: Shutterstock; 1B-1 (push): Core Knowledge Staff; 1B-1 (pull): Core Knowledge Staff; 1B-1 (bird/worm): Core Knowledge Staff; 1B-2: Core Knowledge Staff; 1B-3 (pilgrims): Scott Hammond; 1B-3 (Steinmetz, left): Kristin Kwan; 1B-3 (Steinmetz, right): Kristin Kwan; 1B-3 (Sean & Fiona): Kristin Kwan; 1B-3 (Lin Wen): Jed Henry; 1B-3 (poor in China): Library of Congress, Prints and Photographs Division, Arnold Genthe Collection: Negatives and Transparencies, LC-G403-BN-0250-B; 1B-3 (Lars & Karin, Sweden): public domain; 1B-3 (Lars & Karin, America): Scott Hammond; 1B-3: Shutterstock; 1B-3 Answer Key (pilgrims): Scott Hammond; 1B-3 Answer Key (Steinmetz, left): Kristin Kwan; 1B-3 Answer Key (Steinmetz, right): Kristin Kwan; 1B-3 Answer Key (Sean & Fiona): Kristin Kwan; 1B-3 Answer Key (Lin Wen): Jed Henry; 1B-3 Answer Key (poor in China): Library of Congress, Prints and Photographs Division, Arnold Genthe Collection: Negatives and Transparencies, LC-G403-BN-0250-B; 1B-3 Answer Key (Lars & Karin, Sweden): public domain; 1B-3 Answer Key (Lars & Karin, America): Scott Hammond; 1B-3 Answer Key: Shutterstock; 1B-4: Shutterstock; 1B-5: Kristin Kwan; 1B-7: Shutterstock; 2B-1: Shutterstock; 3A-1: Shutterstock; 3A-1 (policeman): Core Knowledge Staff; 3B-1: Shutterstock; 4B-1: Shutterstock; 5B-1: Shutterstock; 6B-1: Shutterstock; PP-1: Core Knowledge Staff; PP-1 Answer Key: Core Knowledge Staff; PP-2: Shutterstock; PP-2 (policeman): Core Knowledge Staff; PP-2 Answer Key (policeman): Core Knowledge Staff; 7B-3: Shutterstock; 7B-3 (flag): Core Knowledge Staff; 9B-1: Core Knowledge Staff; DA-2: Shutterstock; DA-2 (James Madison): public domain; DA-2 (colonists): Scott Hammond; DA-2 Answer Key: Shutterstock; DA-2 Answer Key (James Madison): public domain; DA-2 Answer Key (colonists): Scott Hammond

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Immigration

Tell It Again!™ Read-Aloud Supplemental Guide

Listening & Learning™ Strand
GRADE 2

The Core Knowledge Foundation
www.coreknowledge.org