

# American Immigration Unit

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Social Studies

4<sup>th</sup>-6<sup>th</sup> Grade

3-4 Week Unit

# Stage 1

<b>Enduring Understandings</b> <i>(Students will understand that...)</i>	<b>Essential Questions &amp; Standards</b> <i>(Open-ended significant questions related to the Enduring Understandings)</i>
<p>1. What is the significance of Immigration in America today?</p>	<ol style="list-style-type: none"> <li>1. Who are immigrants? What ethnic groups came to America?</li> <li>2. What was the drive behind immigrants that led them to come to America?</li> <li>3. How do immigrants contribute to the United States? How do immigrants influence our country?</li> <li>4. Is our country still a land of opportunity for Immigrants? If so, how? If not, what factors play a part in not giving immigrants opportunity?</li> <li>5. In what ways has immigration shaped our nation today? In what ways does this impact you?</li> </ol>

### Content Vocabulary

<b>Immigrants</b>	<b>Native</b>	<b>Immigrate</b>
<b>Immigrations</b>	<b>Migration</b>	<b>Ellis Island</b>
<b>Ethnic Groups</b>	<b>Biography</b>	<b>Impact</b>
<b>Nationality</b>	<b>Society</b>	

#### **Rationale:**

The content is important because it covers the role that immigrations played In America. It covers the basic understanding of what is immigration, to the deeper understanding of how it has shaped our nation today. Its important for student to learn about this topic because in the real world, immigrations have been something that has been around and affects our everyday life. Immigration is involved in everyday life especially in elections that occur in our nations. Students should be aware if it affects them as well as others. It creates students to be well rounded and informed citizens.

#### **How does this unit provide students with a sense of 1) Identify, 2) Community, and 3) Purpose?**

This unit provides students with a sense of identity because it can allow students to understand where their families came from. At one point we were all immigrants. It

provides students with knowing who they are and how they can embrace their culture even if they are born in America. Everyone at one point was an immigrant. It's important to showcase that in the unit. Community, because students are surrounded by immigration. There are so many communities that have different ethnicities and cultures. Students should be aware that everyone in their community is an immigrant. No matter where they came from. IT provides students to see immigration from another perspective rather than something negative. It has shaped our communities into a functioning and laboring unit. Students are provided with a sense of purpose because they are learning that they can help and make a change for the better in their communities. They can understand that immigrants are all over including themselves. They can take that and use it to inform others that immigrants help our nation function.

# **Stage 2**

## Summative Assessments

Enduring Understanding	Summative Assessment
<p>What is the significance of Immigration in America today regarding its history?</p>	<p><b>G (goal) –</b>            You will create a book/biography on an important immigrant figure in U.S history that impacted or the United States. Included should be who the person is, where did they come from and why, why they were important to the United States, and how did it impact immigration in the United States based on the information learned in the unit.</p>
	<p><b>R (role) –</b>            Will be grouped in 4. There will be four roles in each group. <b>All Students</b> oversee researching about important immigrant figure to include in book. Students should all be including their own insights and knowledge from what was learned in the unit.  <b>Writer:</b> person who writes down all information in the book. Oversees punctuation and corrections.   <b>Illustrator:</b> Person who is responsible to include images and designs to make the book appealing.   <b>Organizer:</b> Person who makes sure that all members are contributing. In charge of putting all pages and information in sequence.   <b>Presenter:</b> Person who will demonstrate the book to the public.</p>
	<p><b>A (audience) –</b>            You will display the biography/book to your peers in the classroom. Then show different classes in the school your book. Lastly, parents will be invited to see the book in the classroom.</p>

**S (situation) -**

Teaching about immigration and the basics of what it is and who immigrants are, is a way to start the Unit and get students familiarized with the topic. Discussing how immigrants in history have done so much for citizens in America is what this project demonstrates. In today's society, immigration is a huge topic that still has debate and honor. By learning who these immigrants who impacted America will allow you to see the world in a different way and learn about others in a respectful way.

**P (product)-**

Your group will present the physical book along with a presentation of what is included in the book.

**S (standards) –**

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2. B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.C

Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

CCSS.ELA-LITERACY.W.4.2. D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.2. E

Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs,

	<p>photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>CCSS.ELA-LITERACY.RI.5.3</u></p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.SL.5.1</u></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.5.1.C</u></p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>
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## Immigration Biography Book Rubric

Teacher Name: **Ms. Lo Duca**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Required Elements</b>	The biography includes all required elements as well as additional information.	All required elements are included on the biography.	All but 1 of the required elements are included on the biography.	Several required elements were missing.



<b>Content - Accuracy</b>	At least 7 accurate facts are displayed on the biography.	5-6 accurate facts are displayed on the biography.	3-4 accurate facts are displayed on the biography.	Less than 3 accurate facts are displayed on the biography.
<b>Attractiveness</b>	The biography is exceptionally attractive in terms of design, layout, and neatness.	The biography is attractive in terms of design, layout and neatness.	The biography is acceptably attractive though it may be a bit messy.	The biography is distractingly messy or very poorly designed. It is not attractive.
<b>Graphics - Originality</b>	Several of the graphics used on the biography reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the biography reflect student creativity in their creation and/or display.	The graphics are made by the student but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Creativity</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.

## Immigration Biography Information Rubric

Teacher Name: **Ms. Lo Duca**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)

<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Amount of Information</b>	All topics are addressed, and all questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
<b>Punctuation</b>	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
<b>Grammar</b>	There are no grammatical mistakes in the biography.	There is 1 grammatical mistake in the biography.	There are 2 grammatical mistakes in the biography.	There are more than 2 grammatical mistakes in the biography.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spellings, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Notes</b>	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
<b>Diagrams &amp; Illustrations</b>	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.

## Formative Assessment

Essential Questions/Learning Targets	Formative Assessment
<p>1. Who are immigrants? What ethnic groups came to America?</p>	<p>1. Have students answer the following prompt:</p> <ul style="list-style-type: none"> <li>• <i>List TWO reasons why immigrants came to America.</i></li> <li>• <i>Write TWO countries that immigrants came from. Use evidence from the lesson.</i></li> <li>• To help support struggling students and ELLs provide them with the following sentence starters to help support their writing.  <i>One reason people immigrated to America was _____ . I know this because _____ .</i>  <i>Another reason people immigrated to America was _____ . I know this because _____ .</i></li> </ul> <p>Collect and analyze student's responses.</p> <p>2. Exit Slip answering the question "Who are immigrants? Students will turn in the exit slip to teacher.</p>
<p>2. What was the drive behind immigrants that led them to come to America?</p>	<p>1. Have students do a 3-2-1 activity.            3 Things I learned            2 Things I connected to            1 Question I have</p> <p>2. Exit Slip answering the question "What was the reason behind immigration? Students will turn in the exit slip to teacher.</p>
<p>3. How do immigrants contribute to the United States? How do immigrants influence our country?</p>	<p>1. Think Pair Share- Have students work in groups of three. Students will First must think about immigrants influence our country. Then, students will have to talk within their groups and discuss what they have thought about the question. Then, students share their ideas with the whole group and becomes a discussion.</p> <p>2. Exit Slip answering the question "How do immigrants influence our country? Students will turn in the exit slip to teacher</p>
<p>4. Is our country still a land of opportunity for Immigrants? If so, how? If not, what factors play a part in not giving</p>	<p>1. Quick Write -Give students index cards or sticky notes and a time limit of 2-3 minutes. Have them write everything they've learned from the lesson so far. Then collect to see where students stand with comprehending the information.</p>

immigrants opportunity?	2. Exit Slip answering “Is our land still a place for opportunity for Immigrants?” Students will turn in the exit slip to teacher.
5. In what ways has immigration shaped our nation today? In what ways does this impact you?	1. Inside Outside Circle - This cooperative learning strategy actively engages students as they work with multiple partners to ask and answer questions or discuss topics related to the lesson or unit. Students will be paired up with partners in the inside and outside of the circle. They will discuss with one another what they have learned so far along with asking and answering what ways does immigration shape our nation, and how does it impact you. 2. Exit Slip answering, “What ways has immigration shaped our nation today?” Students will turn in the exit slip to teacher.

Self/Peer Evaluations for Formative & Summative Assessments
Self –Formative exit slips. They can assess themselves if they can answer the questions accurately. Discussions and group work. Assess their own participation in the group setting
Peer – Summative Assessments Students will be filling out a half sheet of peer feedback to their peers. Students will be giving feedback on <ol style="list-style-type: none"> <li>1. What I learned from your biography?</li> <li>2. What is something positive and something to work on from this biography?</li> </ol>

## Pre-Assessment

	Pre-Assessment
Skills	<ol style="list-style-type: none"> <li>1. Reading Comprehension: Reading an article and finding the main idea and key details that support that main idea.</li> <li>2. Collaboration/Communication: Have students work with groups of three and have them work on a “scavenger hunt” to cooperate with each other and solve it through collaboration and communication.</li> <li>3. Research: Students must be able to research and navigate through the web. Have students use the website given, <a href="http://teacher.scholastic.com/activities/immigration/tour/stop1.htm">http://teacher.scholastic.com/activities/immigration/tour/stop1.htm</a>. Have the students fill out a worksheet that asks certain questions on how to navigate and find information based on the website.</li> </ol>
Content Knowledge	<p><b>First and Final Thoughts:</b> Prior to beginning the lesson on immigration, ask students to share their initial thoughts regarding what they are about to learn, what they are most compelled by, and where their personal interests and needs might be best satisfied. Students will be given a pre-assessment that will have them “X” the ideas and vocabulary that are familiar and leave the ones they don’t know blank. Use this information to adjust the instructional plan. Ask them to revisit and revise these statements at the end of the learning experience in order to describe their levels of satisfaction.</p>

Name \_\_\_\_\_

Children of Clay

## Main Idea and Supporting Details

REVIEW

**Directions:** Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

### The Pueblo People

The Pueblo are one of the oldest peoples in North America. The Pueblo are descended from an even older Southwestern culture called the Anasazi, which is Navajo for “ancient ones.” Their villages developed in what is now the Southwestern area of the United States, including parts of Arizona, New Mexico, Colorado, and Utah.

*Pueblo* means “village” in Spanish. Pueblo homes are apartment-like buildings made of stone or adobe. An underground room, called a *kiva*, is used for special ceremonies.

Today, pueblo villages may still be made of adobe or stone. Like the old villages, rooms are often added onto a building to make more room as a village grows. An entire village might live in one building. Unlike the earlier buildings, these modern-day Pueblo buildings often have windows and doors.

- The main idea of the whole passage is that the Pueblo—
  - live in apartments.
  - have a long history.
  - live in the Southwest.
  - have special ceremonies.

- A key word to the main idea in the first paragraph is—
  - oldest.
  - developed.
  - Arizona.
  - Utah.
- The second paragraph tells about the Pueblo’s—
  - homes.
  - economy.
  - religious beliefs.
  - ancestors.
- The last paragraph—
  - describes the Anasazi.
  - compares old and modern Pueblo villages.
  - explains how to make adobe bricks.
  - describes the Pueblo people.
- Which of the following does **not** support the main idea of the passage?
  - The Pueblo are one of the oldest peoples in North America.
  - The Pueblo are descendents of the Anasazi.
  - Modern Pueblo villages are similar to old villages.
  - A kiva is a room used for special ceremonies.



2. Collaboration/Communication Pre-Assessment

# Scavenger Hunt!

For each box, find **one** person that fits the sentence. When you find someone, write his or her name in the box and give a specific answer (ex: Can speak a different language- Ida speaks Chinese). **Do not let the person write his/her name for you!** Try to get as many boxes filled as you can! Good Luck!



## Whooo in our Class...

Went to the beach this summer	Went on an airplane this summer	Can speak a different language	Takes special lessons after school/on weekends
Likes to eat fruit	Knows what $9 \times 9$ equals	Likes to eat interesting foods	Has a brother or sister in this school
Walks to or from school	Goes to Maspeth Public Library	Read a great book this summer	Saw a great movie this summer
Has an interesting pet	Has a special collection	Went to a party this summer	Loves science

3. Research Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Direction: Look at the website and navigate through the different pages to answer the questions below.**

1. **What does the first stop talk about?**
  - a. **The mission**
  - b. **The passage**
  - c. **The exploration**
  
2. **What is the second page called?**
  - a. **The mission**
  - b. **The arrival**
  - c. **The landing**
  
3. **What is the third stop about?**
  - a. **The Ellis Island Baggage Room**
  - b. **African Americans**
  - c. **The trip to Ellis Island**
  
4. **How many stops does the website have?**
  - a. **5**
  - b. **8**
  - c. **10**
  
5. **How can you tell the website is reliable?**
  - a. **The publisher**
  - b. **The information is accurate**
  - c. **It's a reliable source**
  - d. **All the above.**



4. Research Pre-Assessment

**ANSWER KEY**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Direction: Look at the website and navigate through the different pages to answer the questions below.**

1. What does the first stop talk about?
  - e. The mission
  - f. The passage**
  - g. The exploration
  
2. What is the second page called?
  - h. The mission
  - i. The arrival**
  - j. The landing
  
3. What is the third stop about?
  - a. The Ellis Island Baggage Room**
  - b. African Americans
  - c. The trip to Ellis Island
  
4. How many stops does the website have?
  - a. 5
  - b. 8
  - c. 10**
  
5. How can you tell the website is reliable?
  - a. The publisher
  - b. The information is accurate
  - c. It's a reliable source
  - d. All the above.**

## Content Pre-Assessment

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Directions: Put a “X” on the words that are familiar to you. Leave the ones you aren’t familiar with blank.

1. Immigration \_\_\_\_\_
2. Immigrants \_\_\_\_\_
3. Ellis Island \_\_\_\_\_
4. Biography \_\_\_\_\_
5. Ethnic Groups \_\_\_\_\_
6. American Society \_\_\_\_\_
7. Impacts Immigrants make in America \_\_\_\_\_
8. History of Immigration in America \_\_\_\_\_

### **Library, Media and Technology Skills –**

- Computer and websites used for the pre-assessments. Students use the computer to look at the research websites and complete the pre-assessment activity. Students will be using the computers to research the person they will be doing their summative “Biography” book. They should be gathering facts from credible resources. Computers can be used to get pictures for their biographies and certain illustrations that will enhance their book.
- Library for research on certain immigrants and resources for biography. Students a research topics and information through credible books in their library. They can see if there is a book already published on a certain person, they will be focusing their biography on and take information from that source. Students can get time to work in school to create their biographies. Students can go into the library and research certain books for their group. They can use that time as a group to collaborate and research certain topics that fit with their biography.

Pre assessment 1 Reading Comprehension

Score	Description
3	Students answered 5-4 answers correct
2	Students answered 3-2 answers correct
1	Students answered 1-0 answers correct

Pre-assessment 2 Communication/ Collaboration

CATEGORY	4	3	2	1
<b>Contributions</b>	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Let's others do the work.

### Pre-assessment 3 Research

Score	Description
3	Students answered 5-4 answers correct with exceeding navigation of websites.
2	Students answered 3-2 answers correct with at level navigation of website.
1	Students answered 1-0 answers correct with needing improvement on navigation skill for website.

### Data Analysis

Student Name	Reading Comprehension	Collaboration/ Communication	Research
Jane*	3	1	2
Tony*	2	2	3
George*	3	3	1
Jim*	1	2	1
Lucy*	2	3	2
Wo Lin*	3	3	1
Bryce*	1	2	2
Jeff*	3	2	2
Angela*	2	2	1
Isabella*	3	3	2
Peter	2	4	3
Norine	3	1	1
Sal	2	3	2
Ginevra	2	4	1
Domenico	1	3	2
James	3	2	3
Dorothy	1	3	3
Elisa	1	4	2
Maria	2	1	2
Alfonso	3	3	3
Vince	3	3	3
Nino	2	4	2
Aurora	2	2	2
Elmer	3	3	2
Carlee	3	2	2

Score	Reading Comprehension % of students	Collaboration/Communication % of students	Research % of students
4	-----	16%	-----
3	44%	40%	24%
2	36%	32%	52%
1	20%	12%	24%

### **Analysis of Results of Pre-Assessment**

Reading Comprehension – For my reading comprehension pre-assessment, students ranged from the scores throughout. The highest score the students could get is a 3. A three meant that they answered five to four questions correct. The lowest they could get was a 1. This score meant that they answered 1 to 0 correct questions. 44% of my students scored with a 3. This means that 11 out of 25 have answered five to four answers correct. 20% of my students scored with a 1. This means that 5 out of 25 students answered one to zero questions correctly. To improve this score throughout my class, I will implement working with students one on one and trying to guide their reading while enhancing their comprehension. This will help the build on their questioning and understanding skills, so when they are independently reading, they can achieve that success on their own. I would also like to teach certain reading strategies that students can use when they are reading inside or outside of the classroom. This can help them organize their thoughts and understand what they are reading.

Collaboration and Communication – For my collaboration/communication pre assessment, students had a range of scores from 4-1. For being the highest score and 1 being the lowest score. The highest score a student could receive was a 4, the lowest score a student could receive was a 1. 4 of my 25 students, or 16% received a score of 4, while 3 of my 25 students, or 12%, received a score of 1. To help my students collaborate in groups and get them to feel comfortable communicating, I would like to implement more group activities. Where students need to interact with one another to complete the assignments. I would also pair up students with different learners to get them to appreciate everyone not just their friends in the classroom. I would also do activities where students can get to know one another before they get to work in groups.

Research – For my research pre-assessment, I used a scale of 3-1. 3 being the highest score and 1 being the lowest score. 24% of students scored both at the highest score 3, and the lowest score 1. The greatest percentage of students was at the middle score, 2 at 52%. 6 out of 25 students scored high. While 6 out of 25 also score low. This means that students need to be provided accurate navigation skills while doing research. I will implement a lesson on how to use a computer and start the foundation of surfing the web. For students who struggle, I will provide additional support by giving them a research website that has been reviewed beforehand. I will add accommodations if they are needed.

# Stage 3

## Lesson 1 - EQ 1 - Who are immigrants?

Where are we headed? Students will be learning what is an immigrant. They will understand what characteristics make up an immigrant. Students will be able to explore different variety of immigrants and understand that there isn't just one specific type of immigrant. Students will be able to distinguish the definition of the word along with characteristics.

Standard: CCSS.ELA-LITERACY.RI.5.3  
 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  
CCSS.ELA-LITERACY.SL.5.1  
 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.  
CCSS.ELA-LITERACY.SL.5.1.C  
 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  
CCSS.ELA-LITERACY.W.4.2. B  
 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Hook	(5-10 min) On the board, write out the word <i>immigrant</i> . Have the students absorbed the word and ask them to think “ <i>What do you think the word means? What does it mean to you? Who are immigrants? What does an immigrant look to you? Have you ever seen an immigrant?</i> ” Allow students to think about these questions and discuss as a class their responses.
Experiences	<p>Start the lesson by giving students a KWL chart. Students should write down the part “K” only This stands for What do they already know about immigrants. Have students write what they already know about immigrants individually. After, have them write down what they want to know about immigrants before the lesson. Leave the last section of “L” for after the lesson. Ne: Teacher will start the lesson by placing students in groups to work and explore a website that introduces students to young immigrants.</p> <p>Website: <a href="http://teacher.scholastic.com/activities/immigration/young_immigrants/">http://teacher.scholastic.com/activities/immigration/young_immigrants/</a></p> <p>Students will use their computers to read each young immigrant description and answer the following questions each group will have assigned passages and will answer these questions for their specific case.</p> <ol style="list-style-type: none"> <li>1. Where did the person come from?</li> <li>2. Where do they live now?</li> <li>3. List 3 fun facts that you learned from the person</li> <li>4. Did you share something like that person?</li> </ol> <p>Students will work in groups to answer these questions. They will discuss with one another and conversate the topics based on these questions. After students are done with answering and discussing the questions, the teacher will redirect the student’s attention to a whole class discussion. Teacher will begin the discussion by asking what did you notice about each young immigrant? What were the similarities? Differences? characteristics? Etc. The point of the discussion is to allow students to see that immigrants are people that come from another place and migrate to another. They can earn that young people that are student just like them can be immigrants too. They can learn that there aren’t any big major differences in the person besides:</p>



	where they came from and their life. Students will learn that immigrants are regular people just like them.
Reflect, rethink, revise	Provide a KWL for before the lesson. Have student write <i>What do I already Know about Immigrant</i> before they begin the lesson. Ask the students what they want <i>to know</i> about immigrants. At the end of the lesson provide a chance from students to complete <i>what I have learned about immigrants</i> . At the need of the lesson, hand out the KWL chart to the students. Have them reflect what they have wrote down for the K and W part of the chart. Next, have the students fill out the L part of the chart after they have <i>learned about immigrants</i> . Students can reflect what they have learned from the lesson. This acts as a pre and post assessment for teachers to see what the students have gained from the lesson and what did they want to learn throughout the next lessons.
Evaluation	Students will be evaluated through class discussions. I will observe the student's conversations in each group when they answer the thinking questions. I will also evaluate their responses Students will be assessed on their KWL along with their exit slip.
Tailored to all students	Differentiate the lesson by having either electronic versions of the thinking questions, where students can type their responses rather than discussing. Give multiple choice to students who need options for the exit slip or KWL or thinking questions.

Thinking questions for Website in groups:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What *Young Immigrant* did you have? \_\_\_\_\_

1. Where did the person come from?
2. Where do they live now?
3. List 3 fun facts that you learned from the person
4. Did you share something like that person?

KWL Chart

Know	What	Learned
What do you KNOW about Immigrants?	What do you WANT to know	What did you learn?

Exit Slip:

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions: In your own words, answer the question below.**

1. **Who are immigrants?**

## Lesson 2 - EQ 1 – What ethnic groups came to America?

Where are we headed? Students will be able to identify different groups of immigrants that came to America. They will understand that America is made up of immigrants from all over the world.

Standard: CCSS.ELA-LITERACY.RI.5.3  
 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  
CCSS.ELA-LITERACY.SL.5.1  
 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.  
CCSS.ELA-LITERACY.SL.5.1.C  
 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Hook	Students will be shown an image of a map of different countries of the world. Students will have a minute to think about what groups of people they think immigrants to America. Students will think and talk to a partner what they have concluded. They will answer. <i>What groups make up America?</i>
Experiences	Students will be given the link to the Website: <a href="http://teacher.scholastic.com/activities/immigration/immigration_data/region.htm">http://teacher.scholastic.com/activities/immigration/immigration_data/region.htm</a> Here, student will be paired up in groups to research and navigate through the website which shows a map of the place's immigrants came from that immigrated to America. Each group will be given a country and they will have to research further detail about their specific country of immigrants that came to America. Students are given the options of answering their choice of questions when they are researching their group. Each group will provide a written handout of their chosen questions and answers. After students complete that research activity, I will lead a class discussion discussing what groups came to America. I will go over how America is made up of different groups from all over the world.
Reflect, rethink, revise	At the end of the lesson, students will return to the essential question, what ethnic groups came to America?
Evaluation	I will assess the students by giving them a prompt and assess them on their responses given. - List <i>TWO</i> reasons why immigrants came to America. - Write <i>TWO</i> countries that immigrants came from. Use evidence from the lesson. I will also assess students based on their responses from the written prompts from the website on immigrants that came from other countries to America. I will also assess their exit slip.
Tailored to all students	To help support struggling students and ELLs provide them with the following sentence starters to help support their writing. <i>One reason people immigrated to America was _____ . I know this because _____ .</i> <i>Another reason people immigrated to America was _____ . I know this because _____ .</i> Provide students with materials or strategies to verbalize their answers to their written

prompts if they have difficulty with written material. Students who have difficulty analyzing/interpreting the maps will use guiding questions to help them determine what they must look for especially when the maps discuss percentages and data.

## Website Writing Prompts for Groups:

**Directions:** Select *three* questions to answer in your groups.

What is the total number of immigrants who came to the United States from 1820 to 2010? Choose a decade, and then use your research skills to find out what the U.S. population was at that time. How does the overall population compare to the number of people who arrived in that decade?

From 1820 to 2010, which three countries had the highest number of immigrants come to the United States? Choose one of the countries you selected in the question above. During which decade or time period did most of the immigrants come to the United States? Why do you think that is? Research your answer. Immigration to the United States doubled from the 1890's to the 1900s. What events may be responsible for those numbers? Think about events that happened all around the world?

In the 1930's, immigration to the United States declined. Why? What was happening in the 1930's in the United States? Research your answer.

Look at the immigration data from Ireland, China, and Vietnam. When did the greatest numbers of immigrants arrive from those countries? Using the historical timeline or other online resources, explain what events may be responsible for these numbers.

Choosing any country, you want, repeat the activity in the question above. Why did you choose your country? What did you learn?

At one point in history, the greatest number of immigrants to the United States came from Europe. Look at the data to figure out in which decade that changed. What continent were most people coming from then?

From 2000 to 2010, which continent or region did the most people come from? From which country did the most immigrants come?

Prompt:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Write TWO countries that immigrants came from.*

1.

2.

*Write TWO countries that immigrants came from. Use evidence from the lesson.*

1.

2.



**Exit Slip:**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1. What ethnic groups came to

America? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson Plan 3 - EQ 2 - What was the drive behind immigrants that led them to come to America?

Where are we headed? Students will be able to identify the reasons that drove immigrants to immigrate to America.

Standard: CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

Hook	Neil Diamond’s song “America” will be used as the hook to attract students’ attention. As students listen to the song and read the lyrics, they will brainstorm reasons why immigrants come to the United States using key words from the song. We will discuss their brainstorming ideas as a whole class. Video: <a href="https://www.youtube.com/watch?v=bCQ-GjHfbYw">https://www.youtube.com/watch?v=bCQ-GjHfbYw</a>
Experiences	Students will have to dissect the lyrics from the song “America”. Students will work in groups find real life experiences of immigrants that reflect what the song is explaining. Students will select a lyric of their choice and will use that lyric to drive their research in investigating who was the immigrant and why an immigrant had that reason to lead them to immigrate to America. Each group will use their research skills to work in groups and navigate through the web to find out more about the reasons why immigrants and their reasons why they came to America. Students will display their research and information found on a poster board. They will include the lyric, the immigrant, and the reason. This activity will give students most of the lesson due being 55-60 min long. Students have time to research the library for book, s the internet, and collaborate in groups to accomplish this task.
Reflect, rethink, revise	Students can go back to the original essential question and ask themselves, what led immigrants to come to America? Students can reflect on their learning by the 3-2-1 activity. They can answer 3 things they learned, 2 things they connected to, and 1 thing they question.
Evaluation	Students will be assessed through observations of class discussions. Students will be assessed based on the poster they have created as well as the research behind it. I will evaluate the students understanding by first giving 3-2-1 activity. I will ask students to write down what they learned, what they connect to, and that they question. I will also evaluate their learning by giving an exit slip. This will allow to see where the students are at with the lesson and if they understood the information presented.
Tailored to all students	Students who have difficulty with written assignments, can be given an alternative to verbalize their work. If a student has difficulty with written or verbal communications, the poster can be done as an electronic presentation. If students are having difficulty hearing the song, have the lyrics printed out for the student as a handout. If the student has trouble with

vision, have the song played on a device where they can play and pause the song.

## Rubric for “America” group Poster

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Content - Accuracy</b>	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.

### **3-2-1 Activity**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions: Answer the following prompts.**

#### **3 Things I learned**

- 1.
- 2.
- 3.

#### **2 Things I connected to**

- 1.
- 2.

#### **1 Thing I question**

- 1.

**Exit Slip:**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions: Answer the following question.**

- 1. What was the reason behind immigration?**

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**Resources**

Scholastic- Immigration Stories of Yesterday and Today - Explore Immigration Data  
[http://teacher.scholastic.com/activities/immigration/immigration\\_data/region.htm](http://teacher.scholastic.com/activities/immigration/immigration_data/region.htm)

Scholastic- Immigration Stories of Yesterday and Today- Young Immigrants

[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/](http://teacher.scholastic.com/activities/immigration/young_immigrants/)

YouTube- <https://www.youtube.com/watch?v=bCQ-GjHfbYw>

### **Summary of Strategies That Allows for the Success of All Students**

Differentiation of the lessons helps students to have success in the classroom for their specific need. The lesson can be differentiated by having either electronic versions of the thinking questions, where students can type their responses rather than discussing. Give multiple choice to students who need options for the exit slip or KWL or thinking questions. To help support struggling students and ELLs provide them with the following sentence starters to help support their writing or cloze strategies. Provide students with materials or strategies to verbalize their answers to their written prompts if they have difficulty with written material. Students who have difficulty analyzing/interpreting the maps will use guiding questions to help them determine what they must look for especially when the maps discuss percentages and data. Students who have difficulty with written assignments, can be given an alternative to verbalize their work. If a student has difficulty with written or verbal communications, the poster can be done as an electronic presentation. If students are having difficulty hearing the song, have the lyrics printed out for the student as a handout. If the student has trouble with vision, have the song played on a device where they can play and pause the song.