Unit Title: Immigration: Then and Now

Author: Julie Delia

Unit Context: Social Studies - 5th grade end of the year unit.

Unit Rationale:
America is a nation of immigrants. Immigration is an issue that affects our political and economic lives. I want the students to be aware of the issues regarding immigration, how immigrants have built our country, and the reasons why so many people have chosen the United States to call home. I hope the students will begin to think about their own heritage. Why would their ancestors risk it all to come to America?

Through a series of readings, videos, speakers, and photographs the students will see that our ancestors came to America for many reasons, but we all call it home.

I want the students to "become" an immigrant and delve into the why, how, and where. I want students to have empathy for the plight of the people who came to America.

Prior to this unit we have discussed colonization of the United States.

This immigration unit will focus heavily on the Idaho Core Standards including: reading about historical events, writing informational text, writing blended (informational and narrative) text, and comparing and contrasting multiple accounts of an event.

Focus Standards being Explicitly Taught and Assessed

Idaho Core Standards:
- CCSS.ELA-Informational Text RI 5.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-Informational Text. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- CCSS.ELA- Speaking and Listening.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Writing.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when
useful to aiding comprehension

- **CCSS.ELA-Writing.W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- **CCSS.ELA-Literature.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

- **CCSS.ELA-Literacy Writing W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Idaho Content Standards for Social Studies**

- **5.SS.1.2.1** Discuss the religious, political, and economic motives of voluntary European immigrants to the United States.

**Measurable Objectives:**

**DOK 1**

- Students will list the reasons for immigration from the Pictorial input chart.
- Students will label the countries on a world map that correspond to major waves of immigration.
- Students will complete 2 story maps from 2 historical fiction books they read independently.
- Students will add information to the United States history timeline.

**DOK 2**

- Students will describe causes and effects of immigration to the United States and Idaho.
- Students will summarize the information they learned about different groups of immigrants with their teams.
- Students will compare and contrast historical fiction texts using a Venn Diagram.
- Students will compare and contrast groups of immigrants on a Process Grid.
- Students will compare and contrast a fictional piece on Ellis Island and a factual piece on Ellis Island.

**DOK 3**

- Students will write a paragraph using details from the Process Grid that support the main idea.
- Students will draw conclusions about the hardships encountered as their fictional character travels to the United States and what happens to the character when he/she gets into the United States.
• Students will apply information from one text to another text to write an informational essay.

**DOK 4**

• Students will synthesize information from multiple sources to write journal entries.
• Students will create journal entries using textual evidence as well as narrative elements that apply the concepts learned to create a life for a fictional immigrant.

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**Unit Enduring Understandings Addressed:**

**America is a nation of immigrants.**

Immigrants left their countries for many reasons including economic, political, religious, and persecution.

Immigrants faced challenges and opportunities upon arrival in a new land.

The contributions of immigrants from many countries work together to help shape our country.

People rely on a variety of resources to obtain information and write to communicate ideas.

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**Unit Essential Questions Addressed**

Who deserves to be an American?
How does immigration help or harm America?
Text and Level of Complexity

Main Texts being Used:

*The Story of Immigration* by Robert Charles ([www.readinga-z.com](http://www.readinga-z.com)) Lexile 860L (main text)

The informational text has 1 main point and it is narrowly focused and explicitly stated. Organization is supported by headings, captions, bolded words, graphs and photographs. The language has discipline specific words that may or may not have supported context clues. The text has a variety of sentence structures.

- *Coming Over* by Russell Freedman (*Immigrant Kids* by Russell Freedman) (supporting texts)
- *Welcome to America* by Benita L. Le Mahieu (supporting texts)
- The Pursuit of Happiness: Immigration (Video on Discovery Education)
- American Heritage: Immigration to the United States (Video on Discovery Education)
- Project GLAD Prosser - Sunnyside Certification Team - Unit Immigration: People on the Move I have adapted some of the work done by this certification team.
- [http://www.balancedpolitics.org/path_to_citizenship.htm](http://www.balancedpolitics.org/path_to_citizenship.htm) Should a path to U.S. citizenship for illegal immigrants (part of the DREAM Act) be implemented, granting amnesty & American citizenship to illegals after various requirements are fulfilled?
- *Isle of Hope - Isle of Tears* song by Emmet Cahill Celtic Thunder [https://www.youtube.com/watch?v=uBO3hfq9CTQ](https://www.youtube.com/watch?v=uBO3hfq9CTQ)
- *Why Irish Immigrants Came to America* by Lewis K. Parker
- *Why Mexican Immigrants Came to America* by Lewis K. Parker
- *Why Japanese Immigrants Came to America* by Lewis K. Parker
- *Why Vietnamese Immigrants Came to America* by Lewis K. Parker
- *Why Italian Immigrants Came to America* by Lewis K. Parker
  USCIS
  1185 South Vinnell Way
  Boise, ID 83709
- Twin Falls Refugee Center: [http://refugeecenter.csi.edu/](http://refugeecenter.csi.edu/)
- Other Sources to Explore:
  - [http://www.census.gov/how/infographics/foreign_born.html](http://www.census.gov/how/infographics/foreign_born.html) (Foreign-Born Infographic)
  - *Coming to America: The Kids' Book About Immigration* by David Fassler
  - Photographs from Ellis Island website, Angel Island website, and Discovery Education
  - Poems:
• My Homeland
• The Immigration Office Asked Me by Therese Bacha
• Eyes of An Immigrate by Kaela Aalto

Variety of Trade books related to immigration
• Chinese Immigrants in America: An Interactive History Adventure (You Choose Books series) by Kelley Hunsicker
• German Immigrants in America: An Interactive History Adventure (You Choose Books series) by Elizabeth Raum
• Irish Immigrants in America: An Interactive History Adventure (You Choose Books) by Elisabeth Raum
• Ellis Island: An Interactive History Adventure (You Choose Books) Paperback by Michael Burgan
• Grandfather’s Journey by Allan Say
• The Dragon’s Child: A Story of Angel Island by Laurence Yep
• The Blessing Cup by Patricia Polacco
• The Keeping Quilt by Patricia Polacco
• Monte Etna’s Children: A Story of Sicilian Immigration to America Paperback by Mary Linda Miller
• La Storia: Five Centuries of the Italian American Experience by Jerre Mangione

• The Irish Dresser: A Story of Hope During the Great Hunger by Cynthia G. Neale
• http://www.statueofliberty.org/Ellis_History.html
• http://www.statueofliberty.org/default_sol.htm
• http://www.americaslibrary.gov/jb/progress/jb_progress_ellis_1.html (a little article about the first person to enter Ellis Island)
• http://www.proteacher.com/redirect.php?goto=554 (Chinese immigrants)
• http://www.english.illinois.edu/maps/poets/a_f/angel/gallery.htm (Angel Island Photo Gallery)
• http://www.english.illinois.edu/maps/poets/a_f/angel/angel.htm (Information regarding Angel Island)

Scaffolds/Supports for Texts:

The Story of Immigration will be supported with close reading and annotating of the text. Students will also have graphic organizers to support content and vocabulary. I will read the text into a tape recorder or computer so the ELL and SPED students can hear the text again.

Pictorial input charts are intentionally scaffold as we review them. I will use the ELD review
and ELD Frame (Project GLAD strategy) with my ELL and SPED students as we review the input chart.

Expert groups are scaffolded with a mind map, note taking, and sketching of important information.

SPED will have the support of a paraprofessional.

**Extensions for Learners:**
Pretend you are immigrating to the United States with your family. When you get to Ellis Island you are examined by a doctor and are found to have a disease. Write a short story about what disease you have, (symptoms, cause, treatment) and what will happen to you and your family. The students will need to research a disease to find out the symptoms, causes, and treatments. The students will also need to understand what happened to people who were sick when they got to Ellis Island. The teacher will have to give additional instruction for this extension on researching illnesses that were common during this time period.

**Additional Materials Recommended**
- Photographs from Ellis Island and Angel Island
- World Map large enough for students to see
- Individual World maps for the students
- Folders for materials
- Learning Log
- Poetry Booklet
- Graphic organizers for videos
- Dream Act Pros and Cons T chart
- Document camera
- Internet
- Note catchers for videos
- Expert Group reading information
- Mind maps
- Opinionaire
- Time Line
- Story Map
- Editing Checklist
- Chart paper

**Key Vocabulary Terms: Content and Academic**
**Procedures**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Sequenced Activities, including evidence of text-dependent questioning</th>
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<tbody>
<tr>
<td></td>
<td><strong>Learning Logs</strong> are used at the end of each day’s lessons as a formative assessment. I will collect the learning logs each day and check students understanding. At the beginning of each day, we will review the lesson from the day before and I can correct any misconceptions that I noticed in the Learning Logs. We will share our learning logs with our classmates each day with a variety of strategies such as Think Pair Share and Mill to Music.</td>
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<td></td>
<td><strong>Vocabulary</strong> will be taught in context of the text; it will not be taught in isolation. I have included the vocabulary words in the Building Knowledge/Whole Group section for the day it will be introduced.</td>
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<tr>
<td></td>
<td>Day 1: approximately 120 minutes</td>
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<td></td>
<td><strong>Frontloading:</strong></td>
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<td></td>
<td>- Opinionaire (see attached)</td>
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<tr>
<td></td>
<td>- Watch Video from Discovery Education - The Pursuit of Happiness: Immigration Answer the questions at the end of the video on the worksheet. The students will have the worksheet with the questions before the video begins,</td>
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<tr>
<td></td>
<td>- Quick write after video in Learning Log</td>
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<td></td>
<td><strong>Building Knowledge/Guided Practice:</strong></td>
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</tbody>
</table>
|            |  - Review time line from past learning (We have been completing a timeline as
we studied United States history this year. We will want to review why the colonists came to America beginning with Roanoke, Jamestown, and Plymouth.)

- Vocabulary: immigrants, native, and foreigner
- Discuss immigration in Idaho
  - How many different countries are represented?
  - Where are these countries?
  - How many different languages are represented?
- Look at World map and locate countries for the largest groups of immigrants to Idaho
- Discuss some of the groups and why they came to Idaho.

- **Independent Practice:**
  - Recreate map done together as a group

- **Formative Assessment:**
  - Learning Logs - See above note

- **Homework Assignment:**
  - Where did your family live before they came to the United States? Ask your parents to share your family origins. You might include information such as:
    - Original country
    - Why did they come to the US?
    - How long ago did your family arrive?

Day 2: approximately 120 minutes

- **Building Knowledge/Guided Practice:**
  - Review Learning Logs from yesterday - clarify any misunderstandings or questions
  - Students share their learning from their learning logs with the strategy Mill to Music (Mill to Music is a strategy to get students talking to each other. The students stand up and move around the room to the music. When the music stops they need to share their learning log with another person. Begin playing the music and the process continues. I repeat the strategy 3 or 4 more times until the students have shared their learning log and thinking with several different people.)
  - Close reading of *The Story of Immigration* by Robert Charles by coding the text. The students can write on their booklet. Read introduction, Kinds of Immigration, and Waves of Immigration
  - Vocabulary word: Persecution, influx, economic, religious, political, illegal, legal, voluntary, involuntary, and destination
  - Discuss Text Features (Table of Contents, Headings, photographs, captions,
• Add information to our class timeline
• Text Dependent Questions:
  1. Find the evidence in the text that states reasons people voluntary immigrate.
  2. Name 3 ways illegal immigrants get into or stay in the United States.
  3. Look at the drawing at the top of page 20; explain the relationship between the picture and involuntary immigration.
  4. Read the picture and the information box at the bottom of page 7, where are these people living?
  5. Summarize the 1st wave of immigration to the United States.
  6. What countries did the 2nd wave of immigrants come from? Why did they come to America?
  7. How was the 3rd wave of immigrants different from the 2nd wave?
  8. Why did immigrants come to the United States from Southeast Asia?
  9. Look at the picture on page 12, what are these people doing?
    • Read the Classroom Walls - Poems and chants about immigration displayed in the room to build vocabulary (Project GLAD strategy)

❖ Building Knowledge/Guided Practice
  • Pictorial Input Chart - Reasons for Immigration (Project GLAD strategy) see attached

❖ Independent Practice/Formative Assessments
  • Learning Log

Day 3: approximately 120 minutes
❖ Whole Group/Guided Practice
  • Review Pictorial Input Chart - Reasons for Immigration - add photographs and word vocabulary cards to the chart as we read and review
  • Speaker from Romania - this will be both a presentation by the speaker and questions from the students. We will develop questions in class appropriate to the topic before she arrives.
  • Read the Classroom Walls - Poems and chants about immigration displayed in the room to build vocabulary (Project GLAD strategy)

❖ Small Group
  • ELD Review - scaffolding of Pictorial Input Chart with ELL and SPED students
  • ELD Frame - scaffolding of Pictorial Input Chart with ELL and SPED
students - students orally give me a sentence and I write the sentence on a sentence strip. Great for discussing grammar and editing of sentences and check for understanding.

- **Independent Practice:**
  - Students recreate Pictorial Input Chart
  - Learning Log

- **Homework Assignment**
  - Share a tradition from your family’s culture. You might choose to share how you celebrate a holiday or event, a special food you enjoy, or some clothing or an outfit that represents your culture.

**Day 4:** approximately 120 minutes

- **Building Knowledge/Guided Practice**
  - Close Read the next section in *The Story of Immigration*, Immigration Laws by coding the text
  - Vocabulary: ethnic, imposed, quota, visa, naturalization, and alien
  - Text Dependent Questions
    1. Why would Americans not welcome immigrants from Asia?
    3. Using the chart on page 16, look at the years 1991-1995. How is this different than the rest of the graph?
    4. If the number of immigrants coming to the United States continues at the same rate, how many immigrants would be added to the United States from 1991-2000?
  - Close Read an article on the Dream Act by coding the text. The article I chose has pros and cons for the Dream Act. Create a class T Chart on the Pros and Cons of the Dream Act
  - Add information to our class timeline

- **Small Group**
  - Have the students discuss the pros and cons of the Dream Act

- **Independent Practice/Formative Assessment**
  - Students write an argumentative paragraph on their opinion about the dream act.
  - Learning Logs

**Day 5:** approximately 120 minutes

- **Building Knowledge/Guided Practice**
  - Close Read the last 2 sections of *The Story of Immigration*, Symbols of Immigration and How They Arrived
  - Text Dependent Questions
1. Why were Ellis Island and Angel Island built?
2. Why is the Statue of Liberty a symbol of immigration?
3. Who was processed at Angel Island?
4. Give examples on how illegal immigrants get to the United States.
5. Describe the conditions the slaves endured on the ships.
   ▪ Together as a class write a conclusion paragraph for The Story of Immigration.
   ▪ Read the Classroom Walls - Poems and chants about immigration displayed in the room to build vocabulary (Project GLAD strategy)
   ▪ Close Read photograph from Ellis Island - Discuss with students how to read a photo
   ▪ Text Dependent Questions for photographs will vary depending on the photos you use but here are some examples.
     1. Where are the people in the photos?
     2. What do you think might be in the bags they are carrying?
     3. What are they waiting for in the picture?
     4. How long do you think the immigrants will have to wait?
     5. What do you see in the photo?

❖ Small Group
   ▪ Each group of four students will get a picture to read closely. The group will answer text dependent questions from their photograph.

❖ Whole Group/Guided Practice
   ▪ Each group shares their picture and discusses what the photo is showing us about immigration

❖ Independent Practice/Formation Assessment
   ▪ Learning Logs

❖ Homework Assignment
   ▪ If you were leaving the US to move to another country where would you go. Why? What special items would you bring with you?

Day 6: approximately 120 minutes
❖ Building Knowledge/Whole Group/Guided Practice
   ▪ Close read “Coming Over” by Russell Freeman.
   ▪ Text Dependent Questions for “Coming Over”
     1. Describe the conditions the steerage passenger endured?
     2. Why was there anxiety when the new immigrants entered Ellis Island?
     3. What were the 2 doctors at Ellis Island looking for?
     4. What did the chalk marks mean?
5. Why were the immigrants asked so many questions at Ellis Island?

6. What does the text say was the reason for immigrants to want to be in America?

**Small Group**

Close read “Welcome to America” by Benita L. LeMahieu. Tell students that they will be close reading a fictional story of a character that immigrates to the U.S. through Ellis Island. The students will mark their text within their small group. The students need to discuss the text dependent questions with their members of their group and record their answers on the worksheet.

**Building Knowledge/Guided Practice**

- Using a large graphic organizer, compare and contrast the selections, “Coming Over” and “Welcome to America.” The students have the same graphic organizer at their desks as well as the two texts we are comparing.

**Independent Practice/Formative Assessment**

- Learning Logs

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Day 7: approximately 120 minutes

**Building Knowledge/Guided Practice**

- Speaker from Bosnia - this will be both a presentation by the speaker and questions from the students. We will develop questions in class appropriate to the topic before she arrives.
- Listen to YouTube song Isle of Hope - Isle of Tears - Students reflect in their learning log about the song
- Pictorial Input Chart - Irish Immigrants (see attached) complete a mind map together.

**Small Group**

- Expert Group #1 - number 1’s in the groups of 4 will meet with me at the back table. We will close read by coding and sketching the information regarding Russian Immigrants. Complete a mind map.
- The rest of the class will be reading picture books (historical fiction) about immigration. The students will read a book with a partner and complete a story map for the book. I want the students to read at least 2 picture books about different countries over the next couple of days.

**Independent Practice/Formation Assessment**

- Learning Log

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Day 8: approximately 120 minutes

**Whole Group/Guided Practice**

- Review Pictorial Input Chart - add photographs and word vocabulary cards
to the chart as we read the chart

- **Small Group**
  - Expert Group #2 - number 2’s in the groups of 4 will meet with me at the back table. We will close read by coding and sketching the information regarding Vietnamese Immigrants. Complete a mind map.
  - The rest of the class will be reading picture books (historical fiction) about immigration. The students will read a book with a partner and complete a story map for the book. I want the students to read at least 2 picture books about different countries.
  - Expert Group #3 - number 3’s in the groups of 4 will meet with me at the back table. We will close read by coding and sketching the information regarding Mexican Immigrants. Complete a mind map.
  - The rest of the class will be reading picture books (historical fiction) about immigration. The students will read a book with a partner and complete a story map for the book. I want the students to read at least 2 picture books about different countries.

- **Whole Group/Guided Practice**
  - Close read video: American Heritage: Immigration to the United States. This video is 20 minutes but can be broken into smaller pieces. It is a good video to review much of what we have been studying. The students will complete a graphic organizer from the video.

Day 9: approximately 120 minutes

- **Small Group**
  - Expert Group #4 - number 4’s in the groups of 4 will meet with me at the back table. We will close read by coding and sketching the information regarding Sudanese Immigrants. Complete a mind map.
  - The rest of the class will be reading picture books (historical fiction) about immigration. The students will read a book with a partner and complete a story map for the book. I want the students to read at least 2 picture books about different countries.

- **Whole Group/Guided Practice**
  - Process Grid of the information from the expert groups (Project Glad strategy) see attached. The Process Grid is a Jigsaw activity. Each expert in their group will teach the other members of their group about their immigrants. We will add the information to the Process Grid under the appropriate heading. This Process Grid will become our source for our writing in day 9.

Day 10: approximately 120 minutes
Building Knowledge/Guided Practice
- Review the Process Grid with the students by asking text dependent questions.
  1. Why did the Vietnamese come to the United States?
  2. What major United States city did the Sudanese go to from the Sudan?
  3. What did the Irish immigrants hope to find in the United States?
  4. Why do Mexicans come to the United States?
  5. What are the reasons Russians came to the United States?
- Coop strip paragraph - I will give the students a topic sentence for the first paragraph comparing the different immigrants. Students in their groups must come up with one sentence to add from the process grid that supports the topic sentence. After all of the groups have added their sentence to the chart, we will, as a whole group, revise the paragraph. We will follow an Editing Checklist (attached) and revise the written paragraph. This is a great place to review sentence structure, grammar, punctuation, and capital letters in context. We will discuss changes to the vocabulary to make the writing more powerful.

Independent Practice
- Learning Logs

Homework Assignment
- What advice would you give someone who is moving to the US?

Day 11 - approximately 120 minutes
Whole Group/Guided Practice
- Review Coop strip paragraph - Are there any other corrections that we want to make as a group. Reread again and again until the students are satisfied with the paragraph.

Small Group
- As a class we will come up with the topic sentence for the next paragraph. In small groups the students write the next paragraph. Remind the students to use our Process Grid as their source for writing. As needed pull the group back together to answer any questions or address any concerns. The groups must fill out the Editing Checklist and revise their written paragraphs accordingly. Each small group will share orally with the whole group their paragraph. I will put them under the document camera and we will make suggestions for each team.

Independent Practice
- As a class we will come up with the topic sentence for the final paragraph.
The students independently write the final paragraph by adding the supporting details. Remind the students to use our Process Grid as their source for writing. The students must fill out an Editing Checklist. I will be available to help students with the Editing checklist. The student may also have a peer assist them with revisions.

Day 12 – approximately 120 minutes

**Whole Group/Guided Practice**
- Students can volunteer to share their written essay.
- Discuss with the students the summative assessment. Each student will get the name of a fictional immigrant, date of immigration, and country from which they emigrated. Each student will write at least 8 journal entries that explain the reason for immigration, hardships encountered, what they did when they got to the United States, and what work they found. (See attached direction sheet and rubric)

**Small Group**
- Students may get together with other students and discuss their immigrant. Students may begin to complete their prewrite with their small groups if they choose.

**Small Group**
- My SPED students will all have a similar immigrant to work with. This will assist my SPED paraprofessional.
- ELL students will get extra support from me but also our ELL teacher. We will help them with vocabulary and locating their information. If the students need to do additional research, we can be of assistance there as well.

**Summative Assessment**
- Students work quietly writing their 8 journal entries. Remind them to refer back to the direction page and the rubric. I will encourage the students to reference their Learning Logs, rubric, note catchers, and texts for support. They may also want to do additional research in books around the room or the Internet. Students can add sketches to their journal if they choose. Students are writing their journal as a family history for their offspring.

Day 13 – approximately 120 minutes

**Whole Group/Guided Practice**
- Review with the students the summative assessment directions. Discuss with the students the audience and purpose for their writing. Review with the students the rubric that they will be assessed. We will lead students
toward the information they need in their journal if they become stuck.

- Review with the students the rubric that they will be assessed. I will lead students toward the information they need in their journal if they become stuck.

**Small Group**

- My SPED students will all have a similar immigrant to work with. This will assist my SPED paraprofessional.
- ELL students will get extra support from me but also our ELL teacher. I will help them with vocabulary, and locating their information. If the students need to do additional research, we can be of assistance there as well.

**Independent Work**

- Students will work on their journal entries.
- Students will add new information to the timelines.

I will copy and bind all of their journals into a classroom book for students to read.

**Differentiation (based on principles of UDL):**
http://www.udlcenter.org/aboutudl/whatisudl/3principles

**Multiple Modes of Representation:**

- Pictorial Input Chart will be an alternative to both auditory and visual information
- Auditory tape of text
- Vocabulary will have realia and/or pictures for support
- Videos, pictures, songs, poems, fiction and nonfiction readings, maps, graphs, and virtual field trip will be used
- Time line will be used to reinforce background knowledge already learned
- Interviews and presentations by immigrants

**Multiple Modes of Expression:**

- Graphic organizers and note catchers
- Help students manage papers, informations, and assignments in a folder.
- Students can use multiple media for summative assessment if desired.
- Discussions
- Learning Logs

**Multiple Means of Engagement:**

- Expectations will be set for summative assessment. It will be divided up into smaller chunks to help students manage their assessment.
Assessments

Formative: Classroom observations; Learning Logs that connect the information from the readings, speakers, class discussions, and videos; and other assignments

Summative: Journal on immigrant to the United State (attached direction page)

Rubric/Scoring Guide: Rubric is attached

- Students can discuss their character with others to gain additional information or ideas
- Frequent feedback
- Individualized work
- Variety of groupings
- Organization check-ins and goal setting
- Homework connected to family
**Project GLAD Strategies:**
I am using many strategies from my Project GLAD trainings. I am trying to explain them briefly here to assist you in understanding the activities.

**Walk the walls**
Poems and chants decorate the walls for students to read. We will read a poem or chant from start to finish the first time. The next time we read it, we stop and discuss vocabulary words, figurative language, and imagery. I highlight the word, draw a sketch, and write a synonym to help the students remember the word.

**Pictorial Input Chart**
A Pictorial Input Chart is similar to an anchor chart. The information I want the students to learn is on the chart written lightly in pencil. As I teach the information, I trace over my pencil marks in different colored markers. The students say and read the information with me as I teach. The next day as I review the chart, the students add word cards and picture cards to the chart with tape. I post the chart in the classroom for the students to use as a reference.

**ELD Review**
ELD review is a strategy that reviews the information on the Pictorial Input Chart with my ELL students and other students that need additional academic support. I ask students questions and they use the chart to answer my questions.

**ELD Frame**
ELD frame is a strategy that has the students paraphrasing the information that was reviewed in the ELD review. The student orally gives me a sentence from the chart. I write the sentence exactly as the student says it. This gives me a good opportunity to work on grammar, sentence structure, and mechanics. Also over time I have a record of the student’s improvements in oral language and sentence structure.

**Expert Groups (Jigsaw)**
Expert Groups is a type of jigsaw activity. The students in each group are number 1-4. Each numbered student will come back and become an expert on one immigrant group. We close read the information together. We will code the text and sketch information in the box below each section. After we read the information, we complete a mind map graphic organizer of the information that the student will share with their group.

**Process Grid**
The Process Grid is our chart for recording our information from our expert groups (Jigsaw). I will create a large chart on chart paper with the names of our immigrant groups and the headings from our mind map graphic organizer. As each expert shares his/her information with their group, I call on random students from each group to share information they learned to add to our grid.
Coop Strip Paragraph
The Coop Strip Paragraph is a writing strategy that assists students in revisions. After completing the process grid, I will write a topic sentence on a sentence strip and put it in a large pocket chart. Each group of 4 students will write a supporting detail sentence on a sentence strip and add it to the pocket chart. We read the paragraph all the way through and then begin the editing checklist. I love this activity because we discuss revisions of the paragraph that I want my students to be able to do alone. We work on sentence structure, subject verb agreement, and word choice. We tear the strips apart to add to, change, or delete words and phrases. When we have it completed we read it again. I type the paragraph and the students add it to their folder.
The text coding I use in my classroom.
Opinionaire

For each statement indicate whether you agree (A) or disagree (D). When you are finished choose 1 of the statements and write about your thoughts on the lines below.

1. People in the U.S. should welcome all people from other countries. _____

2. People who are in the U.S. illegally should be put in prison. _____

3. Immigrants in the U.S. should have the same rights as citizens in the United States. _____

4. People from other countries should not be allowed to live in the United States. _____

5. Immigrants help the United States economy. _____

6. The number of immigrants coming into the United States should be limited. _____
Taking Notes on “The Pursuit of Happiness: Immigration”

Directions:
As you watch the video, write facts and information you learn about immigrants and the Statue of Liberty in the spaces below.

I learned these facts about immigrants from the video:
1.
2.
3.
4.
5.

I learned these facts about what the Statue of Liberty symbolized for immigrants from the video:
1.
2.
World Robinson Projection Map with Country Outlines
Learning Log
| Text | You |
Freedom of religion means ALL religions, not just your own

Made by gemismart.net
Political Freedom Tolerance
Refugees

Abundant

Harassment

Pop culture
Push

Pull

Persecution
Immigration
Poetry Booklet

Name: ______________________________________
By Brendan Graham

On the first day of January,
Eighteen ninety-two
They opened Ellis Island and they let
The people through
And he first to cross the threshold
Of that isle of hope and tears
Was Annie Moore from Ireland
Who was all of fifteen years.

Chorus:
Isle of hope, isle of tears,
Isle of freedom, isle of fears,
But it’s not the isle you left behind.
That isle of hunger, isle of pain,
Isle you’ll never see again
But the isle of home is always on your mind.

In a little bag she carried
All her past and history,
And her dreams for the future
In the land of liberty.
And courage is the passport
When your old world disappears
But there’s no future in the past
When you’re fifteen years.

Chorus

When they closed down Ellis Island
In nineteen fourty-three
Seventeen million people
Had come there for sanctuary.
And in Springtine when I came here
And I stepped onto it’s piers,
I thought of how it must have been
When you’re fifteen years.

Chorus
Push and Pull

Author unknown

Like many who came before
From distant corners of the globe
Pushed from home
Fleeing calamity
Hunger, Poverty, War

The United States
Land of Dreams
Pulling those seeking a better life
Offering hope and optimism
To the downtrodden, the desperate

They've come to this New World
For several hundred years now
In crashing waves from different places at different times
Only to face new struggles
In a new land

"They're taking our jobs."
"They're stealing our money."
"They don't want to speak English."
"Send them all back to where they came from."
They've all taken turns bearing the brunt

Eventually each group melds into the giant pot
Becoming a part of a new America
Time and time again
And the wave we have crashing over our shores now
Will, too
My Homeland by Thomas Simunsen

Although I yearn,
when I hear my land named.
I hear of the troubles
that go on each day.

My heart often aches
when I hear of the strife.
I’ve built on my dreams,
in this land is my life.

This land that I live in
is home to me now.
I’ve a wife and a family
a new freedom I have found.

Although sometimes I yearn
when I hear my land named.
I could never return
and leave what I have made
Immigrant Cadence
By Gale Wright 2010

I don’t know but I’ve been told
Immigrants are very bold
Leave their homes - go ‘round the world
A better life for boys and girls
   Sound off – new foods
   Sound off – new friends
   Sound off – new schools
   1-2-3-4 – assimilate

Many leave their war torn home
Lose their family, be alone
Governments can limit rights
Leave your country in the night
   Sound off – conflict
   Sound off – dangerous
   Sound off – freedoms
   1-2-3-4 – refugee

Search for work – What can I do?
Find a better job for you
Family follows – you will see
A better life for all who flee
   Sound off – employment
   Sound off – wages
   Sound off – earnings
   1-2-3-4 – economy

Education is the key
Learn new skills – What will you be?
Rich or poor, a boy or girl
School should be part of your world
   Sound off – reading
   Sound off – learning
   Sound off – technology
   1-2-3-4 - opportunity
I’m an immigrant and I’m here to say
I want a hopeful future, so I’m on my way.
I left because of poverty, oppression, or strife
I’m off to a new country to find a better life.

  Freedom, prosperity, expectations too
  Doing the immigrant bugaloo!

People speak a language that is different than mine
Soon I’ll be bilingual, which is positively fine.
To find success I’ll work hard and get an education
I’ll help my family settle into our new nation.

  New language, culture, customs too
  Doing the immigrant bugaloo.

I’m a person on the move and I’m here to say
Challenge and opportunity I’ll find along the way.
I may become a citizen of my new homeland
To take that oath one day would be just grand.

  Safety, peace, independence too
  Doing the immigrant bugaloo!
I’m an immigrant, tall and proud  
I’ll say it low and I’ll say it loud!  
I come to this country from near and far,  
With dreams that reach the farthest star.

I’m an immigrant  
(Clap! Clap!)  
I’m an immigrant  
(Clap! Clap!)  
I’m an immigrant, an immigrant, an immigrant  
(Clap! Clap!)

I left my family and friends behind  
A better life I hope to find.  
I work long hours to make ends meet,  
In the cold, rain, and heat.

I’m an immigrant  
(Clap! Clap!)  
I’m an immigrant  
(Clap! Clap!)  
I’m an immigrant, an immigrant, an immigrant  
(Clap! Clap!)

If things work out for me one day,  
I may decide to stay...because  
In this great land of opportunity,  
Lady Liberty welcomes me!

I’m an immigrant  
(Clap! Clap!)  
I’m an immigrant  
(Clap! Clap!)  
I’m an immigrant, an immigrant, an immigrant  
(Clap! Clap!)
Immigrants here, immigrants there
Immigrants, immigrants everywhere!

Brave immigrants traveling far
Courageous immigrants following dreams
Nervous immigrants learning new languages
And tenacious immigrants leading new lives

Immigrants on the ship
Immigrants in the neighborhood
Immigrants on the jobsite
And immigrants in the schools

Immigrants here, immigrants there
Immigrants, immigrants everywhere!
IMMIGRANTS! IMMIGRANTS! IMMIGRANTS!
Should a path to U.S. citizenship for illegal immigrants (part of the DREAM Act) be implemented, granting amnesty & American citizenship to illegals after various requirements are fulfilled?

Overview/Background

Illegal Immigration has become an explosive situation in the United States, where the country currently holds an estimated 13 million illegals, which costs the taxpayers an estimated 113 million per year. And these statistics are only going to get worse as children of illegal immigrants become U.S. citizens and put a further drain on social security, Medicare, Obamacare, Medicaid, and other entitlement programs. There are two parts of the problem that need to be dealt with -- 1) Limiting the growth rate of illegals, and 2) What do we do about the millions of illegals that are already in the U.S.? Various solutions have been proposed to both problems, including deportation, building a U.S.-Mexico border fence, increasing the levels of legal immigration, and the topic of this discussion--a path to citizenship for illegals. Various political proposals have offered U.S. citizenship in return for fulfilling various requirements, such as acquiring a qualified job, paying back taxes or a fine, and passing a course on the English language. The question is, should any proposal give the million of illegal immigrants citizenship in the United States?

Yes

1. The foundation of the United States, as it describes on our Statue of Liberty, is immigration. "Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore...." Those are the powerful words on our own Statute of Liberty. America was founded by citizens from all of the world who were unsatisfied with their home country and sought better opportunity for freedom and wealth in the New World. Where would our country be if we slowed or stopped immigration after we gained our freedom in the 1700s? Where would we be without the contributions of Albert Einstein, Andrew Carnegie, and so many other brilliant immigrants? Nothing was going to stop our ambitious ancestors from being successful in the New World. We should not turn away our current crop of immigrants seeking a better life and opportunity for success.

2. Millions of illegal immigrants will stay in the shadows of society without some path to citizenship. Think about all your interactions with society & government-drivers licenses, taxes, unemployment insurance, school, marriage, banks, small claims court, police, etc. When you're an illegal immigrant, you're separated from all these. Illegal immigrants stay hidden from all these since public exposure of any kind may mean deportation of they and their families. And the living-in-the-shadows has a cascade effect. If you can't get a driver's license, you can't vote. You'll have trouble buying a car or getting insurance. If you don't have a verifiable source of income, you're unlikely to be able to obtain any credit. If you must stay hidden, you usually cannot attend American schools. In short, your opportunities are extremely limited.
3. It would generate additional tax revenues from both employers and employees as jobs are allowed to come into the open. Since illegal immigrants aren't technically allowed to have jobs in the U.S., their work must be handled under the table, usually in cash. If they were allowed to be part of the legitimate working world, they would pay social security, Medicare, state, local, and federal income taxes. Not only that, but employers would be forced to paying matching social security & Medicare taxes along with unemployment taxes.

4. We'd be able to count on the American justice system to protect wronged individuals and hold criminal immigrants accountable, whereas now illegals are afraid to be a part of the system due to possible deportation. Illegal immigrants are in effect all fugitives from the law. They always face the possibility of deportation of not only themselves, but their families. Thus, they can't go to police if they're wronged. What if an employer doesn't pay them the money owed for their work? What if an immigrant is raped or robbed? What if someone close to them is murdered? What are there options? To use the American justice system, they have to expose themselves to deportation. So there are really only two remaining alternatives. One is to suffer from the injustice with no viable recourse. The second is to take the law into their own hands through vigilantism. Plus, if an illegal immigrant is already a fugitive from the law, what's to stop him or her from committing other crimes? Deportation may be worse than prison for some. In other words, both American citizens and illegal immigrants suffer.

5. It's inhumane to break up families that have built a life in America. It's very often the case that illegal immigrants bring their spouses or families over the border. If they're caught and deported, they may protect their families from the same fate; consequently, they must be separated indefinitely from their loved ones, often with limited ability to communicate. Another separation situation occurs when children are born in the United States. Because they're born here, they gain automatic U.S. citizenship. However, the same cannot be said for the parents, who still face the risk of deportation. Think how your life may be different if your parents were dragged away when you were young, and you didn't know when or if you would see them again. The illegal immigrants may want their children to stay in America and have a better life, so they may separate to make sure that happens.

6. It may be good for the U.S. economy since immigrants can fill jobs that most Americans don't want, often at a much lower cost to businesses. There are plenty of low-paying, low-rewarding, physically-demanding or boring jobs that most Americans will not take. Certain farming jobs, digging sewers, washing dishes, cleaning hotel rooms are only some of the examples. People coming from Mexico or other poor countries will often be thrilled to get any kind of work, especially one that pays a minimum wage rate. Overall, this helps American companies be more competitive. Not only are they able to fill the less desired jobs that need to be completed, all wage rates will likely come down due to the millions of new resources in the workforce. It's a simple economics rule of supply and demand. The supply of available workers would increase, therefore wages would drop. If wages and costs to businesses in America drop, profits and competitiveness increase. Successful companies usually mean growing companies, in which case more jobs will open up to all Americans. If labor costs drop, consumer prices generally fall, which is yet another way society benefits.

7. Homeland Security resources that focus on illegal immigrants can be redirected to tracking and finding terrorists. Homeland & border security personnel have their hands full with protecting us from both foreign and domestic terrorists. Drug dealers have been gaining power and fighting bloody battles along the Mexican-U.S. border. Organized crime units still operate all over the country. Hackers continually plant viruses and probe security holes in our computer networks. Do we really want to monopolize many of our important Homeland Security resources for tracking down and deporting innocent immigrants who are simply trying to improve their lives and feed their families?
8. The current legal immigration path to citizenship is costly, time-consuming, inefficient, and limited. Thus, people seeking entry into the U.S. often have no choice but to do so illegally. The immigration requirements for entering the United States are long, complex, and time-consuming. You usually need a lot of money (investor visa), specialized skills (work visa), or some kind of family/spousal relationship to a current U.S. citizen. Even then, you must receive medical clearance as well as fulfill other requirements. If you're not rich, superskilled, or connected to someone in the U.S., about the only way to citizenship is luck in the lottery selection system. So imagine you're poor & uneducated and you know no one in the U.S., yet you still are desperate for a better life. You're forced to either suffer in your home country with little opportunity for wealth & success, or hop the border illegally.

9. It brings freedom and a path to self-sufficiency that isn't available to billions of others around the world who aren't lucky enough to be born in the United States. Most people born in the United States don't appreciate the gifts we've been given by being born in the U.S. We have a wide array of educational choices; we have freedom of religion, freedom to say what we want, the ability to vote, a free press to keep our political leaders in line, a usually fair and thorough justice system. Most people can find some kind of paid position if they want to take it, and when people are temporarily unemployed or can't feed themselves, charities and government programs are there to help. In short, we have endless opportunities to be wealthy, educated, and successful in the United States. What about people from other countries? If you come from a country with primitive educational institutions, few businesses operating, massive unemployment, and few options to improve your life, what are you going to do about it? What if you come from an Arab country where they might torture or kill you for being a Christian? What if you live under the boot of a dictator like Castro, Chavez, or Kim Jong Il? What if you're an Arab women who may be stoned to death for speaking out or showing your face in sunlight? America was founded by the ambitious people that would tolerate their home country no longer, who threw caution to the wind and put everything into a life in the New World. How can we possibly turn away so many others that are trying to do the same thing?

No

1. A path to citizenship rewards people for breaking the law. While it's true that we are a "nation of immigrants", America was founded and grew to be the great country it is through the efforts of legal immigrants. We have laws for a reason--without them, there would be chaos! However, an unenforced law is essentially one that doesn't exist at all. A path to citizenship would reward lawbreakers who ignored our laws, while punishing those who are trying to emigrate to America using proper channels. How will our society change if we have a constant influx of people who's first interaction with the U.S. involves breaking the law? What other of our laws will they choose to ignore?

2. It's unfair to the people who have followed the rules in their quest for citizenship. There is no country in the world that people would like to live than the United States. We have freedom, wealth, opportunity, entertainment, and diversity that exceeds all other countries of the world. So many law-abiding individuals want to come to the U.S. and go through the proper channels to do so. Unfortunately, the bureaucracy and limited immigrations amounts can take time to overcome. We want to reward the people that follow legal channels to get here. It will help encourage future immigrants to do the same.

3. It will create a flood of illegal immigrants from everywhere who will try to get in before the law goes into effect. If you a foreigner who wants to become a citizen of the U.S., and you're many years away from having a possibility through legal channels, what are you going to do if a path to citizenship makes it through Congress for illegals? You will do your best to get over the border before it happens! Thus, we'll have a tidal wave of people from all borders that try to find a way into the country and streamline their path to citizenship. China, Japan, India, and many other countries are so overpopulated
that it's difficult to live and breath. Traffic, crime, pollution, and overall stress increases as the population increases. Do we want to happen in the United States?

4. The program would add millions of people to the welfare rolls, who consume government resources such as health care, social security, and education while paying little or no taxes. Thus, the out-of-control government deficits would be pushed further to the edge of bankruptcy. Any credible economist and American politician will tell you that if we follow our present course of spending far more than we take in in revenue, we're headed for bankruptcy and a disastrous collapse of the world economy. The American national debt is already over 7 times the revenue brought in for one year. We're spending over $3.5 trillion every year while only taking in around $2 trillion. These numbers don't even account for the looming financial headaches of social security, Medicare, Obamacare, and other government entitlements. Providing a path to citizenship will add over 10 million people who make little or nothing and will likely need to rely partially or wholly on government benefits. If the whole economic system doesn't collapse with the current course of action, it surely will if we add another 10+ million (and potentially their future kids) to the welfare roll!

5. It further erodes the English language and American culture in the United States. The U.S. is called the great "melting pot" because immigrants of the past adopted the American culture and learned the English language. Despite our diversity, we did our best to become as one, uniquely American. In the era of multi-culturism, where schools often teach in both English and Spanish, where millions of jobs go to people who can't speak English and have no incentive to, our American culture is fracturing. Adding millions of foreigners who don't feel any need to join the melting pot will only erode that culture further.

6. It would take away more jobs from current American citizens and drive down wages of remaining jobs. It is a total myth that Americans won't work the jobs that illegal immigrants work. The truth is they may not do the work for the low pay that immigrants are often given. If illegals are given citizenship, they become subject to our labor laws. Thus, minimum wage, health care benefits, etc. would all go into effect. There are always Americans ready to fill such jobs. Teenagers and college students alone, who take the vast majority of minimum wage jobs, would be affected most. Counting teens that have given up looking for work, the teen unemployment rate has hovered between 40 and 50 percent! When McDonald's added 50,000 jobs in April of 2011, there was basically a stampede of applicants looking for any work they could find. Adding over 10 million illegal immigrants to the workforce only makes the job search harder for Americans.

- It would create an influx of voters who support the president & lawmakers that gave them citizenship at the expense of existing citizens. If you gather an intelligent set of educated advisors--economists, immigration officials, security personnel, international relations experts, etc.--you could probably craft a well-thought-out solution to the immigration problems we face. However, when you add politics to the mix, intelligent solutions turn to mush. Just think what the government has done in the past with the tax code, health care system, and social security. If you give citizenship to 13+ million illegal immigrants, that creates a whole new voting block that will likely support your party in the future. Since most illegals are Mexican, current citizens of Mexican descent would likely also support your party. Consequently, politicians will do what they always do--focus on their own re-elections rather than the good of America and the world as a whole. Indeed, they may know a path to citizenship will cause major problems, but if it gets them re-elected, who cares?

- It would lead to further overpopulation and crowding of American cities. Have you ever been to Beijing, Tokyo, Mumbai, or so many of the massively overpopulated cities of the world? Traffic, crime, stress, pollution, and other hardships inevitably come into the big-city environment. As you have more and more people living in a small area, the number of available jobs dry up and housing shortages develop. Most big
cities simply do not have the ability to house, feed, and employ such a large number of people. Do we really want that to happen in the United States? An amnesty policy could essentially add tens of millions of people and their future children, who will seek out cities that have jobs available, at least in the beginning.

- Terrorists, drug dealers, and other foreign enemies will exploit any open border or amnesty policies put in place. The Mexican Drug War has ensnared thousands into bloody battles by the U.S.-Mexican border. Americans will always be the most profitable customer group for the Drug Cartels not only in Mexico, but around the world. Disciples of Osama bin Laden are constantly looking for ways to cause mass deaths and/or bring the U.S. economy to its knees. Communists in Russia, Venezuela, China, and Cuba spew their communist propaganda inside the U.S. as another step to their goal of destroying free capitalism. Do we really want to make it easier for all these groups of enemies to penetrate our country? The sky is the limit of what they could achieve if they added citizenship to their arsenal. One example--a terrorist would be subject to all our Constitutional protections, meaning Gitmo or other enhanced interrogation technique would be impossible.

- Plenty of better solutions exist, such as increasing legal immigration limits and reforming worker visa programs. There are so many better solutions to the immigration problem that haven't really been tried. We could really tighten the borders, deport all illegals that are caught, and cut off all benefits for illegals until foreigners are discouraged from even entering the country. We could expand and streamline legal immigration so people are more likely to come here legitimately. We could expand work and education opportunities for emigrating to the U.S., rather than handing outright citizenship. Perhaps most of all, we could amend our Constitution to make it so that children of illegal immigrants that are born here do not automatically become U.S. citizens! Until several other proposed solutions have at least been attempted, we shouldn't do anything drastic as grant amnesty to tens of millions who've broke the laws of our country.
Last year, President Obama and Democrats in Congress introduced the DREAM Act. The controversial bill sought to offer a pathway to citizenship for hundreds of thousands of young illegal immigrants by giving green cards to undocumented residents who had come to the U.S. at the age of fifteen or younger, graduated from an American high school, and completed either two years at an institution of higher learning or time in the armed forces. The DREAM Act was filibustered to death in the Senate by Republicans who referred to it as “amnesty for criminals.” Now, the DREAM Act has been reintroduced in the U.S. House and Senate and the debate has resurfaced once again. Here are both sides of the argument.

Opponents of the DREAM Act fear that giving amnesty to these immigrants who have broken immigration law will only encourage more illegal immigrants to come into the U.S., knowing that their children will have a pathway to legal residence. Essentially, in opponents’ eyes, it offers an incentive to break the law. Furthermore, critics of the bill feel that, when it comes down to applying for college and/or receiving aid for school, then it creates a level playing field for both U.S. citizens and illegal immigrants—and that’s just not fair. Basically, illegal immigrants will have an equal shot at precious state and federal resources as legal residents if the DREAM Act is passed and this is particularly offensive considering the economic situation the U.S. finds itself in, facing budget cuts in education and social service programs.

Advocates of the DREAM Act wonder what else should be done with these young immigrants. They have no connection to their home countries, many of them having been brought to the United States at very young ages, even in infancy. They might not even speak the language of their parents’ country. Deporting them would be borderline cruel. Advocates feel that these young immigrants have as much to offer to the future of America and American society as a citizen or legal resident does. Given equal opportunities, they might be tomorrow’s entrepreneurs, scientists, politicians, teachers, soldiers, etc. Furthermore, beneficiaries of the DREAM Act were not active participants in the choice to break American immigration law and it’s not fair to condemn them to a lifetime of low-paying underground, black market labor for the transgressions of their parents. President Obama summed it up in his recent immigration speech in El Paso, Texas, saying, "These are kids who grew up in this country, love this country, and know no other place as home. The idea that we would punish them is cruel and it makes no sense."

Opponents of the DREAM Act have advocated STAPLE as a viable replacement. STAPLE stands for Stop Trained in America PhD’s From Leaving the Economy and would allow foreign nationals who received a PhD from an American university in the STEM fields (science, technology, engineering, and medicine) to stay in the country and be exempt from green card and work visa quotas. This would help stimulate the U.S. economy with foreign ideas and resources but only to those who have proven their worth, so to speak.

<table>
<thead>
<tr>
<th>Dream Act</th>
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<tr>
<td><strong>Pros</strong></td>
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Welcome to America Small Group Questions

1. Describe the difficulty Anna had in steerage.

2. What is the text evidence that supports that the immigrants were glad to be in ‘America’?

3. What does the text say as to the reason Anna's family came to America?

4. Why is there fear in Anna's and her father's voice?

5. What evidence shows why Anna's family didn't leave their bags behind?

6. Why would the nurse ask Anna what work she will do in America?
Irish
famine
freedom
English Rule
notable
1845-1851
Great Hunger
1800’s
ancestry
Ellis Island
persecuted
poverty
illiterate
canals
chamber maids
John F. Kennedy
Unsafe
Story Map

Title: ___________________

Setting:

Characters: ____________  _____________

____________  _____________

____________ _____________

Problem: __________________________________________

_______________________________________________________

Event 1  _________________________
Event 2  _________________________
Event 3  _________________________
Event 4  _________________________
Event 5  _________________________
Event 6  _________________________

Resolution:  __________________________________________

_______________________________________________________

Adapted by Idaho Core Coaches, 2013
Directions for Summative Assessment.

For your final test on our Immigration Unit, you will pretend to be an immigrant to the United States. You will write at least 8 journal entries that will tell the story as to why you came to America, the hardships you faced in getting here, the decisions you made and what work you will do when you are admitted. As you write your journal entries, I will be looking for you to use information and vocabulary that you have learned in this unit. I also want you to share the feelings you image your immigrant felt as they left their own country and entered the United States. You may need to do additional research on your immigrant and the situation in the country you are leaving.

You are writing your journal as a family history for your children so they understand your journey to America.

Your scoring rubric is on the back of this page to guide you as you write.
Home School Connection #1

Where did your family live before they came to the United States? Ask your parents to share your family origins. You might include information such as:

- Original country
- Why did they come to the U.S.? - Education, jobs, to join family, looking for adventure/opportunities
- How long ago did your family arrive? - You, your parents, grandparents, great grandparents, great great grandparents, farther back in your family history?

Conección entre el hogar y la escuela # 1

¿Dónde vivió tu familia antes de venir a los Estados Unidos? Pide a tus padres que compartan sus orígenes familiares. Puedes incluir información como:
- País original
- ¿Por qué vinieron a los EE.UU.? - la educación, el empleo, para unirse a la familia, en busca de aventuras y oportunidades •
- ¿Cuánto tiempo hace que tu familia llego? - Tu, tus padres, abuelos, bisabuelos, tatarabuelos grandes, más atrás en la historia de tu familia?

Parent signature / Firma de padre o guardián

Name

Adapted by Idaho Core Coaches, 2013
Home School Connection #2

Share a tradition from your family’s culture. You might choose to share how you celebrate a holiday or event, a special food you enjoy, or some clothing or an outfit that represents your culture. You may also include a drawing.

Conexión entre el hogar y la escuela # 2

Comparte una tradición de la cultura de tu familia. Puedes optar por compartir cómo celebran una fiesta o evento, un alimento especial que te guste, o el vestuario tradicional que representa tu cultura. También puedes incluir un dibujo.

Parent signature / Firma de padre o guardián
Name

Adapted by Idaho Core Coaches, 2013
Home School Connection #3

If you were leaving the U.S. to move to another country where would you go? Why? What special items would you bring with you?

Coneccion entre el hogar y la escuela # 3

Si se salieran de los EE.UU. para ir a otro país donde les gustaría ir? ¿Por qué? ¿Qué artículos especiales se llevarian con ustedes?

Parent signature / Firma de padre o guardián

Name
Home School Connection #4

What advice would you give to someone who is moving to the U.S.?

Coneccion entre el hogar y la escuela #4

¿Qué consejo le darían a alguien que se está moviendo a los EE.UU.?