

## Social Studies Thematic Unit Plans

- Grade Level: 3<sup>rd</sup> grade
- Theme: Immigration
- Overall Goals: To have respect and acceptance for other cultures.  
To have more knowledge about different cultures.
- Rationale: In order to embrace diversity students should learn about the different cultures present in our society and their own community. They can learn about their family's heritage and ancestry. They should learn about the different groups of people who made this country what it is today.
- State Standards: 3.1.2 Explain why and how the local community was established and identify founders and early settlers.  
3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.
- Overall Objectives: The students understand how immigration shaped the nation, in particular their own community.  
The students understand the different cultures present in their community.



## Writing Lesson – 3<sup>rd</sup> grade immigration unit

Academic Standard: English/Language Arts 3.5.1 Write narratives that:

- provide a context within which an action takes place.
- include details to develop the plot.

3.4.5 Use a computer to draft, revise, and publish writing.

Objective: The student after hearing stories about Ellis or Angel Island will compose a diary entry demonstrating an understanding of the immigration process with three examples from the text included in entry.

The student after being given a writing assignment will use the computer to compose all steps in the writing process with 100% participation.

Assessment: The assessment would be the diary entry. Students would need to include a rough draft to show revisions they did and also a published copy. All copies would need to be completed on a computer.

Prep/Materials: The teacher would need to schedule computer lab time for students to actually compose their diary entries. The reading selections would need to be marked and ready to read. Some suggestions would be *The Irish American Family Album* pages 41-43, *The Chinese American Family Album* pages 40-47, *The Italian American Family Album* pages 36-39, and *The Jewish American Family Album* pages 40-43.

Procedure:

Intro/Motivation: Tell the students that when you were younger you kept a diary. “When I was younger I used to keep a diary. Do any of you have a diary? What sorts of things do you write about in your diary? Do you write about experiences, things that made you upset or embarrassed, or scary situations you were in? Well in the past people used to write about their experiences and these could include all those feelings. Immigrants often kept diaries of what it was like to come here.”

Step-by-Step:

- “Today we are going to read about Ellis and Angel Island. Have any of you ever heard of these places? (Bloom’s knowledge) These places were immigration points. Immigrants had to go through several checks and pass in order to be allowed to come in to this country.”
- Have the students meet back on the carpet in the reading corner. Read the selections from the books. Show the pictures as you read (Gardner’s visual/spatial) and ask the following questions to see comprehension and to help them make connections to the text. “How would you feel if you had to go through this? What do you think the immigrants felt? What do you think was going through the heads of the inspectors? What comparisons can you make between the different experiences? (Bloom’s Analysis and Comprehension)
- Explain to the students that they will be writing a diary entry about being an immigrant and going through the checks at Ellis or Angel Island. (Gardner’s verbal/linguistic and intrapersonal) Have them pick out a country to be from,

their name, and background of their character. Tell them they will be using a computer to do all steps of the writing process.

- Make sure the students know that they need to include three things in their entry that they heard from the readings. Leave the books out in the reading center for students to look at and do research in if needed.
- Give the students time during the week to work on their diary entry.

Closure: At the end of the week have the students come together as a group to share their diary entries. Ask for volunteers to share. Let anyone share that wants to. When the students are finished have them talk about what they felt when they were writing these entries. Close by saying that this type of treatment is no longer given to immigrants and today they are treated much better. Have them students help you post their journal entries in the classroom for everyone to read.

Adaptations/Enrichments: An adaptation for students who may be physically handicapped and can not type on the computer can be that they can dictate to a classmate, teacher, or aid what they want to type. An enrichment could be that the class would then take their journal entries and work as a class to design a way to display them such as a book they could make, a bulletin board, or another way the students choose.

Reflection: Did the students enjoy this activity?  
Did the students meet the objective?  
Did they show they comprehended the conditions that immigrants went through?  
What improvements could be made to this activity?

Cooking Lesson – 3<sup>rd</sup> grade immigration unit

Academic Standard: Social Studies 3.5.4 Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.

Objective: The student after learning about the countries immigrants came from that are present in their own community will cook foods from those cultures with 100% participation.

The student after sampling foods from other countries will orally state which food he or she liked the best by giving two reasons why.

Assessment: The assessment for this activity will be for the student to participate in the cooking which will be assessed through observation by the teacher. It will also be assessed by having a discussion with the class where each student is given an opportunity to talk. The student is to state which food he or she liked the best and give two reasons why they liked the food.

Prep/Materials: The teacher will have to reserve time in the school kitchen to cook the food. The ingredients will have to be purchased before the lesson is taught. The recipes

should be printed off for the students. The recipes are chosen on what ethnicities are present in the community. For my classroom I choose German, Mexican, and African. The recipes can be found in the following books. *The German American Family Album* page 119 – Prugelkrapfen, *The Italian American Family Album* page 112 – ravioli, *The Mexican American Family Album* page 119 – Mexican wedding cookies, and *The African American Family Album* page 116 – Hoe cakes.

**Procedure:**

**Intro/Motivation:** Tell the students to think about food. Ask what kind of dishes their families eat that are special to them. “What kinds of foods do your families fix for special occasions?” Talk about a dish your family fixes that is special to them.

**Step-by-Step:**

- Plan the lessons to take place one whole week.
- Each day fix a different recipe listed above. (Gardner’s visual/spatial)
- Have the students taste each dish. (Gardner’s bodily/kinesthetic)
- Discuss as a class what dish each student liked the best. Have them compare and contrast the dishes to each other. (Bloom’s Analysis)

**Closure:** As a culminating activity to this section of the unit, have the children each bring in a dish that is special to their family to share with the class. Discuss how the dishes are different. Enjoy the delicious food!

**Adaptations/Enrichments:** An adaptation for this lesson would be for students with autism would not have to try the food since they usually eat very specific types of food. An enrichment would be to have the students make their own recipe book. It could include the recipes made in class and the recipes the class brought in to share.

**Reflection:** Did the students enjoy the activity?  
Did they all share orally their opinions on the food?  
What could be done to improve this lesson?  
Did something not work very well during the lesson?  
Did they all participate in the cooking?

**Immigration Unit 3<sup>rd</sup> Grade**

**Art Lesson**

**Academic Standard:** 3.5.4 Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.

**Objective:** The student will create a collage showing the differences between American culture and the culture of his or her choice after researching the topic with at least 5 differences present.

**Assessment:** The assessment will be to have the student create a collage to be hung up in the hallway displaying at least 5 differences between American culture and the culture of his or her choice.

**Prep/Materials:** The teacher will need to have available materials for the students to do research in. There will also need to be supplies available like construction paper, glue, scissors, magazines, and pictures for the students to use to create their collage. The teacher should have an example to show the students what is expected.

#### Procedure

**Intro/Motivation:**

**Step-by-Step:** Show the students several different items that originated in other countries but are often thought of as American. Ask the following questions: Where did this item come from? Could it be from another country? What do you know about the item? (Bloom's knowledge) Why do you think many people think it is from America? (Bloom's analysis)

- Have each student pick a country to focus on. They will be working on their own. (Gardner's intrapersonal) There can be two students doing the same country.
- Explain the directions to the students. Tell them they can use pictures, words, books, food or anything else they want to in their collage. (Gardner's visual/spatial)
- Have each student create a collage.
- The students will then explain to the class what country their collage is representing and what each item in their collage stands for. (Gardner's verbal/linguistic)

**Closure:** Have the students present. Ask them the following questions: What were you surprised to learn about the country? Was there anything that you already knew about the country? How did this country influence American culture? (Bloom's knowledge and application) Have the students hang their collages in the hallway to show the school what they learned.

**Adaptations/Enrichments:** An adaptation for this lesson would be if the student has ADHD to have him or her spend only about 10 – 15 minutes working on their project each day as to shorten the time and to keep their attention and keep them intrigued. An enrichment would be to have each student write a short paragraph about the differences in their country. The students can then construct a book to keep in the classroom to read about the other countries.

**Reflection:** Did the students enjoy the lesson? Did the students meet the objective? What could be changed to improve this lesson? What went well in the lesson?

#### Music Lesson

**Academic Standard:** 3.5.4 Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.

**Objective:** The student after discussing the topic of music from other countries will listen to music from other countries with complete participation.

Assessment: The form of assessment that will be used is observation. The students will be observed participating in the activity in order to earn credit.

Prep/Materials: The teacher will need to choose music from other countries.

#### Procedure

Intro/Motivation: Tell the students that you heard this song last night and just thought that they would love it. "I know it is no Justin Timberlake but I think you guys can relax to this music." Play a song from a different country that they are likely to have never heard before. (Gardner's musical)

#### Step-by-Step:

- Ask the following questions: "What country do you think this was from? What did it remind you of? Have you ever heard anything like it before? Did you like it? (Bloom's knowledge)
- Repeat the same thing by playing other music selections and asking the same questions.
- At the end of the activity have the students discuss the differences they heard in the music or any similarities. (Bloom's analysis and Gardner's interpersonal)

Closure: Ask the class to choose their favorite music selections. Tell them you will burn a classroom CD containing the songs to play in the classroom during work time.

Adaptations/Enrichments: An adaptation that could be used for a student who is hard of hearing is to make sure they have their own headphones to hear the music through. An enrichment would be to have the students play different instruments from other countries that were present in the music.

Reflection: Did the students enjoy this lesson? Did they meet the objective? What could be done to improve this lesson? What went well in the lesson?

#### PE Gross Motor Lesson

Academic Standard: 3.5.4 Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.

Objective: The student after watching videos will learn dances from other cultures with complete participation.

Assessment: The assessment for this activity will be to watch the students and make sure they are participating and learning the dances.

Prep/Materials: The teacher will need to have the video clips of the dances ready and also have the music selected that the students will be learning the dances to.

#### Procedure

Intro/Motivation: Stand in front of the class. Start the music and start to do one of the dances you will be teaching them. Ask if anyone knows what kind of dance it is or where

it comes from. (Bloom's knowledge) Tell the students that you will be teaching them a few dances today from other countries.

Step-by-Step

- Show short video clips of the dances the students will be learning. (Gardner's visual/spatial)
- Explain how the dances are done.
- Guide students through learning the dances. (Gardner's bodily/kinesthetic)
- Allow time for the students to practice the dances.

Closure: Bring the class back together to have a discussion. Ask them what dances they liked or disliked. Have the students review where the dances were from. (Bloom's knowledge) Have the students compare and contrast the dances. (Bloom's analysis)

Adaptations/Enrichments: An adaptation for this lesson would be for a student who is physically disabled to make the necessary adjustments to the dance moves so that he or she can still be included by doing simpler moves. An enrichment would be to have the students practice the dances and put a show on either for the school or for a parents' night. Have the students make the costumes and scenery for the country.

Reflection: Did the students enjoy the lesson? Did they meet the objective? What went well with the lesson? What could be changed to improve this lesson?

Math Lesson

Academic Standard: Math

3.2.1 Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.

Objective: The student will work with a group to calculate mathematical story problems which focus on addition and subtraction by writing out the answers on paper with 8 out of 10 correct.

Assessment: Each group will be given a sheet of story problems. They will have to work as a group and solve the problems by showing their work on paper to be turned in.

Prep/Materials: The teacher will have to write out the story problems for the students to solve and make a model ship to use for the introduction. Also the teacher will have to make groups before hand.

Procedure

Intro/Motivation: Have the model of the ship in the front of the classroom. Start to talk about how the immigrants came here in ships. Tell the class you are going to show them an example of how the people had to live on the ships. Write on the board that the ship in the front of the classroom can hold three people. Have three students come up front. Then tell them that usually there were more than the ship could hold. Have five more people come up front and try to fit in the ship. (Gardner's visual/spatial)

Step-by-Step:



- Have the students go back to their desks. Divide the students into the assigned groups. Ask them how they could find how many more people were on the ship than their should be. Allow them time to think and talk with their group. (Bloom's application and Gardner's interpersonal)
- Have the students share their ideas.
- Explain that the problem can be solved by using addition and subtraction. Add together the total number of people on the ship. Then subtract what the ship's capacity is to get how many extra people are on board.
- Hand out the worksheet. (Gardner's mathematical/logical)
- Allow time for the students to work in groups to solve the questions.

Closure: Have groups volunteer to go up to the board and show the class how they solved the problem. Have the students who were in the demonstration at the beginning tell what it was like to try and cram on to the ship. Ask them what they think it would have been like to live that way for four or five months. (Bloom's analysis)

Adaptations/Enrichments: An adaptation for this lesson for a student who has a learning disability would be to allow the student to use a calculator to check his or her work. An enrichment for this activity would be to let the students write their own story problems using immigration as the topic that utilize addition and subtraction properties.

Reflection: Did the students enjoy this lesson? Did the students meet the objective? What went well for this lesson? What could be improved for next time?

## Science Lesson

Academic Standard: Science

- 3.4.8 Explain that some things people take into their bodies from the environment can hurt them and give examples of such things.
- 3.4.9 Explain that some diseases are caused by germs and some are not. Note that diseases caused by germs may be spread to other people. Also understand that washing hands with soap and water reduces the number of germs that can get into the body or that can be passed on to other people.

Objective: The student after researching a specific disease will present an oral presentation to the class using visual aids meeting the criteria on the rubric.

Assessment: The assessment will be an oral presentation over a specific disease that immigrants were checked for before entering the country. The presentation should include some sort of visual aid and should follow the criteria on the rubric.

Prep/Materials: The teacher will need to develop a list of diseases. This list can include things looked for in the past and in the present when immigrants come to America. The special spray that is used in the introduction that glows in a black light. The materials the students will need to make their visual aids.

## Procedure

Intro/Motivation: Before the students arrive at the beginning of the day spray the “germ spray” on a few objects in the room like the door knob, pencil sharpener, and someone’s desk or chair. Also spray it on your hands. Continue through your day as normal. When it is time for science have a student turn off the light. Tell the students you are going on a search for germs. Go around the room with your black light and find spots that the germs have traveled. Start with where you have sprayed and work from there. Make sure to check each student also. Chances are the germs have spread all over the room.

(Gardner’s visual/spatial)

Step-by-Step:

- Ask the students how they think the germs spread. (Bloom’s knowledge)
- After hearing the students’ responses explain that germs spread through contact. Next ask how this could be prevented. (Bloom’s knowledge)
- Explain to students the concept of washing their hands.
- Next relate the topic to immigration by discussing what kinds of germs were present on immigrants.
- Ask the students why immigrants were likely to be sick when they arrived. (Bloom’s comprehension)
- Discuss how the immigrants were not able to have good hygiene to stay healthy.
- Have each student choose a germ or disease to present about and how it affected immigrants then or it affects them today.
- Explain to the students the rubric for the oral presentation.
- Have the students do research and prepare their presentations.
- Present the presentations to the class. (Gardner’s verbal/linguistic)

Closure: After the presentations have all been given have the students discuss what it would have been like to come here and be put through all the tests for the germs. The students could even write a journal entry about their thoughts.

Adaptations/Enrichments: An adaptation for this lesson would be if a student had a speech impediment and would be very hard for them to present orally to the class let them write a research paper instead. An enrichment would be to have the students create a bulletin board using their visual aids. Have them create a new part giving ways to prevent you from getting sick.

Reflection: Did the students enjoy the lesson? Did the students meet the objective? What went good in this lesson? What could be improved in this lesson?

Drama Lesson

Academic Standards:

Reading Language Arts

3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays.

3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

Social Studies

3.1.2 Explain why and how the local community was established and identify founders and early settlers.

Objective: The student will create and perform a play after researching Ellis or Angel Island which uses sensory details to tell the story with scoring an 80% on the rubric.

Assessment: The assessment will be taken over the play the students create and perform. This will be done by using a rubric.

Prep/Materials: The teacher should have an example of what is expected. There needs to be materials for the students to use for research. The supplies to help create props, costumes, and scenery should also be available to the students.

#### Procedure

Intro/Motivation: Ask the students to name off some of their favorite movies. Discuss how someone came up with the idea for the movie and then wrote a play about it. Start to name off some movies that were based on actual events. Tell the students that they will be doing something similar to this.

#### Step-by-Step

- Divide the students in to groups. (Gardner's interpersonal)
- Explain to the students that they will be writing a play about the events that happened on Ellis or Angel Island. (Gardner's verbal/linguistic)
- They will be given a rubric to follow when doing the project.
- Give them time to research the topic and generate ideas.
- Write the play and practice.

Closure: Have the students perform the plays for each other and have a discussion about the similarities and differences between each group's plays. (Bloom's analysis)

Adaptations/Enrichments: An adaptation for this activity for someone with a speech impairment would be to have them work on their lines with the speech teacher before performing. The student could also hold a script while acting out his or her part. An enrichment would be to have a parents' night where the students could perform their plays for them.

Reflection: Did the students enjoy the activity? Did the students meet the objective? What could be improved? What went well?

#### Story Telling Lesson

##### Academic Standards:

##### Reading/Language Arts

3.7.1 Retell, paraphrase, and explain what a speaker has said.

3.7.2 Connect and relate experiences and ideas to those of a speaker.

##### Social Studies

3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.

Objective: The student after listening to a guest speaker will write a journal entry retelling what the speaker said and connecting it to a personal experience with good participation.

Assessment: The assessment for this activity is completely based on participation. Journal entries are not graded and are a way to see what the student comprehends.

Prep/Materials: The guest speakers would have to be scheduled to come in to class.

#### Procedure

Intro/Motivation: Design a flyer to pass out to the class about the speaker who is coming into class. The guest speaker will talk about their culture and heritage. Help them generate questions to ask and start to guide their thinking on how the speaker could relate to them personally. (Gardner's visual/spatial)

#### Step-by-Step

- Have the students sit and listen to what the speaker has to say.
- Let the students ask questions about what the speaker has said and other things the students would like to know.
- After the speaker has left discuss with the students about what the speaker said. (Bloom's knowledge and comprehension)
- Give the students time to reflect in their journals. First by retelling what happened then relating it to a personal experience. (Gardner's verbal/linguistic)

Closure: Let the students take time to share their reflection with the class if they want to.

Adaptations/Enrichments: An adaptation for a student with a hearing impairment would be to have them sit closer to the speaker or to have the speaker talk in to a microphone. An enrichment would be to have the students publish their journal entries and create a book to give to the speaker to say thank you for coming.

Reflection: Did the students enjoy the activity? Did the students meet the objective? What could be improved? What went well?

### Immigration Unit 3<sup>rd</sup> grade

#### Social Studies Lesson

##### Academic Standard:

3.1.2 Explain why and how the local community was established and identify founders and early settlers.

Objective: The student after class discussion on past and present immigration requirements will create a venn diagram with five observations in each section with 12 out of 15 accurate.

Assessment: The assessment will be a venn diagram. The students will create the diagram after a class discussion about the requirements. There will need to be five observations under each section.

Prep/Materials: The teacher will need to have paper for the students to create their diagrams on. The teacher will also need to have the test on American history that current immigrants take. Books, pictures, or stories for the lesson will also need to be chosen before the lesson is presented. On the wall there will need to be a timeline constructed.

#### Procedure

Intro/Motivation: Have the students close their eyes. Ask the students if they think they would have been able to become citizens if they were immigrants? Have them think about the past and the present? (Bloom's knowledge)

#### Step-by-Step

- Discuss what was required of immigrants in the past. Start with the first settlers and gradually work toward the present. Focus on the cultures in the community and on the first settlers in the community.
- As a new section is discussed add the requirements on the timeline in the appropriate place. Have the students be the ones who hang these up. (Gardner's visual/spatial and bodily/kinesthetic)
- When present time has been reached tell the students about the test required for present immigrants to take about U.S. history. Have the students try taking the tests. (Gardner's intrapersonal)
- When the students are finished discuss the answers. Have them share how they felt about the test and if they thought they could pass it. (Gardner's interpersonal and Bloom's Analysis)

Closure: Hand out a sheet of paper to each student. Have them create a venn diagram with five observations under each section. (Gardner's verbal/linguistic and Bloom's Application)

Adaptations/Enrichments: An adaptation for this lesson would be for a student with a learning disability could fill out his or her venn diagram while the lesson is being presented. An enrichment for this lesson would be to have the students create pamphlet or brochure explaining how to become a citizen. Different students could pick different time periods to focus on.

Reflection: Did the students enjoy this lesson? Did the students meet the objective? What can be improved in this lesson? What went well in this lesson?

Immigration Unit 3<sup>rd</sup> grade

P.E. Fine Motor Lesson

Academic Standard: Social Studies – 3.5.1 Give examples of how the local community is made up of many individuals, as well as many different groups.

**Objective:** The student after discussing the different cultures present in their community will create a poster showing how the community is a melting pot of cultures with a minimum of three cultures present on the poster.

**Assessment:** The assessment will be in form of a poster. The poster should show at least three cultures that are present in the community. The poster should be created using construction paper and markers. The students need to cut out their shapes and create the objects they want to show in their poster.

**Prep/Materials:** The teacher needs to have the construction paper, scissors, glue, and markers for the students to use. There should also be an example of what the students are expected to create.

#### Procedure

**Intro/Motivation:** Have the students begin by forming groups. (Gardner's interpersonal) Have each group choose a culture in the community and start to list off items, holidays, or anything else they know about the culture. (Bloom's knowledge)

#### Step-by-Step

- Have each group share with the class their lists.
- Show the students the example project the teacher created.
- Explain that they will each choose at least 3 different cultures to put on their poster. The poster represents the United States and how unique it is.
- The students can use construction paper and other materials to create their poster. (Gardner's visual/spatial)

**Closing:** Have the students share their posters with the class. Ask them to explain their choices and how it all fits together. (Bloom's application)

**Adaptations/Enrichment:** An adaptation for a student who struggles with fine motor movements can work with a partner to create a poster. The student will still need to work on using scissors but will have a partner who can help with it. An enrichment would be to have the students take their poster and create a bulletin board in the classroom.

**Reflection:** Did the students enjoy the lesson? Did the students meet the objective? What went well in this lesson? What could be improved in this lesson?

### Immigration Unit 3<sup>rd</sup> Grade

#### Reading Lesson

##### Academic Standard:

Reading/Language Arts: 3.5.7 Write responses to literature that:

- demonstrate an understanding of what is read.
- support statements with evidence from the text.

Objective: The student after reading a tradebook about immigration chosen by the teacher will write a book report explaining what the text is about and how it relates to immigration receiving 20 out of 25 points from the rubric.

Assessment: The assessment for this lesson is a form of traditional and summative assessment. The student will read a tradebook. The student will then write a book report, length will vary on the book and the student. In the report the student needs to include what the book is about with examples to support their conclusion. They also need to include how the story relates to immigration.

Prep/Materials: The teacher will need to have copies of the books for the students to read. The rubric will need to be prepared ahead of time and copies given to the students. Also, the teacher will need to set aside time for the students to read and write.

#### Procedure

Intro/Motivation: The teacher will choose one of the tradebooks to read to the class. Ask questions throughout the reading to see if there is comprehension. (Bloom's comprehension and Gardner's verbal/linguistic)

#### Step-by-Step

- Model for the students what kind of report they are supposed to write.
- As a class write an example about the story that was read. (Gardner's interpersonal)
- Ask the students to develop the sentences. (Bloom's application)
- Have the students each choose a book.
- Give them time to read and develop their own book report. (Gardner's intrapersonal)

Closure: Let the students have the opportunity to share what they have written and to read other tradebooks after hearing about them from their classmates.

Adaptations/Enrichments: An adaptation for this lesson would be to have a struggling reader use different reading strategies to read the book such as buddy reading, guided reading, or have the book read to them. An enrichment would be to have the student read two of the books and have their report compare and contrast the two books.

Reflection: Did the lesson go well? Did the students enjoy the lesson? Did the students meet the objective? What could be improved?

#### Immigration 3<sup>rd</sup> Grade

#### Guest Speaker

For my culminating activity I would have a guest speaker come in to my classroom. I have a friend who recently became a citizen of the United States. She is originally from Canada. She would be able to describe in detail what happened to her. I would have her come in to the class in the afternoon. The morning would be used to

prepare the students for our visitor. They would look up information about the country the guest speaker came from.

When our visitor came in to the classroom she would be welcomed by the class. She would then read a story about how it was in the past to get in to the United States. After she would describe her own experience. The students would be able to ask questions and discuss what she said. After the visitor leaves the students will compare her experience to that of the books on a venn diagram on the board. The students could then write the visitor thank you notes.

Other things that could be incorporated in to this activity would be more guest speakers. One of the students in my classroom recently became a citizen also. I could have her family come in to talk to the class. By doing some research around the community I might be able to find other speakers also.

#### Literature List

1. Coming to America: The Story of Immigration By: Betsy Maestro With clearly written prose and warm, child-friendly illustrations, this picture book is a wonderful first introduction to the moving story of the history of immigration to the United States--a story that belongs to all Americans. Full-color.
2. Molly's Pilgrim By: Barbara Cohen Told to make a Pilgrim doll for the Thanksgiving display at school, Molly is embarrassed when her mother tries to help her out by creating a doll dressed as she herself was dressed before leaving Russia to seek religious freedom.
3. Meet Kristen By: Janet Beeler Shaw Nine-year-old Kirsten and her family experience many hardships as they travel from Sweden to the Minnesota frontier in 1854.
4. Keeping Quilt By: Patricia Polacco A homemade quilt ties together the lives of four generations of an immigrant Jewish family, remaining a symbol of their enduring love and faith.
5. Letters from Rifka By: Karen Hesse In letters to her cousin, a young Jewish girl chronicles her family's flight from Russia in 1919 and her own experiences when she must be left in Belgium for a while when the others emigrate to America.



6. A Long Way to a New Land By: Joan Sandin It is 1868, a time of drought and hunger in Sweden. Carl Erik and his family are on the brink of starvation when a letter from his uncle arrives, telling them of a better life in America. Erik and his family sell their possessions, bid farewell to their friends, and start their long and harrowing journey over both sea and land. Young readers will witness the hardship emigrants were forced to endure before starting a promising new life.
7. I Hate English! By: Ellen Levine When her family moves to New York from Hong Kong, Mei Mei finds it difficult to adjust to school and learn the alien sounds of English.
8. If Your Name Was Changed at Ellis Island By: Ellen Levine Describes, in question and answer format, the great migration of immigrants to New York's Ellis Island, from the 1880s to 1914. Features quotes from children and adults who passed through the station.
9. My Name is Yoon By: Helen Recorvits Disliking her name as written in English, Korean-born Yoon, or "shining wisdom," refers to herself as "cat," "bird," and "cupcake," as a way to feel more comfortable in her new school and new country.
10. Onion John By: Joseph Krungold The story of a friendship between a 12-year-old boy and an immigrant handyman, almost wrecked by the good intentions of the townspeople.

#### Parent Letter

Dear parents,

The year has been excellent so far! Your children express so much interest in learning. Starting in a week we will be studying the topic of immigration. This unit will be used in all the subject areas. Your student might be coming home with a lot to talk about the topic!

The main point of the unit will be for the students to see that the United States is made up of many different cultures. We will go through how all of these cultures became present in our country and study some of the characteristics of the culture.

There will be several different activities where your student will need your help. One day, I will send more specific directions home later, the students will each need to bring in a family dish that is considered a tradition. Also, the students will probably be asking about their own ancestors and where they came from. If there are any problems concerning these issues please contact me and we can discuss other options.

The highlight of the lesson will be the day at the end of the unit that our class welcomes the guest speaker. The speaker is a dear friend of mine and is herself an immigrant. She will be talking to the students about what she had to go through in order to become a citizen of this country.

If you have any concerns or ideas for this unit please feel free to contact me about them.

Sincerely,

Alyssa N. Bullerman

### Immigration Unit Technology Plan

Technology is integrated throughout this unit. It is in several different forms. Sometimes it is used by the teacher and other times it is used by the students. In the music lesson the teacher will be using a cd player to play the music. A television and DVD player will be used to watch film clips for the storytelling lesson. The students will be using a calculator in the math lesson. The students will also use a computer to type out their journal entries and to look up information on the internet about diseases for the science lesson.