

DRAFT

For Review Purposes Only

These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

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For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on EngageNY.org.



The Core Knowledge Language Arts Program

Grade 2

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

Immigration

Version 2.0

Published by the Core Knowledge Foundation
www.coreknowledge.org

Pilot Edition
Version 2.0

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Introduction to Immigration



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

In this domain, we have used an actual trade book as the read-aloud in Lessons 7 and 8. We have included page references as well as the end of the applicable sentence from the trade book in bold as the cue for when to use the Guided Listening Support prompts. In these cases, we especially recommend that you take a few minutes to see how the material is organized prior to your presentation of the read-aloud.

We have included two Pausing Points in this domain, one after Lesson 6 and one after Lesson 11. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to the Pausing Point. You should spend no more than fifteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for Immigration
- *Tell It Again! Image Cards* for Immigration
- *Tell It Again! Workbook* for Immigration
- *Tell It Again! Music Disc* for Immigration

The following trade book is used as a read-aloud:

- *Coming to America*, by Betsy Maestro (Scholastic Inc., 1996) ISBN 0590441515 (Lessons 7 and 8)

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

Why Immigration Is Important

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

In the last three read-alouds of the domain, your students will also hear about becoming a citizen and what it means to be a citizen of the United States. They will learn some basic facts about the Constitution, one of its key creators, James Madison, and the Bill of Rights. Learning about the U.S. Constitution and the Bill of Rights will help your students begin to understand the many privileges citizens have. Being aware of these privileges may help students take full advantage of all of the rights they have as citizens when they get older. As students learn about the early years of immigration to the United States and the rights and responsibilities of citizens, they will be introduced to new vocabulary and concepts that will help them understand why the U.S. is called the “land of opportunity.”

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

The following Kindergarten and Grade 1 domains are particularly relevant to the read-alouds your students will hear in Immigration:

- *Columbus and the Pilgrims* (Kindergarten)
- *Presidents and American Symbols* (Kindergarten)
- *Early American Civilizations* (Grade 1)
- *The Birth of Our Nation* (Grade 1)

Listed below are the specific content objectives targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Identify the continents of North America, South America, Europe, Africa, and Asia
- Describe the accomplishments of Christopher Columbus
- Explain why Europeans eventually thought Columbus had discovered a “New World”
- Identify reasons why the Pilgrims left England
- Describe the Pilgrims' voyage on the Mayflower
- Describe the differences between a president and a king
- Identify Thomas Jefferson as the primary author of the Declaration of Independence
- Describe the purpose of the Declaration of Independence as a statement of America's liberty
- Identify the Statue of Liberty
- Locate the continents of Asia and North America on a world map or globe
- Understand that the first people in North America arrived by crossing a “land bridge” between Asia and North America
- Understand that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago

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

Instructional Objectives for Immigration

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Immigration Overview											
Objectives	Lessons										
	1	2	3	4	5	6	7	8	9	10	11
Core Content											
Explain the term <i>immigrant</i>	✓		✓								
Describe reasons immigrants leave their home countries to make a new home in the United States (i.e., push and pull factors)	✓	✓		✓	✓	✓	✓	✓			
Explain why the United States was and is called the “land of opportunity”		✓		✓	✓	✓	✓	✓			
Identify the meaning of <i>e pluribus unum</i>	✓	✓	✓	✓	✓		✓		✓		✓
Explain the significance of Ellis Island and the Statue of Liberty		✓	✓								
Describe how immigration has brought millions of newcomers to the United States		✓	✓	✓	✓	✓	✓	✓			
Describe why large populations of immigrants settled in major cities such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco			✓	✓	✓	✓					
Describe why some immigrants settled in the Midwest						✓					
Describe how their ancestors may have been immigrants who helped make America the country that it is today				✓	✓	✓	✓	✓			
Demonstrate familiarity with the song “This Land is Your Land”								✓			
Explain what it means to be a citizen of a country									✓		✓

Objectives	Lessons										
	1	2	3	4	5	6	7	8	9	10	11
Identify ways that a person becomes an American citizen									✓		
Identify that the government of the United States is based on the Constitution, the highest law of our land										✓	✓
Identify James Madison as the “Father of the Constitution”										✓	✓
Explain that the United States is founded on the principle of consent of the governed, American citizens: “We the People”										✓	
Explain the basic functions of government (making and enforcing laws; settling disputes; protecting rights and liberties; etc.) by making analogies to familiar settings such as the family, the school, and the community										✓	✓
Identify the Bill of Rights as a document amending the Constitution										✓	✓
Describe the rights and responsibilities of an American citizen											✓
Demonstrate familiarity with the song “The Star-Spangled Banner”											✓
Language Arts											
Use agreed-upon rules for group discussions . . . (L.2.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify . . . classroom routines (L.2.2)	✓										
Carry on and participate in a conversation . . . (L.2.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations . . . (L.2.4)	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Follow multi-step, oral directions (L.2.5)	✓	✓	✓	✓	✓				✓		
Give oral presentations . . . (L.2.8)			✓								
Learn common sayings and phrases such as “Don’t judge a book by its cover” and “Turn over a new leaf” (L.2.9)		✓					✓				
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related . . . (L.2.10)		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Listen to and understand a variety of texts . . . (L.2.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions (orally or in writing) prior to and during a read-aloud . . . (L.2.12)						✓		✓	✓		
Describe illustrations (orally or in writing) (L.2.13)	✓										
Use pictures accompanying the read-aloud to check and support understanding . . . (L.2.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use word parts to determine meanings (L.2.16)										✓	

Objectives	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	
Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.2.18)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret information (orally or in writing) presented and ask questions to clarify information . . . (L.2.19)				✓		✓				✓		
Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)												✓
Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.2.22)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast (orally or in writing) similarities and differences . . . (L.2.23)					✓	✓		✓				
Make personal connections (orally or in writing) . . . (L.2.24)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)	✓	✓	✓	✓	✓				✓			
Share writing with others (L.2.34)	✓	✓	✓	✓	✓				✓			
Generate questions and seek information from multiple sources to answer questions (L.2.40)		✓										
Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)		✓	✓	✓	✓				✓			✓
Distinguish read-alouds that describe events that happened long ago . . . (L.2.44)						✓						

This domain gives students exposure to the Friendly Letter writing genre.

Core Vocabulary for Immigration

The following list contains all of the boldfaced words in Immigration in the forms in which they appear in the read-alouds. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 5	Lesson 9
freedom	characters	citizen
immigrants	exhausting	govern
immigrate	honor	naturalized citizen
push and pull factors	wages	obey
settle	Lesson 6	principles
Lesson 2	homestead	Lesson 10
center	legally	amendments
Ellis Island	officially	the Bill of Rights
interpreter	support	consent
liberty	Lesson 7	the Constitution
opportunity	descendants	disagreements
Lesson 3	hardy	Lesson 11
Angel Island	necessities	guaranteed
customs	settlers	jury
hostile	transatlantic	responsibilities
newcomers	Lesson 8	rights
traditional	ethnic	
Lesson 4	inspiring	
afford	international	
blight	observation	
emigrated	refugees	

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for Immigration, Student Choice activities are suggested in both Pausing Points. Domain-Related Trade Book activities are suggested in both Pausing Points and in Lesson 6B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Immigration Image Cards

There are eight Image Cards for Immigration. The Image Cards include a photograph of the Statue of Liberty and several images of immigrant life in the city. These may be used to prompt responses to comprehension questions and sequence or retell the story. In the *Tell It Again! Read-Aloud Anthology* for Immigration, Image Cards are referenced in both Pausing Points and in Lesson 2.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Immigration, Instructional Masters are referenced in the Domain Assessment, both Pausing Points and in Lessons 1B–5B, 7B–9B, and 11B. The Parent Letters are referenced in Lessons 1B and 9B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Immigration, Instructional Masters DA-1 and DA-2 are used for this purpose. An optional, additional assessment is included in Pausing Point 2. Instructional Master PP2-1 is used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

Tens Conversion Chart

		Number Correct																																	
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
1	Number of Questions	0	10																																
2	Number of Questions	0	5	10																															
3	Number of Questions	0	3	7	10																														
4	Number of Questions	0	3	5	8	10																													
5	Number of Questions	0	2	4	6	8	10																												
6	Number of Questions	0	2	3	5	7	8	10																											
7	Number of Questions	0	1	3	4	6	7	9	10																										
8	Number of Questions	0	1	3	4	5	6	8	9	10																									
9	Number of Questions	0	1	2	3	4	6	7	8	9	10																								
10	Number of Questions	0	1	2	3	4	5	6	7	8	9	10																							
11	Number of Questions	0	1	2	3	4	5	5	6	7	8	9	10																						
12	Number of Questions	0	1	2	3	3	4	5	6	7	8	8	9	10																					
13	Number of Questions	0	1	2	2	3	4	5	5	6	7	8	8	9	10																				
14	Number of Questions	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																			
15	Number of Questions	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																		
16	Number of Questions	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10																	
17	Number of Questions	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10																
18	Number of Questions	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10															
19	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10														
20	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10													
21	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10												
22	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10											
23	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10										
24	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10									
25	Number of Questions	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10								
26	Number of Questions	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10							
27	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10						
28	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10					
29	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10				
30	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10			

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart at the end of the appendix.

Immigration Music Disc

The Music Disc for Immigration is referenced in Pausing Point 2 and Lessons 8 and 11. Whenever you see the following icon, it is a signal to play the specified track:



Play Audio

Recommended Trade Books for Immigration

If you recommend that your students read each night for homework, you may suggest that they choose titles from this trade book list.

Used as a Domain Read-Aloud

1. *Coming to America*, by Betsy Maestro (Scholastic Inc., 1996) ISBN 0590441515

Immigration*

2. *American Symbols: Ellis Island (First Facts)*, by Terri DeGezelle (Capstone Press, 2004) ISBN 0736847065
3. *Angel Island*, by Lori Mortensen and illustrated by Matthew Skeens (Picture Window Books, 2009) ISBN 1404847040
4. *At Ellis Island: A History of Many Voices*, by Louise Peacock (Atheneum Books for Young Readers, 2007) ISBN 0689830262
5. *Chinese Immigration (Immigration to the United States)*, by Murray Pile (National Geographic Society, 2005) ISBN 0792247515
6. *Coolies*, by Yin and Chris Soentpiet (Puffin Books, 2001) ISBN 0142500550
7. *The Copper Lady*, by Alice and Kent Ross (Millbrook Press, 1997) ISBN 08796149603
8. *Ellis Island (A True Book)*, by Patricia Ryon Quiri (Children's Press, 1998) ISBN 0516263749
9. *Everybody Cooks Rice*, by Norah Dooley and illustrated by Peter J. Thompson (Lerner Publishing Group, Inc., 1991) ISBN 0876145918

10. *The Flag We Love*, by Pam Muñoz Ryan (Charlesbridge, 1996) ISBN 0881068454
11. *If Your Name Was Changed at Ellis Island*, by Ellen Levine (Scholastic Inc., 2006) ISBN 0590438292
12. *Immigration and Citizenship*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050212
13. *Irish Immigration (Immigration to the United States)*, by Murray Pile (National Geographic Society, 2005) ISBN 07922474507
14. *The Keeping Quilt*, by Patricia Polacco (Simon & Schuster, 1988) ISBN 0689820908
15. *Lily and Miss Liberty*, by Carla Stevens (Scholastic Paperbacks, 1993) ISBN 0590449206
16. *The Long Way to a New Land*, by Joan Sandin (HarperTrophy, 1981) ISBN 0064441008
17. *The Memory Coat*, by Elvira Woodruff and illustrations by Michael Dooling (Scholastic Press, 1999) ISBN 0590677179
18. *Mexican Immigration (Immigration to the United States)*, by Murray Pile (National Geographic Society, 2005) ISBN 0792247523
19. *Miss Bridie Chose A Shovel*, by Leslie Connor (Houghton Mifflin Harcourt, 2004) ISBN 0618305643
20. *Molly's Pilgrim*, by Barbara Cohen (HarperCollins, 2005) ISBN 0688162800
21. *One Green Apple*, by Eve Bunting (Clarion Books, 2006) ISBN 0618434771
22. *A Picnic in October*, by Eve Bunting (Voyager Books, 2004) ISBN 0152050655
23. *The Statue of Liberty*, by Lucile Recht Penner (Random House, 1995) ISBN 067986928X
24. *The Statue of Liberty (A True Book)*, by Patricia Ryon Quiri (Children's Press, 1998) ISBN 0516263854
25. *The Story of the Statue of Liberty*, by Betsy and Giulio Maestro (HarperCollins, 1986) ISBN 0688087463

26. *This Land is Your Land*, words and music by Woody Guthrie and paintings by Kathy Jakobsen (Little, Brown and Company, 2008) ISBN 0316042727
27. *A Very Important Day*, by Maggie Rugg Herold (Morrow Junior Books, 1995) ISBN 0688130657
28. *Watch the Stars Come Out*, by Riki Levinson (Puffin Books, 1985) ISBN 0140555064
29. *Why Did They Come?*, by Solomon Gordon (National Geographic School Publishing, 2003) ISBN 0792243390

Citizenship*

30. *If You Were There When They Signed the Constitution*, by Elizabeth Levy (Scholastic Inc., 2006) ISBN 0590451598
31. *A More Perfect Union*, by Betsy Maestro (HarperCollins, 1987) ISBN 0688101923
32. *We the Kids*, by David Catrow (Puffin Books, 2002) ISBN 0142402761

*Some of these titles may be put into the classroom tub for various reading levels.



1

E Pluribus Unum



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.2.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Follow multi-step, oral directions (L.2.5)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Describe illustrations (orally or in writing) (L.2.13)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)

Core Vocabulary

freedom, n. Independence; the ability to choose how to live one’s life
Example: In the United States, everyone has the freedom to voice their opinions, even children.

Variation(s): freedoms

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

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

Variation(s): immigrant

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

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

Variation(s): immigrates, immigrated, immigrating

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

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

Variation(s): push and pull factor

settle, v. To make a new place your new home

Example: The stray kittens decided to settle in Traci’s backyard.

Variation(s): settles, settled, settling

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

1A

E Pluribus Unum



Introducing the Read-Aloud

10 minutes

What Do We Know?

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

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

Domain Introduction

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

them, and made new lives here. Ask students if they know anyone who is from another country who has come to live in the U.S.

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



Essential Background Information or Terms

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

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

Tell students they can hear some similar sounds in those words that exist in the English language. Write the phrase *e pluribus unum* on a piece of chart paper, a chalkboard, or a whiteboard. Point to the word *pluribus* and have students say the word after you. Ask students what they see or hear in the word *pluribus*. Encourage them to say the word *plural*. Have students explain where they have heard the word *plural* and ask them what it means. Point to the word *unum* and have students say the word after you. Ask students what they see or hear in the word *unum*. Help students understand that the prefix *un-* in the word *unum* is the same as in the words *united* and *union*. Tell students that *unum* is the Latin word for *one*. Share with students that the phrase *e pluribus unum* is the motto, or guiding proverb, of the United States and it means “out of many, one.”

Purpose for Listening

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

E Pluribus Unum



← Show image 1A-2: Immigrants traveling under rough conditions

- 1 Why do you think someone would do such a thing?
- 2 (Ask students to say the word *immigrant* with you.) An immigrant is a person who leaves his/her home country to settle, or make their home, in a new country.

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

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



← Show image 1A-3: Native Americans

- 3 European explorers called North America the “New World” because it was a new discovery to them.
- 4 (Ask students if they remember the Maya, Aztec, and Inca people. Ask one or two students to share something they remember about these groups. Students who participated in the Core Knowledge Language Arts program in Grade 1 should remember some facts about the Maya, Aztec, and Inca people from the *Early American Civilizations* domain.)

You may have learned about some of the people who traveled from Europe to the “New World.” ³ This was long before there was a country called “the United States,” but there were *already* people living in North, South, and Central America and on some of the islands in the Caribbean Sea. Maybe you remember the Maya and Aztec people, who lived in Mexico, or the Inca whose empire spread across Peru, Chile, and other lands in South America. ⁴ To these groups, the places where they lived were not “new” at all, since their ancestors had lived there for centuries.



← Show image 1A-4: Columbus nearing land

- 5 (Point to Columbus in the image. Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should remember learning about these early explorers.)

Europeans traveled to the “New World” for many different reasons. For example, Christopher Columbus came looking for a shortcut from Europe to Asia. Spanish conquistadores, or conquerors, such as Cortez and Pizarro came looking for wealth. ⁵

Later, more people came from Europe that were not just explorers. Some wanted to bring their religion to the people already living here. Some were poor men and women who thought there was a chance to make money to take back to their native homes, where they hoped to lead easier, more comfortable lives with their new wealth. Others were adventurers attracted to the excitement of a new place.⁶ The greater number of these travelers to North and South America did not actually want to settle in the Americas and make the “New World” their home for good. Instead they wanted to return to their own home countries after gaining some wealth or making new discoveries.

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



← Show image 1A-5: Pilgrims

Much later, a group of people we call the Pilgrims were looking for a place where they could follow their own religion without being told what to believe by the king of England. Back in England, they were known as the Puritans and they lived in fear of being arrested and thrown in jail for not having the same religious beliefs as their king. In order to worship without fear, they decided to leave England behind. They hoped that there would be plenty of room in the “New World” in which to spread out, settle down, and live their own way. The Pilgrims were not the very first settlers in the “New World,” which we now call the United States, but they were an important part of our immigration history.⁷

7 So, the Pilgrims can be considered immigrants. Why did the Pilgrims come to North America? Would you leave your home country if someone told you what to believe

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



← Show image 1A-6: Push factors

Reasons why immigrants leave their homes and come to live in a new country are **push and pull factors**.⁸ Push factors are the problems in one’s home country that would “push” you out of your country, or make you leave.⁹ For many immigrants, money

and you didn’t agree?

8 (Have students repeat the phrase *push and pull factors*.)

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

10 The word *freedom* means independence, or the ability to choose how to live one's life. Who can tell me which push factors drove the Pilgrims to immigrate to the U.S.?



← Show image 1A-7: Pull factors

problems, trouble in their home government, and/or a lack of religious **freedom** have pushed people to **immigrate** to a new country.¹⁰

On the other hand, having more freedom and more job opportunities than in their homeland have “pulled,” or encouraged, people to immigrate to the United States of America.¹¹ There are many freedoms, such as freedom of religion and freedom of speech, that are protected by the American government. These freedoms and other opportunities have attracted people to the United States.¹²

11 What pull factors do you see in the image?

12 You will learn more about the American government and important documents that help the United States government run fairly for all Americans later on in the domain.



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

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

13 (Have students repeat the phrase and its meaning after you.) Latin is a language no longer used in everyday speech, which is why those words might sound unfamiliar to you.



← Show image 1A-9: Collage of Americans of many different backgrounds¹⁴

14 What do you see in this picture?

Today's Americans are either immigrants themselves, or they come from a long line of immigrants before them. This means that most Americans' ancestors are immigrants. In the days ahead, you will hear fascinating stories about some early immigrants. You will also learn more about the enormous risks people took

to immigrate to the United States. You will learn about the many hardships immigrants endured when they first arrived in their new country. As you will learn, it's a chance new immigrants are still taking today.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. What is an immigrant? (someone who leaves his/her home country to settle and make a new life in a new country or region)
2. What do we call the reasons people immigrate? (push and pull factors) The Pilgrims left their homes and settled in the "New World" because they wanted religious freedom. What are some other reasons, or push factors, that cause people to leave their homelands? (money problems, trouble in their home government)
3. What are some factors that pull people to immigrate to the U.S.? (freedom and better job opportunities)
4. A motto is a guiding proverb. What does the United States's national motto *e pluribus unum* mean? (out of many, one) Where can you find this motto? (on the backs of coins and dollar bills)
5. Why is *e pluribus unum* a good motto for the United States? (The U.S. is a country made up of many different immigrants who have come together to form one nation.)

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

6. *Think Pair Share:* Do you think it would be difficult to leave your home country and move to another country? Why or why not? (Answers may vary.)

Word Work: Immigrants

(5 minutes)

1. The read-aloud said that there are many push and pull factors that push *immigrants* to leave their native country and pull them to settle in a new one.
2. Say the word *immigrants* with me.
3. Immigrants are people who leave their homeland to settle in a new country in order to have a better life.
4. Ami and her family are immigrants from Japan and have moved to the U.S. to find better jobs.
5. Can you think of some reasons why people become immigrants, people who leave their home country and settle in a new country? Try to use the word *immigrants* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Some people might become immigrants because . . .")
6. What's the word we've been talking about? What part of speech is the word *immigrant*?

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

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

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



Complete Remainder of the Lesson Later in the Day

1B

E Pluribus Unum



Extensions

20 minutes

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

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

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

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

Tell students that they will be designing one piece of the puzzle today using Instructional Master 1B-1. Have students draw a picture of something they learned from today’s read-aloud in the puzzle piece area. Then, they should write a word, phrase, or sentence at the bottom of the puzzle piece, sharing facts learned about immigrants. Finally, students should share their drawing and writing with a partner.

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

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

Parent Letter

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

2

A Little Giant Comes to America



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Follow multi-step, oral directions (L.2.5)
- Learn common sayings and phrases such as “Don’t judge a book by its cover” (L.2.9)

- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- Generate questions and seek information from multiple sources to answer questions (L.2.40)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)

Core Vocabulary

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

Ellis Island, n. An immigrant processing center on the East Coast of the United States
Example: Ellis Island, where many immigrants to the U.S. first arrived, is located in New York harbor.
Variation(s): none

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

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

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

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

2A

A Little Giant Comes to America



Introducing the Read-Aloud

10 minutes

Personal Connections

Your students should have taken home a parent letter (Instructional Master 1B-2), which introduced the domain to their parents, guardians, or caretakers. This parent letter also asked parents, guardians, and caretakers to share with students their immigration story or their family’s immigration history. At the start of each lesson, have one or two students, depending on your class size, retell the immigration history told to them by the adults in their lives. If students are unprepared for this exercise, you may wish to share your own family’s immigration history as an example.

What Have We Already Learned?

Ask students to share the motto they learned in the previous lesson and the meaning of *e pluribus unum*. To refresh the students’ memories, you may wish to show images 1A-1 and 1A-8 from the previous lesson. Remind students that *e pluribus unum* is a good motto for a nation made up of immigrants since it means “out of many, one.” Ask students to define the term *immigrant* and have them share why people immigrate to the United States. Rephrase their answers into complete sentences when necessary, using the terms *push and pull factors*, *freedom*, and *job opportunities*.

Where Are We?

Have students locate North America and the United States on a world map or globe. Remind students that people immigrate to countries like the U.S. from many different countries because of the push and pull factors discussed in the previous lesson. Tell students that over the next several days they will hear why different groups of people immigrated to the United States. Share with students that today’s read-aloud is about one person who

immigrated to the United States from Germany. Locate Germany on a world map or globe for students, and trace with your finger the distance from Germany to the United States.

Purpose for Listening

Tell students to listen carefully to find out why the main character in today's read-aloud immigrated to the United States and how his presence helped the U.S.



A Little Giant Comes to America

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

“Look! There she is!” With cries of excitement, the ship’s passengers rushed to the railing. It was the summer of 1889 when this ship of European immigrants made its way into New York harbor. In the distance stood the sight they had dreamed of seeing: the Statue of **Liberty**, a symbol of freedom and hope, welcoming them to their new home in the United States of America.¹

There were many push and pull factors that led many people to come to America.² Some wanted to own their own farms or businesses and knew that there was a greater chance of doing this in America than in their old countries. Others came from poor places, where finding food or shelter had been a desperate, daily struggle. They hoped that if they worked hard in this new place, they and their families could be sure of warm meals, four walls, and a roof that did not leak.³

- 1 (Point to the Statue of Liberty in the image.) This copper statue in the background is the Statue of Liberty. She was a gift from the people of France to the people of the United States. The word *liberty* in her name means freedom, one of the main reasons immigrants came to America.
- 2 Can you name some push and pull factors that caused people to immigrate?
- 3 What kinds of things did newcomers hope for in America?



← Show image 2A-2: Charles in Germany

Among the passengers was a man from Germany who, although an adult, stood only four feet tall, and whose body, instead of growing straight, seemed to bend strangely to one side.⁴ His name was Charles Steinmetz, and he was a mathematician, or expert in mathematics, and an engineer—a person trained to design and build machines, bridges, or buildings. He had left his home in Germany for two reasons.⁵ First, he had trouble finding work there because he looked different. Many people did not understand that a powerful mind and a loyal heart lay inside Charles’ twisted body. Second, Charles had written an article that said his nation’s government was to blame for many problems. In many countries, writing such a paper could land a person in

- 4 (Show with your hand the height of four feet from the floor.)
- 5 Listen carefully to find out the push and pull factors that led Charles to America.

- 6 What were the push factors that led Charles to immigrate to the U.S.? Do you think Charles should be sent to jail for writing an article about what he thought of his nation's government?



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

- 7 Charles escaped to Switzerland, another country in Europe. (Point to Switzerland on a world map or globe.)
- 8 Being able to find work and being free to write or say what you think are two pull factors, or reasons, why people immigrate to the United States.
- 9 How do you think Charles felt when he heard that Oscar's uncle had offered to pay for him to go to America?

trouble. One day a friend warned Charles, “My brother, who works for the government, says that the police are going to arrest you and put you in jail.”⁶

To avoid getting sent to jail, Charles fled over the Alps, a large mountain range in Europe, to Switzerland.⁷ There, a friend of his named Oscar gave him a place to stay. Over dinner one night, Oscar said, “I am moving to America, Charles. Come with me. There you can find work and be free to write or say what you think.”⁸

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

Oscar smiled. “My uncle moved to America and made a fortune. He is paying for my ticket. I wrote to him and he has offered to pay for yours, too.”⁹



← Show image 2A-4: Charles and Oscar at the railing looking at the city and Ellis Island

- 10 Two months might seem like a long time to travel someplace, but some voyages across the Atlantic from England and other parts of Europe could take up to six months or longer!
- 11 What statue did they see?
- 12 From the late 1880s to the 1950s, Ellis Island was the main immigrant processing center on the East Coast. Listen carefully to find out what the phrase *immigrant processing center* means and what happens at such a place.

Now, less than two months later, Charles and Oscar, along with many other European immigrants, were sailing into New York harbor on the East Coast of the United States.¹⁰ Charles was too short to see over the heads of the other passengers, but Oscar cleared a path for him through the crowd. A minute later, the two friends stood at the railing staring up at the statue whose lamp lit the way toward a new homeland.¹¹

Beyond the Statue of Liberty on its island in New York harbor was another island called **Ellis Island**. There were enormous buildings and docks on this island where ships could anchor and unload passengers.¹² Charles thought, “That is Ellis Island. That is where the American government decides who gets to enter the country and who might be turned away. I know that only a few people are turned away; those who are criminals, have health

13 Why were some immigrants turned away? Why was Charles scared he would be turned away at Ellis Island? Do you think Charles will be turned away?



14 A center is a place where a particular activity or work is done. So, an immigration center is a place where people go through the immigration process.

15 How would you feel if you had traveled for two months to settle in a new country and were turned away?

16 An interpreter is a person who turns speech from one language into another language.



problems, or do not have the proper papers. Will they let me in after my trouble back home? Will they look at the way my body bends to one side and say I am too small and weak to be welcome to America?"¹³

← **Show image 2A-5: Charles looking apprehensive in the immigration center**

Hours later, Charles stood in a huge room in a building called the Immigration **Center**.¹⁴ Long lines of immigrants waited to approach a row of desks where government clerks would ask questions to determine whether the travelers would be allowed to enter the United States. In another part of the building, doctors waited to examine the immigrants. Most people were allowed in, but Charles worried, "What will I do if they turn me away? I cannot return home. If I do, I will be sent to jail."¹⁵

Finally he reached the head of the line. A government clerk asked him a question, but Charles did not understand English. The clerk called over an **interpreter** who knew many languages, including German.¹⁶ Using the interpreter, the clerk asked, "What is your name?"

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

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

"No," Charles answered.

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

"No," Charles admitted.

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

Just then, Charles's friend Oscar stepped forward. "If you turn this man away," he said, "you will be making the greatest mistake of your life. This is Charles Steinmetz, one of the greatest scientific and mathematical geniuses in the world! He may be only

17 What did Oscar say to convince the immigration official to allow Charles to enter the U.S.?



four feet tall, but he is a mental giant. You want citizens who can improve this country. He can! I am so sure of it that I will pay all his expenses until he has a job.”¹⁷

← **Show image 2A-7: Charles hard at work, creating new technology**

Two hours later, Oscar’s uncle welcomed Oscar and Charles to his big house in New York City. Soon afterward, Charles Steinmetz learned English and went to work at a large company, using his powerful mind to solve scientific challenges and invent useful new products.¹⁸ He helped perfect the way electricity is carried through wires in order to bring electric power to buildings and houses; created the technology that made electric streetlights possible; worked with the famous American inventor, Thomas Edison; wrote books in which he organized his area of science, electrical engineering, for the first time; and made more than *two hundred* scientific discoveries!¹⁹

18 What are the products from inventors called? That’s right, inventions.

19 After Charles settled in the U.S., how was he able to help better the lives of people who lived there?



← **Show image 2A-8: Charles older and well-off now**

These discoveries made Charles Steinmetz famous and earned him a great deal of money, but he never forgot how other people had helped him. While continuing his scientific work, Charles began teaching at a college north of New York City. He refused to take any pay for his teaching, saying, “Teaching others how to create useful inventions is the best way to repay the United States for taking me in.”²⁰

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

His friend Oscar understood. He explained in later years, “Like so many others, Steinmetz came to America so he could help others with his talents and also make an excellent living for himself. That is why they call the United States the ‘land of **opportunity.**’”²¹

21 The word *opportunity* means a lucky chance or moment to achieve something. The United States, then, is thought of as a land full of chances or moments to achieve what you want.

“Few immigrants who entered the United States through Ellis Island,” Oscar continued, “were geniuses such as Charles; but I believe that each person brings something good to share. Putting all our talents together can make the United States and its citizens stronger and happier. But just think: That clerk at Ellis Island almost turned Charles Steinmetz away!”



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

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

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

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

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

7. *Think Pair Share:* How do you think your life would be different if Charles had been sent back to Germany? (Answers may vary.)

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

Word Work: Opportunity

(5 minutes)

1. The read-aloud said that the United States is called a “land of *opportunity*.”
2. Say the word *opportunity* with me.
3. The word *opportunity* means a lucky chance or moment to achieve something.
4. Julian was given the great opportunity to take music lessons.
5. Have you ever been presented with an opportunity to do or try something? Try to use the word *opportunity* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I had the opportunity to . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *opportunity*?

For follow-up have students talk about a time they were given an opportunity to try or do something new, exciting, or something they were scared to do. Also have students share an opportunity they would like to have. Make sure they use the word *opportunity* in their responses.



Complete Remainder of the Lesson Later in the Day

2B

A Little Giant Comes to America



Extensions

20 minutes

Sayings and Phrases: Don't Judge a Book by Its Cover (5 minutes)

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

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

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

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

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

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

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

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

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

3

Life in the City



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Follow multi-step, oral directions (L.2.5)
- Give oral presentations about personal experiences, topics of interest, and/or stories using appropriate volume and clear enunciation (L.2.8)

- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)

Core Vocabulary

Angel Island, n. An immigrant processing center on the West Coast of the United States

Example: Many immigrants from Asia came to the United States through Angel Island.

Variation(s): none

customs, n. Established, or traditional, ways of doing things

Example: One of the many customs for celebrating the Chinese New Year is to have a big dinner with family.

Variation(s): custom

hostile, adj. Being unkind or unwelcoming

Example: “Bullying and other hostile behavior is not allowed at our school,” the principal said.

Variation(s): none

newcomers, n. People who are new to a place or a group

Example: “Today, we have two newcomers to our class, so please help me welcome them,” Mrs. Smith said.

Variation(s): newcomer

traditional, adj. Doing the same thing the same way over a long period of time

Example: At the school talent show, Fiona performed a traditional Irish dance that her mother had learned from her grandmother back in Ireland.

Variation(s): none

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

3A

Life in the City



Introducing the Read-Aloud

10 minutes

Personal Connections

Your students should have taken home a parent letter (Instructional Master 1B-2), which introduced the domain to their parents, guardians, or caretakers. This parent letter also asked parents, guardians, and caretakers to share with students their immigration story or their family's immigration history. At the start of each lesson have one or two students, depending on your class size, retell the immigration history told to them by the adults in their lives.

What Have We Already Learned?

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

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



← Show image 2A-4: Charles and Oscar at the railing looking at the city and Ellis Island

- What place did Charles have to visit first? Hint: It is the center where the American government would decide which immigrants were allowed to enter into the United States. (Ellis Island)

- What did Charles contribute or give to the United States? (He invented many useful new products and made many new discoveries with electricity that helped people in the U.S. live better lives.)
- Why is the United States called the “land of opportunity”? (It provides many opportunities to its people.)

Purpose for Listening

Remind students that there were many other immigrants on that ship with Charles and his friend Oscar. And like Charles and Oscar, these immigrants settled in the big cities of the United States. Tell students to listen carefully to find out what life was like for immigrants in a big city.



Life in the City

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

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

Crunchy apples, red and gold,

Sweet cherries,

Strawberries,

Buy my fresh fruit, good to eat!”

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

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

“Knife sharpener!

Knife sharpener!

Axes, scissors, shovels, picks,

Blades and handles I can fix.”

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



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

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



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

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



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

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

“Still,” she thought, “At least Papa has a job. Back home, there were no jobs, very little to eat, and the floors in our little house were made of dirt.”¹ Here in America, there is plenty to eat and we live in a good building. I wish there were not so many people crowded in with us, though. However, I like having so many friends, and I enjoy the city, but sometimes I would like it to be quiet, the way it was in our little village in Italy. But, at the end of the day, I am very thankful to be here in America where there are so many opportunities.”²

1 Does it sound like Marie had a good life back in Italy?

2 How do you think Marie feels? How is Marie's life in the U.S. different from her life in Italy?



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

Marie's life was typical of the lives of the millions of immigrants who came from Europe and Asia to the United States for economic and job opportunities in the 1800s and early 1900s. The largest wave of immigrants, twenty-three million people, came to the U.S. between 1880 and 1920.³ Immigrants from Europe entered through Ellis Island in the New York harbor, and many stayed near the harbor, living in or around New York City on the East Coast.⁴ Other immigrants moved away from New York to join friends or relatives who were already living farther north in Boston, south in Philadelphia, or west in the great cities of the Midwest, such as Chicago, Detroit, or Cleveland.⁵

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

4 Do you remember how Charles Steinmetz came through Ellis Island?

5 (Point out these cities on a U.S. map.)



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

- 6 (Show the location of the Asian continent and the location of Angel Island on a world map or globe.) Angel Island in San Francisco Bay had the same purpose as Ellis Island. Both of these places were immigration centers where the government decided which immigrants could enter the U.S.
- 7 What did many Chinese and Japanese immigrants believe they would find in the California mountains? Do you think this was one of the pull factors that brought them to the United States?
- 8 What was the name of the railroad you learned about in the *Westward Expansion* domain that linked the east and west coasts of the U.S.? That's right, the transcontinental railroad.

Meanwhile, Chinese and Japanese immigrants from Asia came to the West Coast of the United States through San Francisco, passing through the **Angel Island** Immigration Center in San Francisco Bay.⁶ There were fewer Asian immigrants, so the immigration center on Angel Island was not as large as the immigration center on Ellis Island in New York harbor. Still, there was a steady stream of immigrants, and these Chinese and Japanese immigrants settled in cities around the San Francisco Bay or moved inland. They would often stop in the mining camps of the California mountains in search of gold, along with other gold seekers from across the U.S. and from other nations around the world.⁷ Many Chinese, in particular, finding no gold, went to find work building the railroads that would soon join the east and west coasts of the country.⁸



← Show image 3A-7: Immigrant factory workers

- 9 What are some of the big cities we just heard about?
- 10 Hardships are extreme difficulties or troubles. Newcomers, or people who had recently arrived in the U.S., experienced many hardships. Can you remember any of the hardships you learned about people experiencing as they moved West?
- 11 What were some jobs that city immigrants had?

Although many immigrants settled in the countryside as farmers or villagers, most of them made their homes in the big cities of America.⁹ Many immigrants settled in these large cities because there were more jobs there. Earlier immigrants, remembering the hardships that came with settling in a new country, often helped the **newcomers** find jobs.¹⁰ City immigrants worked in factories, making everything from shirts and dresses to the buttons and buckles that closed them; from small wooden picture frames to huge wooden railroad cars; from loaves of bakery bread to huge ovens in which to do the baking. Some owned their own businesses, little shops and stores that sold produce to eat or goods from their native countries. Others sold items from carts or wagons, which they pushed themselves or to which they harnessed horses to do the pulling for them.¹¹



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

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

Wherever they came from and wherever they settled, the newcomers found other immigrants who had brought with them the **customs**, the foods, and the languages of their native countries.¹² Many immigrants who lived in the cities gathered in neighborhoods with other immigrants from their native countries. People would say, “That’s Little Italy over there,” or “This neighborhood is called ‘Chinatown.’” Germans, Poles, Italians, the Irish, African Americans, European Jews, Japanese, Norwegians, and many other groups had what they thought of as their parts of town. They felt at home there. Cafés and restaurants served their **traditional** foods, crowded apartments were decorated with familiar items from home, and all around them they heard the languages from their homelands.¹³ By living close together, immigrants not only felt more at home, they were also able to support each other in finding jobs and learning English.

13 In these neighborhoods, cafés and restaurants served traditional foods, or foods made with long-used and established recipes.



← Show image 3A-9: Another ethnic neighborhood

14 or very unfriendly and unwelcoming

Immigrants felt safer and more comfortable in these neighborhoods, but they would often have to travel outside their parts of town to work and live. Sometimes, when they left their neighborhoods and met people from other places, they learned from one another and enjoyed it. Sometimes they met only unfriendliness or even hatred. Immigrants discovered that some people from outside their community could often be **hostile**¹⁴ toward them because they were different. Some Americans believed that immigrants were coming into the country and taking their jobs.

15 Why do you think people outside of immigrant communities were sometimes hostile and unwelcoming to immigrants?

However difficult their new lives in America could be, the lives of many immigrants improved when they moved to and settled in the United States.¹⁵ The longer immigrant families lived in the United States, the less hostility they felt. Over time children of immigrants felt even less hostility, as did their children’s children. And in time they were accepted as Americans, just like everyone else.

Comprehension Questions

(10 minutes)

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

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

5. [Have a U.S. map available to identify the cities mentioned.] Many immigrants who entered through Ellis Island chose to live in nearby New York City. In what other cities did immigrants settle? (Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco)
6. Why did many immigrants choose to live in the big cities? (There were more jobs there, and earlier immigrants, remembering the hardships that came with settling in a new country, often helped the newcomers find jobs and learn English. Immigrants could feel comfortable keeping their customs and traditions.)

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

7. *Think Pair Share:* If you were an immigrant during the 1880s and 1920s, where would you have lived: the city, or the countryside? Why? (Answers may vary.)

Word Work: Traditional

(5 minutes)

1. The read-aloud says that in some neighborhood cities, cafés and restaurants served the *traditional* food of new immigrants.
2. Say the word *traditional* with me.
3. *Traditional* means doing the same thing the same way for a long time.
4. Larry’s mother and father would always make a traditional Thanksgiving meal with turkey, stuffing, and cranberry sauce.
5. Do you and your family have any traditional recipes, dinners, or clothes? Do you celebrate any traditional customs? Try to use the word *traditional* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My family has a traditional . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *traditional*?

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

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



Complete Remainder of the Lesson Later in the Day

3B

Life in the City



Extensions

20 minutes

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

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

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

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

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



4

From Ireland to New York City



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)

- Follow multi-step, oral directions (L.2.5)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)

Core Vocabulary

afford, v. To have enough money to buy or do something; to be able to do something

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

Variation(s): affords, afforded, affording

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

Example: The blight killed the farmer's tomato crop.

Variation(s): blights

emigrated, v. Left a country or region and settled in another

Example: Charles Steinmetz emigrated from Germany.

Variation(s): emigrate, emigrates, emigrating

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

4A

From Ireland to New York City



Introducing the Read-Aloud

10 minutes

Personal Connections

Your students should have taken home a parent letter (Instructional Master 1B-2), which introduced the domain to their parents, guardians, or caretakers. This parent letter also asked parents, guardians, and caretakers to share with students their immigration story or their family's immigration history. At the start of each lesson have one or two students, depending on your class size, retell the immigration history told to them by the adults in their lives.

What Have We Already Learned?

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

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

Essential Background Information or Terms

Tell students that today's read-aloud takes place in New York City. On a U.S map have students locate the city of New York, New York. Ask students to name any other landmarks learned in this domain that are located in or near New York. (Ellis Island, New York harbor, the Statue of Liberty) Remind students that many immigrants who entered through Ellis Island settled in New York City. Tell students that Irish immigrants were some of the people who settled in New York City. Tell students that Irish immigrants are from the country of Ireland. Show students Ireland on a world map or globe. Share with students it is thought that as many as 4.5 million Irish immigrated to the United States between the years 1820 and 1930. Ask students why they think so many Irish immigrated to the U.S.



← Show image 4A-1: Potato blight and poverty in Ireland

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

Purpose for Listening

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



From Ireland to New York City

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

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

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

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

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



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

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

Fiona grew serious. “Not so good, Auntie. She says she should be used to this cold after living in a drafty, one-room shack back in Ireland, but this New York winter is doing something to her. And you know Pa: He never says he’s worried, but when he was home last month, I could see it in his eyes. I’ve been wishing he could be home more.”¹

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

1 Why do you think their dad isn’t home a lot?

2 The word *emigrated*, spelled with an ‘e,’ means left one country or region and settled in another. The word *immigrated*, spelled with an ‘i,’ means entered into a new country and settled down. The Murphy family *emigrated* from Ireland and *immigrated* to the United States.



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

been sharing a tiny apartment ever since they had **emigrated** from Ireland.² Uncle Brendan’s restaurant, Murphy’s, was doing well now, but he and his brother Peter, Sean and Fiona’s father, were still paying back the money they owed for buying the restaurant. Any money they earned helped the whole family.

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

4 A blight is any kind of plant disease that causes a rapid and sudden death of that plant or crop.

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

By now, plates of food had appeared in front of Sean and Fiona. Sean breathed in the familiar smells of the food from his native country, Ireland. “Ah, bacon joint and potatoes,” he told Aunt Cathleen. “It reminds me of Ireland every time I smell your cooking.”³

“It should,” she answered, “since I cooked the same foods for you there. Only we have more to eat here. There was never enough food to eat after the potato **blight** ruined our main food source in Ireland.⁴ Even your pa, the strongest man I know, was getting weak from hunger. It’s a blessing to come to a country where there’s food to eat—the ‘land of opportunity,’ indeed. Back in Dublin, Ireland, we worked just as hard and had a lot less.”⁵

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



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

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

Uncle Brendan’s face burst into a huge grin. “Michael Connolly!” he exclaimed.⁶ Turning, he saw his old neighbors from Ireland walking through the door. They were new immigrants to the United States now. After a happy reunion, Brendan said, “Sit down, all, and we’ll bring you a good, warm meal.” Later, after the Connolly family was full of Cathleen’s hearty food, Brendan asked Michael, “Have you a place to stay? And what are you doing about work?”

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

“I’d hire you myself,” Brendan said, “but I couldn’t **afford** to pay you.⁷ But there’s a fellow here from the old country who needs wagon drivers to deliver ice in the summer and coal for fires in the winter.⁸ No man alive knows more about horses than you do, Michael. I’ll take you to meet him. It’s hard work, but what isn’t?⁹ At least you’ll be near your new home—not like my brother, Peter, out West laying railroad track with a pick and a shovel.”

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

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

8 What is the “old country”?

9 How is Uncle Brendan going to help Michael Connolly?



← **Show image 4A-6: Fiona saying Pa is coming back**

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

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

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



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

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

“Well,” said Uncle Brendan, “It seems we all have a great deal to be grateful for here in America. Cathleen and I are lucky enough to own a restaurant; the Connolly’s are newcomers here; my brother will be with us soon, and working in a better job; and I believe your ma will get better, children. All in all, I’d say that coming to America is the best thing we ever did—yes, the very best thing.”

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. Where did the characters in today’s read-aloud *emigrate* from? (Ireland) Where did they *immigrate* to? (America)
2. Were there just a few families that emigrated from Ireland or were there many families that emigrated? (many or millions)

3. What push factors brought Sean and Fiona and their family to the United States? (the potato blight; They did not have enough to eat or enough money in Ireland.) What pull factors brought the Murphys to the U.S.? (hope for a better life; better job opportunities; etc.)
4. How were Uncle Brendan and Fiona’s father, Peter, able to make a living in the United States? (by owning a restaurant and working on the railroad out West)
5. Why do you think the Murphys settled in New York City? (because there were other Irish immigrants there; it was close to Ellis Island; etc.)
6. How was Uncle Brendan going to help Michael Connolly, his old neighbor who was a newcomer to America? (He was going to help Michael get a job by introducing him to a fellow immigrant who needed workers/wagon drivers.)
7. Why did Aunt Cathleen call the United States a “land of opportunity”? (There was more food in the U.S. than in Ireland; there were more job opportunities; Fiona and Sean will have better opportunities in their future; etc.)
8. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your “who” question. Listen to your neighbor’s response. Then your neighbor will ask a new “who” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Afford

(5 minutes)

1. In the read-aloud Uncle Brendan said to his old friend and neighbor, “I’d hire you myself, but I couldn’t *afford* to pay you.”
2. Say the word *afford* with me.
3. To *afford* means to have enough money to buy or do something.
4. After saving her allowance, Mary was able to afford the new coloring book she wanted.
5. Have you ever been able to afford or not afford something like Uncle Brendan? Try to use the word *afford* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “With my allowance I was able to afford . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *afford*?

Use a *Making Choices* activity for follow-up to review with students the two main uses of the word *afford*: to have enough money to do something and to be able to do something. Directions: I am going to read several sentences. If the person in the sentence is able to afford something, say, “S/he could afford _____.” If the person in the sentence is not able to afford something, or does not have enough money for something, say, “S/he could not afford _____.”

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



Complete Remainder of the Lesson Later in the Day

4B

From Ireland to New York City



Extensions

20 minutes

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

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

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

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

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

5

Gold Mountain



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Follow multi-step, oral directions (L.2.5)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)

Core Vocabulary

characters, n. Symbols used in a system of writing

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

Variation(s): character

exhausting, adj. Extremely tiring

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

Variation(s): none

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

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

Variation(s): honors, honored, honoring

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

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

Variation(s): wage

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections		10
	What Have We Already Learned?	U.S. map	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Gold Mountain		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Exhausting		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	<i>E Pluribus Unum</i> Puzzle	Instructional Master 5B-1 drawing tools	20



5A

Gold Mountain

Introducing the Read-Aloud

10 minutes

Personal Connections

Your students should have taken home a parent letter (Instructional Master 1B-2), which introduced the domain to their parents, guardians, or caretakers. This parent letter also asked parents, guardians, and caretakers to share with students their immigration story or their family's immigration history. At the start of each lesson have one or two students, depending on your class size, retell the immigration history told to them by the adults in their lives.

What Have We Already Learned?

Ask students if they remember and can share anything about the Murphy family. Remind students that in the previous read-aloud, Fiona and Sean's family were Irish immigrants who lived on the East Coast in New York City in 1858. Ask students to tell you the name of the famous immigration center on the East Coast. Have students recall that European immigrants came through Ellis Island on the East Coast, settling in nearby cities and sometimes moved to the Midwest.

Tell students that immigrants to the United States came in through the West Coast as well. Remind students that the immigration center on the West Coast was called Angel Island, and immigrants who came through Angel Island usually came from Asia and settled in the city of San Francisco and in other areas on the West Coast. On a U.S. map, point out the West Coast and the city of San Francisco to students.

Purpose for Listening

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



Gold Mountain

← Show image 5A-1: Lin Wen hurrying onto the street of 1858 Chinatown

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



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

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

1 What phrase do we use for the reasons people immigrate?

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



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

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

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



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

4 or unkind and unwelcoming treatment

5 The money you give someone for doing work is called wages.

6 or extremely tiring

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

8 Why were Americans and European immigrants sometimes hostile to Chinese immigrants?

Since coming through the immigration center on Angel Island, Wen and his father had discovered that life in the United States was not as easy as they had expected it to be. Chinese immigrants, like Wen and his father, experienced hostility⁴ from Americans in California. Some Americans believed Chinese immigrants would take all of their jobs since they were willing to work for lower **wages**.⁵ Sometimes jobs paying lower wages were all the Chinese could get because some Americans back then would not hire them in jobs that paid better. The few jobs Chinese immigrants were allowed to do were often hard and dangerous, such as building the transcontinental railroad—a job that some Irish immigrants also took part in—which would link the eastern and western sections of the United States. Other Chinese immigrants took jobs working long, **exhausting**⁶ hours in wool mills, washing dishes in restaurant kitchens, or working in laundries where the clothes were washed in large wooden kettles of boiling water.⁷

Americans who were hostile to the Chinese did not like how the Chinese had very different traditions, customs, and religious beliefs from Americans. European immigrants that were settled into their new, American life had trouble accepting immigrants that didn't come from their homeland.⁸ But not all Americans were hostile to Chinese immigrants; some realized how difficult a new life in America could be for the newcomers. Many Americans were welcoming and kind to the many different immigrants who traveled to the United States.



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

Lin Wen and his father never got as far as the gold mines or the mountains and they quickly learned that it was not as easy to find gold as they had heard. They ended up in Chinatown where Wen's father worked in a laundry and Wen was lucky enough to work in

a grocery store selling traditional Chinese foods. Wen was on his way to work now, but he had a stop to make first. Winding his way through the streets, he followed a side street to a small door. After passing through it, he climbed some stairs and entered a room.



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

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

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

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

10 or to show respect toward the memory of his grandfather

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



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

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

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



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

At the time, Wen had said nothing, but that night, he had quietly asked his father, “Father, should I not respect you as the head of our family? Yet, you will not let me take seriously the responsibilities that you have taught me are mine. I should take the job in the laundry. I am young and strong; it will be easy for me to work the long hours there. You should work in the grocery.”¹¹

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

11 Why do you think Wen's father would rather his son work at the grocery?



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

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

“Perhaps it is,” Wen answered. And he smiled as he handed back her change.¹²

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

Comprehension Questions

(10 minutes)

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

1. Where did the characters in today's read-aloud emigrate from? (China) What immigration center did they come through on the West Coast? (Angel Island)
2. What pull factors brought Lin Wen and his father to the United States? (Rumors of a "gold mountain" and other opportunities brought the Lins and other Chinese immigrants to the U.S.)
3. How did Mr. Wong help Wen and his father? (He offered them a job in his grocery.)
4. Why do you think Lin Wen and his father decided to live in San Francisco's Chinatown rather than in another part of San Francisco? (They had friends there; other Chinese immigrants lived there; they were able to practice their beliefs there; etc.)
5. What kinds of jobs did many Chinese immigrants have? (dangerous and difficult jobs; jobs in wool mills, laundries; building railroads; etc.)
6. Why were some European Americans hostile to Chinese immigrants? (because they had different beliefs, traditions, and customs; they ate different foods; they were not from Europe; some Americans felt their jobs were being stolen.)
7. Do you think Lin Wen and his father may have called the United States the "land of opportunity"? Why or why not? (Answers may vary.)

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

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

9. *Think Pair Share:* Do you remember the proverb “Don’t judge a book by its cover”? How do you think you would have felt if you were a Chinese immigrant in the late 1800s and people were hostile toward you because you had different beliefs and ate different foods? (Answers may vary.)

Word Work: Exhausting

(5 minutes)

1. The read-aloud said that some Chinese took jobs working long, *exhausting* hours in wool mills, kitchens, or laundries.
2. Say the word *exhausting* with me.
3. The word *exhausting* means extremely tiring.
4. “That quiz was exhausting!” Shirley exclaimed. “It was too long.”
5. Have you ever had to do something or had an experience that was exhausting? Try to use the word *exhausting* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ was exhausting because . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *exhausting*?

For follow-up have students share with a partner something they’ve done or an experience they’ve had that was exhausting. Make sure students use the word *exhausting* when they tell about it.



Complete Remainder of the Lesson Later in the Day

5B

Gold Mountain



Extensions

20 minutes

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

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

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

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

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

6

A Land of Opportunity



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)

- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events (L.2.44)

Core Vocabulary

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

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

Variation(s): homesteads

legally, adv. Allowed by law

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

Variation(s): none

officially, adv. Approved of by someone in charge

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

Variation(s): none

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

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

Variation(s): supports, supported, supporting

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Personal Connections		10
	Making Predictions About the Read-Aloud	U.S. map world map or globe	
	Purpose for Listening		
Presenting the Read-Aloud	A Land of Opportunity	world map or globe	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Support		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Domain-Related Trade Book	<i>The Long Way to a New Land</i> , by Joan Sandin	20



6A

A Land of Opportunity

Introducing the Read-Aloud

10 minutes

Personal Connections

Your students should have taken home a parent letter (Instructional Master 1B-2), which introduced the domain to their parents, guardians, or caretakers. This parent letter also asked parents, guardians, and caretakers to share with students their immigration story or their family’s immigration history. At the start of each lesson have one or two students, depending on your class size, retell the immigration history told to them by the adults in their lives.

Making Predictions About the Read-Aloud

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

Purpose for Listening

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



A Land of Opportunity

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

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

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

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

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



← Show image 6A-2: Poor European farmers

Lars and Karin Andersson had come all the way from Sweden, in Northern Europe. The Anderssons, like many other immigrants who settled in the American Midwest, came from Northern Europe. This means they emigrated from countries like Germany, Norway, Sweden, Denmark and other nearby European nations and moved to the United States.¹ These immigrants brought with them their knowledge of farming and a strong sense of working together as families and as neighbors.

Immigrants like the Anderssons came to the United States because they could not own land in Europe. In Europe, kings and princes kept tight control over who was allowed to buy and own land. People who were not friends of the king, or of a rich nobleman or noblewoman whose family had owned land for many years, had trouble buying farmland. Without owning farmland, it was hard for many people in Northern Europe to make a living.²

1 (Point to the countries mentioned on a world map or globe.)

2 Do you think that was a fair system? So, what were the push and pull factors that brought many immigrants like the Anderssons from Northern Europe to the U.S.?

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



← **Show image 6A-3: Abraham Lincoln**

During the American Civil War, in 1862, the American government gave huge amounts of government-controlled land to settlers, or “homesteaders.” A “**homestead**” is land someone settles down to live on and farm. The government made it easy for farmers to own as much as 160 acres of land, which was more than enough for a successful farm.³ A homesteader had to build a house on the land and farm the land for at least five years. At the end of that time, for a fee of eighteen dollars, the person or family would **legally** own the land.⁴ There was one more important rule, however: The new owner had to **support** the United States government.⁵

Former slaves could become homesteaders. Unmarried men or women could become homesteaders. People coming to America as immigrants could become homesteaders. The United States gave all sorts of people a chance of owning land and making a new life. Millions of people from across the U.S. and immigrants from many other nations came to lend their skills and worked hard to build up the United States.

- 3 One acre of land is almost the same size as an American football field. Can you imagine owning and farming 160 football fields worth of land?
- 4 or would be allowed to own the land by law. How long until the homesteader could legally own the land?
- 5 or be loyal to the United States



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

With the hope of owning land and making a better life for themselves and their descendants, Karin and Lars sold nearly everything they owned in Sweden, bought tickets to America, crossed the sea on a ship, and ended up among the low, gently-rolling hills of Wisconsin.⁶ Now that they had made it to Wisconsin, they had to decide what to do with their land. Lars said to Karin, “We will leave that patch of forest for now and start with the land that is already cleared. We will get a mule and a plow and

- 6 Many people had to sell everything they owned in order to afford to immigrate to the U.S. What immigration center do you think they went through?

7 Why was it important to get the land ready to plant?



get the land ready to plant.⁷ To afford this, we will have to borrow some money and add that to the money we still have left from Sweden.”

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

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

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



← Show image 6A-6: Family getting dressed

One day, five years after they arrived in the United States and claimed their land, the Anderssons were ready to pay their eighteen dollars so that their land, along with their house, barn, and farmland, would be **officially** theirs.⁸ That morning, the whole family took turns bathing in the large metal tub in the kitchen, into which they poured warm water heated on the stove.⁹ Because it was such a special day, they dressed in their best clothes, which they usually saved for church. Karin even dressed up little Margareta in her best outfit. Then Lars said, “It is time. Everyone get into the wagon.” With a cry of “Git up!” to the two mules he had hitched to the front of the wagon, Lars shook the reins and they started down the five miles of dirt road toward town. As they

8 The word *officially* is similar to the word *legally*. It means approved of by someone in charge.

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

10 How do you think the Anderssons felt?



passed each neighboring farm, the neighbors waved and called out, “Congratulations, Karin!” or “We’re proud of you, Lars!”¹⁰

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

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

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

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Were your predictions correct about how life for immigrants who settled in the countryside was different than life in the city? Why or why not? (Answers may vary.)
2. Where did Lars and Karin emigrate from or leave? (Sweden, in Northern Europe)
3. Why did Lars and Karin settle in the Midwest rather than in a big city? (They wanted to own their own land for farming and could not in a big city in the U.S.)
4. What pull factor brought Lars and Karin and other immigrants from Northern Europe to the Midwest? (the opportunity to own their own land for farming)
5. Why was the U.S. a “land of opportunity” for Lars and Karin? (because they would be able to own their own land and make a better life for themselves and their descendants)

6. How would America be different today if immigrants like Lars and Karin did not settle in the Midwest? (Answers may vary.)
7. Did this story take place long ago or is it a modern-day story? (long ago) How do you know? (traveled in a wagon, bathed in a metal tub, etc.)
8. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What did you learn about in today’s read-aloud?” Turn to your neighbor and ask your “what” question. Listen to your neighbor’s response. Then your neighbor will ask a new “what” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Support

(5 minutes)

1. The read-aloud says that the new owner of the homestead land “had to *support* the United States government.”
2. Say the word *support* with me.
3. *Support* means to be loyal to or to encourage someone or something. To support can also mean to hold someone or something up.
4. Betty and her whole family went to the theater to support her little sister in her first play.
5. Have you ever done or said something to support someone else? Try to use the word *support* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I have given support when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *support*?

For follow-up have students discuss when and how they support their classmates, family members, and friends.



Complete Remainder of the Lesson Later in the Day

6B

A Land of Opportunity



Extensions

20 minutes

Domain-Related Trade Book

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

Say: Today, we are going to read the trade book, *The Long Way to a New Land*, by Joan Sandin. This is a story that focuses on another Swedish family who decides to sell everything they own in order to immigrate to the United States. Listen carefully to hear about the push and pull factors that caused this family to move away from Sweden. You will hear about their difficult journey and their feelings when they finally arrive at Ellis Island.

As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book read-aloud, lead students in a discussion as to how the story or information in this book relates to the information they have already learned in this domain. Be sure to rephrase students' responses to include domain vocabulary learned thus far.

PP1

Pausing Point 1



Note to Teacher

This is the end of the read-alouds about immigration to the United States. The trade book used as the read-aloud in the next two lessons will review the immigration content for students and introduce the citizenship section of the domain. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

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

- Describe how their ancestors may have been immigrants who helped make America the country that it is today

Activities

Guest Speakers

Invite parents or trusted community members to talk about their personal immigration stories or even their experiences seeing the Statue of Liberty. Ask them to bring in any photographs or other objects that were part of this history. You will want to share with your guest speakers, ahead of time, what you have already discussed in class so that they are better able to address the students.

Image Review

Materials: Image Cards 2–6

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

Using Image Cards 2–6, divide students into four or five groups, giving each group an image card. In their groups, have students describe what they see in the image. You may wish to walk around the classroom and prompt discussion with the following questions: What are the people in this image doing? Where are the people in this image? Are the people in these images immigrants? How do you know? Then, in their groups, have students share anything they learned in the read-aloud that connects to the image card in their hands. You may once again need to prompt discussion by asking the following:

- What were the names of the two immigration centers?
- Which immigrants passed through Ellis Island? Angel Island?
- Where did many new immigrants live?
- Why did immigrants come to the U.S.?
- What kinds of jobs did immigrants have in the city? In the countryside?
- Were new immigrants always welcomed by Americans?

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Machina: Out of Many, One

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

Latin Soup: Out of Many, One

Materials: Soup pot, different vegetables, different spices

Note: You may wish to adjust the activity depending on any food allergies of students in your classroom.

Remind students that they learned *e pluribus unum* means “out of many, one.” Ask students if they can think of anything that takes many parts or ingredients to make one thing. Students may suggest cakes, pizza, or salads. Show students the soup pot. Tell students that they are going to make one class soup out of many ingredients. Provide students with different vegetables and different spices. Call out the name of each ingredient and have students put that ingredient into the pot.

As students place their ingredients into the pot, reiterate that just as all of these different ingredients come together to make one soup, many different immigrants have come to the United States and made one great country. Tell students that each immigrant brings something different to the U.S., just like each ingredient brings a different taste to the soup. Explain that all of these immigrants, just like all of the ingredients, can work together to make something wonderful.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

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

Somebody Wanted But So Then

Materials: Instructional Master PP1-1

Explain to the students that they are going to retell the story of Charles Steinmetz, first individually, and then together as a class. Tell students that they are going to retell Charles's story using Instructional Master PP1-1, a Somebody Wanted But So Then worksheet. Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be very familiar with this chart and will have seen their kindergarten and first grade teachers model the exercise. Have these students work in pairs to orally fill in the chart together, while one person acts as the scribe. If you have students who are new to the Core Knowledge Language Arts program, you may wish to work with them individually or in a small group, guiding them through this exercise.

If time allows, have students share their charts with the class. As they recount the story, you may wish to refer back to Flip Book images 2A-1 through 2A-9. As students retell the read-aloud, be sure to use complete sentences and domain-related vocabulary to expand upon their responses.

For your reference, completed charts should follow these lines:

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

Riddles for Core Content

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

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

Personal Connections

Have students continue the Personal Connections activity and present to the class their familial immigration history. Encourage students to bring in any photographs or items they might have to help them share this history.

Class Book: Immigration

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about the following: why people immigrate; Charles Steinmetz; Ellis Island and Angel Island; life in the city as an immigrant; life in the Midwest as an immigrant; and the challenges of immigration. Have each student choose one idea to draw a picture of and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Research Activity: Ellis Island and Angel Island

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

If you choose to focus your research on Ellis Island, the following website offers an excellent interactive tour of Ellis Island: teacher.scholastic.com/activities/immigration/tour/index.htm. Since this website is intended for older students, you may wish to go through the interactive tour as a class in a computer lab or with the use of a projector, if at all possible. Be sure to reinforce domain vocabulary whenever possible as you go through the interactive tour.

Research Activity: The Statue of Liberty

Materials: Image Card 1

Remind students that they have heard a lot about the Statue of Liberty and what a hopeful sight it was for the many immigrants that passed through Ellis Island. Show students Image Card 1 and any other Flip Book images where the Statue of Liberty appears. If students are interested, have them research some facts about the history of the Statue of Liberty. You may wish to reference the Trade Book listing in the introduction for nonfiction books on the Statue of Liberty as a starting point.

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

On Stage: Coming to America

Materials: Image Cards 7–8

Have a group of students plan and then act out a journey to America and their entrance into the U.S. through either Ellis Island Immigration Center or Angel Island Immigration Center. You may wish to use Image Cards 7 (Ellis Island) and 8 (Angel Island) beforehand to prompt discussion of what they know about both places.

Have students share what country they are pretending to emigrate from. Set up different stations in your classroom for students to visit as they pretend to be immigrants going through Ellis Island or Angel Island. As the teacher, you may wish to act as an immigration officer and/or a medical examiner. You may also wish to enlist the help of other teachers for this simulation. Prepare questions in advance, similar to the questions asked of Charles Steinmetz when he arrived at Ellis Island. Have some students successfully pass through and tell others they must turn back to their homelands. To help determine this, you may wish to prepare index cards with health statements for each student. Have some cards say, “In good health,” and other cards describing an ailment such as “bad cough,” “rash,” etc. Have students choose these cards at random prior to the simulation.

After the simulation has been completed, have students share their feelings about going through an Immigration Center in writing or as an oral presentation to the class. Be sure to reinforce domain vocabulary throughout the simulation and in the students’ discussions.

Writing Prompts

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

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

7

Coming to America, Part I



Lesson Objectives

Core Content Objectives

Students will:

- Describe reasons immigrants leave their home countries to make a new home in the United States (i.e., push and pull factors)
- Explain why the United States was and is called the “land of opportunity”
- Describe how immigration has brought millions of newcomers to the United States
- Describe how their ancestors may have been immigrants who helped make America the country that it is today

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Learn common sayings and phrases such as “Turn over a new leaf” (L.2.9)

- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)

Core Vocabulary

Coming to America: The Story of Immigration, by Betsy Maestro is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story starting with the illustration as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

descendants, n. (p. 5) People that come from earlier groups of people
Example: When Mark’s grandfather moved to the U.S. as a young boy, he knew his descendants would be American citizens.
Variation(s): descendant

hardy, adj. (p. 16) Strong and able to survive rough conditions; in good health

Example: Although there was little rain last summer, Farmer John’s hardy corn crop survived.

Variation(s): hardier, hardiest

necessities, n. (p. 14) The most basic needs

Example: Cory checked that he had packed all the necessities for his three-day camping trip.

Variation(s): necessity

settlers, n. (p. 9) People who make their homes in a new area or country

Example: The immigrant settlers in the Midwest turned the region into some of the finest farmland on earth.

Variation(s): settler

transatlantic, adj. (p. 17) Across the Atlantic Ocean

Example: Bert slept for the entire transatlantic flight from the United States to England.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Sharing the Title and Trade Book Cover		
	Purpose for Listening		
Presenting the Read-Aloud	Coming to America, Part I	<i>Coming to America: The Story of Immigration</i> , by Betsy Maestro, pp. 1–18 U.S. map	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Settlers		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sayings and Phrases: Turn Over a New Leaf		20
	Postmarked From America	Instructional Masters 7B-1 and 8B-1	

7A

Coming to America, Part I



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

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

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

- Why do people immigrate to another country?
- What are some push and pull factors that cause people to immigrate to the U.S.?
- What were the two major immigration centers that you have learned about? Remember there was one on the East Coast and one on the West Coast.
- What statue welcomed immigrants to the U.S. on the East Coast in New York harbor?
- Why did Sean and Fiona’s family immigrate to the U.S.? Why did Lin Wen and his father immigrate to the U.S.?
- Why is *e pluribus unum* an appropriate motto for the United States?
- Why has the United States been called the “land of opportunity”?

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

Sharing the Title and Trade Book Cover

Read the title and the author and illustrator information of the book for today, *Coming to America: The Story of Immigration*, by Betsy Maestro. Ask the students to describe what they see on the trade book cover. If necessary, prompt discussion about the characters, setting, and what they think is happening in the illustration. Make sure students point out the Statue of Liberty, a symbol of freedom and hope to newcomers. Additionally, ask students how they think these characters on the cover feel seeing the Statue of Liberty for the first time.

Purpose for Listening

Tell students to listen carefully to see what else they can learn about immigration.

Coming to America, Part I

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story starting with the illustration (on the left-hand side of the spread following the title page) as page 1. Today's selection will end on page 18. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt.

Page 2

- . . . **are immigrants themselves.** What are immigrants? (Point to the illustration.) What do you see in this illustration? Could all of these people be Americans?

Page 3

- . . . **searching for food.** Nomads are people with no permanent home who move from place to place in search of food and water. (Students who participated in the Core Knowledge Language Arts program in Grade 1 may recall studying about the land bridge in *Early American Civilizations*.)

Page 4

- . . . **a new world.** So who were the first people to arrive in North America?

Page 5

- . . . **built big cities.** People who come from earlier groups of people are **descendants**. As time passed, the descendants of the first hunters spread over the Americas and settled down.
- . . . **civilizations of the Americas.** Civilizations are communities with large cities, grand buildings, leaders, and a form of writing. (If students used the Core Knowledge Language Arts program in Grade 1 point to the image on the right on page 6 and ask: Do you remember which civilization built these temples?)

Page 7

- . . . **the great ocean.** Why did other Europeans cross the Atlantic to North and South America? Why did they call the Americas the “New World”?

Page 8

- . . . **their new lives.** Why did these Europeans want to make new homes in the Americas? Do you remember what some immigrants who came for religious freedom were called?

Page 9

- . . . **of North America.** People who settle or make their homes in a new country or area are **settlers.**
- . . . **treated badly or killed.** Where were these new Americans coming from? What happened to some of the Indians, or Native Americans, when these new Americans came?

Page 10

- . . . **very far away.** What did these Africans lose when they were forced to come to the Americas? (Remind students that in *The U.S. Civil War* domain they learned about how many Africans were brought to the United States and forced to be slaves. Remind students that Africans were forced to leave their homes and had no freedom in America as slaves.)

Page 11

- . . . **their hungry stomachs.** What are three push and pull factors that caused these Scotch-Irish and Swiss settlers to come to the American colonies from the countries of Scotland, Ireland, and Switzerland? What other countries have you learned about where immigrants have come from?
- . . . **even more miserable.** (Point to the illustrations.) Do you think these were comfortable traveling conditions? Could you have traveled like this?

Page 14

- . . . **of New York City.** What were the names of some cities where immigrants settled? Why do you think there were so many different languages heard in New York City?
- . . . **the same language.** Why do you think newcomers would want to live with others from the same country?
- . . . **most basic necessities.** The most basic needs like food and clothing are **necessities**.

Page 16

- . . . **to stay and farm.** (Point out the Midwest and the Great Lakes region on a U.S. map.) The people who moved out West and agreed to farm the land they settled on were called “homesteaders.”
- . . . **Minnesota and Wisconsin.** The **hardy** settlers and immigrants who moved west were able to survive rough conditions. That means they were strong and in good health.

Page 17

- . . . **the Pacific Ocean.** Which immigrants had already settled in California? On what project did these immigrants work that helped connect the East and West Coast?
- . . . **long transatlantic voyage.** Steamships had shortened the long **transatlantic** voyage, or trip across the Atlantic Ocean. Who remembers the name of the inventor of a superior steamboat? (Students may remember Robert Fulton from the *Grade 2 Westward Expansion* domain.)

Page 18

- . . . **their native countries.** Perils are dangers or risks immigrants faced in their homelands.
- . . . **San Francisco, every year.** Who can tell me the names of the immigration processing centers near New York City and San Francisco?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Did you hear any new information about immigration in today's read-aloud? (Answers may vary.)
2. What is the United States of America a nation of? (immigrants) What then are all Americans? (immigrants or the descendants of immigrants)
3. Who were the first people to arrive in America? (Native Americans/Indians)
4. Why did some European immigrants come to the Americas? (to have a better life; to worship God in their own way; for freedom and good fortune; to have land of their own and food to eat; etc.) Do you think they thought of America as the “land of opportunity”? (Answers may vary.)
5. Did all immigrants come to America voluntarily or because they wanted to? (no) Which did not? (Some Africans were brought to the Americas against their will as slaves.)
6. Describe the transatlantic voyages, voyages across the Atlantic Ocean, to the American colonies. Would you have wanted to make that trip? Why or why not? (Answers may vary.)
7. The trade book said that newcomers often lived near others from their homeland. If you were a newcomer to the U.S., would you have done the same? Why or why not? (Answers may vary, but should demonstrate an understanding of the following: it was comforting to be around people that spoke the same language and shared similar traditions and customs; immigrants were supportive of each other; etc.)
8. Which immigrants helped build the transcontinental railroad? (Chinese immigrants and Irish immigrants)

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

9. *Think Pair Share:* All of the immigrants in this story and in this domain came and settled in the United States because of many different push and pull factors. Do you think immigrants come to the U.S. today for the same reasons as the immigrants of long ago, or for different reasons? (Answers may vary.)

Word Work: Settlers

(5 minutes)

1. The trade book says, "In time, *settlers* followed the explorer's routes across the great ocean."
2. Say the word *settlers* with me.
3. Settlers are people who make their homes in a new region or place.
4. The settlers, a group of immigrants from Europe, made their way westward.
5. Can you name any of the settlers from this domain? Try to use the word *settlers* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ were settlers in . . .")
6. What's the word we've been talking about? What part of speech is the word *settlers*?

For follow-up have students share in pairs, small groups, or with the class, what they have learned about the settlers thus far and the reasons they came to the United States.



Complete Remainder of the Lesson Later in the Day

7B

Coming to America, Part I



Extensions

20 minutes

Sayings and Phrases: Turn Over a New Leaf

(5 minutes)

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

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

Postmarked From America (Instructional Masters 7B-1, 8B-1)

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

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

Tell students that as a class you will use one or two of these examples in the body of your letter, but that they should save their instructional masters for the next lesson when they will use them again. Tell students that they will use their brainstorming charts to write their own letters using Instructional Master 8B-1. You may wish to show students the Instructional Master.

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

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

8

Coming to America, Part II



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)

Core Vocabulary

Coming to America: The Story of Immigration, by Betsy Maestro is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story starting with the illustration as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

ethnic, adj. (p. 32) Characteristic of a particular group of people who share a common language and national, religious, or cultural heritage

Example: There were many ethnic neighborhoods in New York City, where new immigrants and old immigrants lived close together.

Variation(s): none

inspiring, adj. (p. 21) Exciting and encouraging

Example: Len wanted to become an astronaut after seeing an inspiring movie on the study of space.

Variation(s): none

international, adj. (p. 29) Involving two or more nations; stretching across national boundaries

Example: Tom's school welcomed several international students who would study there for the school year.

Variation(s): none

observation, n. (p. 25) The act of observing or watching someone or something

Example: The veterinarian had to keep Kate's dog for observation to make sure he was feeling better.

Variation(s): observations

refugees, n. (p. 33) People who flee from their home country to a foreign country for safety

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

Variation(s): refugee

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Coming to America, Part II	<i>Coming to America: The Story of Immigration</i> , by Betsy Maestro, pp. 19–36	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	world map or globe	10
	Word Work: Inspiring		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Postmarked from America	Instructional Masters 7B-1 and 8B-1 envelope	20
	Song: “This Land Is Your Land”	Instructional Master 8B-2 Music Disc: Track 1	

8A

Coming to America, Part II



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that the previous read-aloud was the first part of the trade book *Coming to America: The Story of Immigration*. Ask students to share any interesting facts they remember about the previous read-aloud. You may prompt student responses by showing the class illustrations from the trade book's first eighteen pages.

Tell students that so far they have only heard about immigrants who came to the U.S. many years ago. Ask students if they think immigrants still come to the “land of opportunity” today. Explain that parts of today's read-aloud are about immigration and immigrants today.

Purpose for Listening

Tell students to listen to find out how immigration today is similar to and different from the immigration stories they have heard thus far.

Coming to America, Part II

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story starting with the illustration (on the left-hand side of the spread following the title page) as page 1. Today's selection will begin on page 19. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt.

Page 19

- . . . **the United States at all.** Why do you think the government started limiting immigration? Do you think it was fair for the government to say that some people could not come to live in the U.S.?
- . . . **become useful citizens.** What was the immigration center near New York City called?

Page 20

- . . . **three years earlier.** Do you think you could have made such a long voyage like Annie did?

Page 21

- . . . **on Ellis Island.** What welcomed the immigrants at New York harbor? (Point to the Statue of Liberty in the illustration.) The Statue of Liberty was an **inspiring** sight, or an exciting and encouraging sight.

Page 23

- (Point to the ships and Ellis Island as you read.)
- . . . **among the others.** The inspectors looked for signs of sickness that could spread from person to person.
- . . . **lines formed everywhere.** Do you think the immigrants minded the long lines? Why or why not?

Page 25

- . . . **island for observation.** or to watch them further
- . . . **treat the sick.** Why do you think immigrants at Ellis Island were examined by doctors?

Page 26

- . . . **the next step.** What do you think the next step will be? Listen carefully to find out.

Page 27

- . . . **money they had.** The inspectors asked Charles Steinmetz the same questions. Why do you think inspectors at the immigration center asked these questions?
- . . . **understand one another.** *Translator* is another word for *interpreter*. So what do translators do?

Page 28

- . . . **their new country.** What two things did the immigrants have to say they would do in order to gain an entry card? How do you think the immigrants felt when they were finally allowed to enter the United States?

Page 29

- . . . **it was closed.** Why was Ellis Island closed?
- . . . **airports in the United States.** When two or more nations are involved in something, we say it is **international**. Why do you think most immigrants fly rather than travel by ship now?

Page 31

- . . . **or act differently.** Why do you think life continues to be so difficult for newcomers to America? Do you think it is right to treat others poorly because they are different?

Page 32

- **... in big cities.** Do you remember how Sean and Fiona lived in an Irish neighborhood? Do you remember how Lin Wen lived in a neighborhood called “Chinatown”? These are examples of ethnic neighborhoods. **Ethnic** means characteristic of a particular group of people who share a common language and national, religious, or cultural heritage.

Page 33

- **... all over the world.** This means that **refugees** are people who leave their homes because a group of people is treating them badly, or because of their beliefs, religion, and/or appearance. Refugees might also leave their country because of war or natural disasters, such as massive earthquakes and floods.

Page 34

- **... for their children.** War is a push factor that sometimes causes people to emigrate from their country. Wanting a better life and a better future for their family is a pull factor for many immigrants that come to the U.S.

Page 35

- **... on this great land.** Why has America been called the “melting pot”? Contributions are things given or done that help someone or something. Can you think of some contributions immigrants have made to the United States?

Comprehension Questions

(10 minutes)

1. How is immigration today similar to the immigration stories of long ago that you have heard? (People are leaving native countries, looking for a better life, etc.) How is it different? (Immigrants use different transportation; immigrants no longer need to come through Ellis Island; immigrants come from different countries; etc.)
2. What would happen to immigrants at the immigration center on Ellis Island? (Officials would count the number of immigrants coming into the United States; officers would question immigrants about their names, where they were from, and how much money they had; doctors would inspect immigrants to see how healthy they were to see if they would be able to work in their new country.)
3. The trade book said the Statue of Liberty welcomed immigrants to America and that they felt relieved but also worried. Why do you think the immigrants were worried? (They were worried because the officials at Ellis Island could turn them away. Immigrants also face many new challenges as they start their new lives in the U.S.)
4. Why was Ellis Island closed? (Ellis Island was no longer very busy; newer immigrants had to have medical exams before boarding the ships; etc.)
5. Why do immigrants still come to the United States today? (hope for a better life) How do most immigrants come to the U.S. today? (They fly by airplane into international airports.)
6. Why do refugees come to the United States? (natural disasters; war; persecution; etc.) [Encourage students to use the term *push and pull factors*.]
7. Earlier immigrants came from Europe and Asia. From where do today's new immigrants come? (Russia, Asia, Mexico, South and Central America, etc.) [You may wish to point to these locations on a world map or globe.]

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

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

Word Work: Inspiring

(5 minutes)

1. The trade book says, “They saw the Statue of Liberty, a welcome and *inspiring* sight.”
2. Say the word *inspiring* with me.
3. If something is inspiring, it is exciting and encouraging.
4. Melissa did her book report on Abraham Lincoln because she thought his life and contributions were inspiring.
5. Have you ever seen, read, or heard of anything inspiring? Try to use the word *inspiring* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think _____ is inspiring because . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *inspiring*?

For follow-up, have students discuss things or people they consider inspiring. Make sure students share why they think the person, place, or thing is inspiring, encouraging them to use any domain vocabulary learned thus far.



Complete Remainder of the Lesson Later in the Day

8B

Coming to America, Part II



Extensions

20 minutes

Postmarked From America (Instructional Masters 7B-1, 8B-1)

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

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

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

Have students place the letters in envelopes and address them to their make-believe homelands. You may wish to convert an old shoe box into a mailbox to use for this extension. Collect the students' letters or have them place the letters in the mailbox. Their letters will be used again in Lesson 9.

Song: "This Land is Your Land" (Instructional Master 8B-2)

Reread pages 35 and 36 of the trade book to students. After reading, tell students that there is a well-known song that celebrates the natural beauty of America and the American people. Share with students that the song is called "This Land Is Your Land" and was written by a singer and songwriter named Woody Guthrie. Share with students that most people know this song today as a celebration of America as a nation of freedom and hope. Tell students that freedom and hope are two reasons, or pull factors, that bring immigrants to the United States. Explain that the United States is a land, or nation, that becomes an immigrant's new home, and it becomes just as much theirs as it is the land of people who have lived in the U.S. for decades.



Play Audio

Tell the students that they are going to listen to this song. After students listen to the song, help them summarize the message in each verse and in the chorus. You may need to read each verse or play the song multiple times. Ask students how they feel when listening to and singing this song. Ask students how they think immigrants would feel when listening to and singing this song. The music and lyrics may be found on Instructional Master 8B-2.

To further your discussion of the meaning of this song you may also wish to read the trade book *This Land is Your Land* with words and music by Woody Guthrie and paintings by Kathy Jakobsen.

Note: If your school has a music teacher, you may want to collaborate with him/her to teach this song to your students.

9

Becoming a Citizen



Lesson Objectives

Core Content Objectives

Students will:

- Explain what it means to be a citizen of a country
- Identify ways that a person becomes an American citizen

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Follow multi-step, oral directions (L.2.5)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)

- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)

Core Vocabulary

citizen, n. A member of a particular country who is loyal to that country and lives by its laws

Example: I am proud to have been born in America and to be a citizen of the United States.

Variation(s): citizens

govern, v. To direct, or help direct, the responsibilities of a nation, state, or other group of people

Example: The colonists wanted to govern themselves rather than be ruled by the king of England.

Variation(s): governs, governed, governing

naturalized citizen, n. A person born in another country who is given the same rights as native citizens of a different country

Example: Luca’s mother, who was born in Spain, became a naturalized citizen of the United States and was then able to vote in her first presidential election.

Variation(s): naturalized citizens

obey, v. To do or follow what someone else tells you to do
Example: Jim’s mother expected him to obey the rules at the playground.

Variation(s): obeys, obeyed, obeying

principles, n. General beliefs or rules

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

Variation(s): principle

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Becoming a Citizen		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Naturalized Citizen		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	<i>E Pluribus Unum</i> Puzzle	Instructional Master 9B-1 drawing tools	20
<i>Take-Home Material</i>	Parent Letter	Instructional Master 9B-2	

9A

Becoming a Citizen



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Tell students that they have learned a lot about the many journeys immigrants have taken to get to the United States. Using their letters from Lesson 8, have two or three students share with the class how they described their lives as immigrants. Review with students what they have learned about immigration. You may wish to ask the following questions to guide discussion:

- What are some reasons, or push and pull factors that have pushed immigrants to leave their country and have pulled them to the United States?
- What was the immigration center through which many European immigrants passed? Where was it located?
- Do immigrants still go through Ellis Island? Why not?
- What are some ways immigrants travel to get to their new country?
- Is building a new life easy for newcomers to the United States?
- What are some things immigrants have to do in their new country to build a new life?

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

Purpose for Listening

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



Becoming a Citizen

← Show image 9A-1: Fourth of July celebration

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

On the Fourth of July in 1976 Americans held the biggest birthday party anyone could remember. That day was the two hundredth birthday of the United States of America. July 4, 1976 was exactly two hundred years after leaders of the original thirteen English colonies agreed to support the Declaration of Independence and start a new nation.¹ Two hundred years later, people attended concerts and parades and many fireworks lit up the night sky all across the United States.



← Show image 9A-2: Monticello

- 2 How do you think these immigrants will become citizens?

But for one group of people, a group of immigrants, the next day was going to be even more special. On the morning of July 5th, this group of people woke up and got dressed in their best clothes. They left their homes and traveled to the foot of a very special hill in Charlottesville, Virginia. It was at the top of this hill that Thomas Jefferson, the author of the Declaration of Independence and the third president of the United States, had built his home two centuries earlier. Jefferson's home is called Monticello (mon-ti-CHEL-oh). That morning, in 1976, the President of the United States at that time, Gerald Ford, would be there to help this group of immigrants become citizens of the United States.²



← Show image 9A-3: Naturalization ceremony

- 3 So, a U.S. citizen is loyal to which country?
- 4 When someone born in another country is naturalized, that means s/he is given full citizenship and has all of the rights that other citizens have.

A **citizen** is someone who is loyal to a particular country and lives by its laws.³ A person whose parents are U.S. citizens is automatically a U.S. citizen. But someone who is a citizen of another nation can become a U.S. citizen, too. A person who becomes a U.S. citizen after already being a citizen of another country is called a **naturalized citizen**.⁴ To become a naturalized citizen, a person must do certain things, such as live within

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

5 or different from what normally happened



← Show image 9A-4: Jahleel and Layla

6 (Point to them in the picture.)

Earlier that morning, in an apartment a few miles away, husband and wife Jahleel (jah-LEEL) and Layla (LAY-la)⁶ were ready to become American citizens. They had come to the United States from Central Africa six years earlier. They left because of troubles in their home country and arrived in the U.S. with very little money.⁷ Once they arrived, they worked very hard to start a new life and make a living. Jahleel delivered pizzas all over the town of Charlottesville. Layla found a job placing products on the shelves of a grocery store. Jahleel told his wife, “This is America, Layla. If we work hard, we have the opportunity to have a better life than we had back in our home country.”⁸

7 What do we call the reasons people leave their home country?

8 Do you think Jahleel thinks America is the “land of opportunity”?



← Show image 9A-5: Jahleel, Layla, and Nia

9 What happens at a naturalization ceremony?

Six years later, Jahleel was the manager of the pizza restaurant, and he and Layla had a newborn daughter, Nia (NEE-uh). On the fifth of July, the three of them piled into their car and drove toward Jefferson’s hill and Monticello for the naturalization ceremony.⁹

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



10 (Point to them in the picture.)

← **Show image 9A-6: Pilar and Enrique**

As Jahleel made the turn, another car followed. In the other car were Enrique (en-REE-kay) and Pilar (pee-LAHR) Gomez and their four children.¹⁰ The Gomez family had come to the United States from northern Mexico, moving first to Texas, then later to Virginia. Pilar worked at a company that published books, and Enrique taught history at the nearby University of Virginia. The Gomez family had been in the United States for twelve years now. When they first immigrated to the U.S., they had thought, “We are Mexican, and will stay Mexican even though we live and work in America.” But now they had changed their minds.



← **Show image 9A-7: Pilar, Enrique, and friends talking over dinner**

Over dinner one night, Enrique asked some friends, “How can I make a life outside of Mexico and not be a citizen in the new country in which I am living? How can I live here and not vote for the leaders in my new country? How can I teach American history and not become a part of it?”¹¹

11 What is a citizen?

Their friend, who was born in the United States, asked, “It’s quite a process to become a U.S. citizen, isn’t it?”

“Yes, it is quite a process. First of all,” Pilar said, “you have to be at least eighteen years old. Then you have to have lived in the United States for at least five years. You also have to promise to **obey** the laws, know about U.S. history, and show that you understand how the U.S. government works by taking a test.”¹²

12 In order to become a citizen, you have to obey, or follow, the laws.

Their friend grinned. “I’ve lived here all my life, and I’m still not entirely sure how the government works.”

They all laughed. Enrique said, “We don’t have to explain every little detail, we just have to know about the birth of this nation, some basic parts of the Constitution and the Bill of Rights, and some facts about how the United States government works.”¹³

13 The Constitution and the Bill of Rights are the most important documents in the U.S. government. You will learn about them in the next lesson.

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

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



15 (Point to both families in the image.)



16 or to rule themselves

17 So Gerald Ford is saying that the U.S. Constitution and its protection from the government was and is a pull factor that brings many immigrants to the United States. Do you think Gerald Ford would agree that *e pluribus unum* is a good motto for the United States?

Enrique answered, “Yes, if we become citizens of the United States, our children will be as well. In fact, that’s one of the main reasons we want to become naturalized citizens. We want our children to grow up as United States citizens.”¹⁴

← **Show image 9A-8: Both families arriving at the ceremony at Monticello**

So now Enrique and Jahleel, along with their families,¹⁵ gathered in front of Monticello and joined the crowd on the wide, green lawn where a stage had been set up and a band was playing. President Ford and a few other speakers came out, and the President began to speak to the crowd.

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

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

Pointing at Thomas Jefferson’s house, President Ford continued, “Jefferson and his [fellow leaders] . . . set out to construct a new kind of nation [based on a new idea] ‘Men may be trusted,’ Jefferson said, ‘to **govern** themselves . . .’¹⁶ He and all the other patriots who [gave us] our Declaration and our Constitution studied [different kinds] of government [before they created the U.S. government.] How well they built it is told by millions [of people] who came, and are still coming, from almost everywhere . . . These new Americans . . . brought [pieces of the homes] they left behind—a song, a story, a dance, a tool, a seed, a recipe, the name of a place, the rules of a game, a trick of the trade. [The mixture] of traditions and cultures have made America unique among nations and Americans a new kind of people.”¹⁷



18 Principles are general beliefs or rules. So the Constitution protects many important American beliefs.

← **Show image 9A-10: New citizens cheering and saying congratulations**

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

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What does it mean to be a citizen of a country? (Being a citizen means that you are loyal to a particular country and obey that country’s laws.)
2. What do you call someone who immigrates to a new country and is given the full rights of citizenship in that country? (a naturalized citizen)
3. If you are born in another country, to be a naturalized citizen of the United States you first have to be eighteen years old. What else do you have to do or know to become a citizen? (live in the U.S. for at least five years; promise to obey the laws; know certain facts about U.S. history, the Constitution, and Bill of Rights; understand how the U.S. government works; take a test; participate in a special ceremony where you promise to be loyal to your new country)
4. Do you think it is easy or difficult to become a naturalized citizen? (Answers may vary.)

5. Why do immigrants want to become citizens of their new country? (Only citizens can vote for the different laws and leaders of their new country; they want their children to grow up as U.S. citizens; etc.)
6. Why do you think Monticello is a fitting setting for a naturalization ceremony? (because it is the home of Thomas Jefferson, the author of the Declaration of Independence)

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

7. *Think Pair Share:* Why do you think people are willing to study and learn about the country they have immigrated to so they can become naturalized citizens? (Answers may vary.)

Word Work: Naturalized Citizen

(5 minutes)

1. The read-aloud says that a *naturalized citizen* is a person who moved to a new country and went through a process to become a citizen of his/her new country.
2. Say the words *naturalized citizen* with me.
3. A naturalized citizen is a person born in another country who is given the same rights as native citizens of a different country.
4. After many years of living in the U.S., Lizette made an oath to be loyal to the United States and became a naturalized citizen.
5. What does being a naturalized citizen mean? Try to use the words *naturalized citizen* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Being a naturalized citizen means . . .")
6. What are the words we've been talking about? What part of speech are the words *naturalized citizen*?

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

1. Candice was born in the United States and has lived in the U.S. her entire life.
2. Mateo was born in Italy. He moved to the United States as an adult, learned English, and after six years, took an oath to be loyal to the United States. (naturalized citizen)
3. Juliette was born in Sweden. Her family moved to the United States, lived here for many years, learned about the history of the United States, took a test, and made an oath to be loyal to the United States. (naturalized citizen)
4. Charles was born in the United States and when he turned 18, he was old enough to vote.
5. Paola was born in Mexico. Her family moved to the United States when she was two years old; they lived here for many years, learned English, took a test and made an oath to be loyal to the United States. After she turned 18, she was able to vote in her first presidential election. (naturalized citizen)

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



Complete Remainder of the Lesson Later in the Day

9B

Becoming a Citizen



Extensions

20 minutes

***E Pluribus Unum* Puzzle (Instructional Master 9B-1)**

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

- What does being a citizen of a country mean?
- What do immigrants have to do in order to become naturalized citizens?
- What push and pull factors continue to bring immigrants to the United States?
- What contributions do immigrants make to the United States?

Using Instructional Master 9B-1, have students draw a picture of something they learned from today’s read-aloud in the puzzle piece area. Then, they should write a word, phrase, or sentence at the bottom of the puzzle piece, sharing facts learned about immigration. Finally, students should share their drawing and writing with a partner.

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

Parent Letter

Send home Instructional Master 9B-2.

10

We the People



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)

- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Use word parts to determine meanings (L.2.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)

Core Vocabulary

amendments, n. Changes; improvements

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

Variation(s): amendment

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

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

Variation(s): none

consent, n. Approval or permission

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

Variation(s): none

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

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

Variation(s): none

disagreements, n. Arguments or differences of opinion

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

Variation(s): disagreement

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

10A *We the People*



Introducing the Read-Aloud

10 minutes

What Do We Already Know?

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

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

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

Purpose for Listening

Tell students to listen carefully to learn more about the Constitution and why it is so important to the citizens of the United States.

We the People



← Show image 10A-1: The Constitution and the Bill of Rights

- 1 (Point to them in the picture.)
- 2 or rules
- 3 Why is the Constitution one of the most important documents in the history of the United States? Listen carefully to hear about who helped write the U.S. Constitution.

The Constitution and **the Bill of Rights** are two of the most important documents in U.S. history. ¹ A constitution is a document that lays down the foundation, or the basics, for the laws and government of a country. It explains the main laws ² of a country and how its government works. That means that the U.S. Constitution lays down the foundation for the laws of the United States and explains how the U.S. government works. ³



← Show image 10A-2: James Madison

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



← Show image 10A-3: Continental Congress

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

Often at the end of a conversation, this polite, quiet man would inspire people to think seriously about his great ideas. That is what happened when leaders of the new nation called the United States of America met in 1787 to decide what sort of government they wanted to form. ⁴ The leaders came from all parts of the country, and had all sorts of ideas. In the end, however, Madison's ideas had the greatest influence in shaping the organization of the new American government. For example, Madison's idea of having three branches of government—a president, a Congress, and a Supreme Court—is very important today. These three branches in the American government together balance each other's power so

5 Who was the most influential person in writing our U.S. Constitution?



← Show image 10A-4: Madison working on the Bill of Rights

6 Amendments are not just changes to the Constitution, but they are also corrections that are believed to make the Constitution better for the lives of the American people.

7 Remember how Charles Steinmetz had to leave his home country because he was going to be sent to jail for saying what he thought about his government? His country's leaders did not protect its citizens' freedom of speech. Remember how the Pilgrims were being persecuted for having a religion different from the king? The Pilgrims did not have freedom of religion back in England.

no one branch can be too powerful and make all of the nation's decisions. When it was time to write down what they had agreed upon, Madison did more than anyone else to write the Constitution of the United States.⁵

James Madison's job was not done after the Constitution was written. In 1789, Madison helped write an addition to the Constitution, called the Bill of Rights. The Bill of Rights is the first ten **amendments** to the Constitution.⁶ The Bill of Rights protects the rights of Americans, such as freedom of speech and freedom of religion.⁷ Over the years, as the U.S. changes, Americans have found that the Constitution needs to change a little bit, too. To do this, Americans add amendments, which are changes or additions to the Constitution.



← Show image 10A-5: Madison as president

8 So, who was the "Father of the Constitution"? What other title did Madison have?

James Madison's fine work in developing the U.S. Constitution earned him the nickname the "Father of the Constitution." Later, James Madison was elected to serve as the fourth president of the United States. Today, hundreds of years later, America's government and laws are based on what Madison and his fellow Founding Fathers created. The U.S. Constitution is the highest law of the land, so no one and no state is allowed to pass a law that goes against the Constitution's principles.⁸



← Show image 10A-6: Close-up of "We The People"

9 or fearless

10 (Have students repeat the word *preamble* after you.) A preamble is an introduction or opening.

But what does the Constitution say? Well, right from the start the authors made a bold⁹ statement. The Constitution begins with a very famous introduction, called the Preamble.¹⁰ It starts,

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



← Show image 10A-7: White House, Capitol building, Supreme Court, fighter jet

“We the People of the United States . . .” This means that the greatest power behind the American government is the American people—all citizens—rather than a king or queen, or just the Founding Fathers who wrote the Constitution. The government of the United States represents all of the citizens of the United States. The citizens of the United States can vote to change how our government does things. This is called “the **consent** of the governed.” In return for this power, the people agree to live according to the laws.¹¹

The Preamble goes on to say that citizens want the Constitution to make the nation run fairly for everyone, and the states will unite, or work together, to help make the nation work smoothly. The Preamble, or introduction to the Constitution, also tells us that American laws, or rules, must protect the liberties, or freedoms, of *all* citizens, not just some; that we all agree that the Constitution is our most important set of rules; that the federal government will include an army, navy, and other military forces to protect Americans from enemies; and that the government and the laws are meant to protect the liberties or freedoms for Americans now and in the future.¹²

This long list of big jobs is just in the Preamble! The rest of the Constitution goes on to describe the different things the government is supposed to do: to make laws and carry them out; to solve problems; and to protect Americans from certain dangers. It tells us how we are supposed to make those things happen.¹³ The Constitution also created the office of the president, the Congress, and the Supreme Court, which are made up of people who try to uphold the principles of the Constitution.¹⁴ One reason the writers of the Constitution are still so admired is that they did an amazing job of creating a form of government that would not only help solve the problems of their own time, but would also help solve all sorts of problems they thought might come along later.¹⁵

12 What does the Preamble tell us? How does the Constitution affect you? Do you know of anyone who has served in the army or the navy?

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

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

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



← **Show image 10A-8: Madison and other Founding Fathers**

16 or arguments

Today, “We the People of the United States,” have a Congress made up of people from every state where laws are made; a president to carry out those laws; courts to help us settle **disagreements**¹⁶ and keep the peace; military forces to protect us; and other parts of the government, all of which are based on the ideas that James Madison and other Founding Fathers wrote down over two hundred years ago in the U.S. Constitution. As time goes on and our country grows, bringing new problems and wonderful new opportunities, we continue to add laws to deal with these new problems. Whenever we do, it is our job—our responsibility—to make sure that the new laws agree with the principles in the Constitution. So the Constitution is not something that stopped being important a long time ago. It is still at the center of how our government is supposed to work even today.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Why is the Constitution so important to the citizens of the United States? (It lays the foundation for the laws and government of the United States.)
2. Who was nicknamed the “Father of the Constitution”? (James Madison) Why? (because he helped to write a great deal of the U.S. Constitution)
3. Why are the words “We the People” in the Preamble so important and remembered by U.S. citizens? (Those words are important because they let everyone know that American citizens are the greatest power behind the American government.)
4. What are some things the Preamble and the Constitution say? (The people want the Constitution to make the nation run fairly for everyone. American laws must protect the liberties, or freedoms, of all the people. The people can use the government to make laws and carry them out, to settle arguments among Americans, to protect Americans from certain dangers, etc.)

5. What is the Bill of Rights? (The Bill of Rights is the first ten amendments to the Constitution. It protects the rights of the American people, such as freedom of speech and freedom of religion, among others.)
6. Which adjectives would you use to describe the people who wrote the Constitution of the United States? (Answers may vary.)
7. How is the Constitution important to you? (Answers may vary.)
8. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What did you learn about in today’s read-aloud?” Turn to your neighbor and ask your “what” question. Listen to your neighbor’s response. Then your neighbor will ask a new “what” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Disagreements

(5 minutes)

1. The read-aloud says that the Constitution has given us “courts to help us settle *disagreements*.”
2. Say the word *disagreements* with me.
3. Disagreements are arguments or differences of opinion.
4. My mom and I have many disagreements about staying up past my bedtime.
5. Have you ever had any disagreements? Try to use the word *disagreements* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My best friend and I had many disagreements about . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *disagreements*?

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

1. disrespect (not respecting)
2. disorder (not in order)
3. dissatisfied (tricky because it has a suffix also; not satisfied)
4. dislike (not liked)
5. disability (tricky because it has a suffix also; not having the ability)



Complete Remainder of the Lesson Later in the Day

10B

We the People



Extensions

20 minutes

Classroom Constitution

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

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

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

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



11

Immigration and Citizenship



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)

- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Retell (orally or in writing) important facts and information from a read-aloud (L.2.41)

Core Vocabulary

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

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

Variation(s): guarantee, guarantees, guaranteeing

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

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

Variation(s): juries

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

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

Variation(s): responsibility

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

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

Variation(s): right

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Essential Background Information or Terms		10
	Purpose for Listening		
Presenting the Read-Aloud	Immigration and Citizenship		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Guaranteed		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Song: “The Star-Spangled Banner”	Instructional Master 11B-1 Music Disc: Track 2	20
	E Pluribus Unum Puzzle	puzzle pieces from previous lessons tape or glue, construction paper	

11A *Immigration and Citizenship*



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

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

Remind students that in the previous read-aloud they learned about James Madison and his important ideas for the U.S. Constitution and the Bill of Rights. Remind students about the Preamble to the Constitution and the significance of "We the People." Ask students if they remember what the Bill of Rights is and ask if students recall any specific rights protected in the Bill of Rights. Remind students that the first ten amendments to the Constitution are called the Bill of Rights. Tell students that these amendments are meant to protect us from the government if it ever tries to take away our rights or decide who gets them and who doesn't.

From the time of James Madison to the present, Americans have believed that certain rights belong to all men and women, and cannot, and should not, be taken away by governments or anyone else. Share with students that no one owns these rights and that they are not given as a reward.

Purpose for Listening

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



Immigration and Citizenship

← Show image 11A-1: Native Americans, European explorers, Pilgrims

For a long time now you have been learning about the history of the United States. You heard about Native Americans who were living here before Europeans arrived. You learned about those Europeans who explored North and South America, and you also learned about the Pilgrims who left Europe on the *Mayflower* looking for religious freedom.



← Show image 11A-2: Washington, Jefferson, and Madison

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

1 A nation is a group of people who live in the same country and often share the same language.



← Show image 11A-3: Modern immigrants

You have also learned about immigrants, people who leave their home country to settle in a different country. Even today, immigrants are still coming to the United States. Why are immigrants still coming to the United States? Well, if you remember, people have immigrated to the U.S. because of certain push and pull factors. Dangers in their home countries, not enough jobs, and a lack of religious freedom are some factors that have pushed people to leave their native lands. On the other hand, job opportunities, religious freedom, and other freedoms given to American citizens in the Bill of Rights are some of the factors that have pulled people to America, the “land of opportunity.” These are some reasons why immigrants want to come to the U.S. and

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



← Show image 11A-4: James Madison

become United States citizens.² Remember, a citizen is a person who lives in a country and promises to be loyal to that country and its laws. But promising to be loyal to a country is not all it takes to be a citizen of a country. Let's find out more about what it means to be a citizen.

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

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



← Show image 11A-5: Bill of Rights

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

4 If something is guaranteed, it is a sure thing.

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

5 Who can name a person that was going to be put into jail for writing about his government?

6 How would you feel if you got in trouble for something without getting to tell your side of the story?



← Show image 11A-6: Courtroom with judge and jury

In the United States, however, laws are supposed to protect its citizens from such problems. For example, no one is supposed to arrest another person just because he doesn't like that person or that person's ideas. If someone is arrested for a crime, the

government cannot just keep him or her in jail for as long as they want. That person has the *right* to tell his or her side of the story to a judge and/or to a **jury**, a group of people who listen to all the facts and both sides of an argument before deciding if a person is guilty or not guilty. Anyone that comes before a judge and/or jury is considered innocent and must be proven guilty before being sent to jail.



← **Show image 11A-7: Americans voting**⁷

- 7 What do you see in this picture?
- 8 When you turn eighteen years old and are considered a legal adult, you can exercise your right to vote.
- 9 These are all jobs that are part of running our government.

10 So can a naturalized citizen ever run for president?

11 Would you like to run for government office when you're older?



← **Show image 11A-8: Protestor holding a sign symbolizing freedom of speech**

12 Responsibilities are duties you are in charge of, or things someone else trusts you to do. Do you have responsibilities at home?

Another very important right and duty of citizens is the right to vote.⁸ Adult U.S. citizens decide who will be their president, who will represent them in the Senate or the House of Representatives, or who will be their local mayor.⁹ U.S. citizens vote for specific people to fill these offices and many more, and whoever receives the most votes gets to serve in that job. Any adult citizen can run for most elected positions, although the Constitution says that people who were not born in the U.S. cannot run for the presidency.¹⁰

If you are a U.S. citizen and were born in the United States, when you grow up you may decide to run for government office. That means you let other people know you want a job in the government, and you hope citizens will vote to have you represent them in the government. As an adult citizen, even if you do not run for office, you will get to vote for your representative in government office. Voting is one of your rights and duties as a U.S. citizen.¹¹

Freedom of speech, freedom of religion, the right to vote, and the right to a fast and fair trial are just a few of the rights listed in the Bill of Rights. But citizens also have **responsibilities**.¹² For example, just because you have freedom of speech doesn't mean you can say whatever you want. You have a responsibility to other citizens to not say things that might put people in danger or say things that might hurt others.



← **Show image 11A-9: Person filling in tax form**

Notice how *rights* and *responsibilities* go together. The same thing happens when it comes to laws. We are supposed to follow the laws of our country and pay taxes—money we are required by law to give to our government that pays for things all citizens enjoy.¹³ Our taxes pay for things like public schools where all children can learn; public parks, where you can play; public libraries where you can check out your favorite books; and the roads and sidewalks that help you get to those places. That’s the *responsibility* part about being a U.S. citizen.¹⁴

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

14 So, what are responsibilities U.S. citizens have to their country?



← **Show image 11A-10: People in a different country protesting for freedom**

When the United States began, few countries offered so many rights to their citizens. After the people of the United States decided to make these rights a part of their country’s laws, citizens of many other countries decided that they wanted the same rights and freedoms. Citizens around the world insisted on new laws to protect their rights, and many countries changed their laws. However, this did not happen everywhere. Even today, people in many nations do not enjoy the same rights that citizens enjoy here in the United States. In such places, some people think, “I want to leave my country and go to the United States. There I will be free to decide what I want to do or say. I will not have to be afraid that government leaders will punish me just for disagreeing with them.”¹⁵

15 Is this a push or pull factor?

Sometimes people living in countries with threatening governments have to run away from their old country because they fear their government, or they have gotten into trouble with the leaders there. If there is a war, people have to leave and move to other countries because they are no longer safe. The United States government and other governments around the world, often let such people, called refugees, come to their countries for safety.¹⁶ The U.S. allows only a certain number of refugees each year, so in less serious cases, refugees often have to wait their turn to come

16 Do you remember what the word *refugees* means? Refugees are people that leave their home country because their government does not protect them, or because they are escaping war.

to the United States. One reason for this is to make sure there are enough jobs for the newcomers, so that they can earn the money they need to support themselves and provide themselves with necessities such as food, clothes, and a place to stay.



← **Show image 11A-11: Open campaign stage**

James Madison and his fellow leaders, whose ancestors were immigrants to America, wrote laws, or rules, that all United States citizens must follow. Today’s citizens can vote to change those laws to make them better, or to make new laws. Still, all United States laws must go along with the principles in the Constitution and the Bill of Rights. These two documents were intended to guarantee the rights of all citizens—whether naturalized or native-born—both now and in the future.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What are some rights and freedoms U.S. citizens enjoy? (*right to vote, right to fair trial, right to free speech, right to religious freedom, etc.*)
2. People come to the United States because of the freedoms given to American citizens. Which important documents guarantee these freedoms to U.S. citizens? (*the Bill of Rights and the Constitution*)
3. What is a citizen? (*a person who lives in a country and promises to be loyal to that country*) What is a naturalized citizen? (*a person who moves to a particular country and wants to be a part of it, even though they were not born there; they, too, promise to be loyal to the country and want to learn about and follow the rules of a particular country; they have to live in their new country for a few years, learn the country’s language, take a test, and participate in a ceremony in order to become a naturalized citizen*)

4. What is the Bill of Rights? (the first ten amendments to the Constitution which lists the freedoms guaranteed to U.S. citizens) What do we call the responsibility and right that allows us to choose people for certain government offices? (the right to vote)
5. Along with the right to vote, what are some other rights that U.S. citizens have? (the right to free speech; freedom of religion; the right to a fast and fair trial)
6. With all of these rights come responsibilities. What are some responsibilities U.S. citizens have? (to obey the law; to pay taxes)

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

7. *Think Pair Share:* What do you think life in the United States would be like if citizens did not have freedom of speech or freedom of religion? (Answers may vary.)

Word Work: Guaranteed

(5 minutes)

1. The read-aloud says that the Bill of Rights is a list of freedoms *guaranteed* to all U.S. citizens.
2. Say the word *guaranteed* with me.
3. If something is guaranteed that means it is a sure thing, is promised to someone, or that someone has promised that something will be done.
4. The seller at the bookstore guaranteed that the book I wanted to read would be delivered tomorrow.
5. Has anyone ever told you that something was guaranteed? Try to use the word *guaranteed* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was once guaranteed . . .")
6. What is the word we've been talking about? What part of speech is the word *guaranteed*?

For follow-up have students share what kinds of things are guaranteed to U.S. citizens. Ask them what kinds of things are guaranteed to them as students. Make sure students use the word *guaranteed* when they talk about it.



Complete Remainder of the Lesson Later in the Day

11B

Immigration and Citizenship



Extensions

20 minutes

Song: "The Star-Spangled Banner" (Instructional Master 11B-1)



Play Audio

Play the first few seconds of "The Star-Spangled Banner" for students on the Music Disc. Ask students if they know what song you are playing. Tell students that the song you just played is the U.S. national anthem, "The Star-Spangled Banner." Share with students that the words or lyrics to the national anthem were not always song lyrics. Tell students that the words to "The Star-Spangled Banner" began as a poem. Explain that the lyrics to "The Star-Spangled Banner" were written as a poem in 1814 by a lawyer named Francis Scott Key. Tell them that Francis Scott Key wrote the poem after seeing a battle between Great Britain and the U.S. fought many, many years ago in 1812. Share that this poem was so popular, it was put to song and eventually became the national anthem of the United States. Tell students that a national anthem is a patriotic song often sung at special, public events. Ask students where they have heard this song played or sung.

Tell students that they are going to listen to this song. After students listen to the song, help them summarize the message in each verse and in the chorus. You may need to read each verse or play the song multiple times. Ask students how they feel when listening to and singing this song. Ask students how they think immigrants would feel when listening to and singing this song. The music and lyrics may be found on Instructional Master 11B-1.

Note: If your school has a music teacher, you may want to collaborate with him/her to teach this song to your students.

***E Pluribus Unum* Puzzle**

Tell students that they have finished all the puzzle pieces they need and that they may now cut out each piece and put the various puzzle pieces together. Help students arrange the puzzle pieces. Have students tape or glue their completed puzzle to a piece of large construction paper.

After students have completed their puzzle, ask students what U.S. motto their completed puzzles represents. Remind students that the phrase *e pluribus unum*, meaning “out of many, one,” is a good motto for the United States because many different immigrants have come to the United States and made America one great country.

Note: This may be done now or as a Pausing Point exercise.

PP2

Pausing Point 2



Note to Teacher

This is the end of the read-alouds about citizenship in the United States. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Explain the term *immigrant*
- Describe reasons immigrants leave their home countries to make a new home in the United States (i.e., push and pull factors)
- Explain why the United States was and is called the “land of opportunity”
- Describe how immigration has brought millions of newcomers to the United States
- Describe how their ancestors may have been immigrants who helped make America the country that it is today
- Explain what it means to be a citizen of a country
- Identify ways that a person becomes an American citizen
- Identify that American government is based on the Constitution, the highest law of our land
- Identify James Madison as the “Father of the Constitution”
- Explain that the United States is founded on the principle of consent of the governed, American citizens: “We the People”

- Explain the basic functions of government (making and enforcing laws; settling disputes; protecting rights and liberties; etc.) by making analogies to familiar settings such as the family, the school, and the community
- Describe the rights and responsibilities of an American citizen
- Demonstrate familiarity with the songs “This Land is Your Land,” and “The Star-Spangled Banner”

Activities

Guest Speaker

Invite parents or trusted community members who are naturalized citizens to talk about the process of becoming a citizen. You will want to share with your guest speakers, ahead of time, what you have already discussed in class so that they are better able to address the students.

Image Review

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

The Star-Spangled Banner



Materials: Music Disc, drawing paper, drawing tools

Have students listen to “The Star-Spangled Banner” again. While they listen, have them draw what information comes to mind from the domain.

Domain-Related Trade Book or Student Choice

Materials: Trade book

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



Freedom Fill-In

Materials: Instructional Master PP2-1

Using Instructional Master PP2-1, have students review what they have learned. Tell students that this activity is called Freedom Fill-In. On the worksheet they will find six sentences. Tell students that above these sentences is a word bank and that the answers to the sentences below can be found in the word bank. To demonstrate, complete the first sentence as a class. Read the sentence aloud: “Many people in foreign lands see the United States as a land of *blank*.” Then tell students to look in the word bank and as a class choose the correct answer. Tell students to write the word *opportunity* on the blank line since that answer best fits.

Depending on your class, you may wish to have students complete this assignment individually or as a class. If time allows, have students participate in the role-play activity detailed at the bottom of the Instructional Master.

We the People Crossword

Materials: Instructional Master PP2-2

Using Instructional Master PP2-2, read and discuss the Preamble with your students. (“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote for the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”) As you discuss the Preamble, you may wish to prompt responses with the following questions:

- What do we call the introduction to the Constitution? (**the Preamble**)
- What does the Preamble say the people want the Constitution to do? (**have the states form a more perfect union so the nation runs more fairly**)
- What does the Preamble say that American laws must do? (**establish justice or protect the liberties and freedoms of all the people**)

Tell students that each sentence on the instructional master is a clue to a word in the box. Explain that students will need to first read the clue, then find the matching word, and finally write the matching word in the puzzle. Depending on your class, you may wish to complete one example together as a group and/or read all of the clues out loud, having students silently write the matching word in the puzzle.

Additionally, *Schoolhouse Rock!* has a song and a video of the Preamble that your students may enjoy. After you watch the video or listen to the song about the Preamble, you may wish to lead students in a discussion about the Preamble, the Constitution, and its significance to the American people. Be sure to reinforce domain vocabulary and concepts throughout the discussion.

Brainstorming Links

Materials: Chart paper, chalkboard, or whiteboard

Tell students that one of the key words they have learned in this domain was *citizen*. Write the word *citizen* in an oval on the board. Tell students to think about what they have learned. Ask: “When I say the word *citizen*, what other words do you think of?” Students should be able to add words like *naturalized*, *naturalization*, *voting*, *Constitution*, and *Bill of Rights*, as well as phrases like “eighteen years old” and “obey the laws.”

If time allows, give students a piece of paper and have them draw a picture that represents a concept from the brainstorming session. Have students write a few words or short sentences that define or describe their pictures. Be sure to reinforce any domain vocabulary from previous lessons.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give the students a key domain concept or vocabulary word such as *the Constitution* or *the U.S. government*. Have them brainstorm everything that comes to mind when they hear the word, such as, “written in part by James Madison,” “explains how the U.S. government works,” etc; or “making and enforcing laws, settling disputes, protecting rights and liberties,” etc. Record

their responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

Riddles for Core Content

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

- I am considered the “Father of the Constitution” since I helped write most of the Constitution and the Bill of Rights. Who am I? ([James Madison](#))
- I am a document made up of the first ten amendments to the Constitution. What am I? ([the Bill of Rights](#))
- I am a document that explains how the U.S. government works and lays down the foundation for the laws of the United States. What am I? ([the Constitution](#))
- I am the introduction to the Constitution and begin with the words “We the People.” What am I? ([the Preamble](#))
- The American government gives me certain rights, and in return, I have certain responsibilities. Who am I? ([a U.S. citizen](#))

On Stage: Coming to America

Materials: Image Cards 7–8

Have a group of students plan and then act out a journey to America and their entrance into the U.S. through either Ellis Island Immigration Center or Angel Island Immigration Center. You may wish to use Image Cards 7 (Ellis Island) and 8 (Angel Island) beforehand to prompt discussion of what they know about both places.

Have students share what country they are pretending to emigrate from. You may even encourage students to assume the identity they wrote about in their friendly letters. Set up different stations in your classroom for students to visit as they pretend to be immigrants going through Ellis Island or Angel Island. As the teacher, you may wish to act as an immigration officer and/or a medical examiner. You may also wish to enlist the help of other teachers for this simulation. Prepare questions in advance, similar to the questions asked of Charles Steinmetz when he arrived at

Ellis Island. Have some students successfully pass through and tell others they must turn back to their homelands. To help determine this, you may wish to prepare index cards with health statements for each student. Have some cards say, “In good health,” and other cards describing an ailment such as “bad cough,” “rash,” etc. Have students choose these cards at random prior to the simulation.

After the simulation has been completed, have students share their feelings about going through an immigration center in writing or as an oral presentation to the class. Be sure to reinforce domain vocabulary throughout the simulation and in the students’ discussions.

On Stage: Naturalization Ceremony

Review what it means to be a naturalized citizen in the United States. Review what immigrants must do in order to become naturalized citizens. Ask students what kinds of questions they think would be on a naturalization test. Ask students if they think it would be hard to learn a completely new language and take a test in it. Have students pretend they are all immigrants that will become naturalized citizens. Have students take an oath of loyalty to the United States as people would during the naturalization ceremony. Encourage the use of domain vocabulary throughout the activity.

This Land is Your Land



Materials: Music Disc, Trade book *This Land is Your Land*, words and music by Woody Guthrie and paintings by Kathy Jakobsen

Have students listen to the song “This Land is Your Land” again. You may wish to have students following along using Instructional Master 8B-2. Remind students that most people know this song today as a celebration of America as a nation of freedom and hope. If you were not able to read the trade book earlier, you may wish to read the trade book *This Land is Your Land*, with words and music by Woody Guthrie during this Pausing Point.

Class Book: Immigration and Citizenship

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to finish their class book to help them remember what they have learned in this domain about immigration, citizenship, the U.S. government, and the freedoms that bring immigrants to the United States. Have the students brainstorm important information about these topics. Students may also include any information they have learned about being an American citizen, rights and responsibilities, and the U.S. government. Have each student choose one idea to draw a picture of and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

Letter to James Madison

Have students use what they learned about the friendly letter format to write a letter to James Madison. You may wish to guide students through the five parts of the friendly letter again before they begin brainstorming. The students may write about what they think of the Constitution and the Bill of Rights, or ask any questions they have about these two documents.

Research Activity: Famous Immigrants

Remind students that they have learned a lot about the history of immigration to the United States. Remind students they have learned that the United States is referred to as a land of immigrants. If students are interested, have them research famous immigrants that have made improvements to the United States, like Charles Steinmetz. Their research does not have to focus on the field of science; they may look into the arts, music, literature, etc. Encourage students to present their findings to a group of students or to the class.

Writing Prompts

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

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

DA

Domain Assessment



This domain assessment evaluates each student's retention of the core content targeted in *Immigration*.



Domain Assessment

Note: You may choose to have students do the two parts of the assessment in two or three sittings. For Part II you may have the students answer two questions in one sitting, and three in another sitting. Some students may need help reading the questions for Part II.

Part I (Instructional Master DA-1)

Directions: I am going to ask several questions related to what you have learned. The answers to the questions are on the right-hand side of the page. Let's read the words in each row together. After each question choose an answer from the right-hand column and write the letter for each answer in the blank next to the question number.

1. What is the motto of the United States, which is found on the back of all U.S. coins? Hint: It means "out of many, one." (*e pluribus unum*)
2. Who is called the "Father of the Constitution"? (*James Madison*)
3. Which document explains how the U.S. government is supposed to work? Hint: James Madison is the Father of this document. (*the Constitution*)
4. Which document is the first ten amendments that protect the rights or freedoms of the people? (*the Bill of Rights*)
5. What do we call the introduction to or the opening of the Constitution? (*the Preamble*)
6. What are the first three words in the Preamble to the Constitution? (*We the People*)

7. What do immigrants sometimes call the United States?
(the “land of opportunity”)
8. What statue greeted many immigrants at Ellis Island?
(the Statue of Liberty)

Part II (Instructional Master DA-2)

Directions: Let’s read each question together. Think about the answer to the question. Write a complete sentence to answer each question.

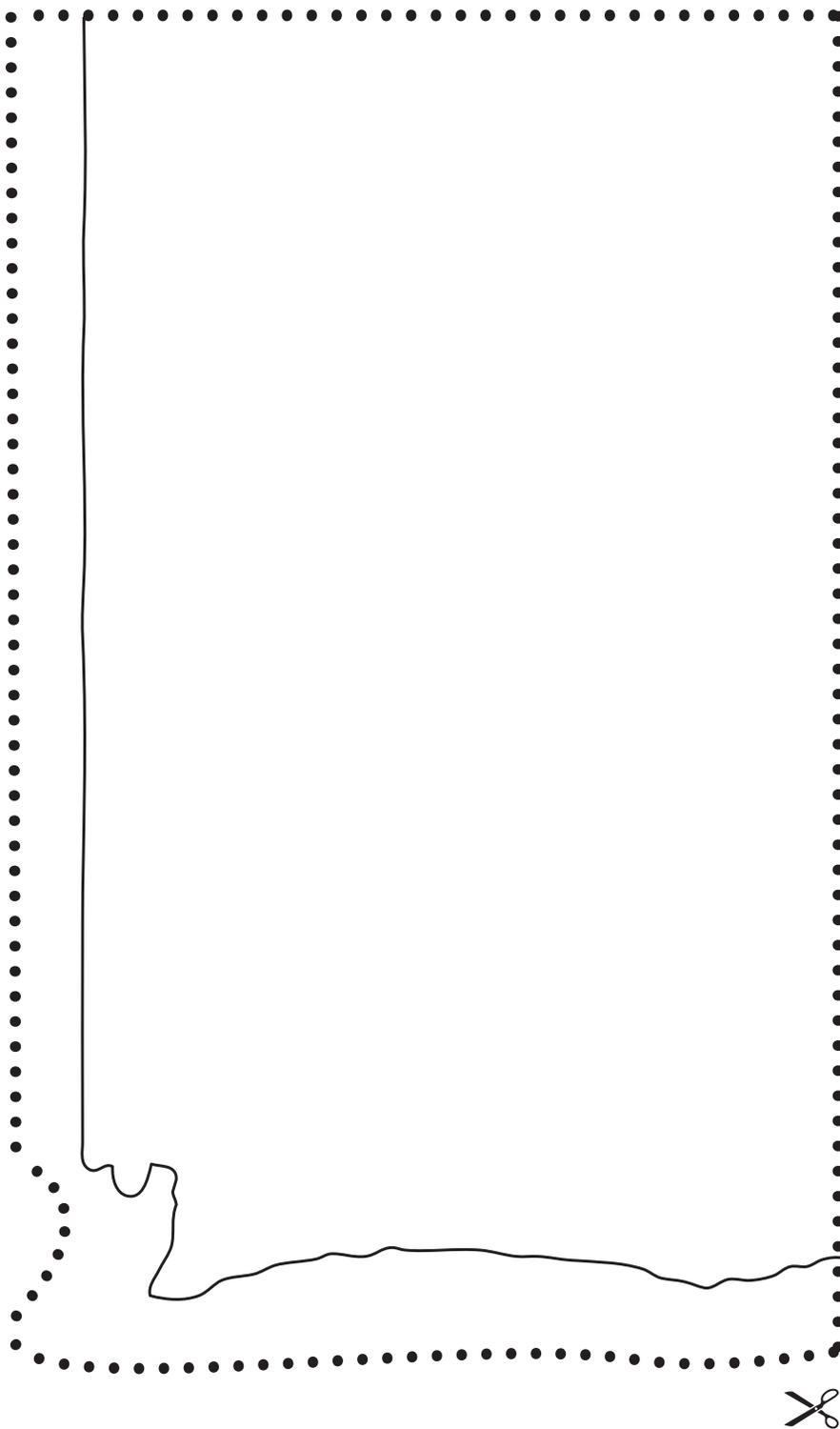
Note: You may need to have some students respond orally if they are not able to respond in writing.

1. What is an immigrant?
2. Why do some people leave their home countries and immigrate to another country?
3. Why did many immigrants settle in large cities?
4. What does it mean to be a citizen of a country?
5. Name one right and responsibility held by U.S. citizens.

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*



Directions: Draw a picture of what you have learned about immigration within the puzzle piece. Then, write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration.





Dear Parent or Guardian,

During the next several days, your child will begin learning about some of the most pivotal years in U.S. immigration history, the mid-1800s to the early 1900s. S/he will learn about some of the groups that immigrated to America during that time, some of the reasons why people immigrate to other countries, and why people immigrate to the U.S. in particular. S/he will also learn about the national motto, *e pluribus unum*, why many immigrants chose to settle in the city, and what life was like for those immigrants. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about U.S. immigration in the late 19th century.

1. Personal Connections

Share with your child your family's immigration history. When did your family first come to the United States? From where did they emigrate? At the beginning of the next six lessons, your child will have an opportunity to retell this family history to his/her class.

2. Statue of Liberty

Talk with your child about this famous statue. Discuss the history of the Statue of Liberty and any personal experiences you have with it. You may also wish to have your child draw and/or write about the Statue of Liberty. Ask questions to encourage your child to use the vocabulary learned at school as s/he draws or writes.

3. Sayings and Phrases: Don't Judge a Book By Its Cover

Your child will talk about this saying and its meaning in school in relation to the immigrant and mathematician Charles Steinmetz. Talk with your child about the meaning of and the situations in which you can use this saying. Have your child share with you who Charles Steinmetz is and how this saying relates to his life.

4. Song: "This Land is Your Land"

Listen to the song, "This Land is Your Land" with your child. Discuss what this song means and how it can relate to immigration.

5. Words to Use

Below is a list of some of the words that your child will be using and learning about. Try to use these words as they come up in everyday speech with your child.

- *immigrant*—Charles Steinmetz was an immigrant from Germany.
- *push and pull factors*—Many push and pull factors bring immigrants to America.
- *settle*—Immigrants sometimes choose to settle near other immigrants.
- *opportunity*—America is known as the “land of opportunity.”
- *customs*—Newcomers to America kept many of their customs and traditions.

6. Read Aloud Each Day

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. I have attached a list of recommended trade books related to immigration that may be found at the library.

Be sure to praise your child whenever s/he shares what has been learned at school.



Recommended Trade Books for Immigration

Used as a Domain Read-Aloud

1. *Coming to America*, by Betsy Maestro (Scholastic Inc., 1996) ISBN 0590441515

Immigration

2. *American Symbols: Ellis Island (First Facts)*, by Terri DeGezelle (Capstone Press, 2004) ISBN 0736847065
3. *Angel Island*, by Lori Mortensen and illustrated by Matthew Skeens (Picture Window Books, 2009) ISBN 1404847040
4. *At Ellis Island: A History of Many Voices*, by Louise Peacock (Atheneum Books for Young Readers, 2007) ISBN 0689830262
5. *Chinese Immigration (Immigration to the United States)*, by Murray Pile (National Geographic Society, 2005) ISBN 0792247515
6. *Coolies*, by Yin and Chris Soentpiet (Puffin Books, 2001) ISBN 0142500550
7. *The Copper Lady*, by Alice and Kent Ross (Millbrook Press, 1997) ISBN 08796149603
8. *Ellis Island (A True Book)*, by Patricia Ryon Quiri (Children's Press, 1998) ISBN 0516263749
9. *Everybody Cooks Rice*, by Norah Dooley and illustrated by Peter J. Thompson (Lerner Publishing Group, Inc., 1991) ISBN 0876145918
10. *The Flag We Love*, by Pam Muñoz Ryan (Charlesbridge, 1996) ISBN 0881068454
11. *If Your Name Was Changed at Ellis Island*, by Ellen Levine (Scholastic Inc., 2006) ISBN 0590438292
12. *Immigration and Citizenship*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050212

13. *Irish Immigration (Immigration to the United States)*, by Murray Pile (National Geographic Society, 2005) ISBN 07922474507
14. *The Keeping Quilt*, by Patricia Polacco (Simon & Schuster, 1988) ISBN 0689820908
15. *Lily and Miss Liberty*, by Carla Stevens (Scholastic Paperbacks, 1993) ISBN 0590449206
16. *The Long Way to a New Land*, by Joan Sandin (HarperTrophy, 1981) ISBN 0064441008
17. *The Memory Coat*, by Elvira Woodruff and illustrations by Michael Dooling (Scholastic Press, 1999) ISBN 0590677179
18. *Mexican Immigration (Immigration to the United States)*, by Murray Pile (National Geographic Society, 2005) ISBN 0792247523
19. *Miss Bridie Chose A Shovel*, by Leslie Connor (Houghton Mifflin Harcourt, 2004) ISBN 0618305643
20. *Molly's Pilgrim*, by Barbara Cohen (HarperCollins, 2005) ISBN 0688162800
21. *One Green Apple*, by Eve Bunting (Clarion Books, 2006) ISBN 0618434771
22. *A Picnic in October*, by Eve Bunting (Voyager Books, 2004) ISBN 0152050655
23. *The Statue of Liberty*, by Lucile Recht Penner (Random House, 1995) ISBN 067986928X
24. *The Statue of Liberty (A True Book)*, by Patricia Ryon Quiri (Children's Press, 1998) ISBN 0516263854
25. *The Story of the Statue of Liberty*, by Betsy and Giulio Maestro (HarperCollins, 1986) ISBN 0688087463

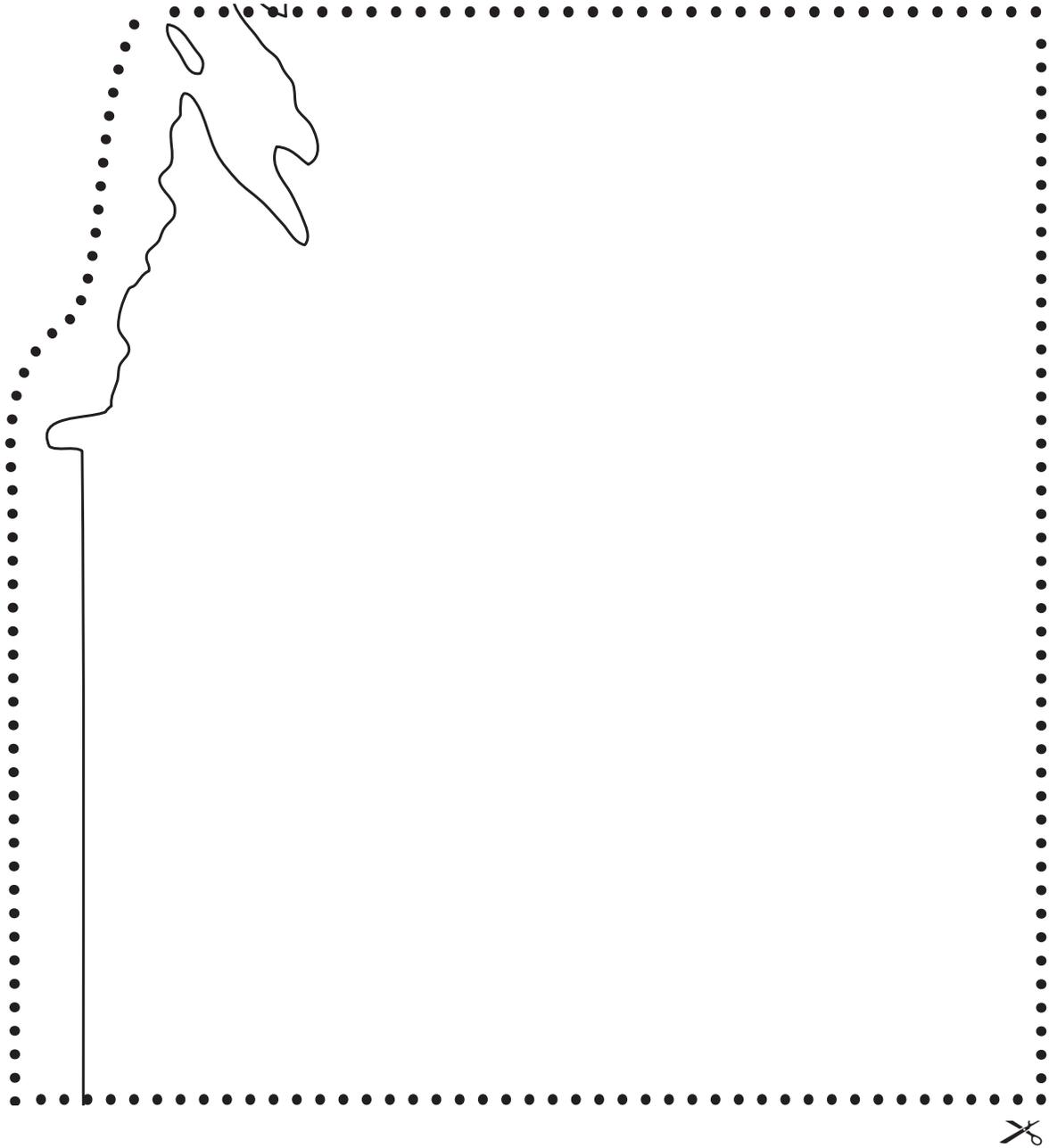


26. *This Land is Your Land*, words and music by Woody Guthrie and paintings by Kathy Jakobsen (Little, Brown and Company, 2008) ISBN 0316042727
27. *A Very Important Day*, by Maggie Rugg Herold (Morrow Junior Books, 1995) ISBN 0688130657
28. *Watch the Stars Come Out*, by Riki Levinson (Puffin Books, 1985) ISBN 0140555064
29. *Why Did They Come?*, by Solomon Gordon (National Geographic School Publishing, 2003) ISBN 0792243390

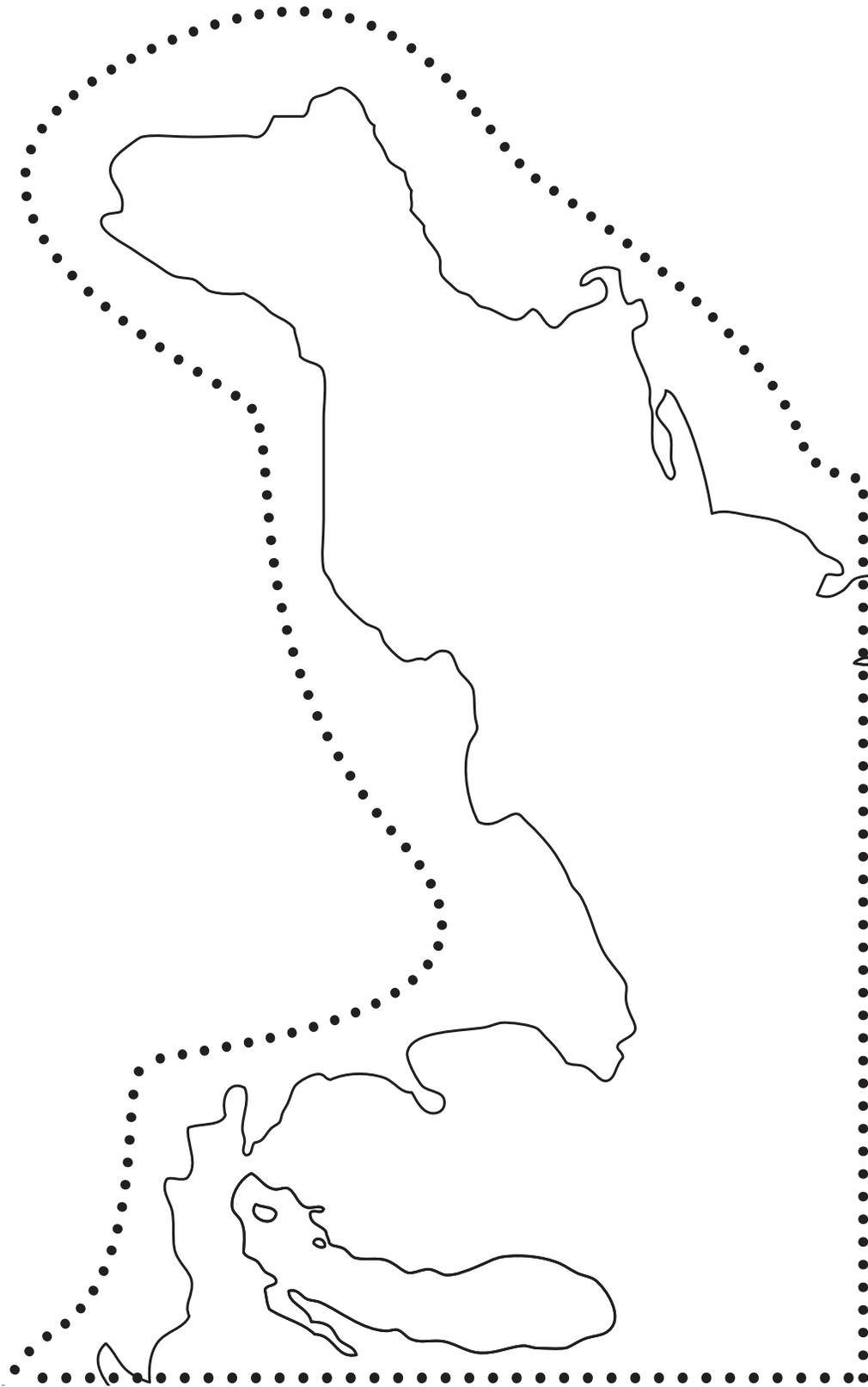
Citizenship

30. *If You Were There When They Signed the Constitution*, by Elizabeth Levy (Scholastic Inc., 2006) ISBN 0590451598
31. *A More Perfect Union*, by Betsy Maestro (HarperCollins, 1987) ISBN 0688101923
32. *We the Kids*, by David Catrow (Puffin Books, 2002) ISBN 0142402761

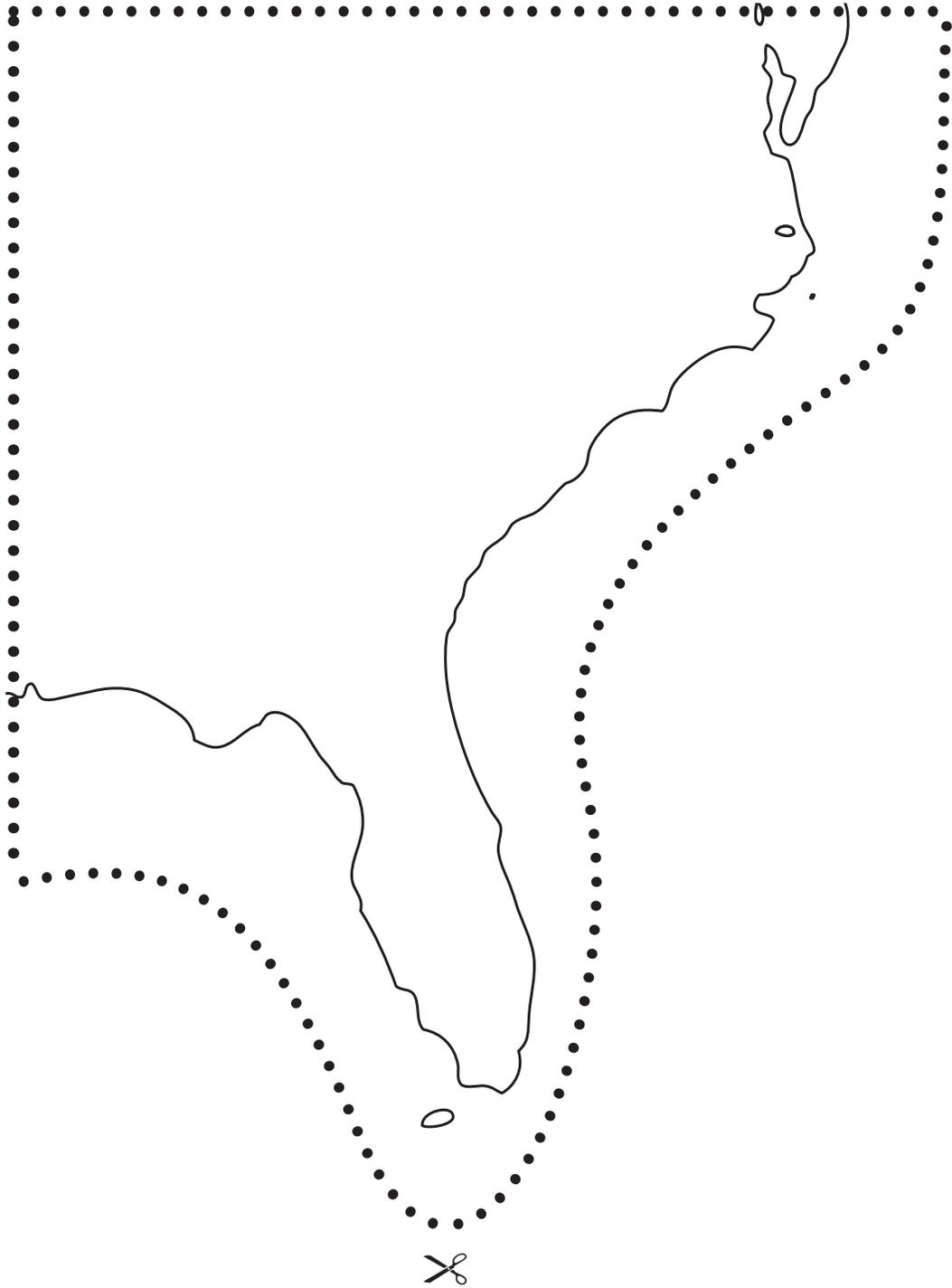
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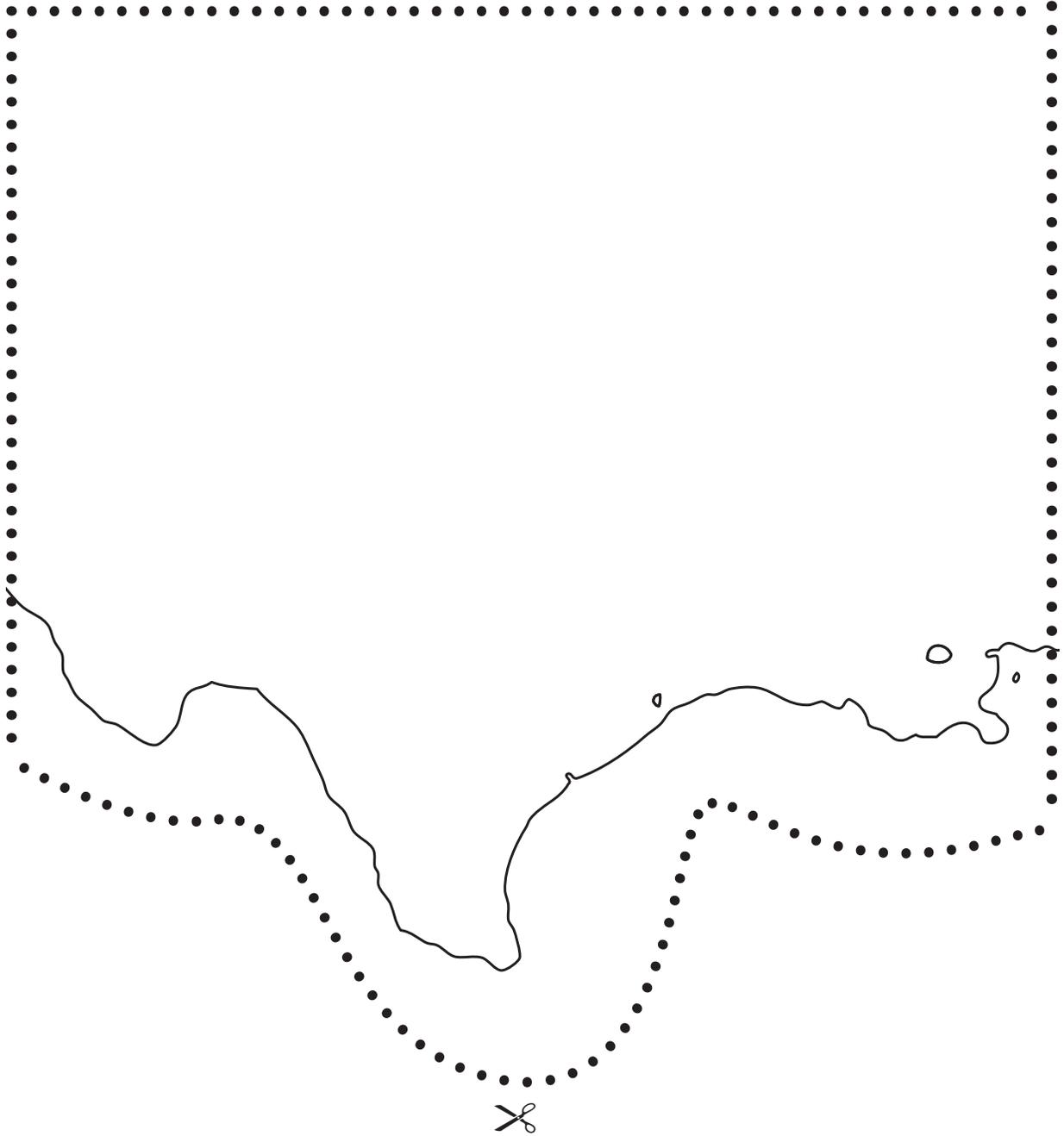
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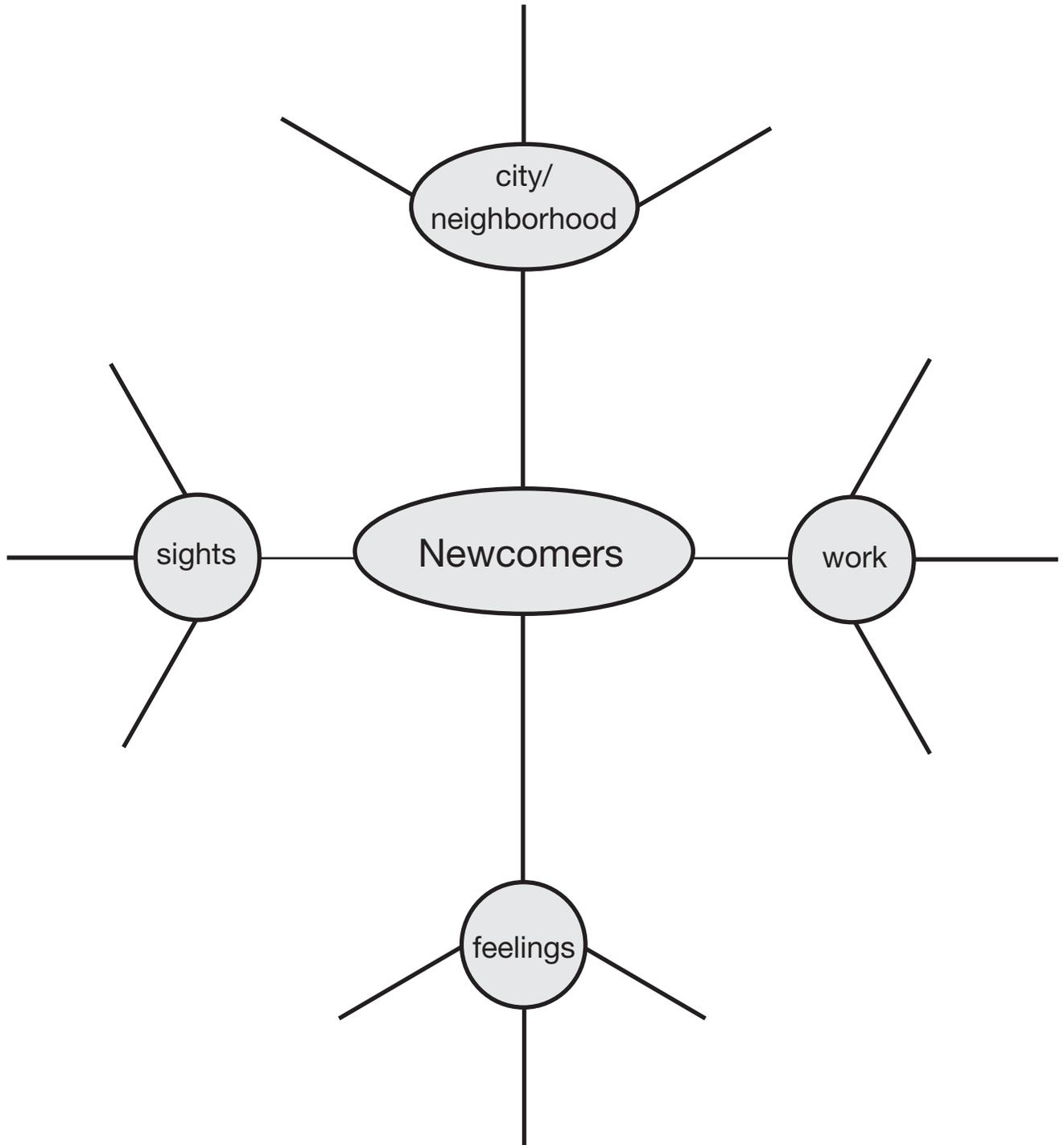
Directions: Draw a picture of what you have learned about immigration within the puzzle piece. Then, write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration.



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

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

Directions: Listen to the questions posed by the teacher to brainstorm what life might be like as an immigrant in a U.S. city.



Name _____

Month

Day

Year

1. Date

_____, _____

2. Greeting

Dear

3. Body

4. Closing

Your Friend,

5. Signature

Directions: Pretend you are an immigrant in the U.S. Write a friendly letter to your friends and/or family in your homeland. Remember to follow the five steps of the friendly letter.



This Land Is Your Land

This song, composed in 1940, is considered one of the most influential American songs ever written. It was penned in response to Irvin Berlin's "God Bless America," feeling it gave a greater appreciation of the diversity of everyday America. It was originally titled, "God Blessed America for Me."

Melody and Lyrics by Woody Guthrie

Brightly ♩ = 120 **Capo 1**

E E7 A E

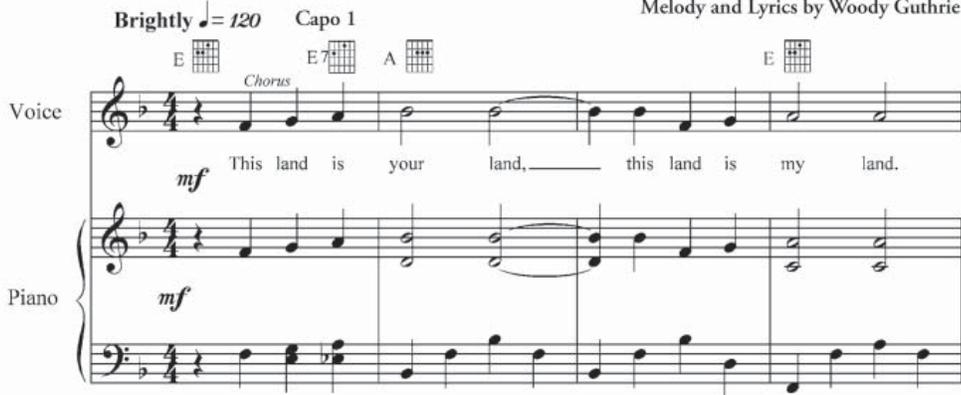
Chorus

Voice

mf This land is your land, _____ this land is my land.

Piano

mf



5 B7 E

From Cal - i - for - nia _____ To the New York is - land.



9 A E

From the red-wood for - est _____ to the Gulf Stream wa - ters, _____





14 **B7** **E** *Fine*

This land was made for you and me.

14 *Fine*

Detailed description: This system contains the first musical system. It features a vocal line on a single treble clef staff and a piano accompaniment on a grand staff (treble and bass clefs). The key signature has one flat (B-flat). The vocal line starts at measure 14 with the lyrics 'This land was made for you and me.' Above the staff, there are guitar chord diagrams for B7 and E. The piano accompaniment consists of chords and a bass line. The system ends with a double bar line and the word 'Fine'.

17 *Verse* **A** **E**

As I was walk - ing — that rib-bon of high - way,

17

Detailed description: This system contains the second musical system. It features a vocal line on a single treble clef staff and a piano accompaniment on a grand staff. The key signature has one flat. The vocal line starts at measure 17 with the lyrics 'As I was walk - ing — that rib-bon of high - way,'. Above the staff, there are guitar chord diagrams for A and E. The piano accompaniment consists of chords and a bass line. The system ends with a double bar line.

21 **B7** **E**

I saw a - bove me — that end - less sky - way.

21

Detailed description: This system contains the third musical system. It features a vocal line on a single treble clef staff and a piano accompaniment on a grand staff. The key signature has one flat. The vocal line starts at measure 21 with the lyrics 'I saw a - bove me — that end - less sky - way.'. Above the staff, there are guitar chord diagrams for B7 and E. The piano accompaniment consists of chords and a bass line. The system ends with a double bar line.

8B-2 cont.

25 I saw be - low me that gold - en val - ley,

25 This land was made for you and me. *D.C. al Fine*

30 This land was made for you and me. *D.C. al Fine*

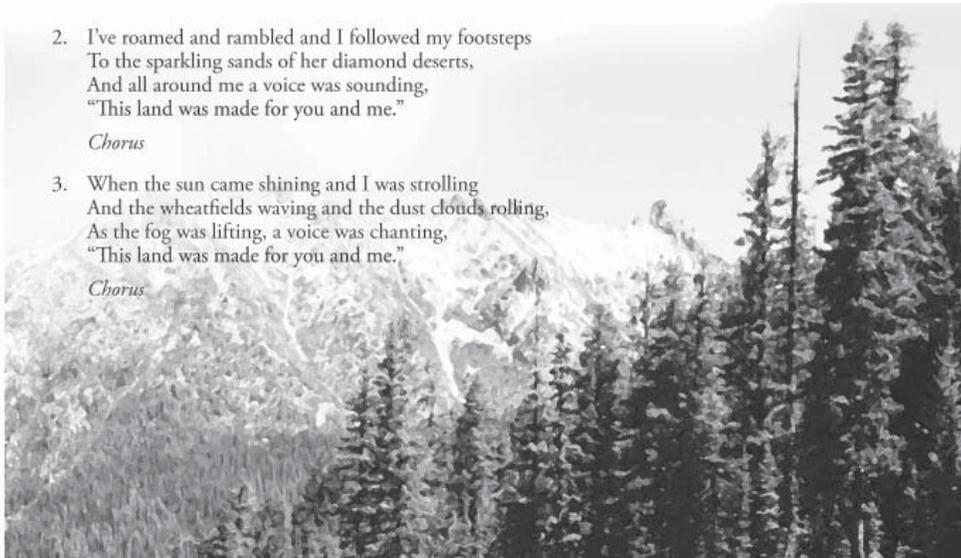
The musical score includes guitar chords (A, E, B7, E), a trumpet part, and piano accompaniment. The lyrics are: "I saw below me that golden valley, This land was made for you and me." The score ends with "D.C. al Fine" instructions.

2. I've roamed and rambled and I followed my footsteps
 To the sparkling sands of her diamond deserts,
 And all around me a voice was sounding,
 "This land was made for you and me."

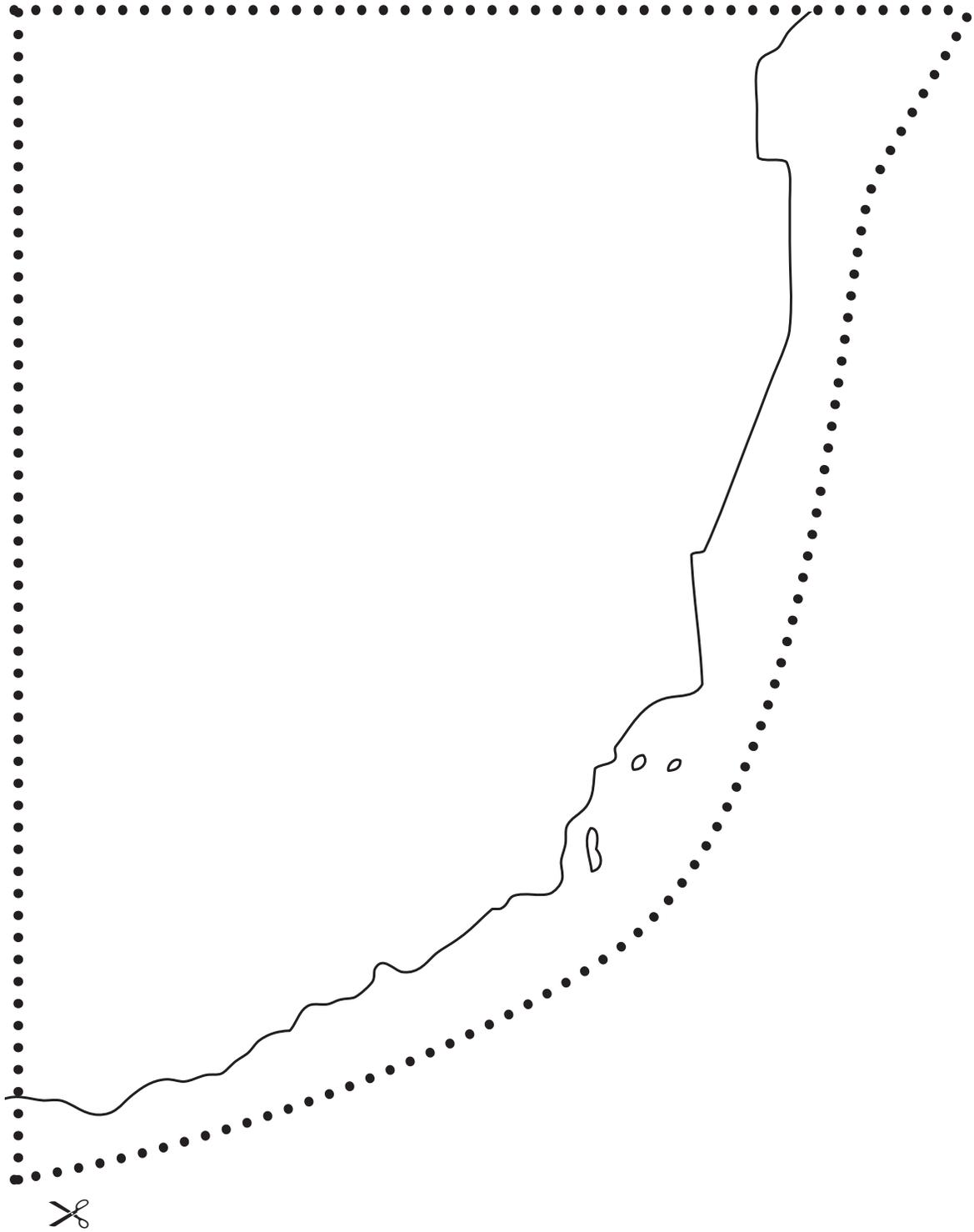
Chorus

3. When the sun came shining and I was strolling
 And the wheatfields waving and the dust clouds rolling,
 As the fog was lifting, a voice was chanting,
 "This land was made for you and me."

Chorus



Directions: Draw a picture of what you have learned about immigration within the puzzle piece. Then, write a word, phrase, or sentence along any one of the sides of the puzzle piece, sharing facts learned about immigration.





Dear Parent or Guardian,

Today your child learned how an immigrant can become a naturalized citizen. This read-aloud is the first of three read-alouds which discuss citizenship in the United States and what it means to be a citizen. S/he will learn about some basic facts of the Constitution and the Bill of Rights, some basic functions of the government, and about the “Father of the Constitution,” James Madison. S/he will also learn about the rights the Constitution gives U.S. citizens and the responsibilities that come with those rights. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about U.S. citizenship.

1. The Constitution and the Bill of Rights

Have your child share with you what they’ve learned about the Constitution, the highest law of the United States, and the Bill of Rights. Have your child tell you why these documents are so important to the United States. You may wish to discuss with your child what the U.S. might be like if these documents did not exist.

2. James Madison

Talk with your child about this important historical figure. Ask your child what role Madison had in creating the Constitution and the Bill of Rights. Have your child share what other roles James Madison played in the U.S. government.

3. Rights and Responsibilities

Talk with your child about some of the rights you have as a citizen. Have your child share some of the rights they learned about in class, and together talk about the responsibilities you have as a citizen to properly exercise those rights. For example, you have the right to vote, but you also have a responsibility to learn about the candidates.

4. Song: “The Star-Spangled Banner”

Listen to the song, “The Star-Spangled Banner” with your child. Discuss why this song is the national anthem of the United States. Together, share what you both know about the meaning and history of this song. You may also want to share with your child any memorable experiences you have had singing or listening to “The Star-Spangled Banner.”

5. Words to Use

Below is a list of some of the words that your child will be using and learning about. Try to use these words as they come up in everyday speech with your child.

- *naturalized*—A person who becomes a U.S. citizen after already being a citizen of another country is called “a naturalized citizen.”
- *citizen*—A citizen is someone who is loyal to a particular country and lives by its laws.
- *obey*—To become a naturalized citizen you have to promise to obey the laws.
- *amendments*—Americans have added amendments, or additions, to the Constitution.
- *consent*—In return for the power to change the government, the people agree to live according to the laws. This is called “the consent of the governed.”

6. Read Aloud Each Day

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. Remember to use the recommended trade book list sent with the first parent letter.

Be sure to praise your child whenever s/he shares what has been learned at school.



The Star-Spangled Banner

During the War of 1812, Francis Scott Key (1779–1843) witnessed the all-night bombardment of Ft. McHenry in Maryland. Despite the fierce assault, Key was elated to see in the morning that the American flag was still proudly waving over the fort, meaning that the fort was still manned. Inspired, he wrote this poem to celebrate the event. “The Star-Spangled Banner” was declared the national anthem in 1931.

With spirit (♩ = c. 104)

Melody by John Stafford Smith
Lyrics by Francis Scott Key

Soprano
Alto

Tenor
Bass

Piano

f

Oh, say can you see by the dawn's ear - ly light, What so proud - ly we

6

S
A

hail'd at the twi-light's last gleam - ing? Whose broad stripes and bright stars thro' the per - il - ous

T
B

12

S
A

fight, O'er the ram - parts we watch'd were so gal - lant - ly stream - ing? And the

T
B

mf





17

S
A

rock- et's red glare the bombs burst- ing in air. Gave proof thro' the night that our

T
B

23

S
A

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

T
B

28

S
A

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

T
B

immigrants	opportunity	Angel Island
Ellis Island		Statue of Liberty

1. Many people in foreign lands see the United States as the “land of _____.”
2. People who come to the United States from other countries are called _____.
3. People coming from Asia arrived at _____.
4. People coming from Europe arrived at _____.
5. To many immigrants, the most welcoming symbol of freedom standing in New York harbor was the _____.

Directions: Use the words in the box to complete the sentences.

Role-Play a Scene: Work in pairs to role-play this scene: It’s the year 1900. You and your partner are sailing into New York harbor together, coming to your new home—America! How would you feel at that moment? What would you say? Make up dialogue for the scene and act it out.

immigrants	opportunity	Angel Island
Ellis Island		Statue of Liberty

1. Many people in foreign lands see the United States as a land of **opportunity**.
2. People who come to the United States from other countries are called **immigrants**.
3. People coming from Asia arrived at **Angel Island**.
4. People coming from Europe arrived at **Ellis Island**.
5. To many immigrants, the most welcoming symbol of freedom standing in New York harbor was the **Statue of Liberty**.

Directions: Use the words in the box to complete the sentences.

Role-Play a Scene: Work in pairs to role-play this scene: It's the year 1900. You and your partner are sailing into New York harbor together, coming to your new home—America! How would you feel at that moment? What would you say? Make up dialogue for the scene and act it out.

Directions: Read and discuss the Preamble with your teacher. Then match each puzzle clue to a word in the box. Write the matching word in the puzzle.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

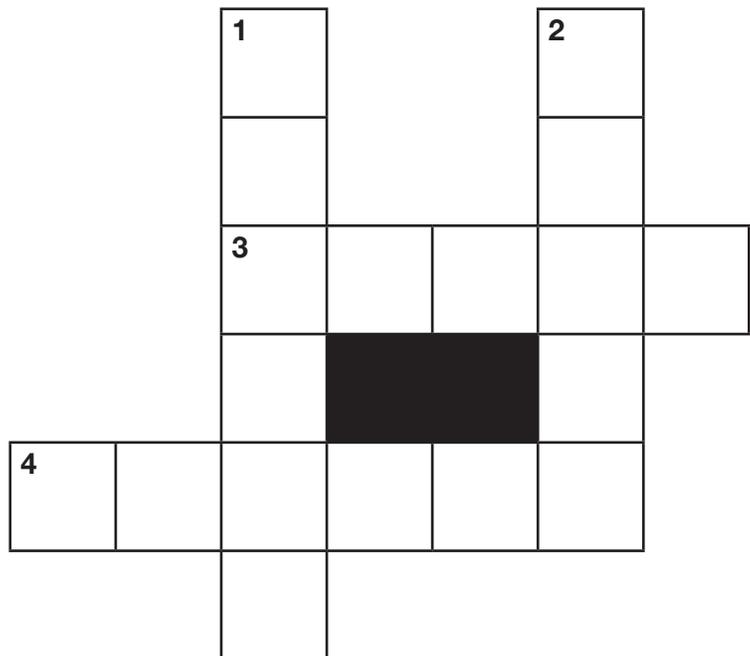
peace create united ideal

Down

- 1. an antonym for **divided**
- 2. a synonym for **tranquility**

Across

- 3. a synonym for **perfect**
- 4. a synonym for **to form**



Directions: Read and discuss the Preamble with your teacher. Then match each puzzle clue to a word in the box. Write the matching word in the puzzle.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

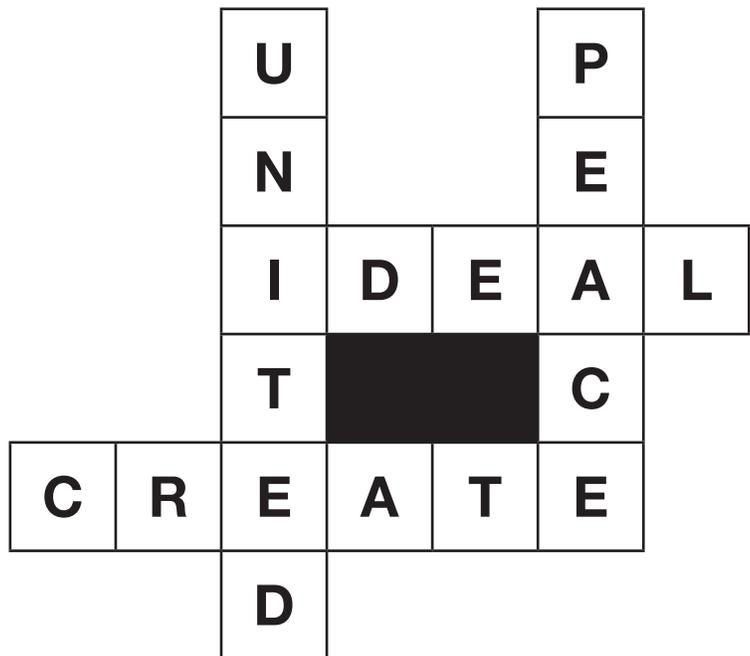
peace create united ideal

Down

- 1. an antonym for **divided**
- 2. a synonym for **tranquility**

Across

- 3. a synonym for **perfect**
- 4. a synonym for **to form**



Directions: Your teacher is going to ask several questions. The answers to the questions are on the right-hand side of the page. After each question choose an answer from the right-hand column and write the letter of the answer on the blank line.

1. _____

a. the Statue of Liberty

2. _____

b. the land of opportunity

3. _____

c. the Bill of Rights

4. _____

d. James Madison

5. _____

e. *e pluribus unum*

6. _____

f. the Preamble

7. _____

g. We the People

8. _____

h. the Constitution

Directions: Your teacher is going to ask several questions. The answers to the questions are on the right-hand side of the page. After each question choose an answer from the right-hand column and write the letter of the answer on the blank line.

1. e

a. the Statue of Liberty

2. d

b. the land of opportunity

3. h

c. the Bill of Rights

4. c

d. James Madison

5. f e. *e pluribus unum*6. g

f. the Preamble

7. b

g. We the People

8. a

h. the Constitution

Directions: Read each question. Think about the answer to the question. Write a complete sentence to answer each question.

1. What is an immigrant?

2. Why do some people leave their home countries and immigrate to another country?

3. Why did many immigrants settle in large cities?

4. What does it mean to be a citizen of a country?

5. Name one right and one responsibility held by U.S. citizens.

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