Course/Subject: Social Studies
Grade(s): 3
Teacher(s): Carolyn Di Domenico, Gail Allyn, Kolleen Indorf

Topic/Title: Immigration to Eastern United States of America form mid 1800’s to early 1900’s.

Length of Time for the UbD Unit: 6 to 8 weeks – 3 to 4 lessons per week ---- 40 minute time blocks

Date the unit was reviewed by the UbD Team:

Summary of the Unit: In this unit, students will understand that immigrants came to America for a variety of reasons and impact the culture of America. Students will research their own countries of origin and gather factual information. Students will read and listen to a variety of short stories, picture books, and non-fiction selections about immigration experiences. Activities include summary logs, posters, collages, reenactments, and written selections. Student will come to realize that immigrants relied on courage, ingenuity, and collaboration to overcome hardships and take advantage of opportunities.
Standards

Connecticut Curriculum Framework(s):

<table>
<thead>
<tr>
<th>Number</th>
<th>Content Standard</th>
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<tbody>
<tr>
<td>11</td>
<td>Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.</td>
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<td></td>
<td>• Explain the patterns, distributions and relocations of people</td>
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<td></td>
<td>• Understand the elements of culture and how they change</td>
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Regional Goal

Students will gain an understanding of why various people and cultural groups immigrated to America.

Understanding by Design “Unit Template

Enduring Understandings

(Students will understand that...)

Identify Topic(T) or Overarching(O).

1. Immigrants came to America for a variety of reasons (O)
2. Immigration has impacted the culture of America and continues to do so today (O)
3. Immigrants relied on courage, ingenuity, and collaboration to overcome hardships.
4. Immigrants needed to adapt to their new environment.
5. Ellis Island was a major way of entering America

Essential Questions

(Open-ended significant questions related to the Enduring Understandings.)

1. Why do people emigrate/immigrate?
   • Why might you emigrate to another country?
2. What was the biggest problem that an immigrant faced when entering a new country?
3. How does culture change?
4. Do you think that the process of entering through Ellis Island was fair and equitable?

Key Elements: Important Vocabulary, People, Terms, etc.

<table>
<thead>
<tr>
<th>immigration</th>
<th>emigration</th>
<th>steerage</th>
<th>persecution</th>
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</thead>
<tbody>
<tr>
<td>prejudice</td>
<td>hardships</td>
<td>Ellis Island</td>
<td>Statue of Liberty</td>
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<tr>
<td>equitable</td>
<td>culture</td>
<td>origin</td>
<td>ancestors</td>
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<tr>
<td>Knowledge—Students will know...</td>
<td>Skills—Students will be able to...</td>
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<tr>
<td>• why various immigrant groups came to America</td>
<td>• explain the various reasons why immigrants came to America</td>
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<td>• the methods and conditions of travel to America</td>
<td>• compare and contrast the methods and conditions of travel to America</td>
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<tr>
<td>• the process of entering America</td>
<td>• identify the processes of entering America</td>
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<tr>
<td>• how immigrants assimilated to their new environment</td>
<td>• demonstrate how immigrants assimilated to their new environment</td>
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<tr>
<td>• the contributions of immigrants to our culture</td>
<td>• analyze and reflect upon the contributions of immigrants to our culture</td>
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**Assessment with a Detailed Description**

*All performance assessments will be graded using a specified set of criteria known to students.*

**Content Standard(s): 11**

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

- Explain the patterns, distributions and relocations of people
- Understand the elements of culture and how they change
- Students will gain an understanding of why various people and cultural groups immigrated to America

**Performance – Based Assessment(s):** (Include G.R.A.S.P.S. if appropriate)

1. Imagine that your family needs to pack a trunk to emigrate to America. Each family member may bring 5 to 6 items. Choose what items you will bring and clearly explain the reasons why they were chosen.

2. Create a collage of pictures and words to show the cultural influence of immigration on your life today.
3. Use what you have learned about the immigration movement to write an account from the viewpoint of a child or a parent after entering America.

Rubric(s) for Performance-Based Assessment(s) - Include here or attach at the end.

See attachments

**Other Assessment Evidence:** (Tests, quizzes, self-assessment, peer-assessment, etc.)

CHOICES ....... * vocabulary test * sentence strip sequence of events * brainstorm foods and phrases from other countries * book report on one of the read-alouds * role play processes of entrance via Ellis Island * research a “famous” immigrant and their contribution to America * citizenship test * comprehension test on book/books * final unit test

**Library and Technology Skills:** If appropriate summarize how library and technology skills are integrated within the unit and how you are collaborating with library and technology staff to plan and implement the unit.

- Teachers should collaborate with library staff to funnel in new books or materials available on this topic.
- Teachers should research or collaborate with library/technology staff to research facts through books and internet sights about each child’s country of origin.
Connection to the CMT/CAPT: This unit addresses the following CMT/CAPT objectives.

- This unit will address the reading content clusters of forming an initial understanding, developing an interpretation, and demonstrating a critical stance.
- This unit will address the writing content clusters of composing, editing, and revising.

**Learning Activities with a Detailed Description**

| Hook: Everyone in America has origins from another country. Where did your ancestors originate? |
| Students will interview parents/grandparents to determine their ancestral roots. If multiple choices are found, student will choose one country. Next, the student will research the country to meet the following criteria—location on a map, capital city, flag, 2 examples of customs or cultural influence (food, vocabulary, activities), and 3 other facts of choice. Students will compile and present the information gathered through a poster. |

**Sequence:** List activities below and/or attach a daily activity chart

**Part 1: Introduction.**

- Brainstorm why people come to America—what makes America so appealing/special to others
- Read “Coming Over” chapter in Immigrant Kids to introduce some real-life experiences, show pictures
- Introduce key vocabulary terms (emigrate, immigrate, ancestor)
- Begin story summary log. Will be completed throughout the unit.

**Part 2: Coming to America**

- Through reading several book selections determine why immigrants came to America (poverty, war, religious persecution, famine, in search of freedom). Selected readings may include …How Many Days to America?, A Long Way to a New Land, Grandfather’s Journey, Watch the Stars Come Out, All the Lights in the Night, Grandmother’s Journey, Chapters 1 and 2 of Journey to Ellis Island.
- Activities may include compare and contrast chart, problem solution T-chart, persuasive letter to friends/family members left in homeland, dairy entry, sequencing, cause and effect…
Part 3: Ellis Island

- Read *Dreaming of America*. (Hook: Tape off a small square on the classroom floor for snack time to gain understanding and feeling of the meaning of steerage ..add steerage to vocabulary chart.)
- Read *The Story of the Statue of Liberty*...Suggested activities...discuss the initial feelings and reactions of the immigrants when they entered into New York Harbor and saw the statue... compare and contrast measuring activities---self/statue, reason for gift, facts and figures, tablet writing activity,
- Other reading selections--- *The Memory Coat, Inside Out, If Your Name Was Changed on Ellis Island*, Ellis Island section of *Immigrant Kids* with pictures..
- Handwriting Emma Lazarus poem, ****trunk performance task****

Part 4: What’s Next---Where did they go once they arrived?

- Read aloud suggestions..*A Long Way Westward, Molly’s Pilgrim, Peppe the Lamplighter, When Jesse Came Across the Sea, Mary McLean and the St. Patrick’s Day Parade, and Coming to America*, *Kids Discover : Immigrant magazine*.
- Possible activities: cloze activity, ancestor research, ancestral dolls, story summaries.

Part 5: Culminating Activities

- Possible suggestions... Ellis Island simulation or international luncheon.

**CMT/CAPT Activities in the Classroom:** List separately or “star” (*) activities that directly prepare students for CMT/CAPT.

- **Summarizing, cloze activities, sequencing, cause and effect**
Resources

Text:

Other Print Sources: See above list of underlined titles.

Videotapes, DVDs or Films: “The American Tale”

Software:

Internet Sources with addresses and full title of the site:
http://library.thinkquest.org/CR0212700/final_website/index.html

Databases:

Attached Supporting Materials:
Rubric for Trunk Performance Task
(See performance task summary.)

Name ________________________________ Due Date _____________________________

6 and below = Minimal understanding and effort
7 =Partial understanding and effort
8 =Adequate understanding and effort
9 -10 = Outstanding understanding and effort

Key Criteria:
1. Bring items to school ----- 5 – 6 items in a pillowcase
2. Complete list - “Things I Would Take to America”
   _______ 5 – 6 items chosen
   _______ Explanation of why these items were chosen
   _______ Choices were meaningful and essential
   _______ Choices reflected the historically correct time frame

3. Writing Assessment
   _______ Writing was clear, used complete sentences
   _______ Capitalization
   _______ Punctuation
   _______ Spelling
   _______ Used important unit vocabulary

4. Grading :
   Total possible points = 100
   Total points earned = ________________________________

90+ = A
80-89 = B
70 – 79 = C
Below 70 = Unsatisfactory
Student Self Assessment for Trunk Task: (Circle One)

1. I brought 5 – 6 items to school in a pillowcase.  Yes  No
2. I completed the “Things I Would Take to America” worksheet. Yes  No
3. I explained carefully why I chose these items. Yes  No
4. I used complete sentences. Yes  No
5. I used correct spelling. Yes  No
6. I used capital letters correctly. Yes  No
7. I used punctuation correctly. Yes  No
8. I used some important immigrant vocabulary words. Yes  No

Student Reflection:

What I learned from this project is ….

What I did best……

What I could improve ….  
Rubric for Collage

Name ___________________________________ Due Date ______________________

Task: Create a collage of pictures and words that reflect the cultural influence of immigration on life in America today.

Key Criteria: Each part is worth 20 points.

_______ 5-10 pictures (cut out or drawn) glued securely to the poster that reflect the cultural influence

_______ 5 –10 words (printed, cut or handwritten) glued to the poster that reflect the cultural influence

_______ Overall neatness

_______ Overall effort

_______ Oral presentation of the poster

Total possible points = 100

Total points earned = ________________________________

90+ = A

80-89 = B

70 – 79 = C

Below 70 = Unsatisfactory
Teacher Rubric for the Grading Ellis Island Experience
Performance Task

Name ______________________________ Due Date ______________________

Task: Use what you have learned about the immigration movement to write an account of the Ellis Island experience from the point of view of a child OR a parent.

Key Criteria:

Your account must include……..

_____ a description/clear picture of your character

_____ where you came from

_____ why you left

_____ how did you feel about leaving

_____ how did you get to America

_____ what were your first thoughts as you entered New York harbor

_____ what was your stay like at Ellis Island (include specific details)

_____ where will you make your home

_____ how will you succeed in your new country

Writing Assessment

_______ Writing was clear, used complete sentences

_______ Capitalization

_______ Punctuation

_______ Spelling

_______ Used important unit vocabulary

Final Grade:                 S-                     S                     S+
Student Rubric for Ellis Island Experience

Name _____________________________  Due Date ____________________

My account includes……..

• a description/clear picture of my character  Yes  No
• where I came from Yes  No
• why I left  Yes  No
• how I felt about leaving  Yes  No
• how did I get to America Yes  No
• what were my first thoughts as I entered New York harbor Yes  No
• what was my stay like at Ellis Island (include specific details)  Yes  No
• where will I make my home  Yes  No
• how will I succeed in my new country

Writing Assessment:

• I used complete sentences.  Yes  No
• I used correct spelling.  Yes  No
• I used capital letters correctly.  Yes  No
• I used punctuation correctly.  Yes  No
• I used some important immigrant vocabulary words.  Yes  No
Reflection: Student Reflection:

What I learned from this project is ....

What I did best......

What I could improve ....