Immigration
Unit 2
Grade 4

Overview

Immigration is central to the identity of the U.S. as a nation, and to the history of its citizens. Studying immigration provides an excellent natural context for children to be introduced to the incredible diversity of ethnicity and cultures in the U.S., and for children to imagine a nation of people coming together, all sharing the common experience of migration, albeit from different places.

This unit will focus on the people that immigrated to the United States around one hundred years ago. Students will learn about people who came to America, when they came and why, where they settled, how they were accepted and how they contributed and took part in American life. It is encouraged to also have your students look at recent immigration, for immigration is always happening in the U.S. They will learn some of the stories of people who immigrated to the U.S in just the past few years, in the time since they were born.

As you embark on this unit, you will undoubtedly focus on specific groups of peoples who migrated to the United States. If your classroom has a majority of students from a particular part of the world, such as Europe or Mexico or Africa, pay particular attention to the children in your class from areas less represented by the textbook or selected readings. Try to find read-aloud or texts that mirror the culture of your students to compliment selected readings. Allow your student population to share their cultures and experiences as you focus on specific groups of immigrants in the textbook and readings that may not represent your own students.

This unit will emphasize the importance of diversity in the U.S. Students will leave this unit celebrating that we all come from many different places, but now we’re all together in the same State, in the same Country, playing on the same playground, coloring and reading and learning together, similar and yet different.

Assessments & Final Products for Portfolio...

1. Explanatory paragraph describing what the student knows about difficult challenges.
2. Lengthier opinion piece describing the wishes and dreams of immigrants students.
3. Pre and Post Unit Assessment (see attachment)
4. Benchmark Assessment
5. Research a famous immigrant
6. Weekly quizzes on standards
7. Reader-Response Notebook – at least four analyses that reflects students understanding of the theme of immigration and integrates the essential questions and enduring understandings listed in this unit. Have students use details to identify the main ideas in the texts read (from shared texts, read alouds, and/or independent reading).
8. Stop and Jots – recordings of thinking during read-aloud
9. Conference Records and Teacher Observational Notes
### Content Essential & Guiding Questions

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<thead>
<tr>
<th>Question</th>
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<tr>
<td>How has American culture/identity been shaped by immigrant cultures?</td>
<td>• What were (are) the economic, social, and political effects of immigration on the United States (NJ)?</td>
<td>How do people become part of our country?</td>
<td>What role did Ellis Island play in immigration?</td>
<td>Why did immigrants come to America?</td>
<td>• What were the voluntary motivations for migration?</td>
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<td>What challenges did (do) immigrants face when attempting to assimilate into a new culture?</td>
<td>What are the reasons some people choose not to assimilate into a new culture?</td>
<td>What were the different perspectives people held about immigration?</td>
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**Content Enduring Understandings**

- Different cultural groups have influenced the American identity over time.
- There is a process by which immigrants become permanent United States citizens.
- Ellis Island was the main processing center for immigrants during the late 19th and early 20th Century.
- Many immigrant groups came to the United States seeking a better life (education, economics, upward mobility).
- Some groups of people came to America because they were forced out of their mother countries.
- Many immigrants experienced great challenges upon arrival in the United States (language, exploitation, discrimination).
- Different cultural groups struggled to maintain traditions or adopt new beliefs and practices in the United States.
- People in the United States held different perspectives about immigration.

**Common Core Standards Addressed in this Unit...** *(CCLS that will be targeted this unit, be central to your learning goals for readers and writers and build across the year in successive units)*

**Reading Standards for Informational Texts**

- **RI.4.1**: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2**: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3**: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.7**: Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of text in which it appears.
- **RI.4.8**: Explain how an author uses reasons and evidence to support particular points in a text.
**Reading Standards for Literature**

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**Writing Standards**

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition)

d. Provide a concluding statement or section related to the opinion presented.

**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aid comprehension.

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

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

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

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

**W.4.6** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.7** Conduct short research projects that build knowledge through investigation on different aspects of a topic.

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**Social Studies Core Curriculum Standards**

**6.1 U.S. History: America in the World.**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.

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<thead>
<tr>
<th>Strands and Content Statement</th>
<th>Standards</th>
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| D. History, Culture, and Perspective | **6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.  
**6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.  
**6.1.4.D.13** Describe how culture (cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people) is expressed through and influenced by the behavior of people.  
**6.1.4.D.14** Trace how the American identity evolved over time.  
**6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.  
**6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using example from the past and present  
**6.1.4.D.18** Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. |

**21st Century Life and Career Standards**

**9.1.4.D.3** Demonstrate and Awareness of one’s own culture and other cultures during interactions within and outside of the classroom.
**Across this unit depending on the lesson and task, students will...(these are the routines and rituals that will take place consistently as the unit unfolds)**

**Participate in Read Aloud of Extended Texts (chapter books, longer excerpts...)**
- Listen to both Literary and Informational texts read aloud by the teacher at a higher instructional level several times a week. Students will not have access to the read aloud in order to build listening skills and the skills necessary for envisioning.
- Jot ideas, thoughts and opinions to the read aloud or any other form of reader reaction and response during the read aloud.
- Write for extended periods of time in the reading journal after the read aloud in response to teacher-created open-ended or personal reader responses that will enhance and extend the read aloud experience, building comprehension around informational and literary texts as well as making connections to the overall theme of IMMIGRATION.

**Participate in Talk...**
- Engage in rich, accountable conversations around texts read aloud by the teacher, read independently in partnerships, as well as any other resource the teacher may use to enhance the learning experience such as visuals, films, etc.

**Participate in Independent Reading**
- Students will choose informational texts that are “just right” (independent level) to read over time in order to learn about one urban and one rural community.
- Students will read their own “just right” chapter books – specifically realistic fiction – in order to practice the strong lessons teacher illuminates around reading through the whole class read aloud and whole class shared text.
- Read from short texts that the whole class shares – independently or aloud – and have access to this text during its reading. This can be either informational or literary and may be at or above the learner’s independent level.

**Participate in Research**
- Across the unit, students will periodically record notes learned about immigration. These notes will support research and practice for the final assessment.

**Participate in Whole Class Lessons and Activities**
- Lessons may be Social Studies simulations, role-playing activities, reader’s theatre, etc.
- Lessons may come from the Social Studies textbook to complement the Immigration unit – but are not limited to the textbook

**Participate in Small Group Lessons and Activities**
- Research groups
- Strategy groups to support struggling readers

**Social Studies Content – At the end of this unit, students will know... (What will you have taught your learners about immigration?)**

Other possible questions –
What do you know about the immigration experience?
Have you ever read another text about a person or groups of people coming to America from
another country?

What was Shirley’s reaction to the new world? What was her mother’s reaction?

What were other immigrant’s reactions to the new world?

What hardships did some immigrants endure when they came to the new country?

Know and Understand 49 civics questions from the US immigration test:

Kindergarten
1. In what month do we vote for our president? #27
2. What is the name of the president now? #28
3. How old do citizens have to be to vote for the president? #54
4. Who was the first president? #70
5. When do we celebrate Independence Day? #99
6. Where is the Statue of Liberty? #95
7. What ocean is on the east coast of the United States? #90
8. What is the name of the national anthem? #98

1st Grade
1. What is freedom of religion? #10
2. We elect a President for how many years? #26
3. What is one responsibility that is only for United States citizens? #49
4. What do we show loyalty to when we say the Pledge of Allegiance? #52
5. Who is the Father of Our Country? #69
6. What is the capital of the United States? #94
7. Why does the flag have 50 stars? #97
8. Name two national holidays. #100

2nd Grade
1. What is the capital of your state? #44
2. Who wrote the Declaration of Independence? #62
3. When was the Declaration of Independence adopted? #63
4. What is one thing Benjamin Franklin is famous for? #68
5. What was one important thing that Abraham Lincoln did? #75
6. What did Martin Luther King, Jr. do? #85
7. What major event happened on September 11, 2001, in the United States? #86
8. What ocean is on the West Coast of the United States? #89
9. Name one state that borders Canada? #92
10. Why does the flag have 13 stripes? #96

3rd Grade
1. What is one reason colonists came to America? #58
2. Who lived in America before the Europeans arrived? #59
3. There were 13 original states. Name three. #64
4. What happened at the Constitutional Convention? #65
5. When was the Constitution written? #66
6. What did Susan B. Anthony do? #77
7. What movement tried to end racial discrimination? #84
8. Name one American Indian tribe in the United States? #87
9. Name one of the longest rivers in the United States? #88
10. Name one state that borders Mexico. #93
1. What is the supreme law of the land? #1
2. What does the Constitution do? #2
3. The idea of self-government is the first three words of the Constitution. What are these words? #3
4. What is an Amendment? #4
5. What do we call the first ten amendments to the Constitution? #5
6. What is one right or freedom from the First Amendment? #6
7. How many amendments does the Constitution have? #7
8. Name one branch or part of the government? #13
9. What stops one branch of government from becoming too powerful? #14
10. Who is in charge of the executive branch? #15
11. Who makes federal laws? #16
12. What are two parts of the US Congress? #14
13. How many US Senators are there? #18

Reading – At the end of this unit, students will know... (What will you have taught your readers about how to engage in complex literary and informational texts?)

Informational Texts:

RI.4.1
I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion (based on what I’ve read it is most likely true that...)
I can read closely and find answers explicitly in text (right there answers).
I can read closely and find answers that require an inference.
I can analyze an author’s words and find details and examples to support both explicit and inferential questions.

RI.4.2
I can define main idea (who or what a text is mainly about).
I can determine the main idea of a text.
I can identify key details in a text and explain how they support the main idea.
I can define a summary (a shortened version of a text that states the key points).
I can write a summary stating the key points of a text.

RI.4.3
I can identify events, procedures, ideas, and/or concepts in different types of text.
I can use specific information in a text (e.g. historical, scientific, technical) to explain events, procedures, ideas, and/or concepts, including what happened and why.

RI.4.4
I can identify general academic words or phrases (different ways to say the same thing e.g. stroll instead of walk) in a text.
I can identify domain specific words or phrases (content words, e.g. sedimentary, igneous, metamorphic) in a text.
I can use various strategies (e.g. context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text.
I can locate and use resources (e.g. glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases.

RI.4.7
I can recognize that authors use various formats when presenting information.
I can identify information presented in formats (e.g. graphs, pictures, diagrams, charts, media clips) other than words. I can explain how various formats (e.g. graphs, pictures, diagrams, charts, media clips) help a reader understand the text.

**RI.4.8**
I can locate the reasons and evidence used to support particular points in a text. I can explain how the reasons and evidence support the particular points in text.

**Literary Texts:**

**RL.4.1**
I can define inference and explain how a reader uses details and examples from a text to reach a logical conclusion (based on what I’ve read, it’s most likely true that...). I can analyze an author’s words and refer to details and examples needed to support both explicit and inferential questions.

**RL.4.2**
I can define a theme (a lesson the author is revealing- Honesty is the best policy). I can analyze details in a text to determine a them (author’s overall message). I can define summary (a shortened version of the text that states the key points). I can write a summary using details from the text.

**RL.4.3**
I can identify characters, settings, and events in a story or drama. I can use specific details from the text to describe characters, settings, or events.

**RL.4.4**
I can use various strategies (context clues, root words, affixes) to determine the meaning of words and phrases. I can recognize words in a text that allude (refer) to characters found in mythology (e.g. He’s got the Midas touch) and use my knowledge of mythology to determine meaning.

**RL.4.7**
I can recognize when a visual or oral presentation is based on a text. I can identify where a text gives specific descriptions and directions that a visual or oral presentation uses. I can determine similarities and differences between a written text and its visual or oral representation.

**Reading Foundations Learning Targets:**

**RF.4.3**
I can recognize that letters and combinations of letters (graphemes) make different sounds (phonemes). I can use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words. I can analyze the structures of words by finding compound words, roots, prefixes, suffixes, and syllables. I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words.

**RF.4.4.a,b,c**
I can read grade-level text fluently and show comprehension through voice, timing, and expression. I can recognize when a word I have read does not make sense within the text. I can self-correct misread or misunderstood words using context clues. I can reread with corrections when necessary. I can read fluently (easy, smooth, and automatic).
**Writing – At the end of this unit, students will know...** *(What will you have taught your writers about good writing and being a good writer?)*

<table>
<thead>
<tr>
<th>W.4.1.a, b, c, d</th>
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<tbody>
<tr>
<td>I can determine my opinion or point of view on a topic or text.</td>
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<tr>
<td>I can support my opinion with facts and details.</td>
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<td>I can link my opinions and reasons with words and phrases.</td>
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<td>I can write an opinion piece with a concluding statement.</td>
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<tr>
<th>W.4.2.a,b,c,d,e</th>
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<tbody>
<tr>
<td>I can select a topic and gather information (e.g. facts, definitions, concrete details, quotations, examples) to share with my audience.</td>
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<td>I can introduce and organize my topic into paragraphs and sections that group related information.</td>
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<tr>
<td>I can use formatting structures to clarify my topic.</td>
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<tr>
<td>I can link my information using words and phrases.</td>
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<td>I can explain my topic using precise language and domain-specific vocabulary.</td>
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<td>I can present my information and provide a concluding statement or section that relates to the information presented.</td>
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<td>I can define textual evidence (word for word support).</td>
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<td>I can determine textual evidence that supports my analysis or reflection.</td>
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<td>I can compose written responses and include textual evidence to strengthen my analysis or reflection.</td>
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**Vocabulary**

**Words Their Way:** developmental spelling, phonics, and vocabulary program where students will practice sorts to improve word analysis. Students will receive weekly words based on their assessed level.

English Language Arts/Social Studies Terminology: culture, immigrant, native, opportunity, diversity, assimilation, traditions, influence, migration, voluntary, involuntary, perspective, economic, social, political, beliefs

**Access for All Learners... skills learners will need for success across this unit...** *(may need to be reinforced in small groups lessons in order for learners to access enduring understandings and knowledge and whole group lessons and tasks)*

**Modifications/Expectations for Pull-Out Resource Room Curriculum:**

**Essential Learning Targets:**

**Informational Texts:**

RI.4.2
- I can define a summary (a shortened version of a text that states the key points).
RI.4.3
- I can identify events, procedures, ideas, and/or concepts in different types of text.

RI.4.7
- I can recognize that authors use various formats when presenting information.

**Literary Texts:**

RL.4.2
- I can define summary (a shortened version of the text that states the key points).

RL.4.7
- I can recognize when a visual or oral presentation is based on a text.

**Reading Foundations Learning Targets:**

RF.4.3
- I can recognize that letters and combinations of letters (graphemes) make different sounds (phonemes)
- I can use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words.

RF.4.4.a,c
- I can recognize when a word I have read does not make sense within the text.

**Writing Learning Targets:**

W.4.1.a, b, c, d
- I can determine my opinion or point of view on a topic or text.

W.4.2.a,b,c,d,e
- I can select a topic and gather information (e.g. facts, definitions, concrete details, quotations, examples) to share with my audience.

**Modifications/Expectations For Assessments:**

1. Explanatory paragraph describing what the student knows about difficult challenges. **Model and review writing an explanatory paragraph to students, brainstorm as a class a list of difficult challenges students may have experienced, and utilize graphic organizers to help with pre-writing.**

2. Lengthier opinion piece describing the wishes and dreams of immigrants students. **Students will write a minimum of at least two paragraphs for opinion piece. Provide graphic organizer to help with brainstorming and organization.**

3. Pre and Post Unit Assessment (see attachment) **Provide additional time, read tests to students when appropriate, and administer in small-group settings.**

4. Benchmark Assessment **If time allows students to complete. Benchmarks will not be graded, but utilize as a teaching tool to review skills that need to be reinforced.**

5. Research a famous immigrant **If time allows have students complete this project. Provide additional time for students to complete in class. Project could be coordinated with Social Studies teacher.**

6. Weekly quizzes on standards **Reading A-Z running records will be utilized as an alternative to**
Study-Island graded quizzes/benchmarks.*Weekly Study-Island quizzes will be used as a teaching tool to measure skills that need to be reinforced, but not used as a graded assessment.

7. Reader-Response Notebook – at least 2-3 analyses that reflects students understanding of the theme of immigration and integrates the essential questions and enduring understandings listed in this unit. Have students use details to identify the main ideas in the texts read (from shared texts, read alouds, and/or independent reading). *Read an analysis piece as a class, Model writing an analysis, Provide graphic organizer for pre-writing.

8. Stop and Jots – recordings of thinking during read-aloud *Monitor stop and jots to ensure understanding, if needed go back to review information and/or clarify

9. Conference Records and Teacher Observational Notes *Reading A-Z running records will be utilized as an alternative to Study-Island graded quizzes/benchmarks.*Weekly Study-Island quizzes will be used as a teaching tool to measure skills that need to be reinforced, but not used as a graded assessment.

**Works/Texts/Videos and accompanying Activities**

**Extended Text**

*Coming to America*
by Betsy Maestro (Informational Read Aloud)

**VOCABULARY:** immigrants, nomad, civilization, route, native, population, movement, translator

**LEARNING TARGETS:**

**RI.4.1**
I can read closely and find answers explicitly in text (right there answers).
I can read closely and find answers that require an inference.
I can analyze an author’s words and find details and examples to support both explicit and inferential questions.

**RI.4.2**
I can determine the main idea of a text.
I can identify key details in a text and explain how they support the main idea.
I can write a summary stating the key points of a text.

**RI.4.3**
I can identify events, procedures, ideas, and/or concepts in different types of text.
I can use specific information in a text (e.g. historical, scientific, technical) to explain events, procedures, ideas, and/or concepts, including what happened and why.

**ACTIVITIES:**

**Opening:**
- Preview lesson vocabulary to make meaning of the story.
- Pose question/ purpose for reading- Why did people want to come to America?

**Meet Learning Targets:**

**RI.4.1**
- Analyze Text- Model explicitly: through think alouds, show students how to think like a reader and how to stop and jot based on noticings, thoughts, and important information.
- Anchor Chart: What I think and How I Know This

**RI.4.2**
- Main Idea Web
- Summary after each section Reader’s Response Journal

**RI.4.3**
- 5 W’s Anchor Chart

**Closing**
- Debrief Questions (reflections on learning targets, big picture, what was essential)
- Culminating Activity (Immigration)

**Assessment**
- Study Island Quiz: Summarizing Texts (RI.4.2) and Event (RI.4.3)
- Study Island Quiz: Drawing Inferences (RI.4.1)
- Analysis #1: Why would people give up so much to come to America?
- Analysis #2: Why was the journey to America so difficult?

**Whole Class, Shared Texts**

**READING INFORMATIONAL TEXTS**

**Social Studies Text (Harcourt)**
- p.438-443
- p.446-451

**Activities:**
- Read text book pages p.438-443 and p.446-451
- To cover RI.4.2 Students will complete a Main Idea and Supporting Details Graphic Organizer, SQRR, or Reading Guide after reading sections of the text.
- To cover RI.4.4 Students will add domain specific words to their Reader’s Response Journals under Unit 2. Students will also be asked to stop at unknown words and discuss with a partner the best strategy to figure out the unknown word. Discuss whole group the strategies used.
- To cover RI.4.7 complete formatting worksheet with p. 438-443 and 446-451 discussing each format’s purpose and use in the text.

**Ellis Island (Elaine Landau)**

**VOCABULARY:** immigration, emigration, inspection, steerage, class, discrimination, majority, minority

**LEARNING TARGETS:**

RI.4.8
I can locate the reasons and evidence used to support particular points in a text.
I can explain how the reasons and evidence support the particular points in text.

**ACTIVITIES:**

**Opening**
- Preview lesson vocabulary to make meaning of the story.
- Visit Ellis Island Virtual Tours (on youtube.com or scholastic.com) and complete “I Notice, I Wonder Graphic Organizer”
- Tea Party Protocol

**Meet Learning Targets**- review learning targets and allow students to put learning targets into their own words

RI.4.8
- Use Main Idea Graphic Organizer to lead and guide discussion about how an author uses reasons and evidence to support particular points in a text.

**Closing**
- Debrief Questions (reflections on learning targets, big picture, what was essential)
- Culminating Activity (Immigration)

**Assessment**
- Study Island Quiz: Supporting Claims with Evidence (RI.4.8)
- Explanatory Writing Piece: Important Decision (xfiles)

**Time for Kids**
- Social Studies Connection: Current events- focus on stories (from current articles or from past articles) that are relevant to the theme of immigration (i.e. refugees)
**READING LITERATURE TEXTS**

**EXTENDED TEXT**

*In the Year of the Boar and Jackie Robinson (Bette Bao Lord)*

**VOCABULARY**: adapt, custom, opportunity, ignorant, queried, escapade

**LEARNING TARGET:**

RL.4.1
I can define inference and explain how a reader uses details and examples from a text to reach a logical conclusion (based on what I’ve read, it’s most likely true that...).
I can analyze an author’s words and refer to details and examples needed to support both explicit and inferential questions.

**ACTIVITIES:**

**Opening**
- Watch youtube.com Jackie Robinson- Mini Bio
- Have students discuss why they think Jackie Robinson has anything to do with immigration and young Chinese immigrant.

**Meeting Learning Targets**

RL.4.1
- Analyze Text- model explicitly: through think alouds, show students how to think like a reader and how to stop and jot based on noticings, thoughts, and important information.
- Create anchor charts (1) close reading (2) 5 W’s (3) inferences
- Use turn and talk and pair and share

**Closing**
- Debrief Questions (reflections on learning targets, big picture, what was essential)
- Culminating Activity (Immigration)

**Assessment**

Opinion Writing: Immigration Opinion Piece (xfiles)

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**Whole Class, Shared Texts**

**READING LITERATURE TEXTS**

*A Very Important Day* (HM)
**VOCABULARY:** allegiance, chamber, citizen, citizenship, enrich, examiner, oath, petitioners

**LEARNING TARGETS:**

**RI.4.4**
I can identify general academic words or phrases (different ways to say the same thing e.g. stroll instead of walk) in a text.
I can identify domain specific words or phrases (content words, e.g. sedimentary, igneous, metamorphic) in a text.
I can use various strategies (e.g. context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text.
I can locate and use resources (e.g. glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases.

**RL.4.4**
I can use various strategies (context clues, root words, affixes) to determine the meaning of words and phrases.

**ACTIVITIES:**

**Opening**
- Preview lesson vocabulary to make meaning of the story.
- Review the steps to becoming a citizen TE Social Studies Text p.431
- Look at the website USCIS.gov to see requirements and take practice US citizenship test.

**Meeting Learning Targets**
**RL.4.4 and RI.4.4**
- Think aloud and model how to determine meaning of key academic vocabulary by using context clues or dictionaries. Discuss multiple meaning words and determining the meaning using the context of the text.
- Students will determine meanings of words independently and in pairs in Reader’s Response Journals.

**Closing**
- Debrief Questions (reflections on learning targets, big picture, what was essential)
- Culminating Activity (Immigration)- Citizenship Test

**Assessment**
- Study Island Quiz: Academic Language (RL4.4 and RI.4.4)
- Analyses #3: How do you know that becoming American Citizens means a lot to these families?

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**Grandfather's Journey** (HM)

**VOCABULARY:** bewildered, homeland, longed, marveled, reminded, surrounded

**LEARNING TARGET:**

**RL.4.7**
I can recognize when a visual or oral presentation is based on a text.
I can identify where a text gives specific descriptions and directions that a visual or oral presentation uses.
I can determine similarities and differences between a written text and its visual or oral representation.
I can recognize that authors use various formats when presenting information.
I can identify information presented in formats (e.g., graphs, pictures, diagrams, charts, media clips) other than words.
I can explain how various formats (e.g., graphs, pictures, diagrams, charts, media clips) help a reader understand the text.

ACTIVITIES

Opening
- Preview lesson vocabulary to make meaning of the story.
- Show Japan in reference to California on a map
- Have students work in pairs to summarize Worldbook printout of United States and Japan (jigsaw with pair that had opposite country). Complete a venn diagram.

Meet Learning Targets
- RL.4.7 and RI4.7
  - Model finding the text that depicts the illustration.
  - Use Social Studies text 439-447 and worksheet to determine visual formats and their purpose.

Closing
- Debrief Questions (reflections on learning targets, big picture, what was essential)
- Culminating Activity (Immigration)- Citizenship Test

Assessment
- Study Island Quiz: Visual Elements (RL4.7 and RI.4.7)
- Analyses #4: Are you surprised that Grandfather moved back to Japan to spend the rest of his life? Use text details to support your answer.

RESEARCH

FAMOUS IMMIGRANT

Opening
Teachers will share with students a list of famous immigrants from multiple fields for students to choose to research.
Teachers will introduce the research project and its requirements.
Lesson on citing sources.

Meet Learning Targets
- W.4.2.a, b, c, d, e
  - Students will write an Informational Piece
    - Students will research a famous immigrant.
    - Each student will research the different aspects of the immigrant: country of origin, culture of country, family, contribution.
    - Students will complete a research organizer while in the computer lab and using library books.
    - Students will then use their organizer and rubric to complete an Informational Piece on
the chosen famous immigrant.
  - In addition to the informational piece students may create a poster to also present information about their immigrant.

Closing
Students will share their informational pieces and posters.

Assessment
- Informational Piece
- Presentation of Informational Piece

Guided Reading Texts

Below Level:
Lily and Ms. Liberty (Stevens)
The Story of the Statue of Liberty (Maestro)

On Level:
How My Family Lives in America (Kuklin)
The Most beautiful Place in the World (Cameron)
If You Lived With The Cherokee (Kamma)

Above Level:
Harvesting Hope: The Story of Cesar Chavez (Krull)
The Discovery of the Americas (Maestro)

Independent Texts

Alexander Graham Bell: Setting The Tone For Communication
The Apollo 13 Mission
The Attack On Pearl Harbor
Bermuda Triangle
Black Diamond: The Story Of The Negro Baseball Leagues
Building The New York Subway
Egypt
Great Black Heroes: Five Brave Explorers
Great Black Heroes: Five Brilliant Scientists
The Great Wall Of China
Holy Enchilada!
If You Sailed On The Mayflower In 1620
Inventions And Inventors
Iroquois Indians
Johnny Appleseed
Look To The North
Marie Curie: Scientist Who Made Glowing Discoveries
My Secret Life As A Ping-Pong Wizard
New York: The Empire State
The Revolution In Industry
Shackleton And The Lost Antarctic Expedition
Sir Francis Drake: Slave Trader And Pirate
So You Want To Be An Inventor?
<table>
<thead>
<tr>
<th>Space Explorers</th>
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<tbody>
<tr>
<td>Who Was Albert Einstein?</td>
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