



SUBJECT: ENGLISH/LANGUAGE ARTS
HISTORY/SOCIAL SCIENCE
GRADE LEVEL: 3-5
TYPE: PRE-VISIT/POST-VISIT
PRIMARY THEME: IMMIGRATION
TITLE: IMMIGRATION JOURNEYS

> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

In this multi-activity lesson, students will listen to several stories about immigrants from different countries and compare their journeys and reasons for immigration. If this activity is used in conjunction with a field trip to the **Finding Our Families, Finding Ourselves** Exhibit, then it is recommended that Days 1-4 are done as a **pre-visit activity** and Day 5 is done as a **post-visit activity**.

STANDARDS:

- Students draw upon a variety of comprehension strategies such as generating and responding to essential questions, making predictions, and comparing information from several sources.
(California Content Standards for English-Language Arts, Grades 3-4, Reading Standard 2.0)
- Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
(California Content Standards for English-Language Arts, Grades 5-6, Reading Standard 2.0)
- Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements such as theme, plot, setting, and characters.
(California Content Standards for English-Language Arts, Grades 3-4, Reading Standard 3.0)
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.
(California Content Standards for English-Language Arts, Grades 5-6, Reading Standard 3.0)
- Students write clear and coherent sentences and paragraphs that develop a central idea.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 2.0)
- Students listen critically and respond appropriately to oral communication.
(California Content Standards for English-Language Arts, Grades 3-4, Listening and Speaking Standard 1.0)
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
(California Content Standards for English-Language Arts, Grades 5-6, Listening and Speaking Standard 1.0)
- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
(California Content Standards for History-Social Science, Grade 3, Standard 3.3)
- Students describe the continued immigration, migration, settlement, and growth of California and the United States.
(California Content Standards for History-Social Science, Grades 4-5, Standards 4.3, 4.4, 5.4, 5.8)

IMMIGRATION JOURNEYS

ASSESSMENT:

- Students analyze the literary components of four immigration stories.
- Students produce a graphic organizer to document and compare the literary components of each story. (Teachers may choose not to complete the graphic organizer, therefore they should verbally discuss these questions in class)
- Students work together in groups to create an artistic representation of these literary components.
- Students write paragraphs in response to discussion questions presented after each story.
- Students write letters or essays (type will depend on grade level) in response to the literature.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

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- Day 1:**
1. Read Book #1 aloud to the students
 2. Fill in the first column of the graphic organizer or answer the questions verbally.
 3. Literature response question: How would you feel if you had to move to another country that didn't speak your native language? What struggles would you have to overcome? How can you help people in your neighborhood or community who do not speak English?
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- Day 2:**
1. Read Book #2 aloud to the students
 2. Fill in the second column of the graphic organizer
 3. Literature response question: *If you had to leave your country and could only take a few items with you, what would you take and why?*
 4. Begin Where Do Our Families Come From? Lesson plan. Complete through procedure #2.
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- Day 3:**
1. Read Book #3 aloud to the students
 2. Fill in third column of the graphic organizer
 3. Complete Where Do Our Families Come From? Mapping/graphing lesson. If not using this activity, a literature response would be appropriate here.
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- Day 4:**
1. Read Book #4 aloud to the students
 2. Fill in fourth column of the graphic organizer
 3. Students will now complete the artistic representation portion of the lesson. The students should be broken up into four groups. Each group will get 5 pieces of plain paper, art materials, and one of the immigration books read in class this week. (This activity can also be done with immigration books that are unfamiliar to the students; therefore they would look for the answers to the graphic organizer questions before they completed the artistic representation.) The students' assignment is to draw one of the answers to each of the questions asked on the graphic organizer on each piece of paper. The students should also write the answer on the sheet of paper, large enough to be seen across the room. After the students complete this assignment, the pictures can be placed on a classroom bulletin board to demonstrate literary components.
 4. Reflection Questions: What can we learn from people who have immigrated to the United States? How did the characters in the books overcome the hardships and traumas of moving to another country and feeling like they don't belong? How can we help make life easier for new immigrants?
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- Day 5:** Writing component:
- For third and fourth grade:* Have each student write a letter to a family member as if this family member were leaving his/her native country to move to America. Have the students offer advice to that family member; what he/she should bring to America, what struggles he/she might face in America, how he/she can overcome these obstacles once in America, etc.
- For fifth and sixth grade:* Have students write a persuasive essay or letter in favor or against current immigration to the United States. Some extra research will have to be completed.
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IMMIGRATION JOURNEYS

EXTENSIONS:

- In addition to listening to picture books, the students can read chapter books and further compare the journeys of immigrants to America.
- Research immigration trends in United States history.
- Research treatment/discrimination towards new immigrants in the United States

TIME ELEMENT:

Four days to complete story analyses

One day to two weeks for final letter or essay, depending on the individual and writing process procedures.

MATERIALS/RESOURCES:

- MOT Bibliography, Topic: Immigration and Forced Immigration – Choose 4 books that discuss immigration from different countries. It is recommended that at least one book be about immigration from a neighboring country, so that movement across land is discussed.
- *Graphic Organizer #1* (Use for 3rd Grade) – 1 per student
- *Graphic Organizer #2* (use for 4th, 5th, and 6th grade) – 1 per student
- Lined paper for written responses
- Where Do Our Families Come From? Lesson plan
- Plain paper for artistic representation of literary components
- Crayons, markers, and other artistic materials.

VOCABULARY:

Immigration
Forced Immigration
Emigration
Migration
Refugee
Continent
Country
State
Struggles
Hardships
Conflict
Resolution



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GRAPHIC ORGANIZER #1, Page 1

| BOOK TITLE | BOOK #1 | BOOK #2 | BOOK #3 | BOOK #4 |
|--|---------|---------|---------|---------|
| Setting | | | | |
| Characters | | | | |
| Why did the characters leave their home country? | | | | |
| How did the characters immigrate? | | | | |

GRAPHIC ORGANIZER #1, Page 2

| BOOK TITLE | BOOK #1 | BOOK #2 | BOOK #3 | BOOK #4 |
|--|---------|---------|---------|---------|
| How were the characters treated when they moved to America? | | | | |
| What was one conflict in the story? | | | | |
| How was the conflict resolved? | | | | |
| How would you have resolved the conflict if you were the main character? | | | | |

GRAPHIC ORGANIZER #2, Page 1

| BOOK TITLE | Setting | BOOK #1 | | BOOK #2 | | BOOK #3 | | BOOK #4 | |
|-----------------|---------|---------|--|---------|--------------------------------|---------|--|---------|--|
| Main Characters | | | | | Description of Main Characters | | | | |

GRAPHIC ORGANIZER #2, Page 2

| BOOK TITLE | BOOK #1 | BOOK #2 | BOOK #3 | BOOK #4 |
|-----------------------------|---------|---------|---------|---------|
| Main Events in the Story | | | | |
| Story conclusion | | | | |